Perceptions of the Summit Learning Platform

Applied Research Lab

Abstract

This document provides a description of an assessment of perceptions of the Summit Learning Platform among Indiana Area School District (IASD) 6th grade students. This assessment consisted of four phases: 1) developing an online and mobile-friendly survey, 2) administering the survey, 3) analyzing the response data, and 4) reporting/presenting the findings. Results of this study are discussed in the Executive Summary. The report includes the following: a description and background of the project design and procedures, an executive summary of the results, definitions of terms, a copy of the survey, summaries of the quantitative data summary tables and graphs, summaries of the qualitative content analyses tables, and references.

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Project Description

The Summit Learning Platform (SLP) is an online teaching and learning program, informed by empirically supported best pedagogical practices, that aims to help students become "self-directed learners" and "develop the behaviors and mindsets for success" (SummitLearning.org, 2017; The Science of Summit, 2017). Although research suggests that students participating in personalized and self-directed learning approaches experience more academic success compared to those in traditional classroom settings (RAND, 2015), research specifically assessing the effectiveness of the SLP on student learning is limited.

While this study did not directly assess the effect of the SLP on student learning, this study did assess the overall usefulness of the pedagogical program by capturing the perceptions (i.e., thoughts, feelings, attitudes, opinions, and beliefs) about the program among key stakeholders. It is important to note that IASD implemented the SLP among 6th grade students at the beginning of the 2017-2018 school year. After a few months of use, feedback from IASD stakeholders revealed variations in perceptions regarding the platform's functionality, content, and effectiveness as a thinking and learning tool.

As noted by Schalock (1995), a heterogeneous constituency may have very different conceptions, concerns, and needs in relation to a program, all of which have the potential to influence the overall usefulness of a program. As such, an assessment of how IASD stakeholders perceive the SLP, so as to gain a better understanding of the program's overall usefulness, was warranted.

This study assessed perceptions of the SLP through the development, administration, and analysis of a cross-sectional online and mobile-friendly survey of IASD 6th grade students ($N \approx 218$), their parents/guardians ($N \approx 450$), and teachers ($N \approx 20$). In total, 211 students, 81 parents, and six teachers responded to the survey.

It is important to note that due to the low response rate among parents/guardians, and a lack of a probabilistic sampling method used for parents/guardians, a high likelihood of non-response bias exists. As such, a primary analysis of parent/guardian survey responses was not performed. For example, no comparisons between parent/guardian and student responses were performed. However, the raw results of parent/guardian survey responses have been made available for review in a separate document. Further, for teachers, no analysis of responses is provided due to a lack of responses. However, raw data for all respondents will be made available to IASD on a flash drive should additional analysis/review of responses be desired for any of the stakeholders surveyed.

Nevertheless, this assessment consisted of four phases: 1) survey development, 2) survey administration, 3) analysis of response data, and 4) reporting/presenting the findings. Each phase is described next. Overall, the primary purpose of this study was to assess perceptions of SLP and report on these perceptions.

First, key concepts related to perceptions, such as thoughts, feelings, attitudes, opinions, and beliefs regarding SLP were defined (see Appendix A). The key concepts of interest included: perceptions of SLP, Mass Customized Learning (MCL), SLP assignments, topics covered in SLP, the way work is graded in SLP, readings used in SLP, SLP's grading system, video and audio recording used in SLP, technology use and access, perceptions of SLP as a product, SLP's effectiveness, future use of SLP, knowledge of SLP, educational values, news about SLP, and perceptions of how SLP was implemented at IASD.

Survey question stems and response items for informal assessments typically consist of inventories of forced response items such as Likert-scales, dichotomous agree/disagree items, and semantic-differential items (Lovelace and Brickman, 2013; Crocker and Algina, 2008). As such, measures (i.e., survey questions and response items) to best assess the key concepts derived from the definitions were created (see Appendix B) (Nunnally, 1978).

To assess perceptions of students' experiences with SLP, semantic-differential items were used. For example, students were presented with an object (e.g., Summit Learning Platform) and asked to rate their experience on a 0-10 scale made up of pairs of opposite words (e.g., sad/happy), where 0-4 indicated a negative response, 4.01-5.99 indicated a neutral/indifferent response, and 6-10 indicated a positive response. In the final construction of the survey, 23 semantic-differentials were randomly varied within each major SLP component.

The perceptual model that we implemented was informed by the Pleasure, Arousal, Dominance (PAD) model using semantic-differentials that are empirically supported by peer-reviewed research (see Osgood, 1969; Heise, 1970; Bradley & Lang,1994; Kervyn, Fiske, & Yzerbyt, 2013; Bakker, Voordt, Vink, & Boon, 2014; Miniero, Rurale, & Addis, 2014; Betella, & Verschure, 2016; Hall, Elliott, & Meng, 2017) and provide indications of how humans perceive and assess objects and experiences (i.e., an affective response to stimuli). This model has been established as cross-cultural and easy to implement when an assessment is needed with substanial time constraints (Heise, 1970). The survey also included open-ended questions aimed to capture rich qualitative responses from participants regarding what should/should not be changed and any other additional comments.

As a result of this process, a pool of potential survey questions and response items was generated and used to construct and design the survey-questionnaire. It is important to note that the survey language was designed at a 5th grade reading level. Researchers met with administrators from Horrace Mann Elementary School to review the appropriateness of the survey questions' and response items' readability. After generating the pool of survey items, the survey was created in Qualtrics® online survey platform and tested for face validity, time, and structure among ARL research

assistants. Modifications were then made to the survey, and a final draft was created and tested.

Second, the ARL worked closely with IASD administrators to provide the Superintendent with an anonymous survey link that was distributed to 6th grade students and teachers. The survey was administered to students during school hours on January 10th, 2018. Overall, the Applied Research Lab (ARL) worked closely with the IASD to determine the best strategy for administering the survey based on access to the stakeholders so as to increase response rate (Dillman, Smyth, and Christian, 2009). This included not collecting demographic information from respondents (e.g., race/ethnicity, socioeconomic status, gender, age, household role, political affiliation/ideology) and sending parents/guardians one reminder email.

Third, upon completion of data collection, response data was exported to SPSS 24 for statistical analysis of the quantitative data and NVivo 11 for analysis of qualitative data generated by the open-ended questions. Preliminary analysis was performed on the quantitative data to screen the data for errors (e.g., missing cases, outliers, abnormalities, anomalies). As a result of the preliminary analysis, 13 student cases were removed due to missing data (i.e., less than 90% completion), leaving 198 analyzable cases. Then, randomly varied semantic differential items and two Likert-scale items were reverse coded for internal consistency. Due to random variation in missing responses for several of the SLP components, empty semantic-differential cells were given a score of five (i.e., neutral/indifferent).

Fourth, and after the preliminary analysis, measures of central tendency, dispersion, and graphic presentations (histograms and bar charts) were generated (see Appendix C and D). This phase of the analysis provided information on how stakeholders responded to the quantitative survey questions. Furthermore, a content analysis was performed on the qualitative data provided by students and parents/guardians. This included developing a coding structure based on responses to the open-ended questions (see Content Analysis of Student Qualitative Data). An executive summary of the results is presented next.

Executive Summary of Results

The primary purpose of this survey was to generate data regarding how sixth grade IASD students think and feel about their experiences with Summit Learning Platform (SLP). Survey responses show that students have mostly indifferent to negative thoughts and feelings regarding their experiences with SLP. However, many students responded that SLP is appropriate, and they do feel somewhat "in-control" of SLP when they use it. Responses to Mass Customized Learning were similar to responses to SLP. Tests for practical significance between SLP and MCL responses to the 23 semantic-differentials were less than minimal at best ($d < .3$).

Overall, student perceptions of the components of SLP (e.g., SLP assignments, topics covered, the way work is graded, readings, grading system, and video/audio) were extreme. Although mean responses indicated students had neutral to negative perceptions of SLP components, histograms of responses revealed many multimodal distributions. This indicates that students felt either extremely negative, extremely positive, or completely indifferent regarding SLP assignments, topics covered, the way work is graded, readings, grading system, and video and audio recordings. However, students had less negative responses to the videos and audio recordings compared to other SLP components.

The majority of students (88.9%) reported having access to the internet at home most or all of the time, while 6.1% reported some access and 3.0% reported no access at home. When examining screen time, 28.8% of student respondents reported 6 or more hours of screen time at school per day, and 22.7% reported spending 6 or more hours on SLP at school per day. Further, 26.2% of students reported 6 or more hours of screen time at home per day, and 30.9% reported spending 6 or more hours on SLP at home per day. This suggests most students have access to internet at home and spend similar amounts of time using digital devices both at home and in school.

As a mass customized learning product, students mostly felt that SLP is safe and easy to use at home, but expensive. All other measures of SLP as a product (e.g., visual appeal, navigation, interactivity, ease of use, comprehensiveness of content, functionality, orientation, maintenance and support, compatibility, access, and privacy) appear neutral at worst; however, histograms show extreme responses similar to responses provided for the components of SLP.

Students generally agreed that SLP encourages and helps students learn. Conversely, most did not feel that SLP helps students be creative, prepares them for future education or future careers, helps them think critically or problem solve, helps them socialize or prepare them for future social situations, or strengthens the school community.

It is important to note that the purpose of this assessment was not to measure if SLP truly helps students learn, be creative, prepares them for various future situations, helps them think critically, or effects the school community. Further, we do not know to

what extent SLP is designed to achieve these goals or how SLP compares to other pedagogical styles. Nonetheless, most students are neutral in their perceived effectiveness of SLP as a learning tool.

Regarding future use of SLP, 18.7% of students want SLP to be used for all major subjects next year, 18.7% believe SLP should be used for some subjects next year, 30.8% want SLP available for students who elect to use it, 17.7% want it to be used with other teaching methods, and 39.4% do not want SLP to be used at all. Keep in mind, this indicates that roughly 60% of respondents do want to keep SLP in the future, to some degree.

In open-ended responses, students wrote about several topics that were pertinent. Generally, students expressed a desire to change the way SLP is used relative to specific classes and subjects. Students often mentioned the content, resources, and media used in SLP, and generally wished not to change the content used in SLP. Students mentioned testing often, but are rather mixed on wanting to keep or change the SLP testing model. They noted the look and feel of SLP, but were mixed in their opinion of the look and feel. Students were generally split on the independent nature of work done in SLP though they mentioned it often. Students wrote about scheduling often, but were split on opinions of the schedule. Also, most students enjoyed the collaborative and social nature of SLP, but this was primarily in respect to the socializing done *with mentors* and not socializing with peers. Generally, students also expressed a desire to spend less time on screens, and critiques of screen time often overlapped with critiques of SLP as a platform and teachers.

It is also important to note that students often expressed opinions of SLP as a platform. When mentioning SLP in entirety, students generally expressed negative opinions of SLP and a desire to change or abandon the entire platform.

Students also wrote about the colors used in SLP. However, because of the research team's lack of understanding of student experiences in SLP and, more specifically, the meaning of color coding in the platform, we can simply report that students mentioned SLP color codes often and generally expressed a desire to change the colors used in SLP.

Finally, students felt that they were either somewhat informed, or not informed at all regarding the roll-out of SLP at IASD.

Appendix A – Definitions of Terms

Perceptions: How stakeholders perceive and express their thoughts, feelings, and emotions regarding Summit Learning Platform. This includes the following: Attitudes – The degree to which users respond positively or negatively to the Summit Learning Platform based on previously constructed ways of thinking; Opinions – How stakeholders judge the Summit Learning Platform; Beliefs – What stakeholders believe to be true and untrue about the Summit Learning Platform.

> **Pleasure:** The degree to which individuals perceive Summit Learning Platform to be enjoyable and appealing.
>
> **Arousal:** The extent to which the Summit Learning Platform stimulates the individual.
>
> **Dominance:** The extent to which individuals feel they are in control or not when using the Summit Learning Platform.

The Summit Learning Platform (SLP): The Summit Learning Platform is a mass customized online teaching and learning program that aims to help students become self-directed learners.

Mass Customized Learning (MCL): Digital learning tailored to the needs and interests of individual students aided by technology.

The Summit Learning Platform Content: Information made available by the Summit Learning Platform including, but not limited to, assignments, topics covered, the way work is graded, readings, the grading system, and videos and audio recordings.

Technology Use: The extent to which stakeholders use digital devices.

Access to Technology: The extent to which stakeholders have access to digital devices.

Screen Time: Recollected estimate of time spent on various types of digital devices including computers, TVs, phones, and video games at school and outside of school.

Perceptions of SLP as a Product: How stakeholders perceive and express their thoughts, feelings, and emotions regarding SLP as a mass customized learning product.

> **Visual Appeal:** Aesthetics; how the software looks to the user.
>
> **Navigation:** The process of locating and using features on Summit Learning Platform.
>
> **Interactivity:** The degree to which and ways in which Summit Learning Platform responds to stakeholders' actions while using the platform.
>
> **Ease of Use:** Degree of perceived user friendliness when using the Summit Learning Platform.

Comprehensiveness of Content: Degree to which the Summit Learning Platform provides appropriate variability for assignments, assessments, readings, videos, audio recordings, and all other digital materials.

Functionality: The range of and adequacy of actions that can be performed on the Summit Learning Platform.

Orientation: The process of users determining their positions within the Summit Learning Platform and relative to other users also working in the Platform.

Maintenance and Support: The degree to which Summit Learning Platform provides assistance for users and responds to user questions and needs.

Compatibility: The ability of Summit Learning Platform to be used on different types of machines including computers, tablets, smartphones, and other devices used by students without issue.

Access: The degree to which users can use Summit Learning Platform in school, at home, and at other locations if needed.

Cost: Perceived monetary cost of use for Summit Learning Platform.

Privacy: One's perception of how user data is secured and/or shared through Summit Learning Platform.

Perceptions of Summit Learning Platform Effectiveness: The degree to which stakeholders believe Summit Learning Platform successfully achieves educational goals.

Future use of Summit Learning Platform: One's beliefs about how IASD ought to use Summit in the future.

Perceptions of Summit Learning Platform Roll Back: One's feelings about the roll back of Summit at IASD.

Knowledge of Summit Learning Platform: One's skillset and understanding of Summit Learning Platform as an educational tool.

Educational Values: Beliefs of the importance of Summit Learning Platform, personalized learning, project-based learning, privacy, transparency, cost, access to digital devices and the web, student/teacher and student/peer interaction, assessment/evaluation, and digital technology in education. Also, beliefs of the importance of education beyond Summit Learning Platform.

News about Summit Learning Platform: One's recollection of reading news articles related to the Summit Learning Platform.

Perceptions of Summit Learning Platform Implementation: Interaction with other stakeholders using Summit Learning Platform and how Summit Learning Platform has been explained to stakeholders.

Appendix B – Copy of Student Survey

Survey Flow

Standard: Instruction Block (6 Questions)

BlockRandomizer: 1 - Evenly Present Elements

- **Standard: Perceptions of Summit Learning Platform (SLP) Overall (24 Questions)**
- **Standard: Perceptions of Mass Customized Learning (MCL) Overall (24 Questions)**

BlockRandomizer: 2 - Evenly Present Elements

- **Standard: Content – Perceptions of SLP Assignments (24 Questions)**
- **Standard: Content – Perceptions of Topics Covered in SLP (24 Questions)**
- **Standard: Content – Perceptions of the Way SLP Work is Graded (24 Questions)**

BlockRandomizer: 2 - Evenly Present Elements

- **Standard: Content – Perceptions of SLP Readings (24 Questions)**
- **Standard: Content – Perceptions of SLP Grading System (24 Questions)**
- **Standard: Content – Perceptions of SLP Video and Audio Recordings (24 Questions)**

Standard: Technology Use and Access (4 Questions)
Standard: Perceptions of SLP as a Product (12 Questions)
Standard: Perceptions of SLP Effectiveness (2 Questions)
Standard: Future Use of SLP (3 Questions)
Standard: Knowledge of SLP (4 Questions)
Standard: Educational Values (3 Questions)
Standard: Open-Ended Questions (3 Questions)
Standard: News About SLP (4 Questions)
Standard: Perceptions of SLP Implementation (9 Questions)

Instruction Block

Q1.1
The following survey is designed to help the Indiana Area School District better understand how students feel about the Summit Learning Platform. This information will help the Indiana Area School District make informed decisions about how the Summit Learning Platform will be used in the Indiana Area School District.

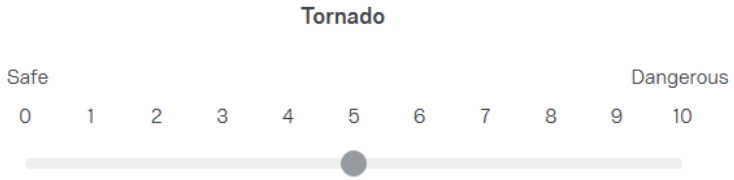
You will be asked a series of questions about the Summit Learning Platform as well as more general questions about online learning and your experiences and opinions about education.

All of the information collected is anonymous–meaning your name and personal information will not be collected in any way. Your teachers and principal will not know how you respond. There are no "correct" or "incorrect" answers, and the responses to this survey will have no impact on your grade or your participation in the Summit Learning Platform.

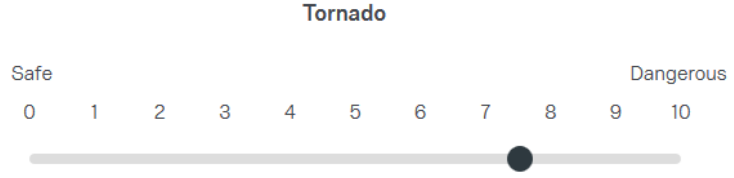
The survey should take approximately 30-40 minutes. If you have any questions, please raise your hand so a teacher can help you.

Q1.2
Many questions in this survey use a sliding scale. When using a sliding scale, note the two labels on either side of the scale and use the slider in the middle to indicate your feeling about an object, idea, or experience.

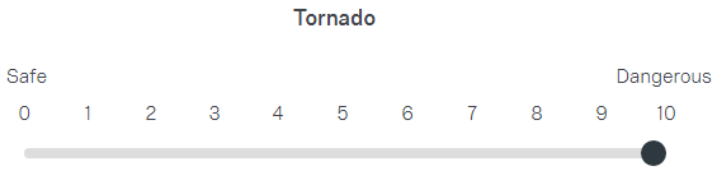
The scale below asks you to rate ***Tornado*** and gives two labels: Safe and Dangerous. Note ***Safe*** is on the left and ***Dangerous*** is on the right.



If you would like to indicate that you feel a tornado is ***Dangerous***, you would move the slider to the right. See the example below. Note that the slider is part-way between 7 and 8, which shows you feel a tornado is ***Somewhat Dangerous***.

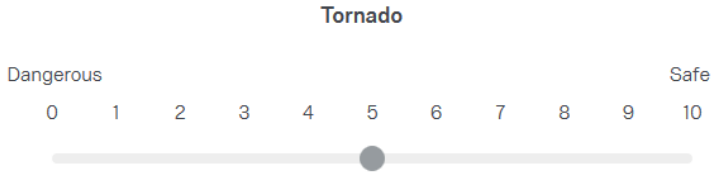


If you would like to indicate that you feel a tornado is ***Very Dangerous***, you would move the slider further to the right. See the example below.

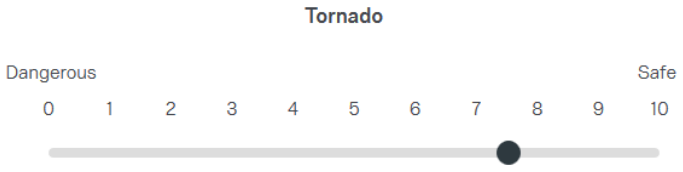


Q1.3
Note that labels alternate throughout the survey. You should read each question closely to check that you know the labels on each side of the slider.

For example, in the scale below, note that ***Dangerous*** is on the left and ***Safe*** is on the right. This is different from the previous example because the labels have switched sides.



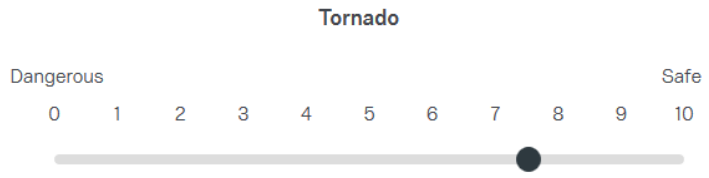
If you would like to show that you feel a tornado is ***Safe***, you would move the slider to the right. See the example below.



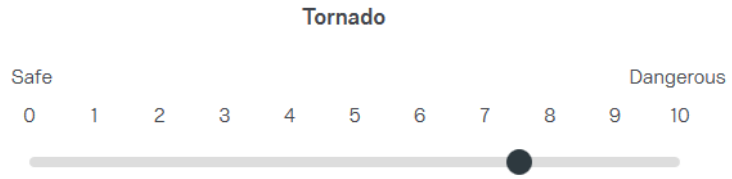
Note that this is a similar slider position as the previous example, but it now shows you feel a tornado is ***Safe*** rather than ***Dangerous*** because the terms have switched sides.

Q1.4
Please see the examples below and note how the change in terms changes the answers provided.

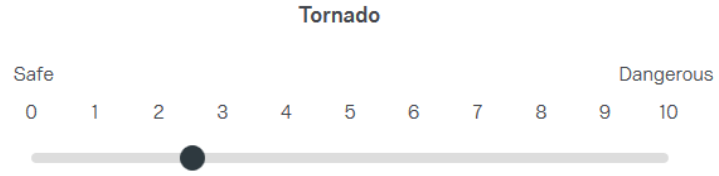
Safe



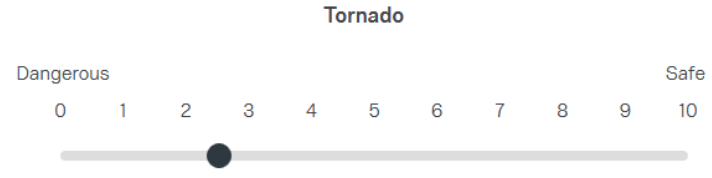
Dangerous



Safe



Dangerous



Q1.5
Here is a sample sliding question to practice using a slider prior to the start of the survey. When you are finished, hit "Next" at the bottom of the page.

Q1.6
This survey will also use multiple choice questions and short-answer writing questions. Some multiple choice questions allow you to select more than one answer while others only allow a single answer. The instructions for each question will tell you if you can select more than one answer.

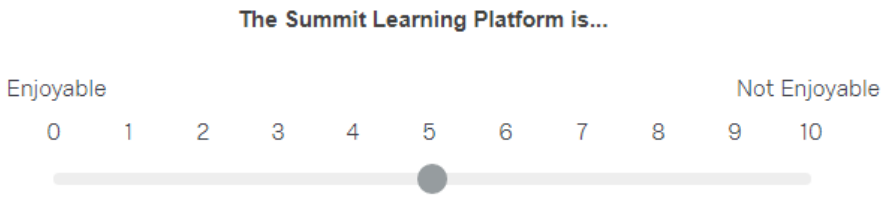
Finally, please note that the survey does not have a "Back" button, so when you hit "Next" at the bottom of the page, you will move to the next question and will not be able to return to a previous page.

Perceptions of Summit Learning Platform (SLP) Overall

Q2.1
On the following screens, you will see pairs of words or phrases describing your experiences with the Summit Learning Platform.

The Summit Learning Platform is an online tool that helps students track progress towards their short and long-term goals, learn content at their own pace, and reflect on their learning with mentors.

Please use the **slider** to show how you feel about the Summit Learning Platform.



Q2.2
The Summit Learning Platform is...
Enjoyable Not Enjoyable
Q2.3
The Summit Learning Platform is...
Unappealing Appealing
Q2.4
The Summit Learning Platform is...
Satisfying Unsatisfying
Q2.5
The Summit Learning Platform is...
Fun Not Fun
Q2.6
The Summit Learning Platform makes me feel...
Sad Happy
Q2.7
The Summit Learning Platform is...
Pleasing Annoying
Q2.8
The Summit Learning Platform is...
Frustrating Not Frustrating
Q2.9
The Summit Learning Platform is...
Appropriate Inappropriate
Q2.10
The Summit Learning Platform is...
Stressful Relaxing

Q2.11
The Summit Learning Platform is...
Exciting Boring
Q2.12
The Summit Learning Platform is...
Dull Thrilling
Q2.13
The Summit Learning Platform makes me feel...
Wide Awake Sleepy
Q2.14
The Summit Learning Platform is...
Not Entertaining Entertaining
Q2.15
The Summit Learning Platform is...
Interesting Uninteresting
Q2.16
The Summit Learning Platform is...
Tiring Energizing
Q2.17
The Summit Learning Platform makes me feel...
Calm Panicked
Q2.18
The Summit Learning Platform makes me feel...
Out of Control In Control
Q2.19
The Summit Learning Platform makes me feel...
Not in Charge In Charge
Q2.20
The Summit Learning Platform makes me feel...
Important Ignored
Q2.21
The Summit Learning Platform makes me feel...
Left-Out Included
Q2.22
The Summit Learning Platform makes me feel...
Free Controlled
Q2.23
The Summit Learning Platform makes me feel...
Weak Powerful
Q2.24
The Summit Learning Platform makes me feel...
Knowledgeable Confused

Perceptions of Mass Customized Learning (MCL) Overall

Q3.1
On the following screens, you will see pairs of words or phrases describing your experiences with Mass Customized Learning.

Mass Customized Learning is a type of online tool that helps students track progress towards their short and long-term goals, learn content at their own pace, and reflect on their learning with mentors.

Please use the slider to show how you feel about Mass Customized Learning.

Q3.2
Mass Customized Learning is...
Enjoyable Not Enjoyable
Q3.3
Mass Customized Learning is...
Unappealing Appealing
Q3.4
Mass Customized Learning is...
Satisfying Unsatisfying
Q3.5
Mass Customized Learning is...
Fun Not Fun
Q3.6
Mass Customized Learning makes me feel...
Sad Happy
Q3.7
Mass Customized Learning is...
Pleasing Annoying
Q3.8
Mass Customized Learning is...
Frustrating Not Frustrating
Q3.9
Mass Customized Learning is...
Appropriate Inappropriate
Q3.10
Mass Customized Learning is...
Stressful Relaxing
Q3.11
Mass Customized Learning is...
Exciting Boring
Q3.12
Mass Customized Learning is...
Dull Thrilling

Q3.13
Mass Customized Learning makes me feel...
Wide Awake Sleepy
Q3.14
Mass Customized Learning is...
Not Entertaining Entertaining
Q3.15
Mass Customized Learning is...
Interesting Uninteresting
Q3.16
Mass Customized Learning is...
Tiring Energizing
Q3.17
Mass Customized Learning makes me feel...
Calm Panicked
Q3.18
Mass Customized Learning makes me feel...
Out of Control In Control
Q3.19
Mass Customized Learning makes me feel...
Not in Charge In Charge
Q3.20
Mass Customized Learning makes me feel...
Important Ignored
Q3.21
Mass Customized Learning makes me feel...
Left-Out Included
Q3.22
Mass Customized Learning makes me feel...
Free Controlled
Q3.23
Mass Customized Learning makes me feel...
Weak Powerful
Q3.24
Mass Customized Learning makes me feel...
Knowledgeable Confused

Perceptions of SLP Assignments

Q4.1
On the following screens, you will see pairs of words or phrases describing your experiences with Assignments Used in the Summit Learning Platform.

Assignments include projects, student-designed work, teacher-assigned or teacher-suggested work, and other activities completed in the Summit Learning Platform.

Please use the slider to show how you feel about Assignments Used in the Summit Learning Platform.

Q4.2
Assignments Used in the Summit Learning Platform are...
Enjoyable Not Enjoyable
Q4.3
Assignments Used in the Summit Learning Platform are...
Unappealing Appealing
Q4.4
Assignments Used in the Summit Learning Platform are...
Satisfying Unsatisfying
Q4.5
Assignments Used in the Summit Learning Platform are...
Fun Not Fun
Q4.6
Assignments Used in the Summit Learning Platform make me feel...
Sad Happy
Q4.7
Assignments Used in the Summit Learning Platform are...
Pleasing Annoying
Q4.8
Assignments Used in the Summit Learning Platform are...
Frustrating Not Frustrating
Q4.9
Assignments Used in the Summit Learning Platform are...
Appropriate Inappropriate
Q4.10
Assignments Used in the Summit Learning Platform are...
Stressful Relaxing
Q4.11
Assignments Used in the Summit Learning Platform are...
Exciting Boring
Q4.12
Assignments Used in the Summit Learning Platform are...
Dull Thrilling

Q4.13
Assignments Used in the Summit Learning Platform make me feel...
Wide Awake Sleepy
Q4.14
Assignments Used in the Summit Learning Platform are...
Not Entertaining Entertaining
Q4.15
Assignments Used in the Summit Learning Platform are...
Interesting Uninteresting
Q4.16
Assignments Used in the Summit Learning Platform are...
Tiring Energizing
Q4.17
Assignments Used in the Summit Learning Platform make me feel...
Calm Panicked
Q4.18
Assignments Used in the Summit Learning Platform make me feel...
Out of Control In Control
Q4.19
Assignments Used in the Summit Learning Platform make me feel...
Not in Charge In Charge
Q4.20
Assignments Used in the Summit Learning Platform make me feel...
Important Ignored
Q4.21
Assignments Used in the Summit Learning Platform make me feel...
Left-Out Included
Q4.22
Assignments Used in the Summit Learning Platform make me feel...
Free Controlled
Q4.23
Assignments Used in the Summit Learning Platform make me feel...
Weak Powerful
Q4.24
Assignments Used in the Summit Learning Platform make me feel...
Knowledgeable Confused

Perceptions of Topics Covered in SLP

Q5.1
On the following screens, you will see pairs of words or phrases describing your experiences with Topics Covered in the Summit Learning Platform.

This includes the topics students research in the Summit Learning Platform as well as assigned topics or topics covered through assigned materials.

Please use the slider to show how you feel about Topics Covered in the Summit Learning Platform.

Q5.2
Topics Covered in the Summit Learning Platform are...
Not Enjoyable Enjoyable
Q5.3
Topics Covered in the Summit Learning Platform are...
Appealing Unappealing
Q5.4
Topics Covered in the Summit Learning Platform are...
Unsatisfying Satisfying
Q5.5
Topics Covered in the Summit Learning Platform are...
Not Fun Fun
Q5.6
Topics Covered in the Summit Learning Platform make me feel...
Happy Sad
Q5.7
Topics Covered in the Summit Learning Platform are...
Annoying Pleasing
Q5.8
Topics Covered in the Summit Learning Platform are...
Not Frustrating Frustrating
Q5.9
Topics Covered in the Summit Learning Platform are...
Inappropriate Appropriate
Q5.10
Topics Covered in the Summit Learning Platform are...
Relaxing Stressful
Q5.11
Topics Covered in the Summit Learning Platform are...
Boring Exciting
5.12
Topics Covered in the Summit Learning Platform are...
Thrilling Dull

Q5.13
Topics Covered in the Summit Learning Platform make me feel...
Sleepy Wide Awake
Q5.14
Topics Covered in the Summit Learning Platform are...
Entertaining Not Entertaining
Q5.15
Topics Covered in the Summit Learning Platform are...
Uninteresting Interesting
Q5.16
Topics Covered in the Summit Learning Platform are...
Energizing Tiring
Q5.17
Topics Covered in the Summit Learning Platform make me feel...
Panicked Calm
Q5.18
Topics Covered in the Summit Learning Platform make me feel...
In Control Out of Control
Q5.19
Topics Covered in the Summit Learning Platform make me feel...
In Charge Not in Charge
Q5.20
Topics Covered in the Summit Learning Platform make me feel...
Ignored Important
Q5.21
Topics Covered in the Summit Learning Platform make me feel...
Included Left-Out
Q5.22
Topics Covered in the Summit Learning Platform make me feel...
Controlled Free
Q5.23
Topics Covered in the Summit Learning Platform make me feel...
Powerful Weak
Q5.24
Topics Covered in the Summit Learning Platform make me feel...
Confused Knowledgeable

Perceptions of the Way SLP Work is Graded

Q6.1
On the following screens, you will see pairs of words or phrases describing your experiences with The Way Work is Graded in the Summit Learning Platform.

This includes how grades are calculated, the feedback students receive, and grading scales used in work done in the Summit Learning Platform.

Please use the slider to show how you feel about The Way Work is Graded in the Summit Learning Platform.

Q6.2
The Way Work is Graded in the Summit Learning Platform is...
Not Enjoyable Enjoyable
Q6.3
The Way Work is Graded in the Summit Learning Platform is...
Appealing Unappealing
Q6.4
The Way Work is Graded in the Summit Learning Platform is...
Unsatisfying Satisfying
Q6.5
The Way Work is Graded in the Summit Learning Platform is...
Not Fun Fun
Q6.6
The Way Work is Graded in the Summit Learning Platform makes me feel...
Happy Sad
Q6.7
The Way Work is Graded in the Summit Learning Platform is...
Annoying Pleasing
Q6.8
The Way Work is Graded in the Summit Learning Platform is...
Not Frustrating Frustrating
Q6.9
The Way Work is Graded in the Summit Learning Platform is...
Inappropriate Appropriate
Q6.10
The Way Work is Graded in the Summit Learning Platform is...
Relaxing Stressful
Q6.11
The Way Work is Graded in the Summit Learning Platform is...
Boring Exciting
Q6.12
The Way Work is Graded in the Summit Learning Platform is...
Thrilling Dull

Q6.13
The Way Work is Graded in the Summit Learning Platform makes me feel...
Sleepy Wide Awake
Q6.14
The Way Work is Graded in the Summit Learning Platform is...
Entertaining Not Entertaining
Q6.15
The Way Work is Graded in the Summit Learning Platform is...
Uninteresting Interesting
Q6.16
The Way Work is Graded in the Summit Learning Platform is...
Energizing Tiring
Q6.17
The Way Work is Graded in the Summit Learning Platform makes me feel...
Panicked Calm
Q6.18
The Way Work is Graded in the Summit Learning Platform makes me feel...
In Control Out of Control
Q6.19
The Way Work is Graded in the Summit Learning Platform makes me feel...
In Charge Not in Charge
Q6.20
The Way Work is Graded in the Summit Learning Platform makes me feel...
Ignored Important
Q6.21
The Way Work is Graded in the Summit Learning Platform makes me feel...
Included Left-Out
Q6.22
The Way Work is Graded in the Summit Learning Platform makes me feel...
Controlled Free
Q6.23
The Way Work is Graded in the Summit Learning Platform makes me feel...
Powerful Weak
Q6.24
The Way Work is Graded in the Summit Learning Platform makes me feel...
Confused Knowledgeable

Perceptions of SLP Readings

Q7.1
On the following screens, you will see pairs of words or phrases describing your experiences with Readings Used in the Summit Learning Platform.

Please use the slider to show how you feel about
Readings Used in the Summit Learning Platform.

Q7.2
Readings Used in the Summit Learning Platform are...
Enjoyable Not Enjoyable
Q7.3
Readings Used in the Summit Learning Platform are...
Unappealing Appealing
Q7.4
Readings Used in the Summit Learning Platform are...
Satisfying Unsatisfying
Q7.5
Readings Used in the Summit Learning Platform are...
Fun Not Fun
Q7.6
Readings Used in the Summit Learning Platform make me feel...
Sad Happy
Q7.7
Readings Used in the Summit Learning Platform are...
Pleasing Annoying
Q7.8
Readings Used in the Summit Learning Platform are...
Frustrating Not Frustrating
Q7.9
Readings Used in the Summit Learning Platform are...
Appropriate Inappropriate
Q7.10
Readings Used in the Summit Learning Platform are...
Stressful Relaxing
Q7.11
Readings Used in the Summit Learning Platform are...
Exciting Boring
Q7.12
Readings Used in the Summit Learning Platform are...
Dull Thrilling
Q7.13
Readings Used in the Summit Learning Platform make me feel...
Wide Awake Sleepy

Q7.14
Readings Used in the Summit Learning Platform are...
Not Entertaining Entertaining
Q7.15
Readings Used in the Summit Learning Platform are...
Interesting Uninteresting
Q7.16
Readings Used in the Summit Learning Platform are...
Tiring Energizing
Q7.17
Readings Used in the Summit Learning Platform make me feel...
Calm Panicked
Q7.18
Readings Used in the Summit Learning Platform make me feel...
Out of Control In Control
Q7.19
Readings Used in the Summit Learning Platform make me feel...
Not in Charge In Charge
Q7.20
Readings Used in the Summit Learning Platform make me feel...
Important Ignored
Q7.21
Readings Used in the Summit Learning Platform make me feel...
Left-Out Included
Q7.22
Readings Used in the Summit Learning Platform make me feel...
Free Controlled
Q7.23
Readings Used in the Summit Learning Platform make me feel...
Weak Powerful
Q7.24
Readings Used in the Summit Learning Platform make me feel...
Knowledgeable Confused

Perceptions of SLP Grading System

Q8.1
On the following screens, you will see pairs of words or phrases describing your experiences with The Grading System Used in the Summit Learning Platform.

This includes how grades are shared throughout the school year through the Summit Learning Platform.

Please use the slider to show how you feel about The Grading System Used in the Summit Learning Platform.

Q8.2
The Grading System Used in the Summit Learning Platform is...
Enjoyable Not Enjoyable
Q8.3
The Grading System Used in the Summit Learning Platform is...
Unappealing Appealing
Q8.4
The Grading System Used in the Summit Learning Platform is...
Satisfying Unsatisfying
Q8.5
The Grading System Used in the Summit Learning Platform is...
Fun Not Fun
Q8.6
The Grading System Used in the Summit Learning Platform makes me feel...
Sad Happy
Q8.7
The Grading System Used in the Summit Learning Platform is...
Pleasing Annoying
Q8.8
The Grading System Used in the Summit Learning Platform is...
Frustrating Not Frustrating
Q8.9
The Grading System Used in the Summit Learning Platform is...
Appropriate Inappropriate
Q8.10
The Grading System Used in the Summit Learning Platform is...
Stressful Relaxing
Q8.11
The Grading System Used in the Summit Learning Platform is...
Exciting Boring
Q8.12
The Grading System Used in the Summit Learning Platform is...
Dull Thrilling

Q8.13
The Grading System Used in the Summit Learning Platform makes me feel...
Wide Awake Sleepy
Q8.14
The Grading System Used in the Summit Learning Platform is...
Not Entertaining Entertaining
Q8.15
The Grading System Used in the Summit Learning Platform is...
Interesting Uninteresting
Q8.16
The Grading System Used in the Summit Learning Platform is...
Tiring Energizing
Q8.17
The Grading System Used in the Summit Learning Platform makes me feel...
Calm Panicked
Q8.18
The Grading System Used in the Summit Learning Platform makes me feel...
Out of Control In Control
Q8.19
The Grading System Used in the Summit Learning Platform makes me feel...
Not in Charge In Charge
Q8.20
The Grading System Used in the Summit Learning Platform makes me feel...
Important Ignored
Q8.21
The Grading System Used in the Summit Learning Platform makes me feel...
Left-Out Included
Q8.22
The Grading System Used in the Summit Learning Platform makes me feel...
Free Controlled
Q8.23
The Grading System Used in the Summit Learning Platform makes me feel...
Weak Powerful
Q8.24
The Grading System Used in the Summit Learning Platform makes me feel...
Knowledgeable Confused

Perceptions of SLP Video and Audio Recordings

Q9.1
On the following screens, you will see pairs of words or phrases describing your experiences with Videos and Audio Recordings Used in the Summit Learning Platform.

This includes YouTube videos, podcasts, recorded lectures, documentaries, and any other video or audio materials used in the Summit Learning Platform.

Please use the slider to show how you feel about Videos and Audio Recordings Used in the Summit Learning Platform.

Q9.2
Videos and Audio Recordings Used in the Summit Learning Platform are...
Not Enjoyable Enjoyable
Q9.3
Videos and Audio Recordings Used in the Summit Learning Platform are...
Appealing Unappealing
Q9.4
Videos and Audio Recordings Used in the Summit Learning Platform are...
Unsatisfying Satisfying
Q9.5
Videos and Audio Recordings Used in the Summit Learning Platform are...
Not Fun Fun
Q9.6
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Happy Sad
Q9.7
Videos and Audio Recordings Used in the Summit Learning Platform are...
Annoying Pleasing
Q9.8
Videos and Audio Recordings Used in the Summit Learning Platform are...
Not Frustrating Frustrating
Q9.9
Videos and Audio Recordings Used in the Summit Learning Platform are...
Inappropriate Appropriate
Q9.10
Videos and Audio Recordings Used in the Summit Learning Platform are...
Relaxing Stressful
Q9.11
Videos and Audio Recordings Used in the Summit Learning Platform are...
Boring Exciting
Q9.12
Videos and Audio Recordings Used in the Summit Learning Platform are...
Thrilling Dull

Q9.13
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Sleepy Wide Awake
Q9.14
Videos and Audio Recordings Used in the Summit Learning Platform are...
Entertaining Not Entertaining
Q9.15
Videos and Audio Recordings Used in the Summit Learning Platform are...
Uninteresting Interesting
Q9.16
Videos and Audio Recordings Used in the Summit Learning Platform are...
Energizing Tiring
Q9.17
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Panicked Calm
Q9.18
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
In Control Out of Control
Q9.19
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
In Charge Not in Charge
Q9.20
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Ignored Important
Q9.21
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Included Left-Out
Q9.22
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Controlled Free
Q9.23
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Powerful Weak
Q9.24
Videos and Audio Recordings Used in the Summit Learning Platform make me feel...
Confused Knowledgeable

Technology Use and Access

Q10.1
Please mark if you have the following items.
Check more than one if needed.

	I do not have one.	I share one.	I have my own.
Smart Phone	☐	☐	☐
Computer	☐	☐	☐
Tablet	☐	☐	☐
Video Game System	☐	☐	☐
Television	☐	☐	☐

Q10.2
Please mark your internet access for the following locations.

	No Access	Access Some of the Time	Access Most of the Time	Access All of the Time
Your Home	O	O	O	O
A Public Library	O	O	O	O
Friends' or Family Members' Homes	O	O	O	O
After School Programs	O	O	O	O
Other _____ (*includes possible written response*)	O	O	O	O

Q10.3
Please use the drop-down menus to show how much time in each day you spend on computers, tablets, smart phones, televisions, or gaming systems at the following locations.

School	▼ No Time ... 7 or More Hours
Your Home	▼ No Time ... 7 or More Hours
A Public Library	▼ No Time ... 7 or More Hours
Friends' or Family Members' Homes	▼ No Time ... 7 or More Hours
After School Programs	▼ No Time ... 7 or More Hours
Text From "Other" if written in Q10.2	▼ No Time ... 7 or More Hours

Q10.4
Please use the drop-down menus to show how much time in each day you spend on the Summit Learning Platform at the following locations.

School	▼ No Time ... 7 or More Hours
Your Home	▼ No Time ... 7 or More Hours
A Public Library	▼ No Time ... 7 or More Hours
Friends' or Family Members' Homes	▼ No Time ... 7 or More Hours
After School Programs	▼ No Time ... 7 or More Hours
Text From "Other" if written in Q10.2	▼ No Time ... 7 or More Hours

Perceptions of SLP as a Product

Q11.1
On the following screens, you will see pairs of words or phrases describing your experiences while using the Summit Learning Platform.

Please use the slider to show how you feel about the Summit Learning Platform.

Q11.2
The Summit Learning Platform

Visually Appealing	Visually Unappealing

Q11.3
The Summit Learning Platform

Difficult to Find My Way	Easy to Find My Way

Q11.4
The Summit Learning Platform

Organized	Confusing

Q11.5
The Summit Learning Platform

Easy to Use	Difficult to Use

Q11.6
The Summit Learning Platform

Limited Content	Extensive Content

Q11.7
The Summit Learning Platform

Works Poorly	Works Well

Q11.8
The Summit Learning Platform

Helpful	Not Helpful

Q11.9
The Summit Learning Platform

Not Supported	Supported

Q11.10
The Summit Learning Platform

Easy to Use at Home	Hard to Use at Home

Q11.11
The Summit Learning Platform

Expensive	Free

Q11.12
The Summit Learning Platform

Safe	Unsafe

Perceptions of SLP Effectiveness

Q12.1
Please mark how much you disagree or agree with the statements below.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Summit Learning Platform helps students learn.	O	O	O	O	O
The Summit Learning Platform does not encourage students to learn.	O	O	O	O	O
The Summit Learning Platform prepares students for their future education.	O	O	O	O	O
The Summit Learning Platform prepares students for their future careers.	O	O	O	O	O
The Summit Learning Platform helps students think critically.	O	O	O	O	O

Q12.2
Please mark how much you disagree or agree with the statements below.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
The Summit Learning Platform helps students learn to solve problems.	O	O	O	O	O
The Summit Learning Platform helps students socialize.	O	O	O	O	O
The Summit Learning Platform prepares students for future social situations.	O	O	O	O	O
The Summit Learning Platform does not help students be creative.	O	O	O	O	O
The Summit Learning Platform helps strengthen the school community.	O	O	O	O	O

Future Use of SLP

Q13.1
Do you think the Summit Learning Platform should be used by the Indiana Area School District next year?
Check more than one if needed**.**

- ☐ Yes, for all major subjects.
- ☐ Yes, but only for some subjects.
- ☐ Yes, but only for students who want to use it.
- ☐ Yes, but along with other teaching methods.
- ☐ No, not at all.

Q13.2 is only displayed if participants selected "Yes, but only for some subjects." as an answer to Q13.1.

Q13.2
How much time should a student spend in the Summit Learning Platform for each of the following classes?

	Less Time	The Same Amount of Time Currently Used	More Time
Language Arts	O	O	O
Math	O	O	O
Social Studies	O	O	O
Science	O	O	O
Other Subjects	O	O	O

Q13.3
How do you feel about the recent news that the Indiana Area School District is reducing the use of the Summit Learning Platform beginning later this month?

Check more than one if needed.

- ☐ Glad
- ☐ Sad
- ☐ Upset
- ☐ Excited
- ☐ Worried
- ☐ Optimistic
- ☐ Relieved
- ☐ Concerned
- ☐ Anxious
- ☐ Calm
- ☐ Uninterested
- ☐ Angry
- ☐ I did not know.
- ☐ Other _____(*possible written response*)

Knowledge of SLP

Q14.1
The Summit Learning Platform was first used at the Indiana Area School District in Fall of 2017.

- O Yes
- O No
- O I'm Not Sure

Q14.2
The Summit Learning Platform primarily uses project based learning.

- O Yes
- O No
- O I'm Not Sure

Q14.3
The Summit Learning Platform allows students to schedule their tests with teachers.

- O Yes
- O No
- O I'm Not Sure

Q14.4
Parents and guardians can access and monitor student work through the Summit Learning Platform online.

- O Yes
- O No
- O I'm Not Sure

Educational Values

Q15.1
Please mark how important the following experiences, ideas, concepts, or items are in a good education.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Access to technology	O	O	O	O	O
Project based learning	O	O	O	O	O
Personalized learning	O	O	O	O	O
Working in groups or pairs	O	O	O	O	O
Technological skills	O	O	O	O	O
Student and teacher interaction	O	O	O	O	O
Using textbooks	O	O	O	O	O

Q15.2
Please mark how important the following experiences, ideas, concepts, or items are in a good education.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Use of technology	O	O	O	O	O
Mass customized learning	O	O	O	O	O
The Summit Learning Platform	O	O	O	O	O
Working alone	O	O	O	O	O
Student and peer interaction	O	O	O	O	O
Taking tests	O	O	O	O	O
Access to the internet	O	O	O	O	O

Q15.3
Please mark how important the following experiences, ideas, concepts, or items are in a good education.

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Memorizing	O	O	O	O	O
Problem solving	O	O	O	O	O
Preparing for tests	O	O	O	O	O
Listening	O	O	O	O	O
Talking	O	O	O	O	O
Moving	O	O	O	O	O
Inventing and creating	O	O	O	O	O

Open-Ended Questions

Q16.1
If you could change one thing about the Summit Learning Platform, what would you change? Why?

_____
_____
_____
_____
_____

Q16.2
If there is a part of the Summit Learning Platform that should *not* be changed, what would that be? Why?

_____
_____
_____
_____
_____

Q16.3
If you have any additional thoughts about the Summit Learning Platform, please write them below.

_____
_____
_____
_____
_____

News About SLP

Q17.1
When did you first hear about this survey?

- O Today
- O Within the last week.
- O Within the last month.
- O Within the last few months.

Q17.2
How did you hear about this survey?
Check more than one if needed.

- ☐ Teacher or Principal notified me.
- ☐ A friend or family member notified me.
- ☐ I read about it in the news.
- ☐ Other _____

Q17.3
How many news articles have you read about the Summit Learning Platform in the Indiana Area School District?

- O None
- O 1
- O 2
- O 3
- O 4
- O 5
- O More than 5

Q17.4
How many news articles have you read about the Summit Learning Platform in school districts other than the Indiana Area School District?

- O None
- O 1
- O 2
- O 3
- O 4
- O 5
- O More than 5

Perceptions of SLP Implementation

Q18.1
Did the Indiana Area School District inform students about the Summit Learning Platform before it was launched?

- O Yes
- O Somewhat
- O No

Q18.2
Did the Indiana Area School District inform parents and guardians about the Summit Learning Platform before it was launched?

- O Yes
- O Somewhat
- O No
- O Unsure

Q18.3
Was information provided by the Indiana Area School District about the Summit Learning Platform before launching the platform useful for students, parents, and guardians?

- O Yes
- O Somewhat
- O No
- O No information was provided.

Q18.4
Is current information provided by the Indiana Area School District about the Summit Learning Platform useful for students, parents, and guardians?

- O Yes
- O Somewhat
- O No
- O No information is provided.

Q18.5
Was information provided by the Indiana Area School District about the Summit Learning Platform easy to understand?

- O Yes
- O Somewhat
- O No

Q18.6
Do you know why the Summit Learning Platform was chosen by the Indiana Area School District?

- O Yes
- O Somewhat
- O No

Q18.7
Do you trust the privacy of the Summit Learning Platform?

- O Yes
- O Somewhat
- O No

Q18.8
Do you trust the security of the Summit Learning Platform?

- O Yes
- O Somewhat
- O No

Q18.9
If you had questions about the Summit Learning Platform, were your questions answered completely and quickly by the Indiana Area School District?

- O Yes
- O Somewhat
- O No
- O I did not have any questions.

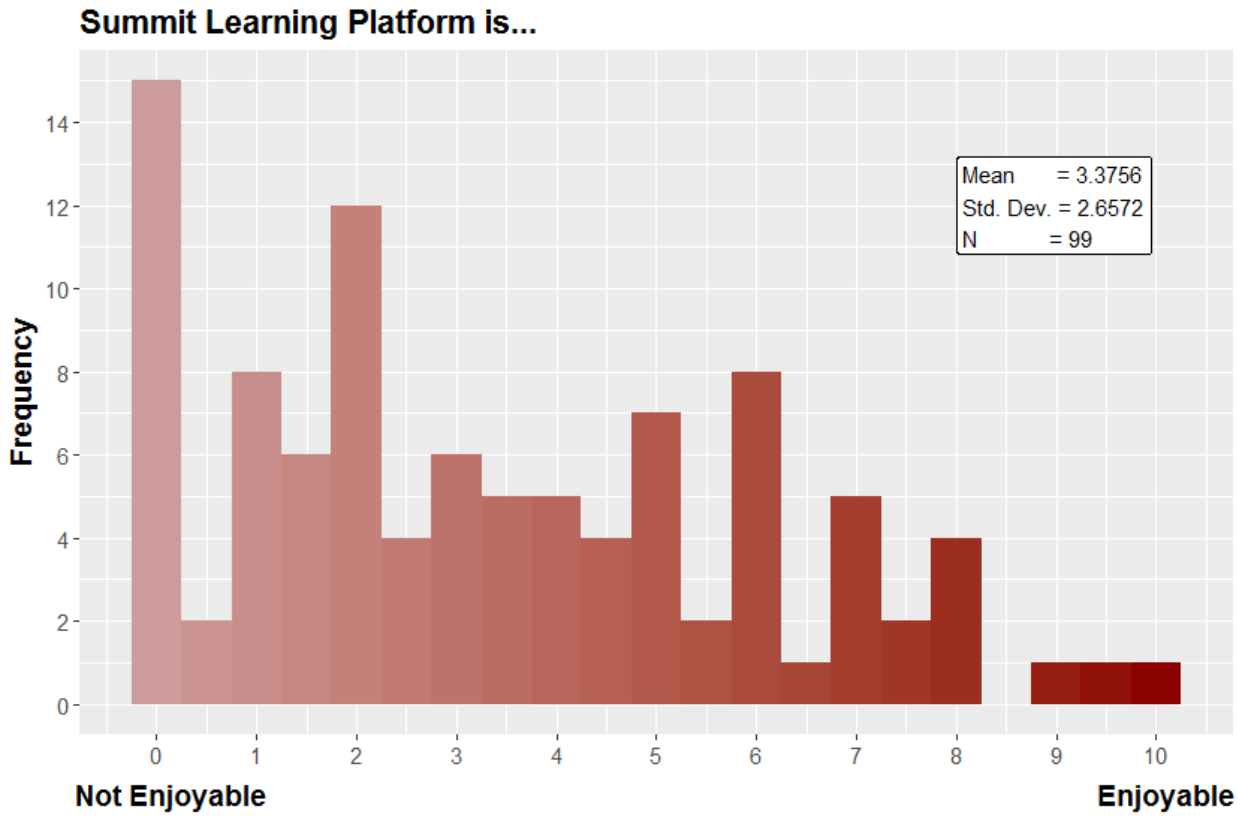
Appendix C – Student Summary Tables

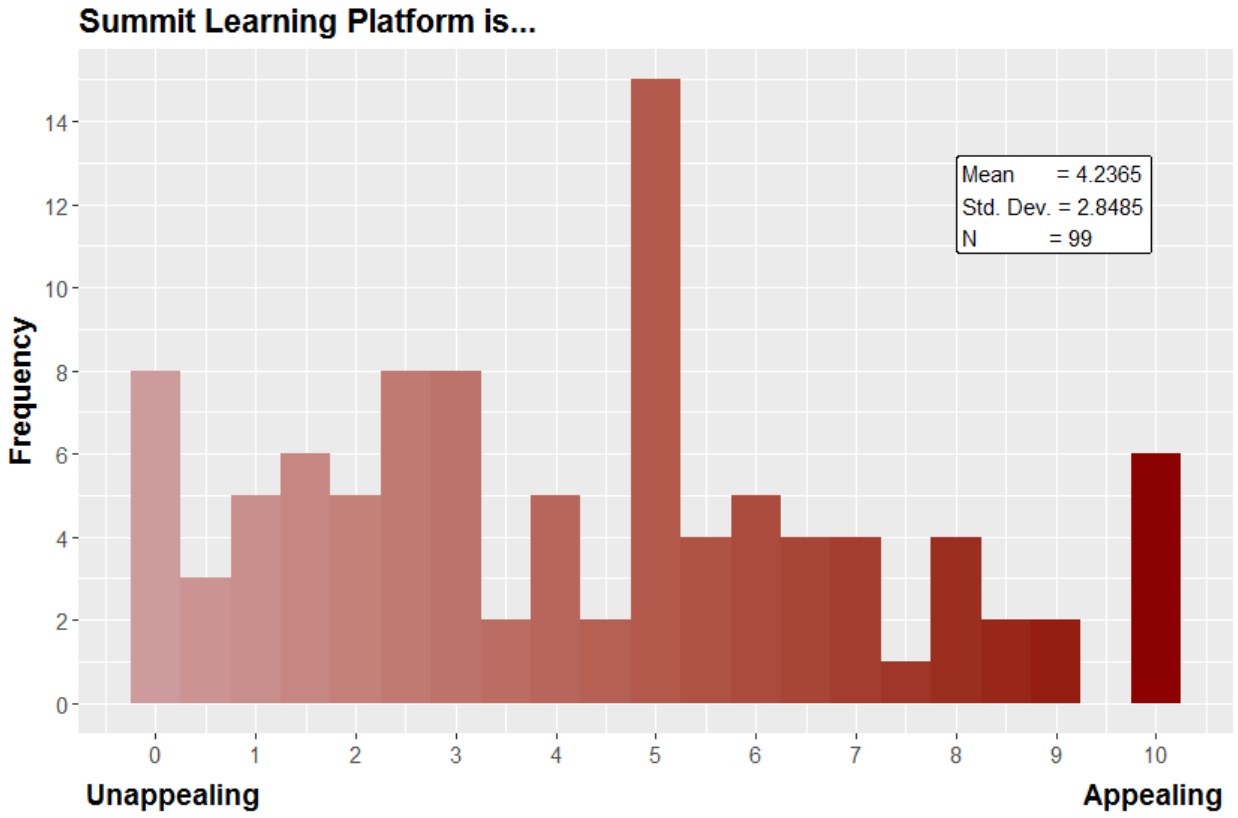
Table 1

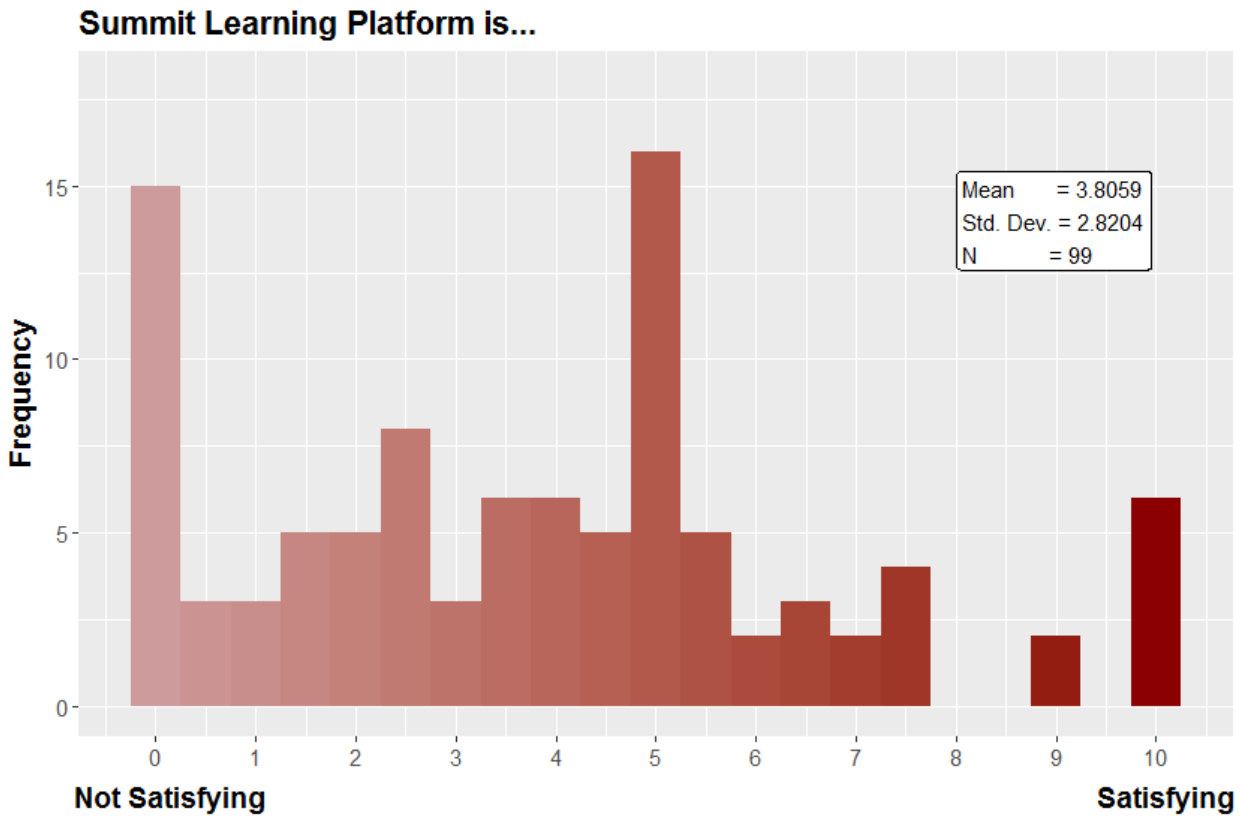
Summary of "SLP Overall" for Students

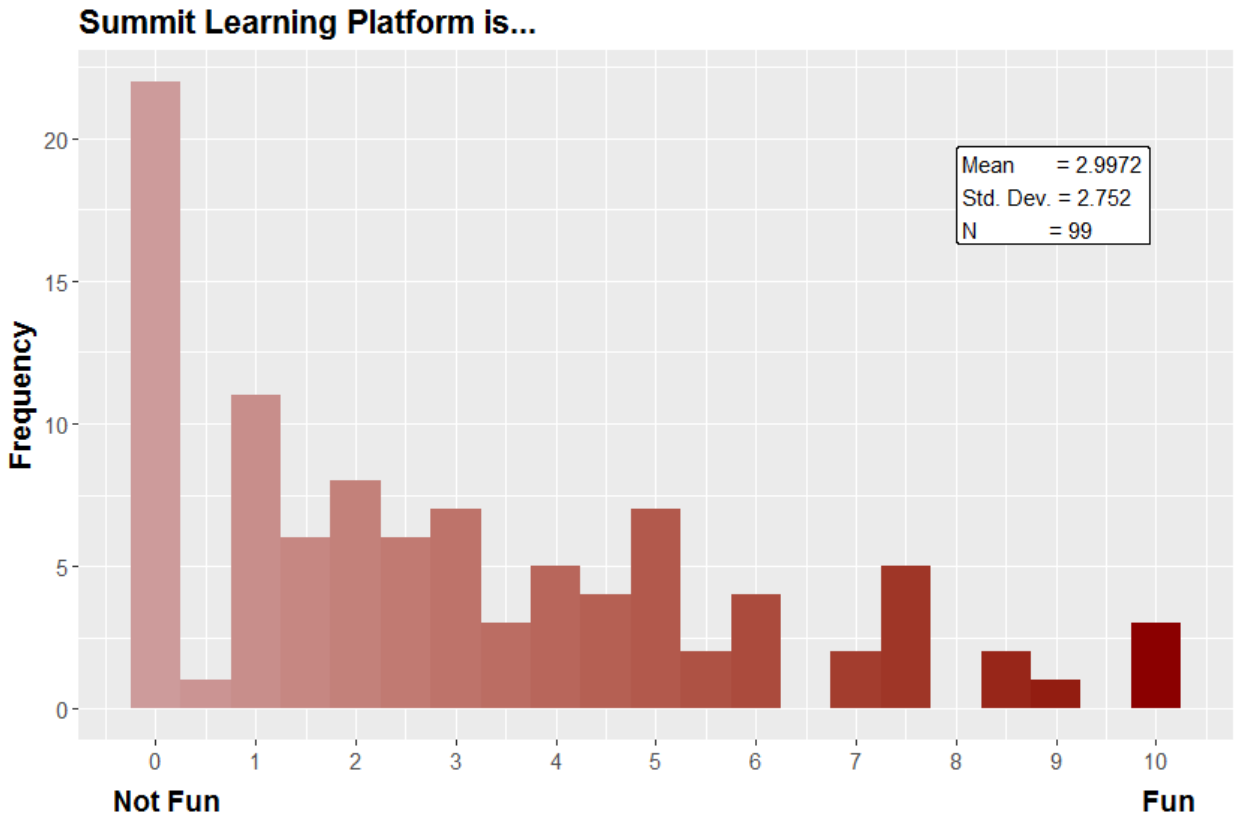
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		99	4.0453	3.8075	7.2710	2.6928	.916
	Enjoyment		3.3756	2.8800	7.0672	2.6572	
	Appealing		4.2365	3.9700	8.1140	2.8485	
	Satisfying		3.8059	3.8500	7.9550	2.8204	
	Fun		2.9972	2.3500	7.5721	2.7521	
	Happy		4.8137	5.0000	5.6460	2.3762	
	Pleasing		3.4126	2.9600	6.8640	2.6198	
	Not Frustrating		3.4956	3.4400	7.3740	2.7154	
	Appropriate		6.2253	6.0100	7.5760	2.7525	
Arousal		99	4.0950	3.8163	7.1548	2.6706	.917
	Stressful		6.8600	7.1600	7.2640	2.6951	
	Exciting		2.9315	2.3300	7.6400	2.7640	
	Thrilling		3.5105	3.0000	7.0210	2.6497	
	Wide-Awake		2.9031	2.5900	5.4000	2.3237	
	Entertaining		3.3986	2.9800	7.9480	2.8193	
	Interesting		3.4858	2.9200	7.5650	2.7505	
	Energizing		3.5143	3.1700	6.6210	2.5731	
	Panicked		6.1558	6.3800	7.7790	2.7890	
Dominance		99	4.9161	4.8857	7.3827	2.7133	.885
	In Control		5.3889	5.1600	7.6920	2.7735	
	In Charge		5.3342	5.0000	7.7800	2.7892	
	Important		4.3492	5.0000	6.5560	2.5606	
	Included		5.2518	5.0000	6.7810	2.6041	
	Free		4.8502	4.5100	8.5710	2.9277	
	Powerful		5.0044	5.0000	6.3110	2.5121	
	Knowledgeable		4.2343	4.5300	7.9880	2.8262	

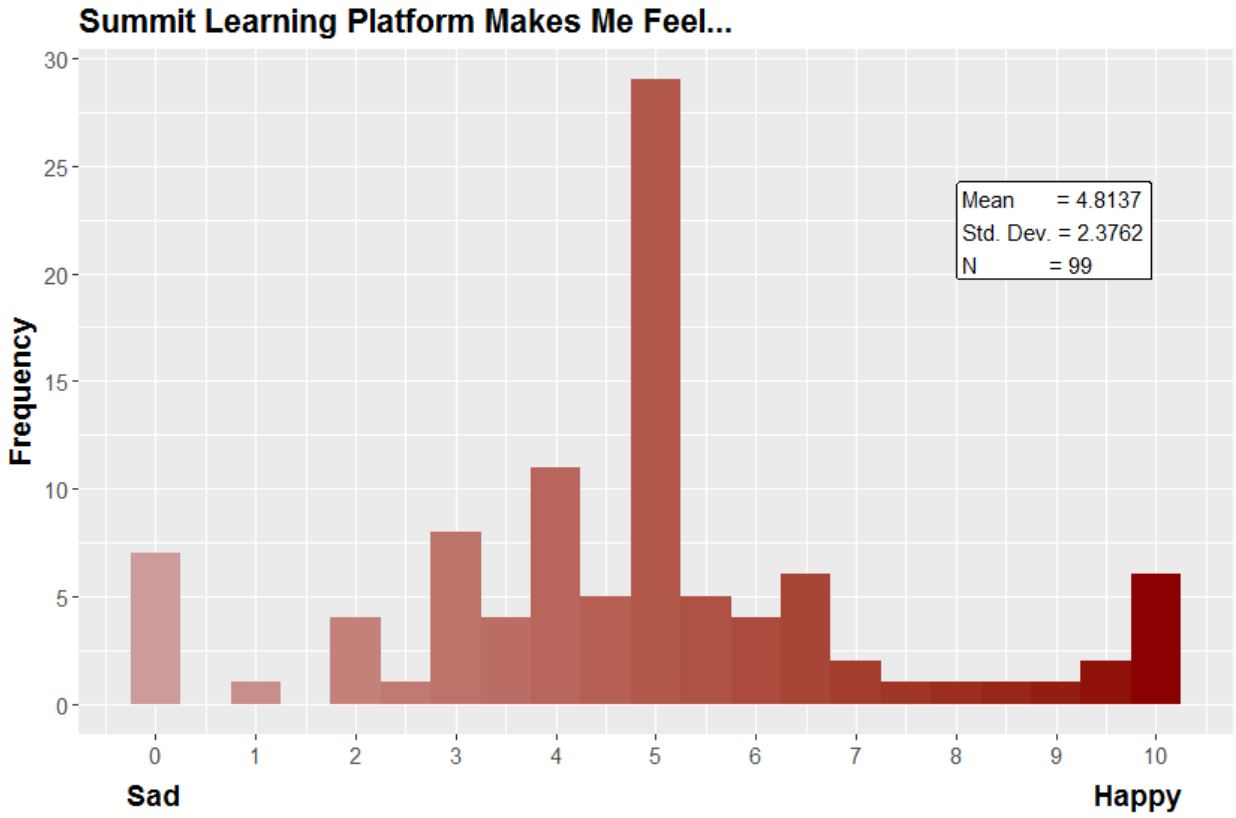
As can be seen in Table 1, mean estimates of pleasure (μ=4.0453), arousal (μ=4.0950), and dominance (μ=4.9161) indicate that student's perceptions of SLP overall appear to be neutral. However, with the exception of dominance, many of the results are positively skewed. This suggests that many students do not perceive SLP as pleasurable or arousing, while a few students perceive it as very pleasurable and very arousing. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

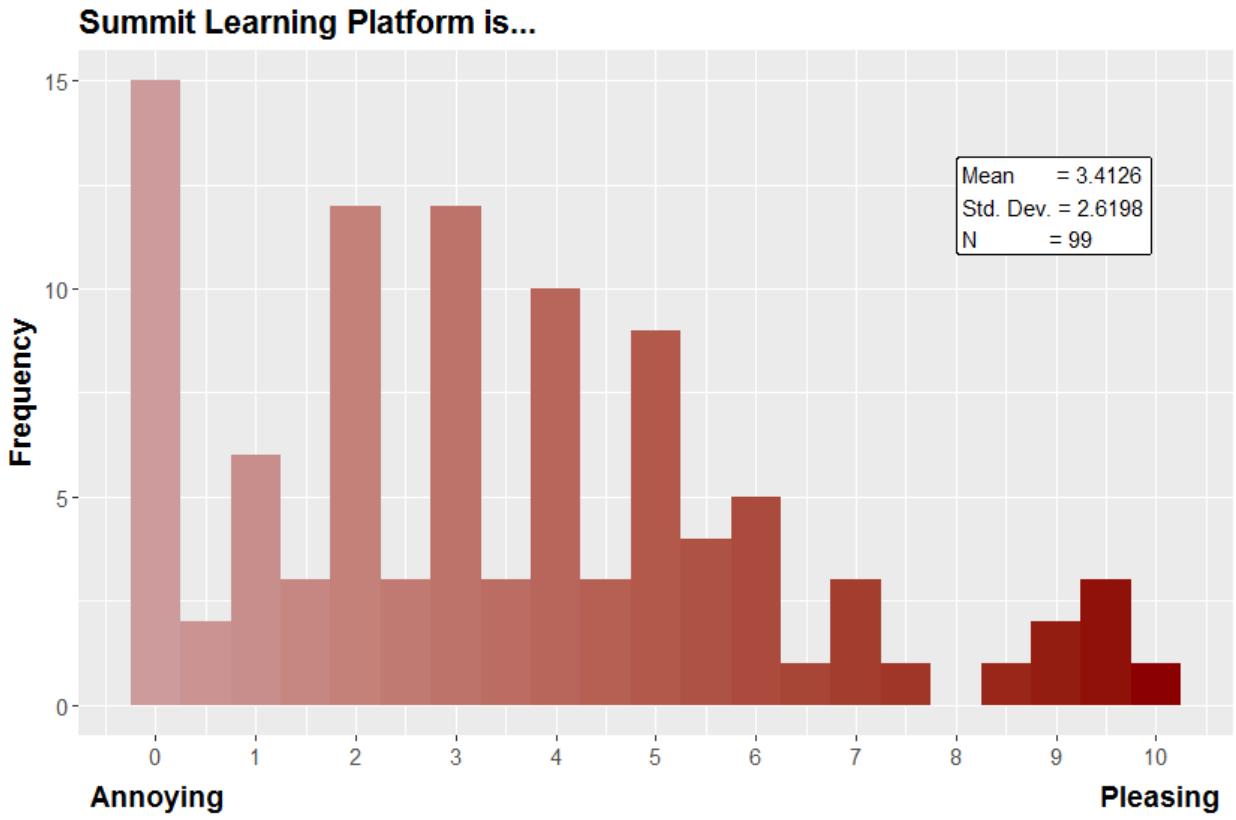

Summit Learning Platform is...
Mean = 3.3756
Std. Dev. = 2.6572
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Not Enjoyable
Enjoyable

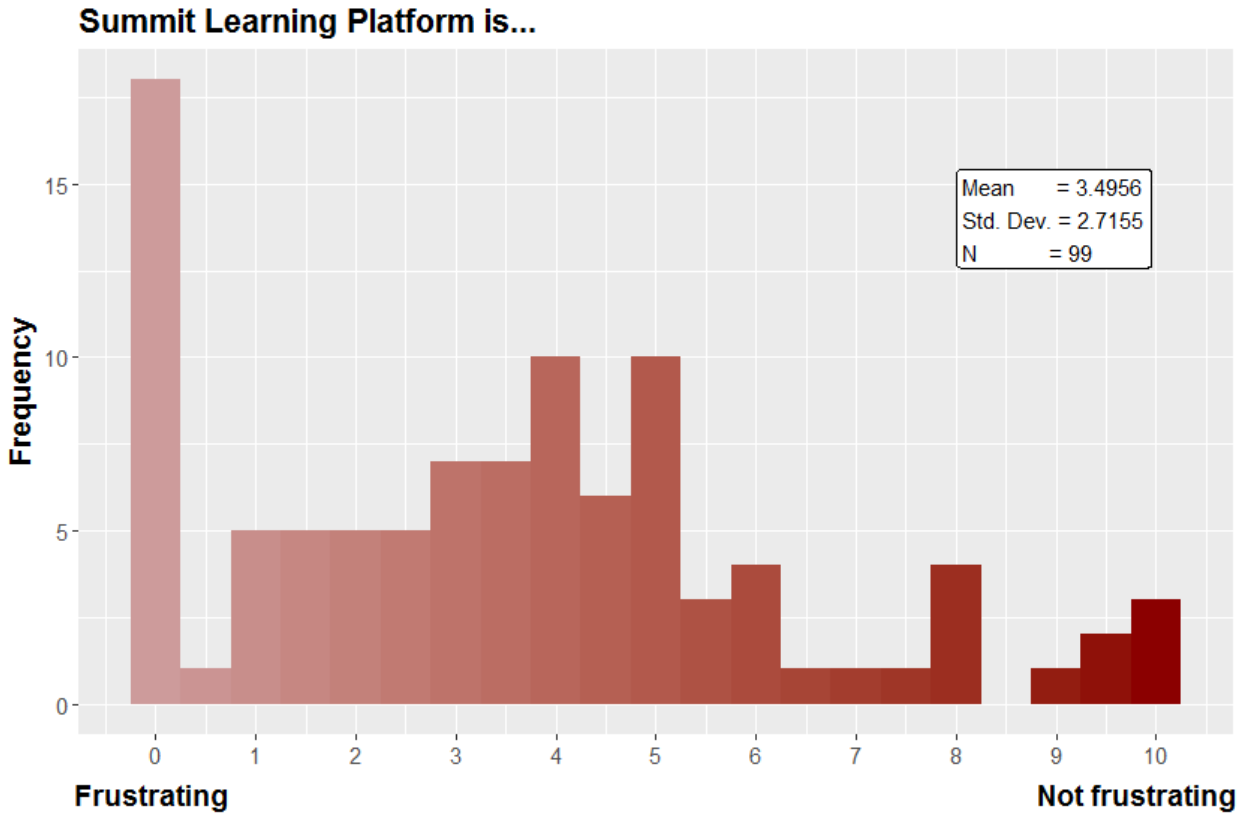

Summit Learning Platform is...
Mean = 4.2365
Std. Dev. = 2.8485
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Unappealing
Appealing

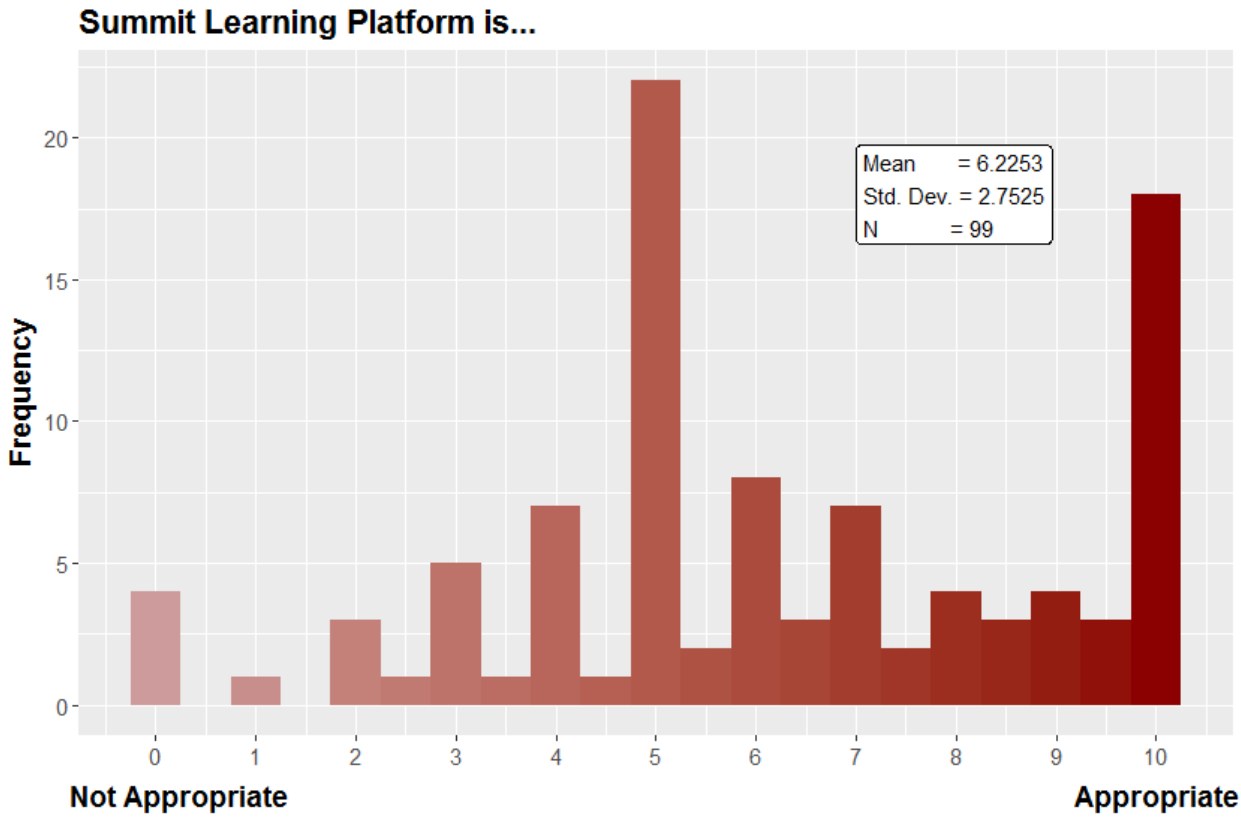

Summit Learning Platform is...
Mean = 3.8059
Std. Dev. = 2.8204
N = 99
Frequency
0
5
10
15
0 1 2 3 4 5 6 7 8 9 10
Not Satisfying
Satisfying

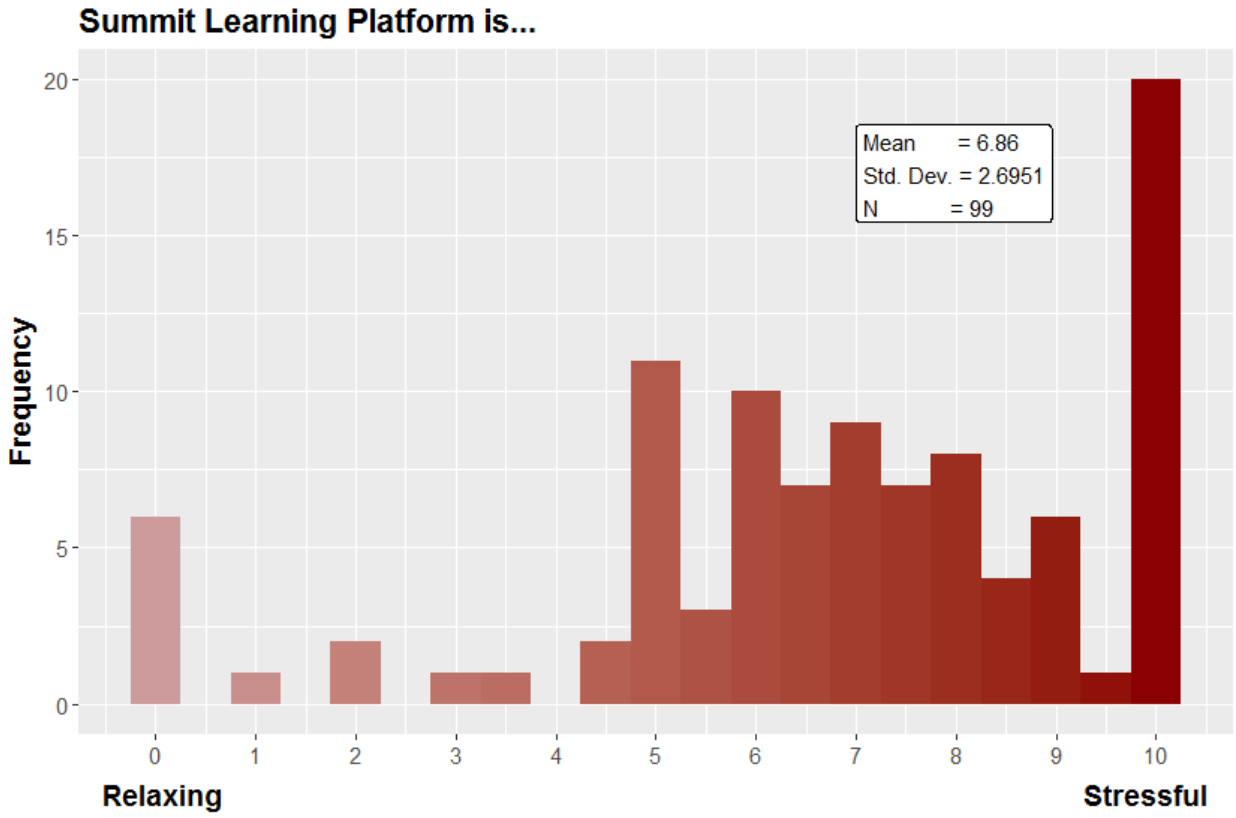

Summit Learning Platform is...
Mean = 2.9972
Std. Dev. = 2.752
N = 99
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Fun
Fun

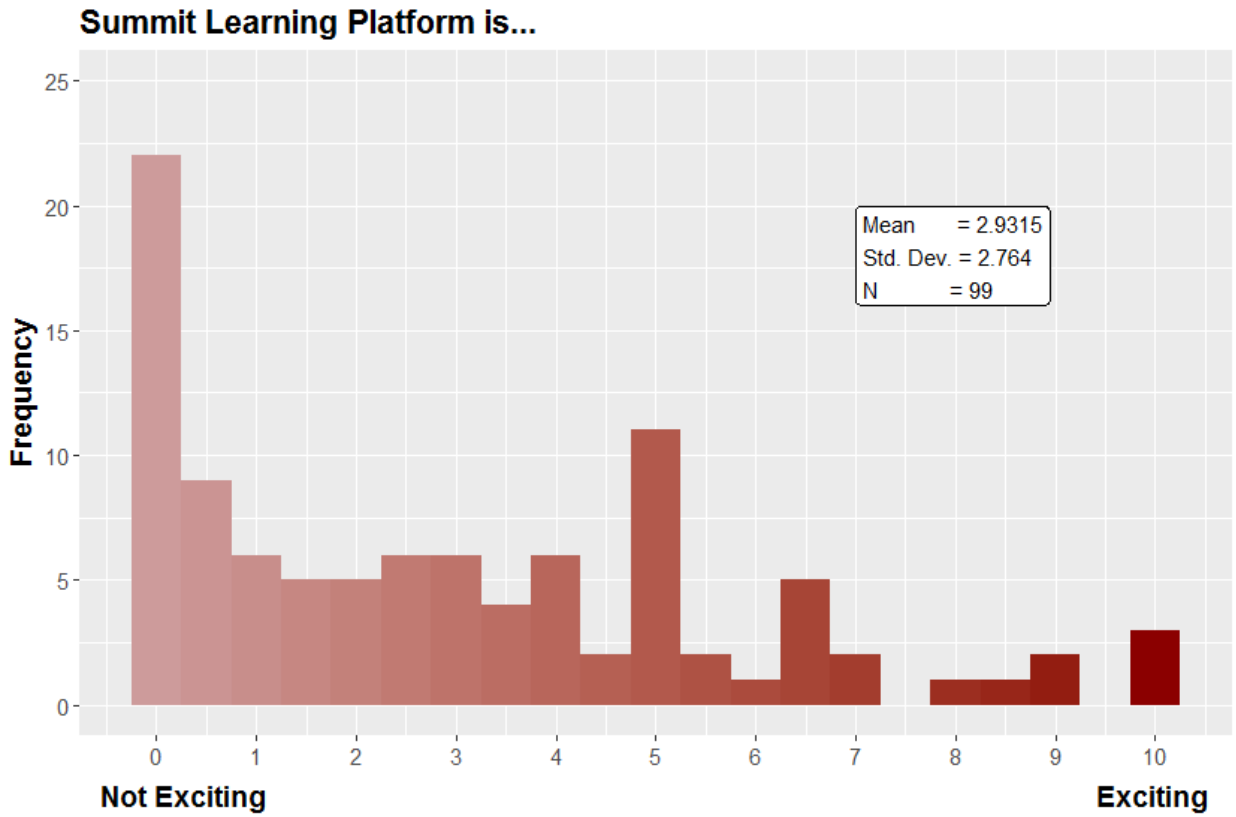

Summit Learning Platform Makes Me Feel...
Mean = 4.8137
Std. Dev. = 2.3762
N = 99
Frequency
30
25
20
15
10
5
0
0 1 2 3 4 5 6 7 8 9 10
Sad
Happy

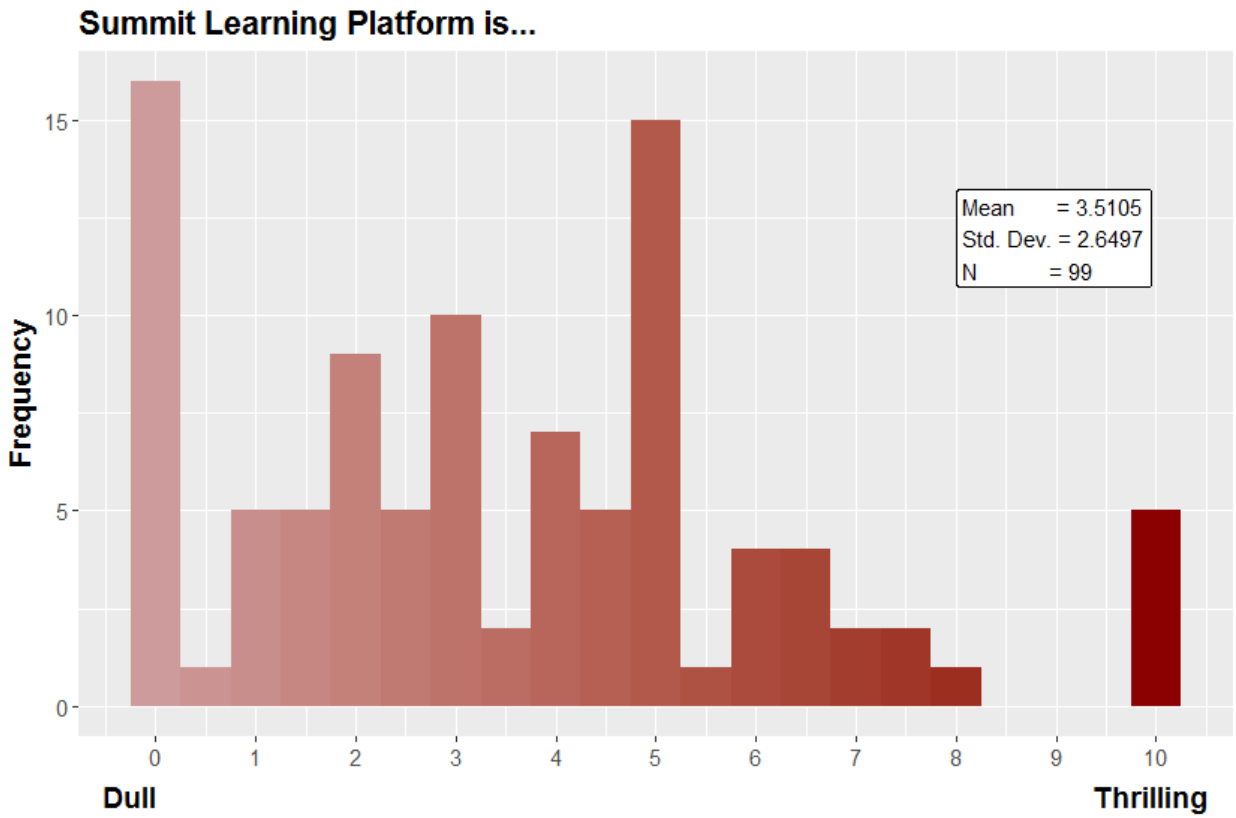

Summit Learning Platform is...
Mean = 3.4126
Std. Dev. = 2.6198
N = 99
Frequency
15
10
5
0
0 1 2 3 4 5 6 7 8 9 10
Annoying
Pleasing

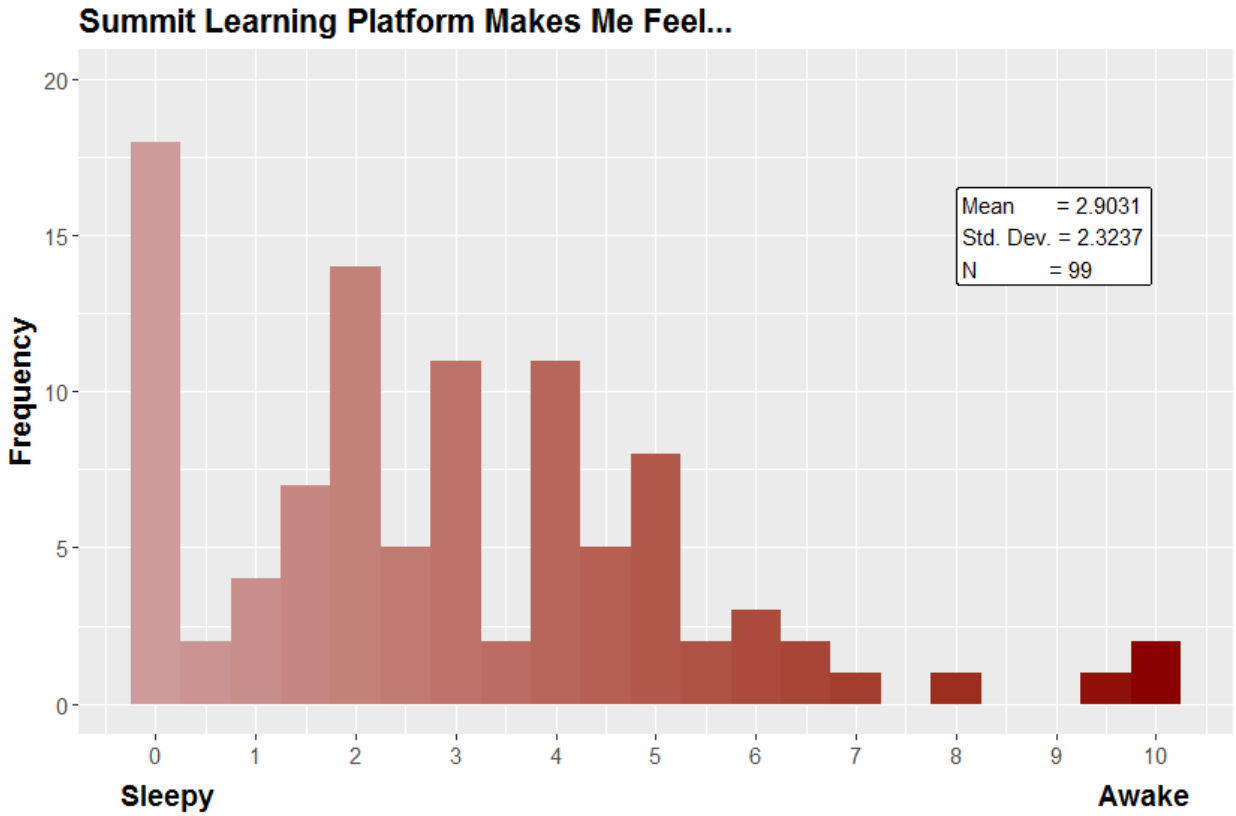

Summit Learning Platform is...
Mean = 3.4956
Std. Dev. = 2.7155
N = 99
Frequency
0
5
10
15
0 1 2 3 4 5 6 7 8 9 10
Frustrating
Not frustrating

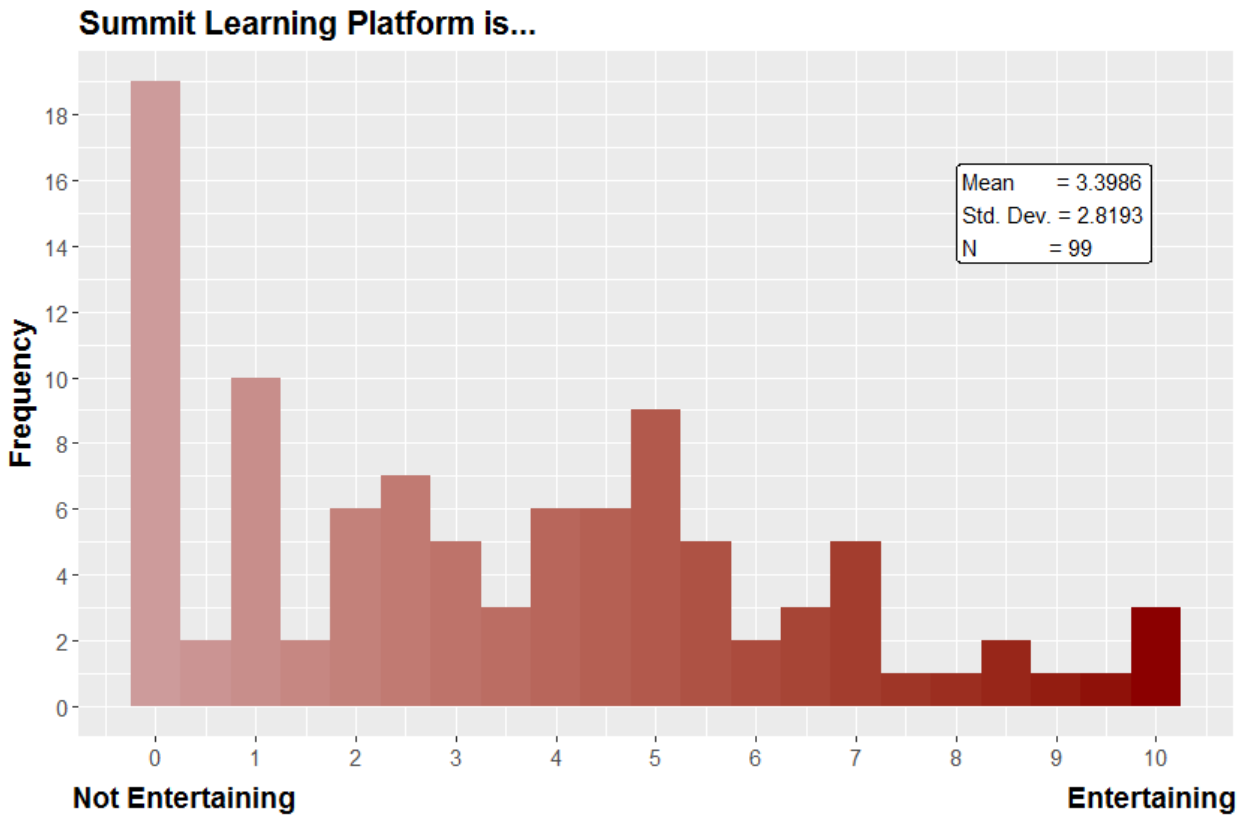

Summit Learning Platform is...
Mean = 6.2253
Std. Dev. = 2.7525
N = 99
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Appropriate
Appropriate

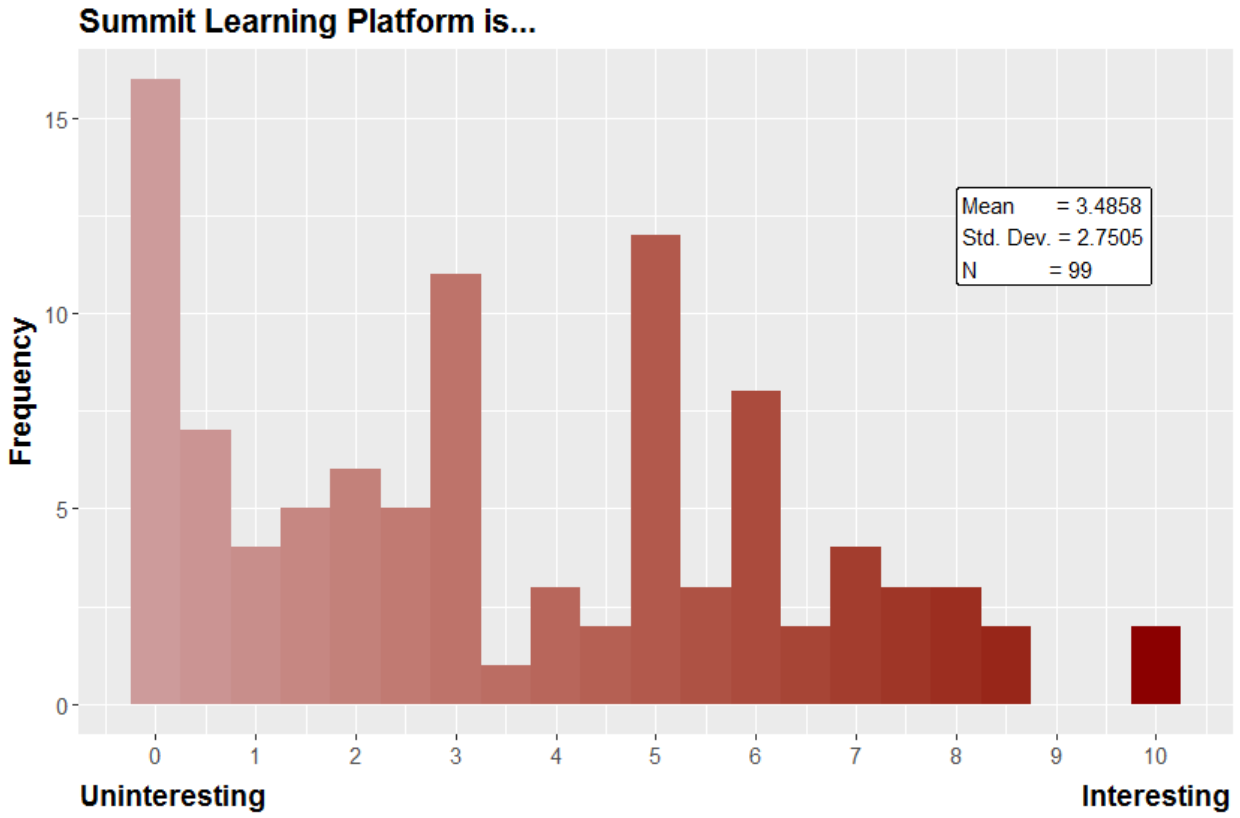

Summit Learning Platform is...
Mean = 6.86
Std. Dev. = 2.6951
N = 99
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

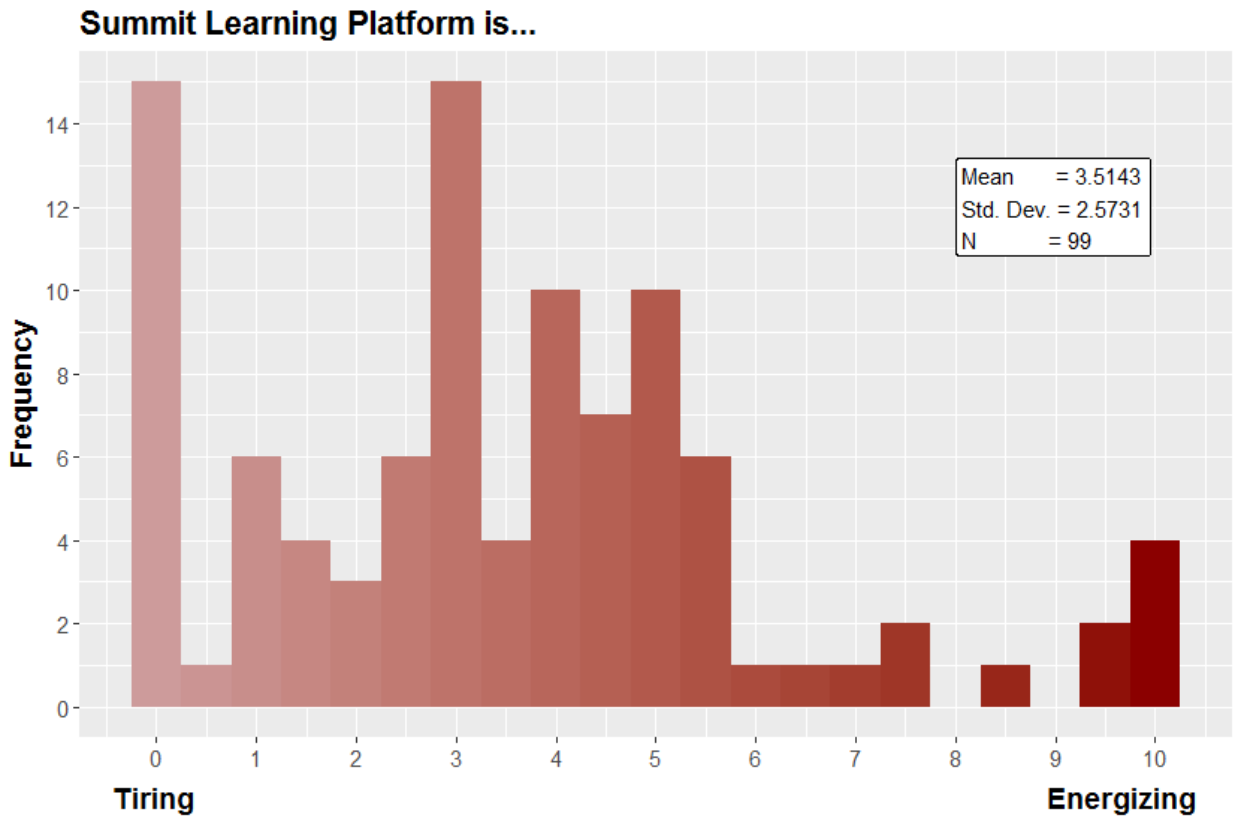

Summit Learning Platform is...
Mean = 2.9315
Std. Dev. = 2.764
N = 99
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Not Exciting
Exciting

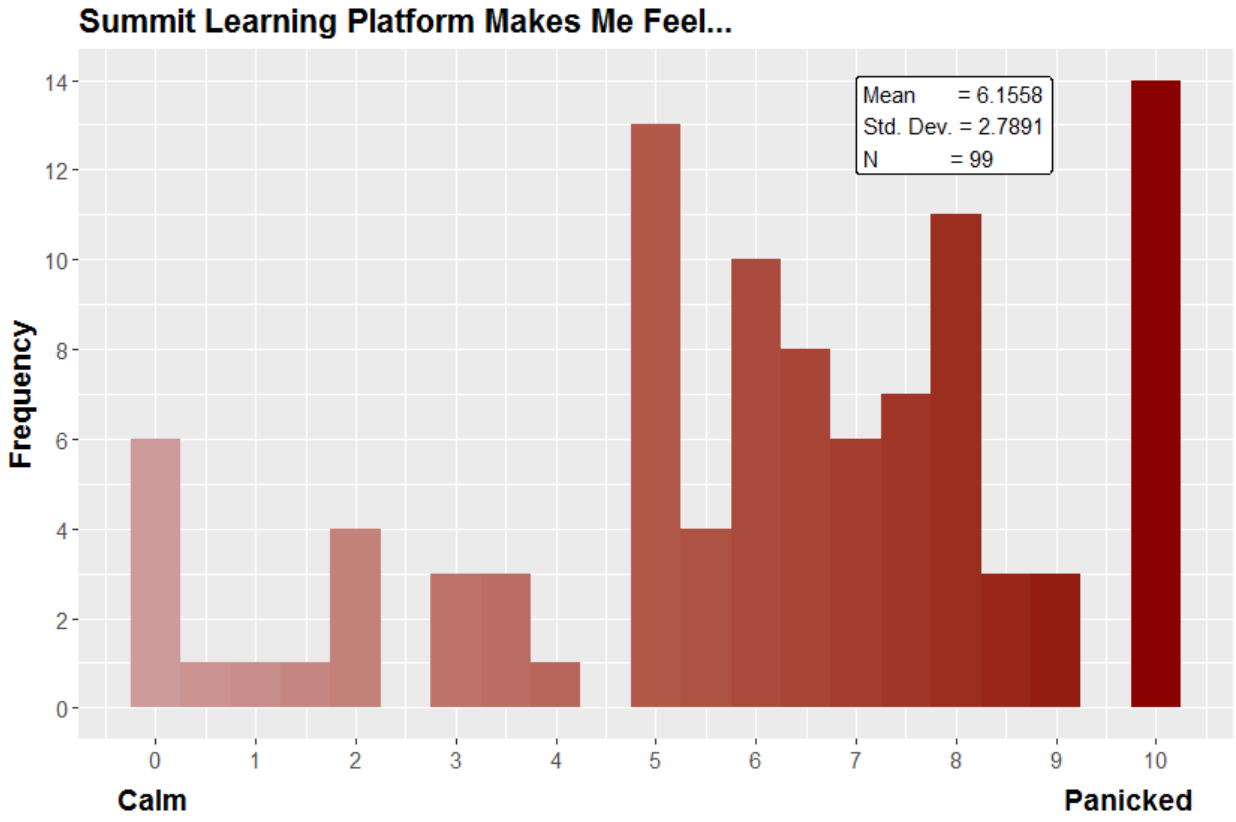

Summit Learning Platform is...
Frequency
15
10
5
0
Mean = 3.5105
Std. Dev. = 2.6497
N = 99
0 1 2 3 4 5 6 7 8 9 10
Dull
Thrilling

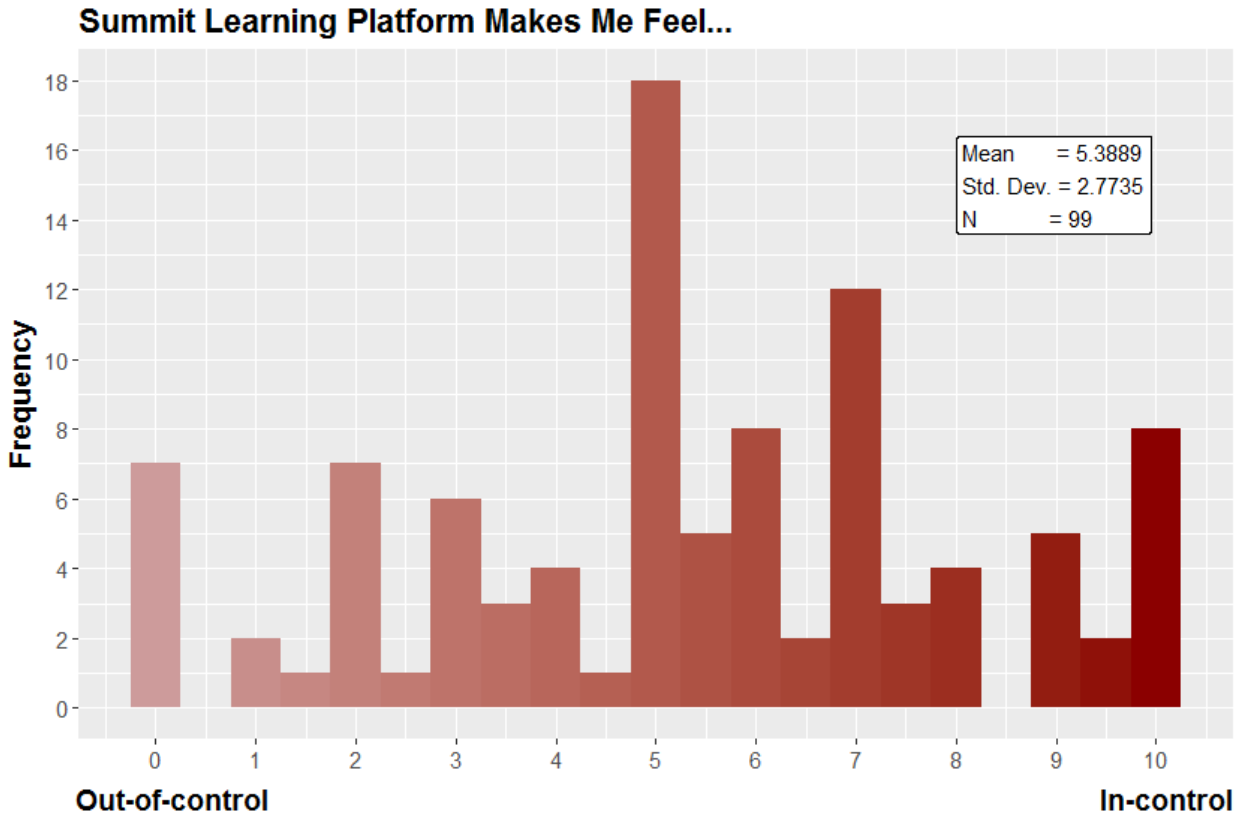

Summit Learning Platform Makes Me Feel...
Frequency
20
15
10
5
0
Mean = 2.9031
Std. Dev. = 2.3237
N = 99
0 1 2 3 4 5 6 7 8 9 10
Sleepy
Awake

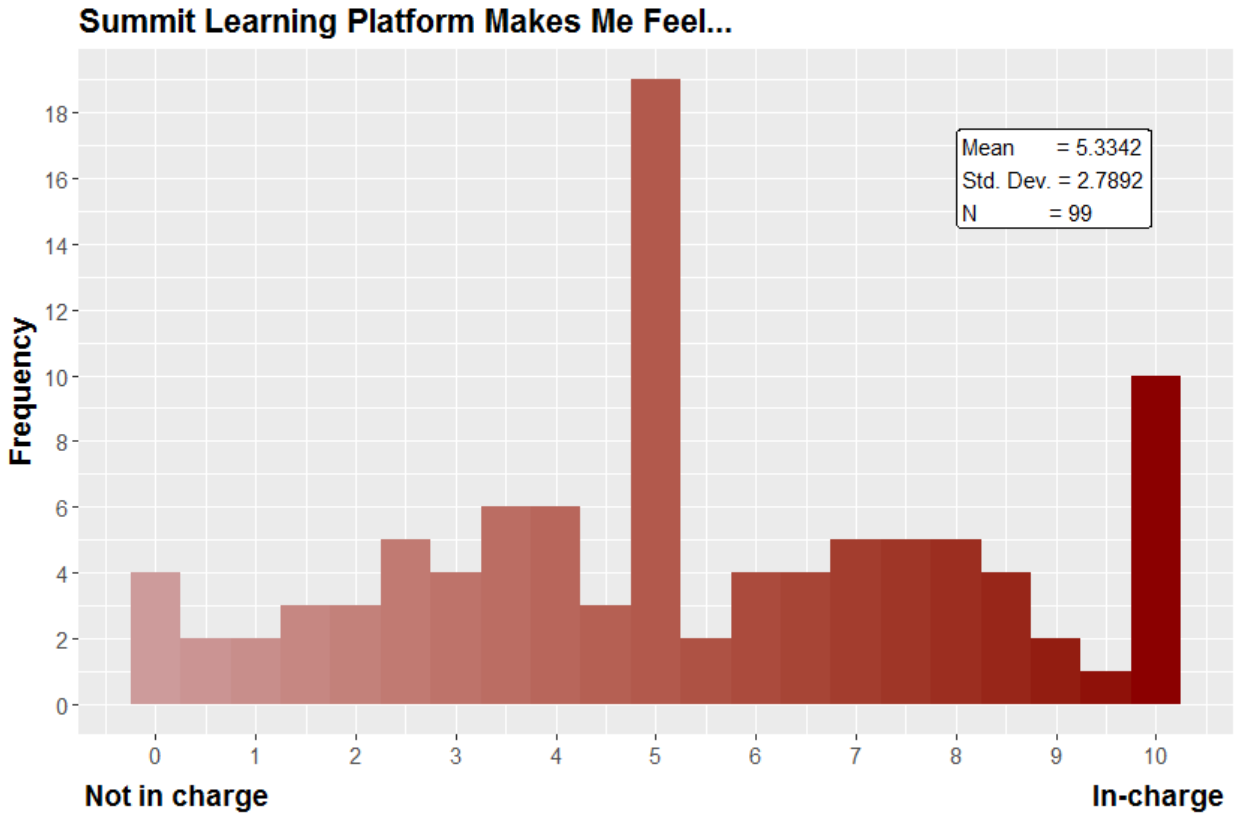

Summit Learning Platform is...
Mean = 3.3986
Std. Dev. = 2.8193
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Not Entertaining
Entertaining

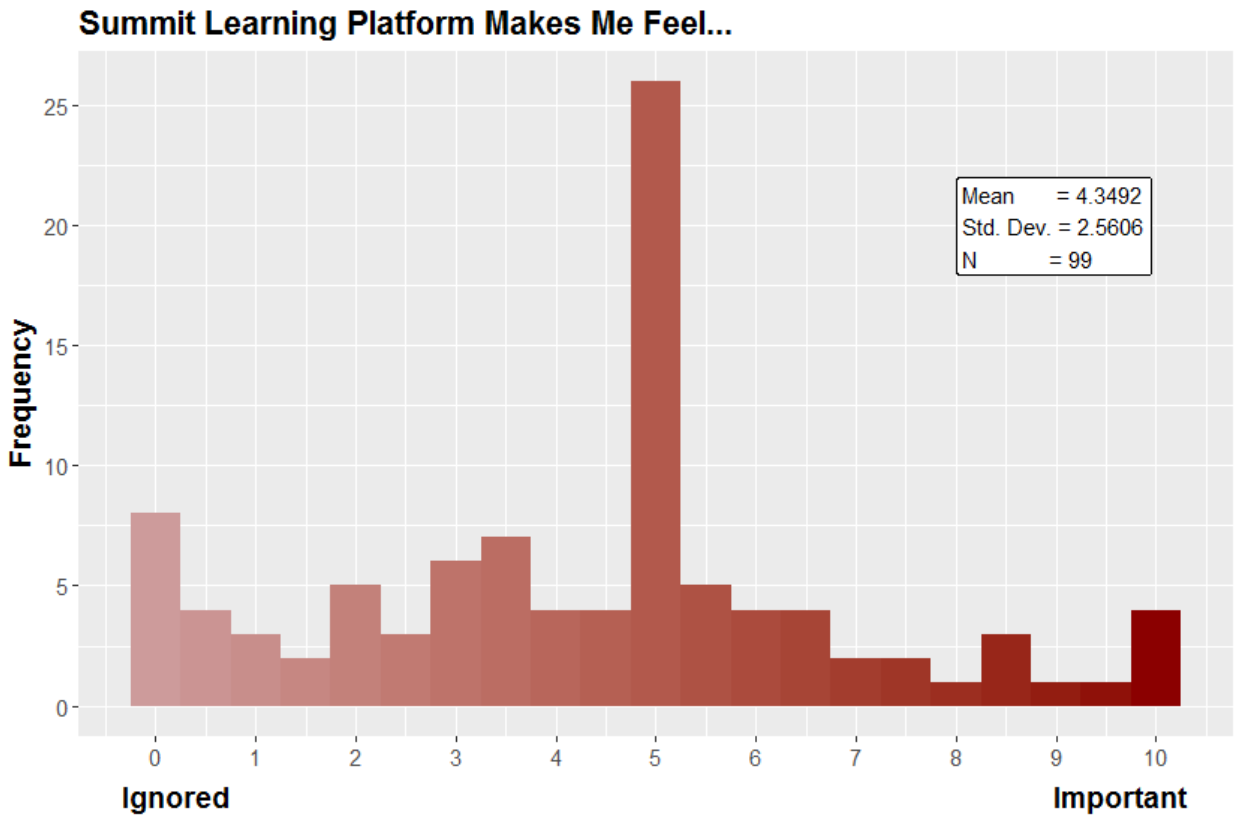

Summit Learning Platform is...
Mean = 3.4858
Std. Dev. = 2.7505
N = 99
Frequency
0
5
10
15
0
1
2
3
4
5
6
7
8
9
10
Uninteresting
Interesting

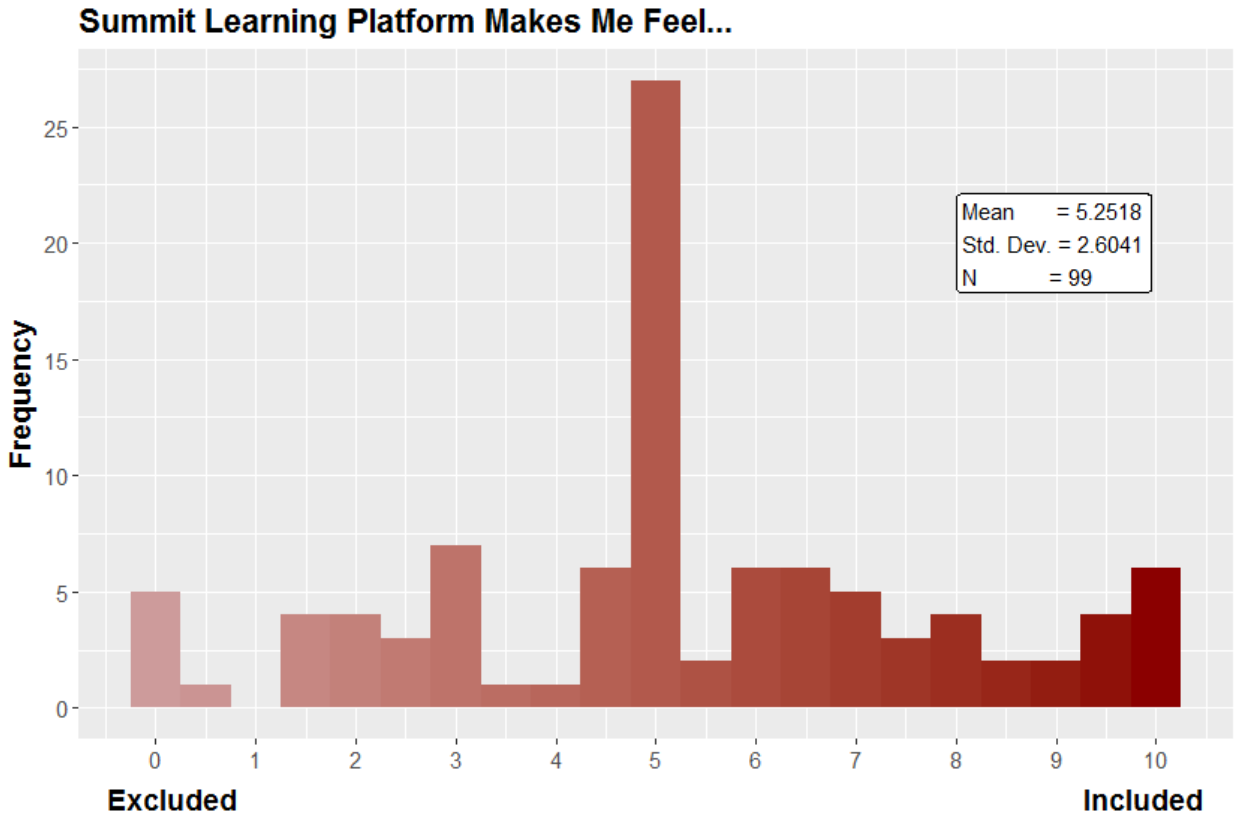

Summit Learning Platform is...
Mean = 3.5143
Std. Dev. = 2.5731
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Tiring
Energizing

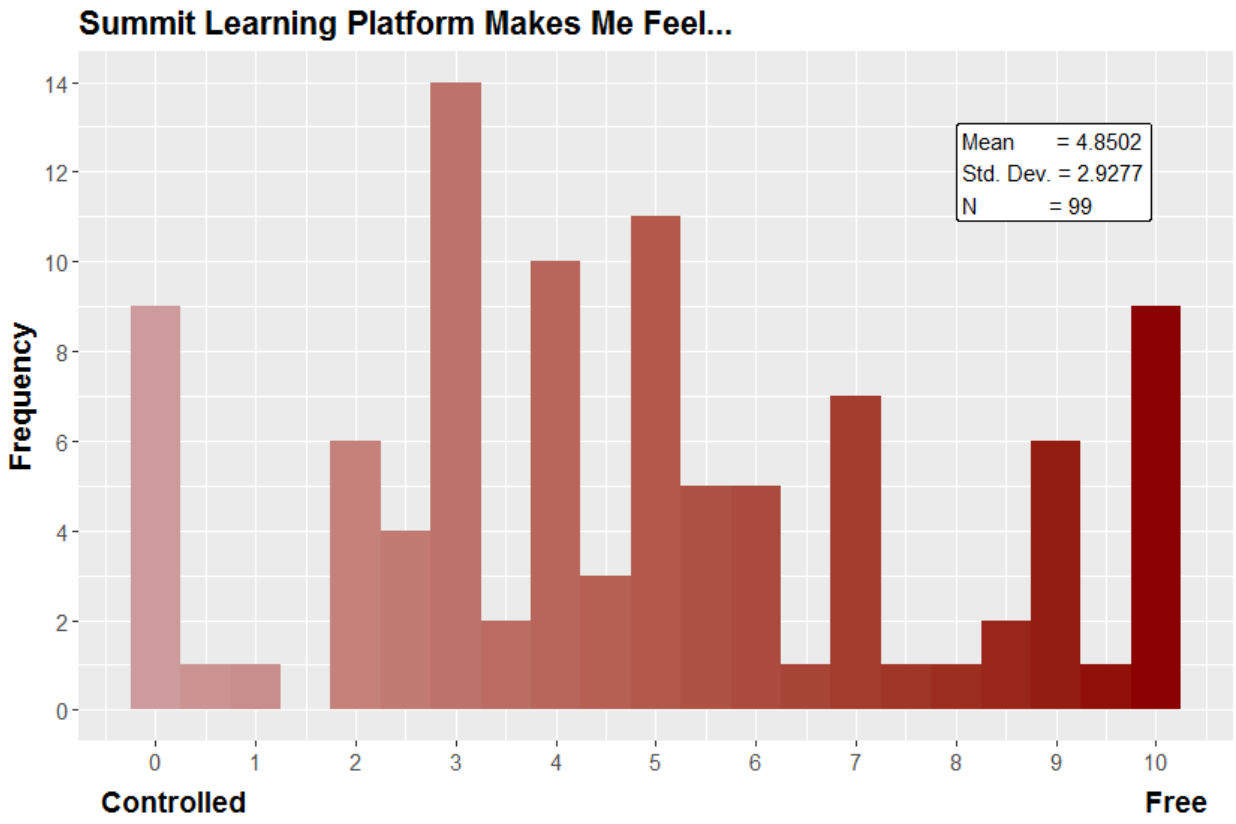

Summit Learning Platform Makes Me Feel...
Mean = 6.1558
Std. Dev. = 2.7891
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Calm
Panicked

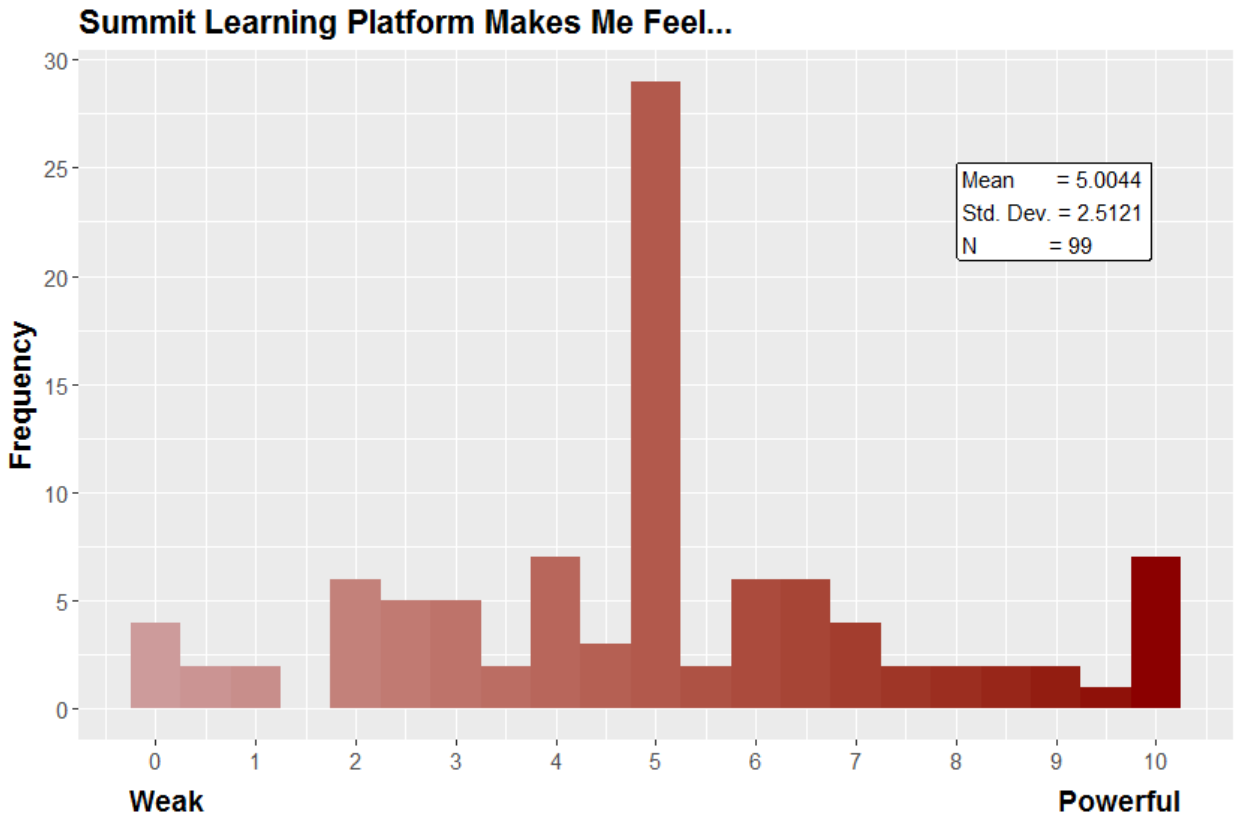

Summit Learning Platform Makes Me Feel...
Mean = 5.3889
Std. Dev. = 2.7735
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Out-of-control
In-control


Summit Learning Platform Makes Me Feel...
Mean = 5.3342
Std. Dev. = 2.7892
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Not in charge
In-charge


Summit Learning Platform Makes Me Feel...
Mean = 4.3492
Std. Dev. = 2.5606
N = 99
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Ignored
Important


Summit Learning Platform Makes Me Feel...
Mean = 5.2518
Std. Dev. = 2.6041
N = 99
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Excluded
Included


Summit Learning Platform Makes Me Feel...
Mean = 4.8502
Std. Dev. = 2.9277
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Controlled
Free


Summit Learning Platform Makes Me Feel...
Mean = 5.0044
Std. Dev. = 2.5121
N = 99
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Weak
Powerful

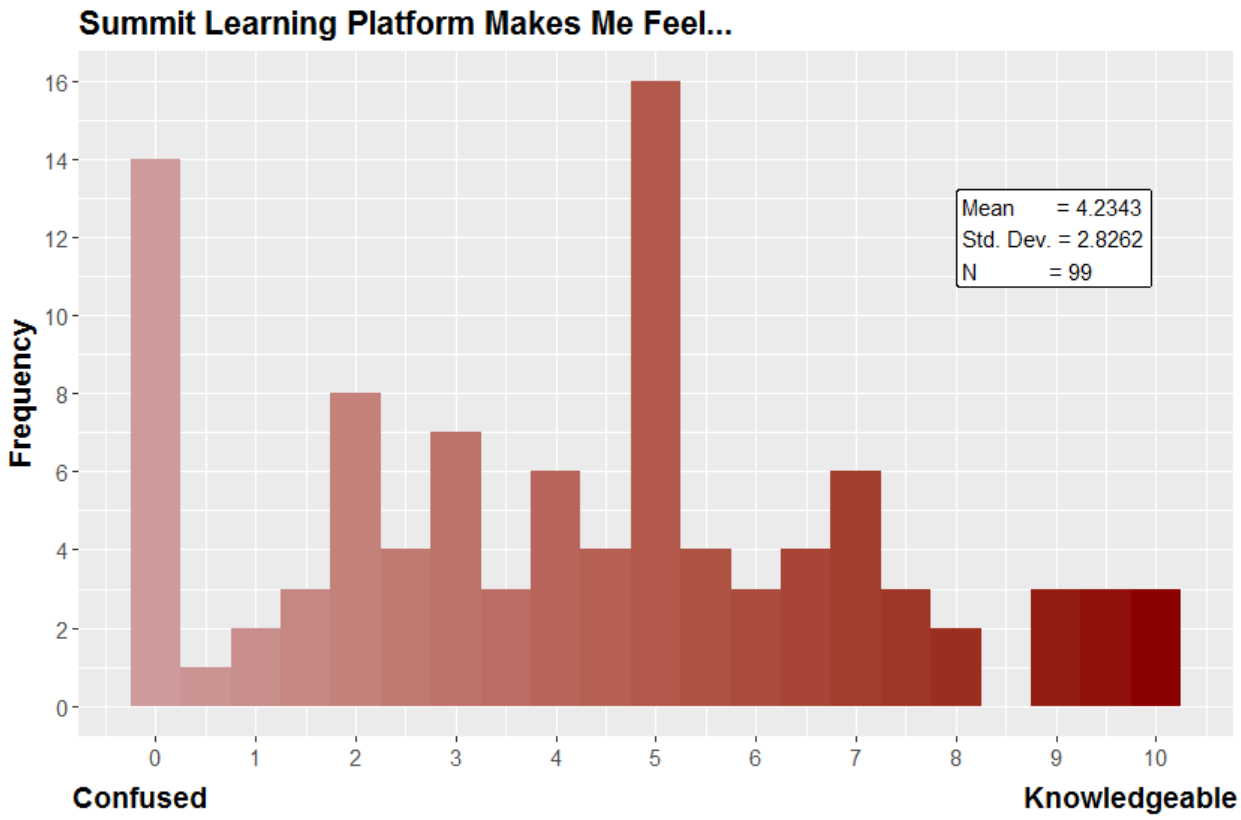
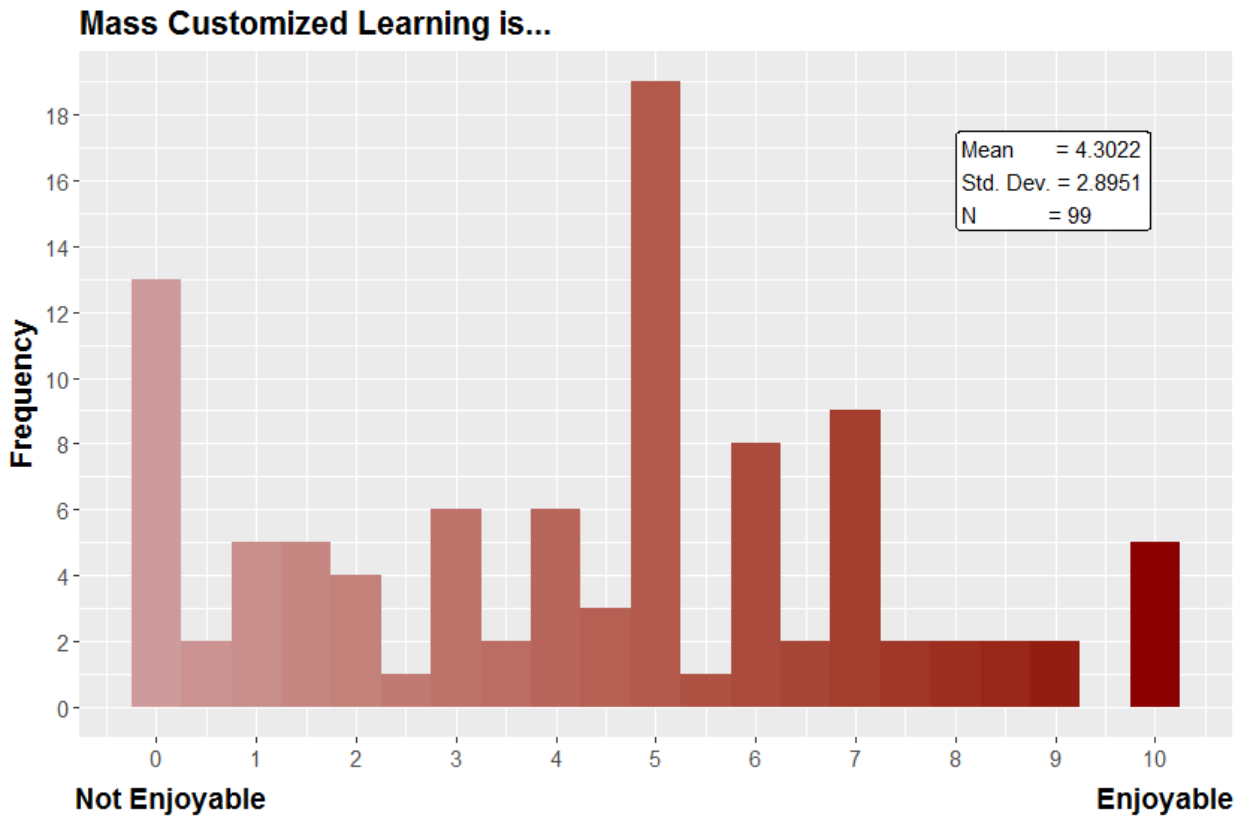

Summit Learning Platform Makes Me Feel...
Frequency
16
14
12
10
8
6
4
2
0
Mean = 4.2343
Std. Dev. = 2.8262
N = 99
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

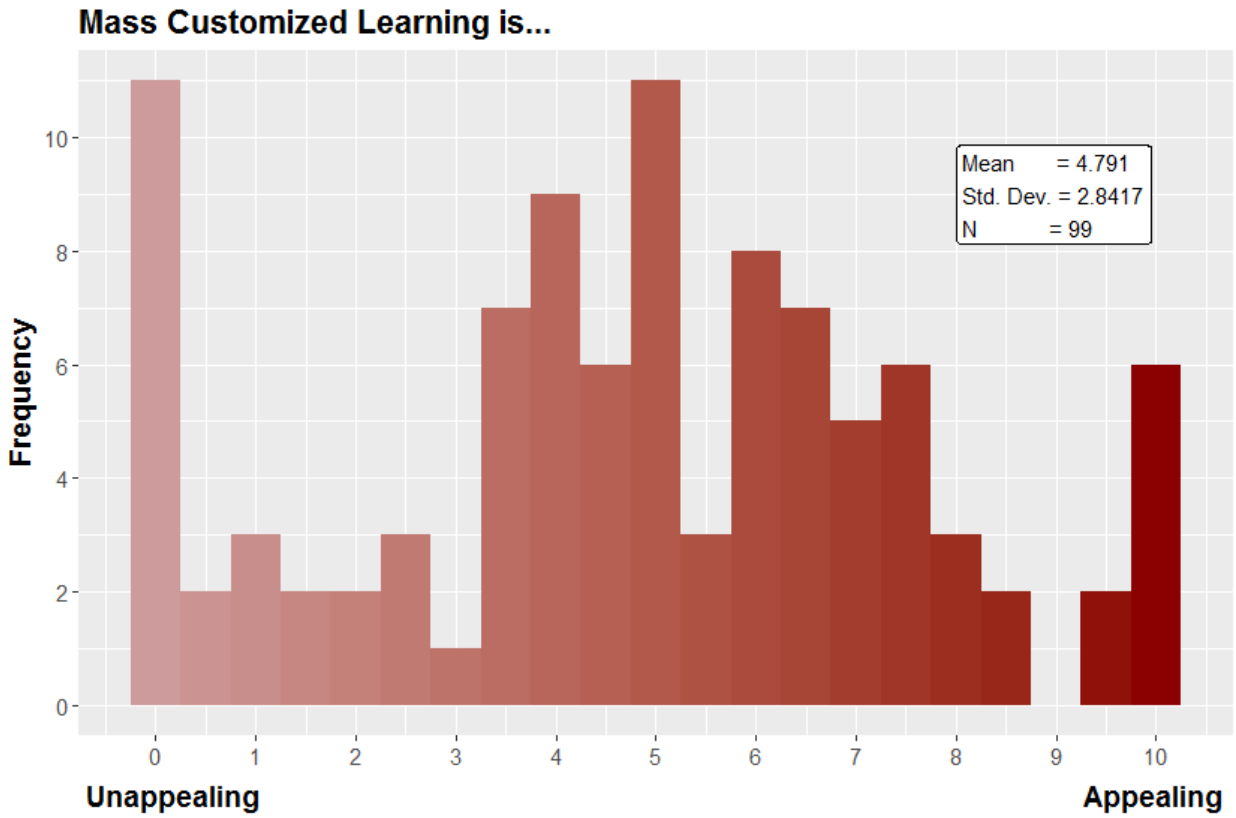
Table 2

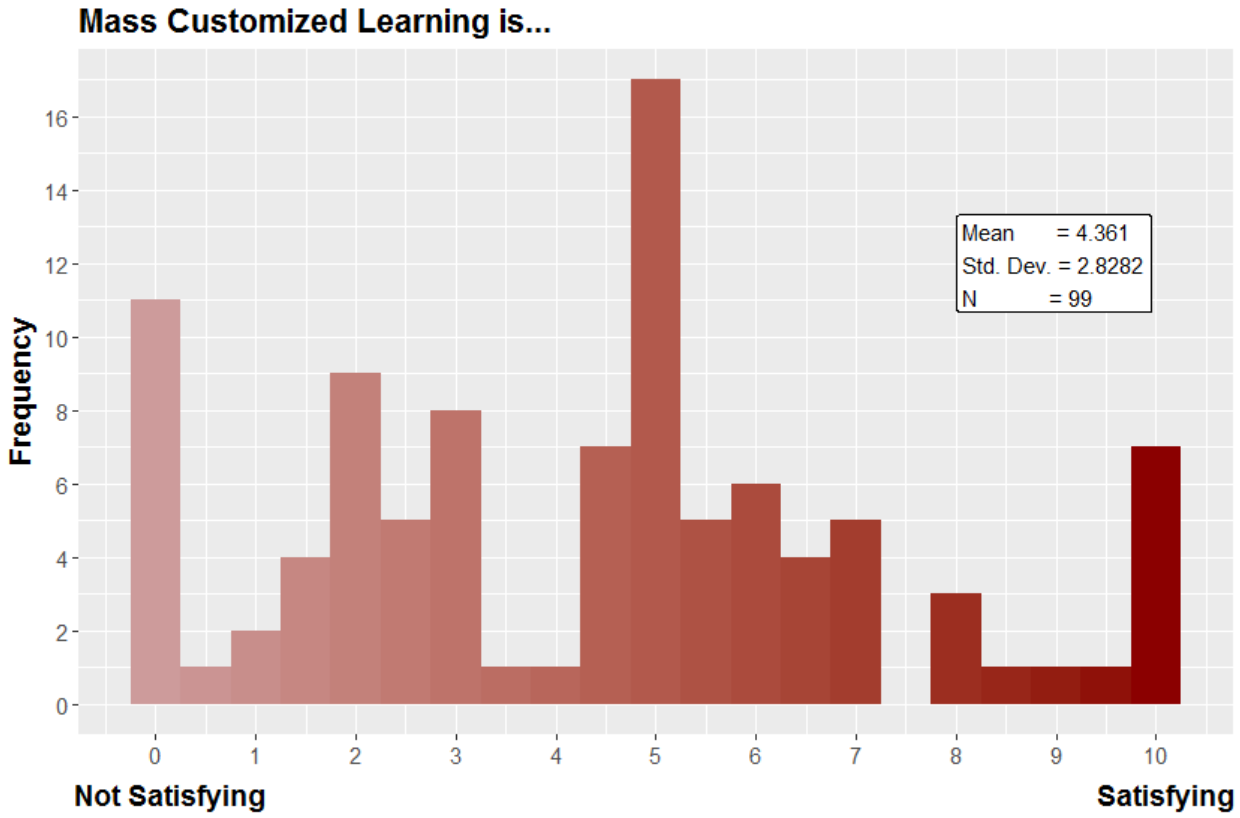
Summary of "MCL Overall" for Students

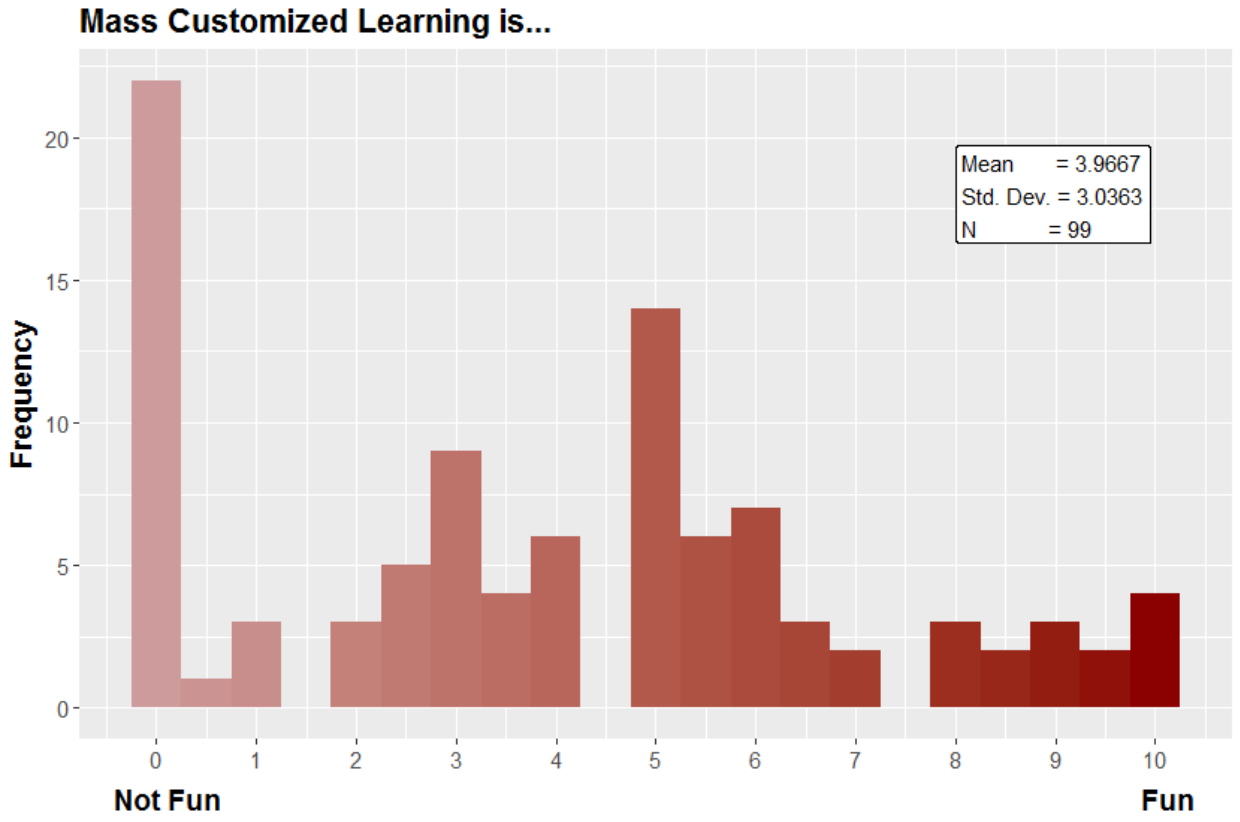
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		99	4.7346	4.9700	8.1210	2.8470	.946
	Enjoyment		4.3022	4.9400	8.3820	2.8951	
	Appealing		4.7910	5.0000	8.075	2.8417	
	Satisfying		4.3610	4.8400	7.9990	2.8282	
	Fun		3.9667	3.9500	9.2190	3.0363	
	Happy		5.2495	5.0000	6.6150	2.5720	
	Pleasing		4.3406	5.0000	8.0280	2.8333	
	Not Frustrating		4.3370	4.4900	8.6680	2.9441	
	Appropriate		6.5290	6.5400	7.9820	2.8253	
Arousal		99	4.4649	4.5750	6.6691	3.4033	.928
	Stressful		6.3776	6.4200	7.3220	2.7060	
	Exciting		3.6719	3.9300	8.3330	2.8866	
	Thrilling		4.0986	4.3800	7.1810	2.6798	
	Wide-Awake		3.5417	3.8500	6.1270	2.4754	
	Entertaining		3.9167	3.9900	2.9108	8.4730	
	Interesting		4.5585	5.0000	8.0390	2.8353	
	Energizing		4.0421	4.0300	5.7400	2.3956	
	Panicked		5.5124	5.0000	7.7000	2.7749	
Dominance		99	5.4019	5.4871	7.3701	2.7095	.870
	In Control		6.1393	6.1900	6.5750	2.5642	
	In Charge		5.6165	6.0700	7.1060	2.6660	
	Important		5.1270	5.0200	7.0290	2.6512	
	Included		5.7811	5.5600	7.2970	2.7013	
	Free		5.0669	5.0400	9.1060	3.0177	
	Powerful		5.4356	5.5300	6.1570	2.4813	
	Knowledgeable		4.6470	5.0000	8.3210	2.8846	

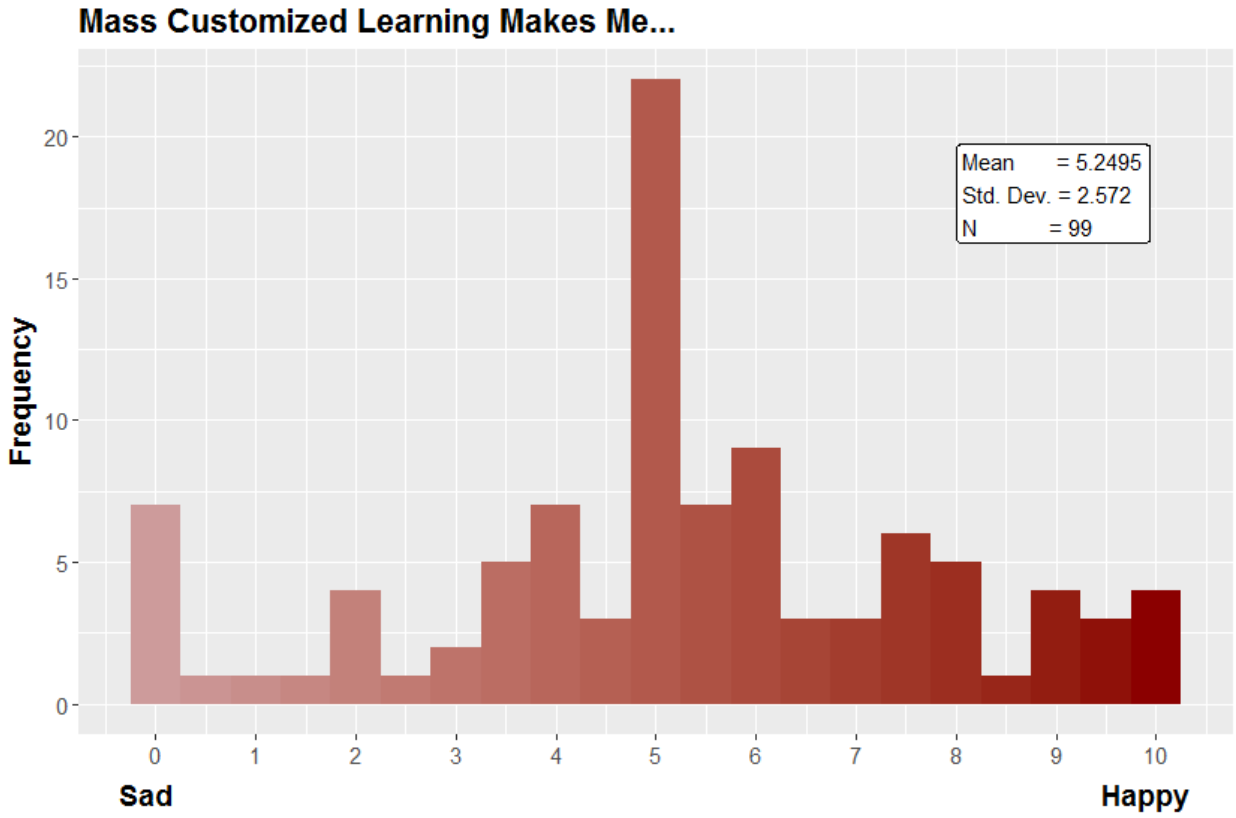
As can be seen in Table 2, mean estimates of pleasure (μ=4.7346), arousal (μ=4.4649), and dominance (μ=5.4019) indicate that student's perceptions of MCL overall appear to be neutral. However, many of the results are slightly negatively skewed. When looking at the individual semantic differentials, is appears that students feel they have good control over MCL, and feel that it is appropriate, but feel it is stressful. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

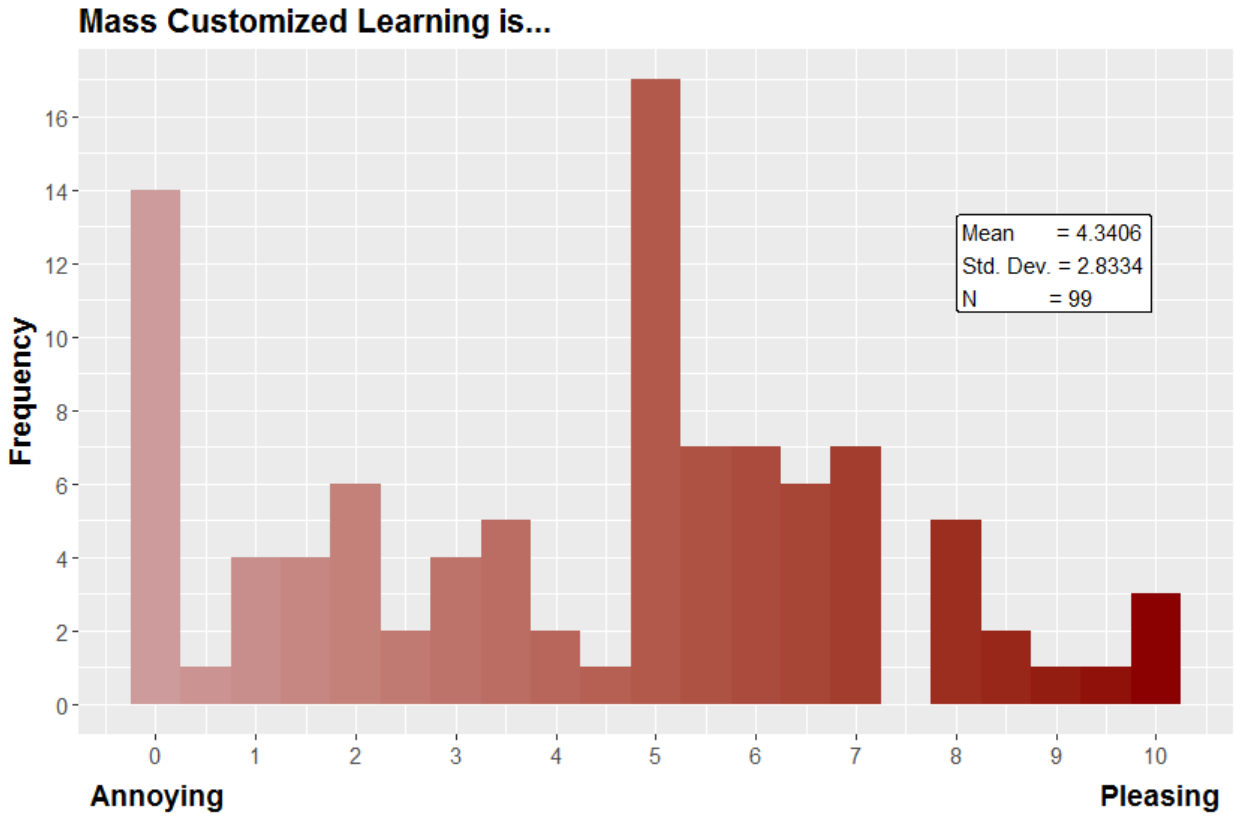

Mass Customized Learning is...
Mean = 4.3022
Std. Dev. = 2.8951
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Not Enjoyable
Enjoyable

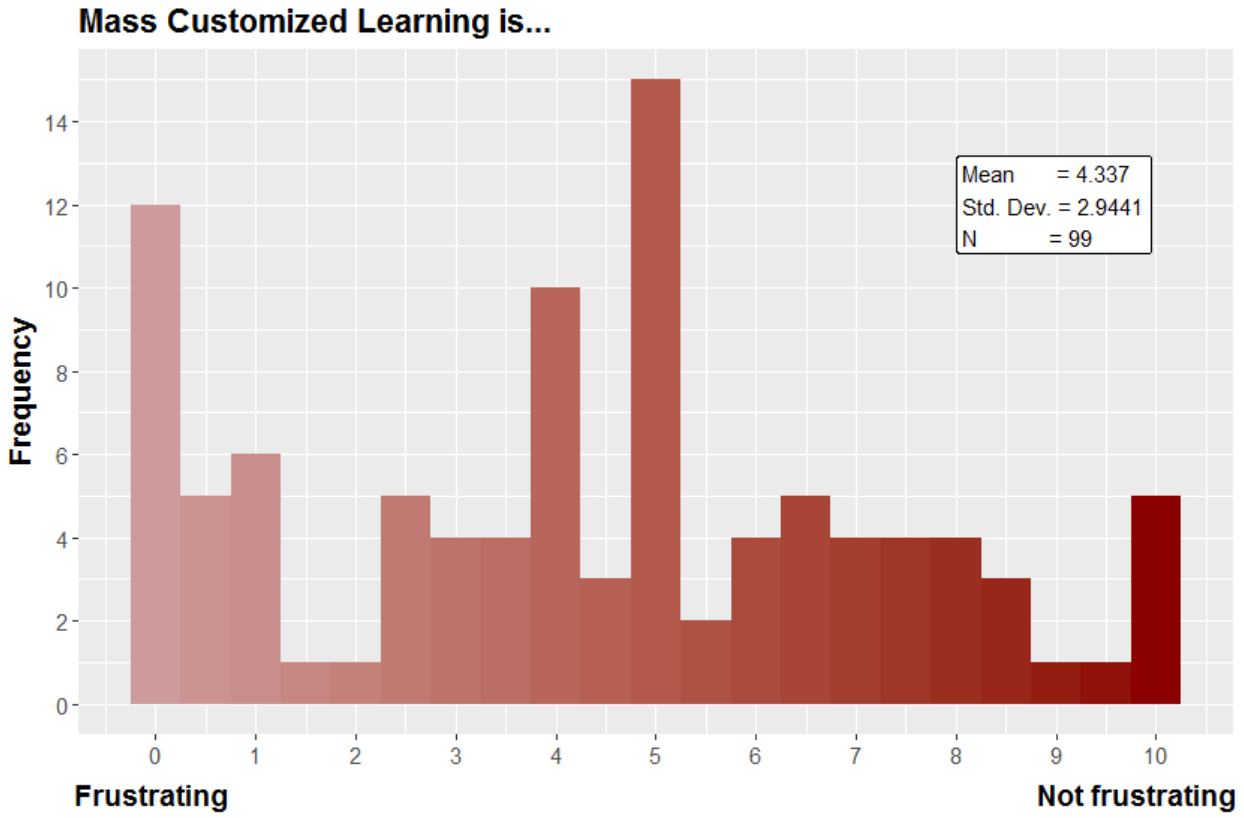

Mass Customized Learning is...
Mean = 4.791
Std. Dev. = 2.8417
N = 99
Frequency
0
2
4
6
8
10
0
1
2
3
4
5
6
7
8
9
10
Unappealing
Appealing

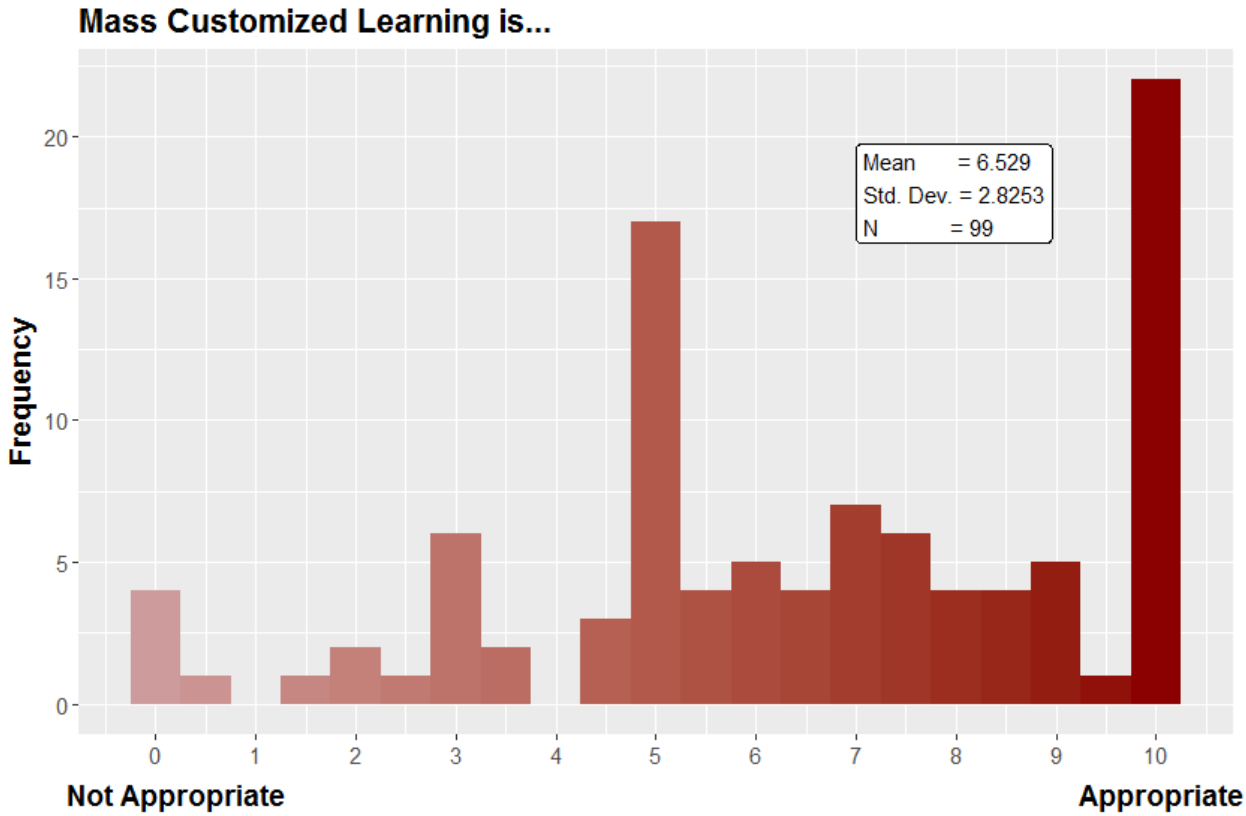

Mass Customized Learning is...
Frequency
Mean = 4.361
Std. Dev. = 2.8282
N = 99
Not Satisfying
Satisfying

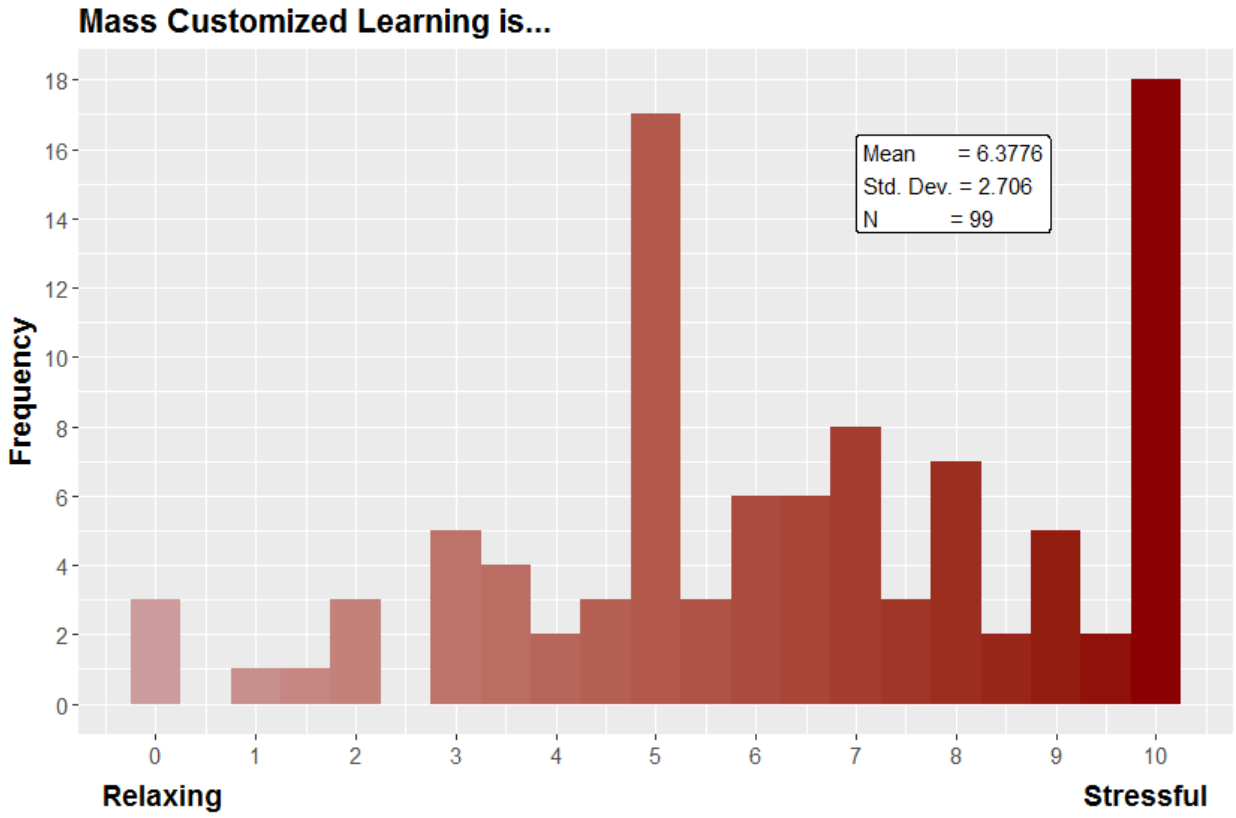

Mass Customized Learning is...
Frequency
Mean = 3.9667
Std. Dev. = 3.0363
N = 99
Not Fun
Fun

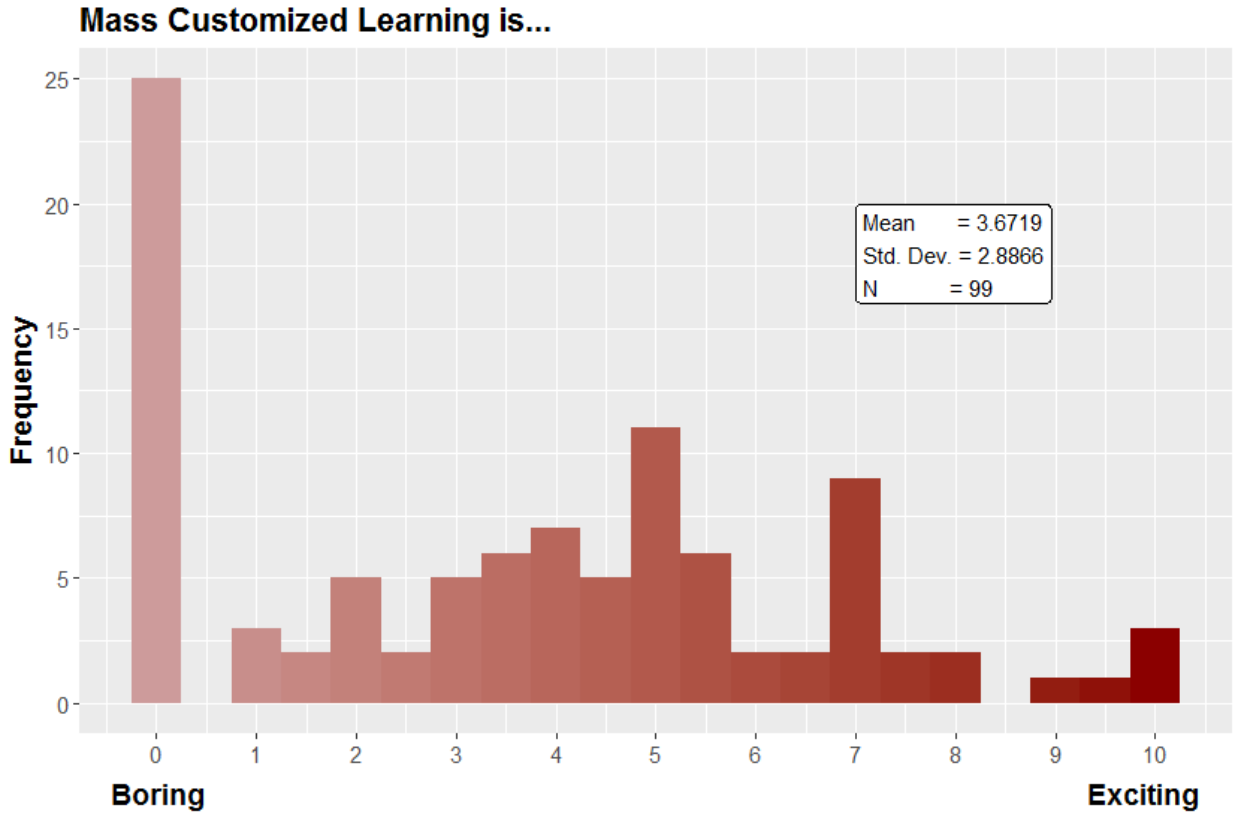

Mass Customized Learning Makes Me...
Mean = 5.2495
Std. Dev. = 2.572
N = 99
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Sad
Happy

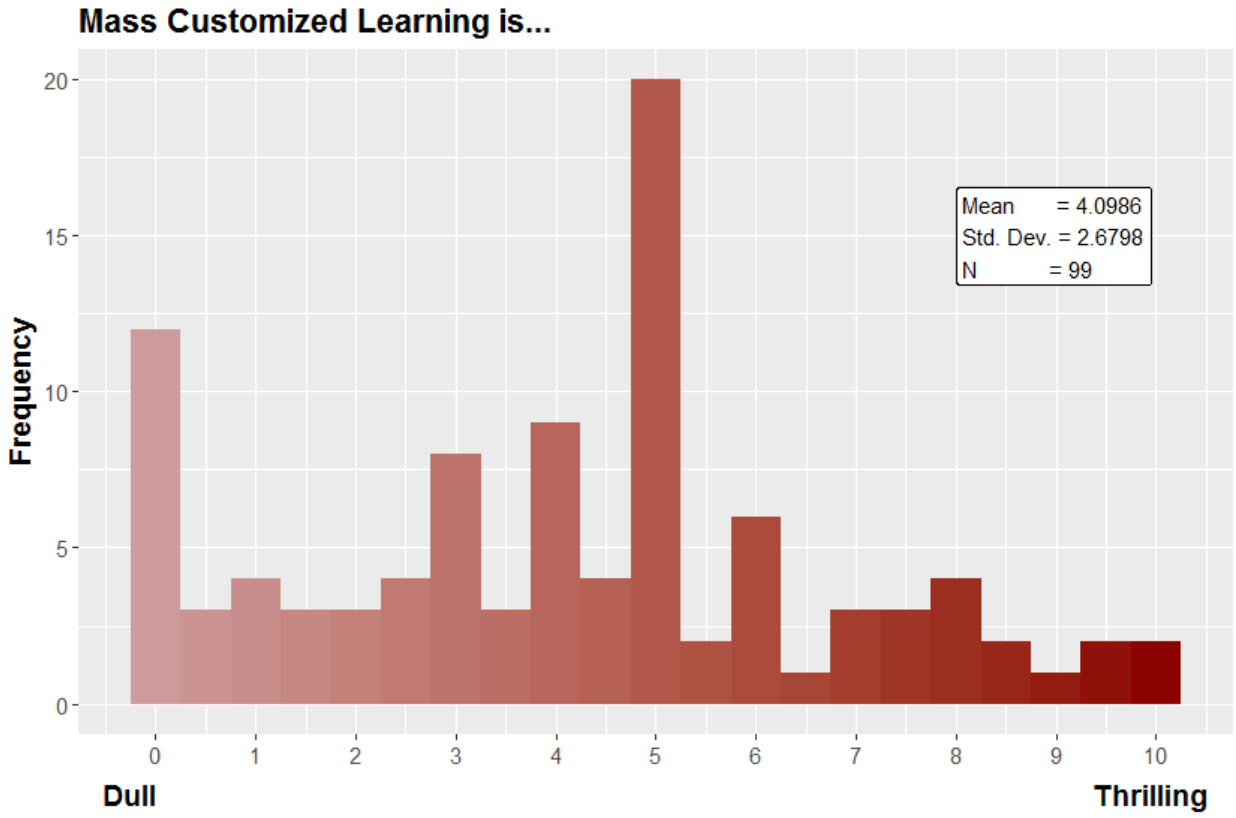

Mass Customized Learning is...
Mean = 4.3406
Std. Dev. = 2.8334
N = 99
Frequency
0
2
4
6
8
10
12
14
16
0 1 2 3 4 5 6 7 8 9 10
Annoying
Pleasing

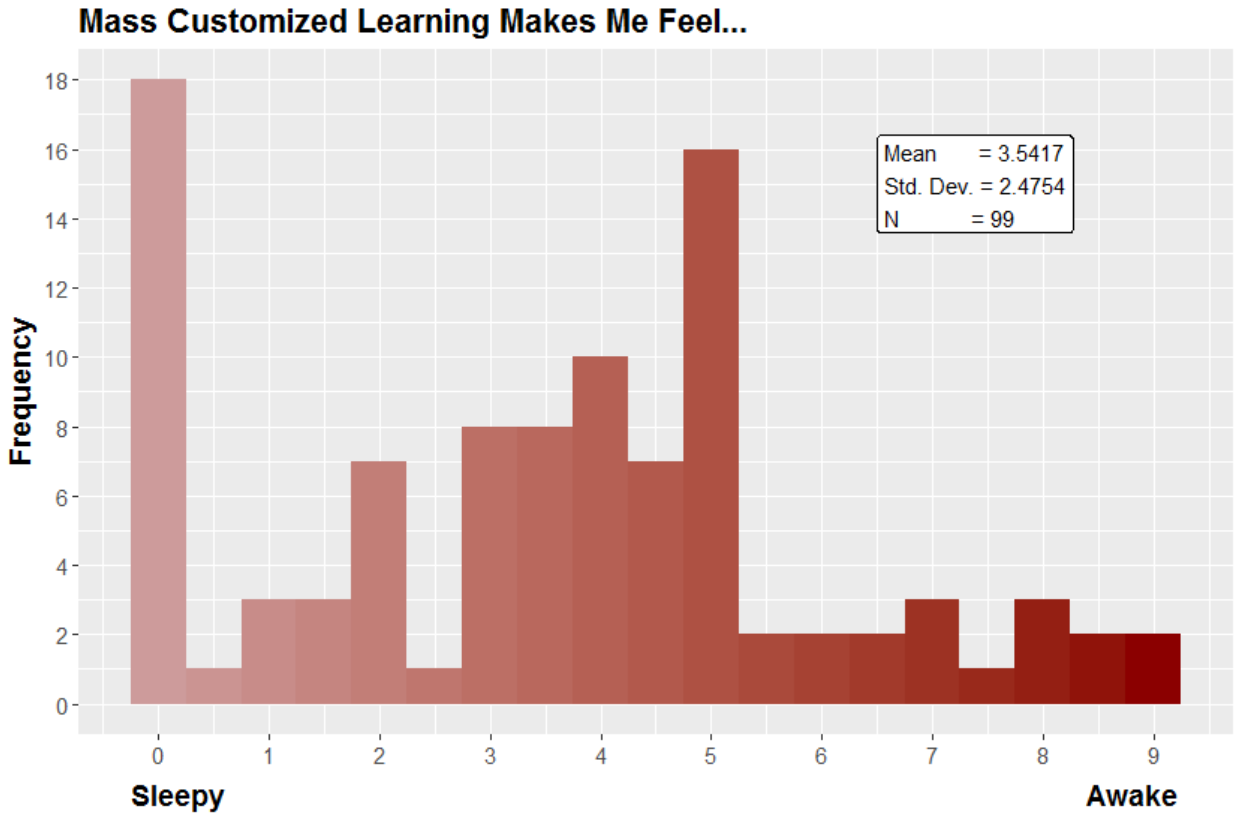

Mass Customized Learning is...
Mean = 4.337
Std. Dev. = 2.9441
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Frustrating
Not frustrating

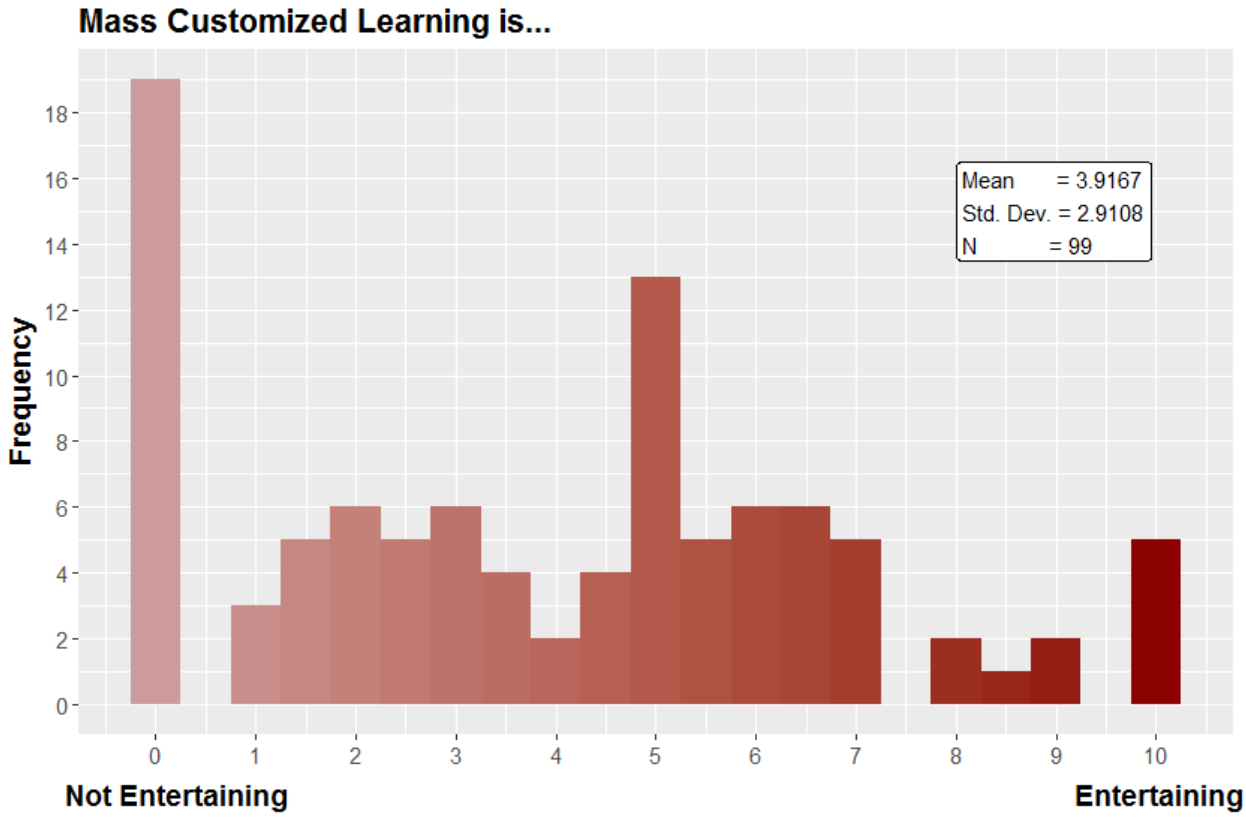

Mass Customized Learning is...
Mean = 6.529
Std. Dev. = 2.8253
N = 99
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Not Appropriate
Appropriate

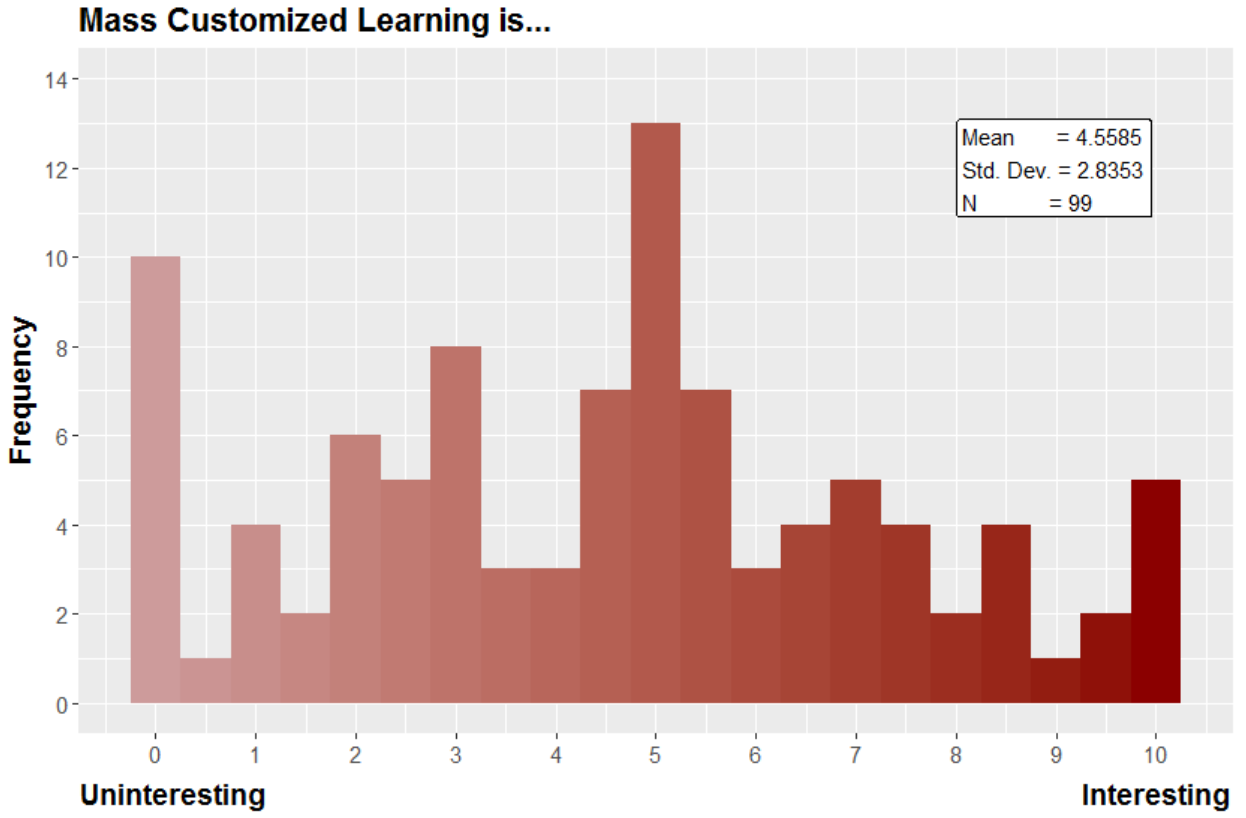

Mass Customized Learning is...
Mean = 6.3776
Std. Dev. = 2.706
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

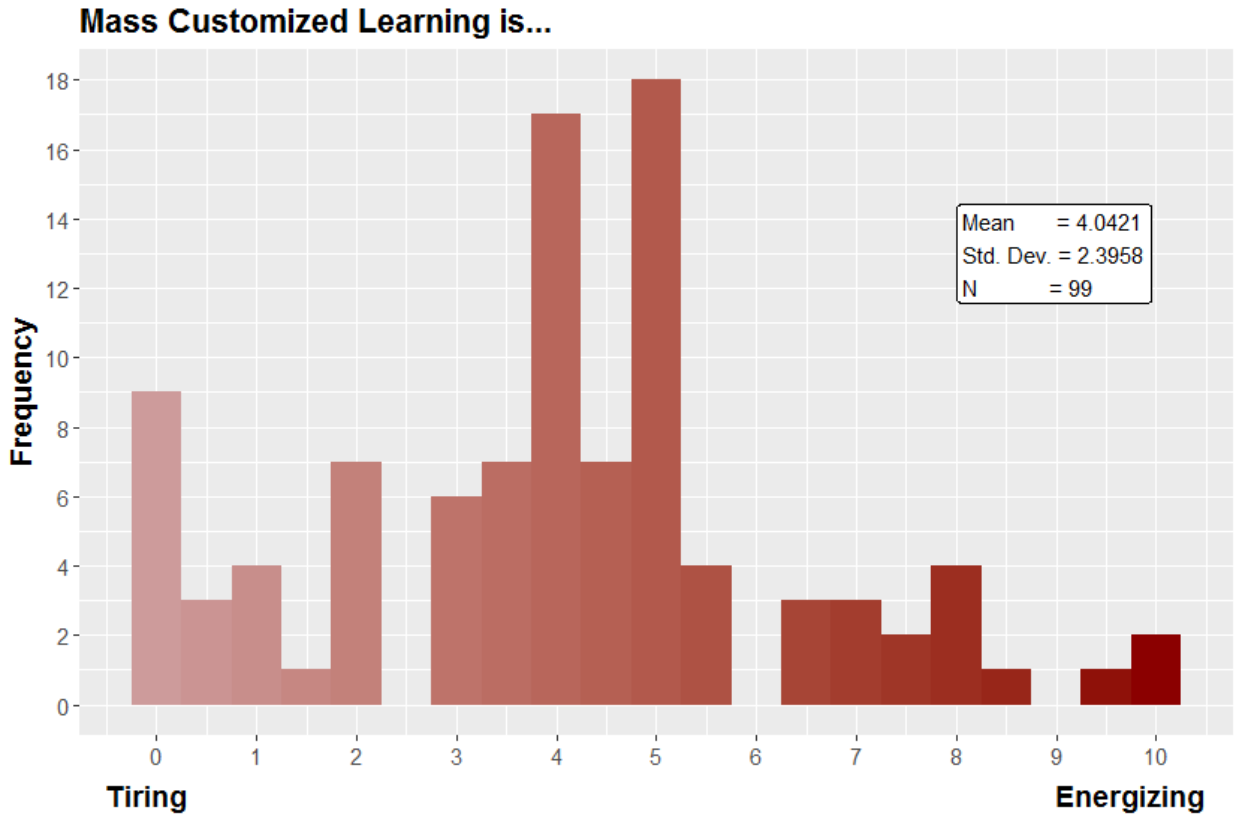

Mass Customized Learning is...
Mean = 3.6719
Std. Dev. = 2.8866
N = 99
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Boring
Exciting

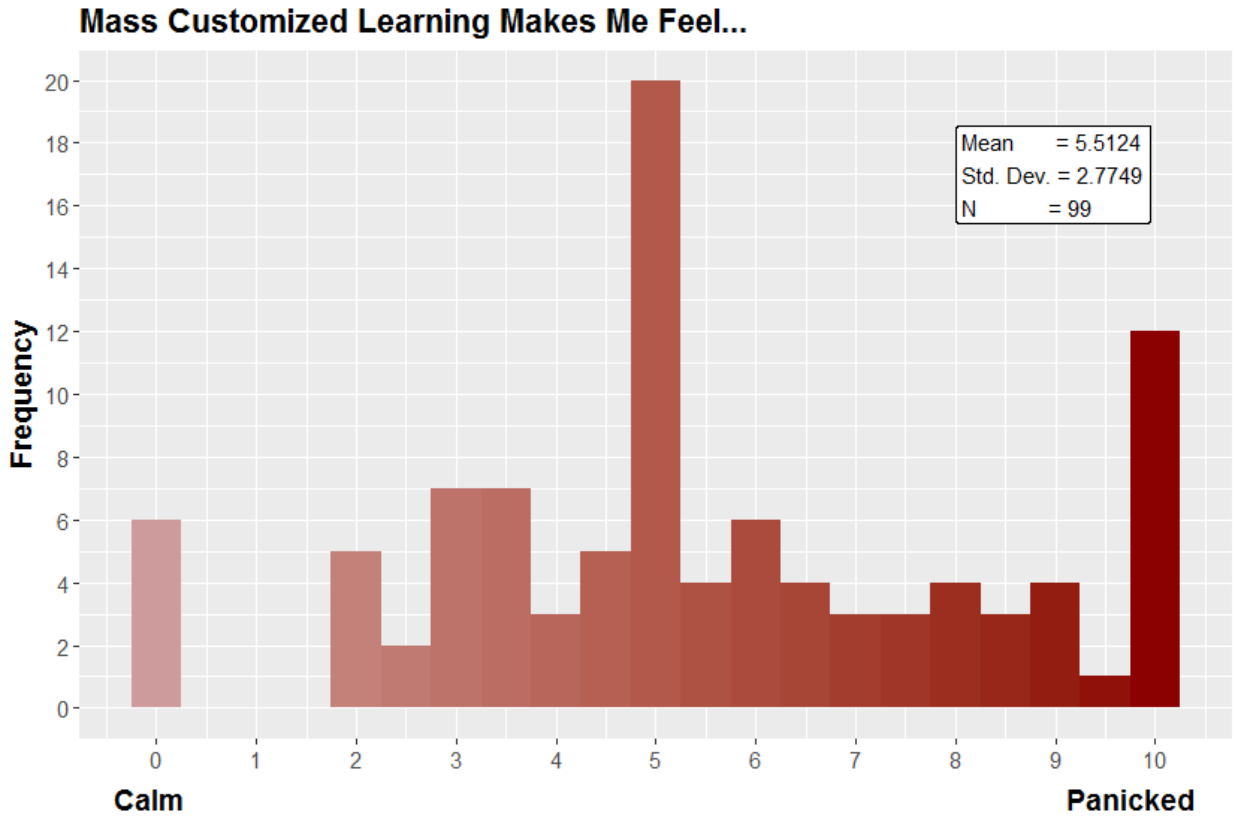

Mass Customized Learning is...
Frequency
20
15
10
5
0
Mean = 4.0986
Std. Dev. = 2.6798
N = 99
0 1 2 3 4 5 6 7 8 9 10
Dull
Thrilling

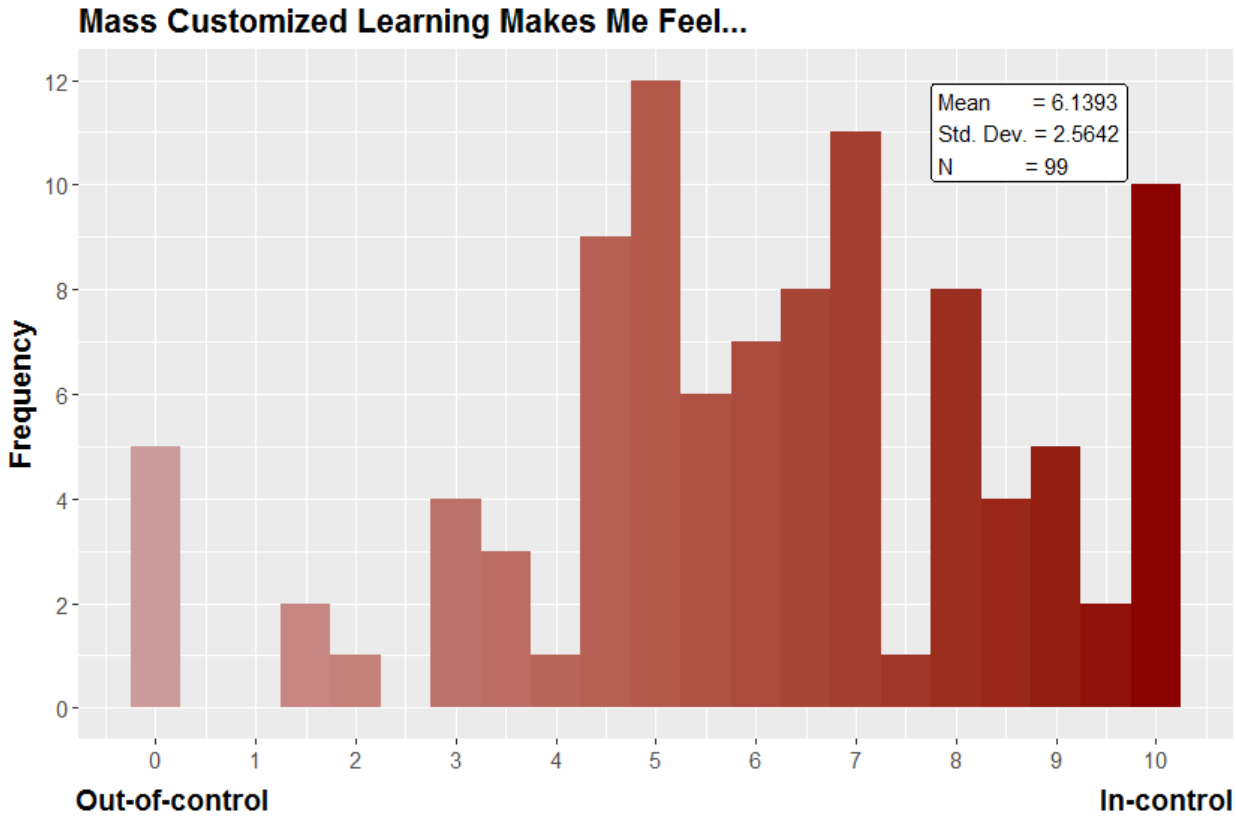

Mass Customized Learning Makes Me Feel...
Frequency
18
16
14
12
10
8
6
4
2
0
Mean = 3.5417
Std. Dev. = 2.4754
N = 99
0 1 2 3 4 5 6 7 8 9
Sleepy
Awake

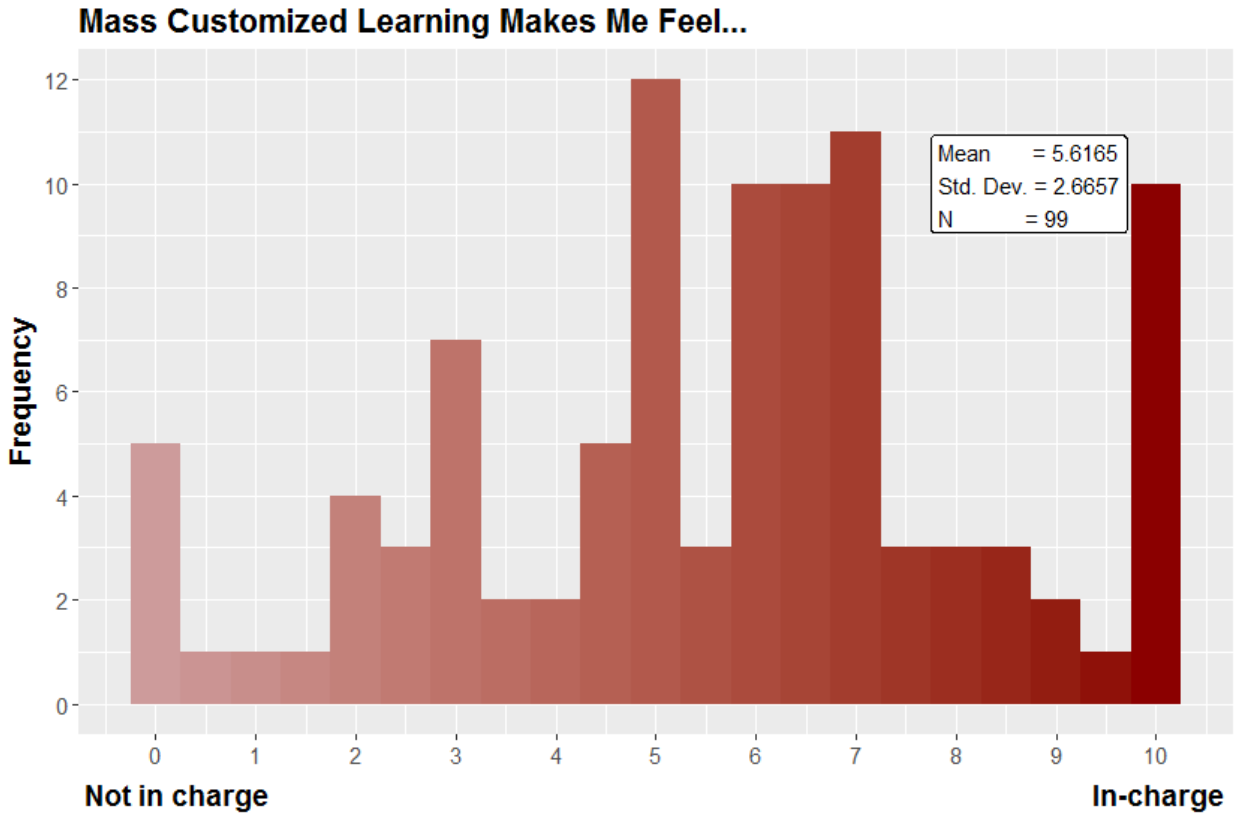

Mass Customized Learning is...
Mean = 3.9167
Std. Dev. = 2.9108
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Not Entertaining
Entertaining

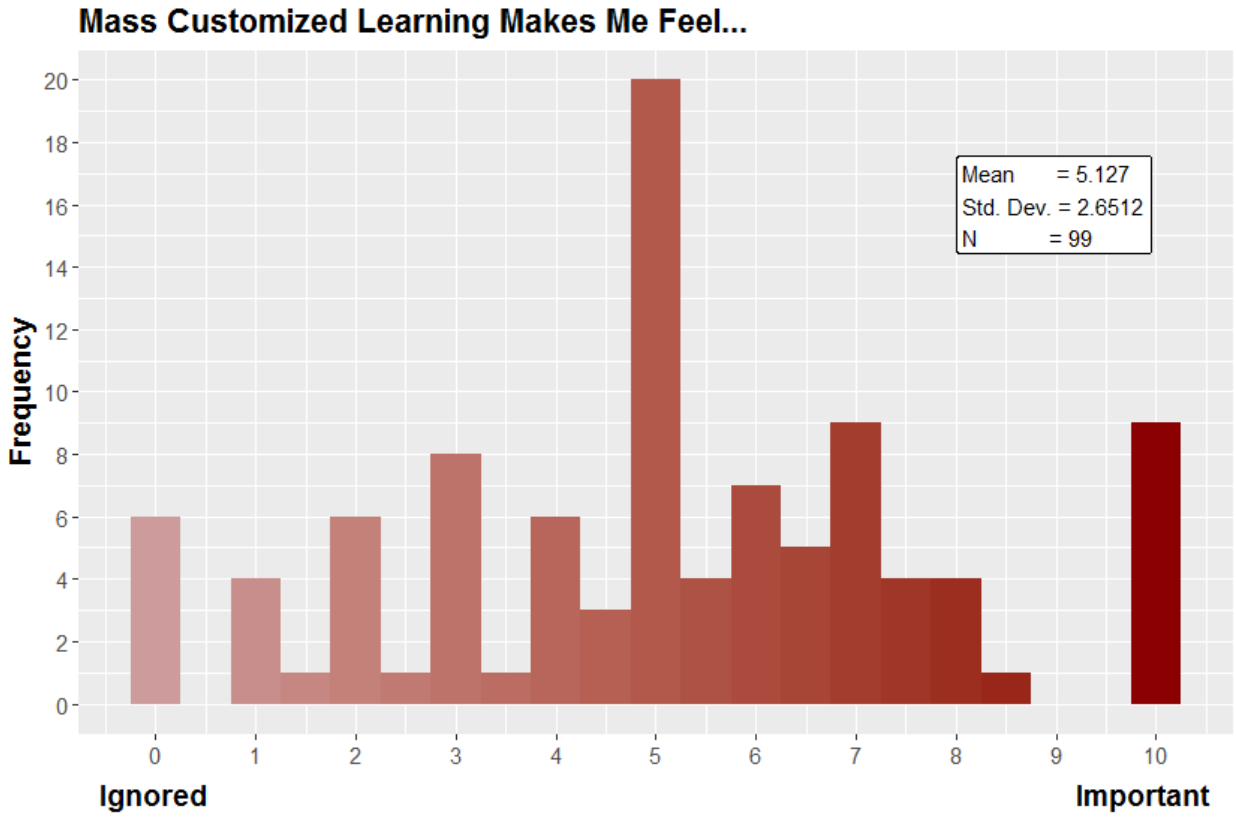

Mass Customized Learning is...
Mean = 4.5585
Std. Dev. = 2.8353
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Uninteresting
Interesting

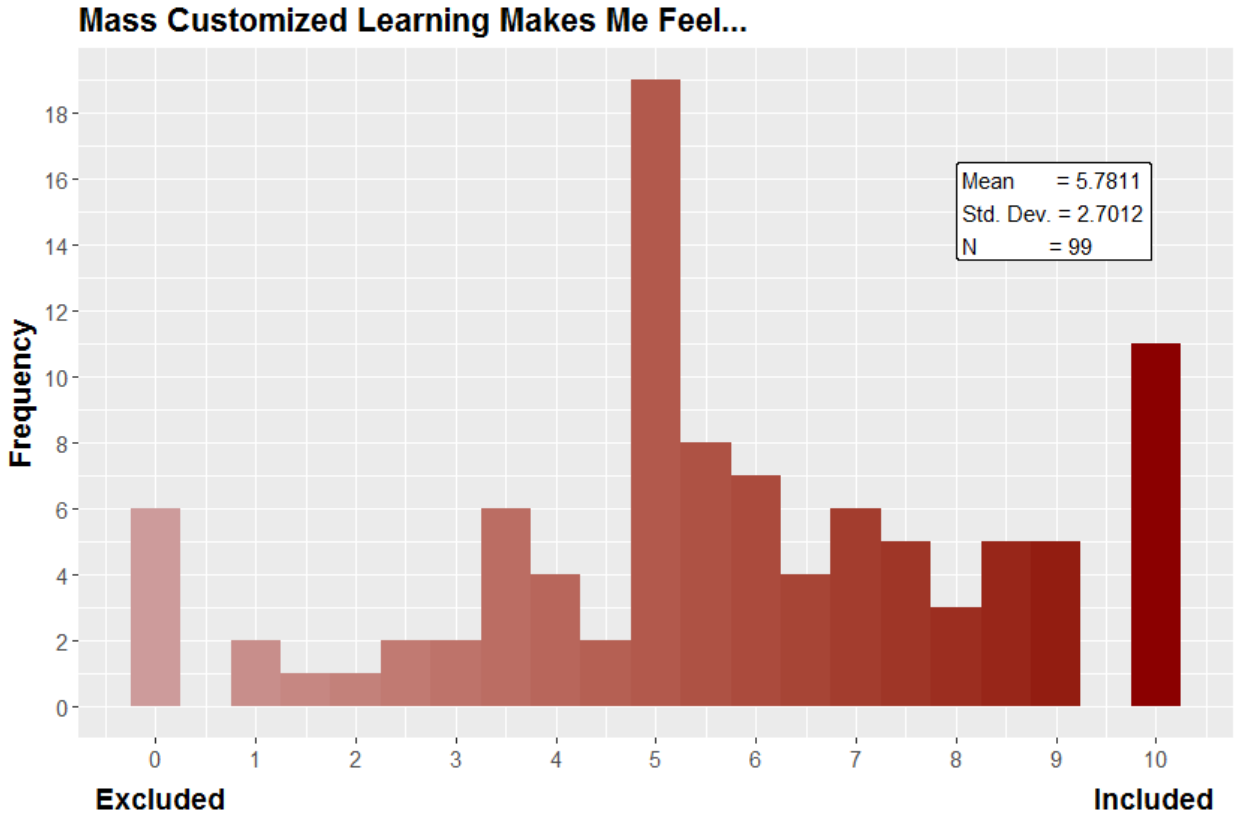

Mass Customized Learning is...
Frequency
Mean = 4.0421
Std. Dev. = 2.3958
N = 99
Tiring
Energizing

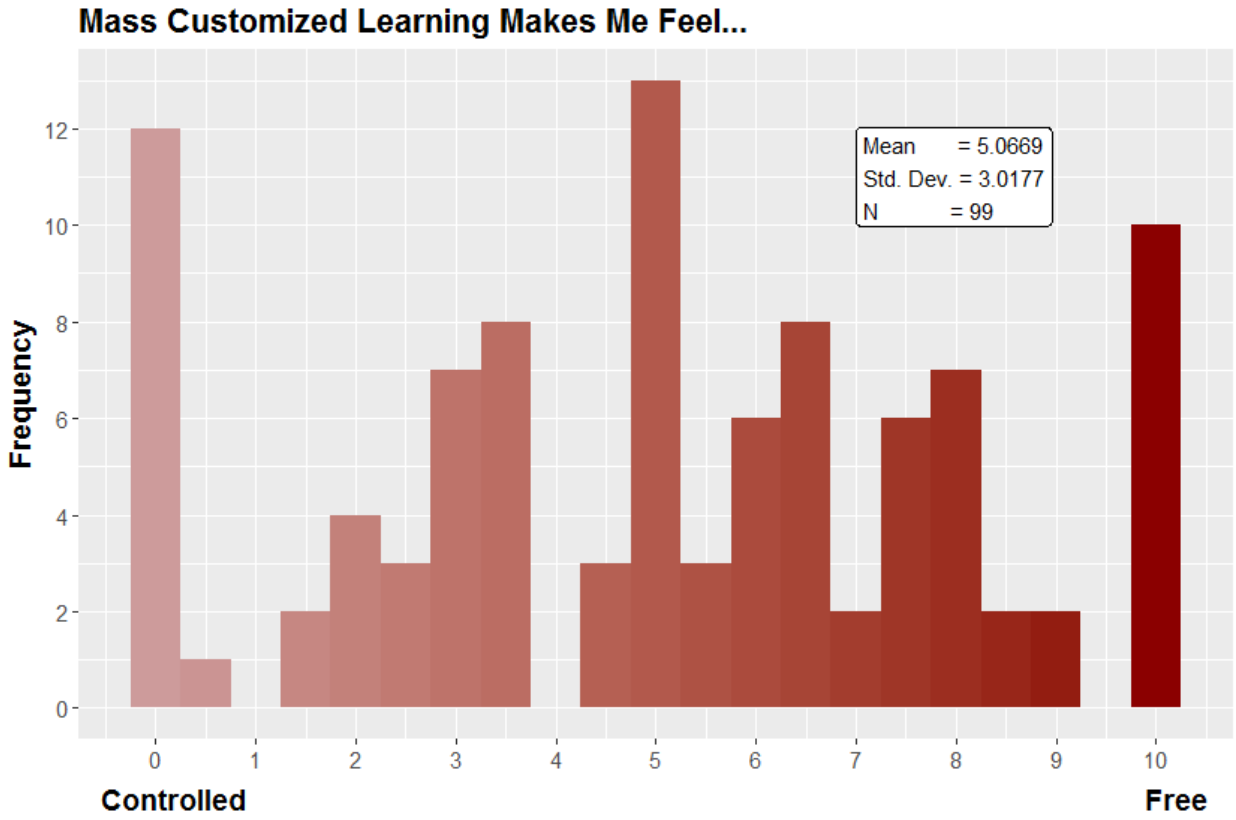

Mass Customized Learning Makes Me Feel...
Frequency
Mean = 5.5124
Std. Dev. = 2.7749
N = 99
Calm
Panicked

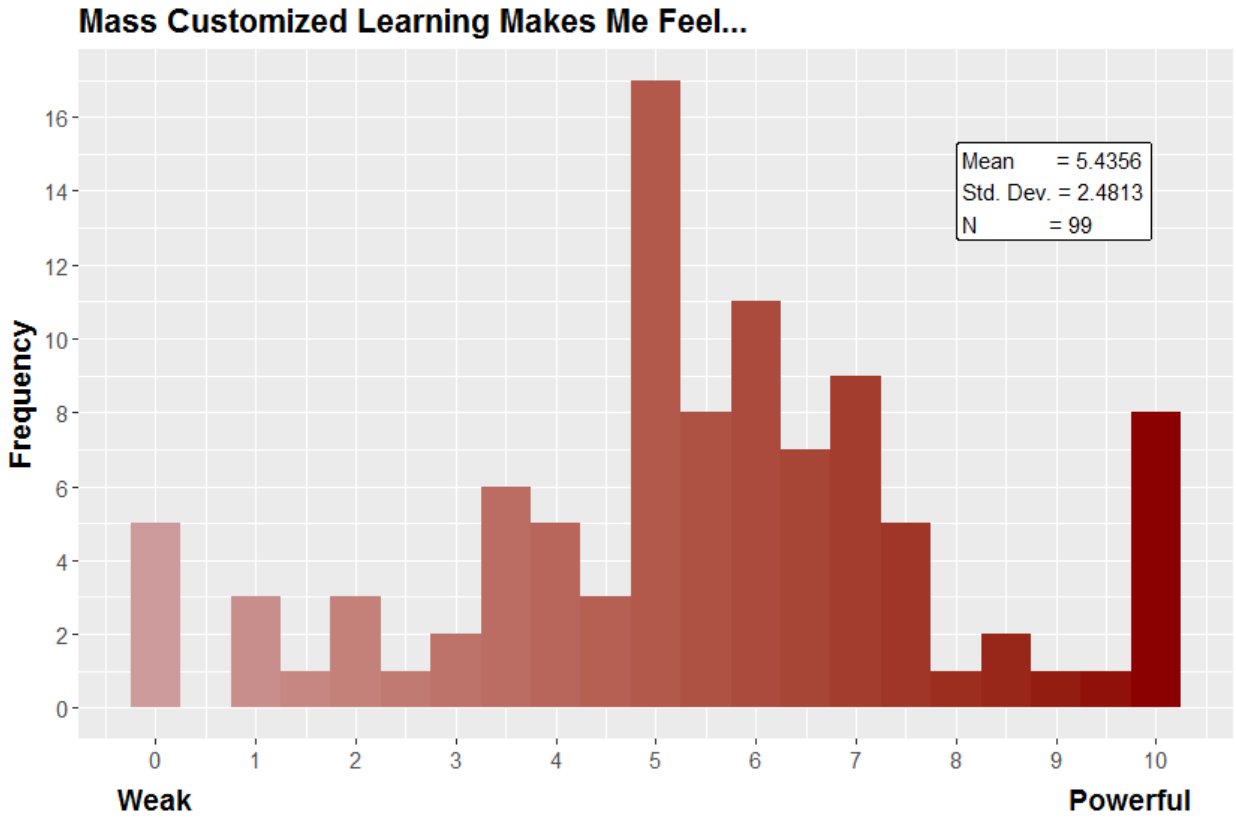

Mass Customized Learning Makes Me Feel...
Mean = 6.1393
Std. Dev. = 2.5642
N = 99
Frequency
0
2
4
6
8
10
12
0
1
2
3
4
5
6
7
8
9
10
Out-of-control
In-control


Mass Customized Learning Makes Me Feel...
Mean = 5.6165
Std. Dev. = 2.6657
N = 99
Frequency
0
2
4
6
8
10
12
0
1
2
3
4
5
6
7
8
9
10
Not in charge
In-charge


Mass Customized Learning Makes Me Feel...
Mean = 5.127
Std. Dev. = 2.6512
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
20
0
1
2
3
4
5
6
7
8
9
10
Ignored
Important


Mass Customized Learning Makes Me Feel...
Mean = 5.7811
Std. Dev. = 2.7012
N = 99
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Excluded
Included


Mass Customized Learning Makes Me Feel...
Mean = 5.0669
Std. Dev. = 3.0177
N = 99
Frequency
0
2
4
6
8
10
12
0
1
2
3
4
5
6
7
8
9
10
Controlled
Free


Mass Customized Learning Makes Me Feel...
Mean = 5.4356
Std. Dev. = 2.4813
N = 99
Frequency
0
2
4
6
8
10
12
14
16
0
1
2
3
4
5
6
7
8
9
10
Weak
Powerful

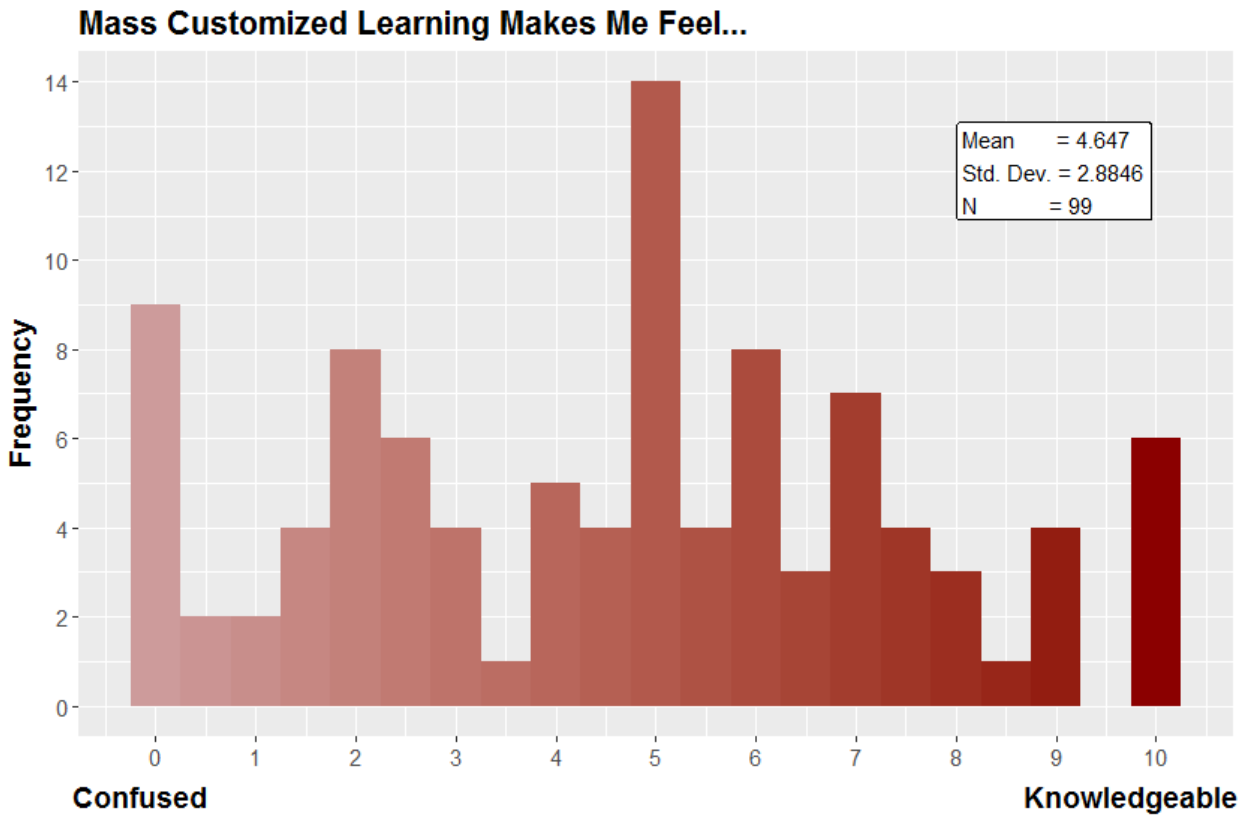
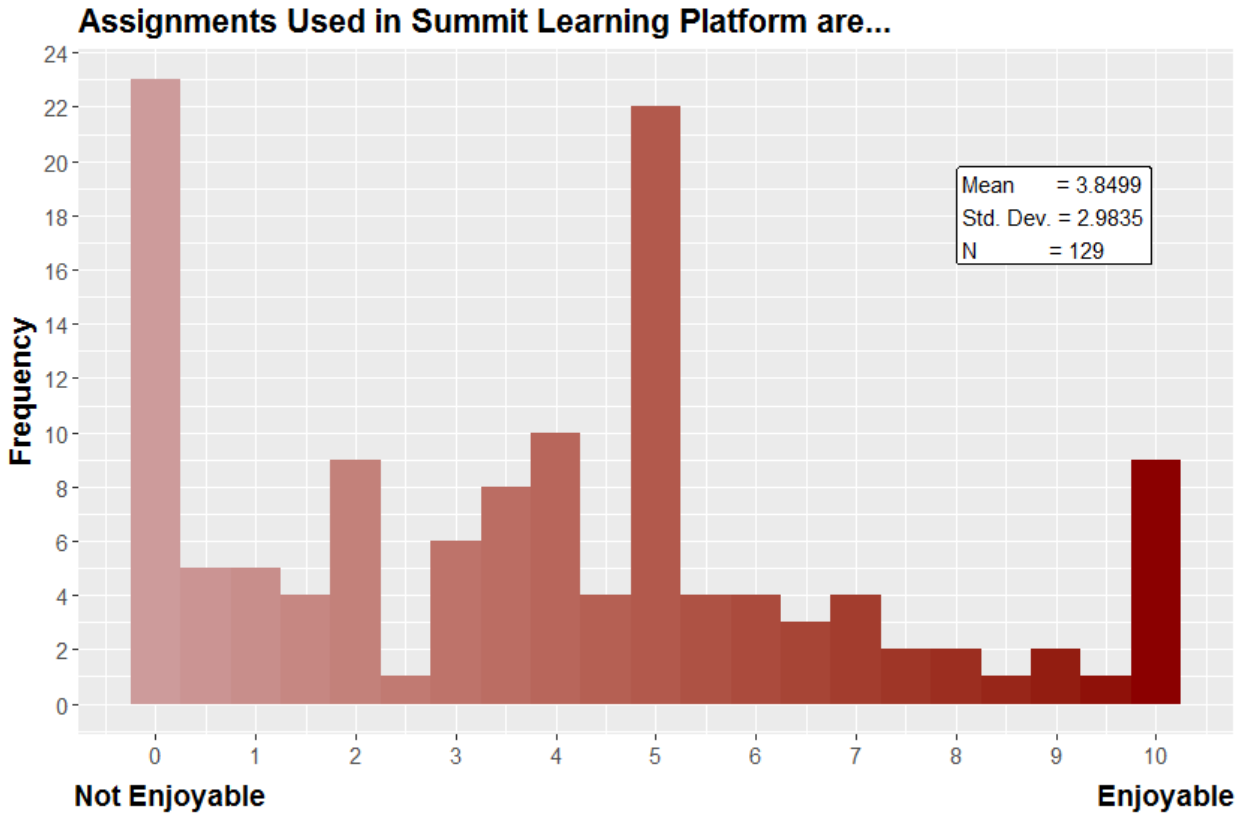

Mass Customized Learning Makes Me Feel...
Mean = 4.647
Std. Dev. = 2.8846
N = 99
Frequency
0
2
4
6
8
10
12
14
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

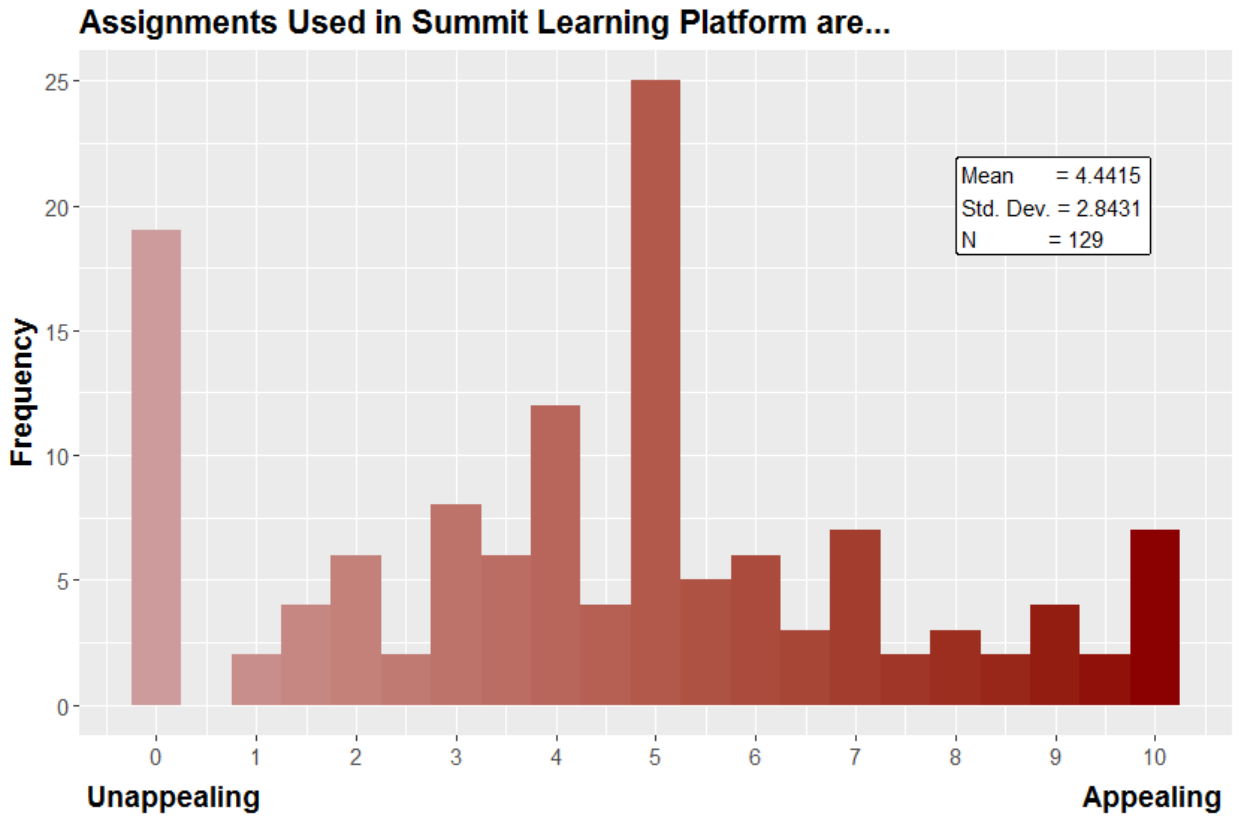
Table 3

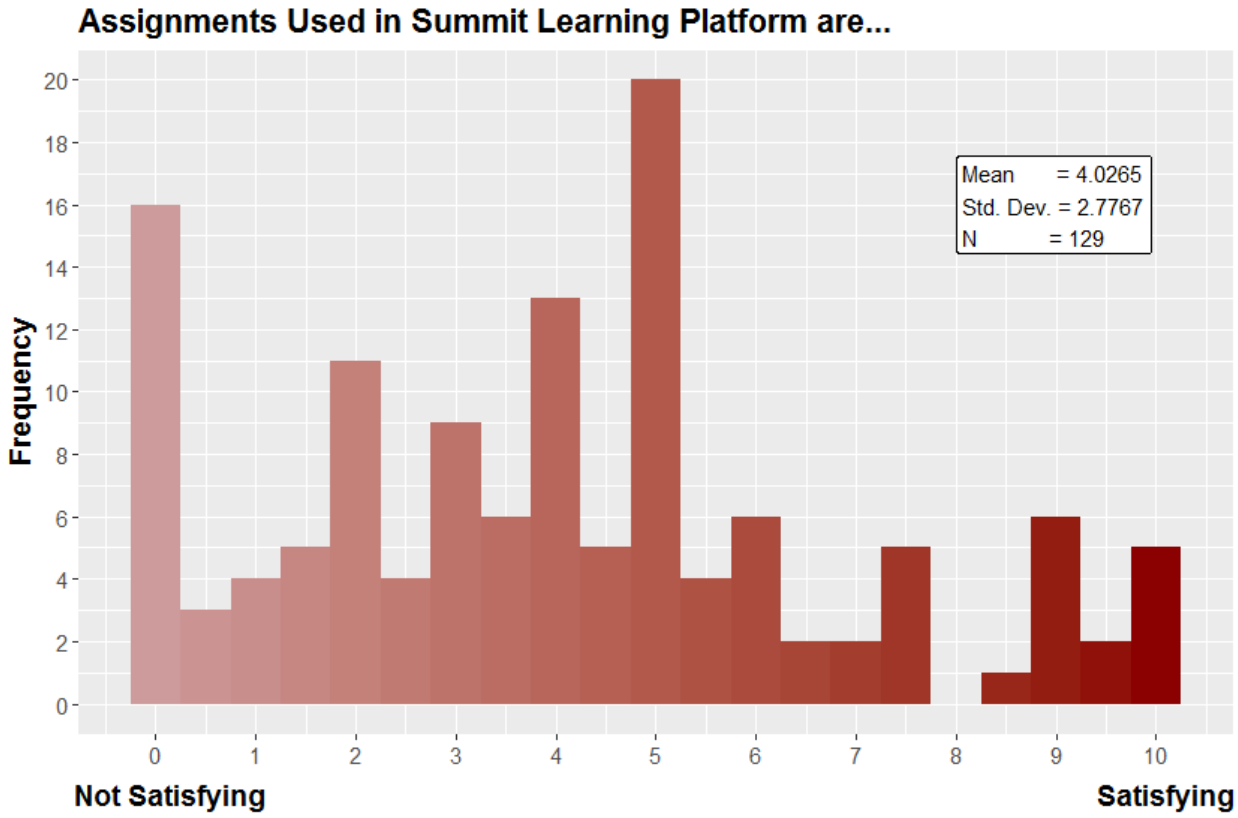
Summary of "Assignments Used in SLP" for Students

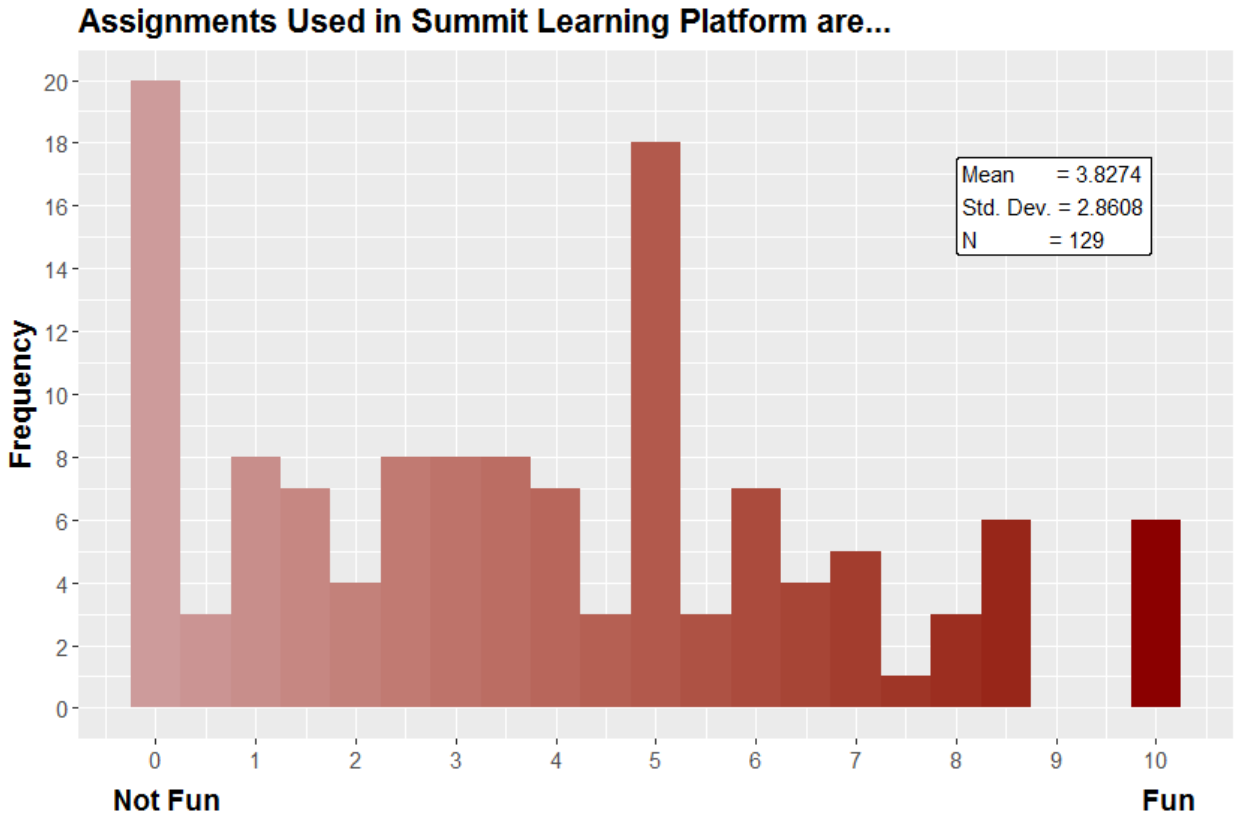
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		129	4.4138	4.4563	8.0355	2.8336	.932
	Enjoyment		3.8499	3.8900	8.9010	2.9835	
	Appealing		4.4415	5.0000	8.0830	2.8431	
	Satisfying		4.0265	3.9500	7.7100	2.7767	
	Fun		3.8274	3.7000	8.1840	2.8608	
	Happy		4.8250	5.0000	7.6410	2.7643	
	Pleasing		3.9603	4.0500	7.5900	2.7550	
	Not Frustrating		4.0729	3.9700	7.6370	2.7636	
	Appropriate		6.3071	6.0900	8.5380	2.9220	
Arousal		129	4.5287	4.5763	7.8715	2.8035	.916
	Stressful		6.4487	6.5000	7.8930	2.8095	
	Exciting		3.7508	3.4600	9.1860	3.0310	
	Thrilling		3.9184	4.0300	7.6040	2.7576	
	Wide-Awake		3.5935	3.4000	7.7030	2.7754	
	Entertaining		4.0549	4.2800	8.1580	2.8562	
	Interesting		4.5472	5.0000	8.0170	2.8315	
	Energizing		3.7428	3.8500	6.8440	2.6161	
	Panicked		6.1736	6.0900	7.5670	2.7508	
Dominance		129	5.0230	5.0000	7.4934	2.7317	.911
	In Control		5.4977	5.0000	7.6110	2.7589	
	In Charge		5.1182	5.0000	8.2720	2.8762	
	Important		4.7520	5.0000	6.4410	2.5379	
	Included		5.3351	5.0000	6.5990	2.5688	
	Free		4.5346	5.0000	9.0390	3.0064	
	Powerful		5.1749	5.0000	6.3580	2.5215	
	Knowledgeable		4.7482	5.0000	8.1340	2.8520	

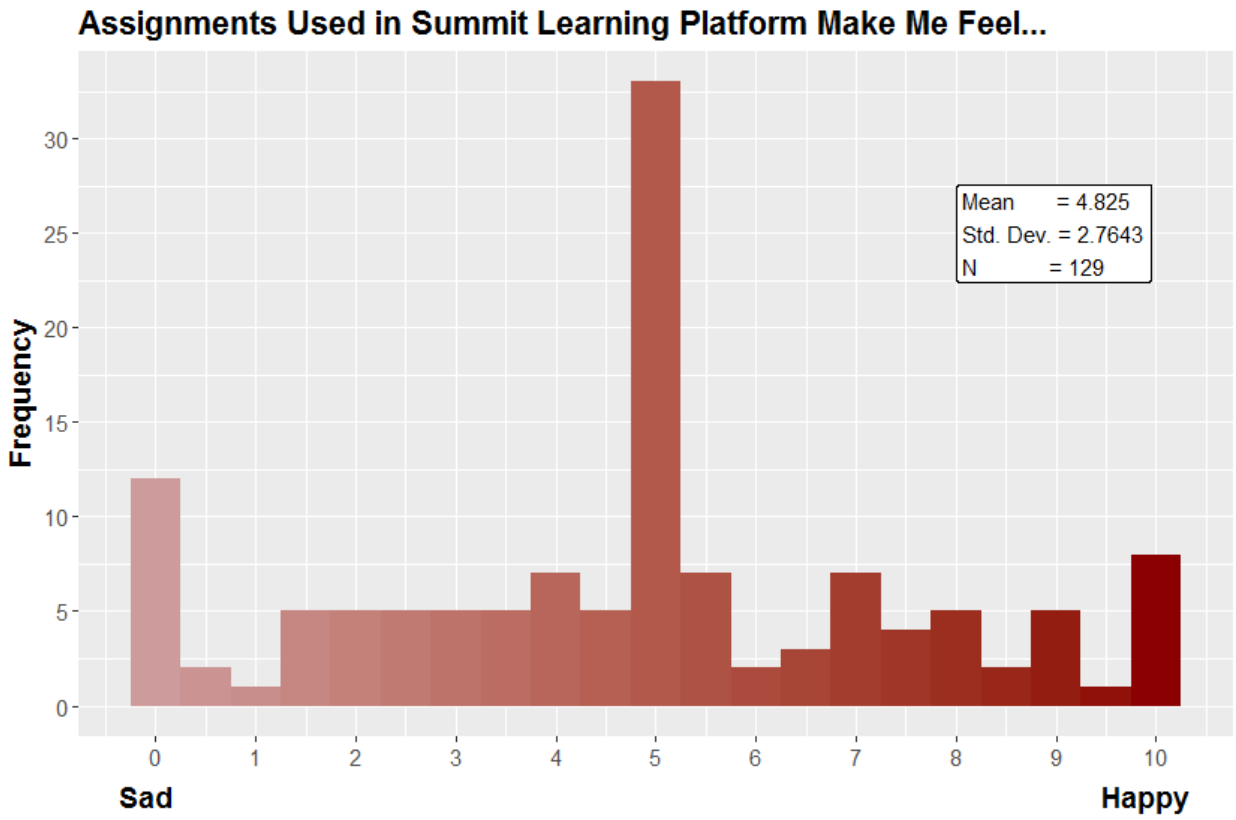
As can be seen in Table 3, mean estimates of pleasure (μ=4.4138), arousal (μ=4.5287), and dominance (μ=5.0230) indicate that students' overall perceptions of assignments used in SLP appear to be neutral. When looking at the individual semantic differentials, it appears that while students feel that assignments used in SLP are appropriate, they do not perceive them as fun, pleasing or enjoyable, but rather reported feeling stressed and panicked by assignments. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

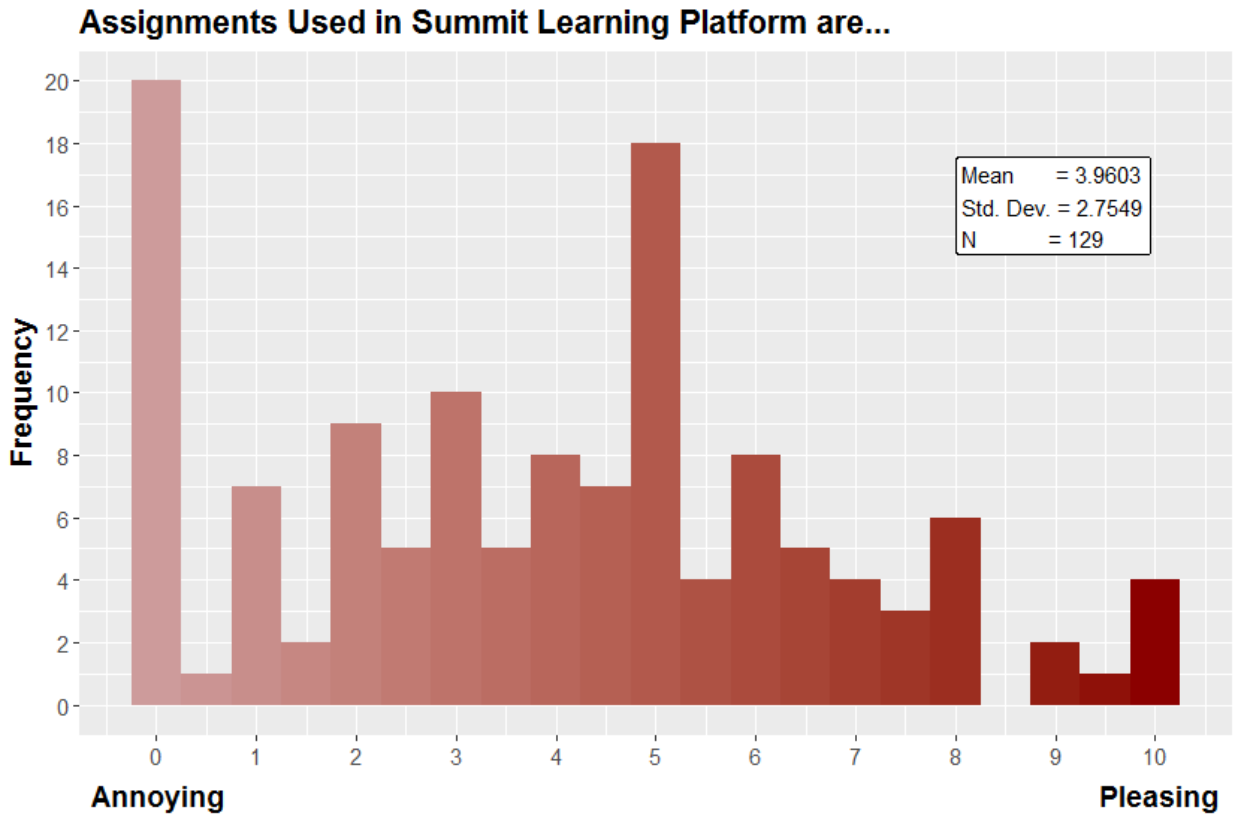

Assignments Used in Summit Learning Platform are...
Mean = 3.8499
Std. Dev. = 2.9835
N = 129
Frequency
Not Enjoyable
Enjoyable

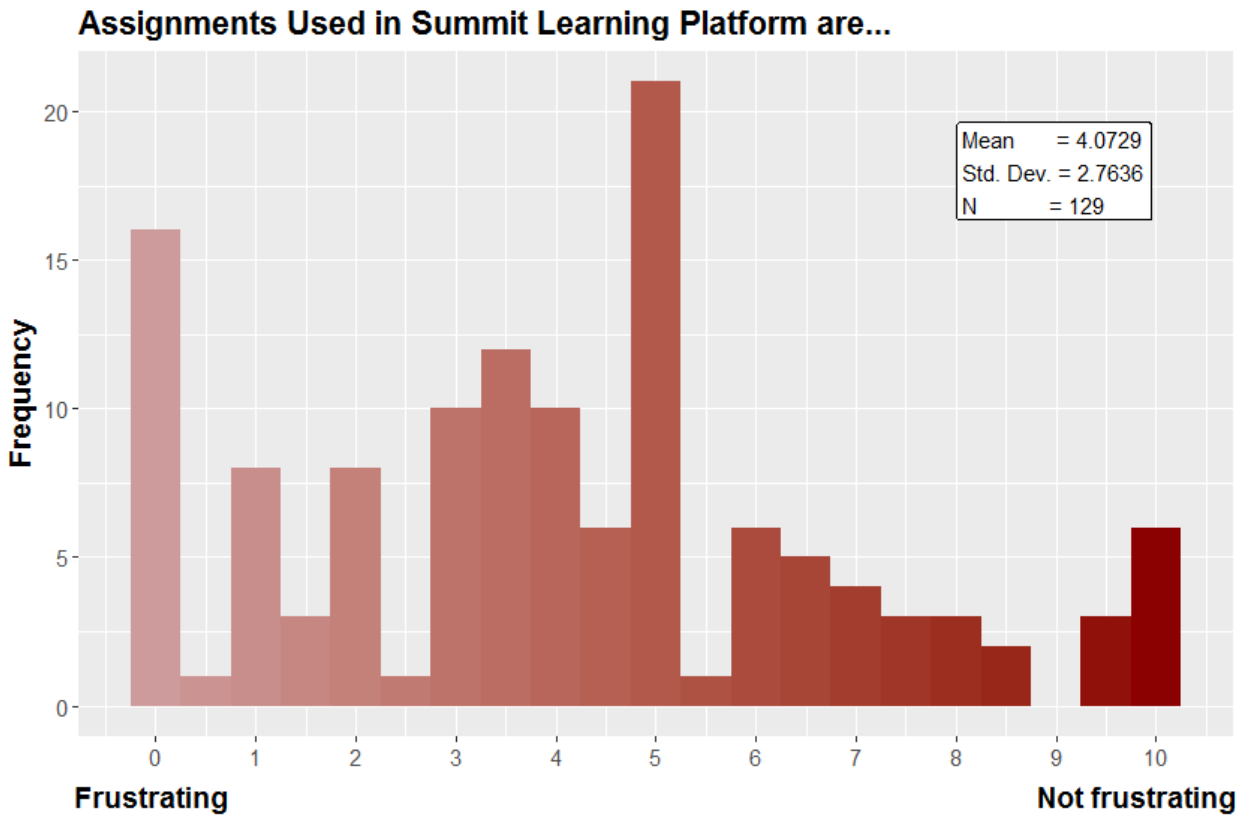

Assignments Used in Summit Learning Platform are...
Mean = 4.4415
Std. Dev. = 2.8431
N = 129
Frequency
Unappealing
Appealing

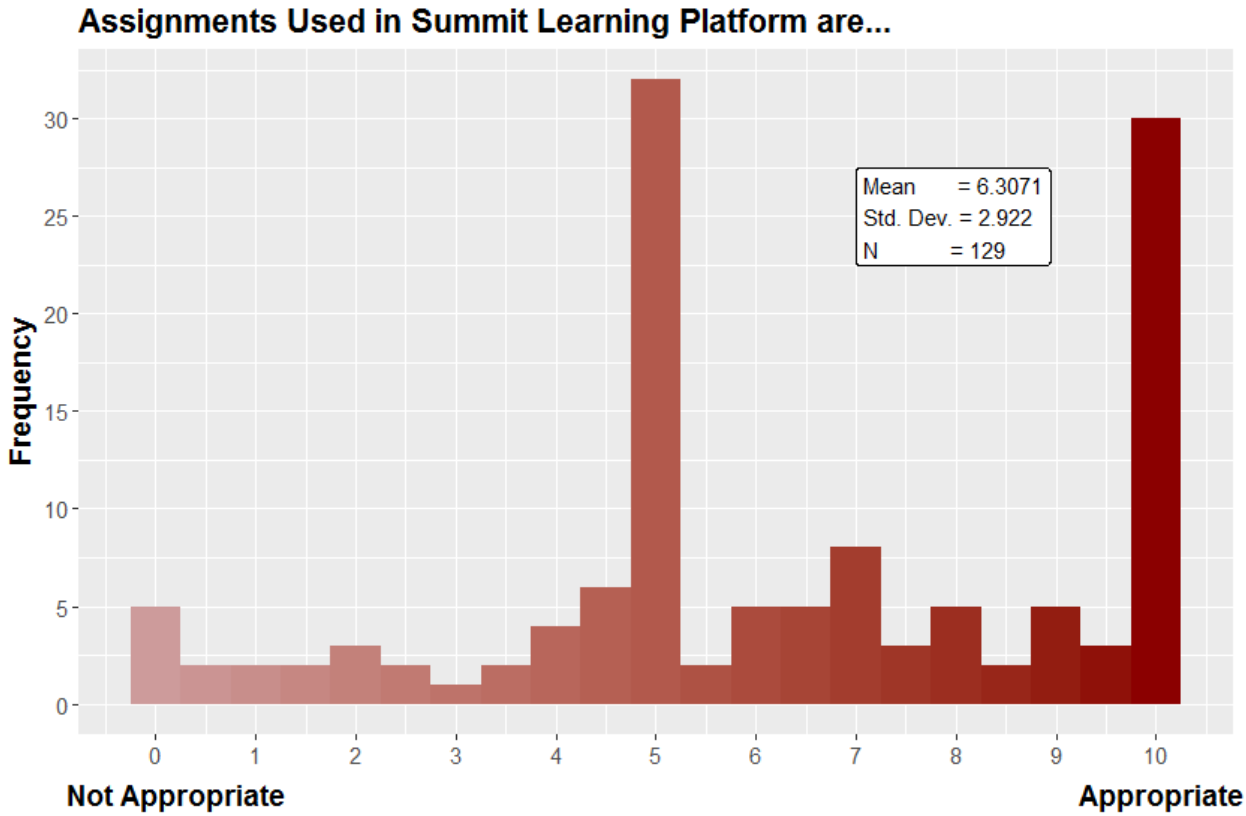

Assignments Used in Summit Learning Platform are...
Mean = 4.0265
Std. Dev. = 2.7767
N = 129
Frequency
Not Satisfying
Satisfying

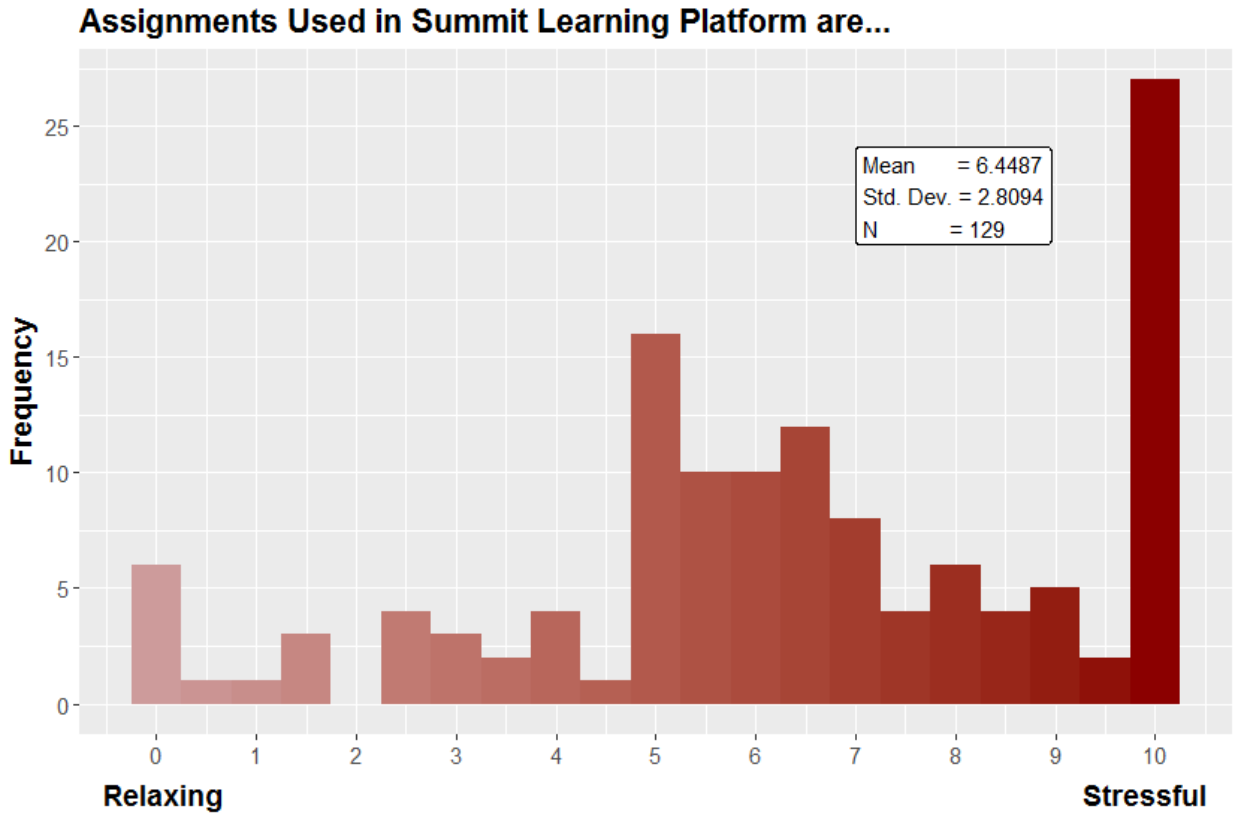

Assignments Used in Summit Learning Platform are...
Mean = 3.8274
Std. Dev. = 2.8608
N = 129
Frequency
Not Fun
Fun

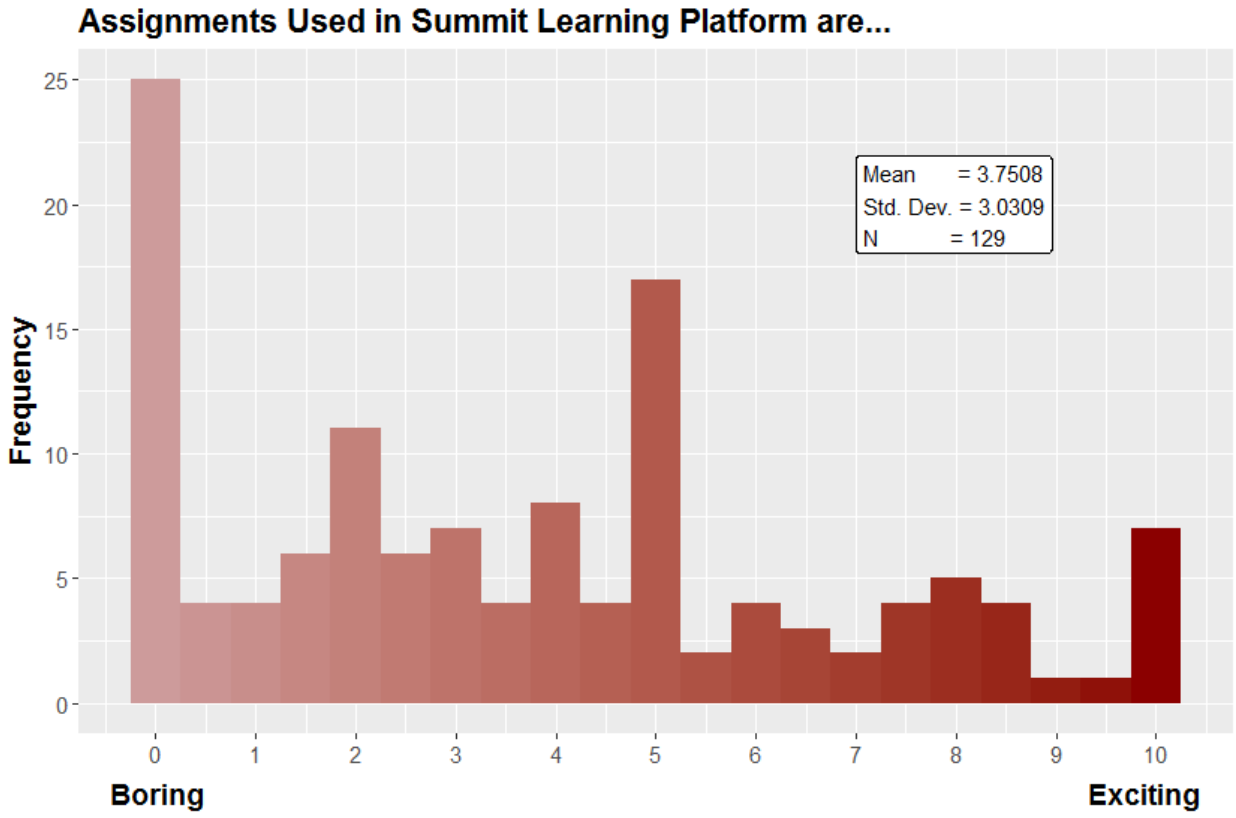

Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 4.825
Std. Dev. = 2.7643
N = 129
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Sad
Happy

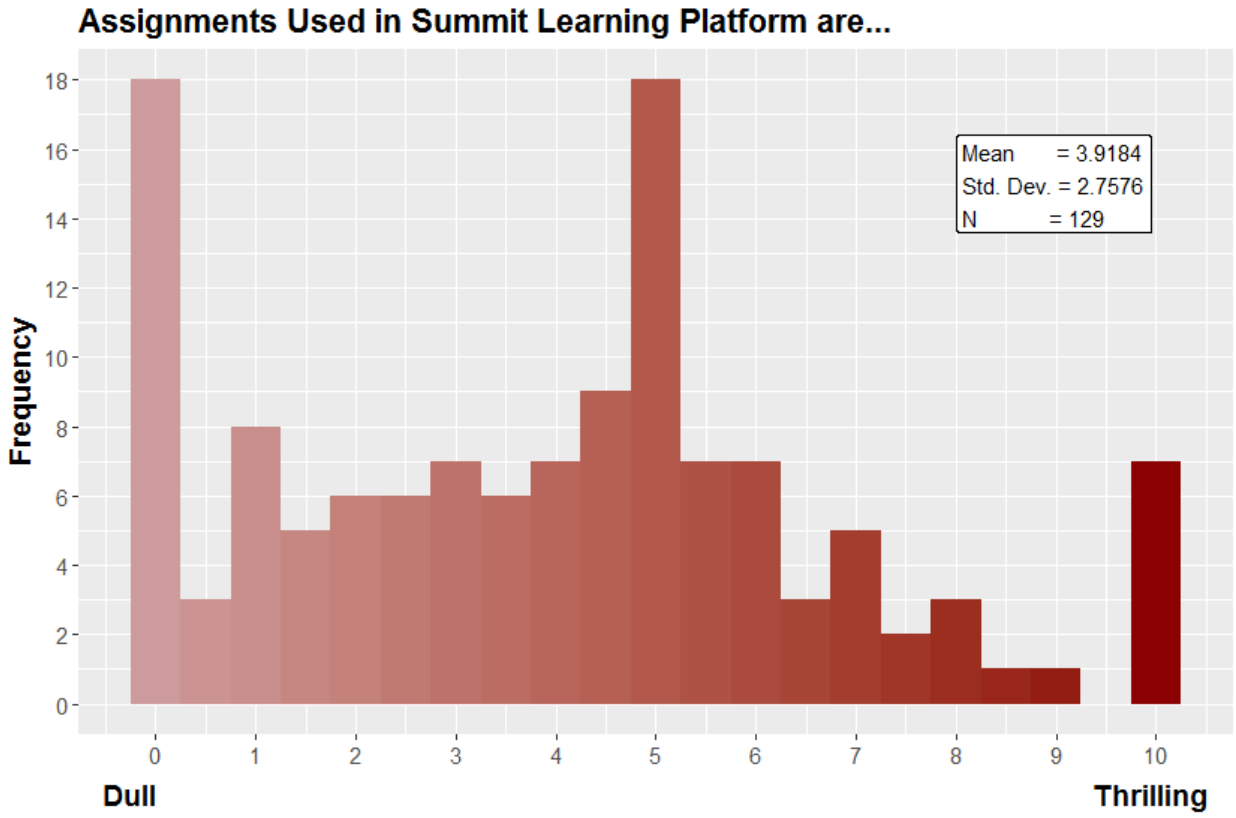

Assignments Used in Summit Learning Platform are...
Mean = 3.9603
Std. Dev. = 2.7549
N = 129
Frequency
0
2
4
6
8
10
12
14
16
18
20
0
1
2
3
4
5
6
7
8
9
10
Annoying
Pleasing

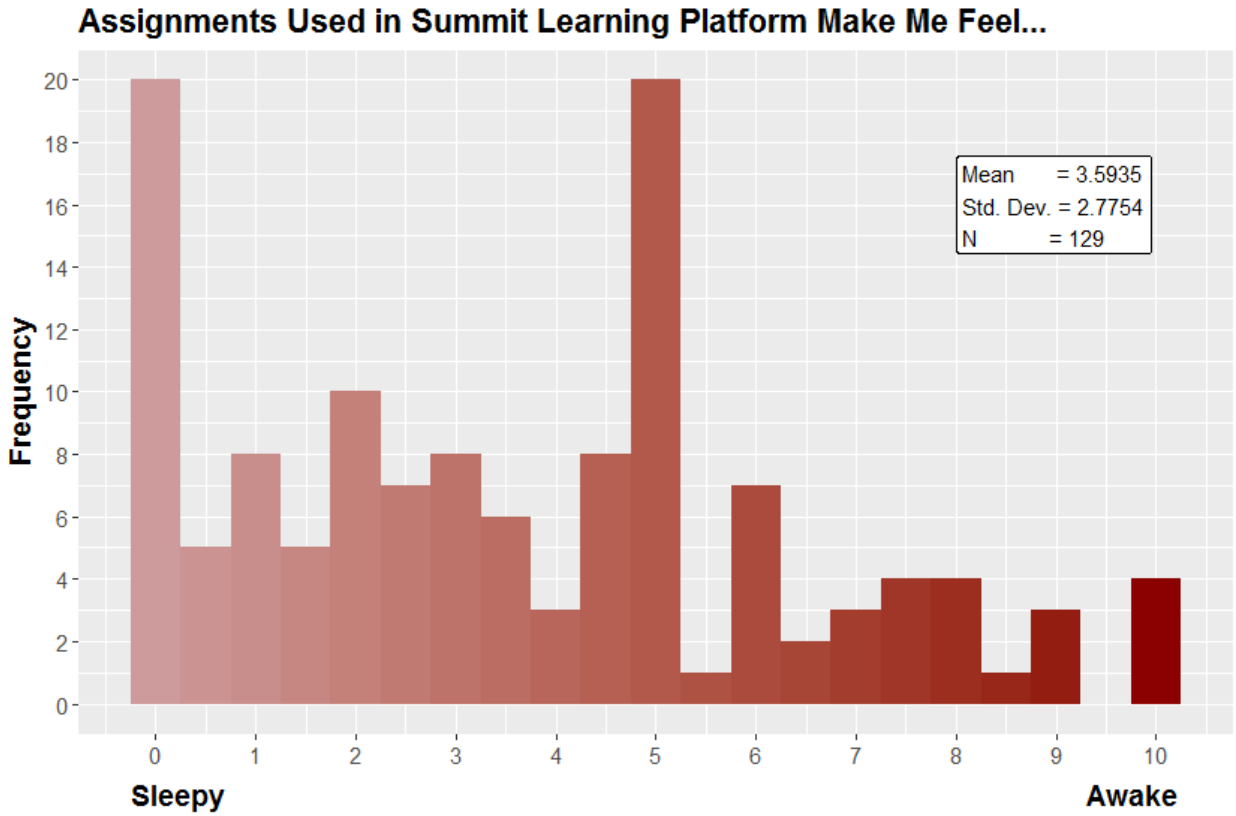

Assignments Used in Summit Learning Platform are...
Mean = 4.0729
Std. Dev. = 2.7636
N = 129
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Frustrating
Not frustrating

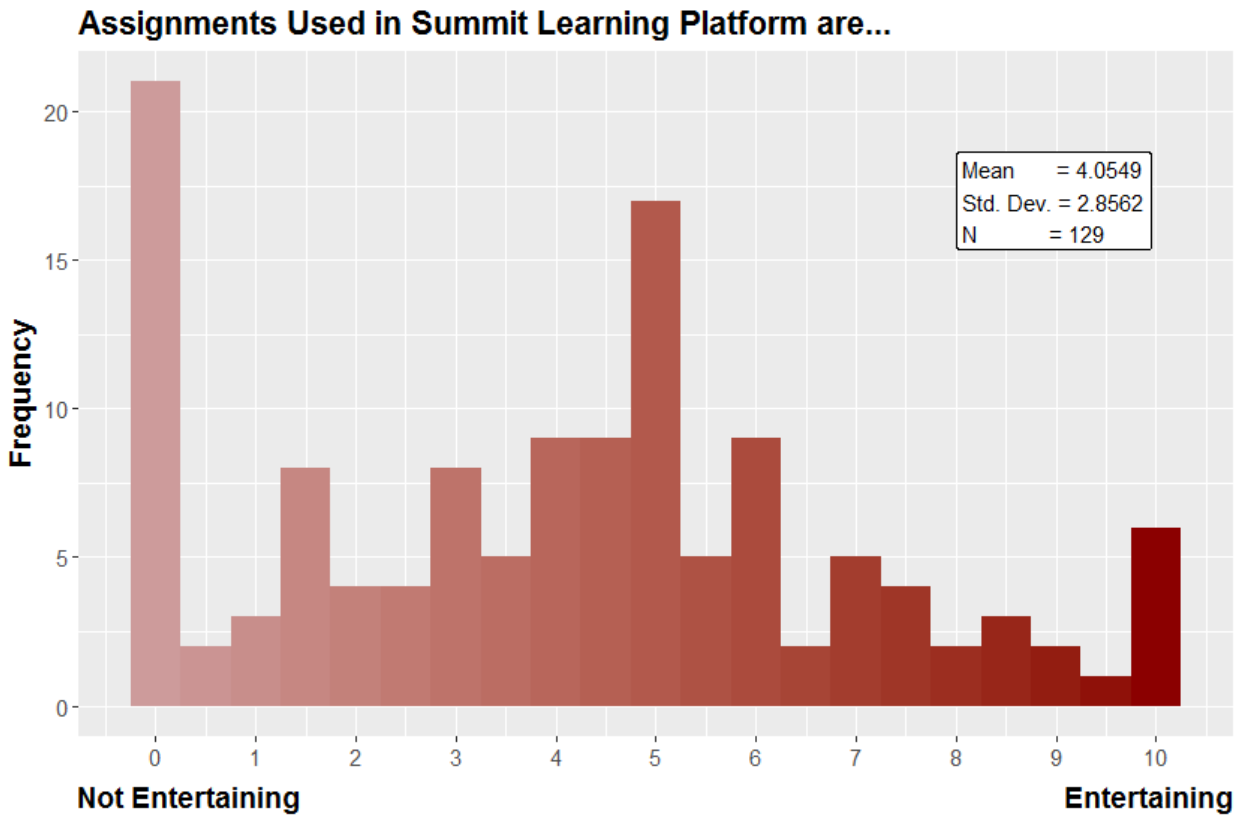

Assignments Used in Summit Learning Platform are...
Mean = 6.3071
Std. Dev. = 2.922
N = 129
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not Appropriate
Appropriate

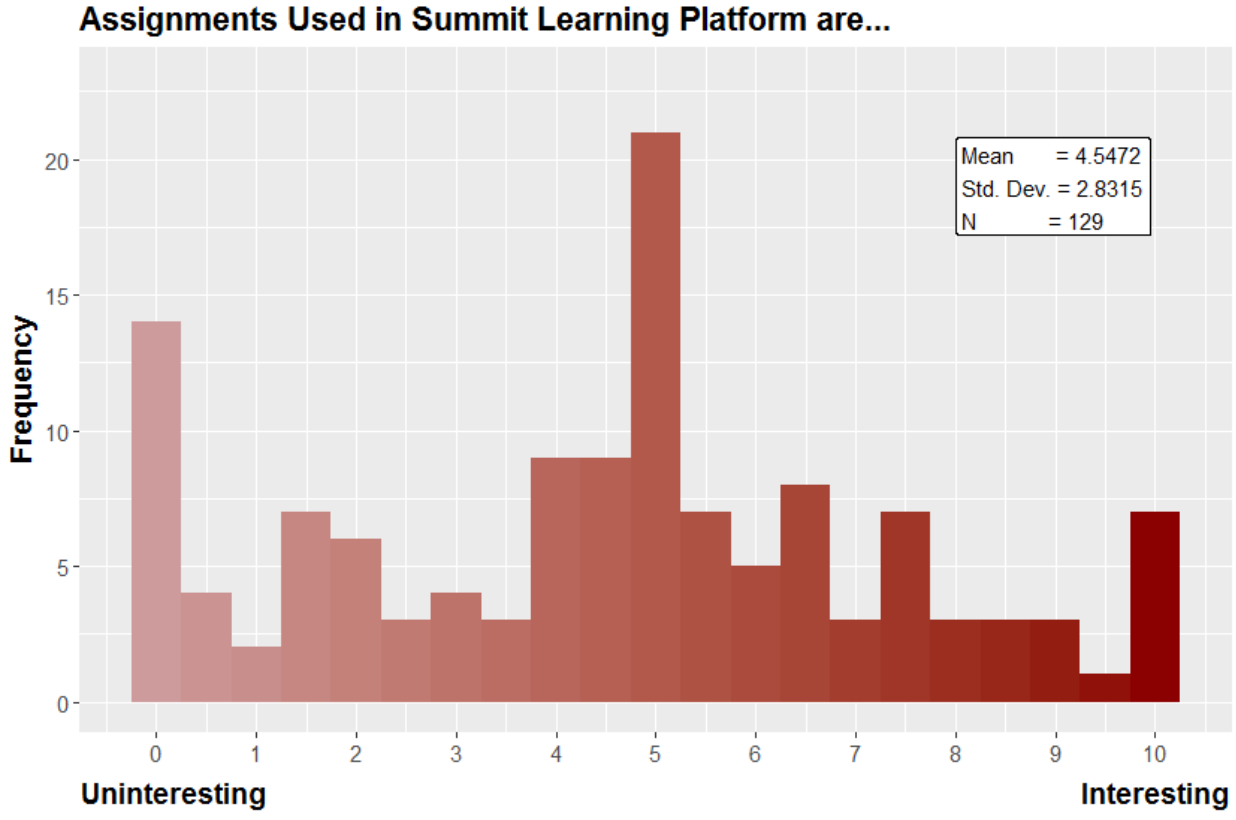

Assignments Used in Summit Learning Platform are...
Mean = 6.4487
Std. Dev. = 2.8094
N = 129
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

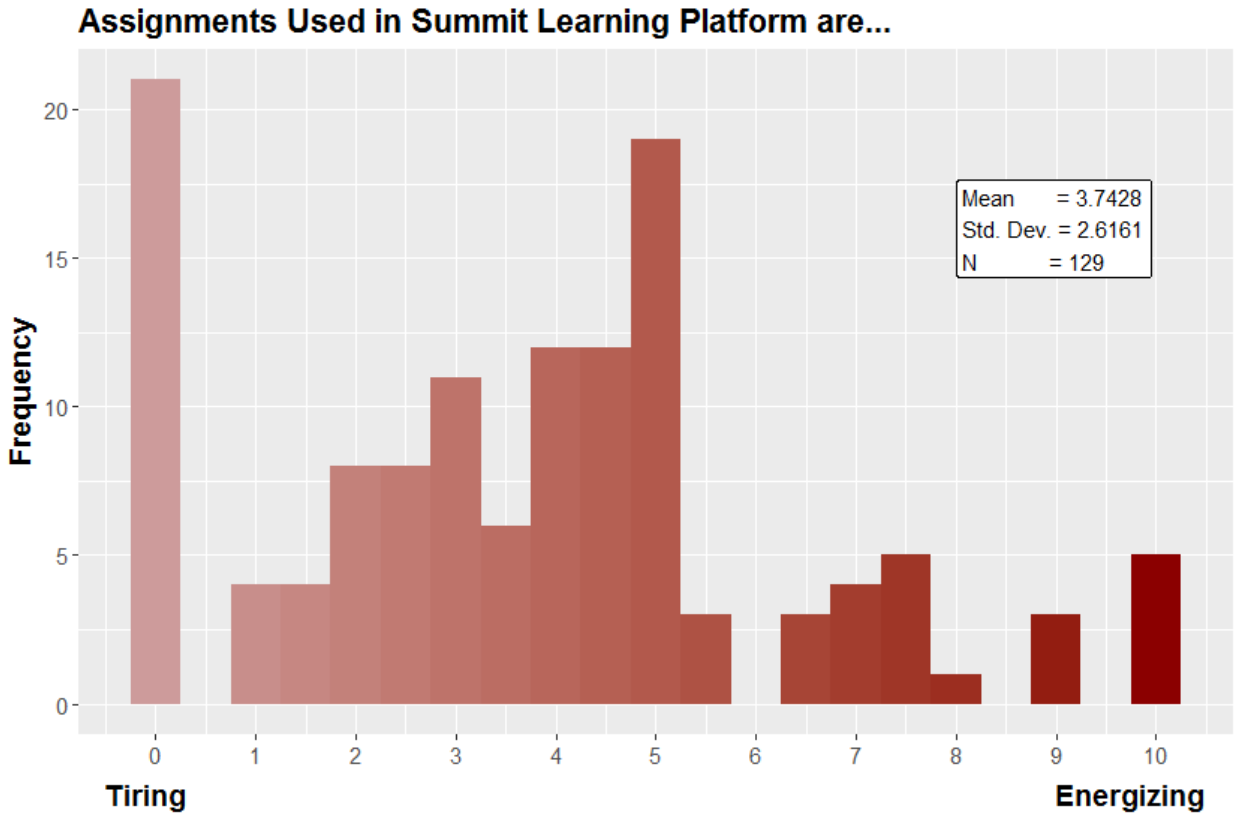

Assignments Used in Summit Learning Platform are...
Mean = 3.7508
Std. Dev. = 3.0309
N = 129
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Boring
Exciting

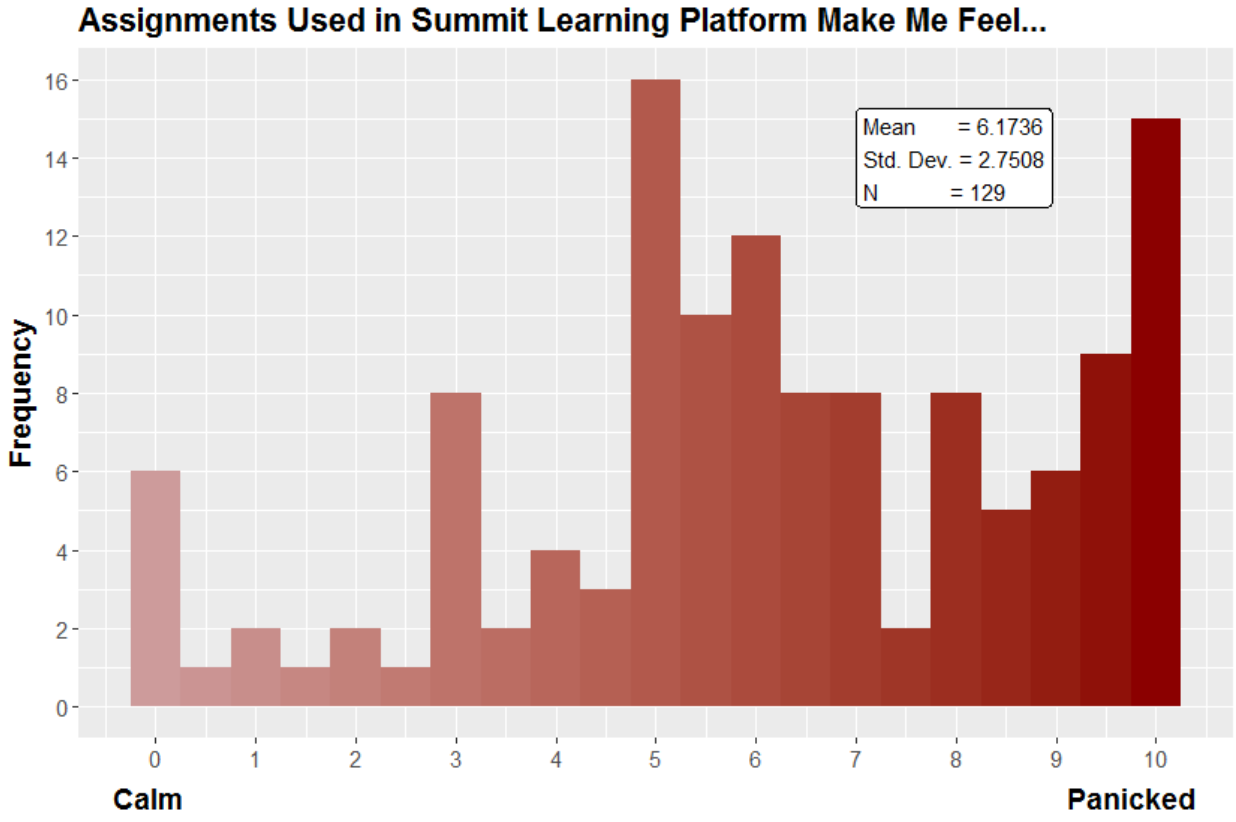

Assignments Used in Summit Learning Platform are...
Mean = 3.9184
Std. Dev. = 2.7576
N = 129
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Dull
Thrilling

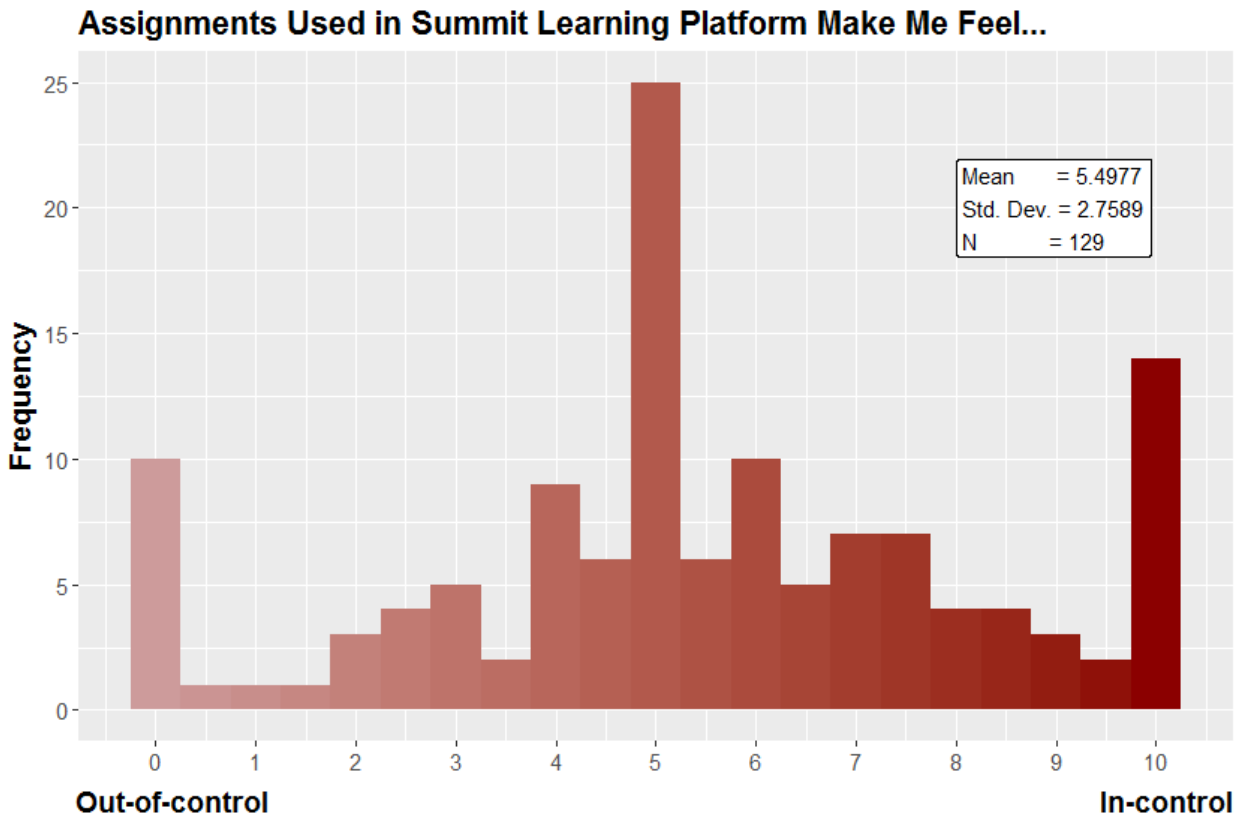

Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 3.5935
Std. Dev. = 2.7754
N = 129
Frequency
0
2
4
6
8
10
12
14
16
18
20
0
1
2
3
4
5
6
7
8
9
10
Sleepy
Awake

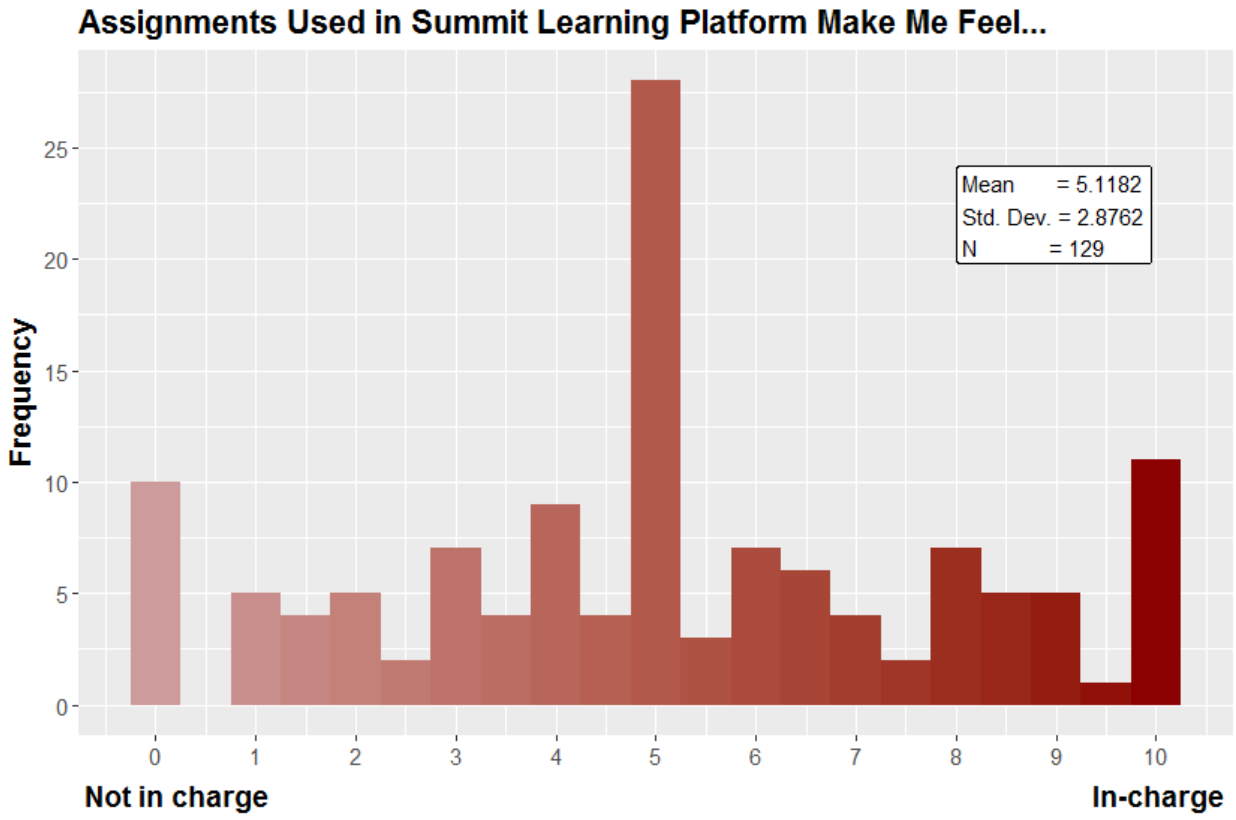

Assignments Used in Summit Learning Platform are...
Mean = 4.0549
Std. Dev. = 2.8562
N = 129
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Not Entertaining
Entertaining

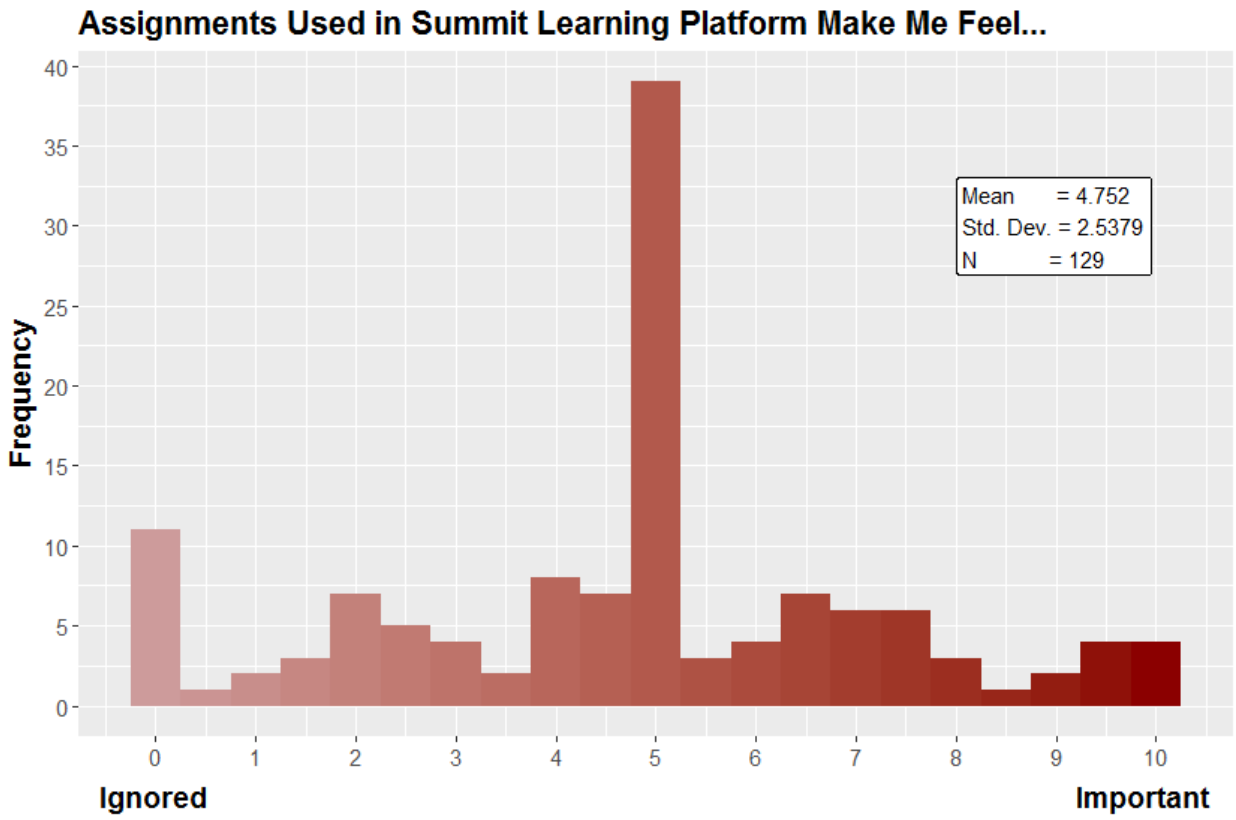

Assignments Used in Summit Learning Platform are...
Mean = 4.5472
Std. Dev. = 2.8315
N = 129
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Uninteresting
Interesting

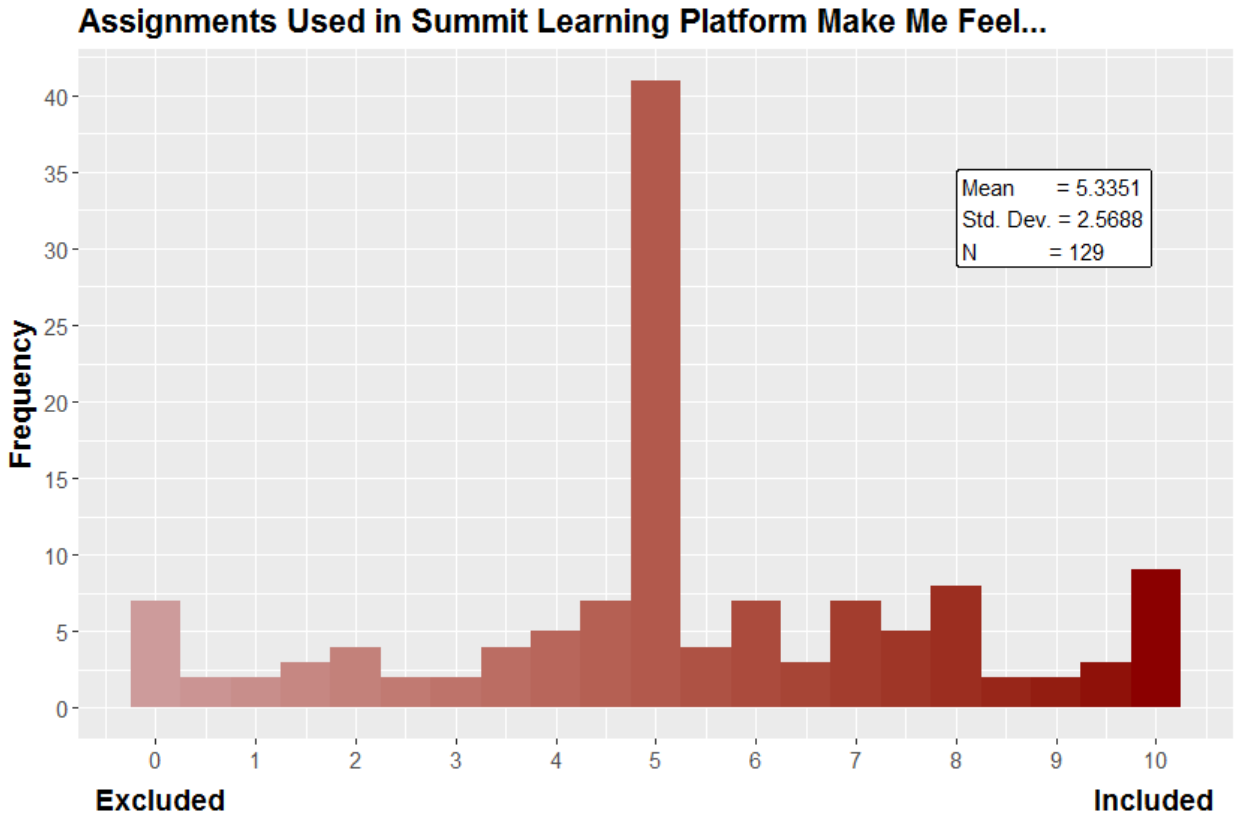

Assignments Used in Summit Learning Platform are...
Mean = 3.7428
Std. Dev. = 2.6161
N = 129
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Tiring
Energizing

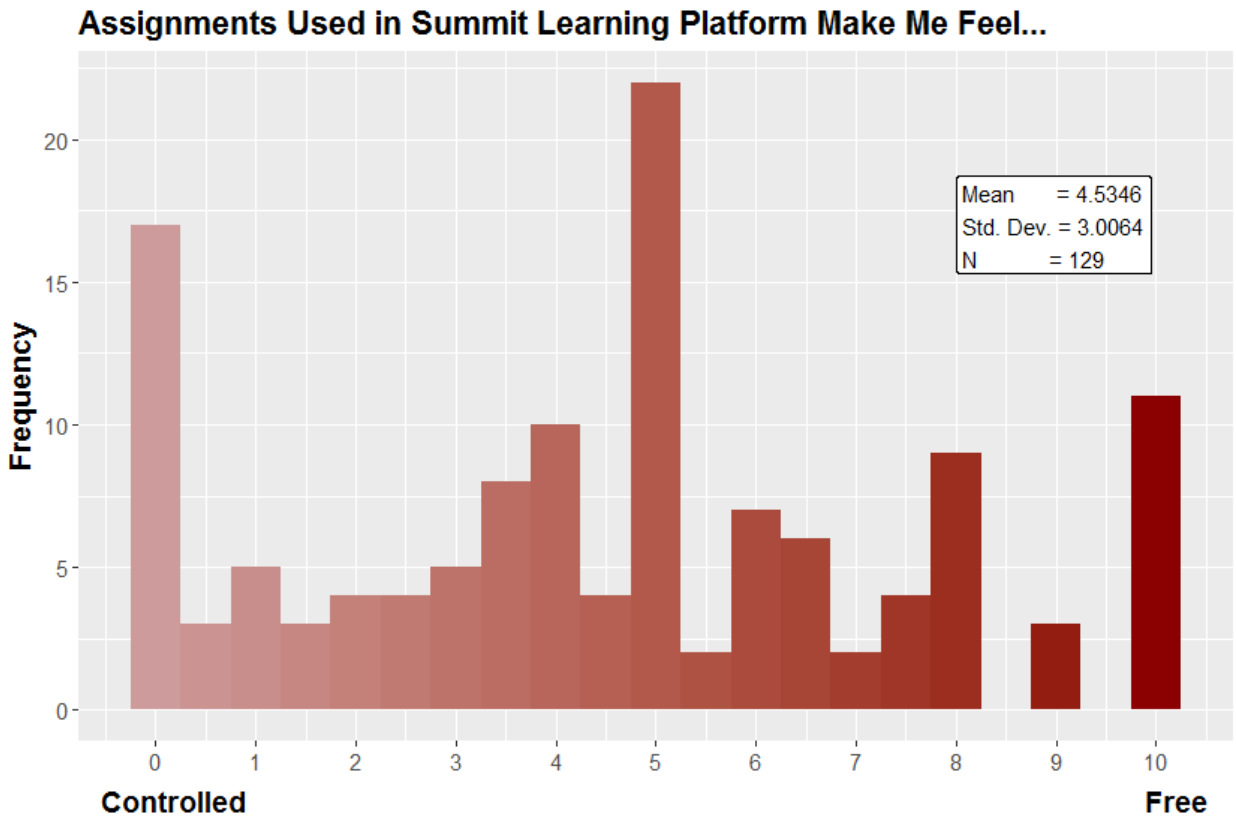

Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 6.1736
Std. Dev. = 2.7508
N = 129
Frequency
0
2
4
6
8
10
12
14
16
0
1
2
3
4
5
6
7
8
9
10
Calm
Panicked

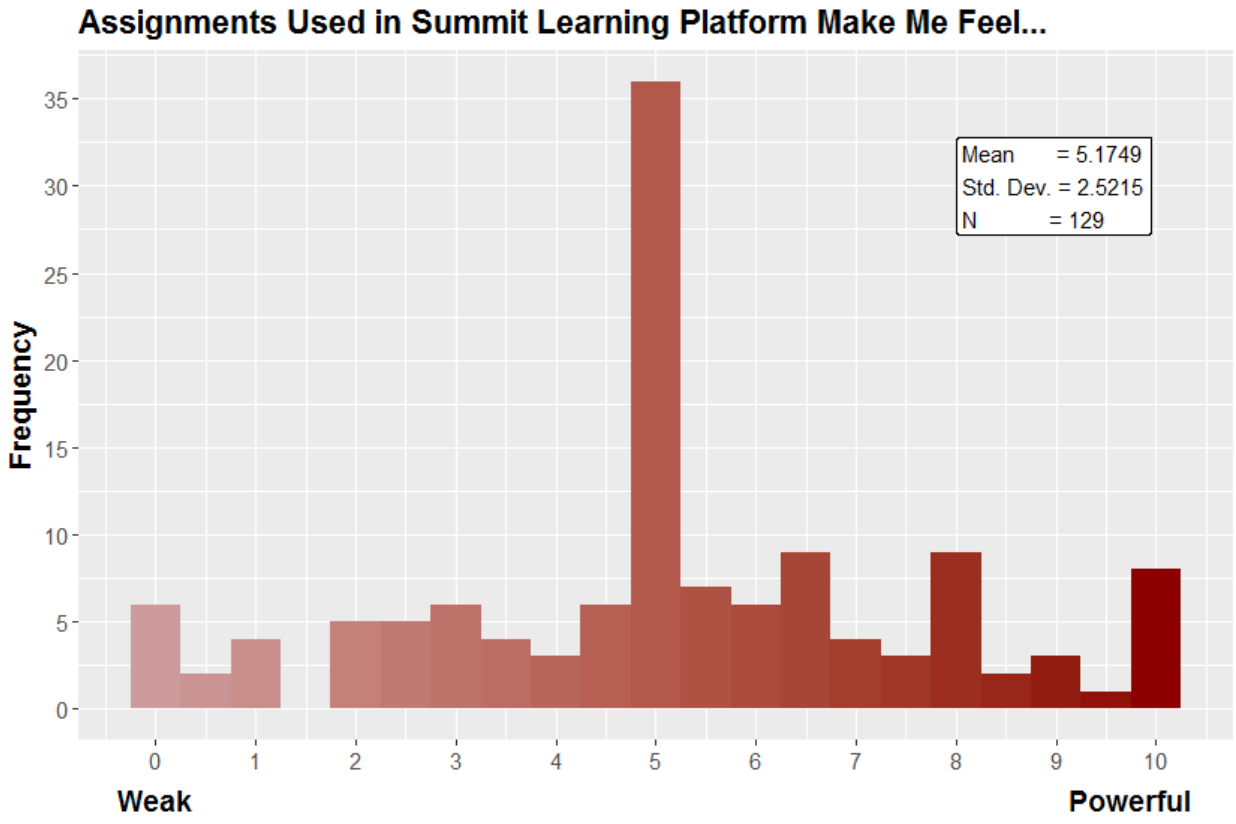

Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 5.4977
Std. Dev. = 2.7589
N = 129
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Out-of-control
In-control


Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 5.1182
Std. Dev. = 2.8762
N = 129
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Not in charge
In-charge


Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 4.752
Std. Dev. = 2.5379
N = 129
Frequency
Ignored
Important


Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 5.3351
Std. Dev. = 2.5688
N = 129
Frequency
Excluded
Included


Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 4.5346
Std. Dev. = 3.0064
N = 129
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Controlled
Free


Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 5.1749
Std. Dev. = 2.5215
N = 129
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Weak
Powerful

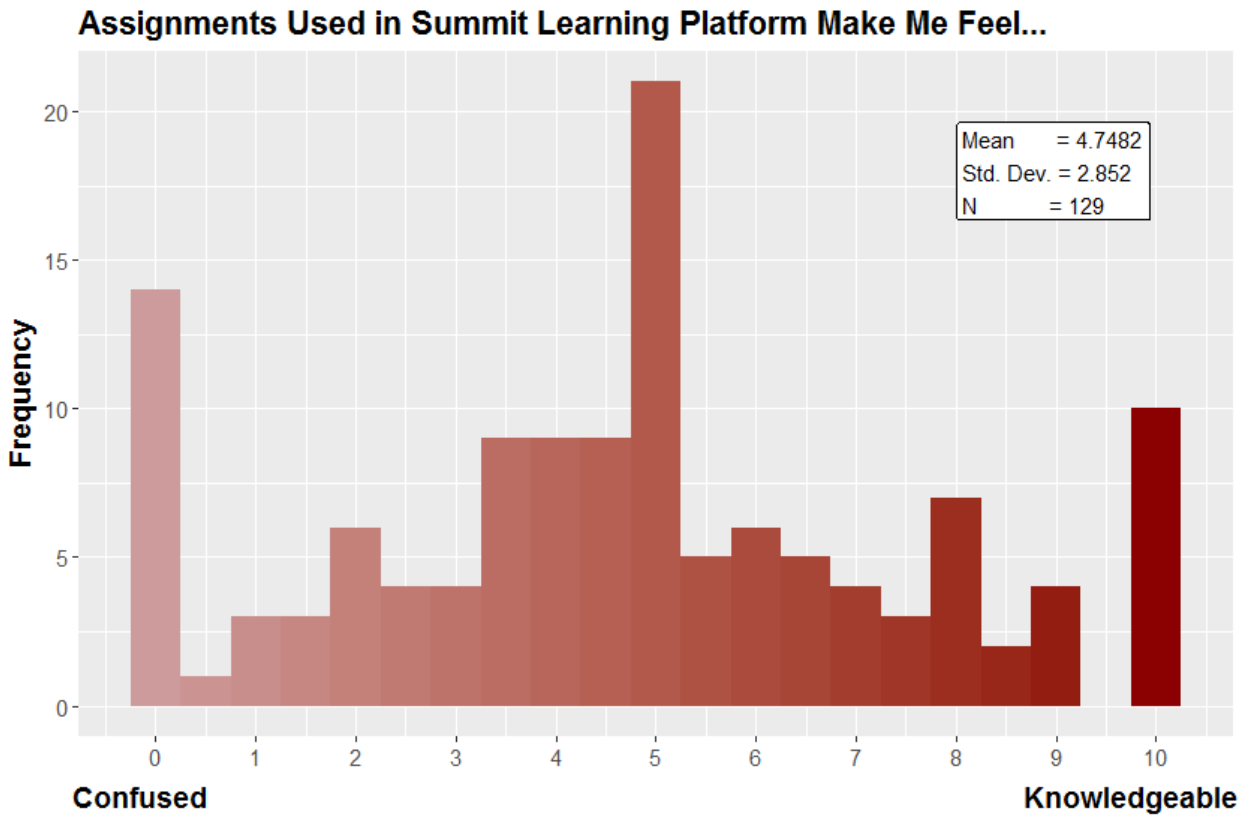
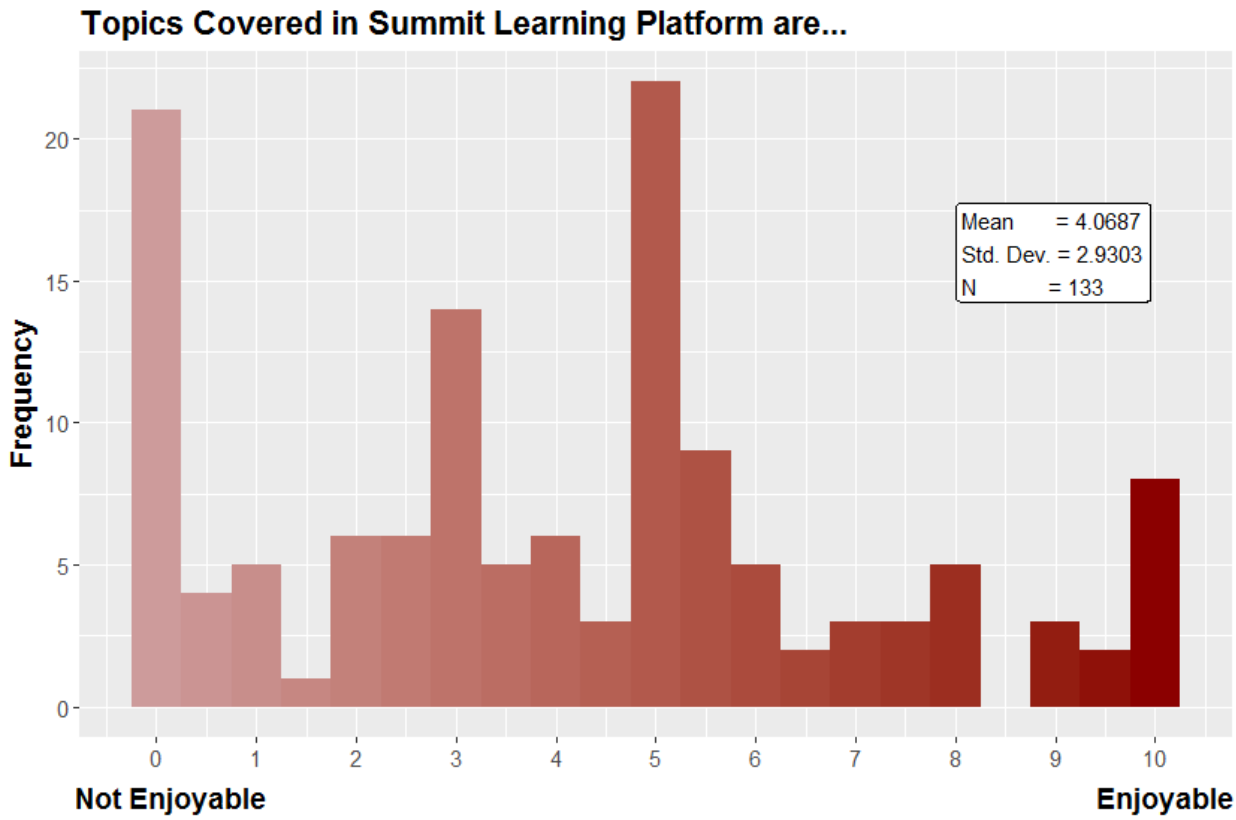

Assignments Used in Summit Learning Platform Make Me Feel...
Mean = 4.7482
Std. Dev. = 2.852
N = 129
Frequency
20
15
10
5
0
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

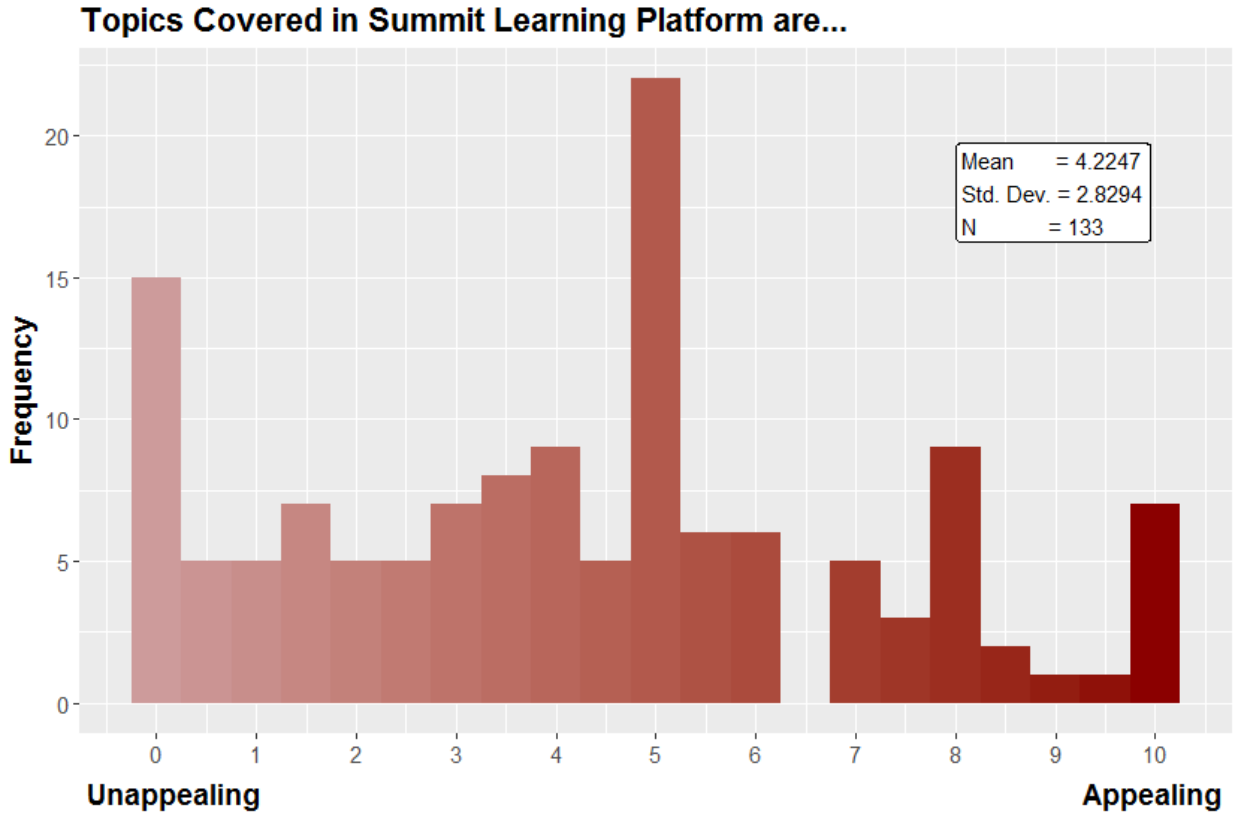
Table 4

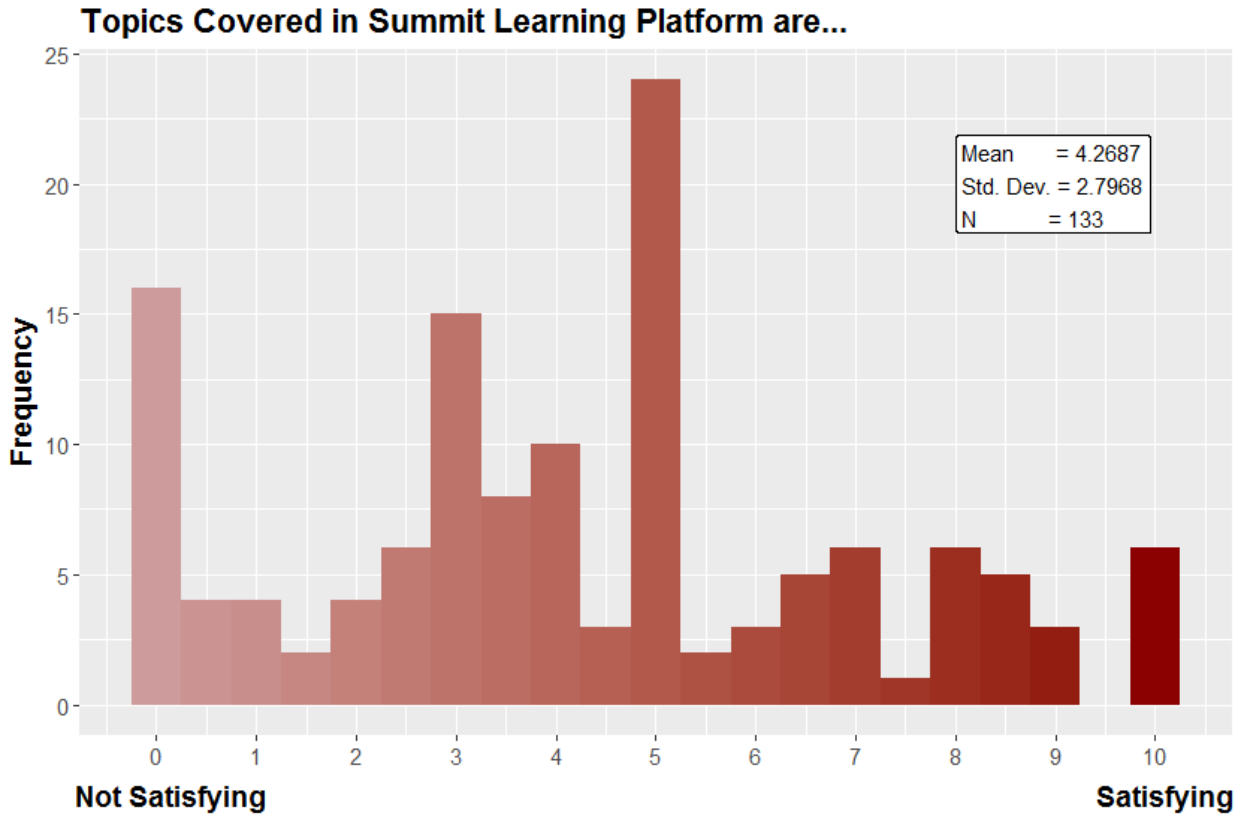
Summary of "Topics Covered in SLP" for Students

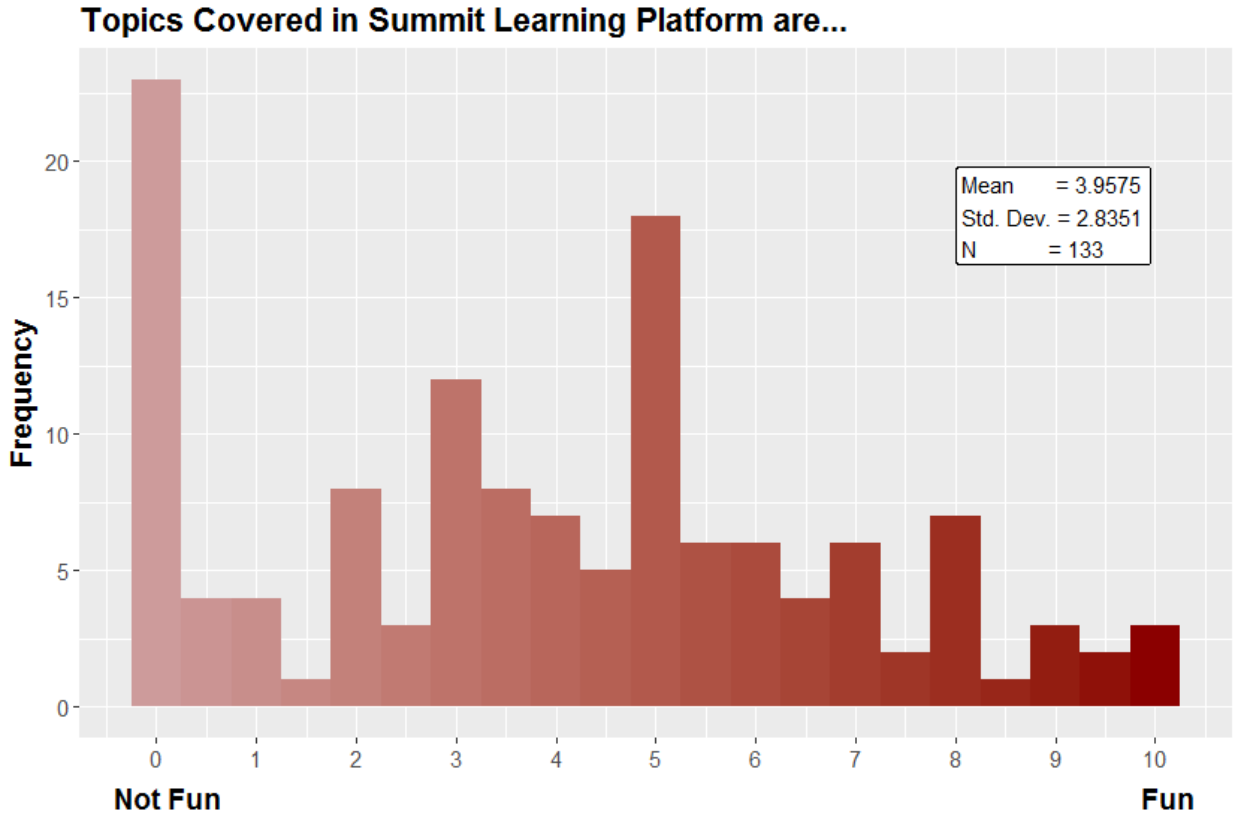
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		133	4.4340	4.3750	7.7033	2.7724	.935
	Enjoyment		4.0787	3.9100	8.5870	2.9302	
	Appealing		4.2247	4.3200	8.0060	2.8294	
	Satisfying		4.2687	3.9700	7.8220	2.7968	
	Fun		3.9575	4.0100	8.0380	2.8351	
	Happy		4.7115	5.0000	6.1620	2.4824	
	Pleasing		4.1741	4.3200	7.1930	2.6820	
	Not Frustrating		3.8322	3.9100	7.5860	2.7542	
	Appropriate		6.2246	5.5600	8.2320	2.8691	
Arousal		133	4.3929	4.4113	7.9563	2.8154	.931
	Stressful		6.6393	6.6300	8.1120	2.8481	
	Exciting		3.6002	3.4800	8.6030	2.9331	
	Thrilling		3.8735	4.0700	7.1480	2.6735	
	Wide-Awake		3.7164	3.9100	7.2590	2.6943	
	Entertaining		3.8741	3.8700	8.8020	2.9668	
	Interesting		4.3486	3.9900	8.7010	2.9513	
	Energizing		3.2629	3.3300	6.0860	2.4671	
	Panicked		5.8280	6.0100	8.9390	2.9890	
Dominance		133	4.7410	5.0000	7.3361	2.7038	.894
	In Control		5.0771	5.0000	7.9910	2.8268	
	In Charge		4.5674	5.0000	7.4060	2.7214	
	Important		4.6995	5.0000	5.9480	2.4388	
	Included		4.9233	5.0000	6.8160	2.6107	
	Free		4.4340	5.0000	7.3100	2.7037	
	Powerful		4.7434	5.0000	6.9610	2.6384	
	Knowledgeable		4.7423	5.0000	8.9210	2.9868	

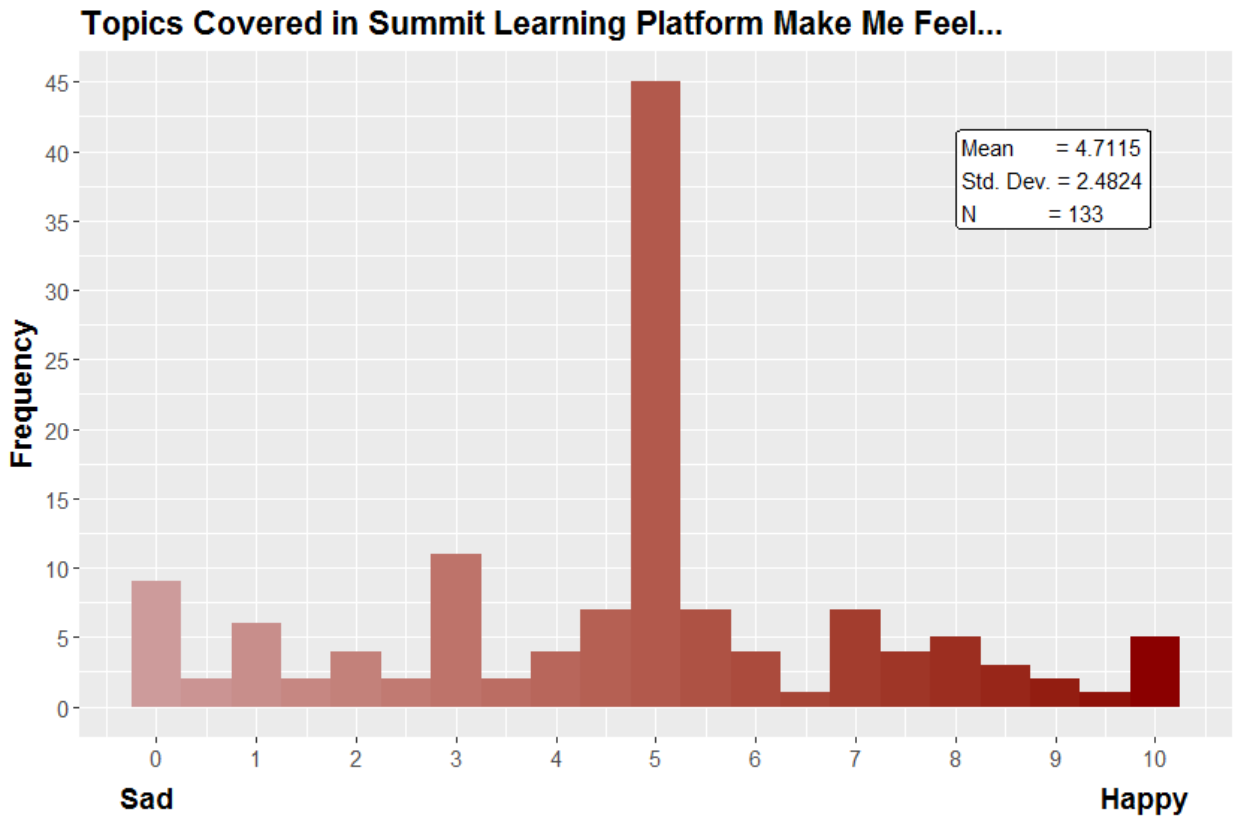
As can be seen in Table 4, mean estimates of pleasure (μ=4.4340), arousal (μ=4.3929), and dominance (μ=4.7410) indicate that students' overall perceptions of topics covered in SLP appear to be neutral. When looking at the individual semantic differentials, it appears that while students feel that topics covered in SLP are appropriate, they are not aroused by them, and they see them as being frustrating and unenjoyable. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

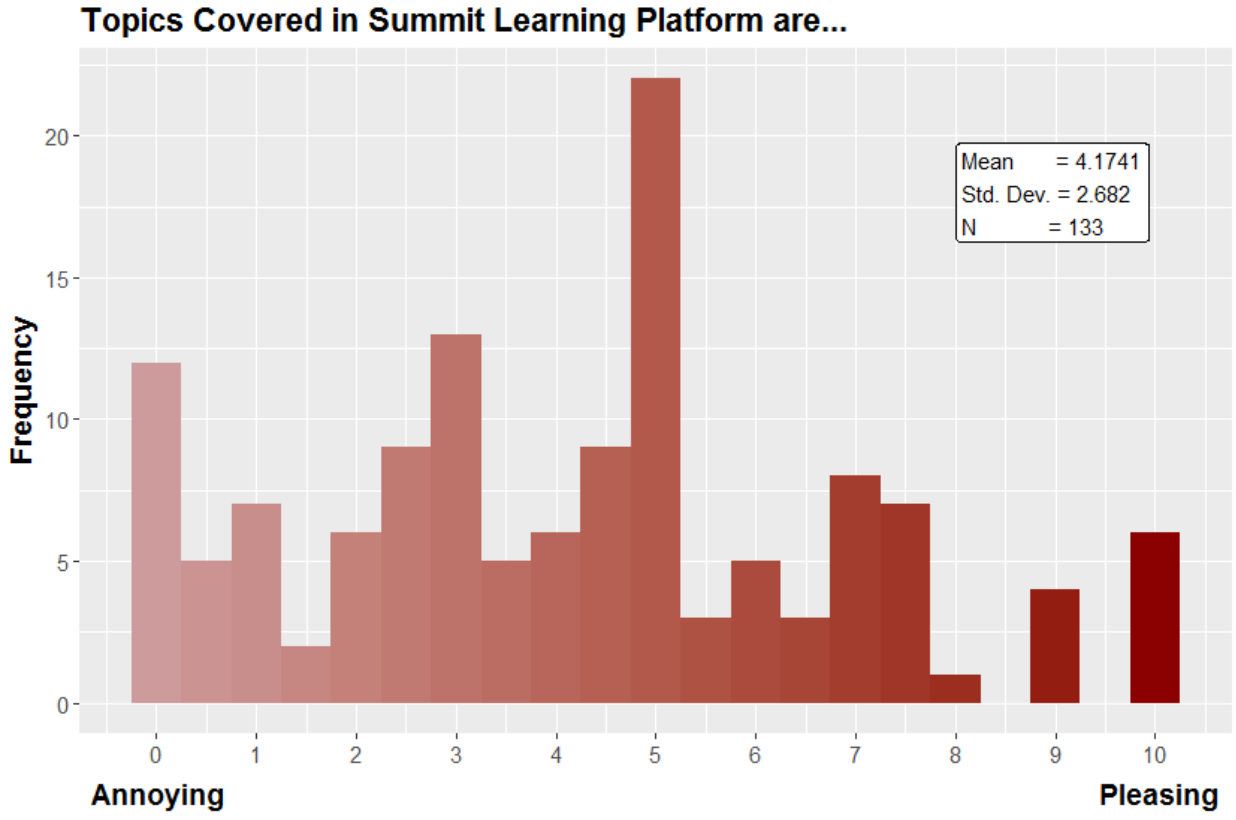

Topics Covered in Summit Learning Platform are...
Mean = 4.0687
Std. Dev. = 2.9303
N = 133
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Enjoyable
Enjoyable

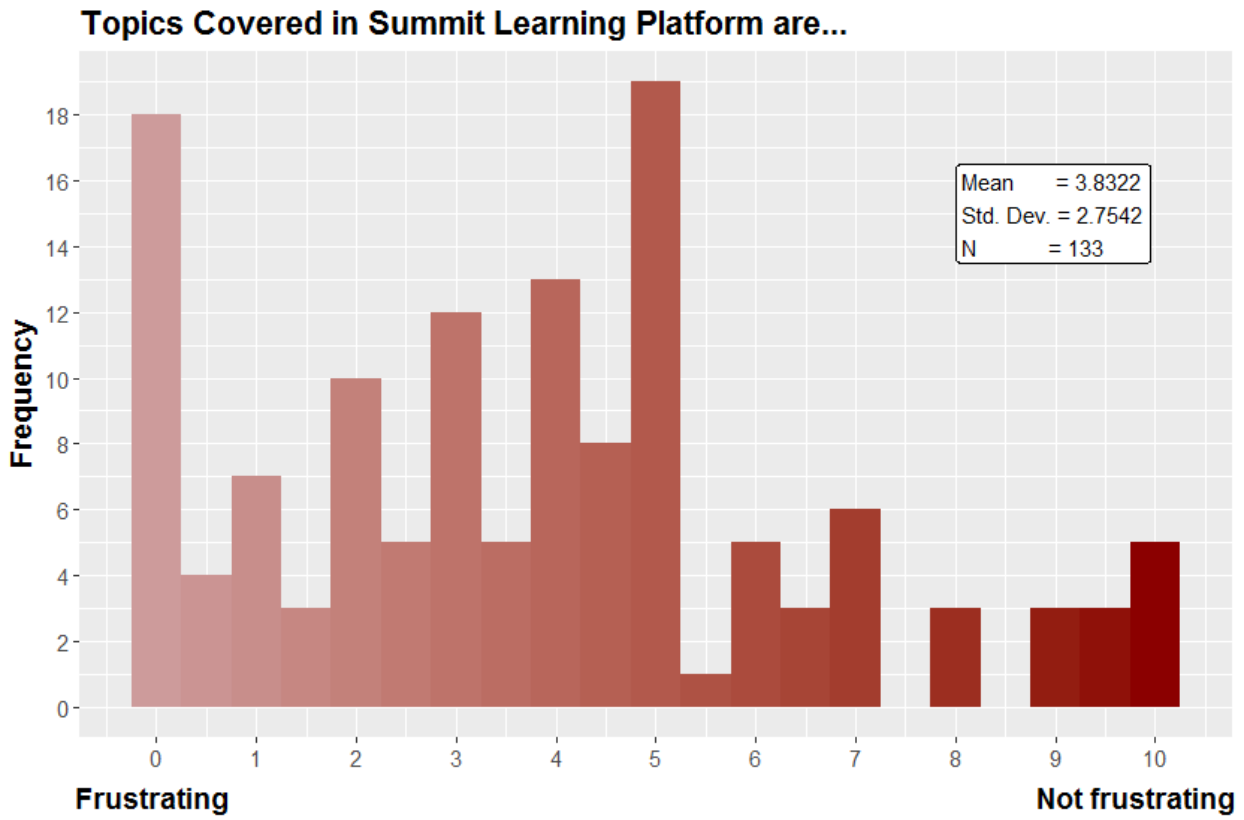

Topics Covered in Summit Learning Platform are...
Mean = 4.2247
Std. Dev. = 2.8294
N = 133
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Unappealing
Appealing

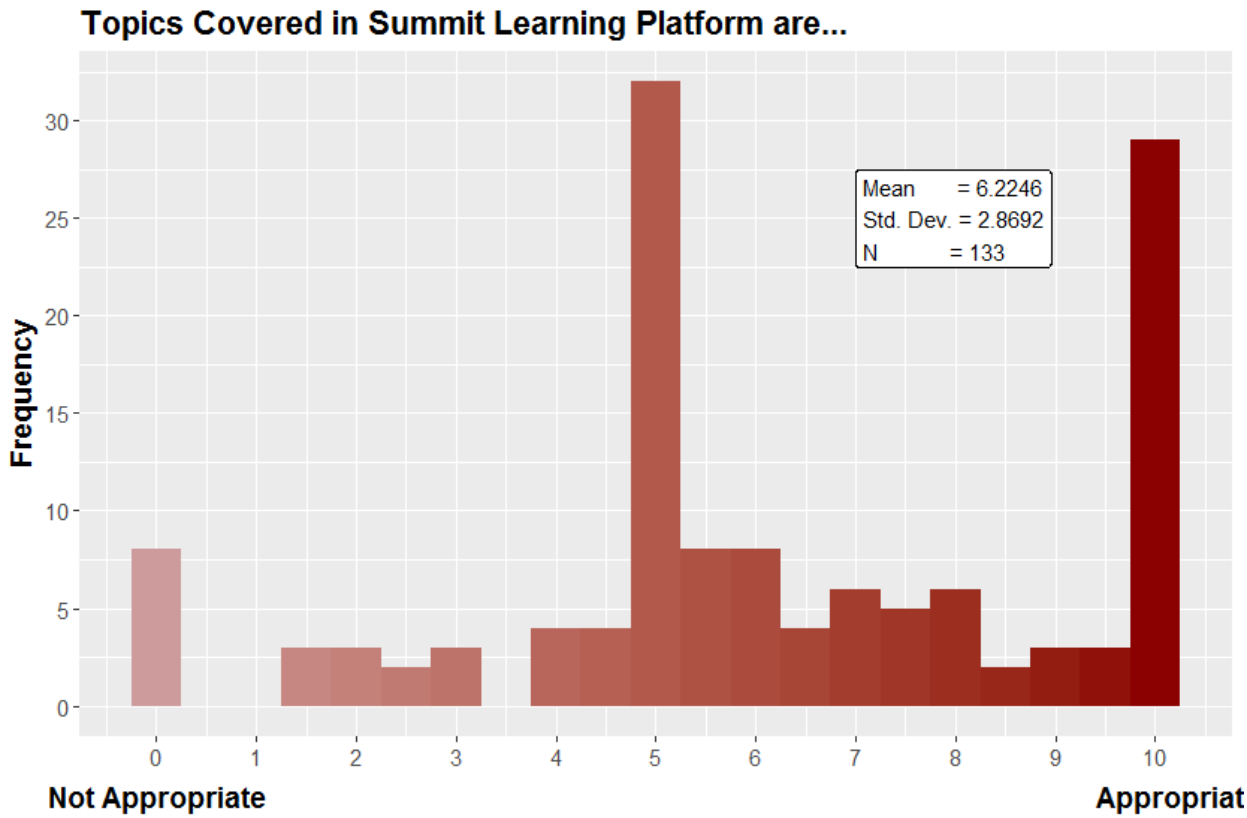

Topics Covered in Summit Learning Platform are...
Mean = 4.2687
Std. Dev. = 2.7968
N = 133
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Not Satisfying
Satisfying

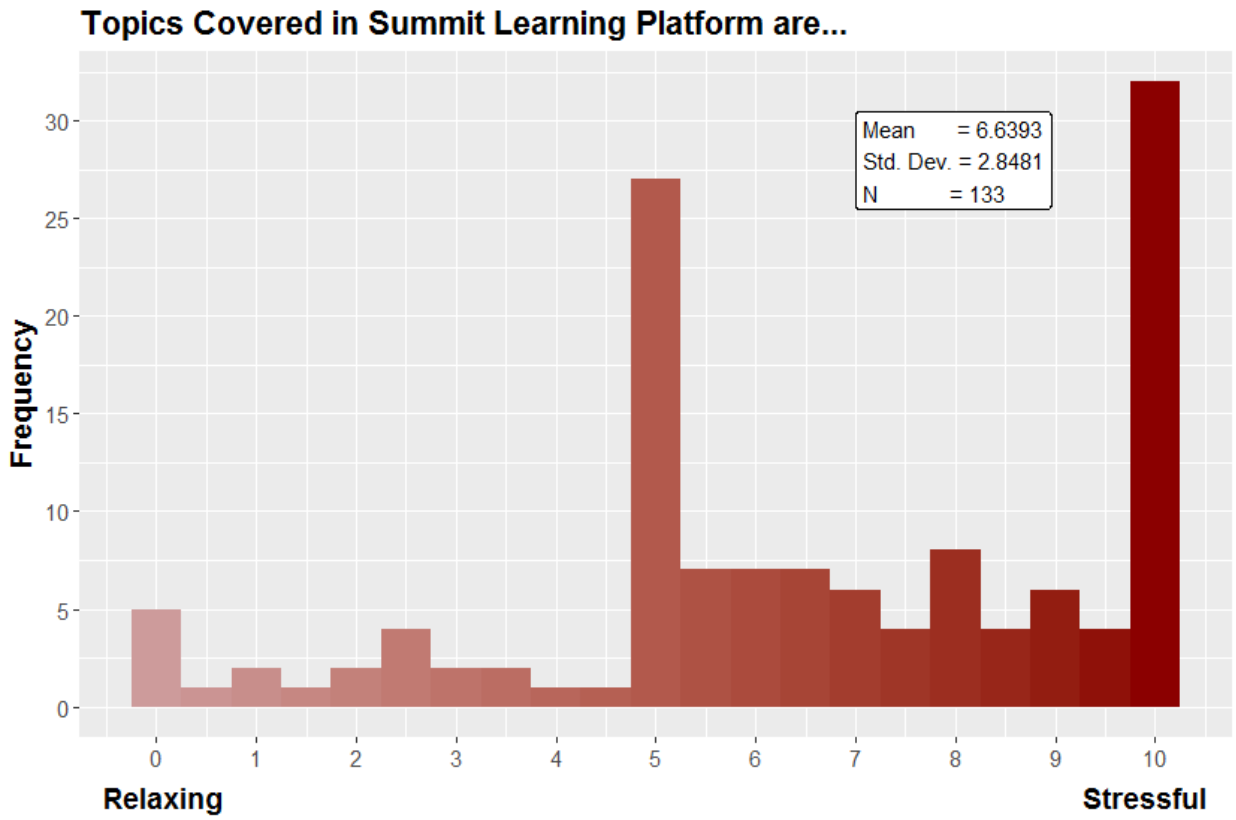

Topics Covered in Summit Learning Platform are...
Mean = 3.9575
Std. Dev. = 2.8351
N = 133
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Fun
Fun

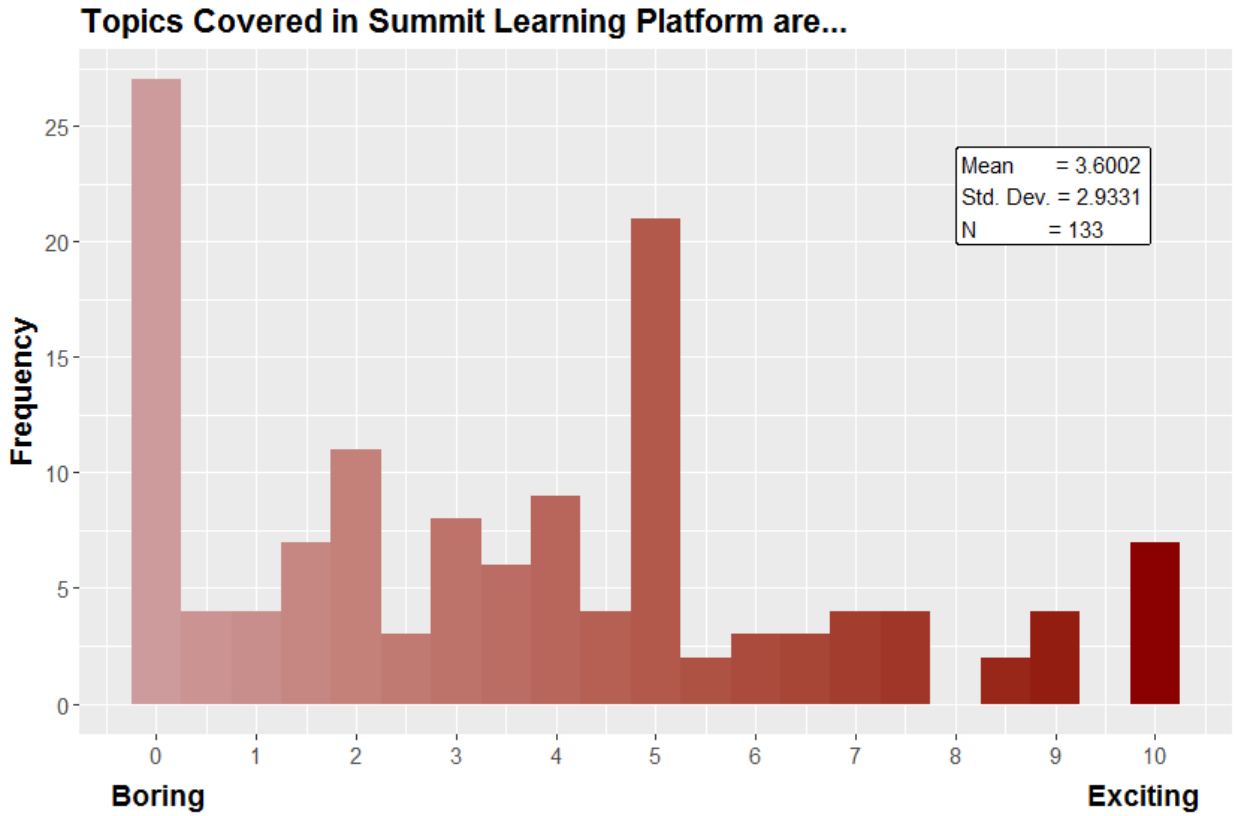

Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.7115
Std. Dev. = 2.4824
N = 133
Frequency
0
5
10
15
20
25
30
35
40
45
0
1
2
3
4
5
6
7
8
9
10
Sad
Happy

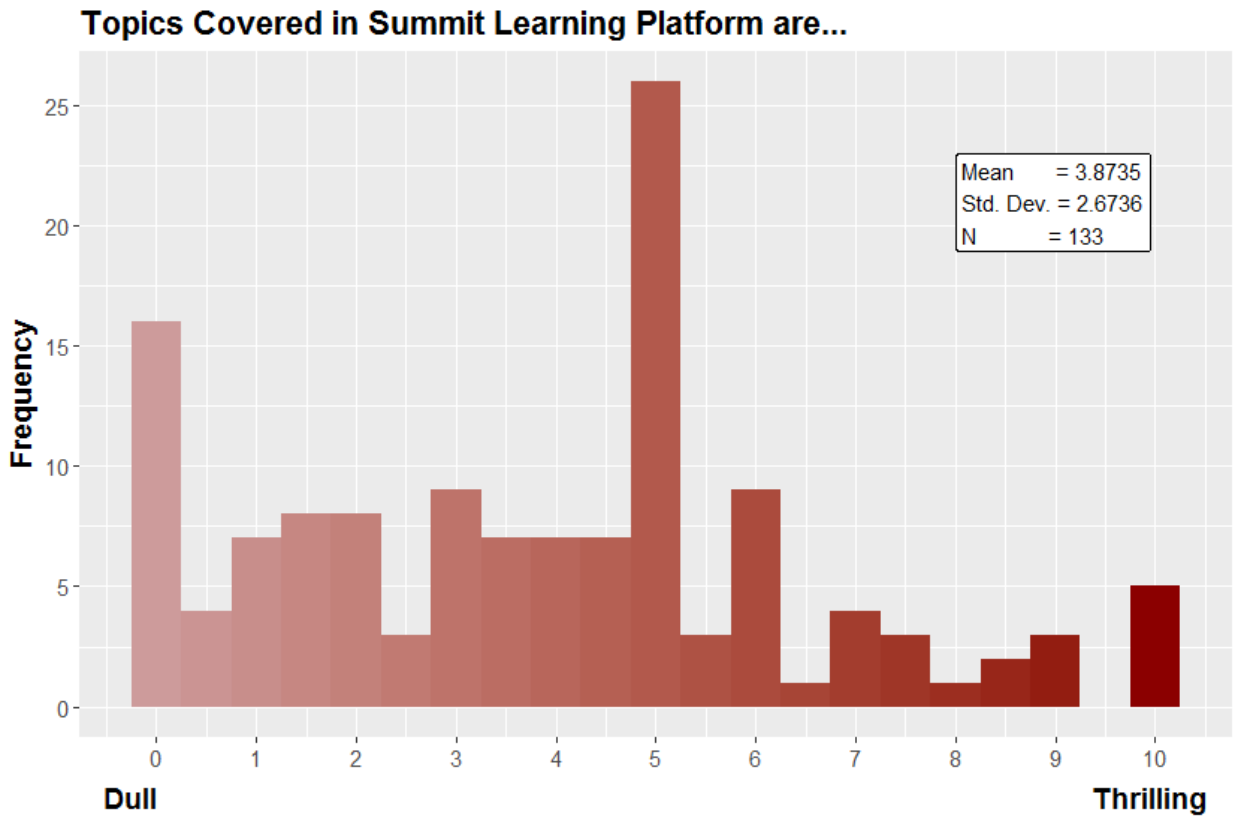

Topics Covered in Summit Learning Platform are...
Mean = 4.1741
Std. Dev. = 2.682
N = 133
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Annoying
Pleasing

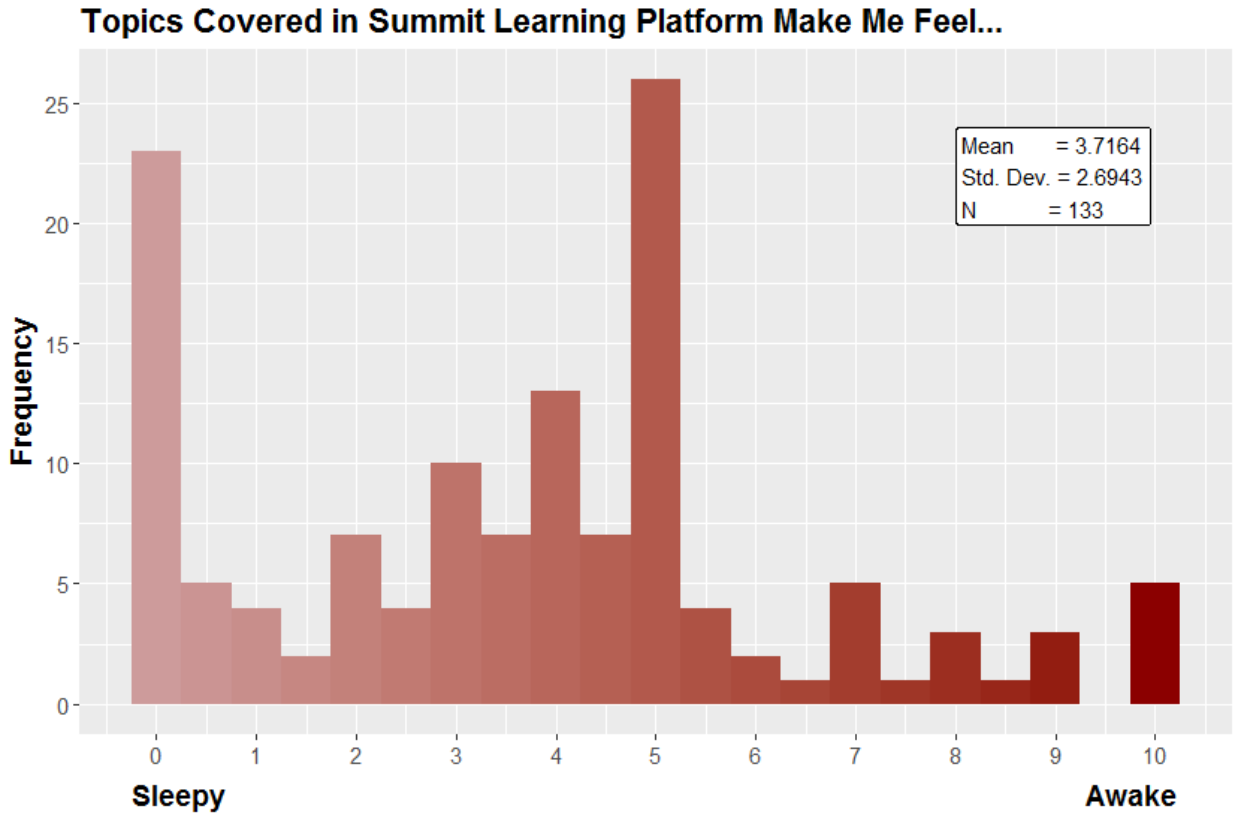

Topics Covered in Summit Learning Platform are...
Mean = 3.8322
Std. Dev. = 2.7542
N = 133
Frequency
0
2
4
6
8
10
12
14
16
18
0
1
2
3
4
5
6
7
8
9
10
Frustrating
Not frustrating

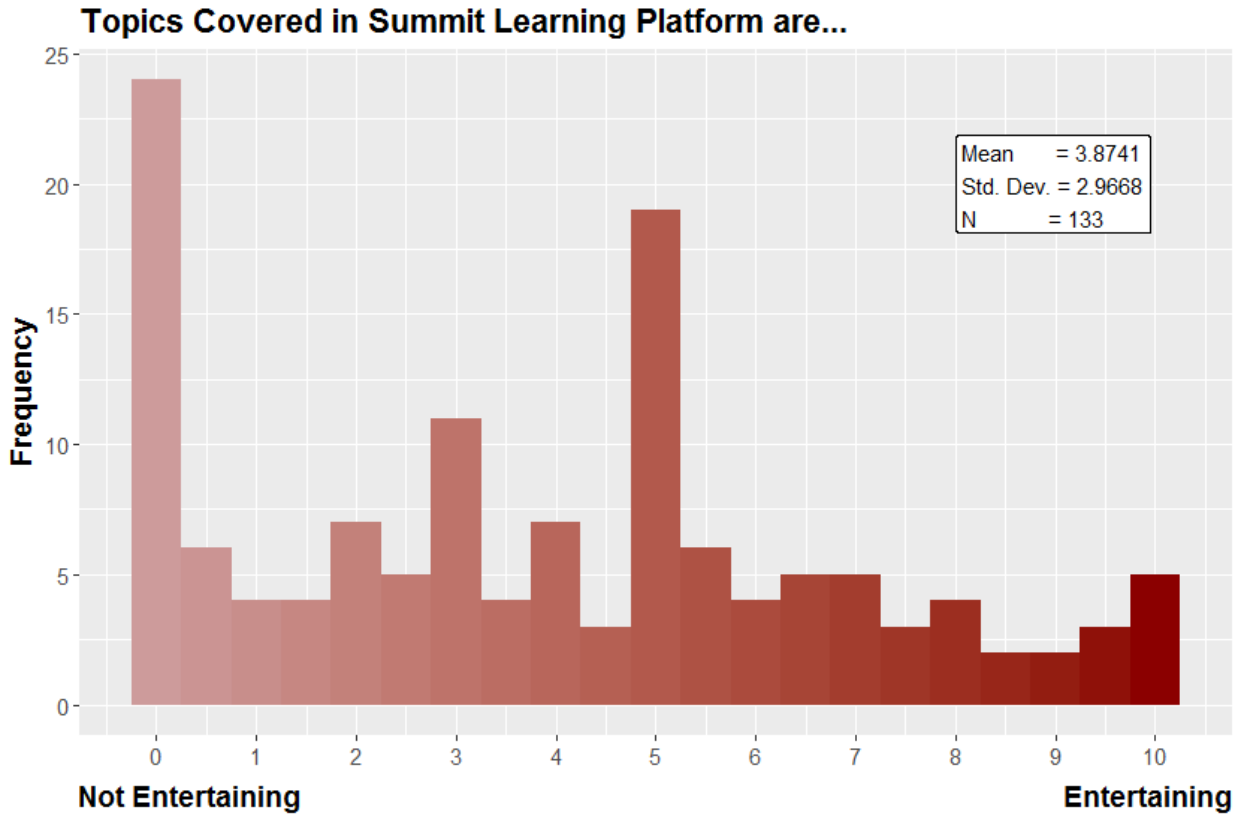

Topics Covered in Summit Learning Platform are...
Mean = 6.2246
Std. Dev. = 2.8692
N = 133
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Not Appropriate
Appropriat

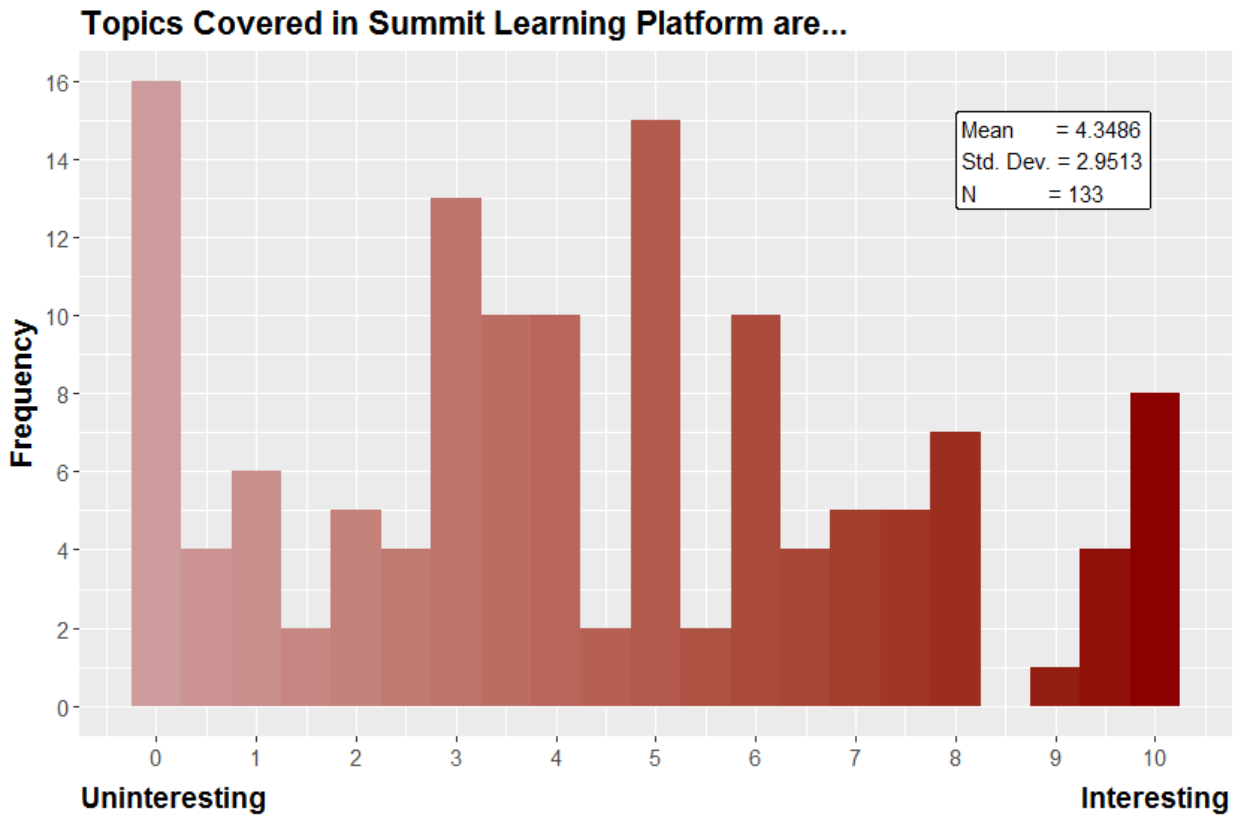

Topics Covered in Summit Learning Platform are...
Mean = 6.6393
Std. Dev. = 2.8481
N = 133
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Relaxing
Stressful

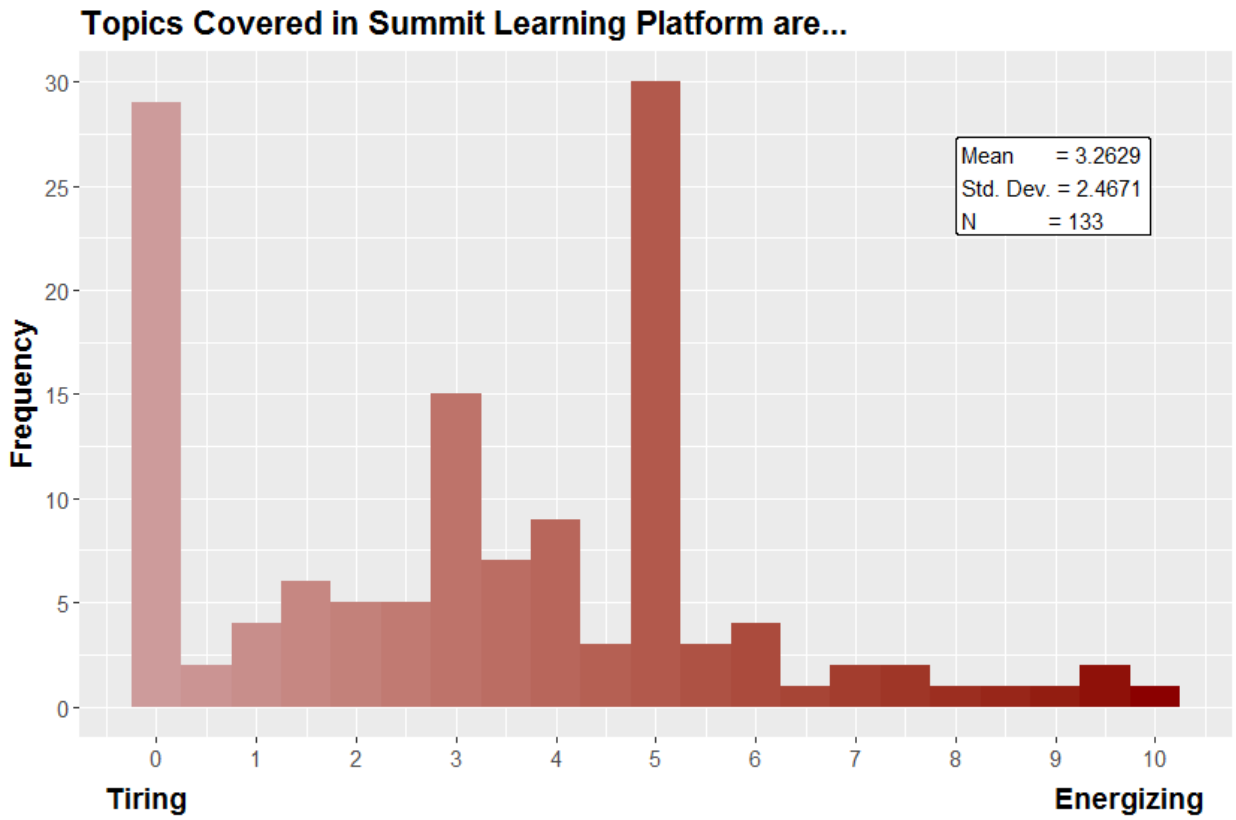

Topics Covered in Summit Learning Platform are...
Mean = 3.6002
Std. Dev. = 2.9331
N = 133
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Boring
Exciting

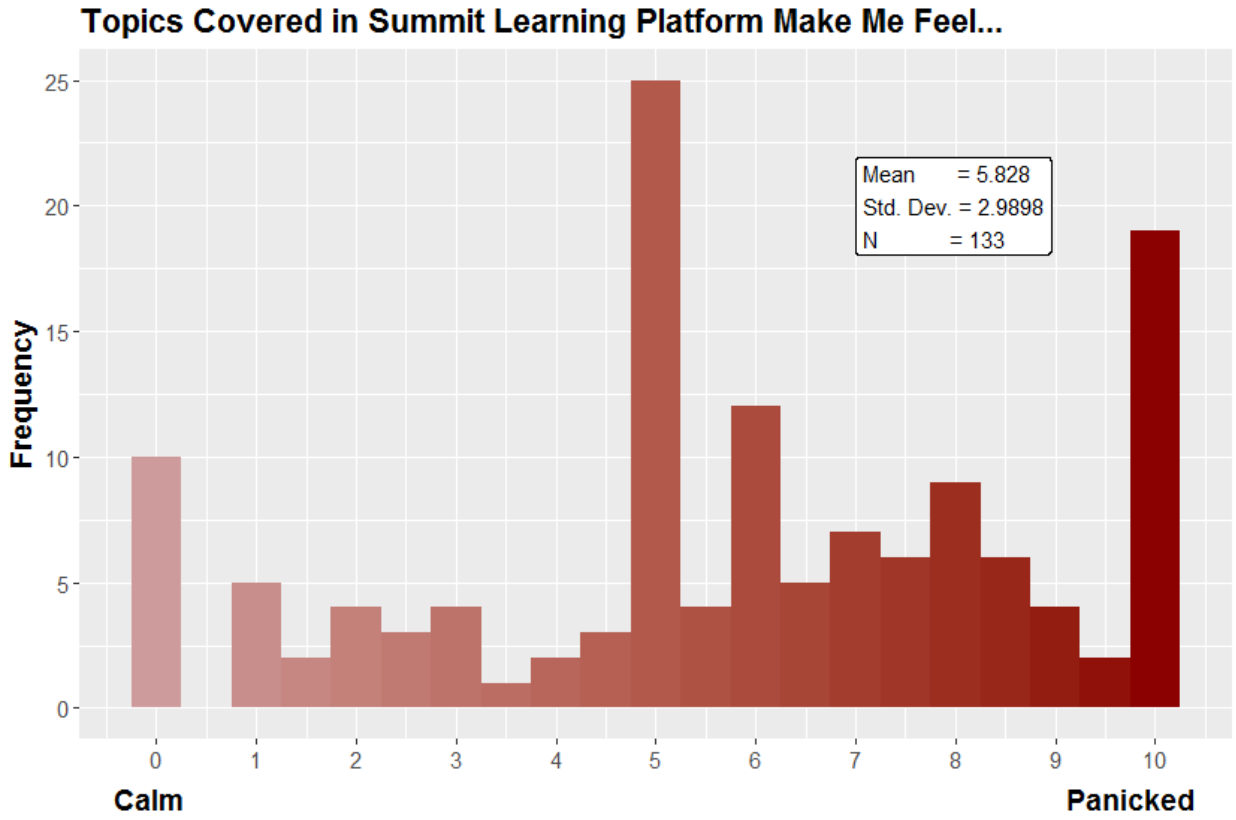

Topics Covered in Summit Learning Platform are...
Mean = 3.8735
Std. Dev. = 2.6736
N = 133
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Dull
Thrilling

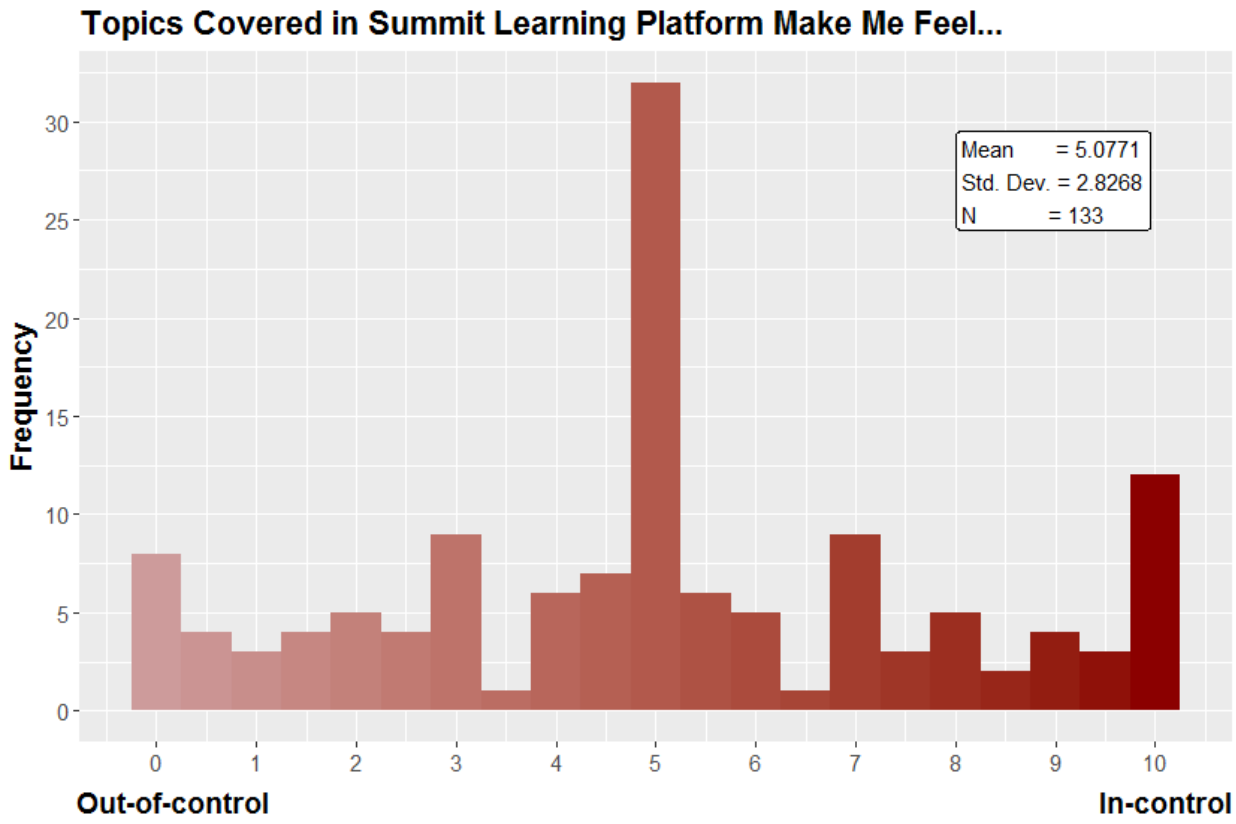

Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 3.7164
Std. Dev. = 2.6943
N = 133
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Sleepy
Awake

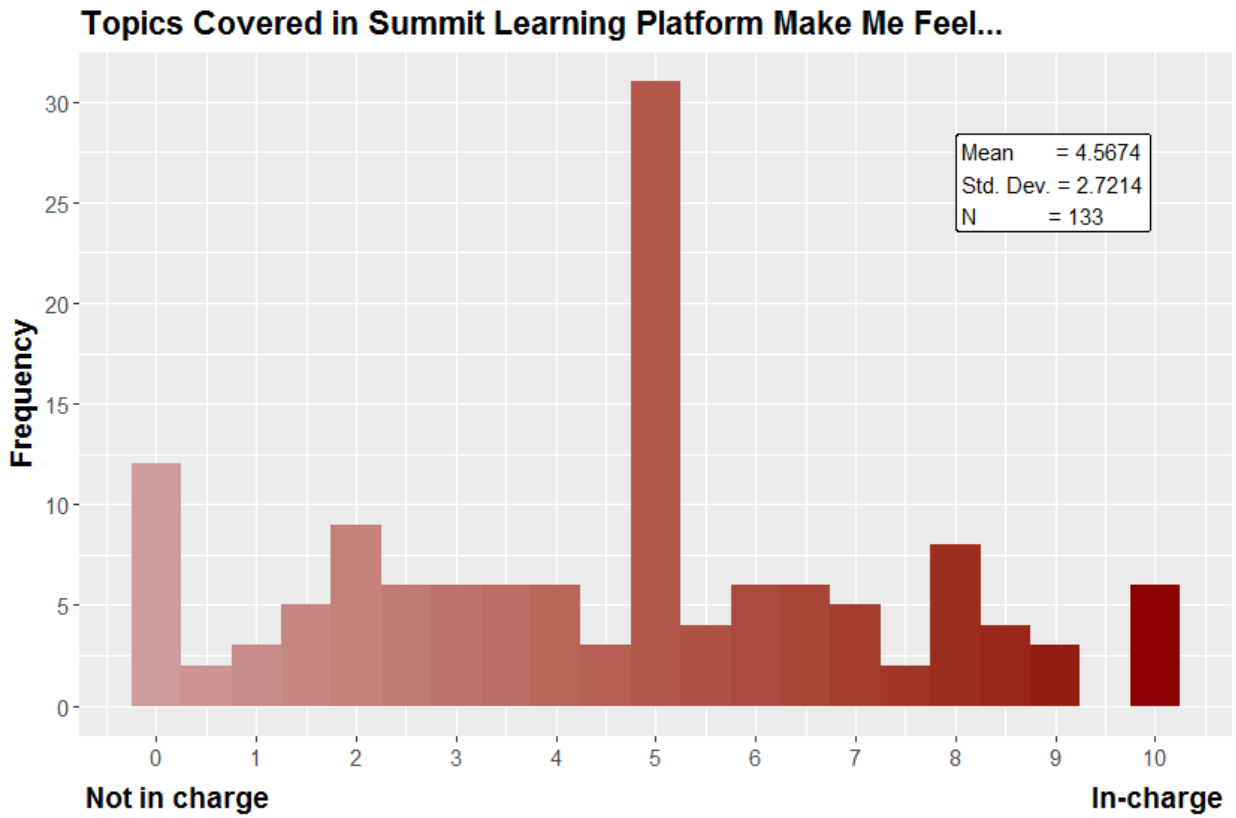

Topics Covered in Summit Learning Platform are...
Mean = 3.8741
Std. Dev. = 2.9668
N = 133
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Not Entertaining
Entertaining

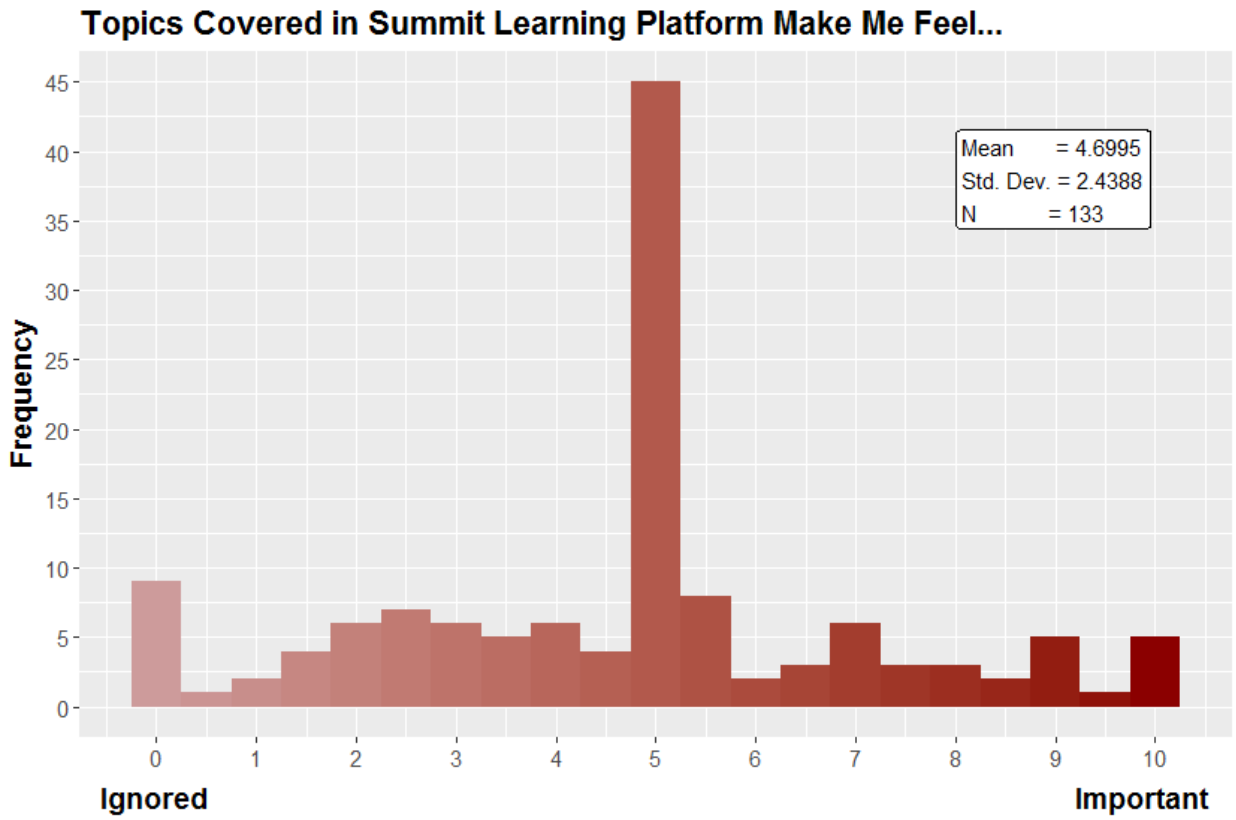

Topics Covered in Summit Learning Platform are...
Mean = 4.3486
Std. Dev. = 2.9513
N = 133
Frequency
0
2
4
6
8
10
12
14
16
0 1 2 3 4 5 6 7 8 9 10
Uninteresting
Interesting

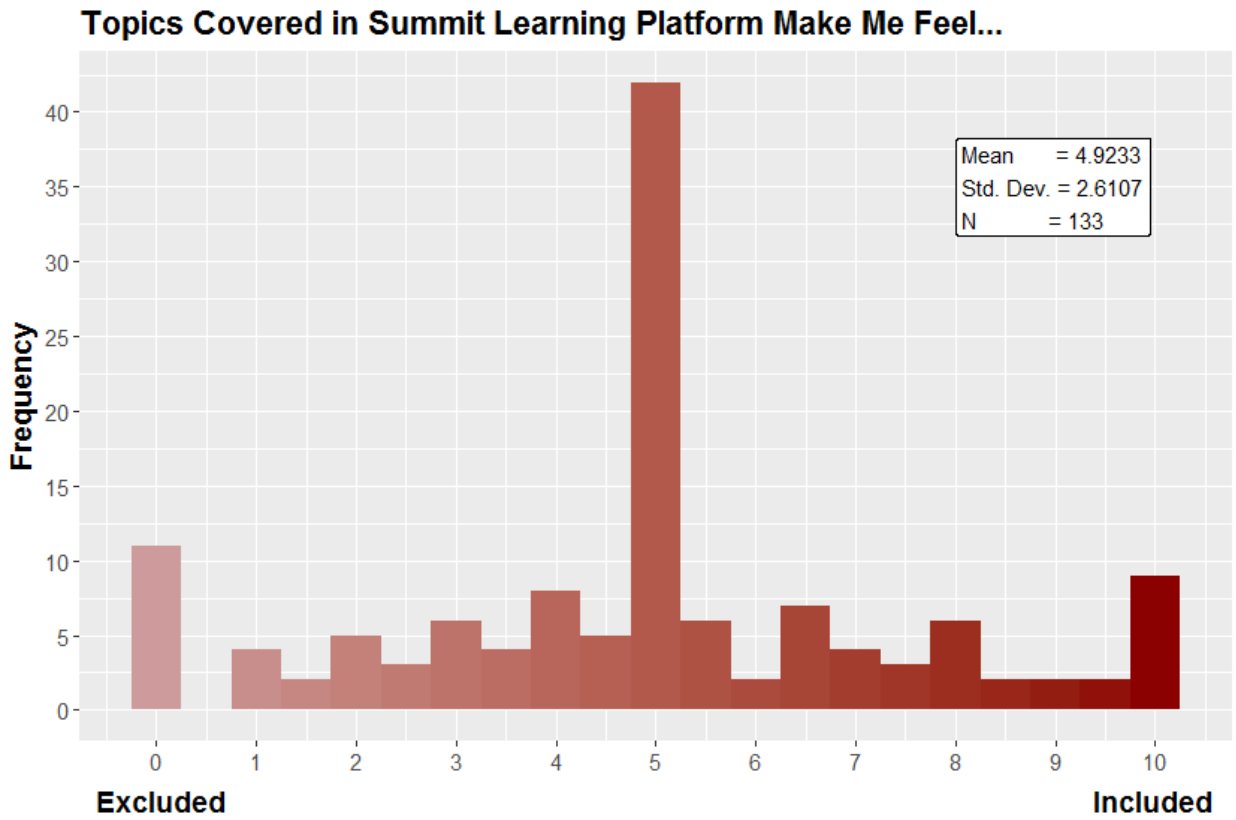

Topics Covered in Summit Learning Platform are...
Mean = 3.2629
Std. Dev. = 2.4671
N = 133
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Tiring
Energizing

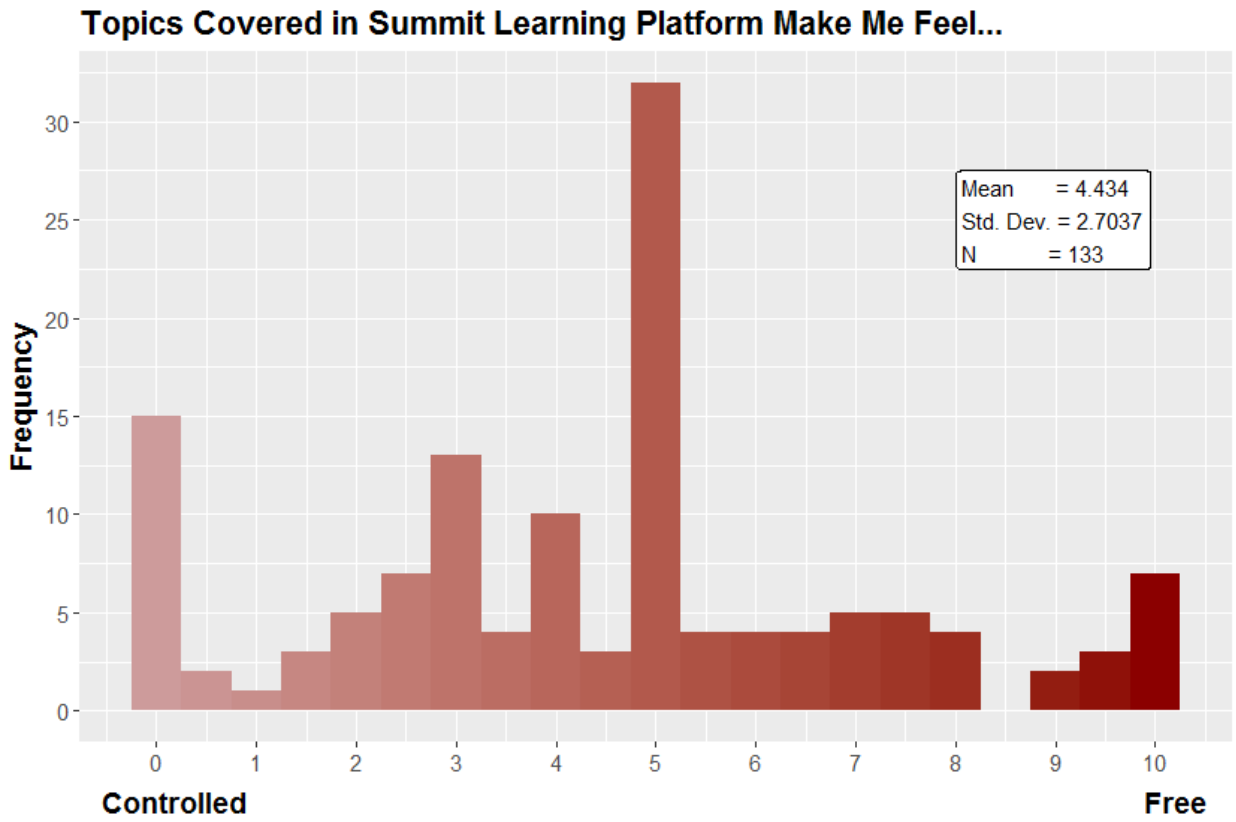

Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 5.828
Std. Dev. = 2.9898
N = 133
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Calm
Panicked

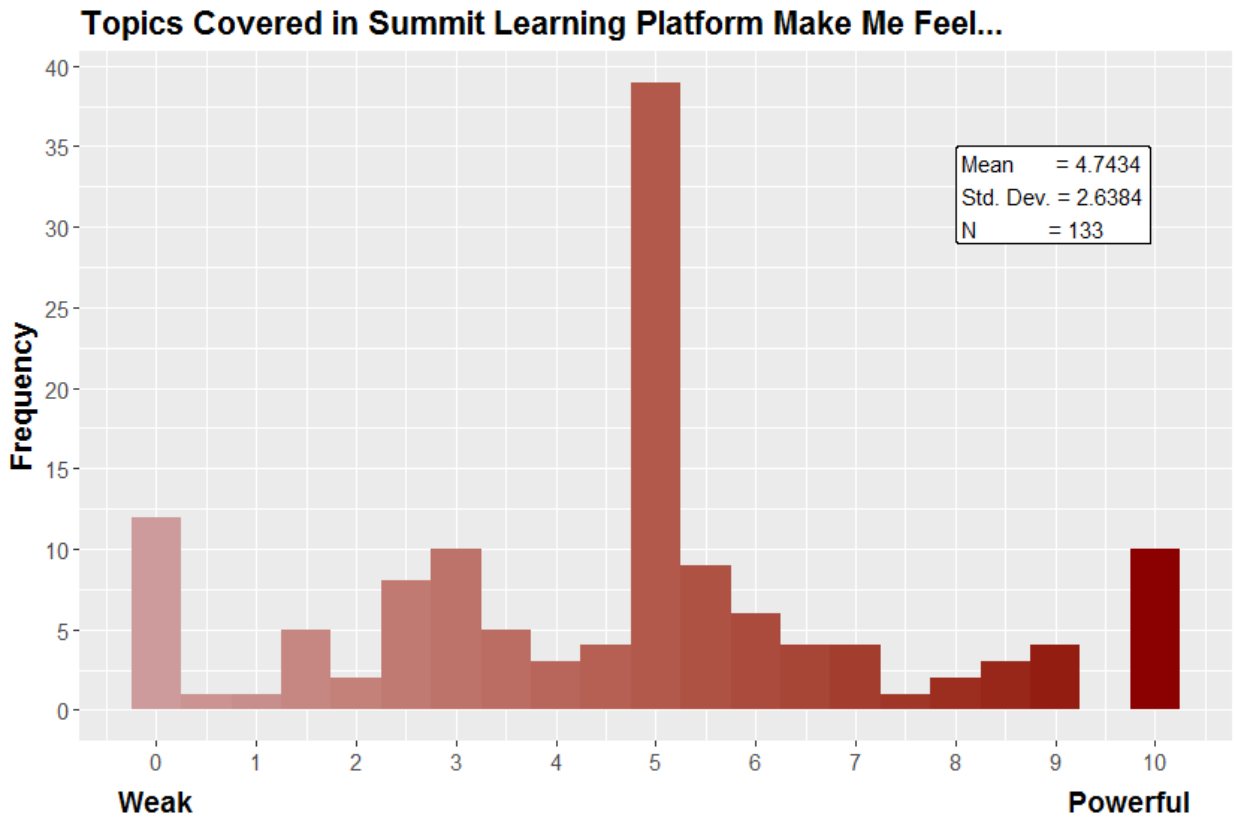

Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 5.0771
Std. Dev. = 2.8268
N = 133
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Out-of-control
In-control


Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.5674
Std. Dev. = 2.7214
N = 133
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not in charge
In-charge


Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.6995
Std. Dev. = 2.4388
N = 133
Frequency
0
5
10
15
20
25
30
35
40
45
0 1 2 3 4 5 6 7 8 9 10
Ignored
Important


Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.9233
Std. Dev. = 2.6107
N = 133
Frequency
0
5
10
15
20
25
30
35
40
0 1 2 3 4 5 6 7 8 9 10
Excluded
Included


Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.434
Std. Dev. = 2.7037
N = 133
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Controlled
Free


Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.7434
Std. Dev. = 2.6384
N = 133
Frequency
0
5
10
15
20
25
30
35
40
0 1 2 3 4 5 6 7 8 9 10
Weak
Powerful

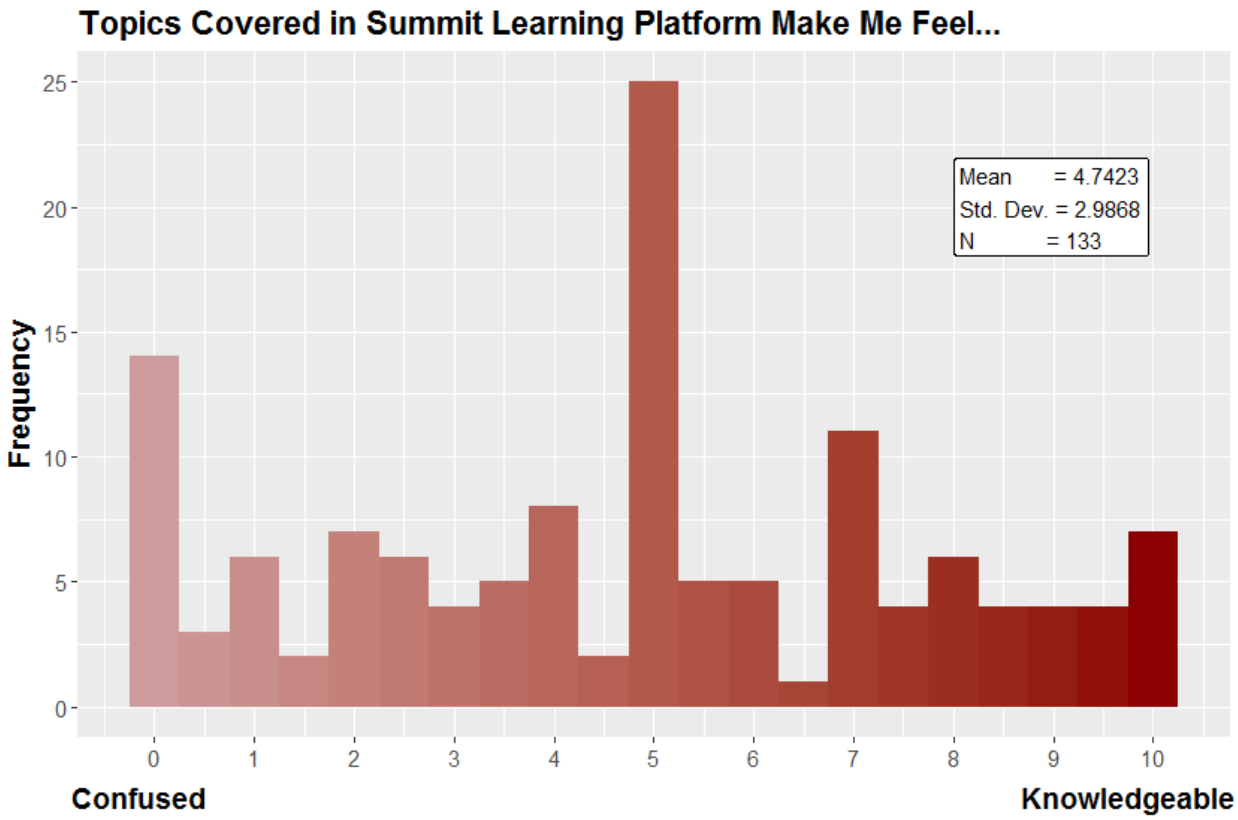
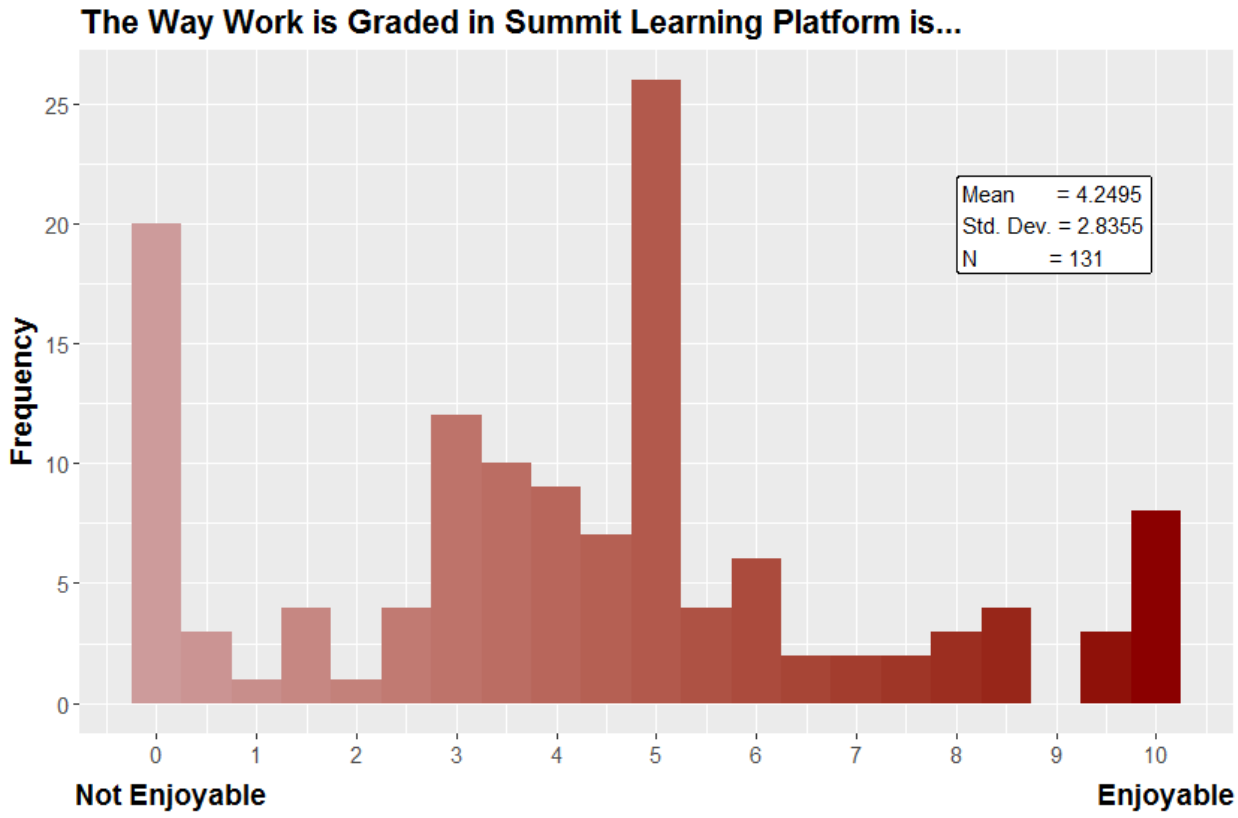

Topics Covered in Summit Learning Platform Make Me Feel...
Mean = 4.7423
Std. Dev. = 2.9868
N = 133
Frequency
25
20
15
10
5
0
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

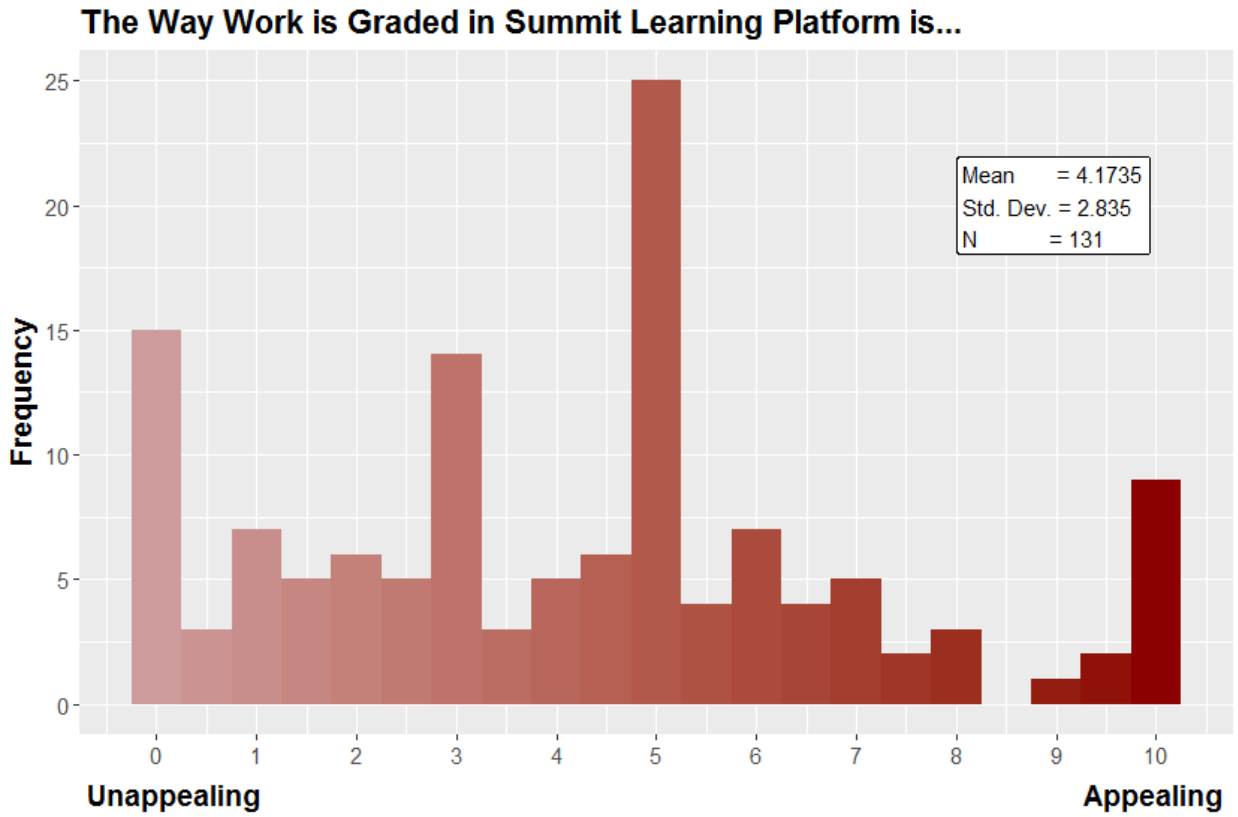
Table 5

Summary of "The Way Work is Graded" for Students

Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		131	4.5671	4.6263	8.3019	2.8806	.916
	Enjoyment		4.2495	4.3400	8.0400	2.8355	
	Appealing		4.1735	4.4400	8.0370	2.8350	
	Satisfying		4.6969	5.0000	8.0020	2.8289	
	Fun		4.2919	5.0000	8.0820	2.8430	
	Happy		4.8382	5.0000	8.1030	2.8466	
	Pleasing		4.2339	4.1400	8.7930	2.9653	
	Not Frustrating		3.9538	3.9300	8.2650	2.8749	
	Appropriate		6.0992	5.1600	9.0930	3.0154	
Arousal		131	4.7454	5.0638	8.0315	2.8311	.929
	Stressful		6.3684	6.6300	8.2770	2.8769	
	Exciting		4.4156	5.0000	8.2440	2.8713	
	Thrilling		4.0512	4.0700	7.9550	2.8205	
	Wide-Awake		4.6675	5.0000	7.0490	2.6549	
	Entertaining		3.8321	4.0300	8.0120	2.8305	
	Interesting		4.7586	5.0000	8.4070	2.8995	
	Energizing		4.1697	4.6900	6.9470	2.6357	
	Panicked		5.6997	6.0900	9.3610	3.0596	
Dominance		131	4.8076	4.8886	7.7191	2.7749	.895
	In Control		4.8623	5.0000	8.2050	2.8644	
	In Charge		4.6823	5.0000	9.2810	3.0465	
	Important		5.1529	5.0000	7.5490	2.7475	
	Included		5.1402	5.0000	6.7380	2.5957	
	Free		4.6421	5.0000	7.1210	2.6686	
	Powerful		4.9125	5.0000	7.2100	2.6852	
	Knowledgeable		4.2608	4.2200	7.9300	2.8161	

As can be seen in Table 5, mean estimates of pleasure (μ=4.5671), arousal (μ=4.7454), and dominance (μ=4.8076) indicate that students' overall perceptions of the way work is graded in SLP is neutral. When looking at the individual semantic differentials, it appears that most students feel frustrated and panicked about the way work is graded. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).


The Way Work is Graded in Summit Learning Platform is...
Mean = 4.2495
Std. Dev. = 2.8355
N = 131
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Not Enjoyable
Enjoyable


The Way Work is Graded in Summit Learning Platform is...
Mean = 4.1735
Std. Dev. = 2.835
N = 131
Frequency
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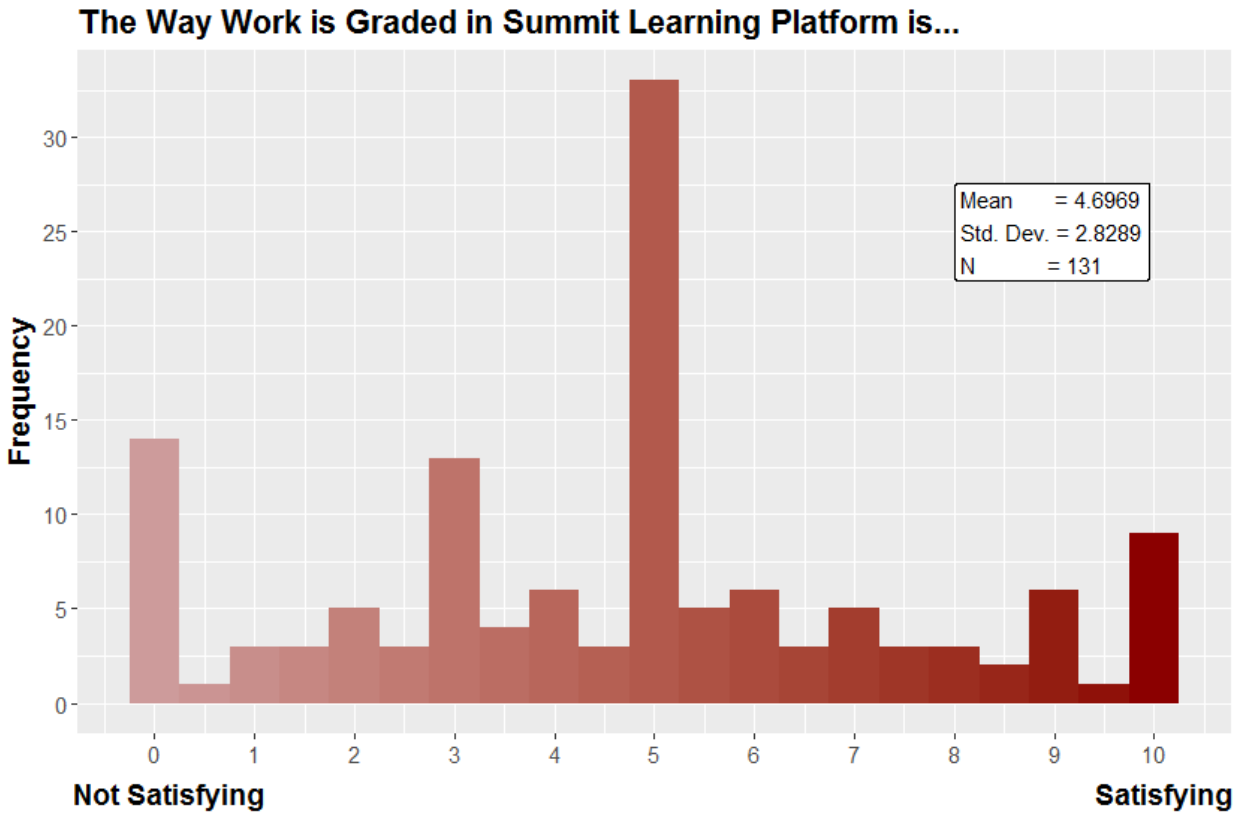
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Unappealing
Appealing


The Way Work is Graded in Summit Learning Platform is...
Mean = 4.6969
Std. Dev. = 2.8289
N = 131
Frequency
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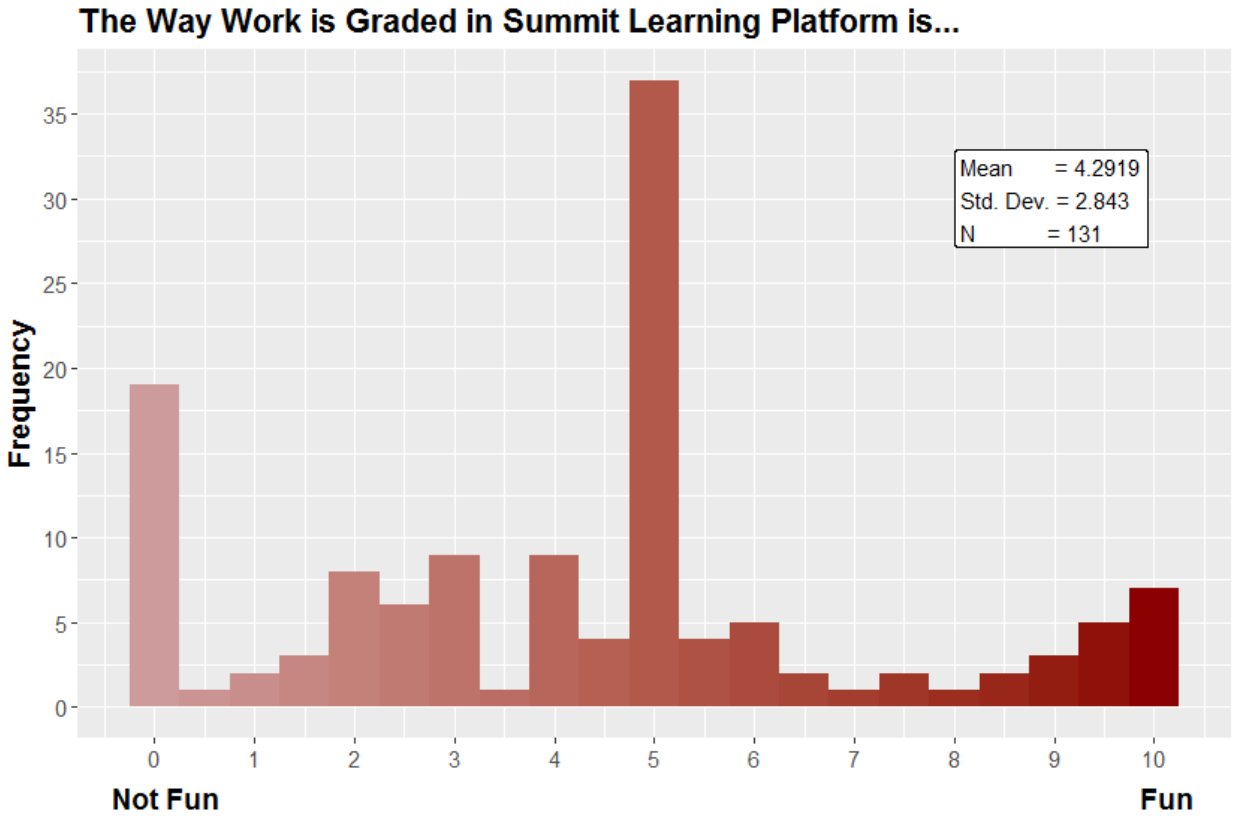
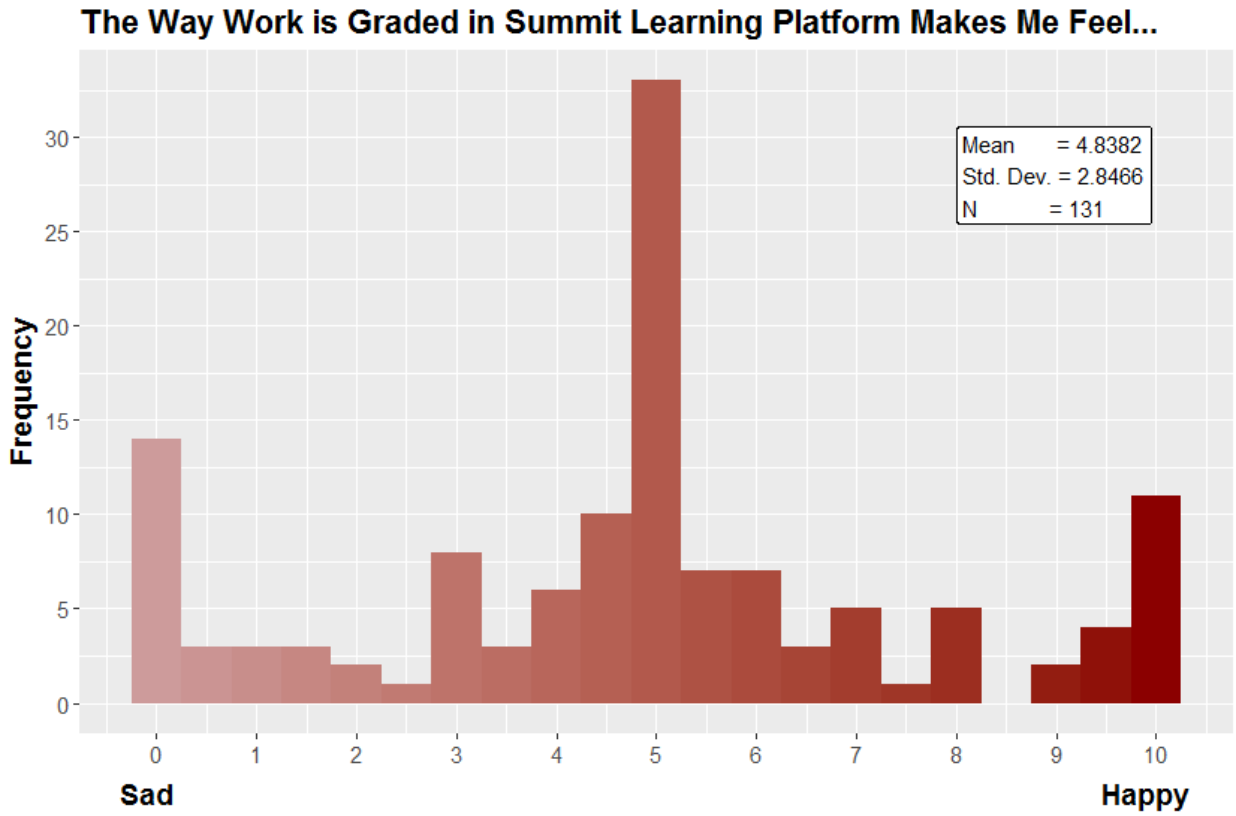
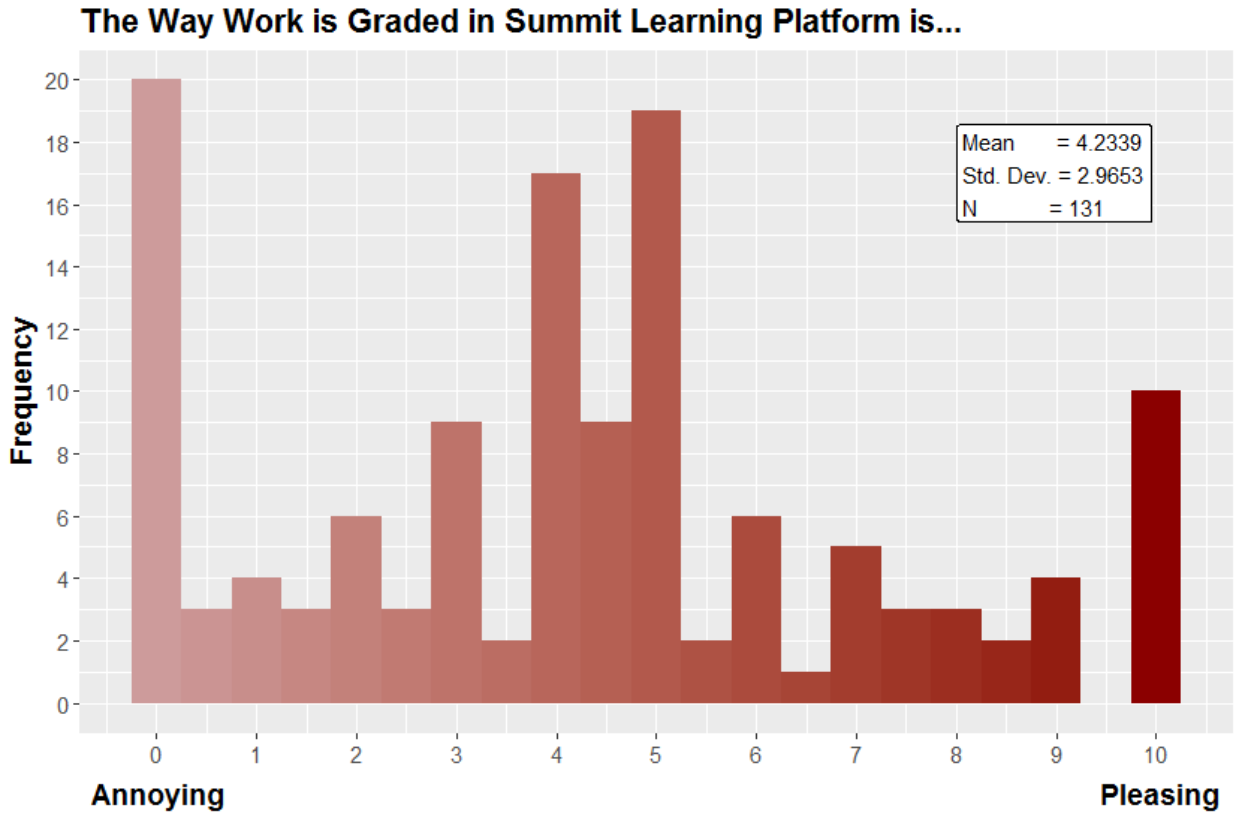
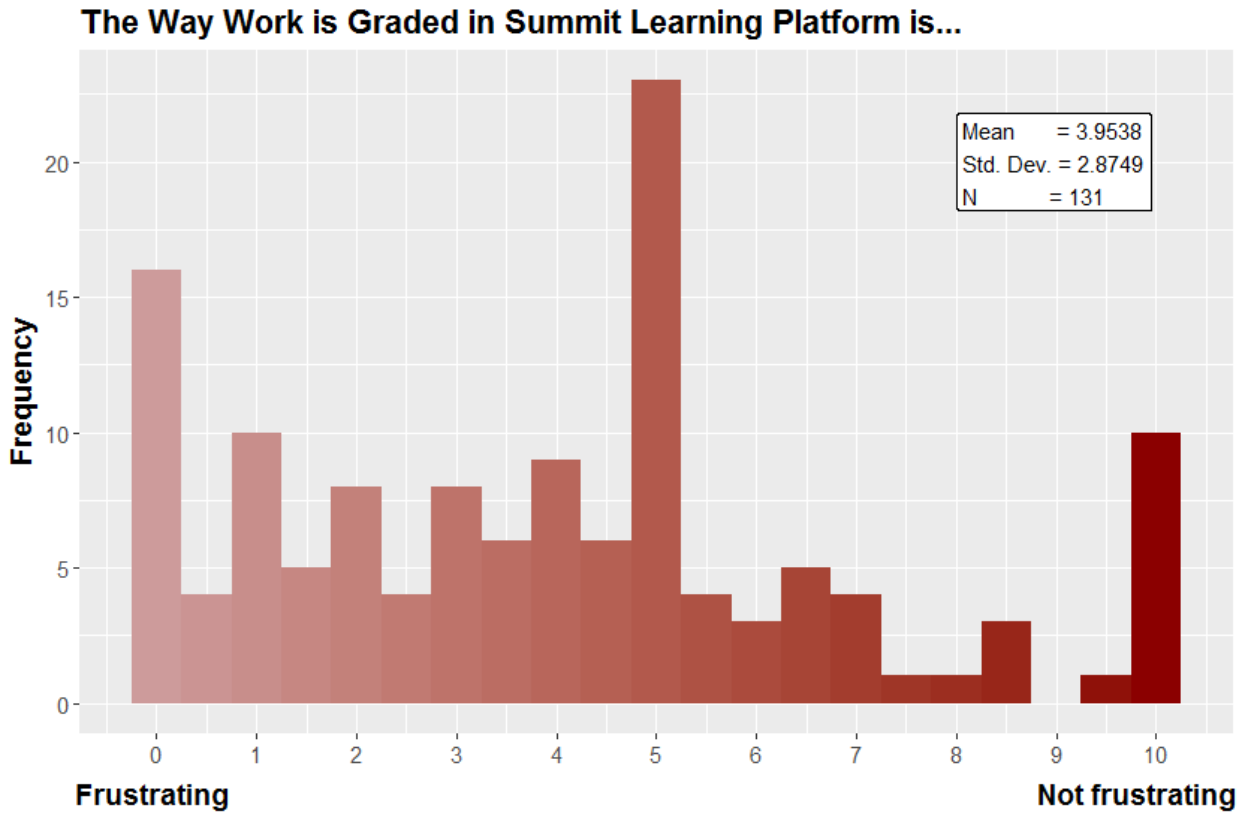
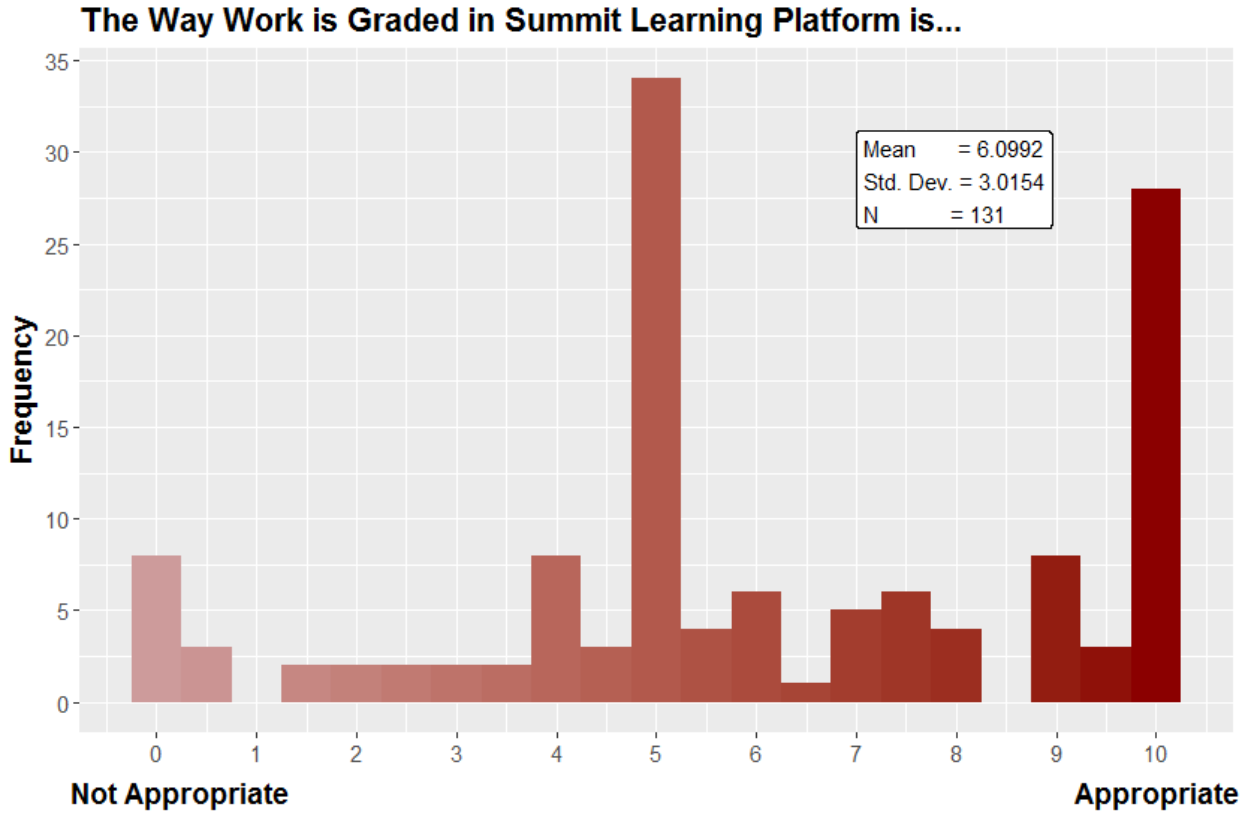
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not Satisfying
Satisfying

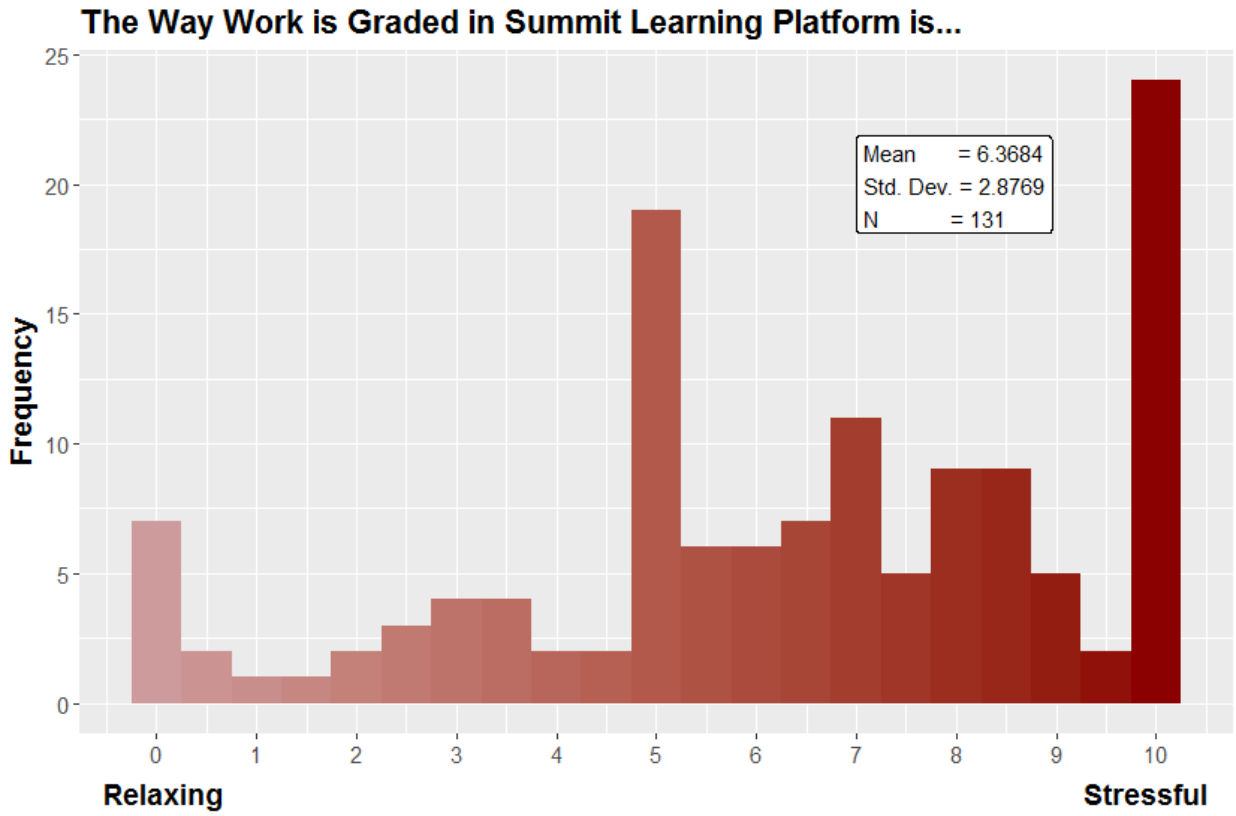

The Way Work is Graded in Summit Learning Platform is...
Mean = 4.2919
Std. Dev. = 2.843
N = 131
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Not Fun
Fun

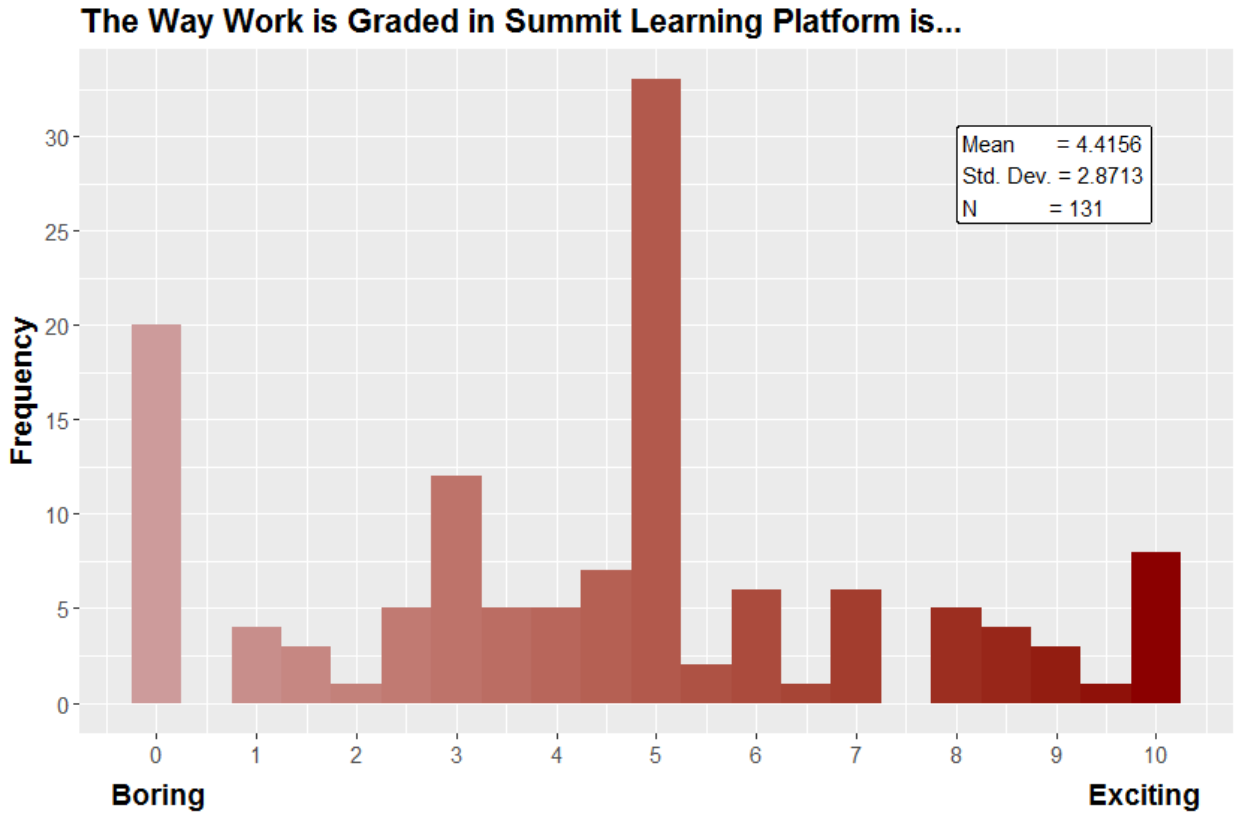

The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.8382
Std. Dev. = 2.8466
N = 131
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Sad
Happy

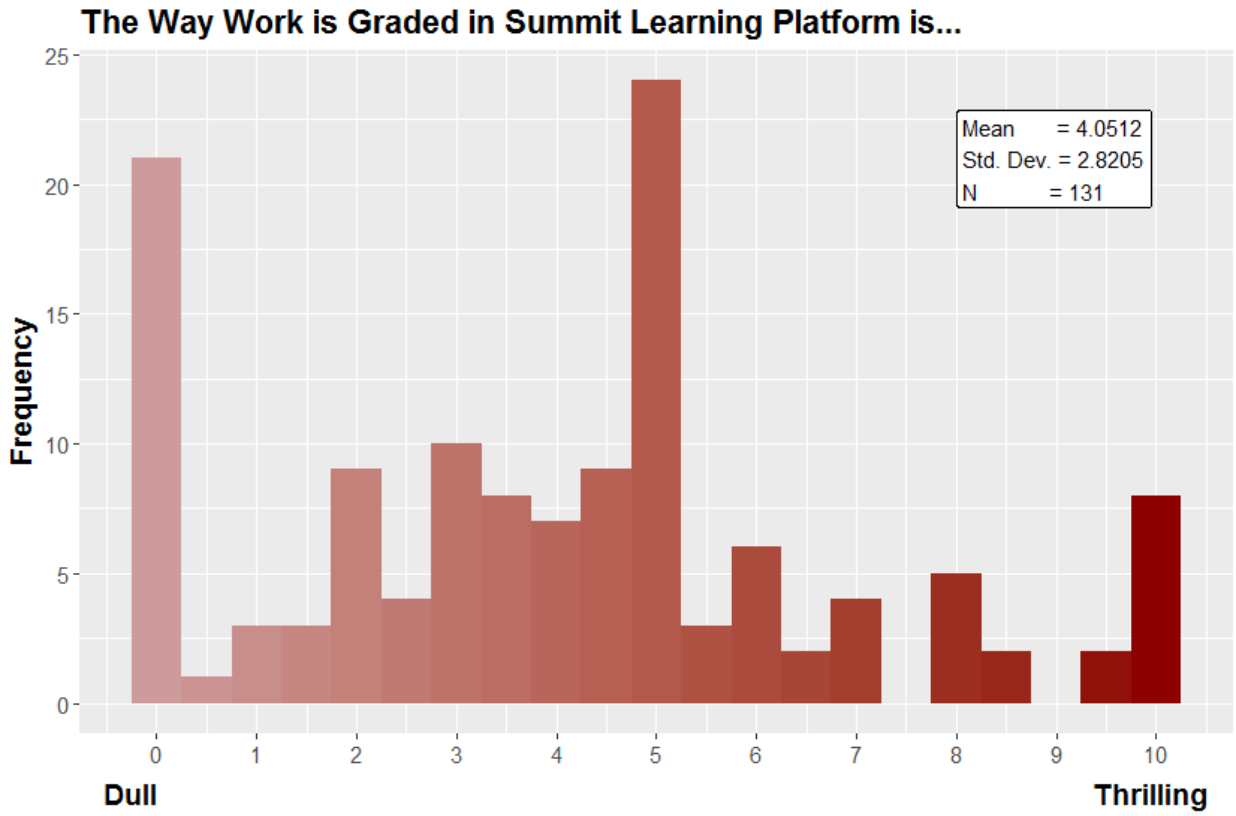

The Way Work is Graded in Summit Learning Platform is...
Mean = 4.2339
Std. Dev. = 2.9653
N = 131
Frequency
0
2
4
6
8
10
12
14
16
18
20
0
1
2
3
4
5
6
7
8
9
10
Annoying
Pleasing

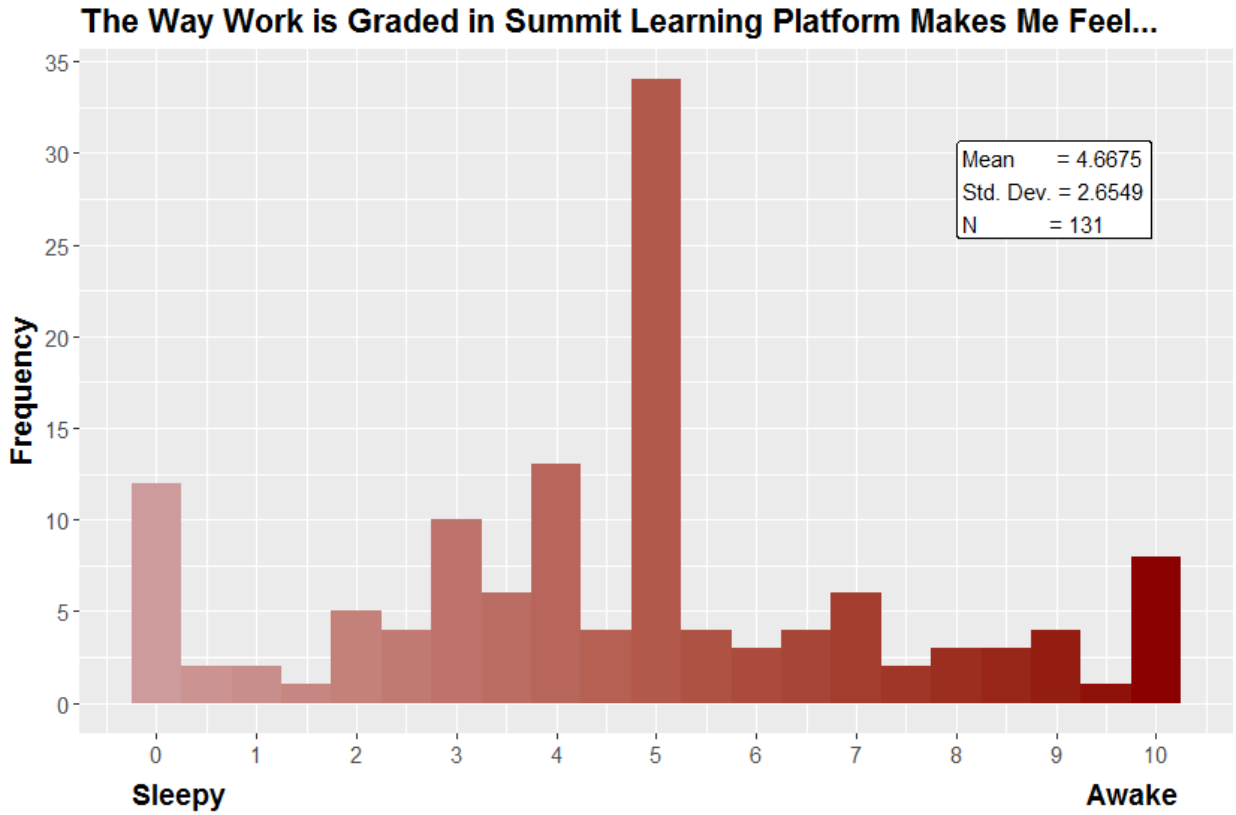

The Way Work is Graded in Summit Learning Platform is...
Mean = 3.9538
Std. Dev. = 2.8749
N = 131
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Frustrating
Not frustrating

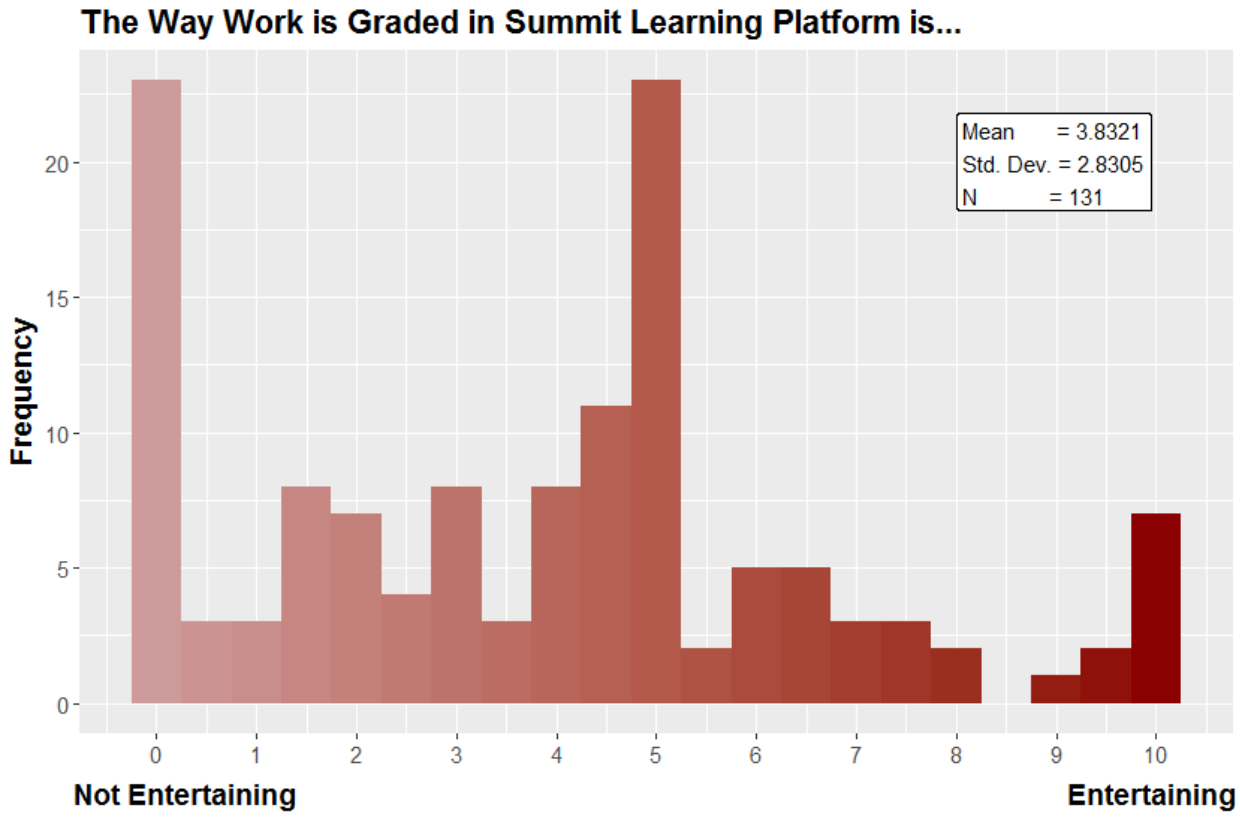

The Way Work is Graded in Summit Learning Platform is...
Mean = 6.0992
Std. Dev. = 3.0154
N = 131
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Not Appropriate
Appropriate

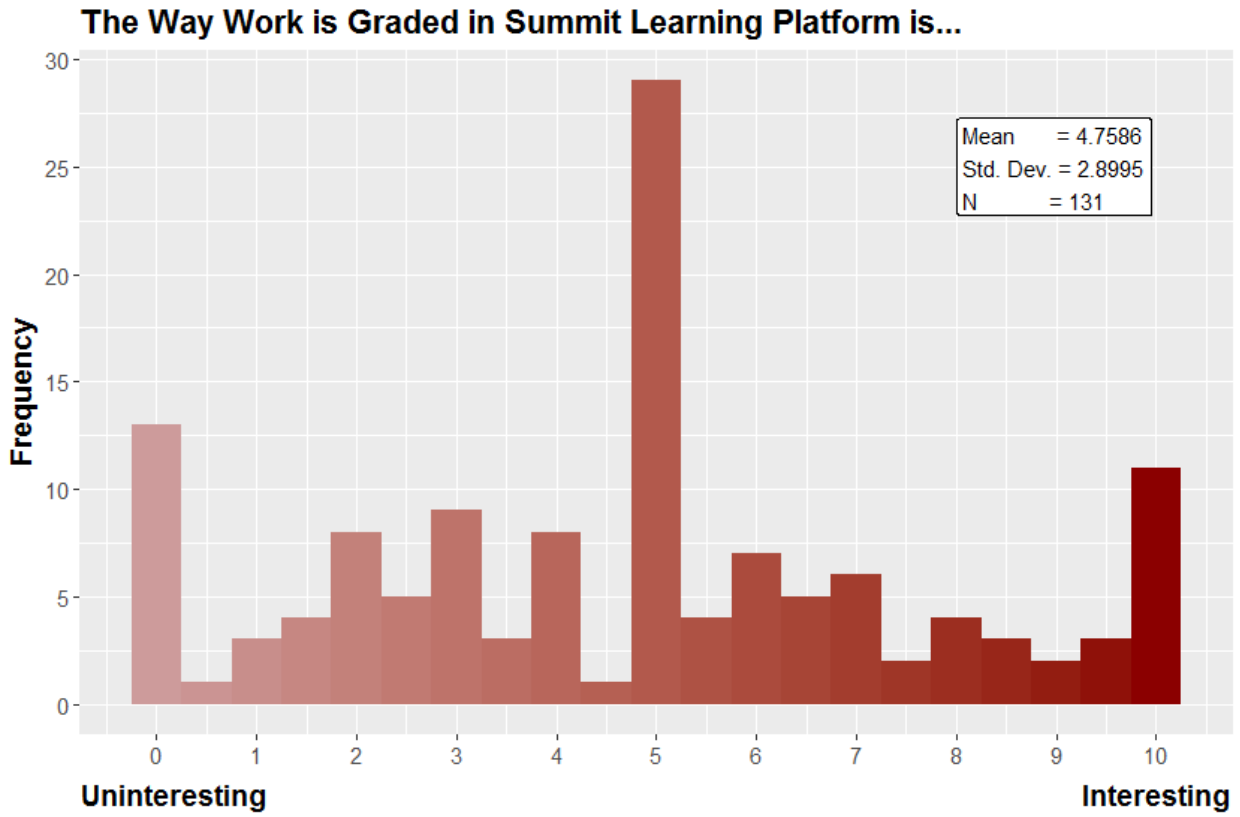

The Way Work is Graded in Summit Learning Platform is...
Mean = 6.3684
Std. Dev. = 2.8769
N = 131
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

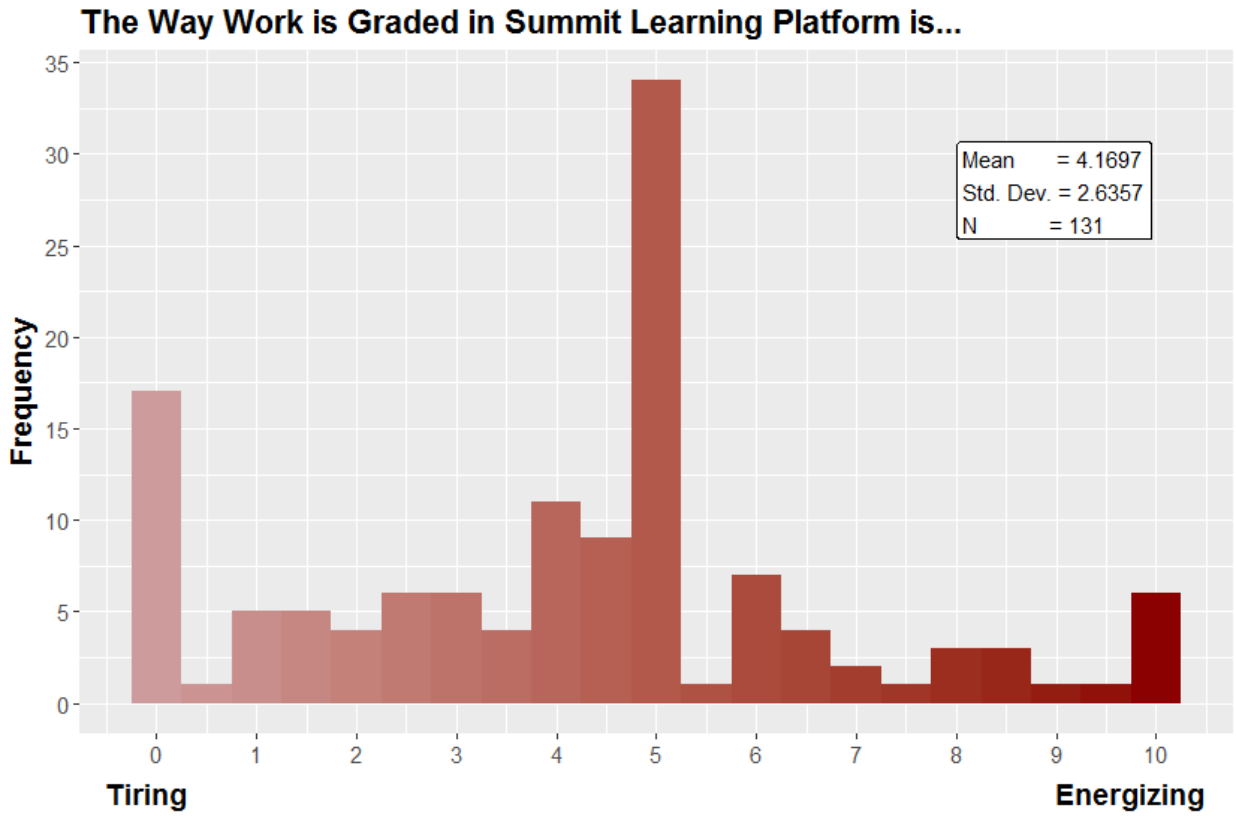

The Way Work is Graded in Summit Learning Platform is...
Mean = 4.4156
Std. Dev. = 2.8713
N = 131
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Boring
Exciting

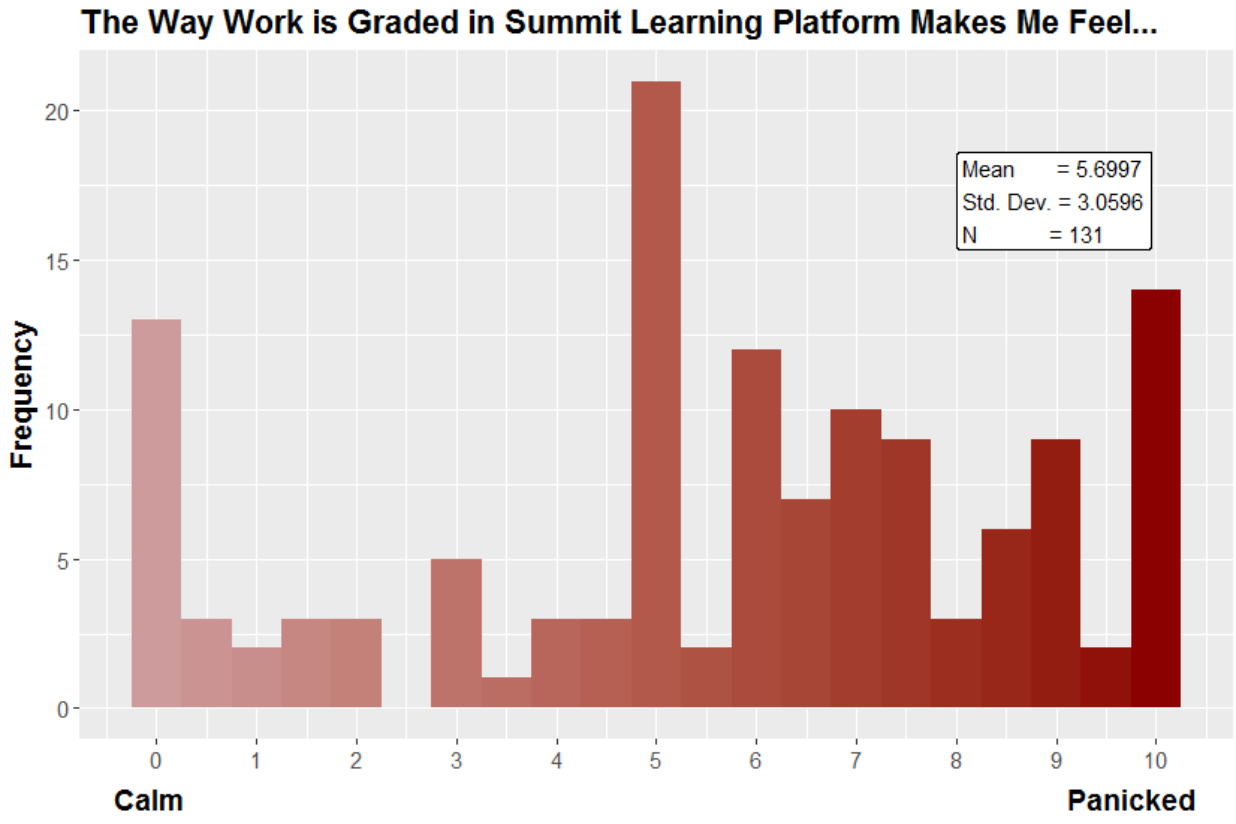

The Way Work is Graded in Summit Learning Platform is...
Mean = 4.0512
Std. Dev. = 2.8205
N = 131
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Dull
Thrilling

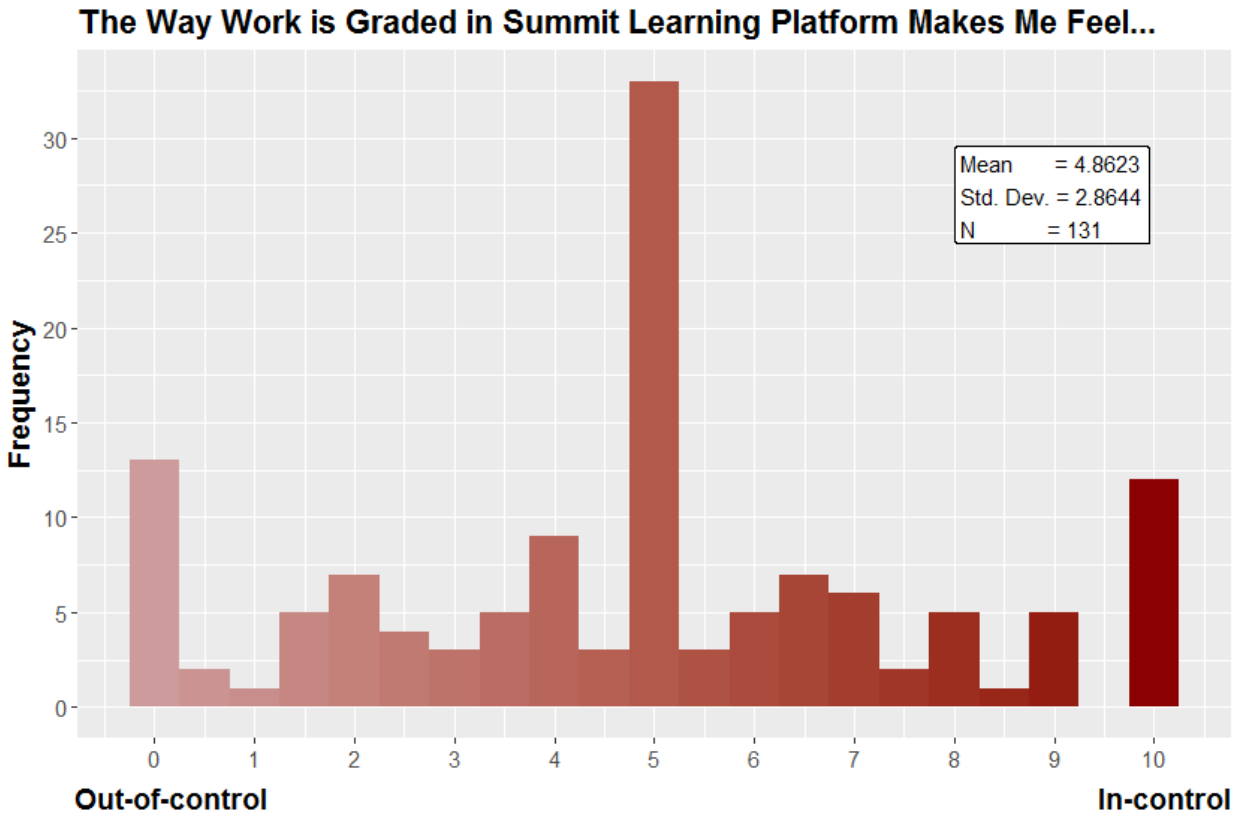

The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.6675
Std. Dev. = 2.6549
N = 131
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Sleepy
Awake

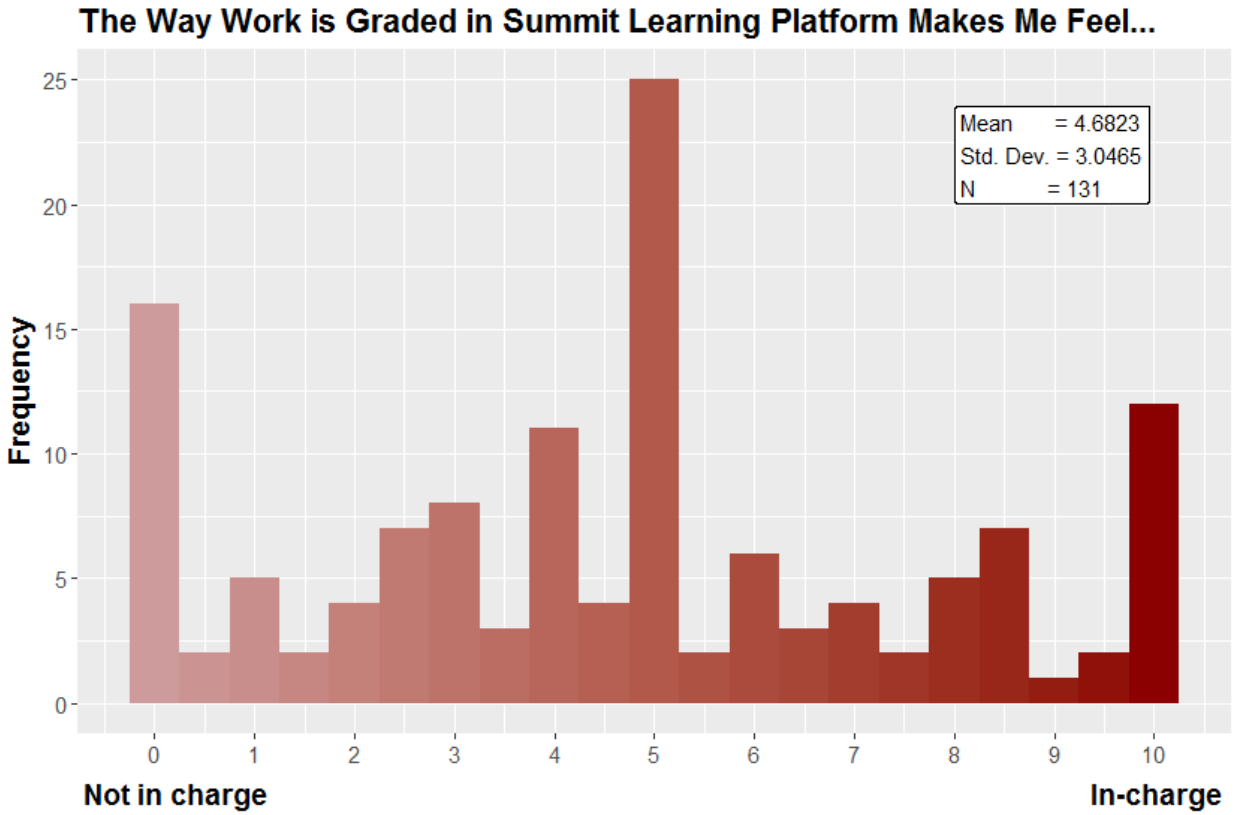

The Way Work is Graded in Summit Learning Platform is...
Mean = 3.8321
Std. Dev. = 2.8305
N = 131
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Entertaining
Entertaining


The Way Work is Graded in Summit Learning Platform is...
Mean = 4.7586
Std. Dev. = 2.8995
N = 131
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Uninteresting
Interesting


The Way Work is Graded in Summit Learning Platform is...
Mean = 4.1697
Std. Dev. = 2.6357
N = 131
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Tiring
Energizing


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 5.6997
Std. Dev. = 3.0596
N = 131
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Calm
Panicked


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.8623
Std. Dev. = 2.8644
N = 131
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Out-of-control
In-control


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.6823
Std. Dev. = 3.0465
N = 131
Frequency
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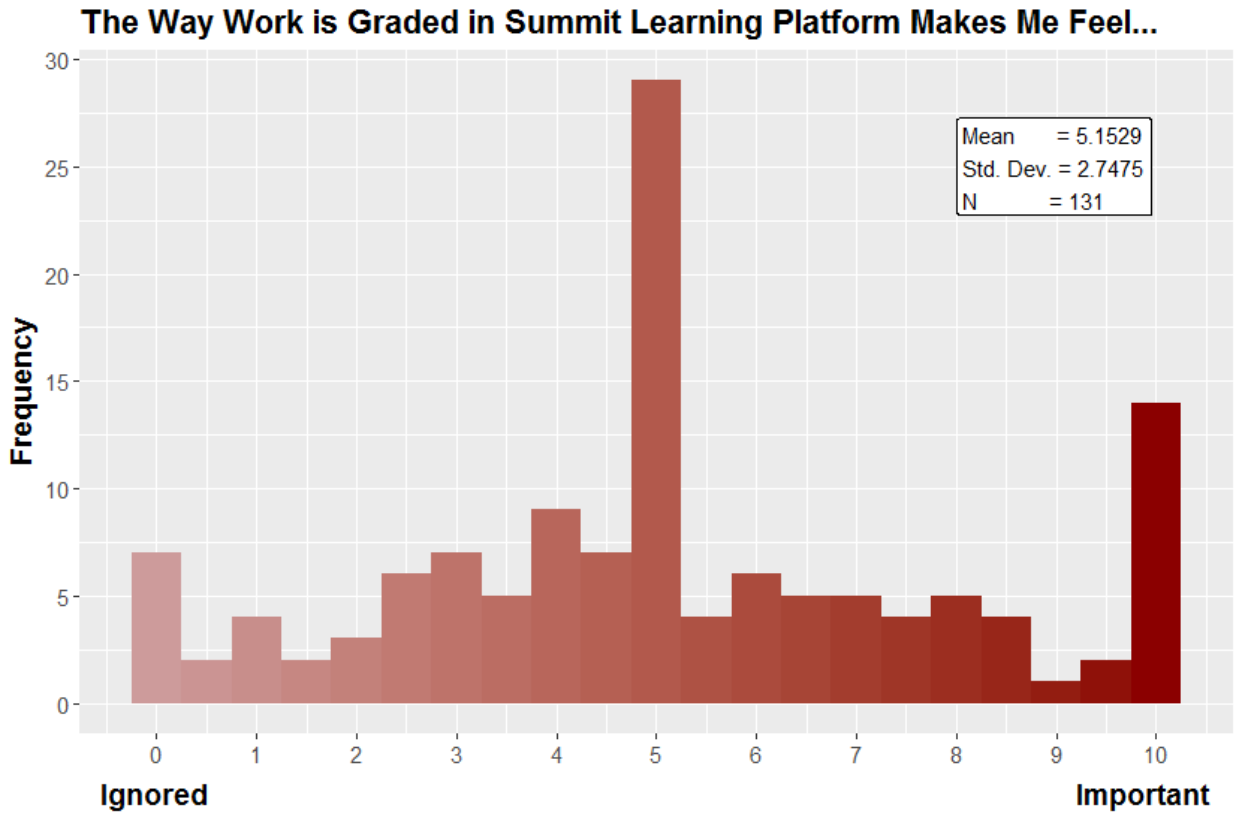
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Not in charge
In-charge


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 5.1529
Std. Dev. = 2.7475
N = 131
Frequency
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5
10
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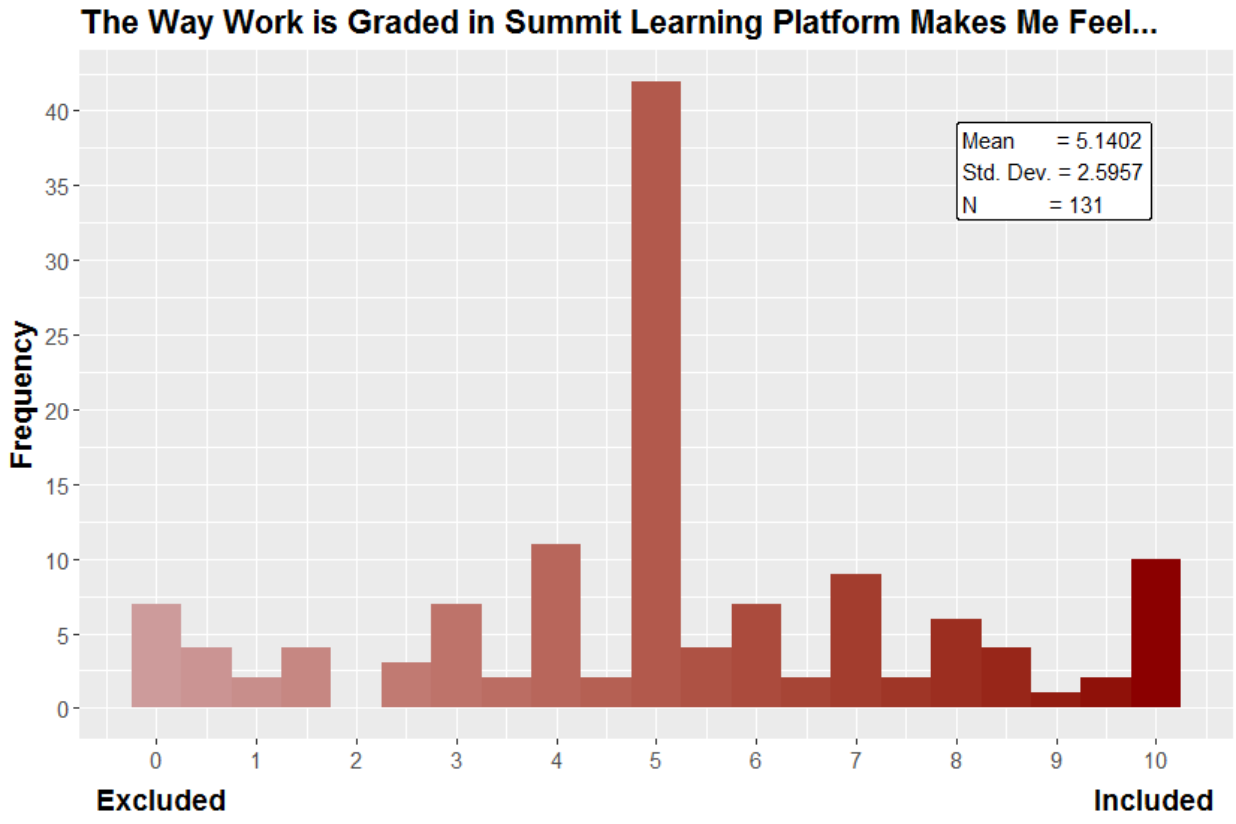
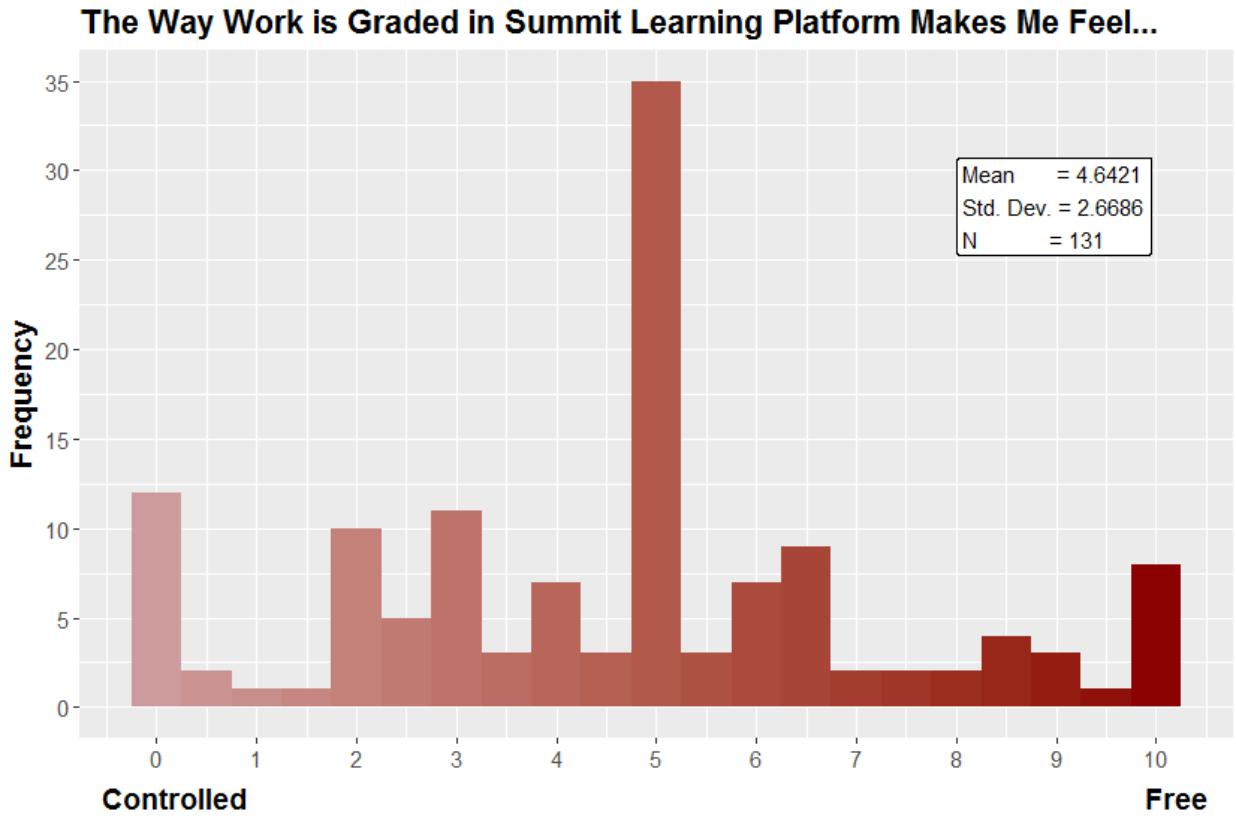
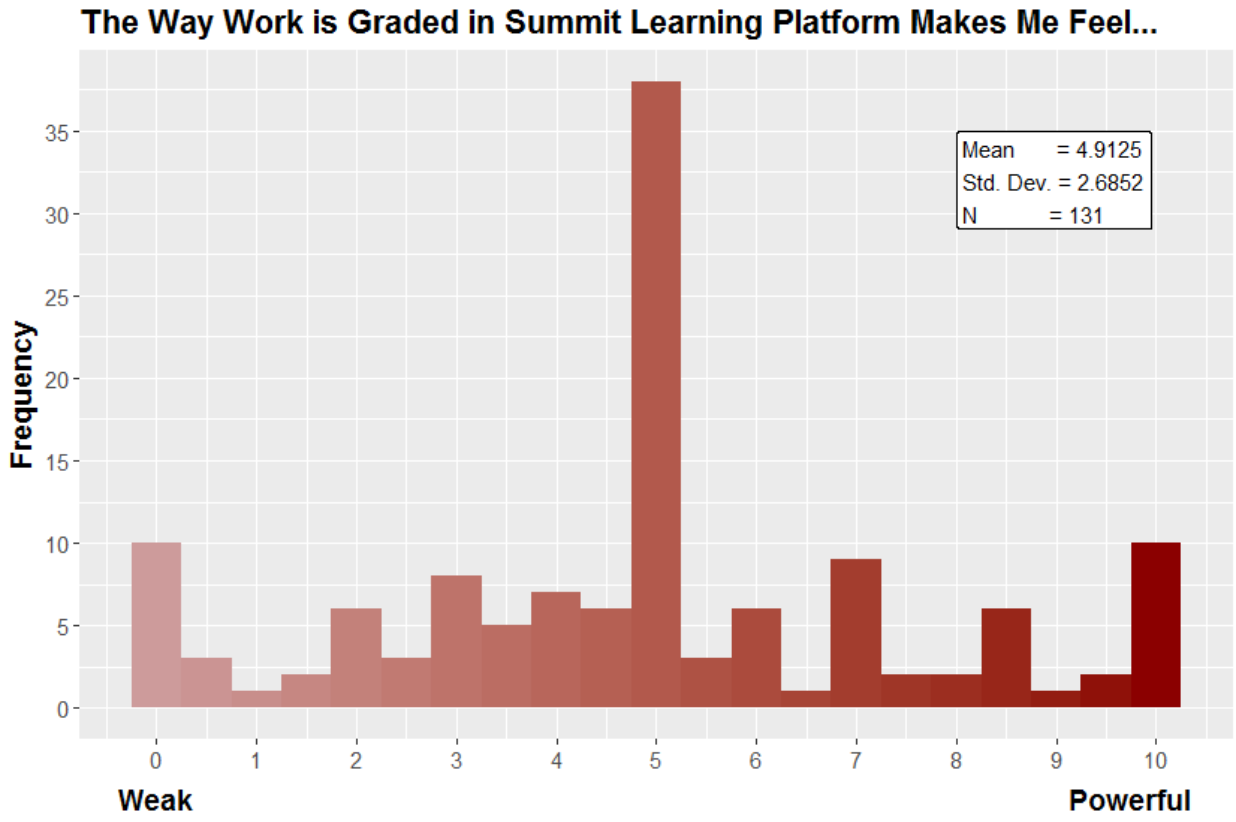
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Ignored
Important


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 5.1402
Std. Dev. = 2.5957
N = 131
Frequency
0
5
10
15
20
25
30
35
40
0
1
2
3
4
5
6
7
8
9
10
Excluded
Included


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.6421
Std. Dev. = 2.6686
N = 131
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Controlled
Free


The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.9125
Std. Dev. = 2.6852
N = 131
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Weak
Powerful

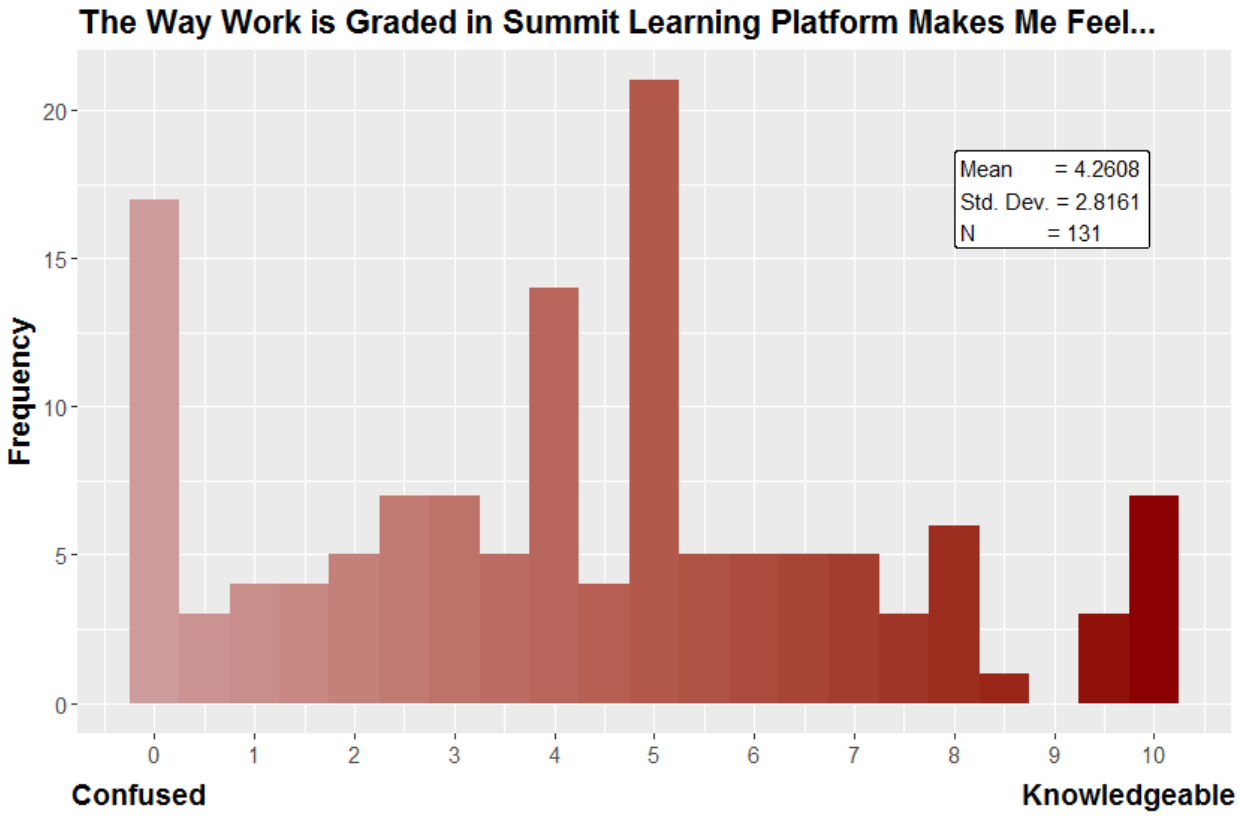
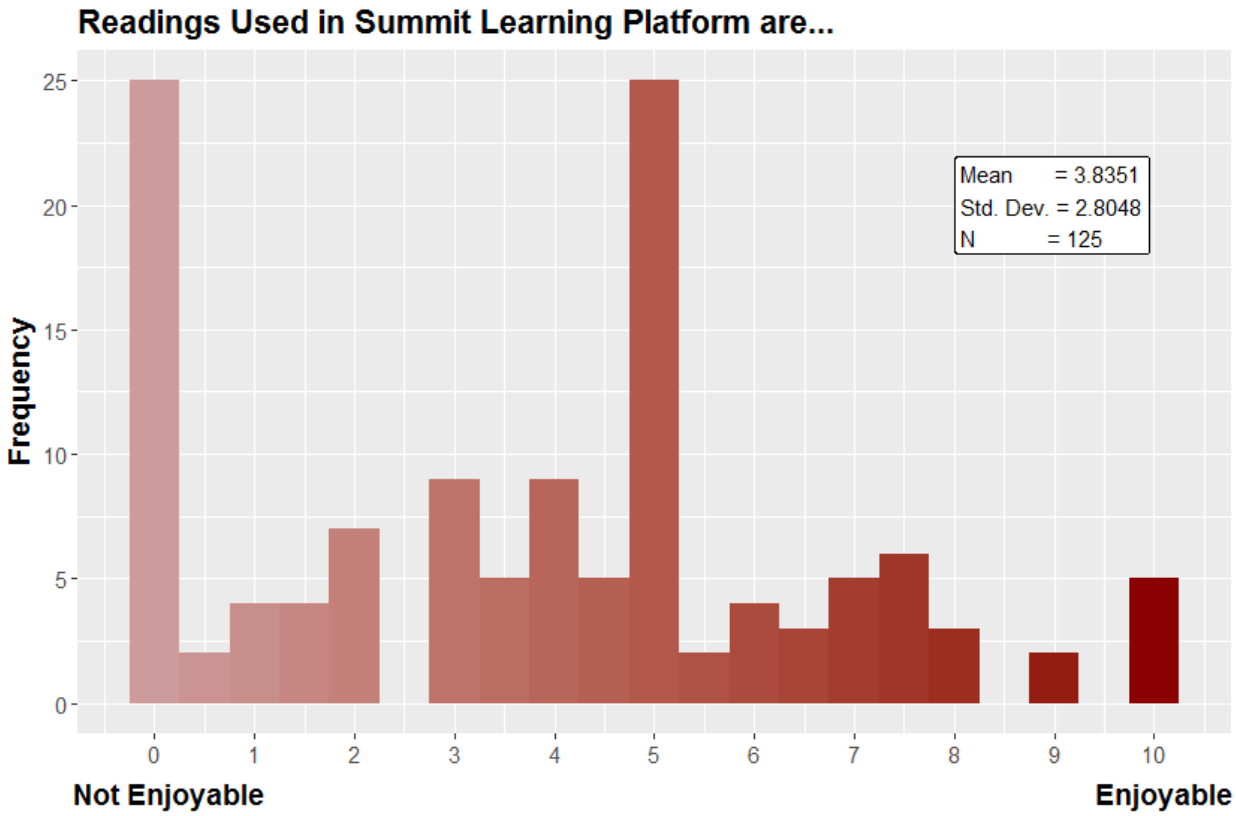

The Way Work is Graded in Summit Learning Platform Makes Me Feel...
Mean = 4.2608
Std. Dev. = 2.8161
N = 131
Frequency
20
15
10
5
0
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

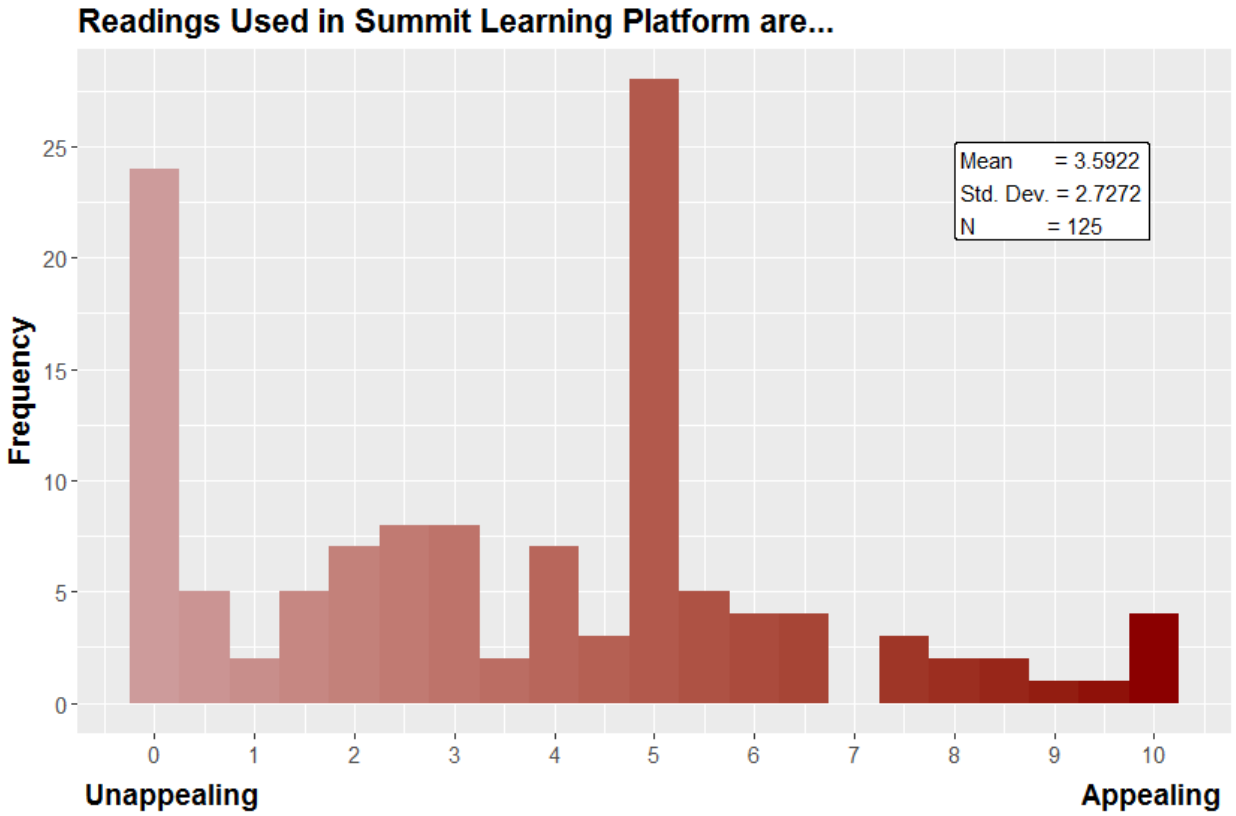
Table 6

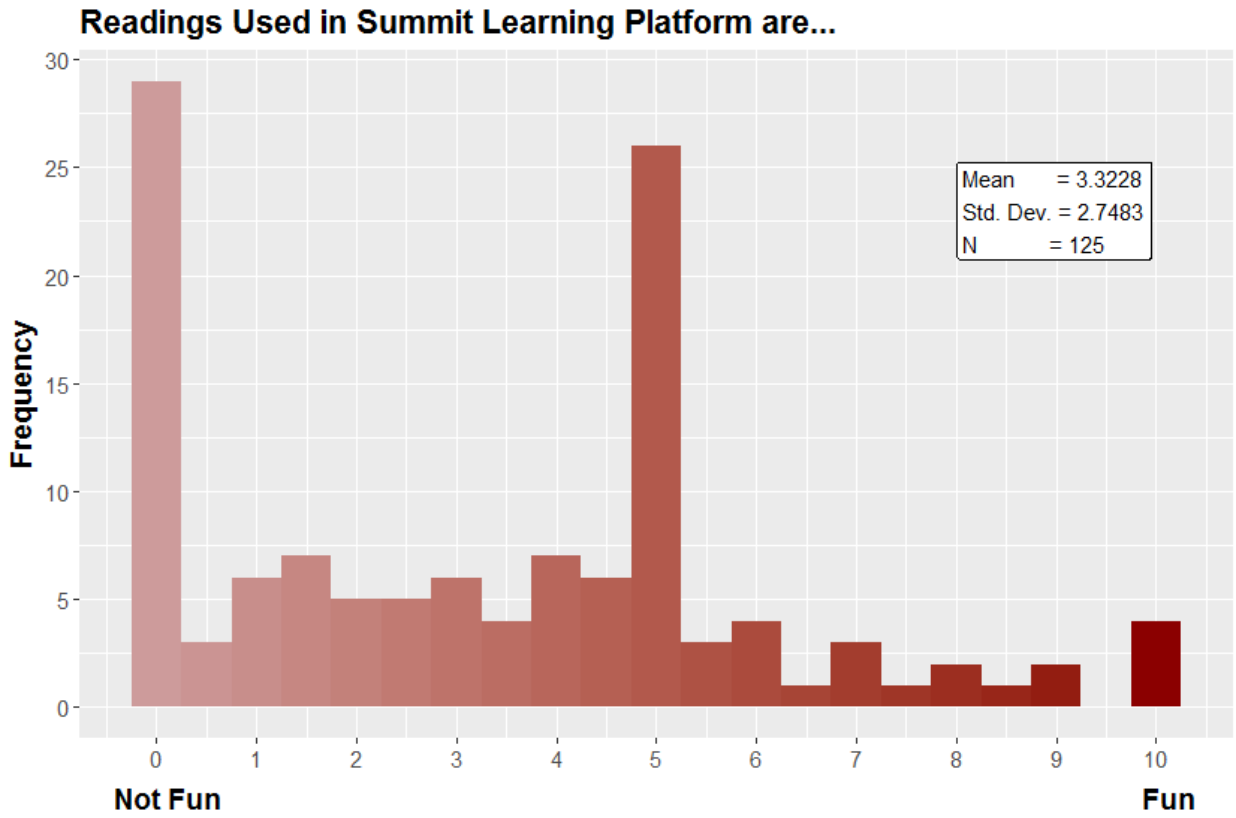
Summary of "Readings" for Students

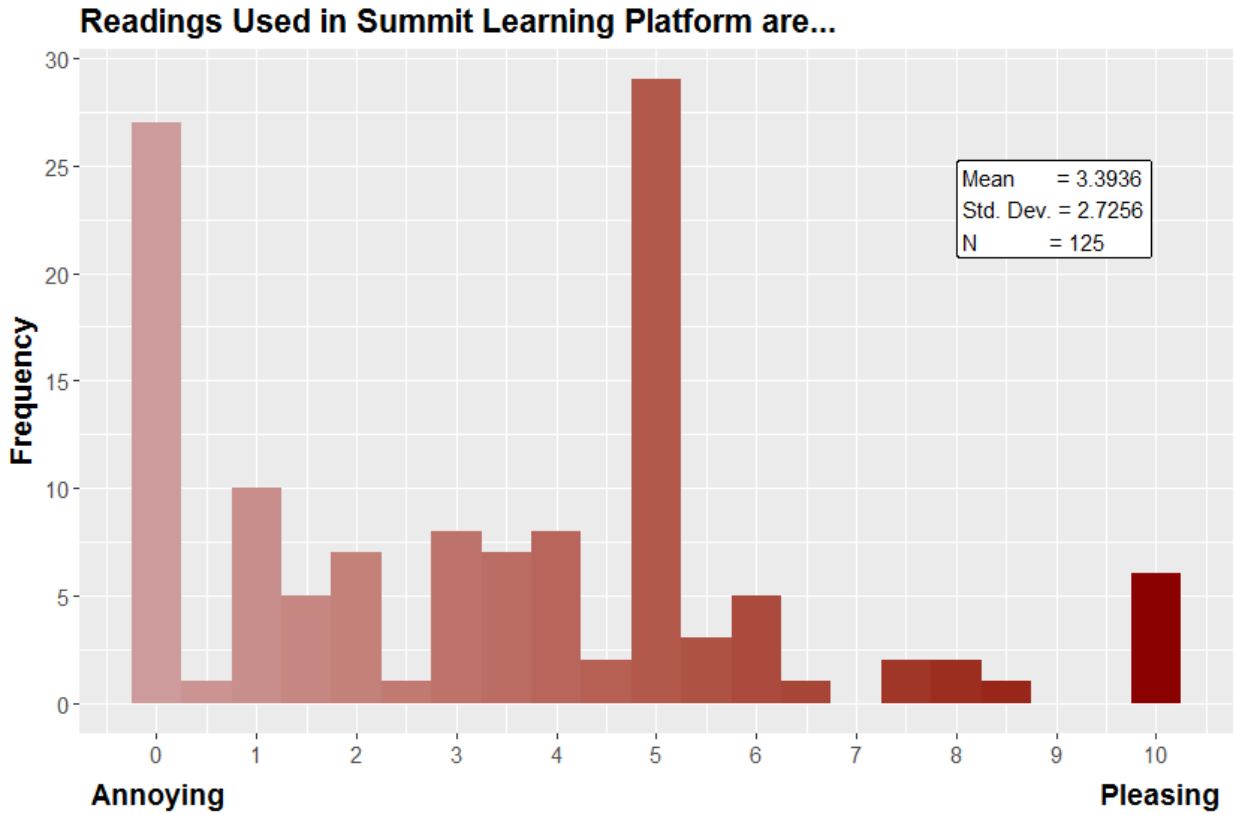
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		125	4.0169	4.2288	7.3831	2.7146	.900
	Enjoyment		3.8351	4.1400	7.8670	2.8048	
	Appealing		3.5922	3.9100	7.4380	2.7272	
	Satisfying		4.0102	4.3600	7.4390	2.7275	
	Fun		3.3228	3.4200	7.5530	2.7483	
	Happy		4.3158	5.0000	5.8520	2.4191	
	Pleasing		3.3936	3.6000	7.4290	2.7256	
	Not Frustrating		3.9403	4.4000	7.4780	2.7345	
	Appropriate		5.7250	5.0000	8.0090	2.8300	
Arousal		125	4.0339	3.9938	7.3540	2.7096	.918
	Stressful		6.0422	5.0000	7.2950	2.7009	
	Exciting		3.0223	2.9600	7.3600	2.7130	
	Thrilling		3.3310	3.3300	6.1950	2.4890	
	Wide-Awake		3.2509	3.2900	7.1860	2.6807	
	Entertaining		3.7404	3.9100	7.4710	2.7334	
	Interesting		3.8238	4.5500	7.9030	2.8112	
	Energizing		3.3985	3.9100	7.0670	2.6583	
	Panicked		5.6623	5.0000	8.3550	2.8904	
Dominance		125	4.6722	4.9443	7.4619	2.7311	.895
	In Control		5.1330	5.0000	7.7020	2.7753	
	In Charge		4.7277	5.0000	7.9180	2.8140	
	Important		4.5553	5.0000	7.2790	2.6979	
	Included		4.9963	5.0000	6.9360	2.6337	
	Free		4.3984	5.0000	7.3670	2.7142	
	Powerful		4.8373	5.0000	7.7460	2.7832	
	Knowledgeable		4.0574	4.6100	7.2850	2.6991	

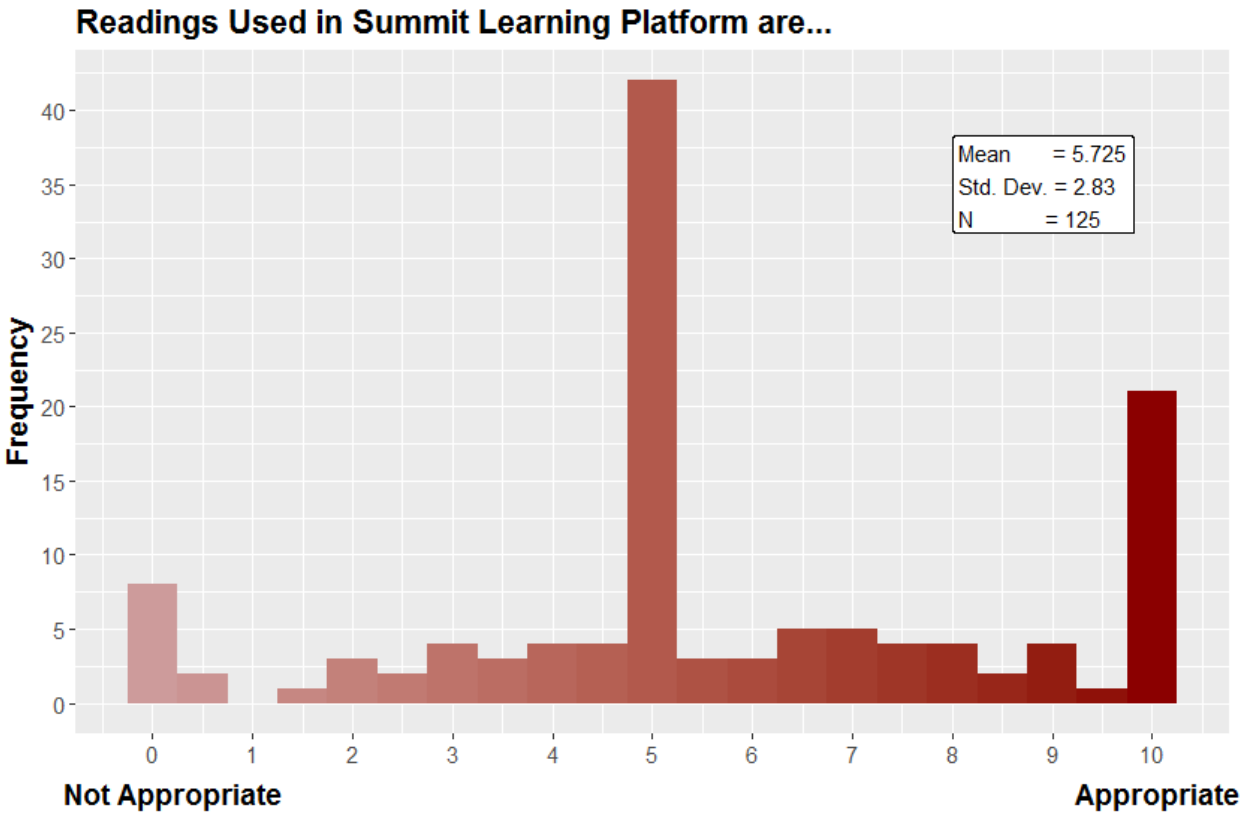
As can be seen in Table 6, mean estimates of pleasure (μ=4.0169), arousal (μ=4.0339), and dominance (μ=4.9443) indicate that students' overall perceptions of the readings used in SLP are neutral. When looking at the individual semantic differentials, it appears most students are unaroused by the readings and find them dull, tiring, and unexciting. Further, they do not perceive readings as pleasing, and view them as not fun. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

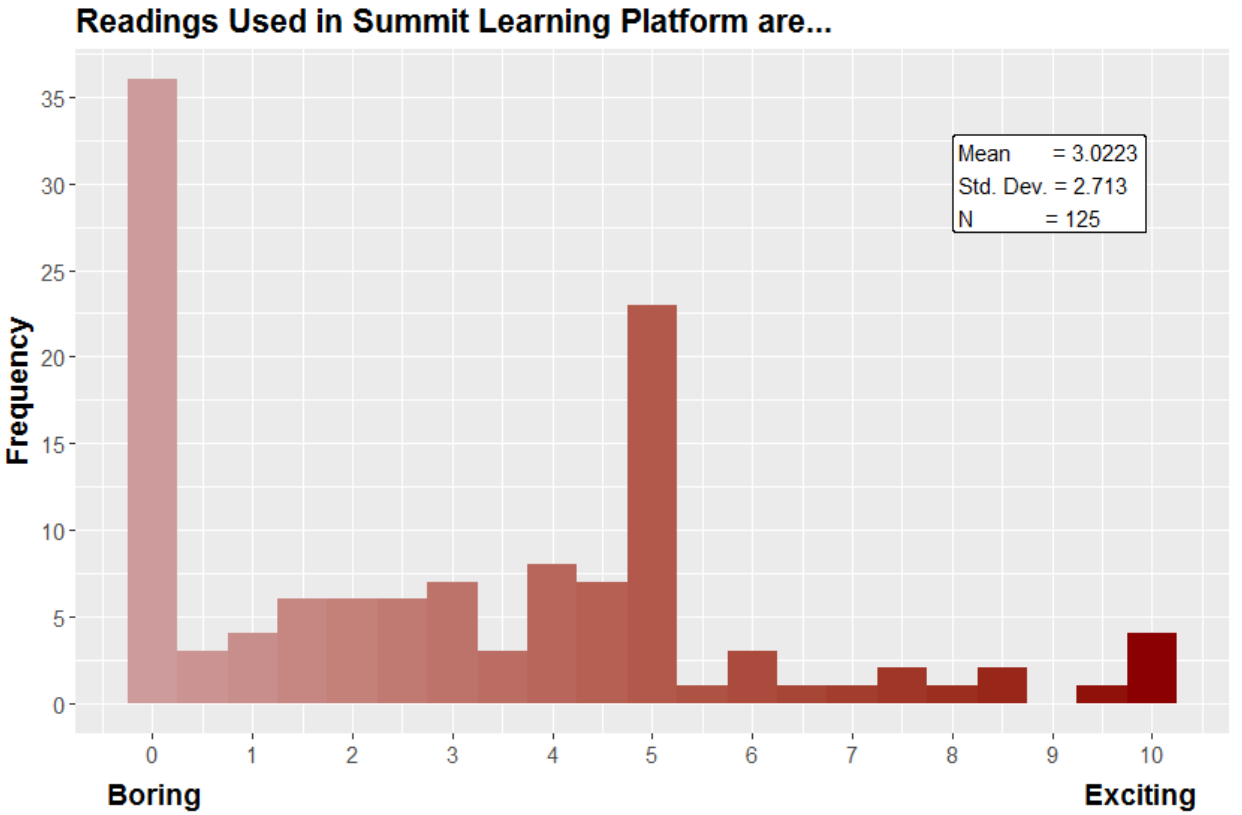

Readings Used in Summit Learning Platform are...
Mean = 3.8351
Std. Dev. = 2.8048
N = 125
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Not Enjoyable
Enjoyable

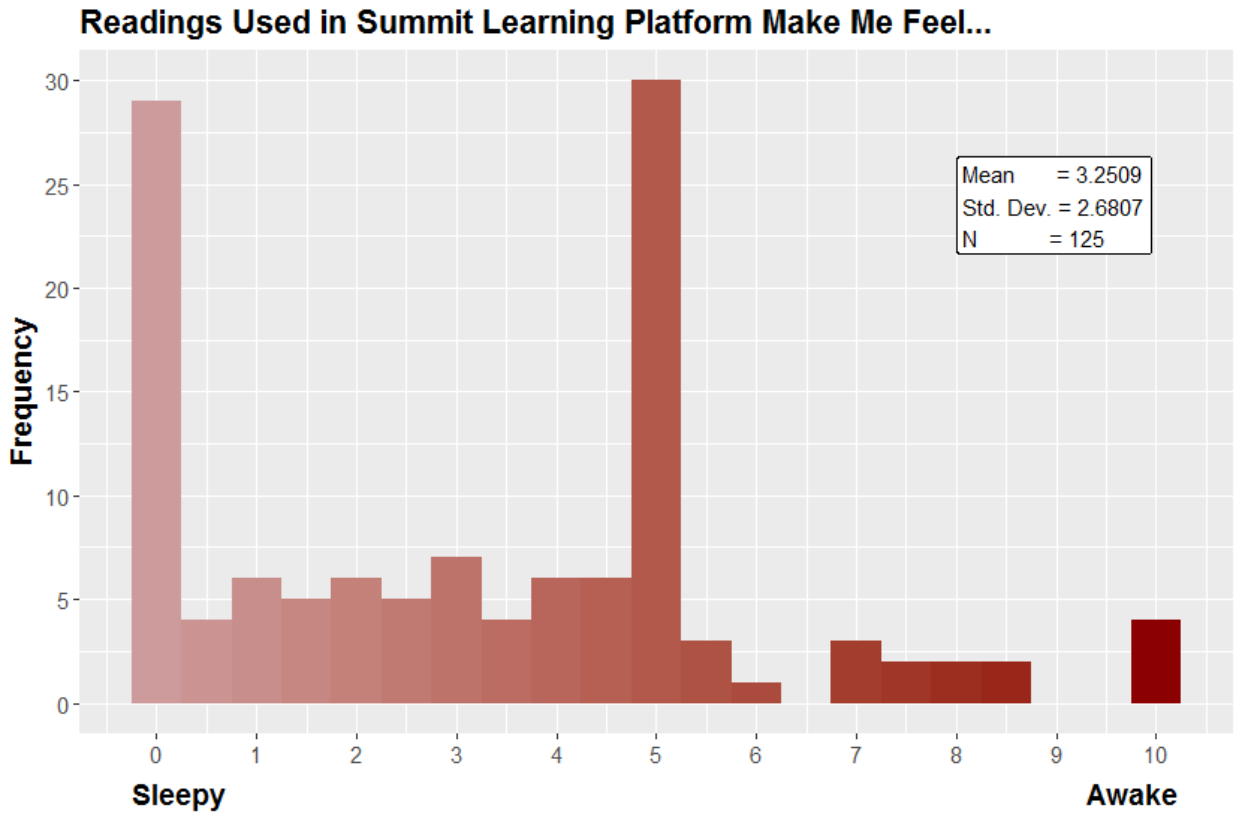

Readings Used in Summit Learning Platform are...
Mean = 3.5922
Std. Dev. = 2.7272
N = 125
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Unappealing
Appealing

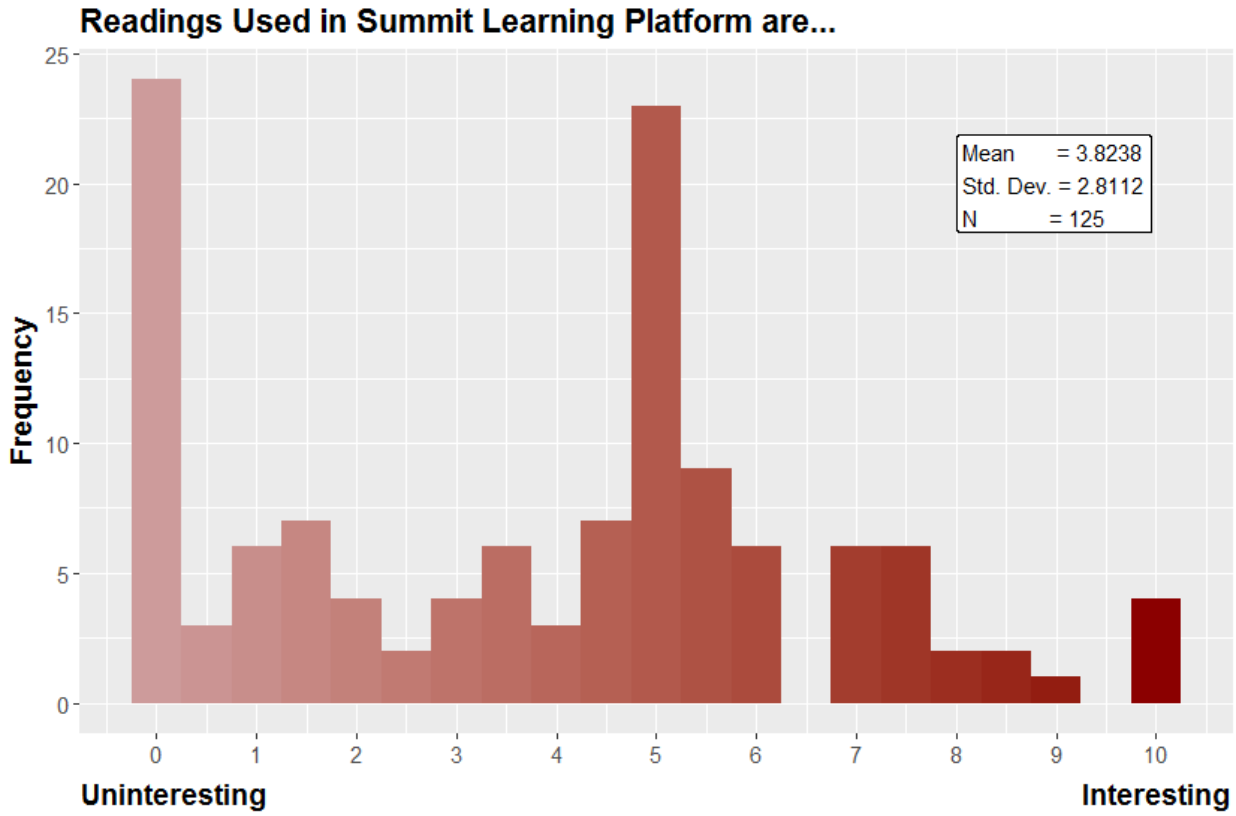

Readings Used in Summit Learning Platform are...
Mean = 3.3228
Std. Dev. = 2.7483
N = 125
Frequency
Not Fun
Fun

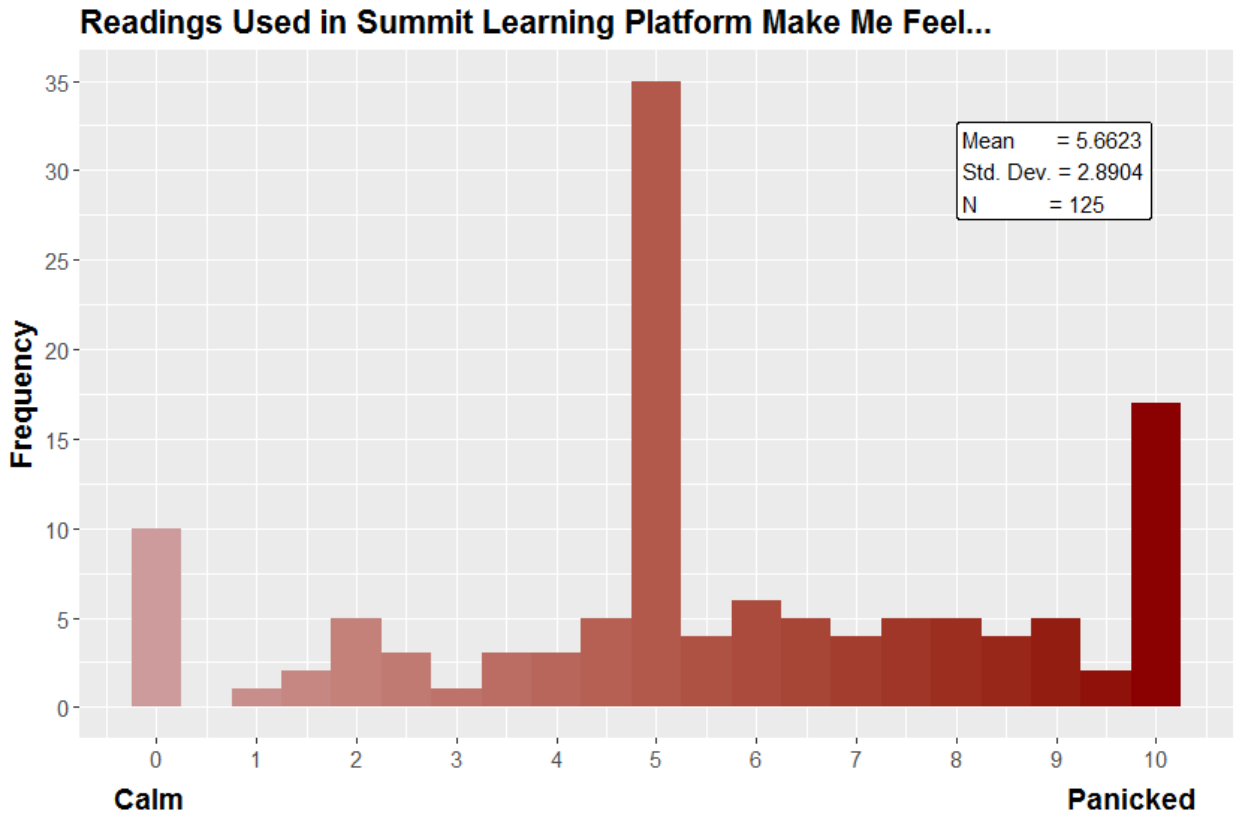

Readings Used in Summit Learning Platform are...
Mean = 3.3936
Std. Dev. = 2.7256
N = 125
Frequency
Annoying
Pleasing

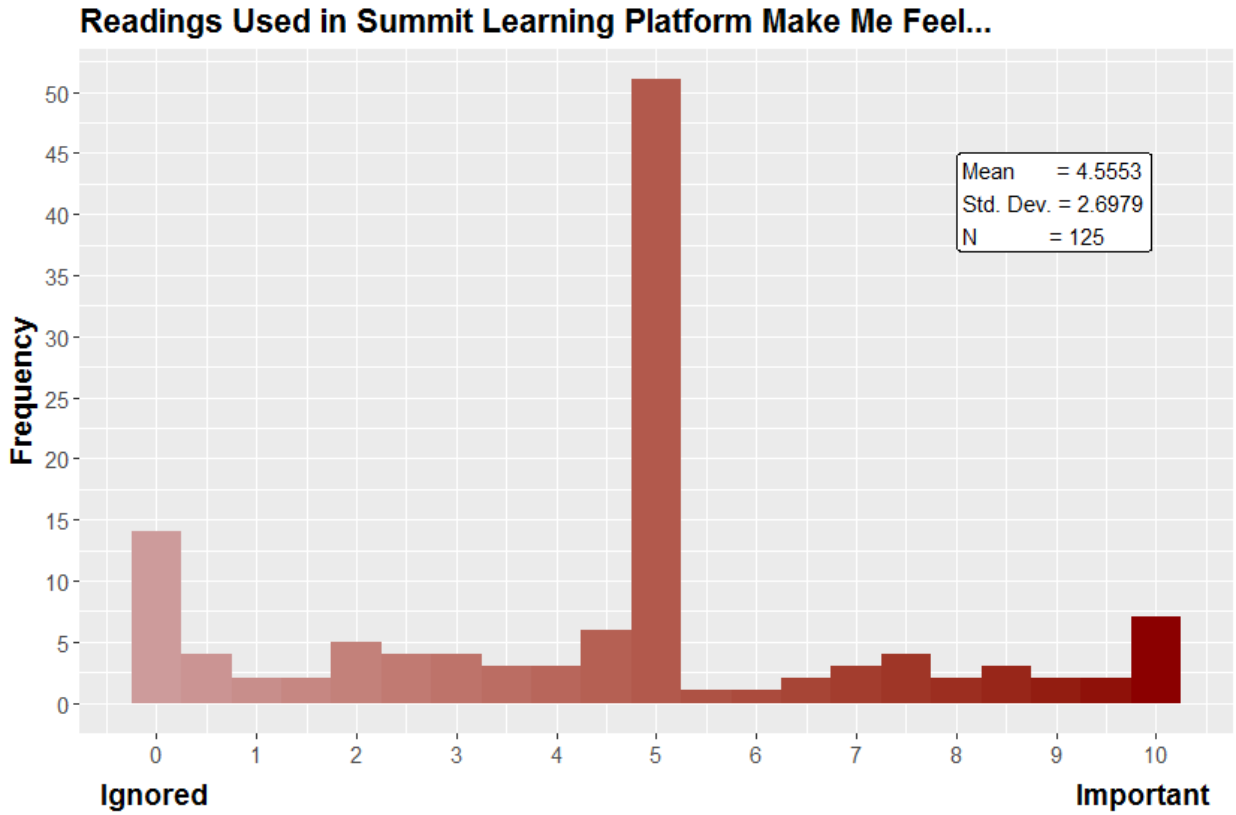

Readings Used in Summit Learning Platform are...
Mean = 5.725
Std. Dev. = 2.83
N = 125
Frequency
0
5
10
15
20
25
30
35
40
0
1
2
3
4
5
6
7
8
9
10
Not Appropriate
Appropriate

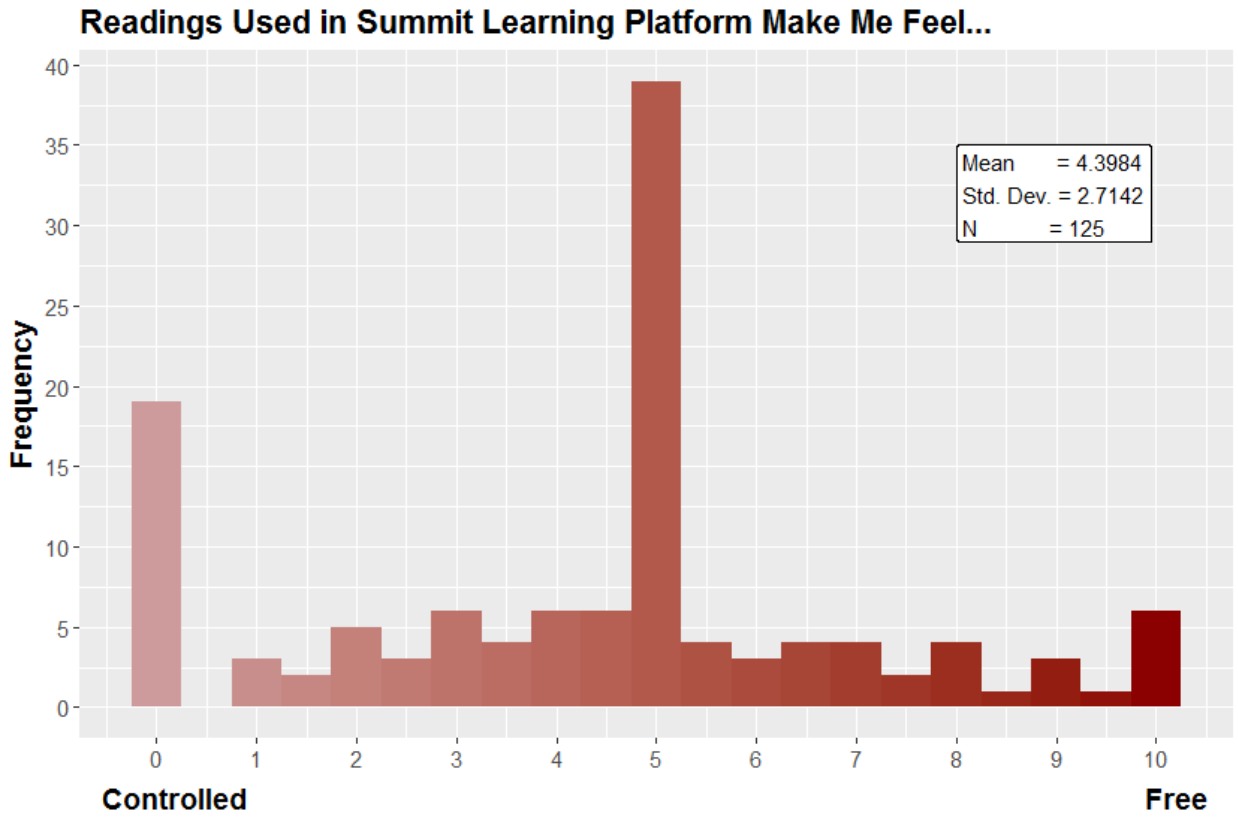

Readings Used in Summit Learning Platform are...
Mean = 3.0223
Std. Dev. = 2.713
N = 125
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Boring
Exciting

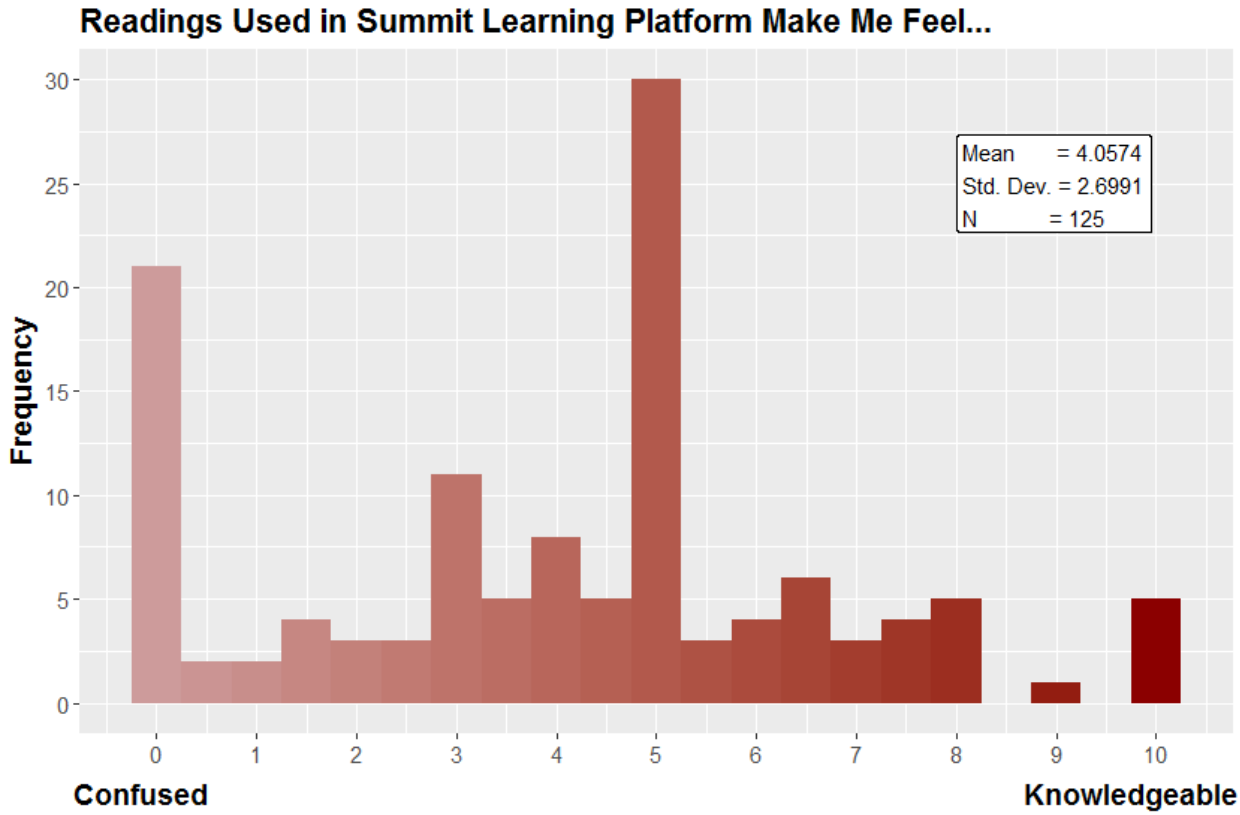

Readings Used in Summit Learning Platform Make Me Feel...
Mean = 3.2509
Std. Dev. = 2.6807
N = 125
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Sleepy
Awake

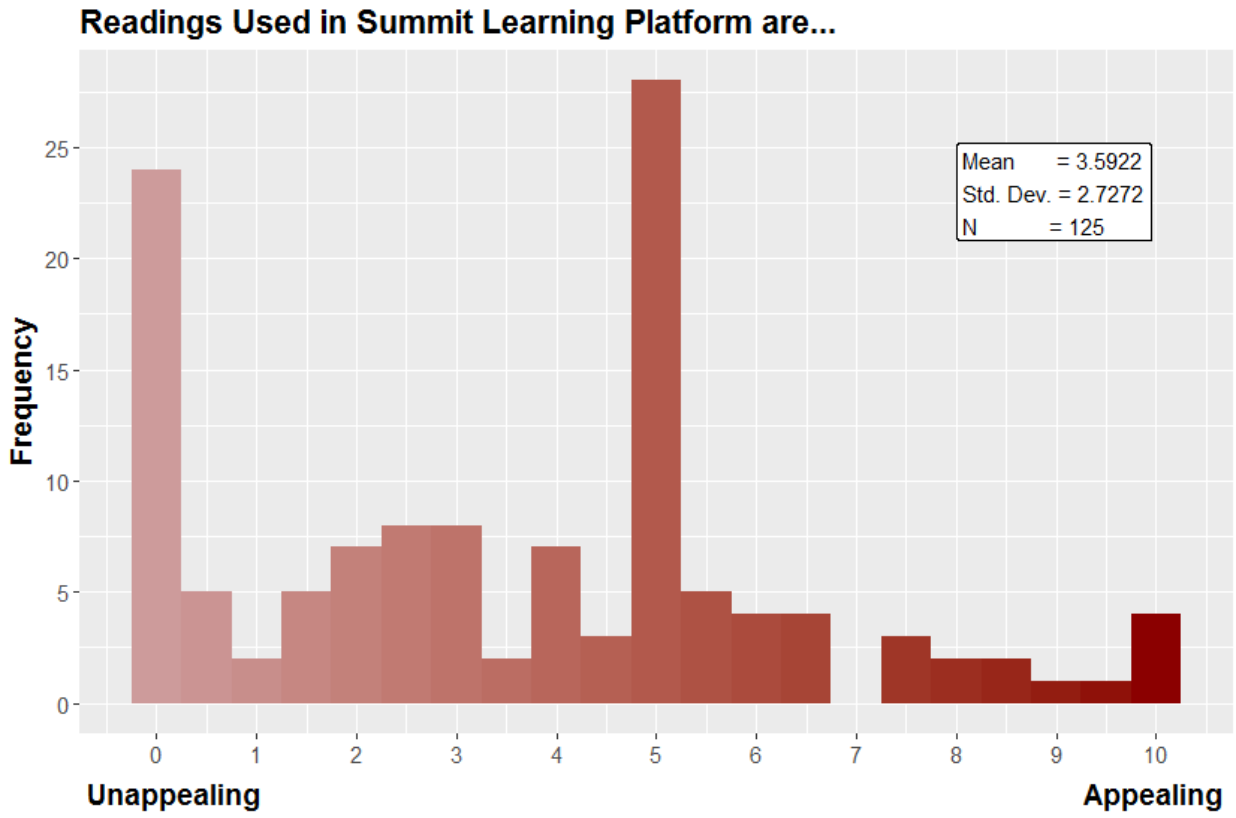

Readings Used in Summit Learning Platform are...
Mean = 3.8238
Std. Dev. = 2.8112
N = 125
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Uninteresting
Interesting

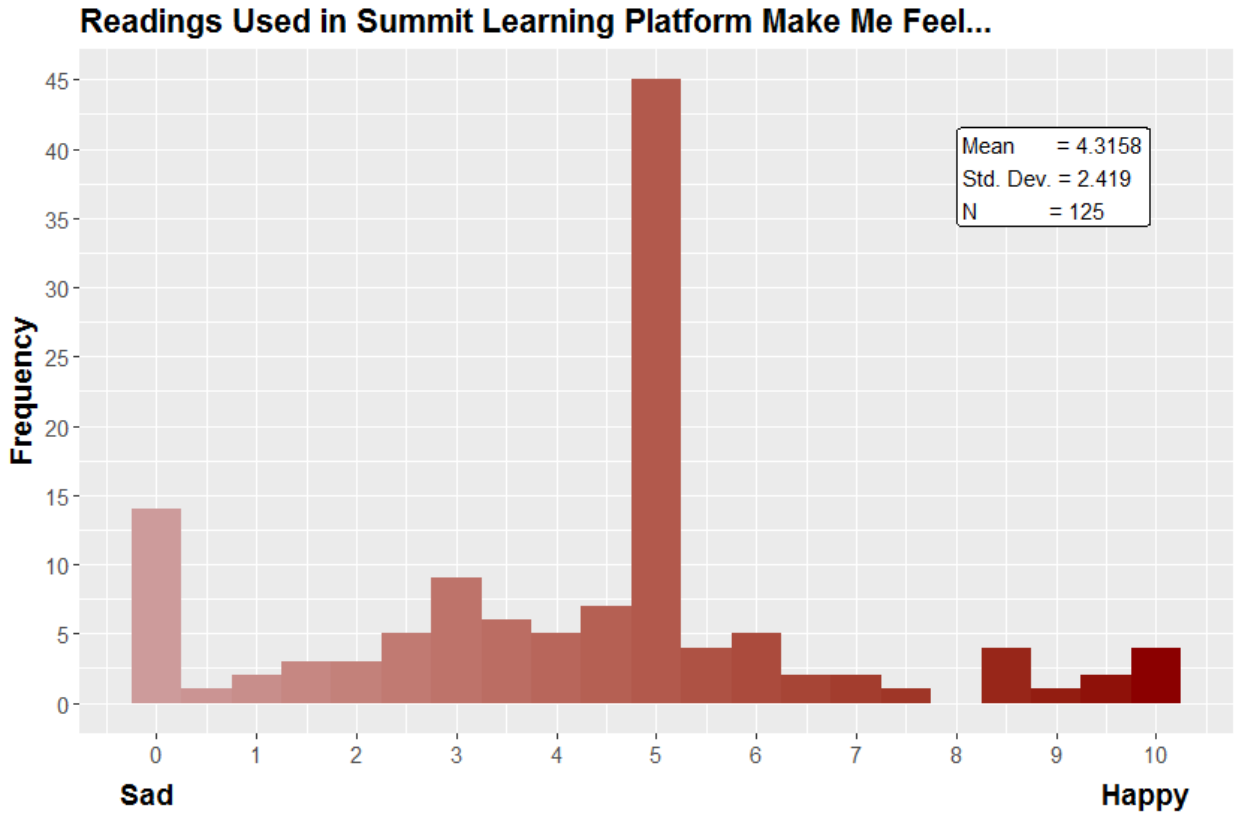

Readings Used in Summit Learning Platform Make Me Feel...
Mean = 5.6623
Std. Dev. = 2.8904
N = 125
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Calm
Panicked

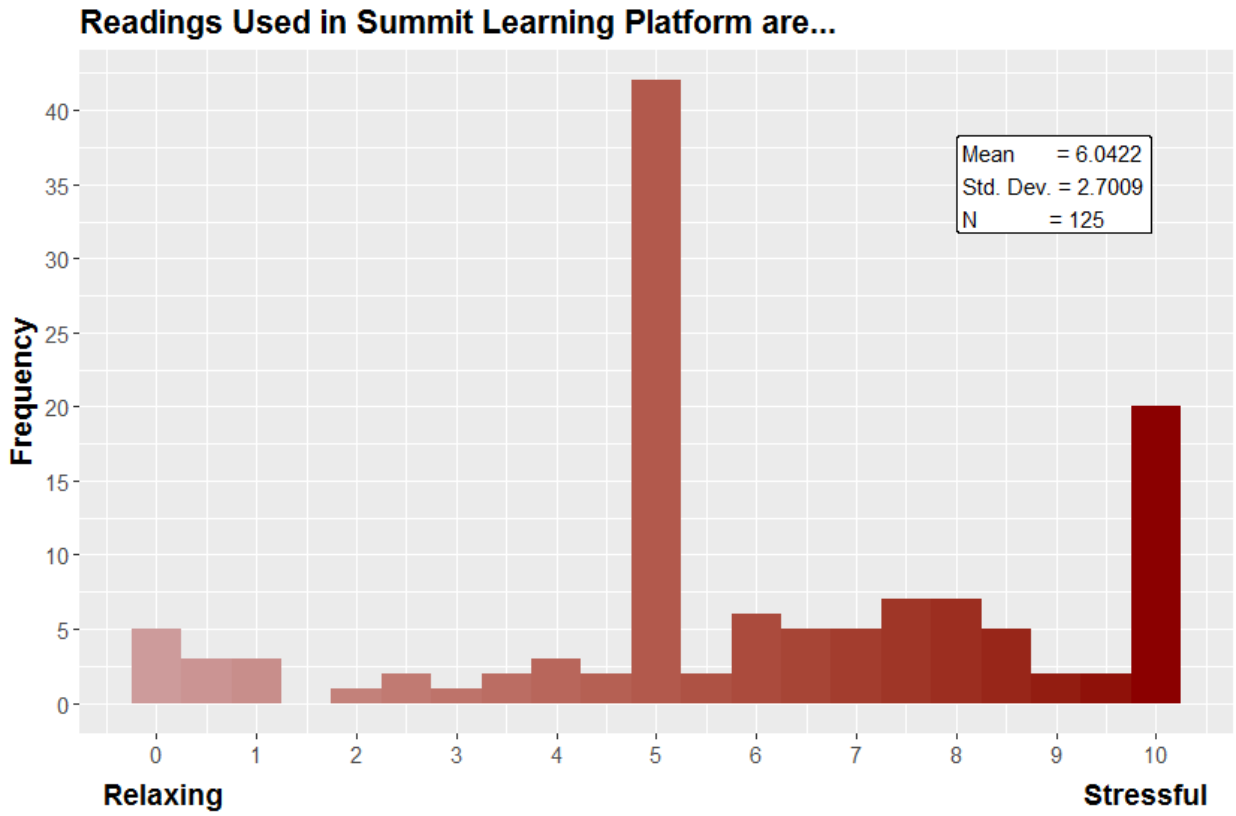

Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.5553
Std. Dev. = 2.6979
N = 125
Frequency
0
5
10
15
20
25
30
35
40
45
50
0
1
2
3
4
5
6
7
8
9
10
Ignored
Important

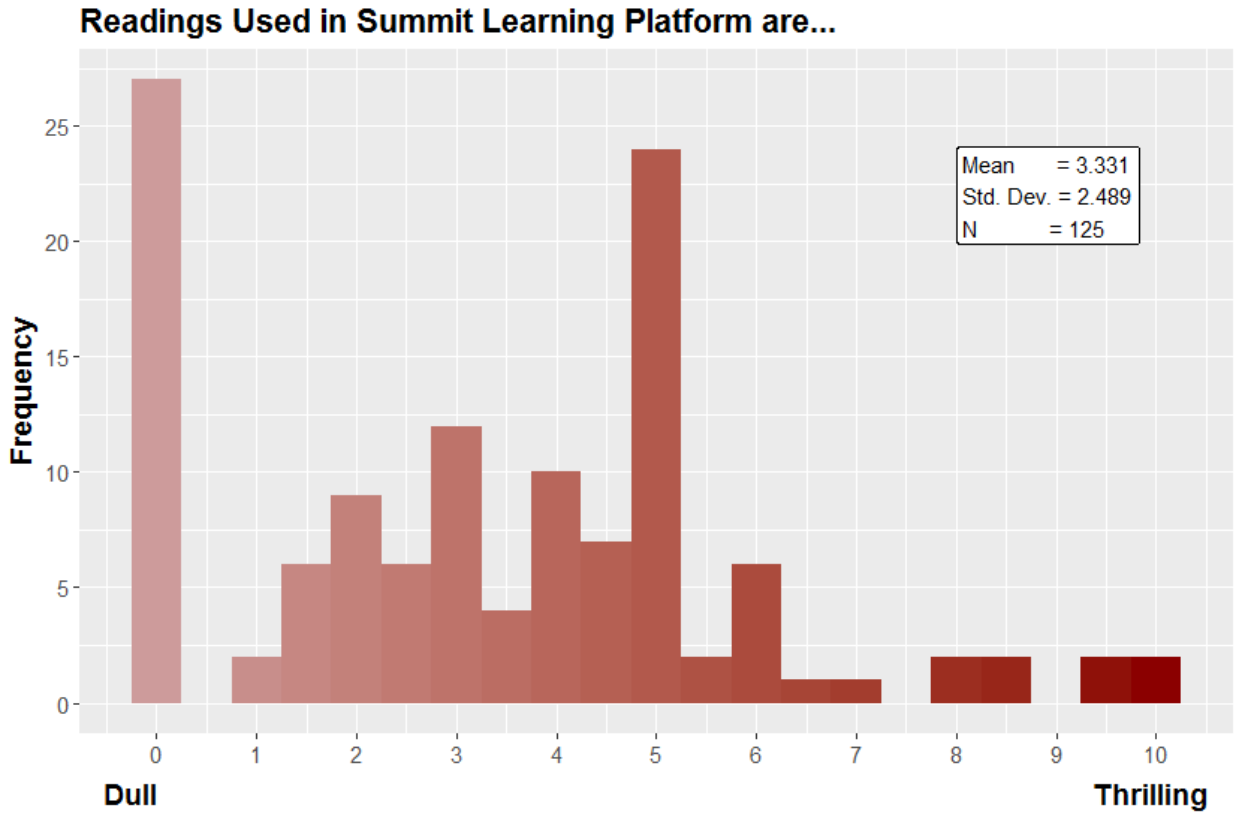

Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.3984
Std. Dev. = 2.7142
N = 125
Frequency
0
5
10
15
20
25
30
35
40
0 1 2 3 4 5 6 7 8 9 10
Controlled
Free

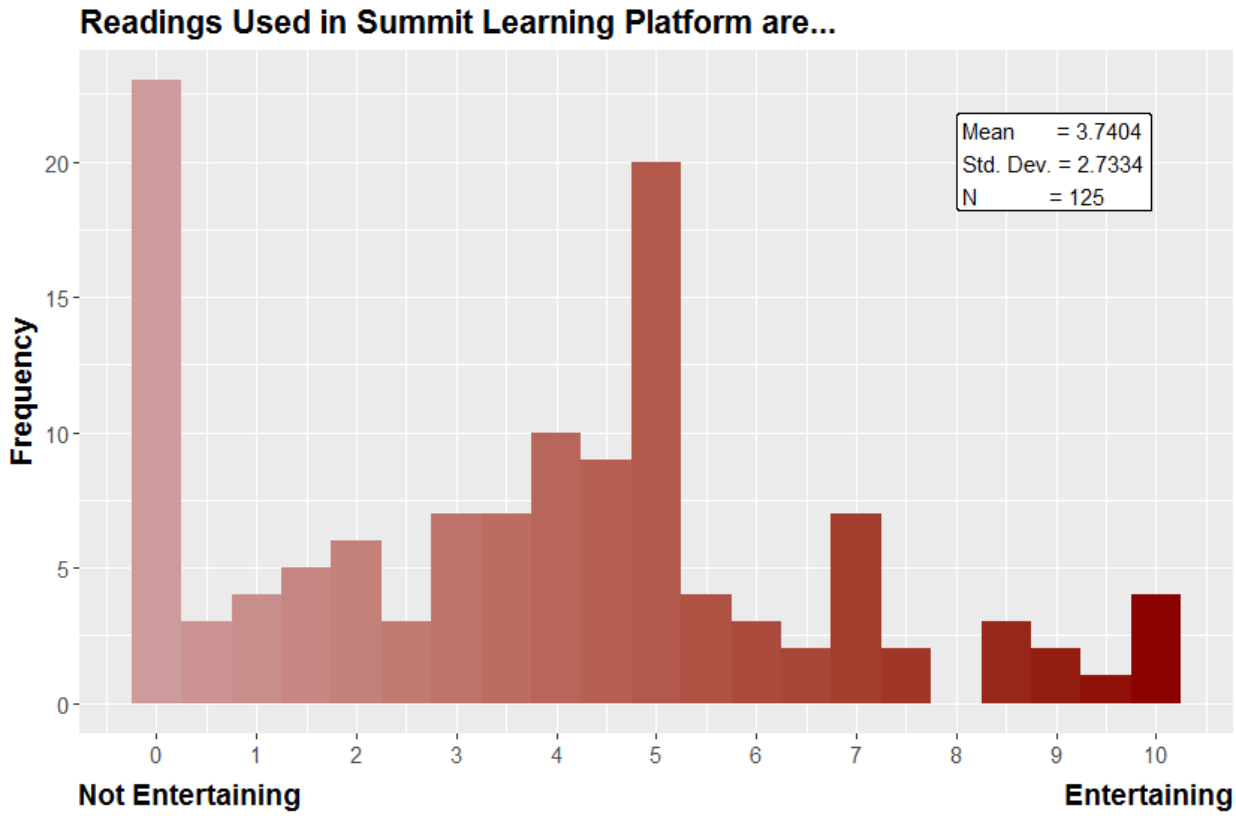

Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.0574
Std. Dev. = 2.6991
N = 125
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Confused
Knowledgeable

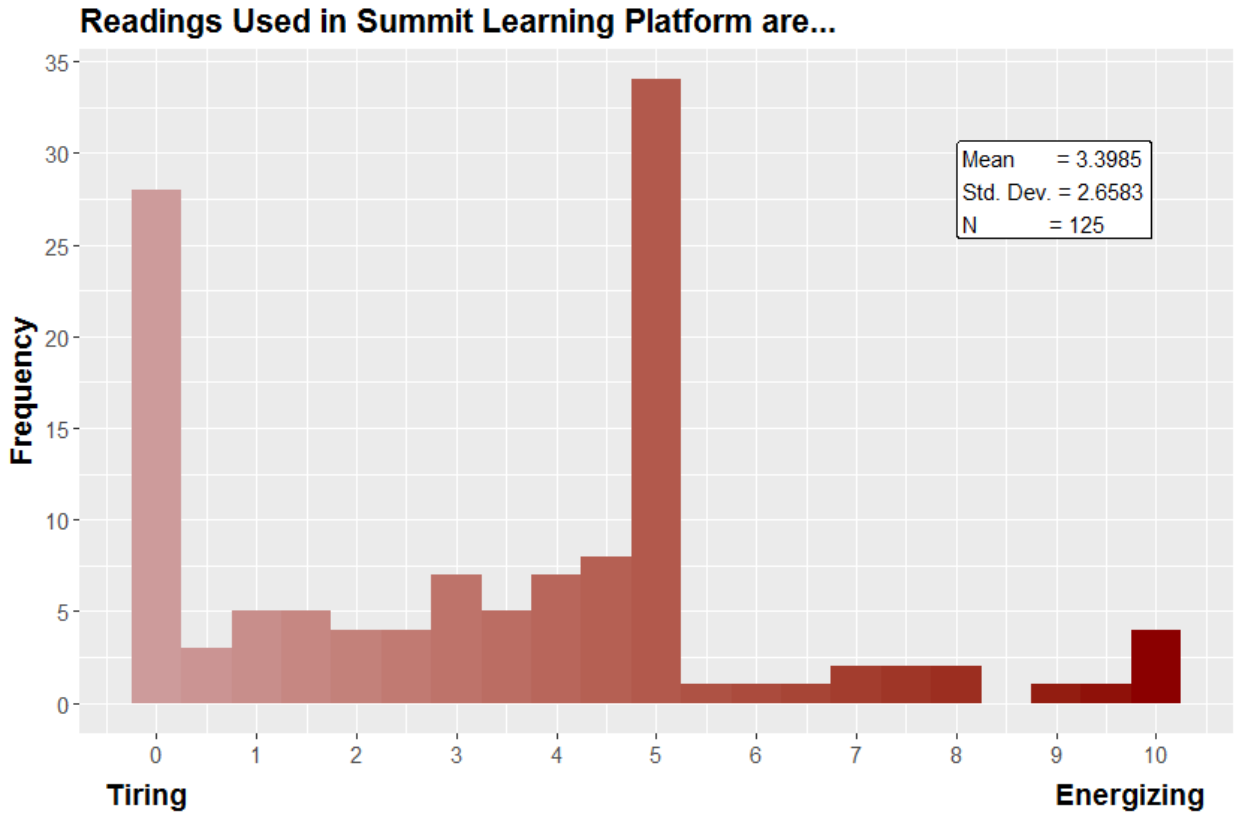

Readings Used in Summit Learning Platform are...
Mean = 3.5922
Std. Dev. = 2.7272
N = 125
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Unappealing
Appealing

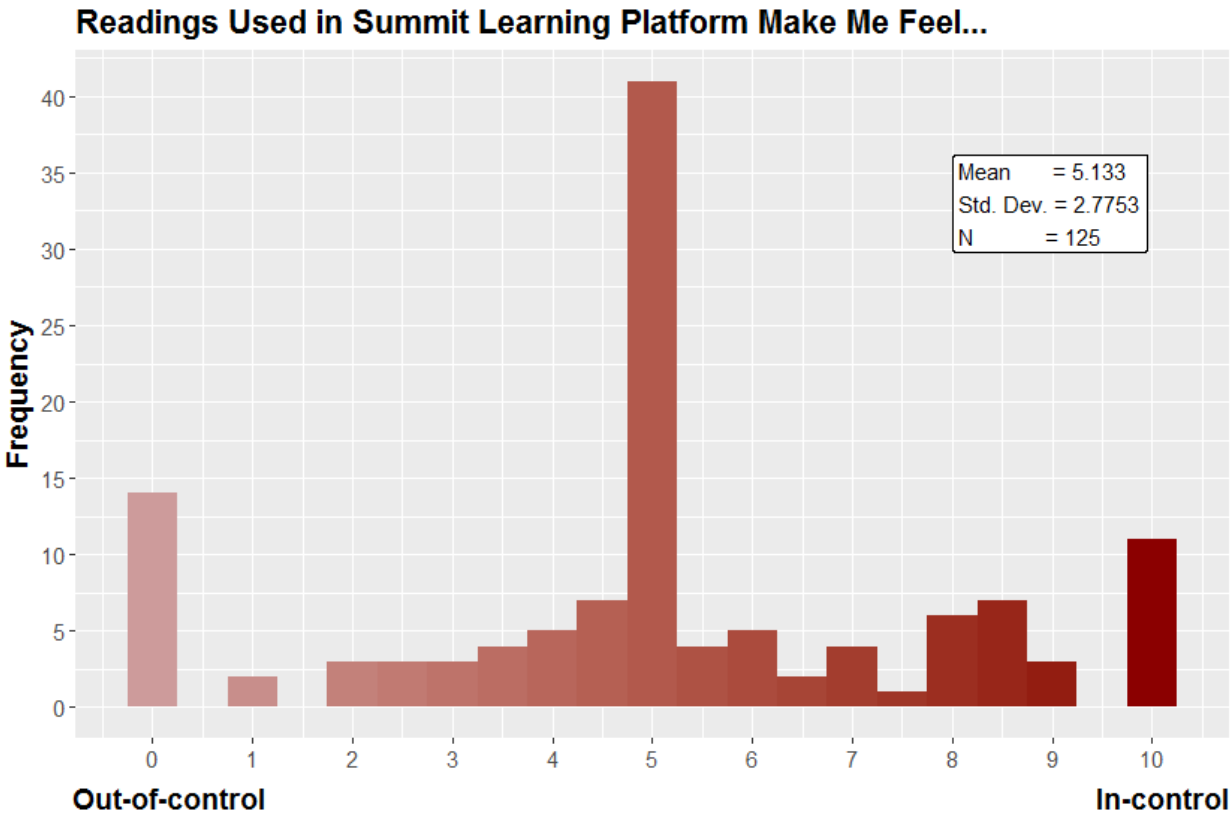

Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.3158
Std. Dev. = 2.419
N = 125
Frequency
0
5
10
15
20
25
30
35
40
45
0 1 2 3 4 5 6 7 8 9 10
Sad
Happy

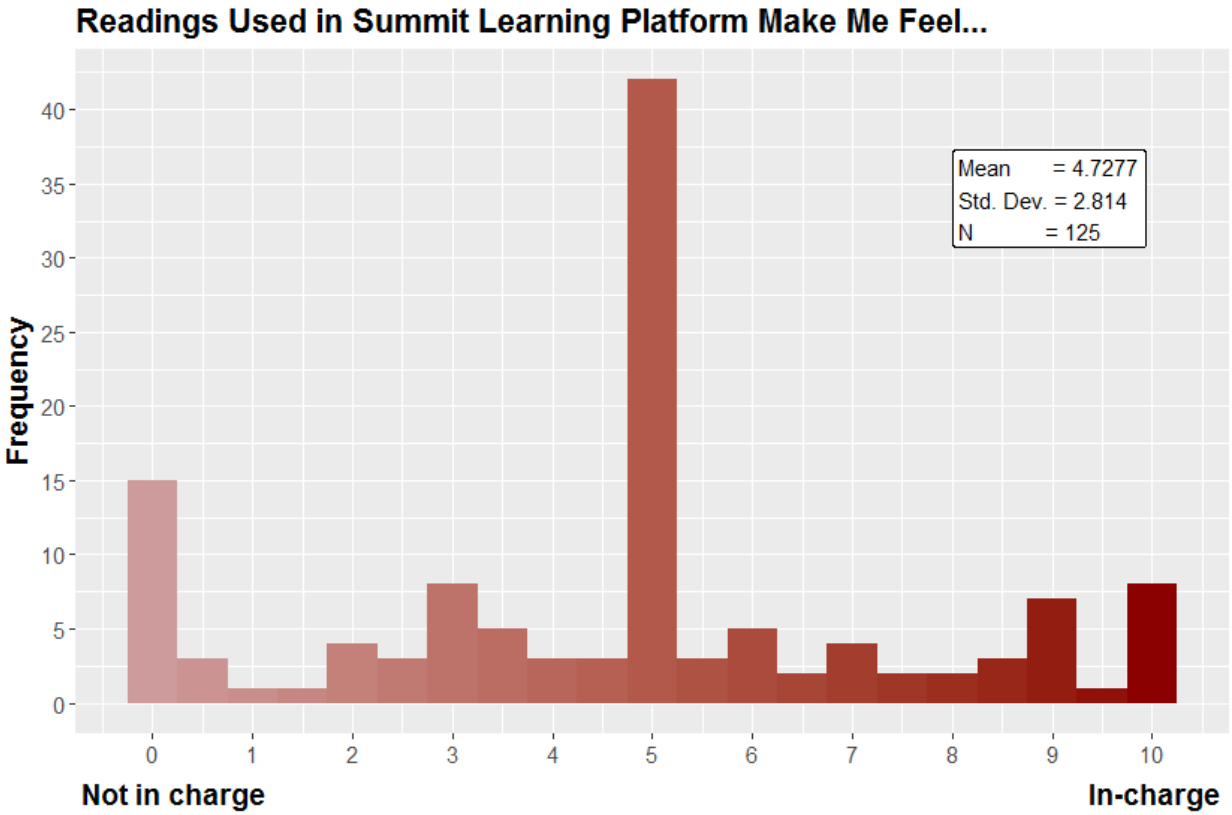

Readings Used in Summit Learning Platform are...
Mean = 6.0422
Std. Dev. = 2.7009
N = 125
Frequency
0
5
10
15
20
25
30
35
40
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

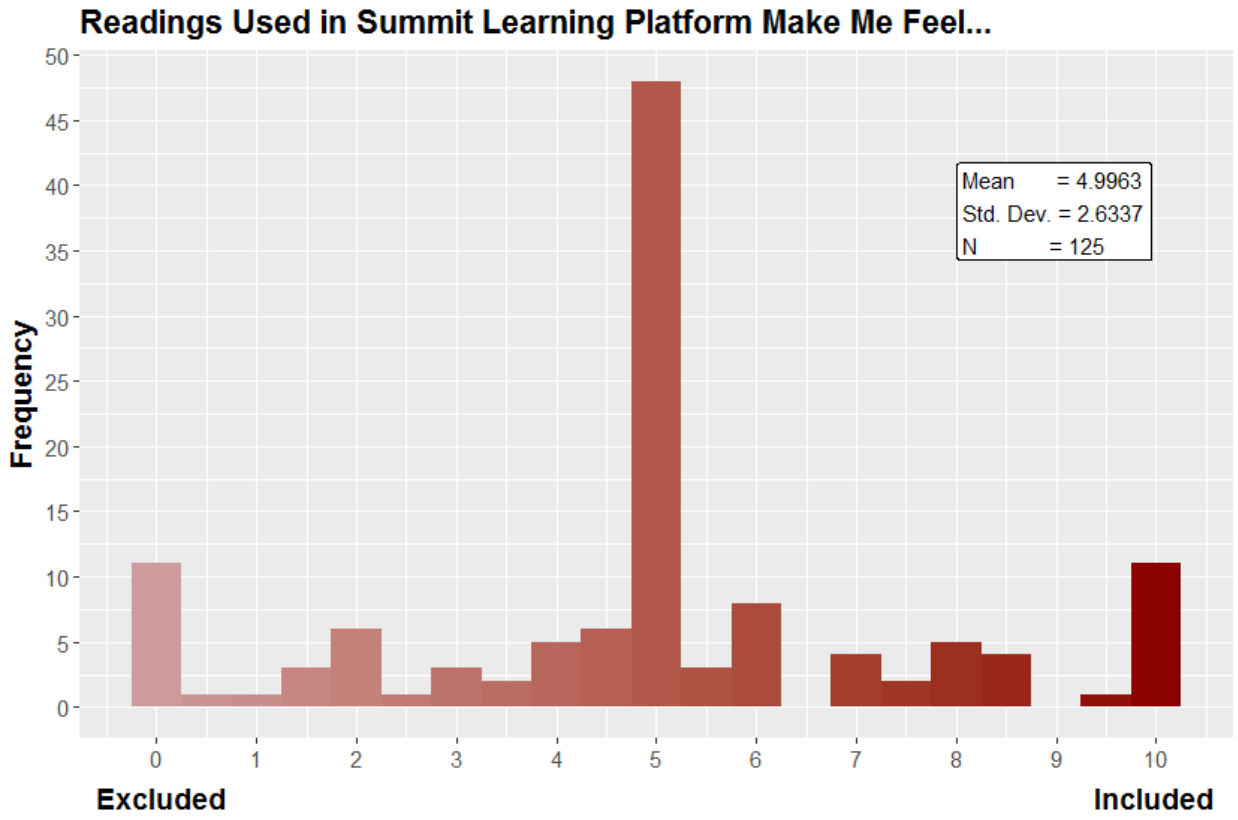

Readings Used in Summit Learning Platform are...
Mean = 3.331
Std. Dev. = 2.489
N = 125
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Dull
Thrilling

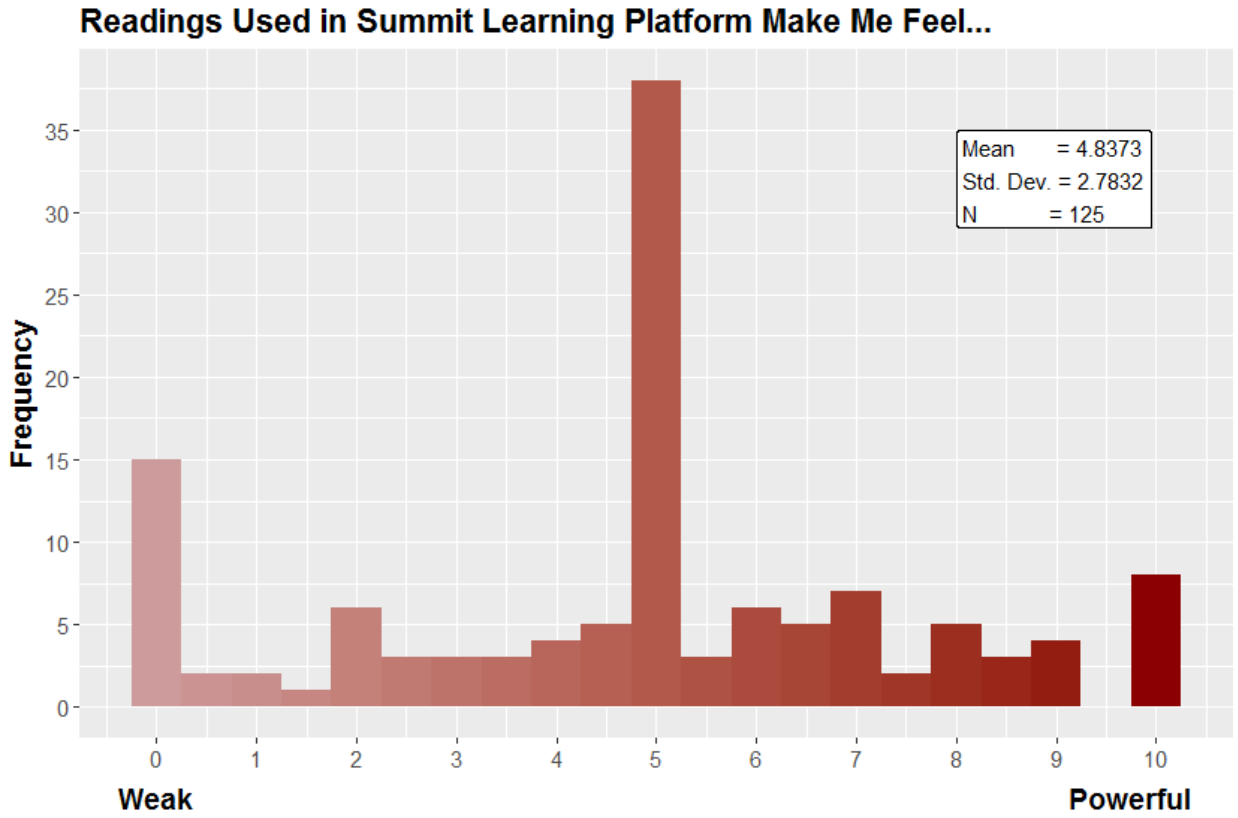

Readings Used in Summit Learning Platform are...
Mean = 3.7404
Std. Dev. = 2.7334
N = 125
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Entertaining
Entertaining


Readings Used in Summit Learning Platform are...
Mean = 3.3985
Std. Dev. = 2.6583
N = 125
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Tiring
Energizing


Readings Used in Summit Learning Platform Make Me Feel...
Mean = 5.133
Std. Dev. = 2.7753
N = 125
Frequency
0
5
10
15
20
25
30
35
40
0
1
2
3
4
5
6
7
8
9
10
Out-of-control
In-control


Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.7277
Std. Dev. = 2.814
N = 125
Frequency
0
5
10
15
20
25
30
35
40
0
1
2
3
4
5
6
7
8
9
10
Not in charge
In-charge


Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.9963
Std. Dev. = 2.6337
N = 125
Frequency
Excluded
Included


Readings Used in Summit Learning Platform Make Me Feel...
Mean = 4.8373
Std. Dev. = 2.7832
N = 125
Frequency
Weak
Powerful

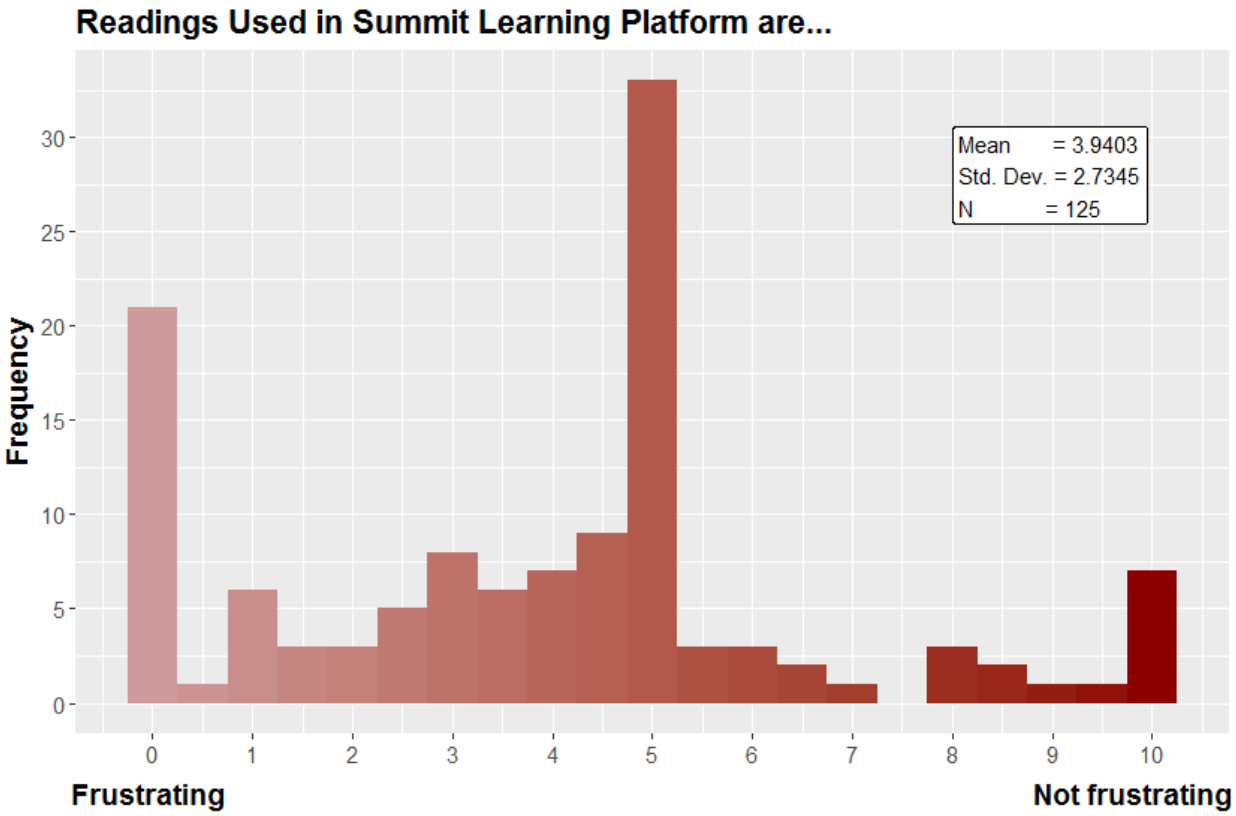
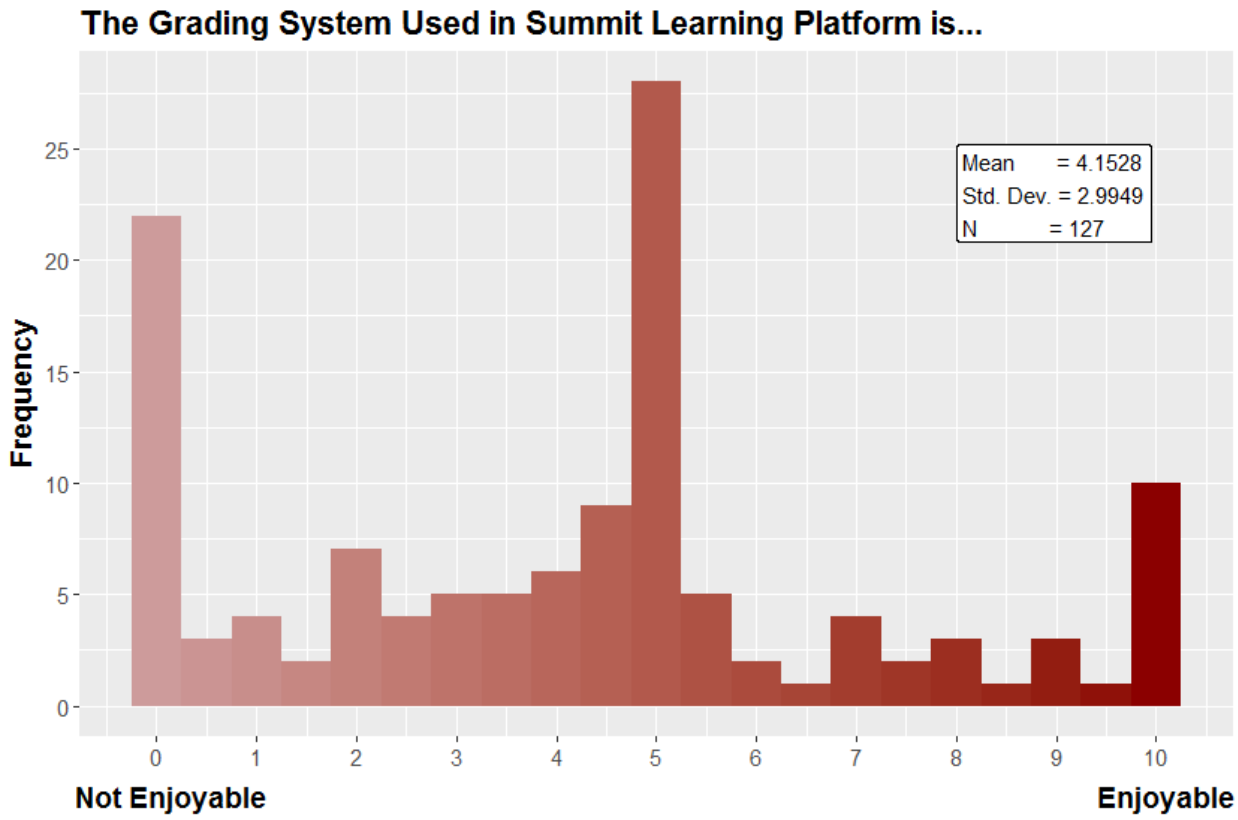

Readings Used in Summit Learning Platform are...
Mean = 3.9403
Std. Dev. = 2.7345
N = 125
Frequency
30
25
20
15
10
5
0
0
1
2
3
4
5
6
7
8
9
10
Frustrating
Not frustrating

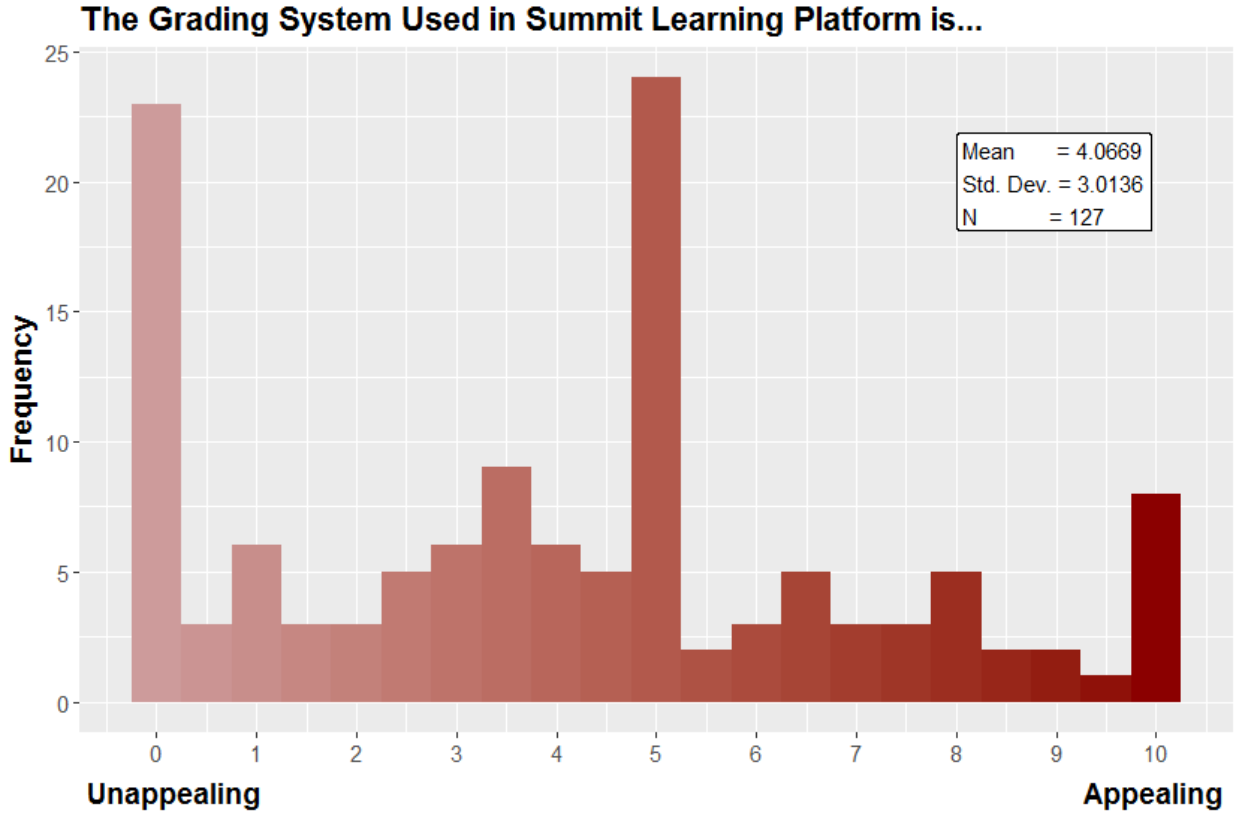
Table 7

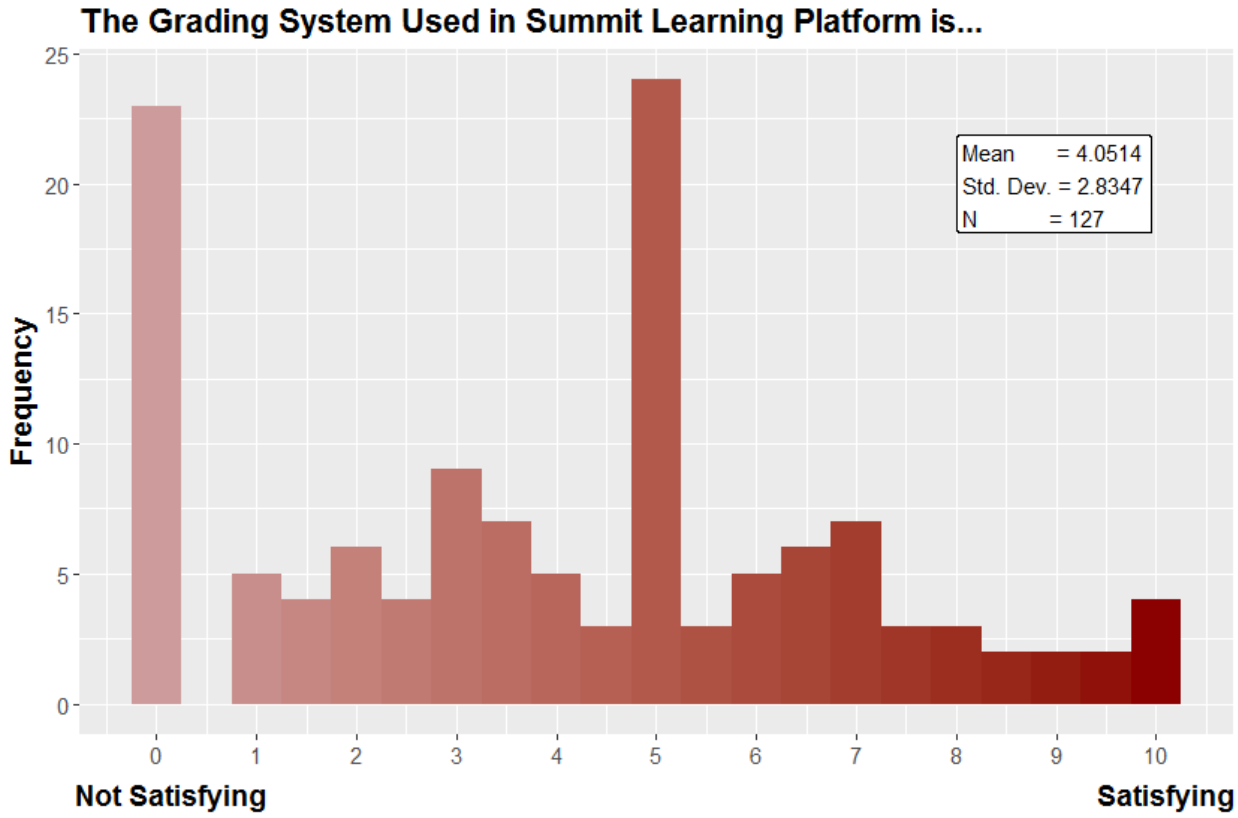
Summary of "Grading System" for Students

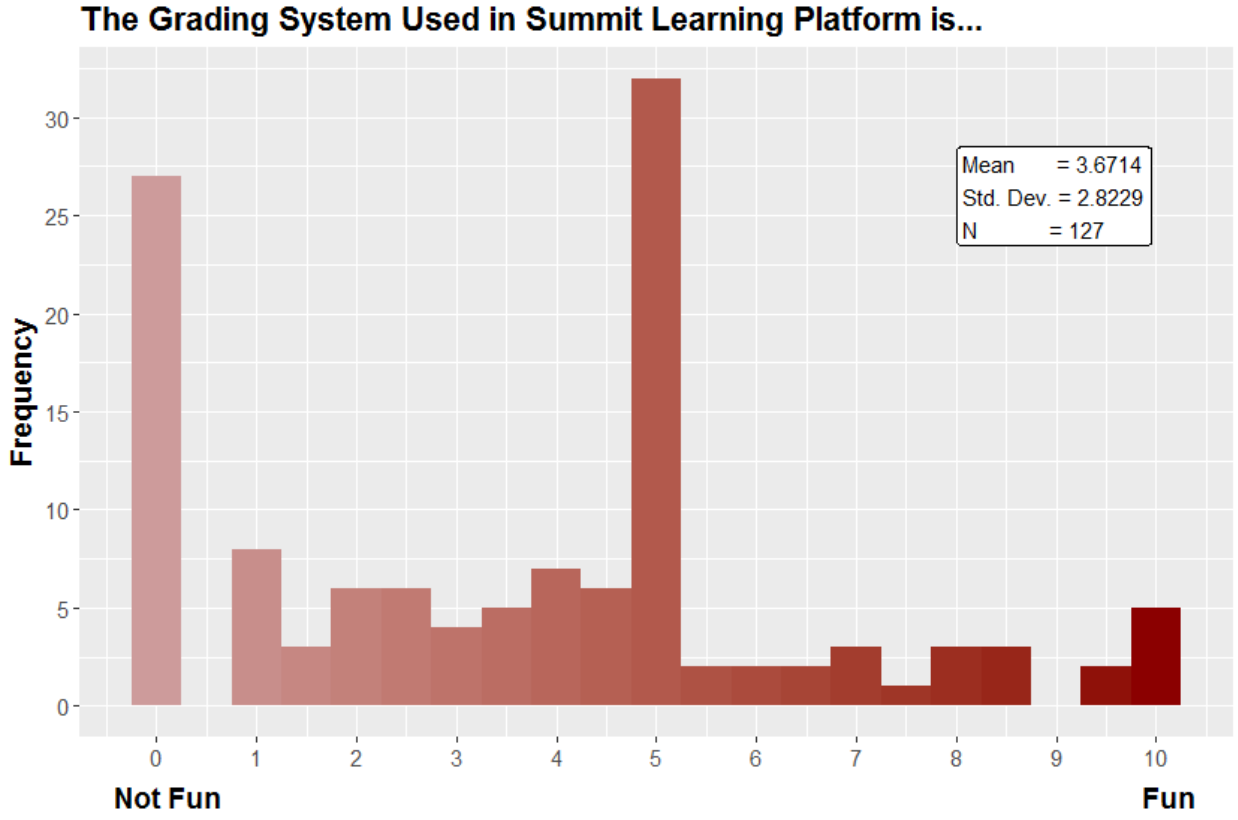
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		127	4.3575	4.4350	8.9543	2.9887	.934
	Enjoyment		4.1528	4.3800	8.9690	2.9949	
	Appealing		4.0669	4.1600	9.0820	3.0136	
	Satisfying		4.0514	4.3200	8.0350	2.8347	
	Fun		3.6714	4.0100	7.9690	2.8229	
	Happy		4.7351	5.0000	7.9370	2.8172	
	Pleasing		3.7348	3.4600	9.9680	3.1573	
	Not Frustrating		4.3508	4.5100	10.5270	3.2445	
	Appropriate		6.0970	5.6400	9.1470	3.0244	
Arousal		127	4.5396	4.6713	8.3665	2.8896	.944
	Stressful		6.2798	6.1500	9.2210	3.0367	
	Exciting		3.5828	3.3500	9.0280	3.0047	
	Thrilling		4.2154	4.4200	7.8360	2.7994	
	Wide-Awake		3.9597	4.1600	8.2850	2.8784	
	Entertaining		3.9544	3.9500	7.5890	2.7547	
	Interesting		4.1769	4.5700	9.1530	3.0254	
	Energizing		4.0135	4.5100	7.0810	2.6610	
	Panicked		6.1339	6.2600	8.7390	2.9562	
Dominance		127	4.5465	4.8771	7.9646	2.8195	.903
	In Control		4.7779	5.0000	8.3040	2.8816	
	In Charge		4.1005	5.0000	8.4440	2.9059	
	Important		4.7831	5.0000	6.8730	2.6217	
	Included		4.9383	5.0000	7.0370	2.6527	
	Free		4.2070	4.6500	8.3350	2.8871	
	Powerful		4.7568	5.0000	7.9770	2.8243	
	Knowledgeable		4.2619	4.4900	8.7820	2.9634	

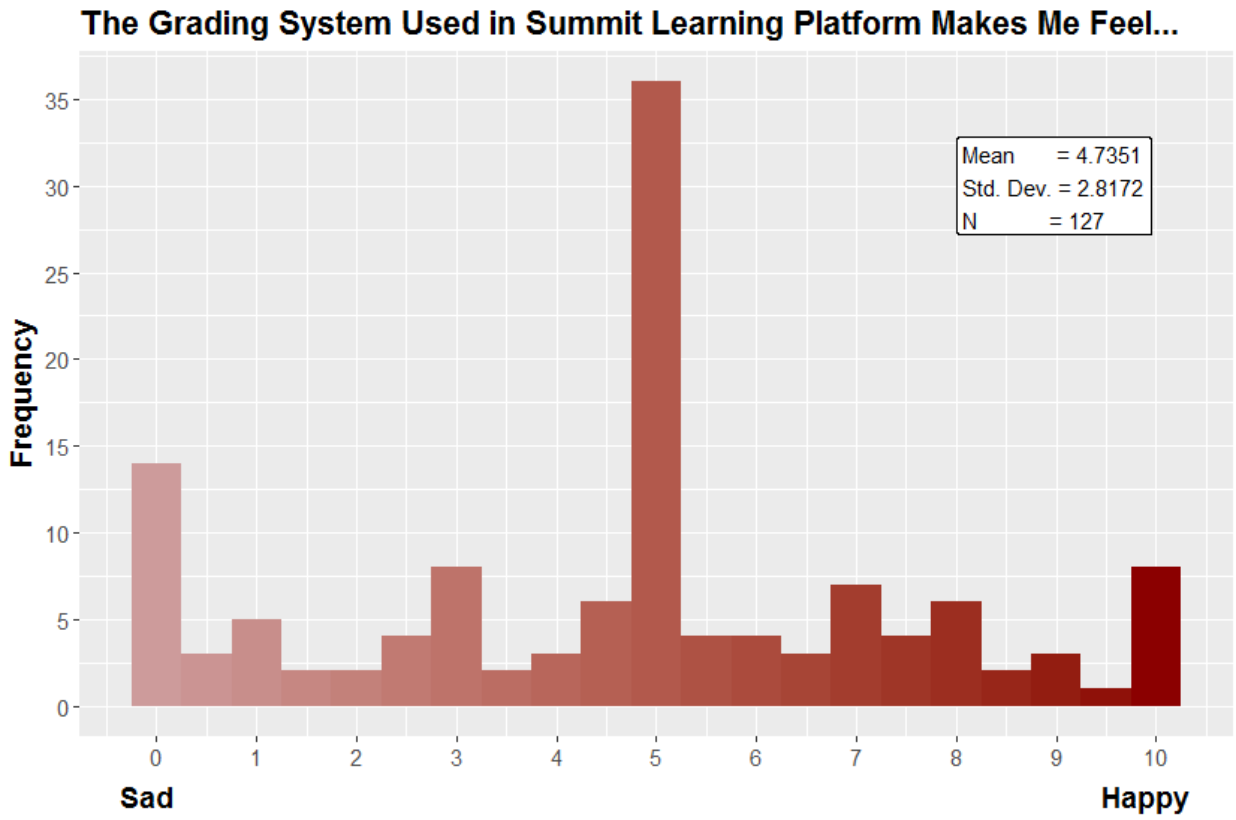
As can be seen in Table 7, mean estimates of pleasure (μ=4.3575), arousal (μ=4.5396), and dominance (μ=4.5465) indicate that students' overall perceptions of the grading system used in SLP are neutral. When looking at the individual semantic differentials, it appears most students do not find the grading system pleasing, entertaining, or exciting. Here again, they reported feeling a sense of panic when thinking about the grading system used in SLP. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

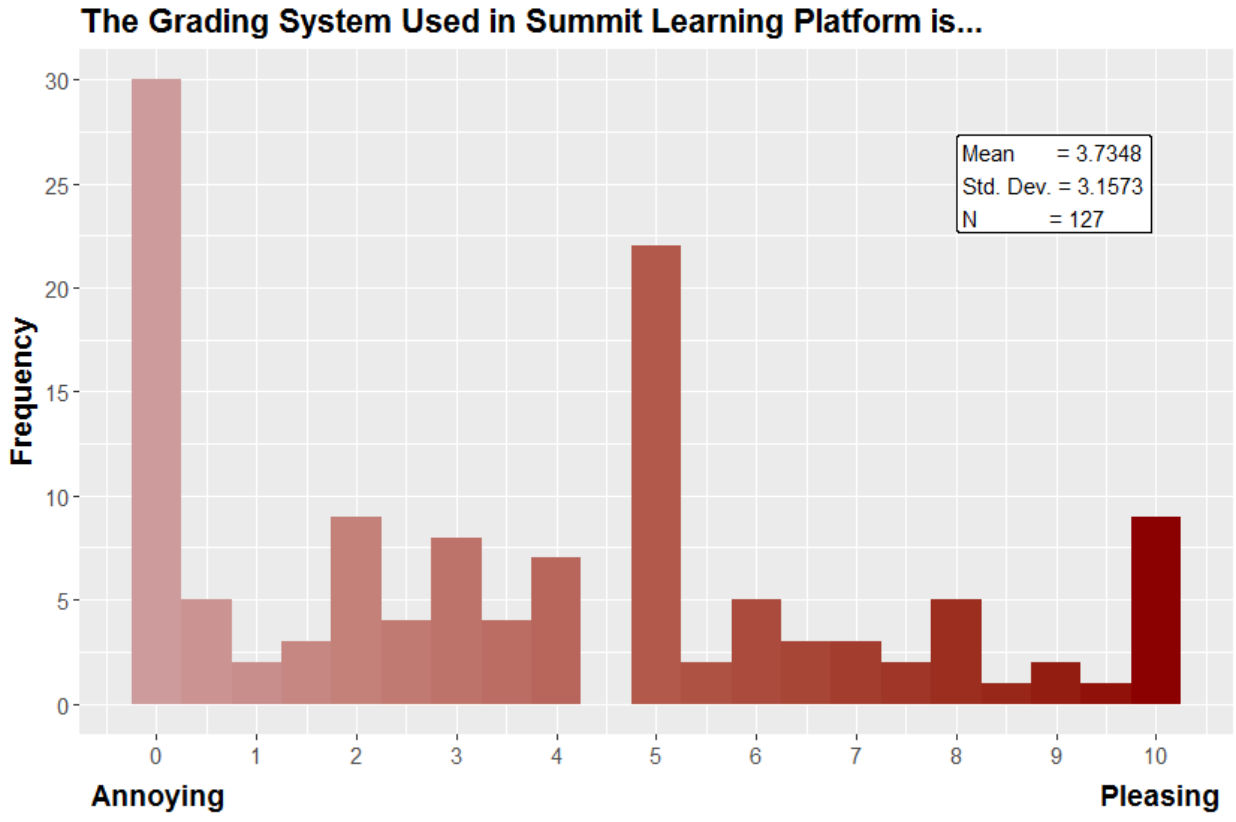

The Grading System Used in Summit Learning Platform is...
Mean = 4.1528
Std. Dev. = 2.9949
N = 127
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Not Enjoyable
Enjoyable

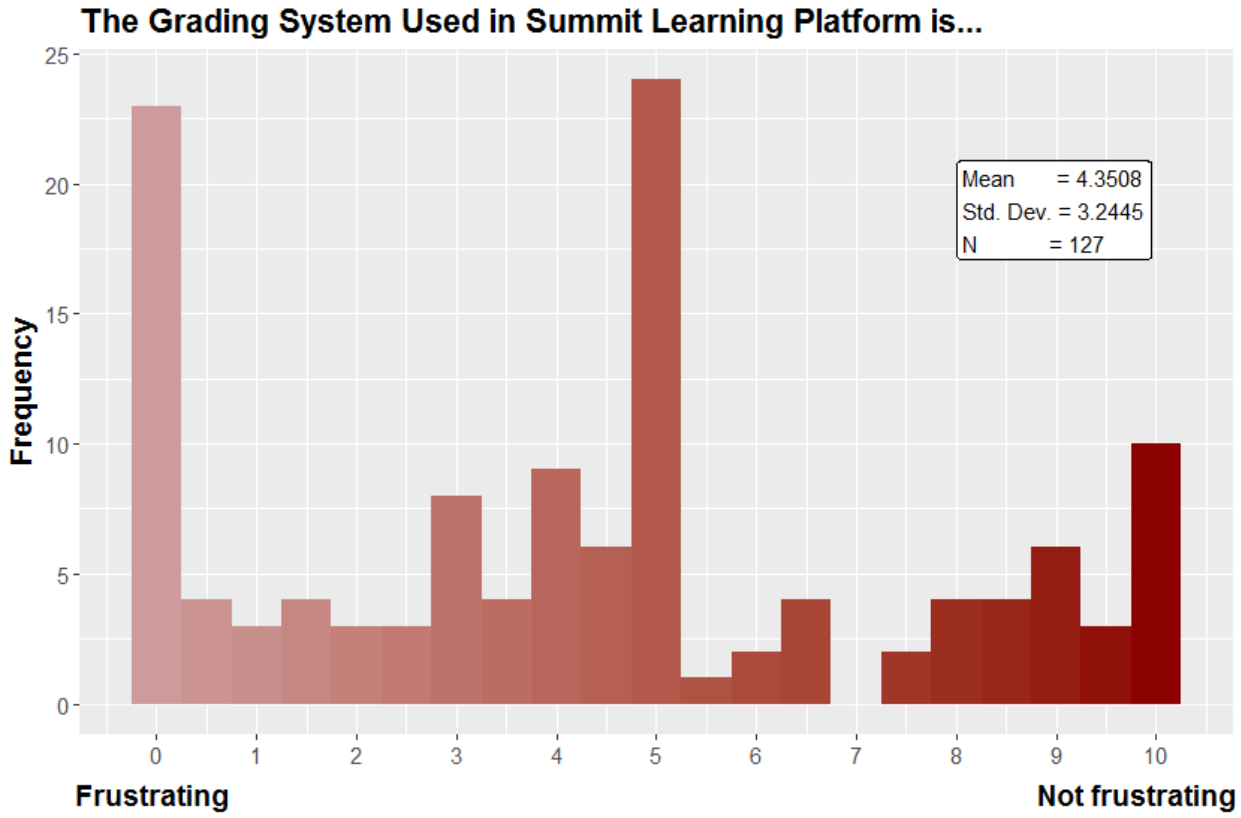

The Grading System Used in Summit Learning Platform is...
Mean = 4.0669
Std. Dev. = 3.0136
N = 127
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Unappealing
Appealing

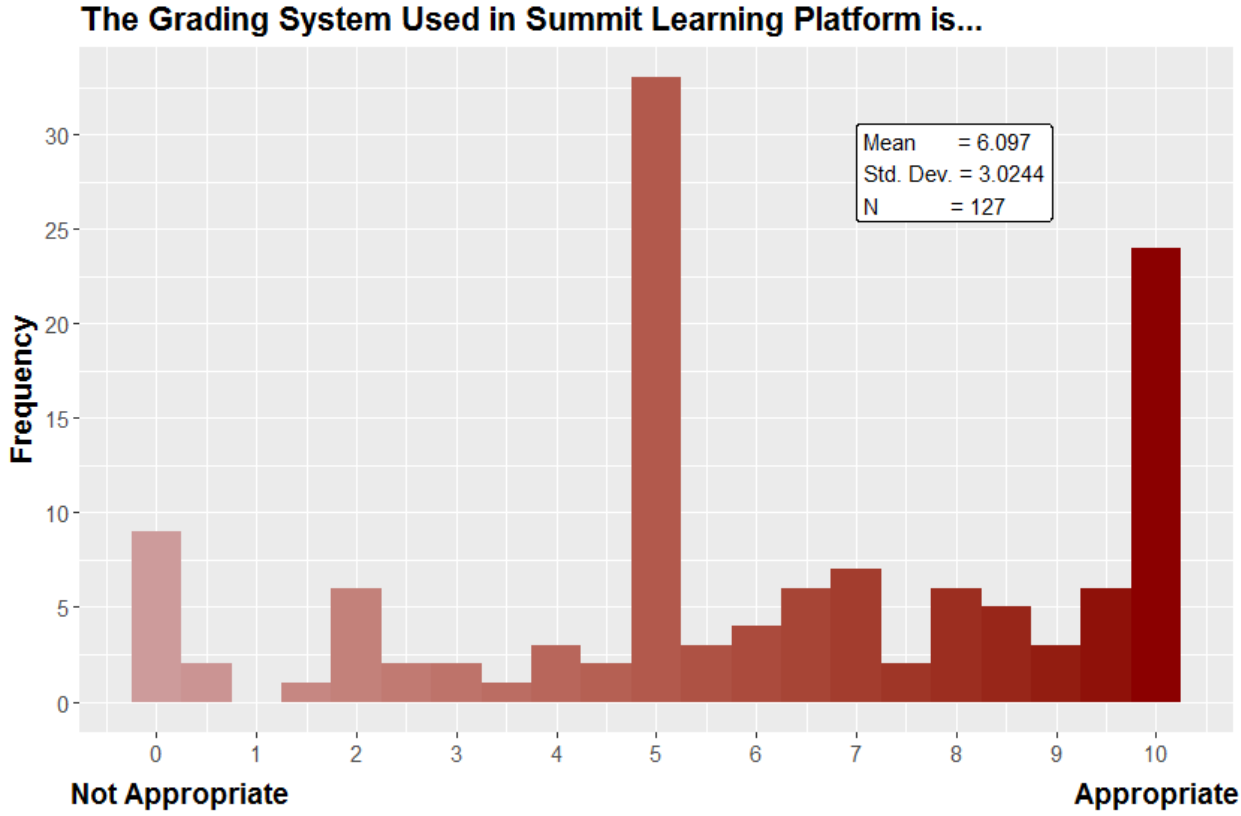

The Grading System Used in Summit Learning Platform is...
Mean = 4.0514
Std. Dev. = 2.8347
N = 127
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Not Satisfying
Satisfying

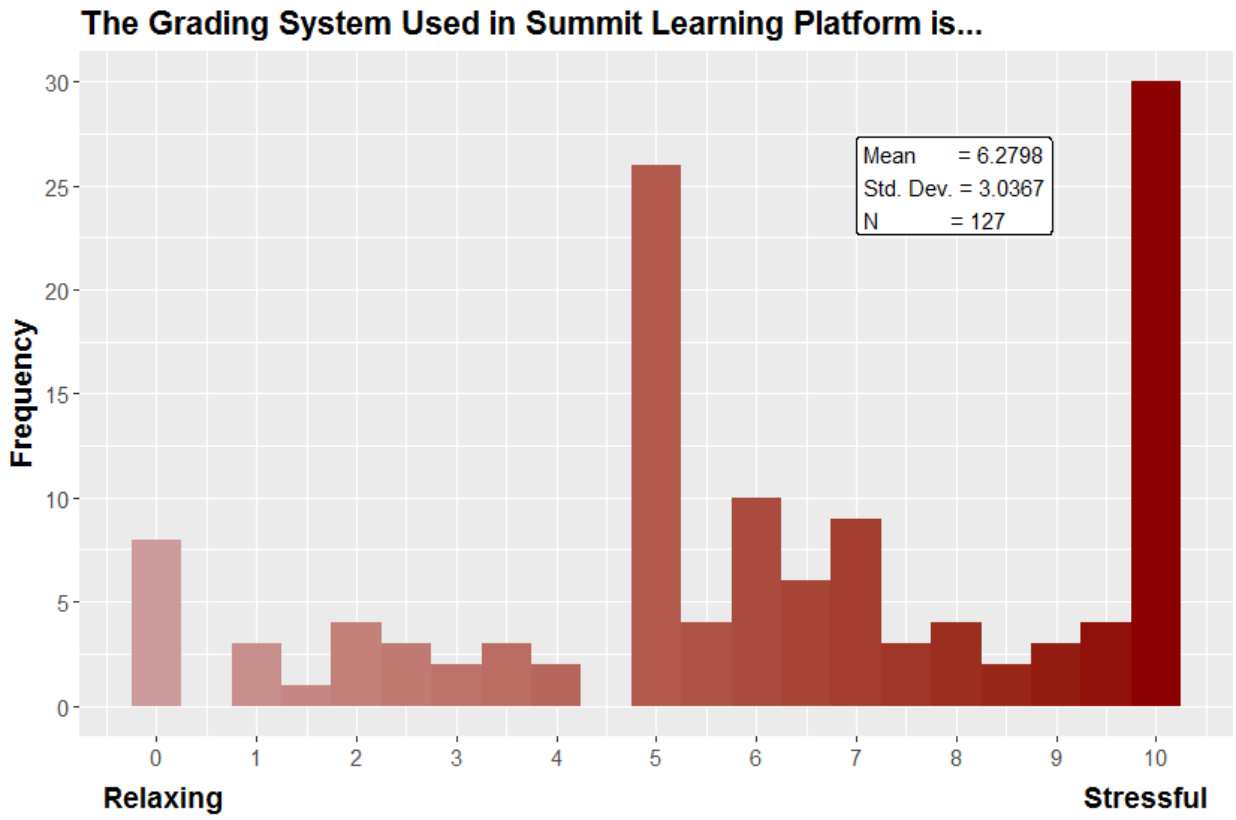

The Grading System Used in Summit Learning Platform is...
Mean = 3.6714
Std. Dev. = 2.8229
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not Fun
Fun

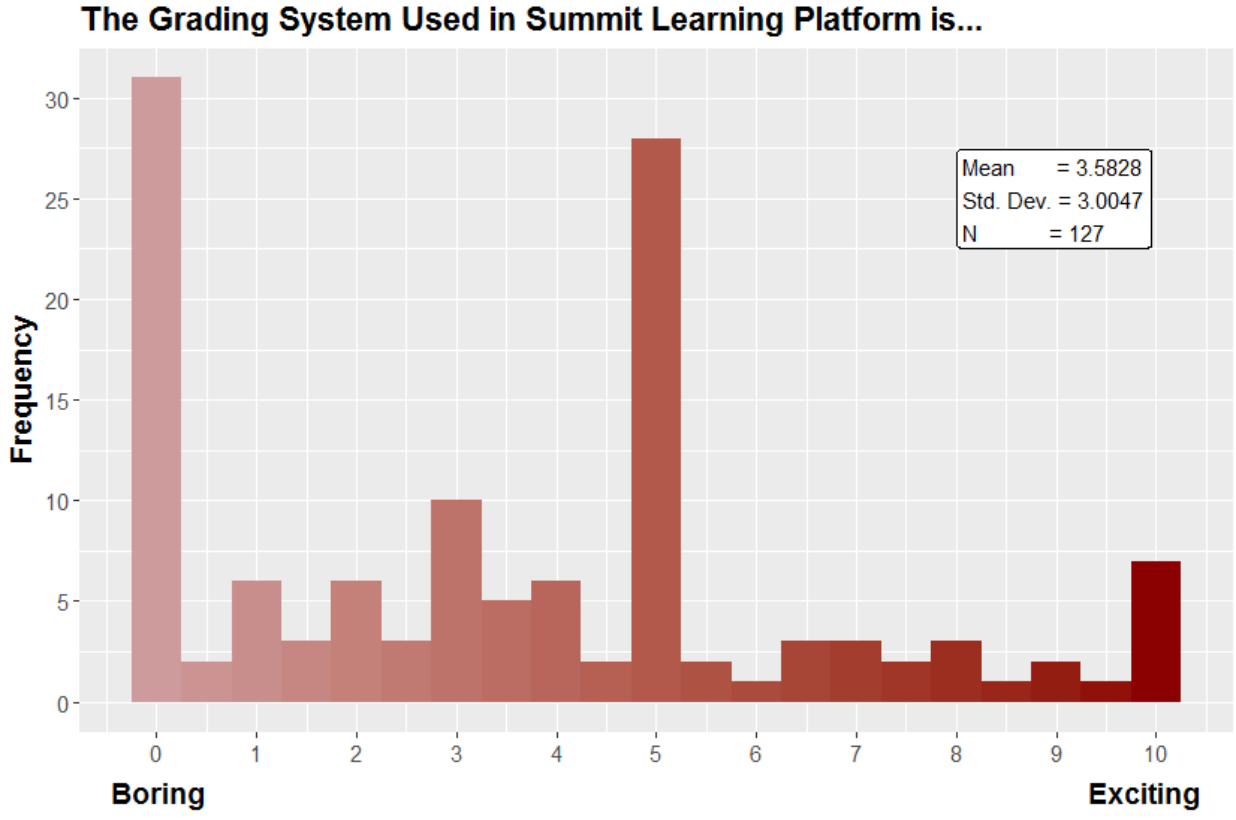

The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.7351
Std. Dev. = 2.8172
N = 127
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Sad
Happy

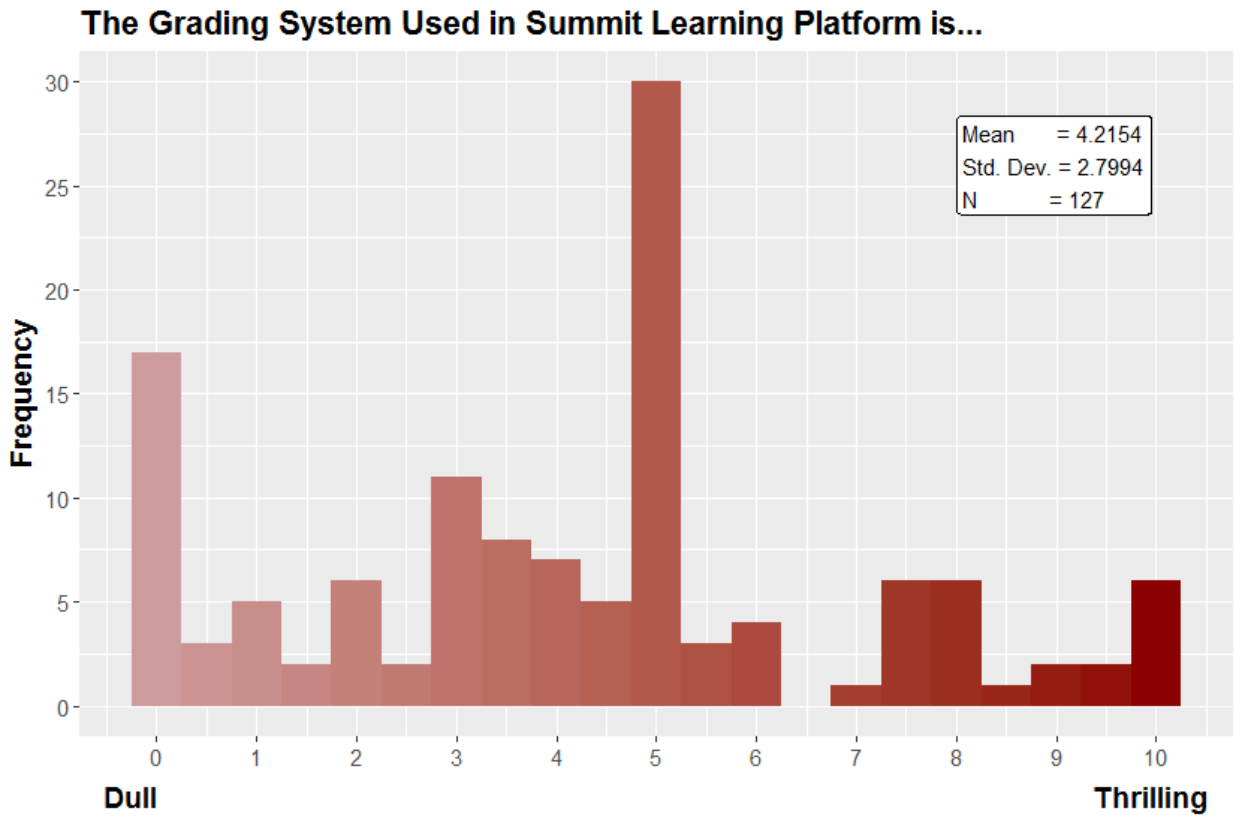

The Grading System Used in Summit Learning Platform is...
Mean = 3.7348
Std. Dev. = 3.1573
N = 127
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Annoying
Pleasing

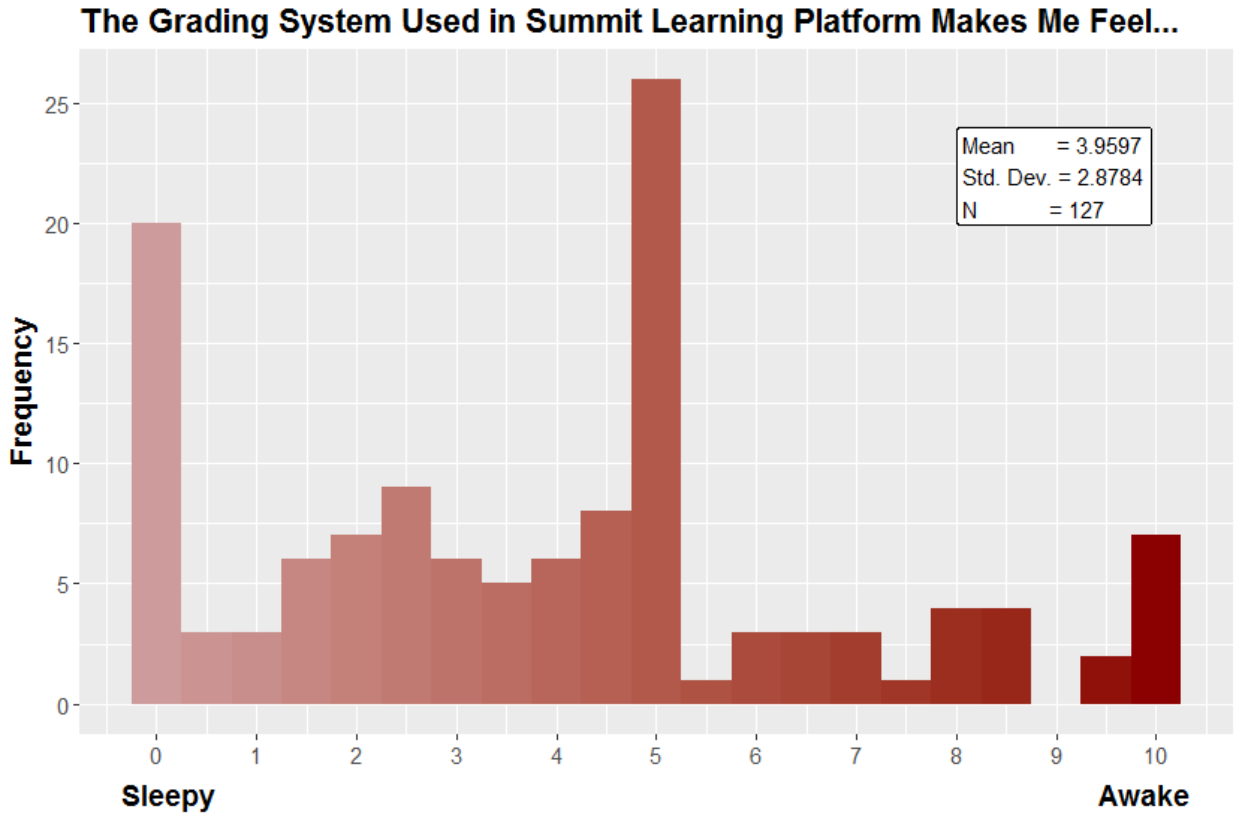

The Grading System Used in Summit Learning Platform is...
Mean = 4.3508
Std. Dev. = 3.2445
N = 127
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Frustrating
Not frustrating

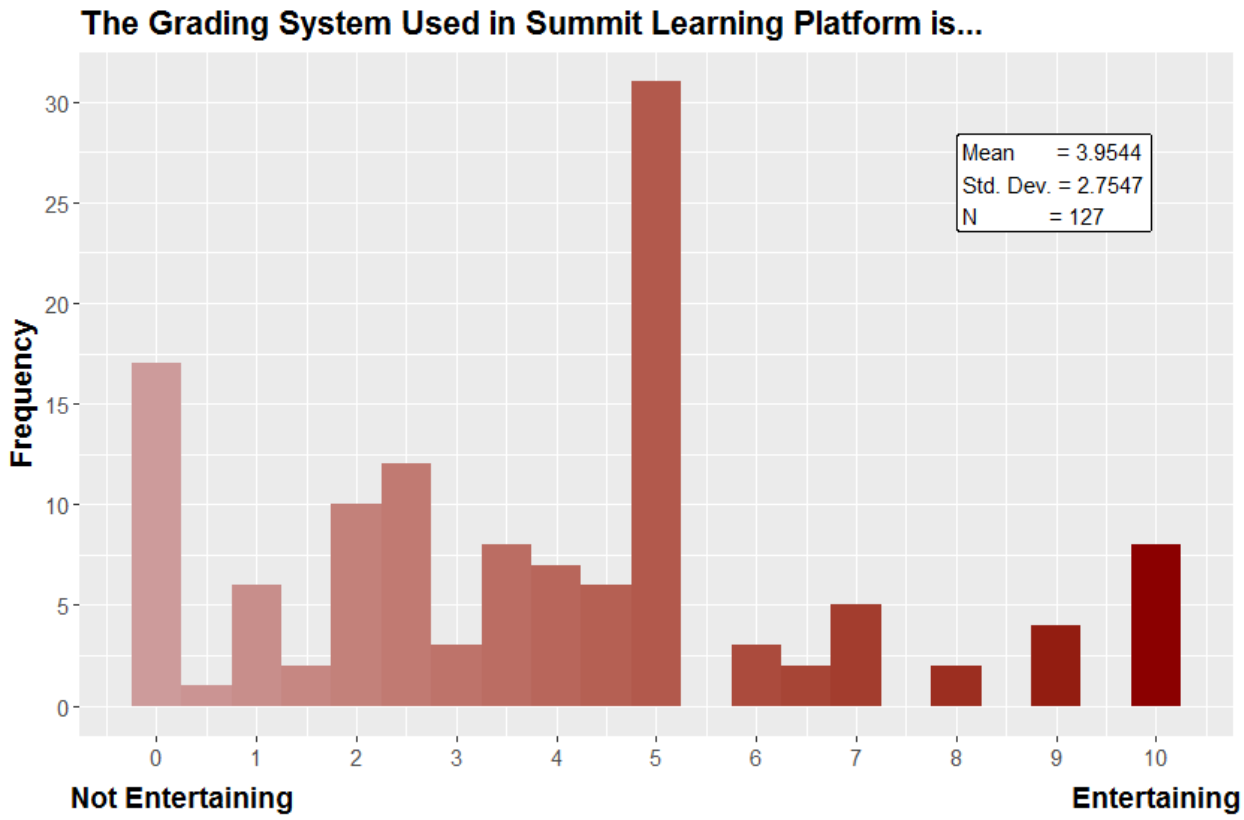

The Grading System Used in Summit Learning Platform is...
Mean = 6.097
Std. Dev. = 3.0244
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not Appropriate
Appropriate

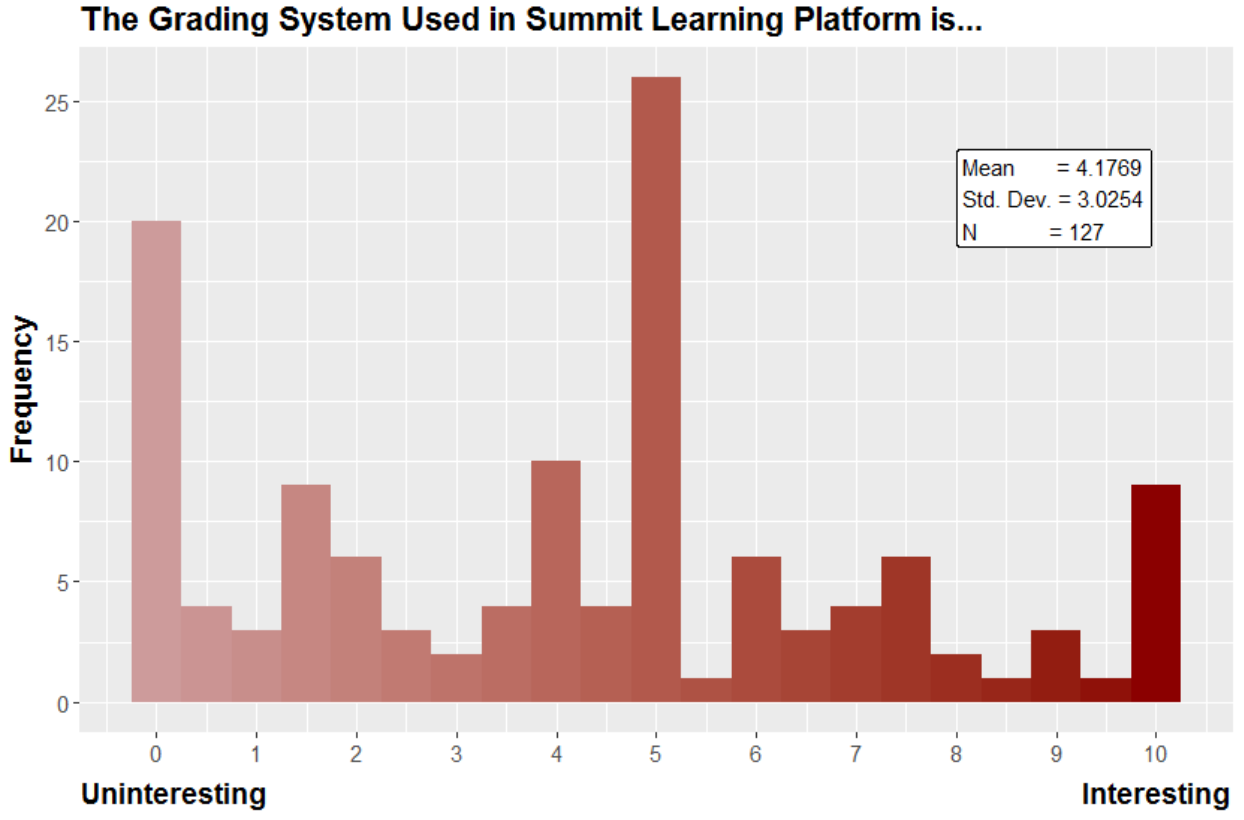

The Grading System Used in Summit Learning Platform is...
Mean = 6.2798
Std. Dev. = 3.0367
N = 127
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

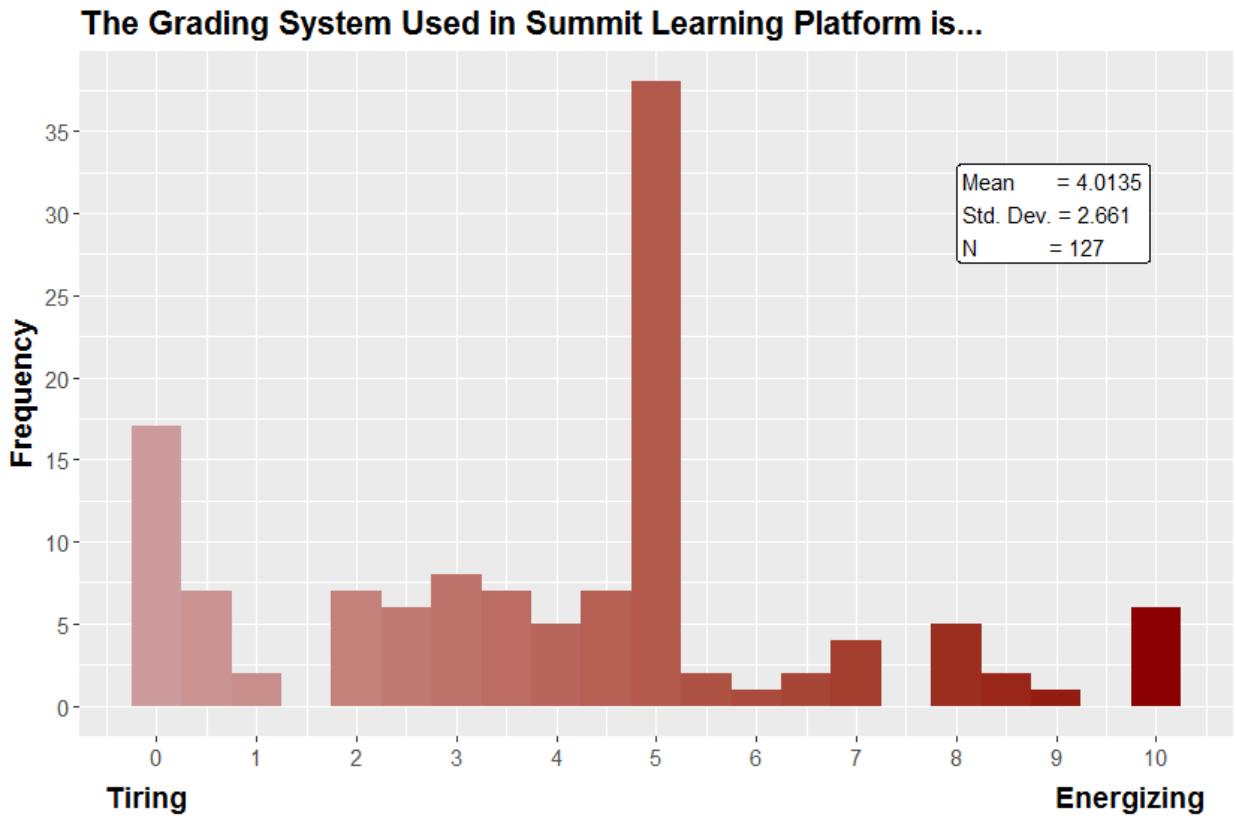

The Grading System Used in Summit Learning Platform is...
Mean = 3.5828
Std. Dev. = 3.0047
N = 127
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Boring
Exciting

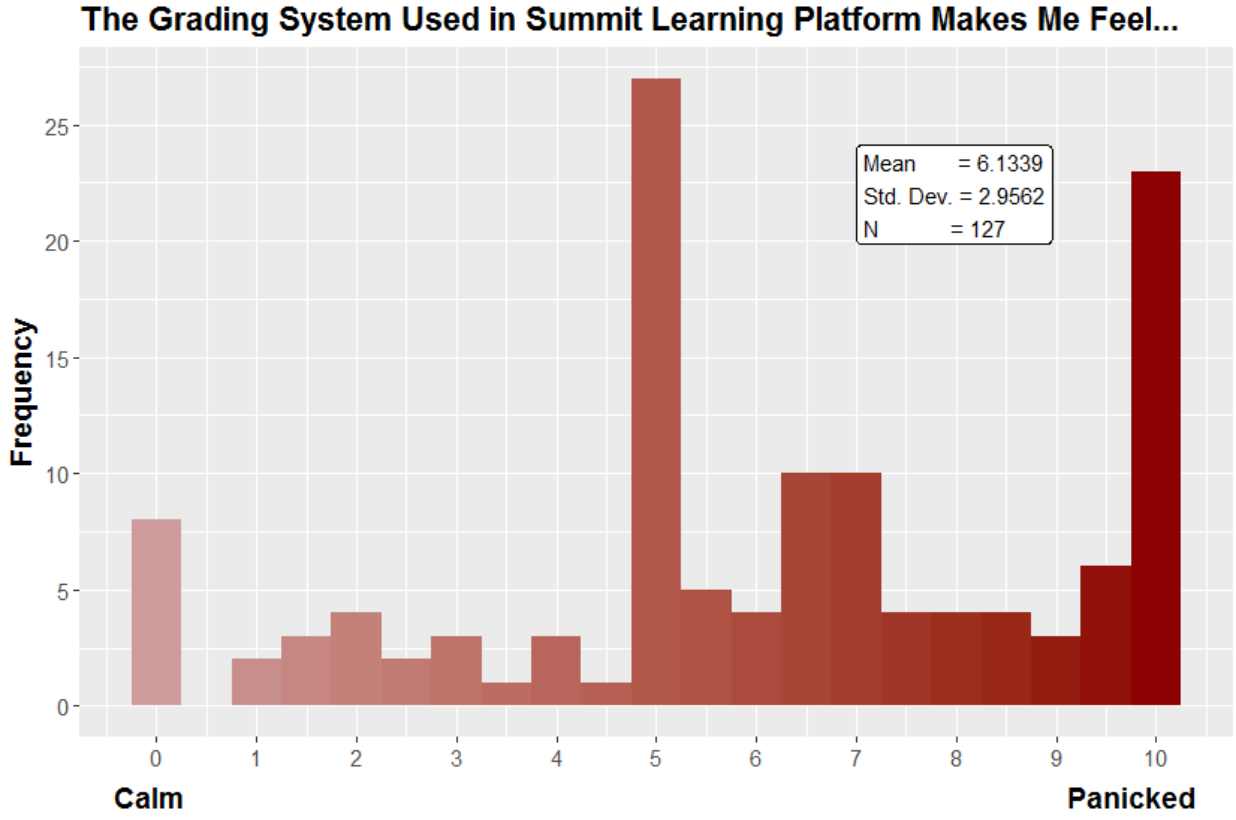

The Grading System Used in Summit Learning Platform is...
Mean = 4.2154
Std. Dev. = 2.7994
N = 127
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Dull
Thrilling

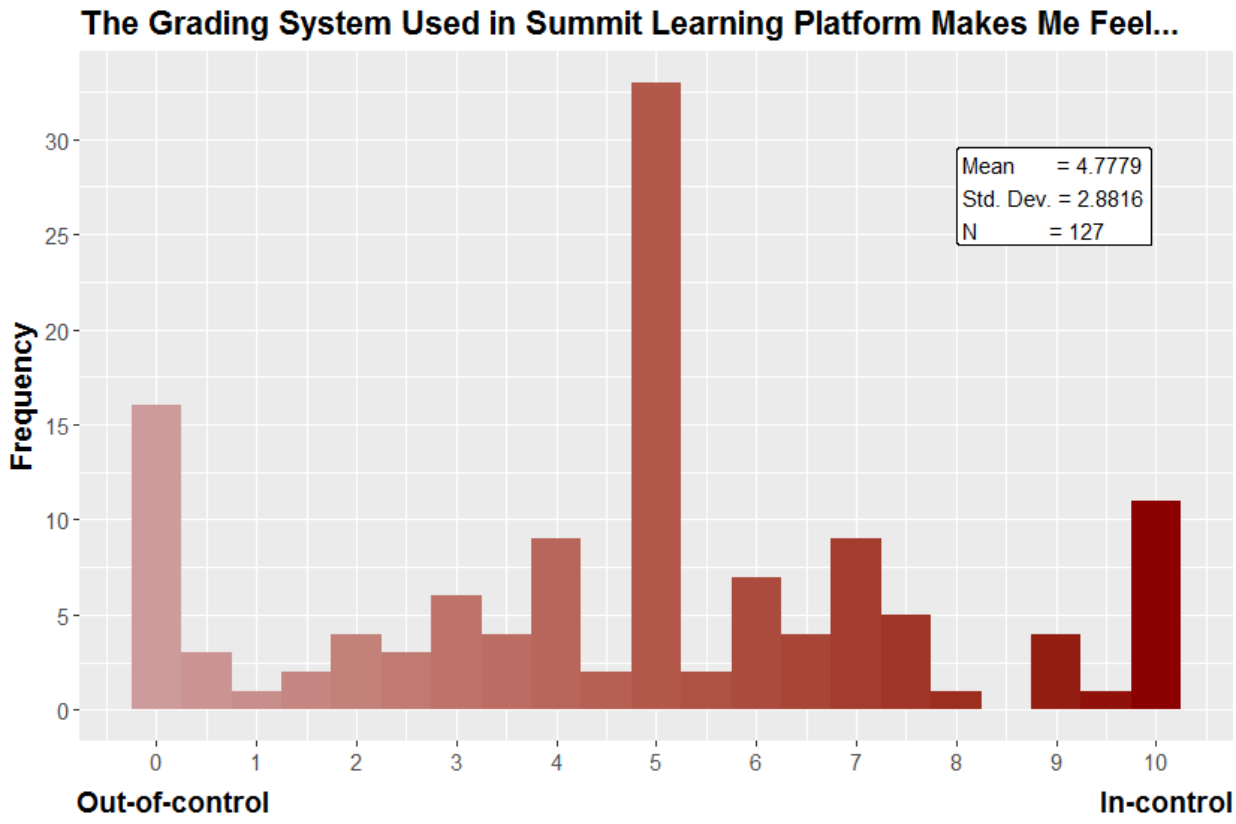

The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 3.9597
Std. Dev. = 2.8784
N = 127
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Sleepy
Awake

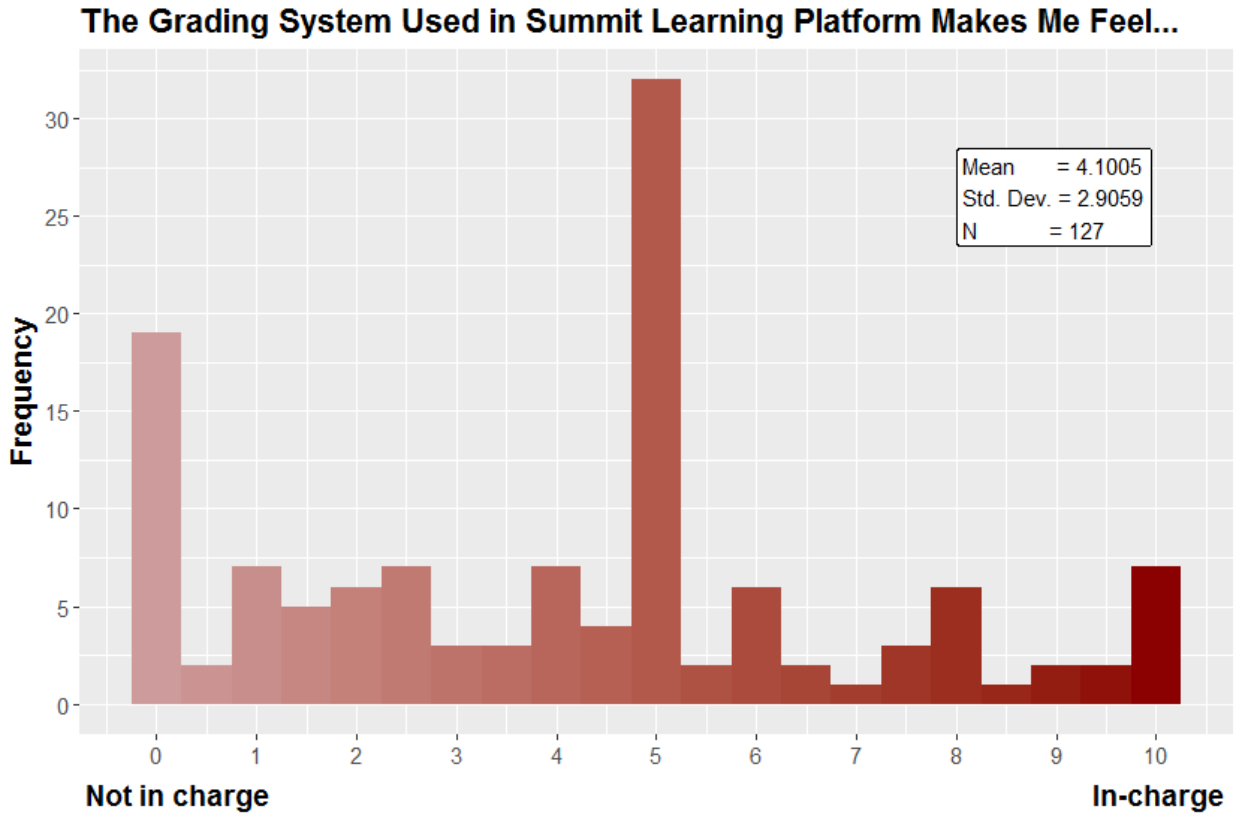

The Grading System Used in Summit Learning Platform is...
Mean = 3.9544
Std. Dev. = 2.7547
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not Entertaining
Entertaining

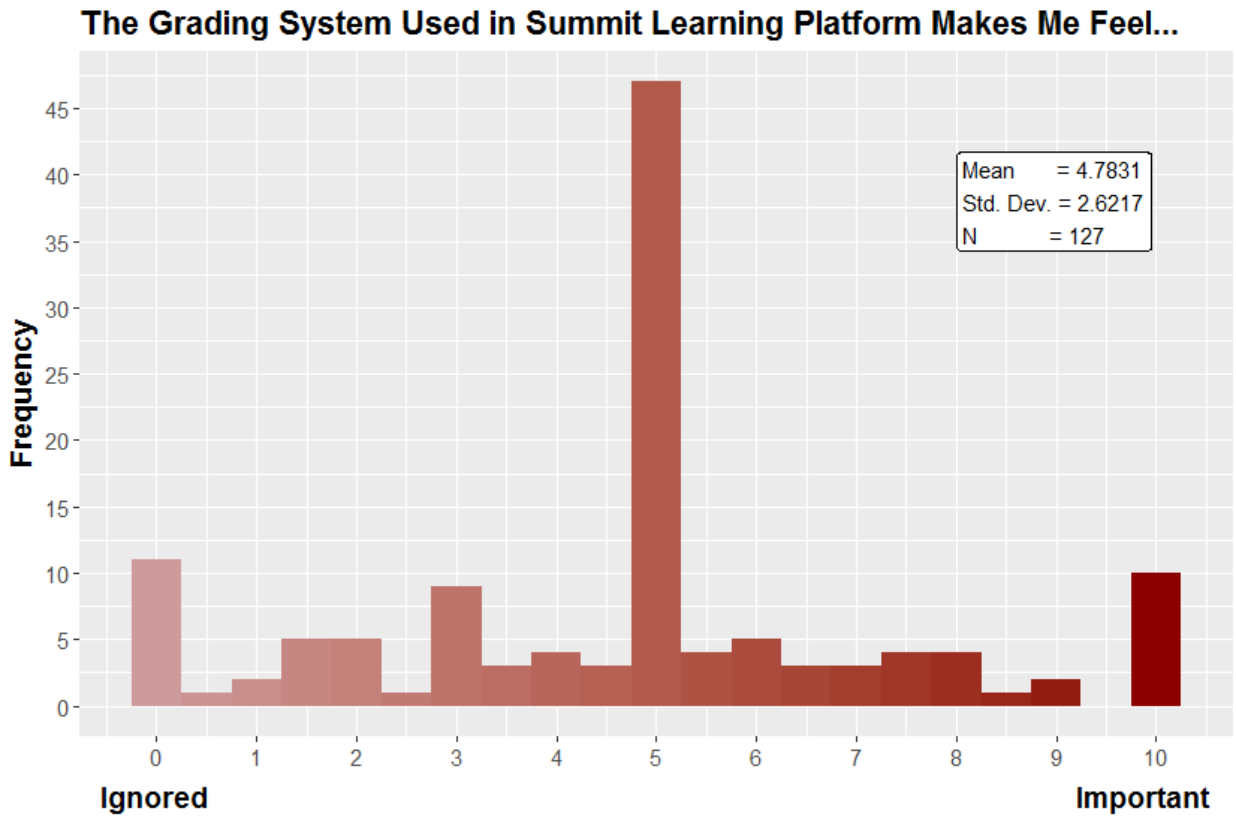

The Grading System Used in Summit Learning Platform is...
Mean = 4.1769
Std. Dev. = 3.0254
N = 127
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Uninteresting
Interesting

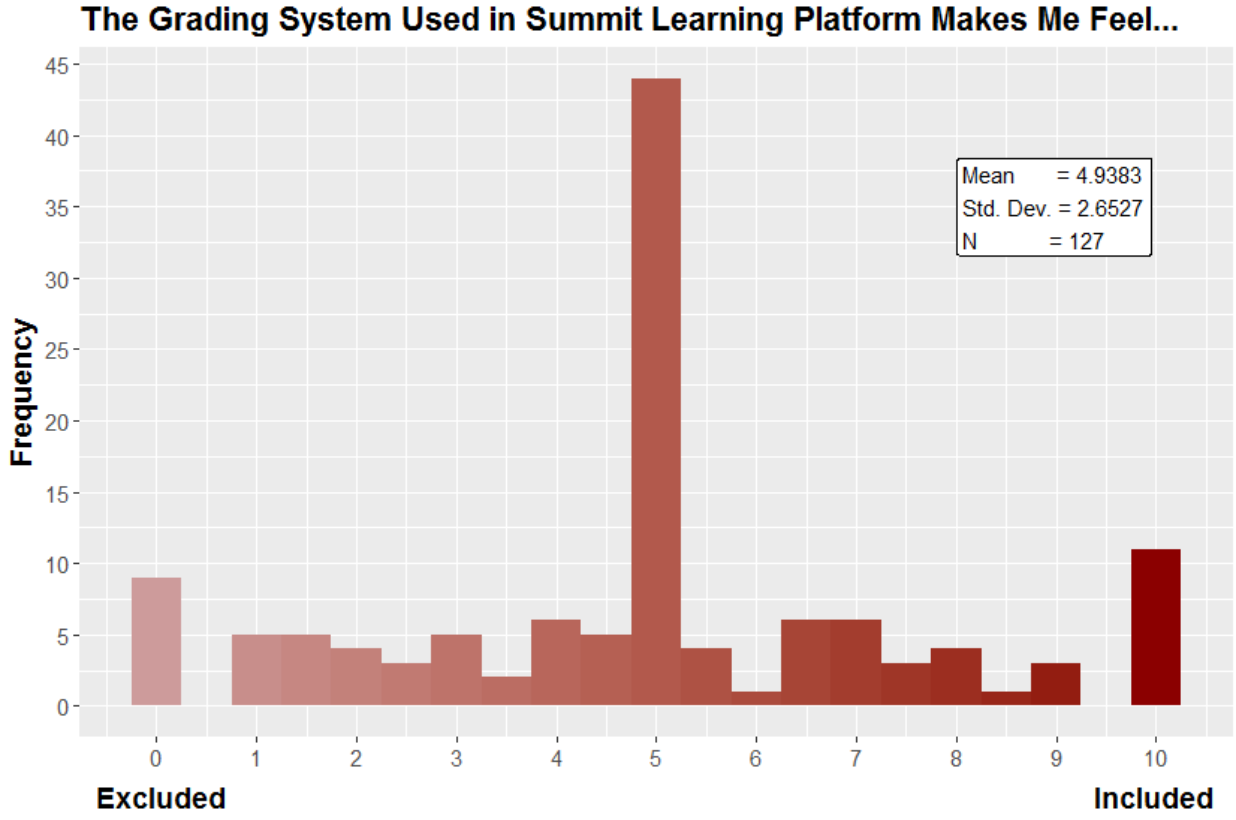

The Grading System Used in Summit Learning Platform is...
Mean = 4.0135
Std. Dev. = 2.661
N = 127
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Tiring
Energizing

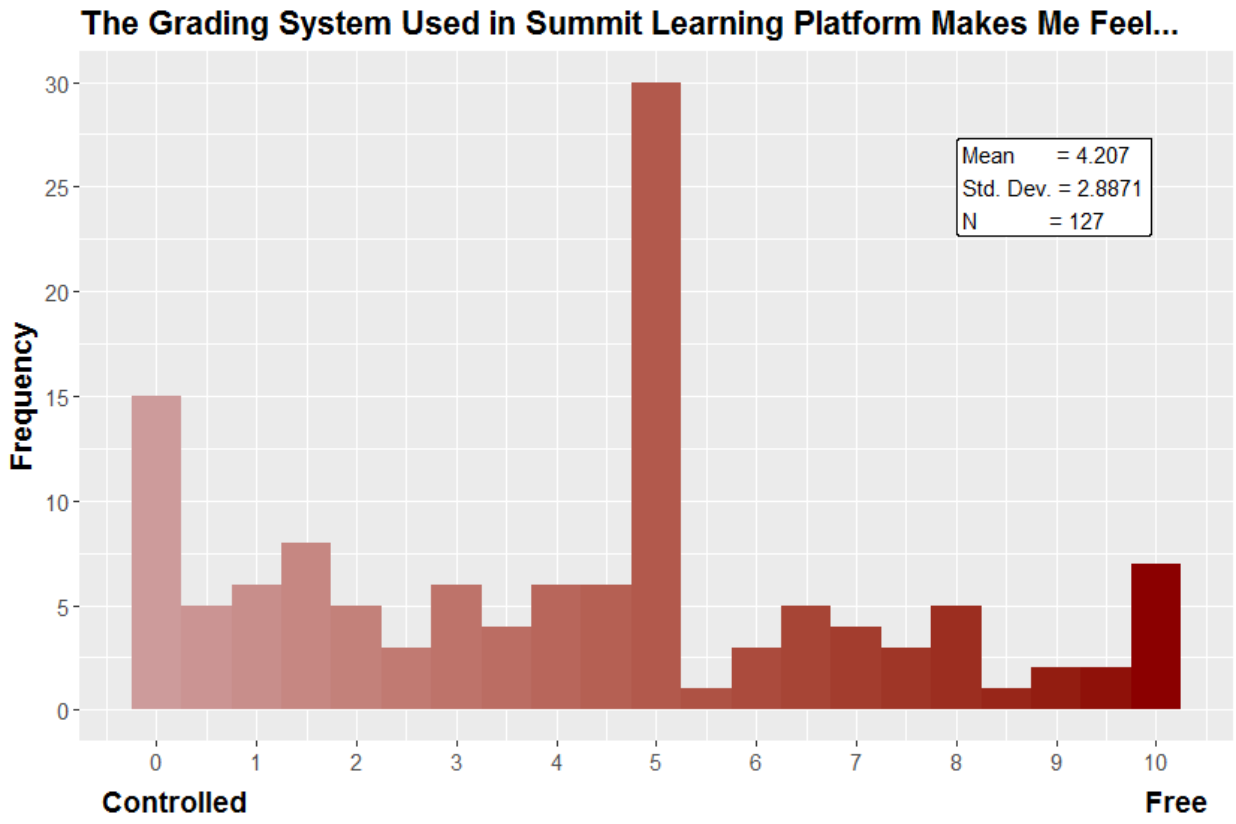

The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 6.1339
Std. Dev. = 2.9562
N = 127
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Calm
Panicked

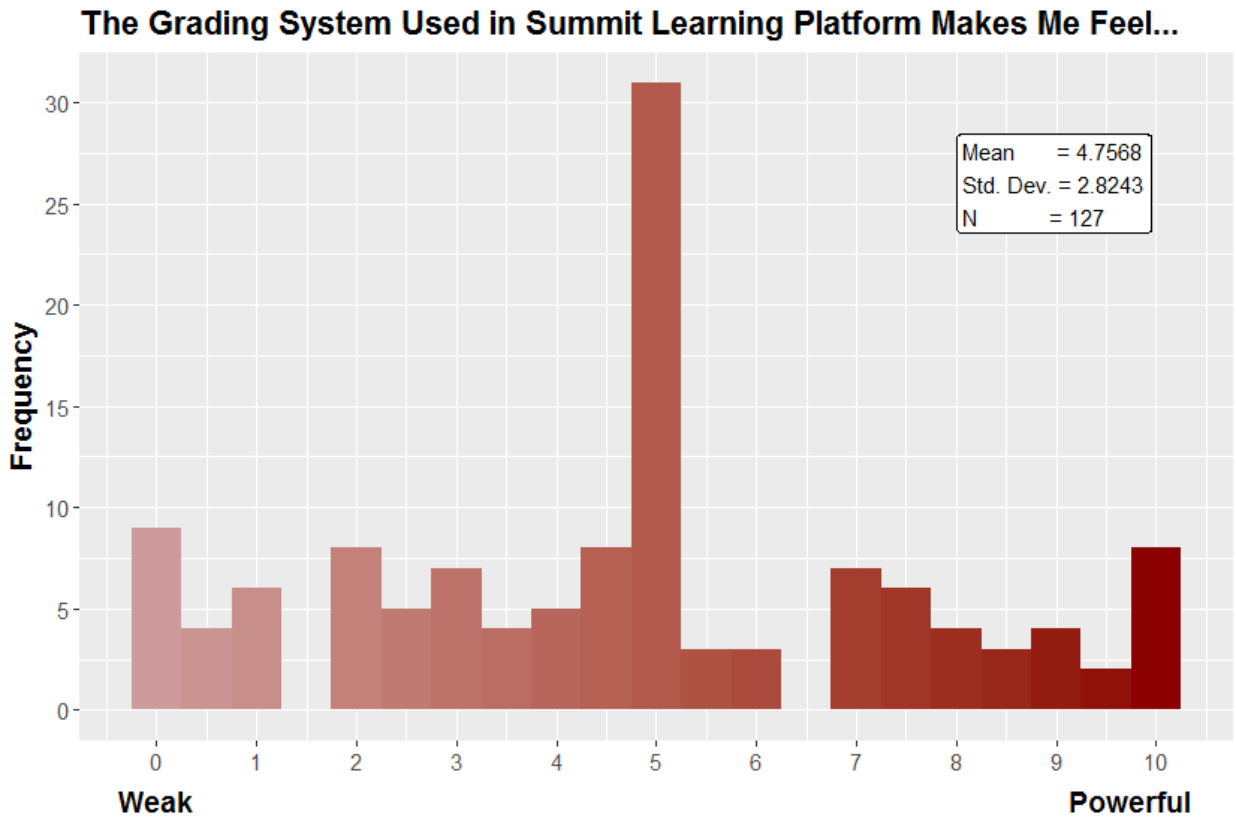

The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.7779
Std. Dev. = 2.8816
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Out-of-control
In-control


The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.1005
Std. Dev. = 2.9059
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Not in charge
In-charge


The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.7831
Std. Dev. = 2.6217
N = 127
Frequency
0
5
10
15
20
25
30
35
40
45
0 1 2 3 4 5 6 7 8 9 10
Ignored
Important


The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.9383
Std. Dev. = 2.6527
N = 127
Frequency
0
5
10
15
20
25
30
35
40
45
0 1 2 3 4 5 6 7 8 9 10
Excluded
Included


The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.207
Std. Dev. = 2.8871
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Controlled
Free


The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.7568
Std. Dev. = 2.8243
N = 127
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Weak
Powerful

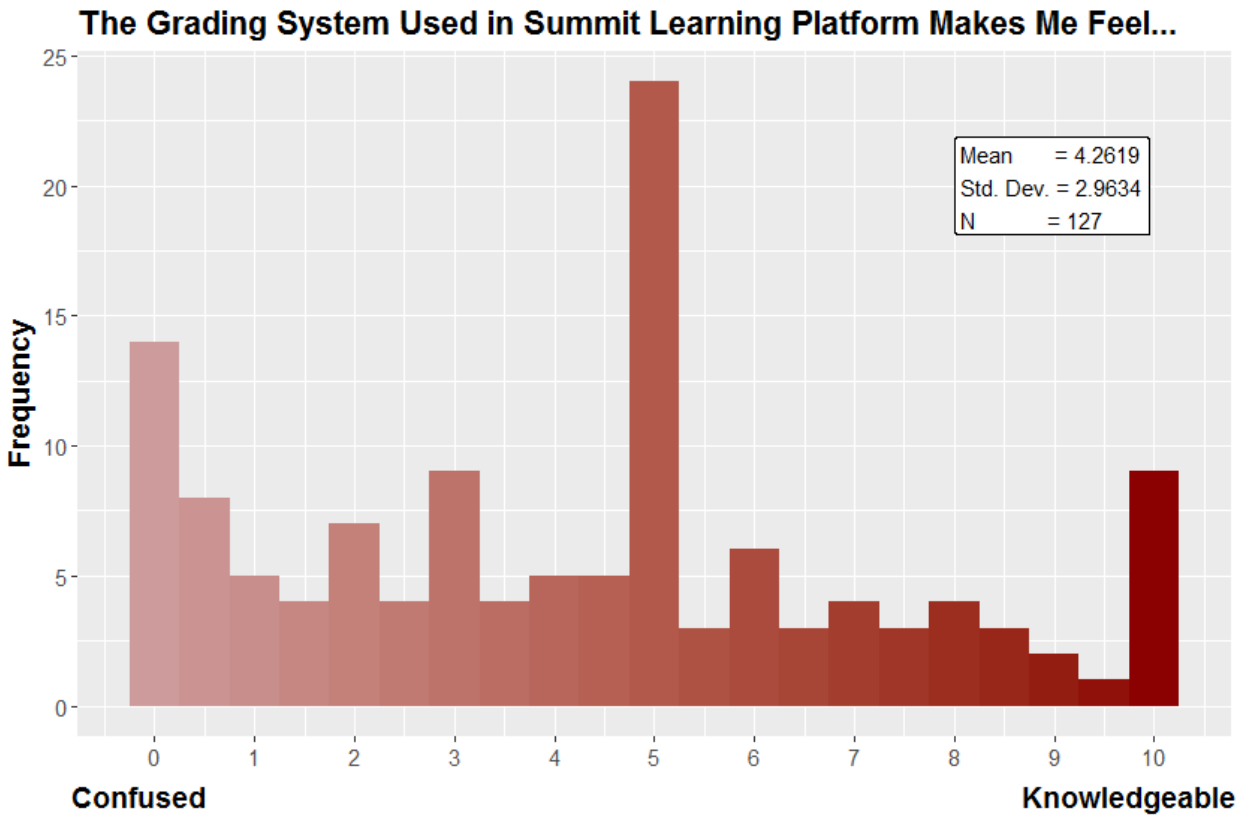
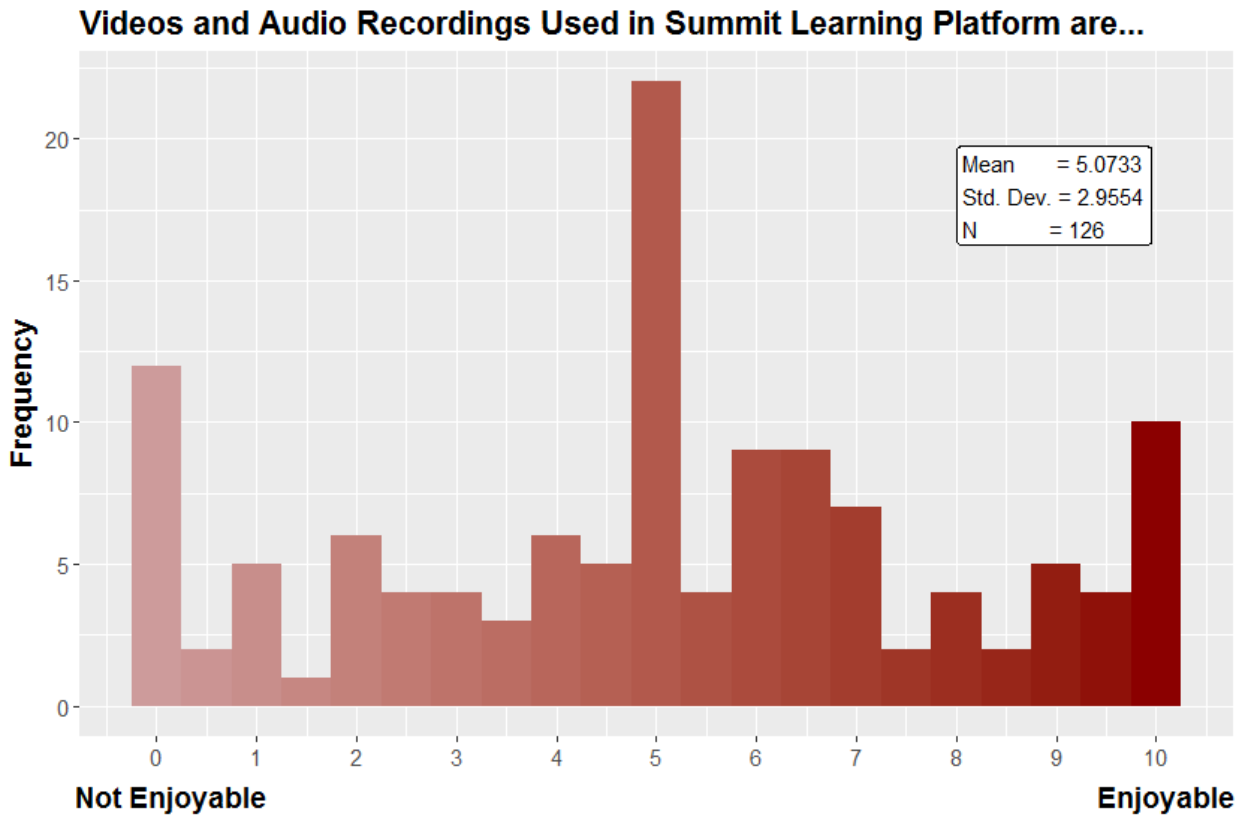

The Grading System Used in Summit Learning Platform Makes Me Feel...
Mean = 4.2619
Std. Dev. = 2.9634
N = 127
Frequency
25
20
15
10
5
0
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

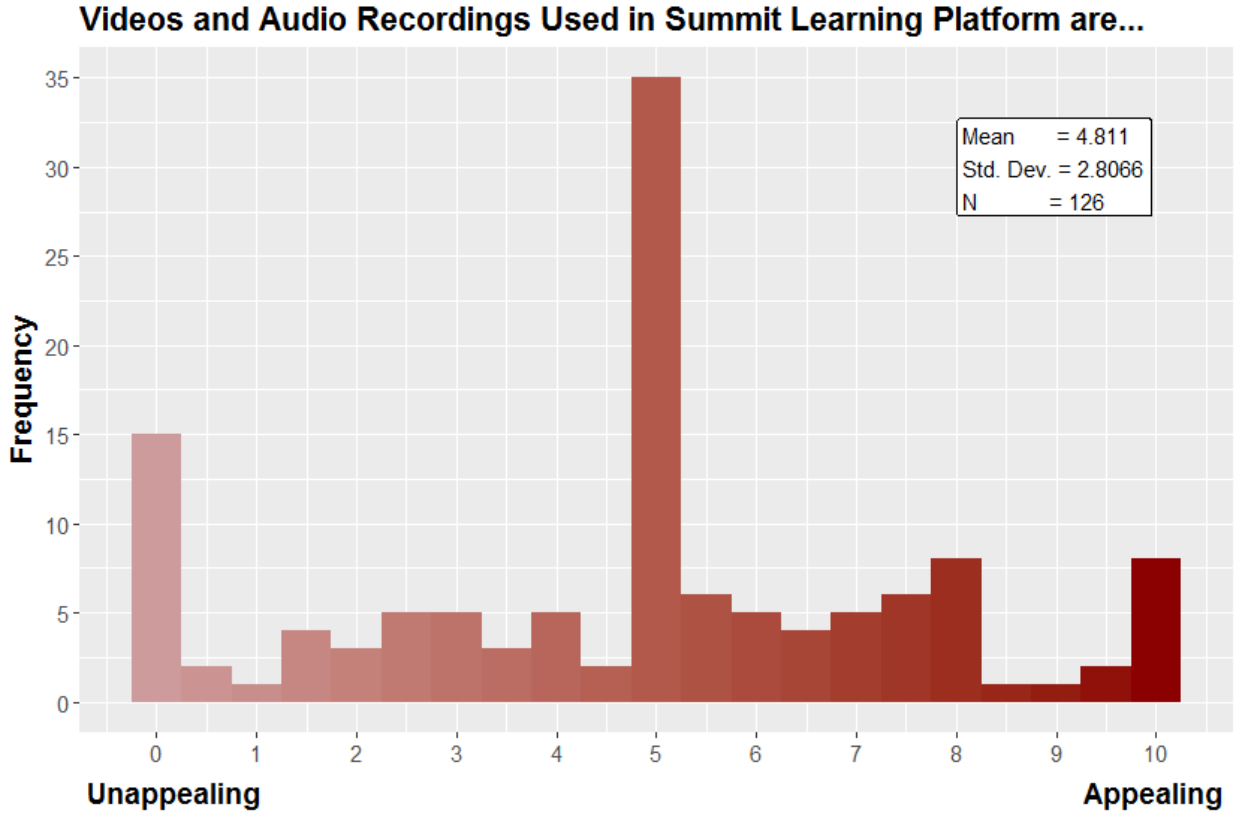
Table 8

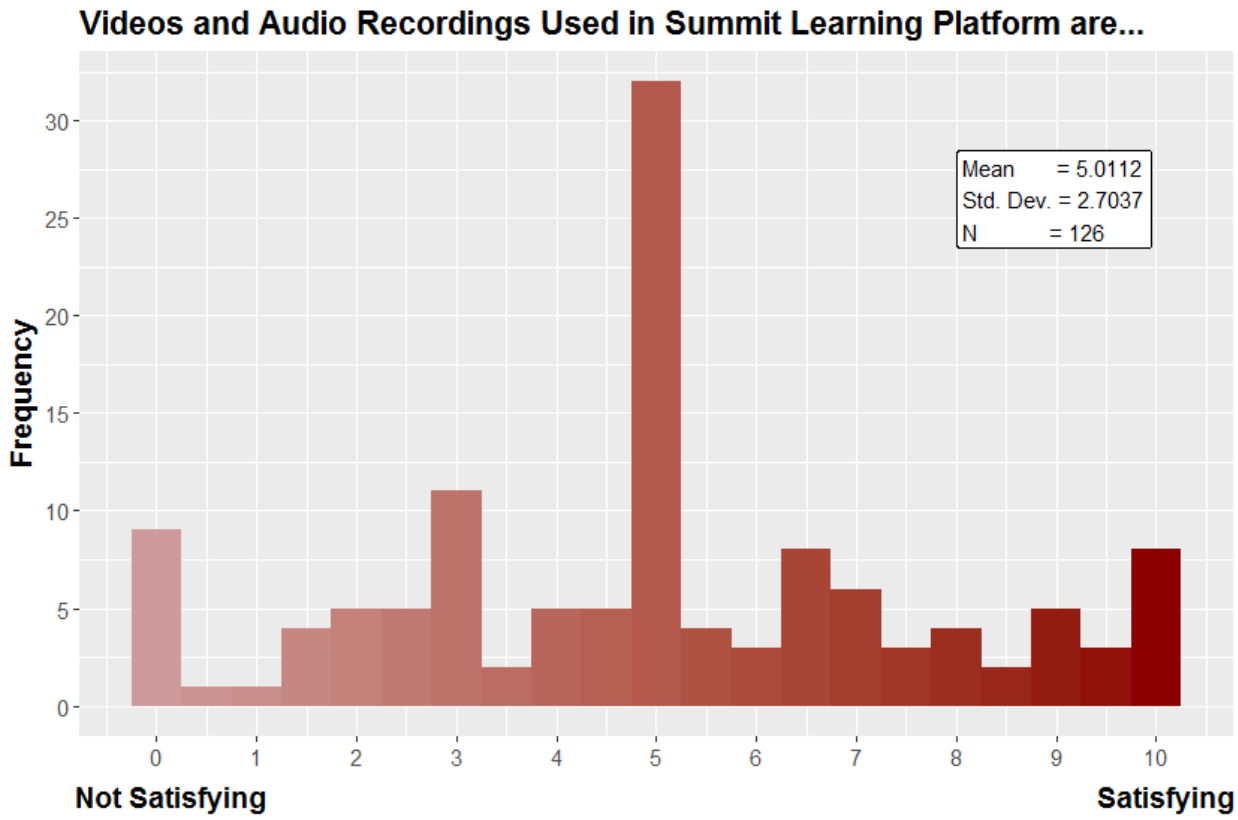
Summary of "Video/Audio" for Students

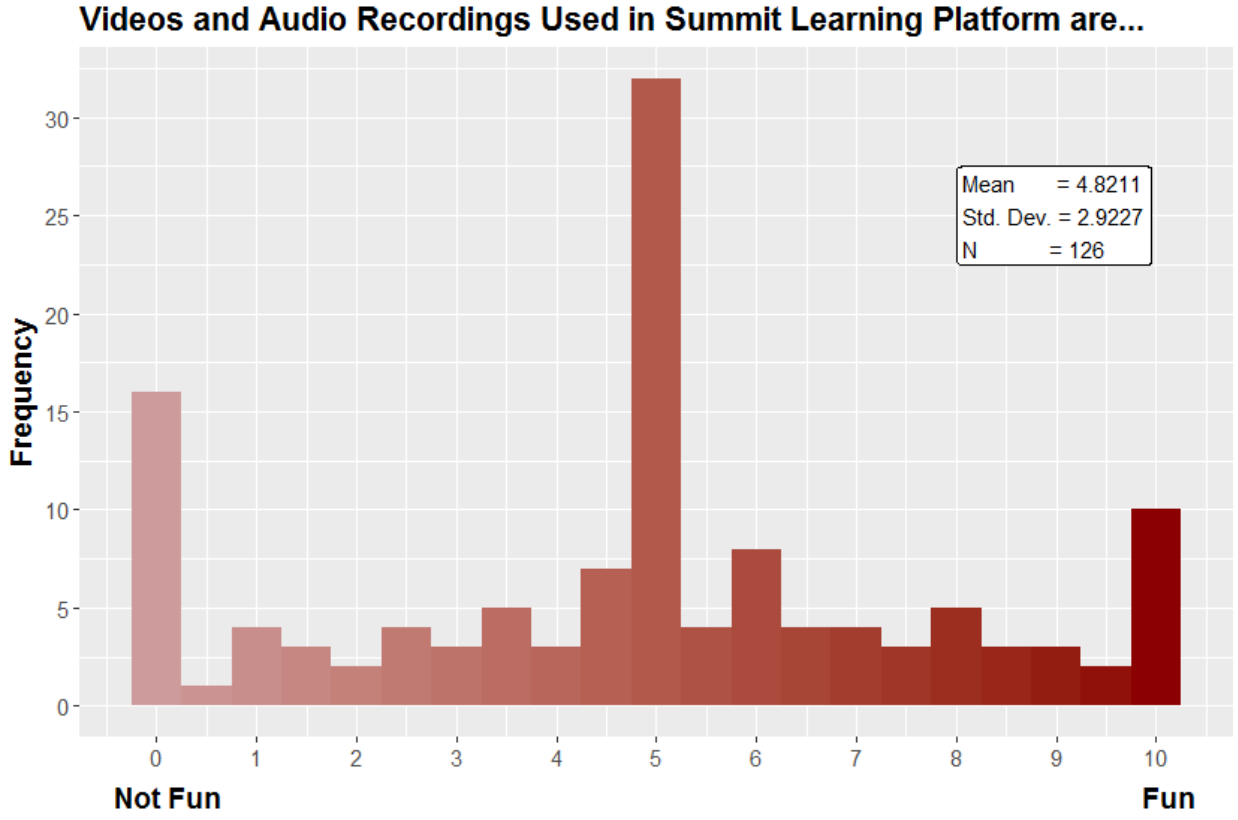
Domain	Semantic Differential	n	Mean	Median	Variance	Standard Deviation	α
Pleasure		126	5.1296	5.1313	7.9738	2.8211	.931
	Enjoyment		5.0733	5.0000	8.7340	2.9554	
	Appealing		4.8110	5.0000	7.8770	2.8066	
	Satisfying		5.0112	5.0000	7.3100	2.7037	
	Fun		4.8211	5.0000	8.5420	2.9227	
	Happy		5.0276	5.0000	6.8750	2.6220	
	Pleasing		4.9739	5.0000	8.5570	2.9252	
	Not Frustrating		5.0371	5.0000	8.6190	2.9358	
	Appropriate		6.2815	6.0500	7.2760	2.6974	
Arousal		126	4.5686	4.7631	8.3446	2.8856	.923
	Stressful		4.9048	5.0000	7.8450	2.8009	
	Exciting		4.4349	5.0000	9.0970	3.0162	
	Thrilling		4.6967	5.0000	7.1090	2.6663	
	Wide-Awake		3.8452	4.0100	8.2230	2.8677	
	Entertaining		4.9813	5.0000	9.4610	3.0758	
	Interesting		5.0363	5.0000	9.2360	3.0391	
	Energizing		4.0980	4.0950	8.0980	2.8457	
	Panicked		4.5516	5.0000	7.6880	2.7728	
Dominance		126	5.2201	5.0000	6.9136	2.6258	.928
	In Control		5.4196	5.0000	7.2600	2.6945	
	In Charge		4.9517	5.0000	6.3570	2.5214	
	Important		5.2031	5.0000	6.2010	2.4902	
	Included		5.3340	5.0000	6.0980	2.4693	
	Free		5.4667	5.0000	8.2150	2.8662	
	Powerful		4.8608	5.0000	6.7100	2.5903	
	Knowledgeable		5.3051	5.0000	7.5540	2.7485	

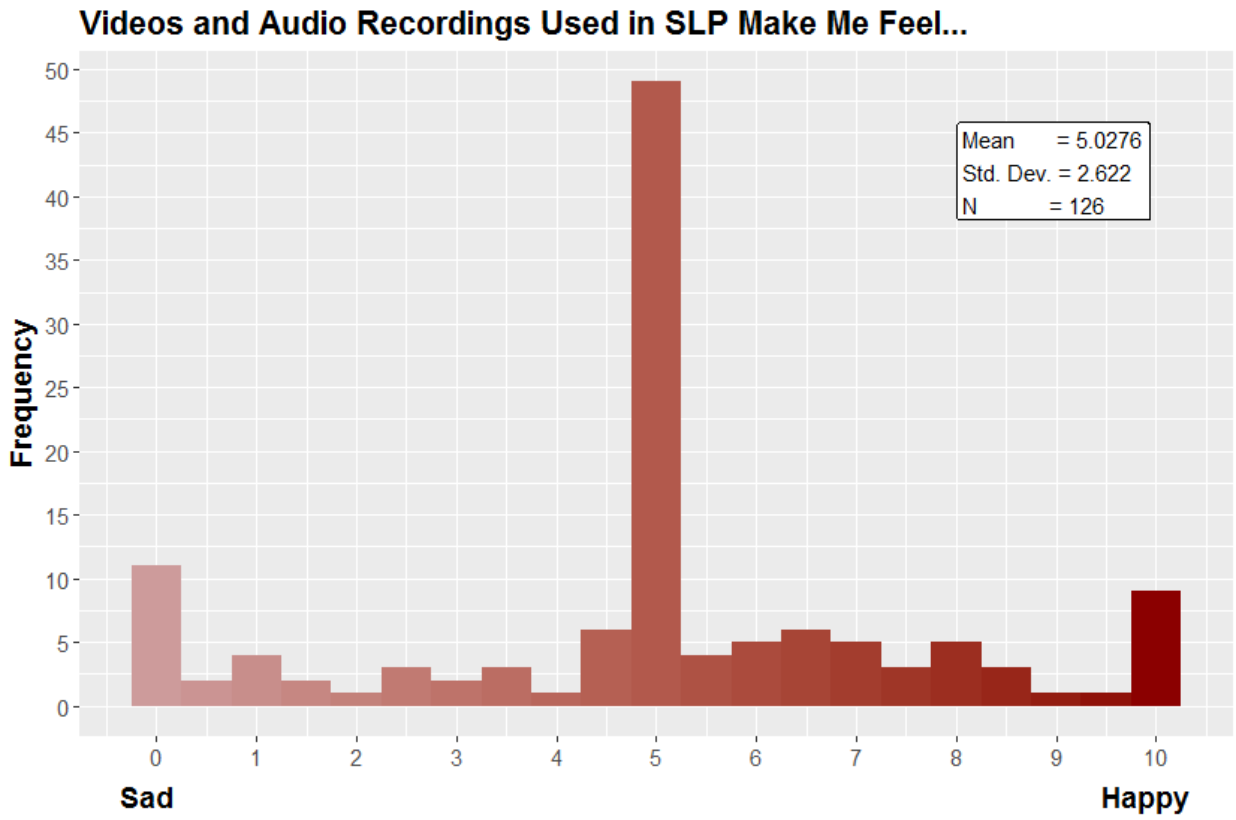
As can be seen in Table 8, mean estimates of pleasure (μ=5.1296), arousal (μ=4.5686), and dominance (μ=5.2201) indicate that students' overall perceptions of the audios and visuals used in SLP are neutral. However, when looking at the individual semantic differentials, it appears most students do find the audio and visual component of SLP as appropriate. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991). Of all of the content of SLP, the students reported the most neutral scores for this category, suggesting they are indifferent to the audio and videos used in SLP.

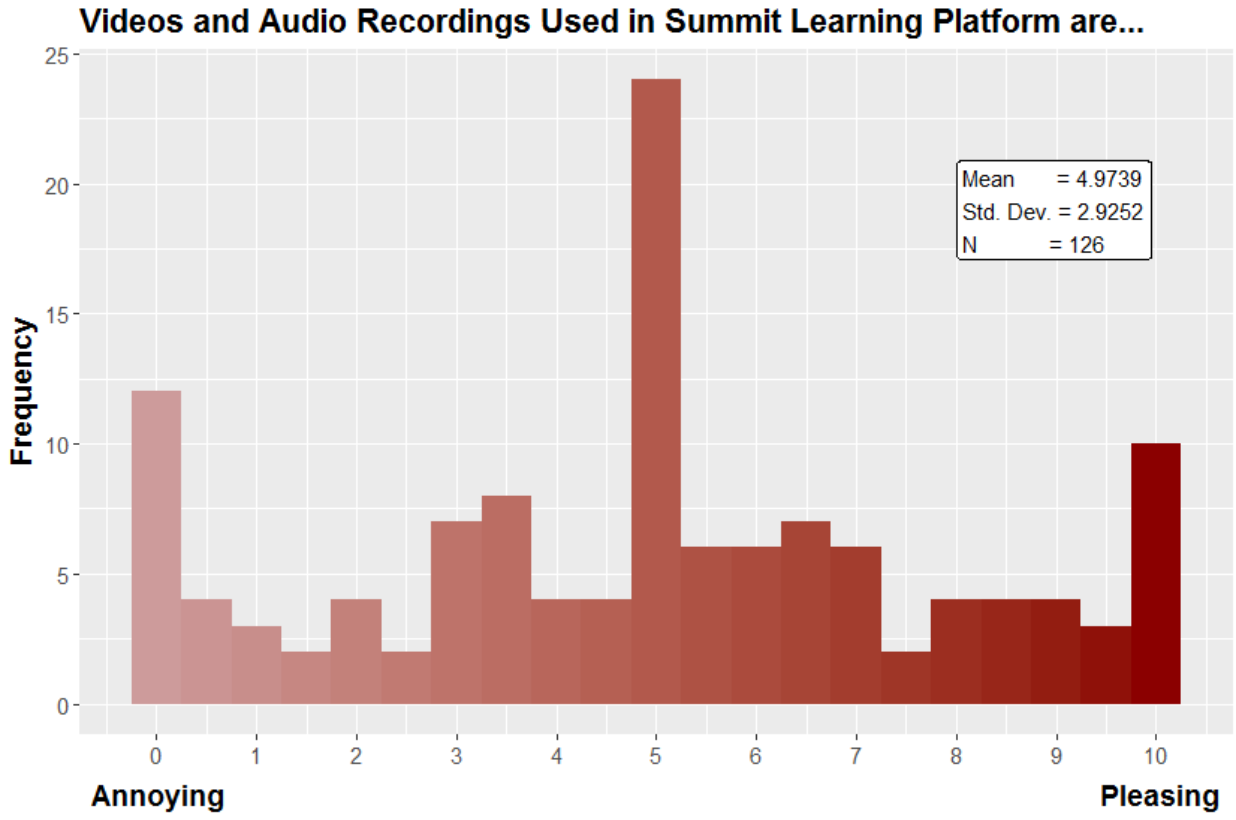

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 5.0733
Std. Dev. = 2.9554
N = 126
Frequency
0
5
10
15
20
0 1 2 3 4 5 6 7 8 9 10
Not Enjoyable
Enjoyable

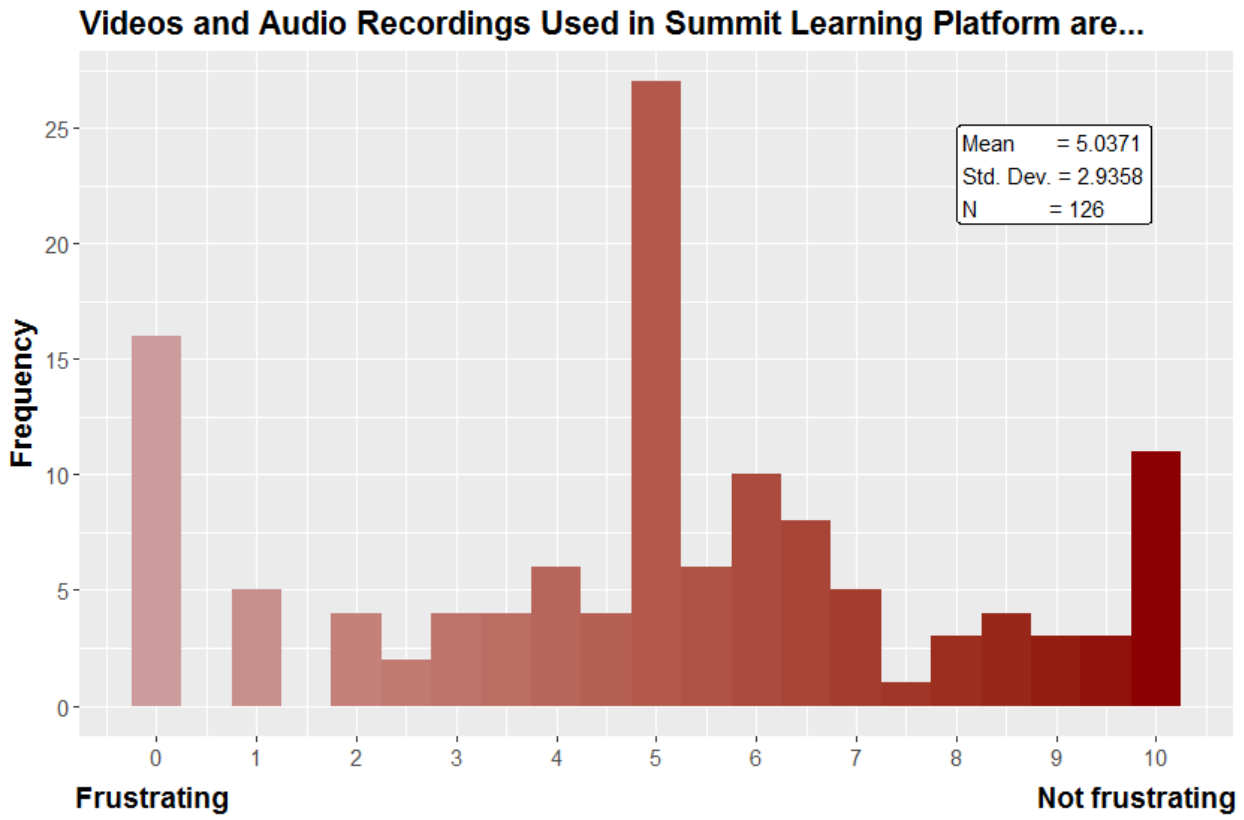

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.811
Std. Dev. = 2.8066
N = 126
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Unappealing
Appealing

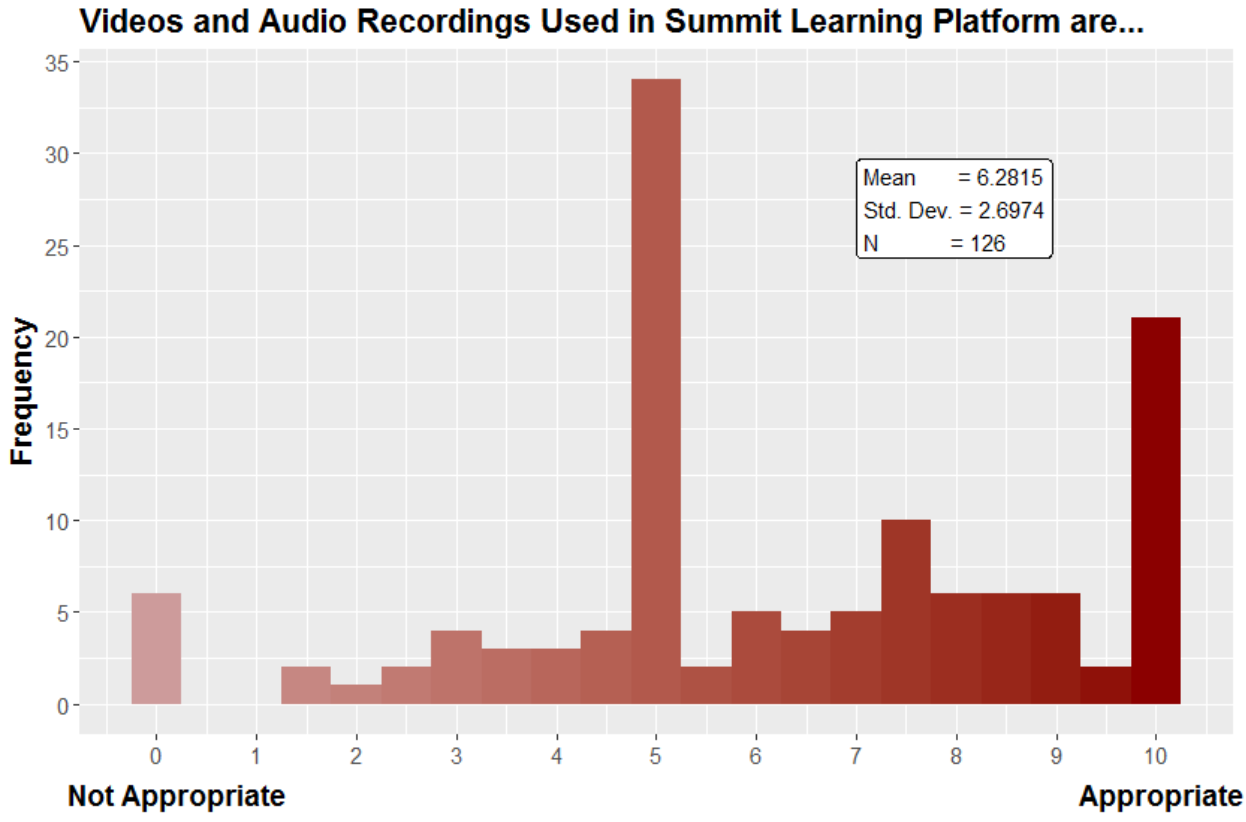

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 5.0112
Std. Dev. = 2.7037
N = 126
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Not Satisfying
Satisfying

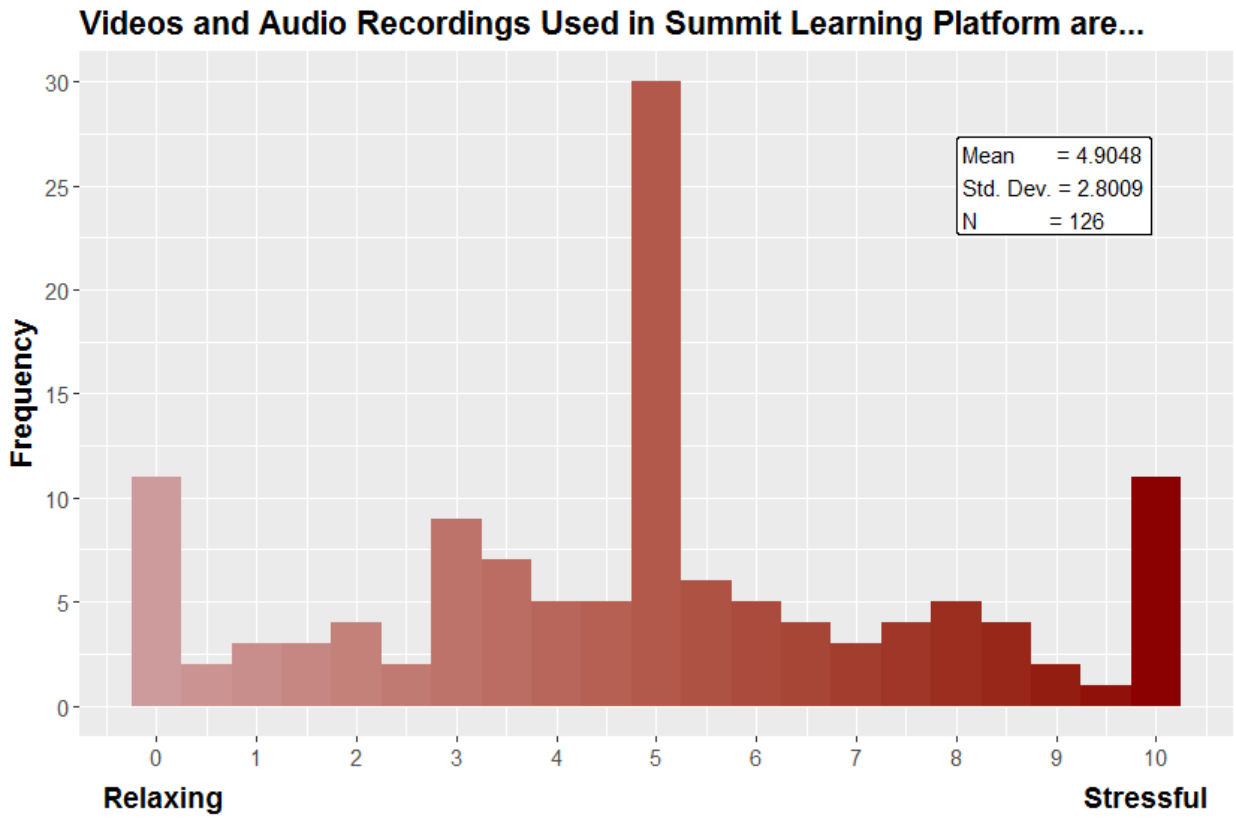

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.8211
Std. Dev. = 2.9227
N = 126
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Not Fun
Fun

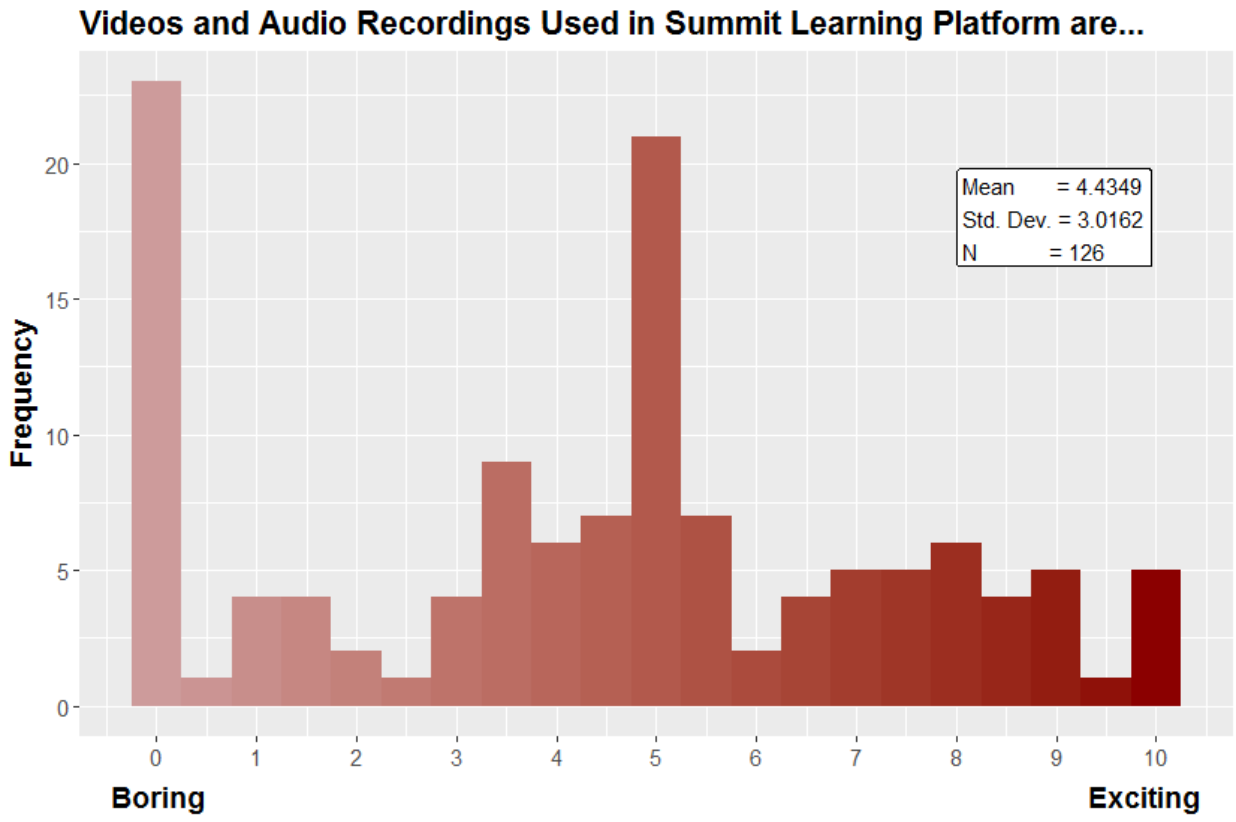

Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 5.0276
Std. Dev. = 2.622
N = 126
Frequency
0
5
10
15
20
25
30
35
40
45
50
0
1
2
3
4
5
6
7
8
9
10
Sad
Happy

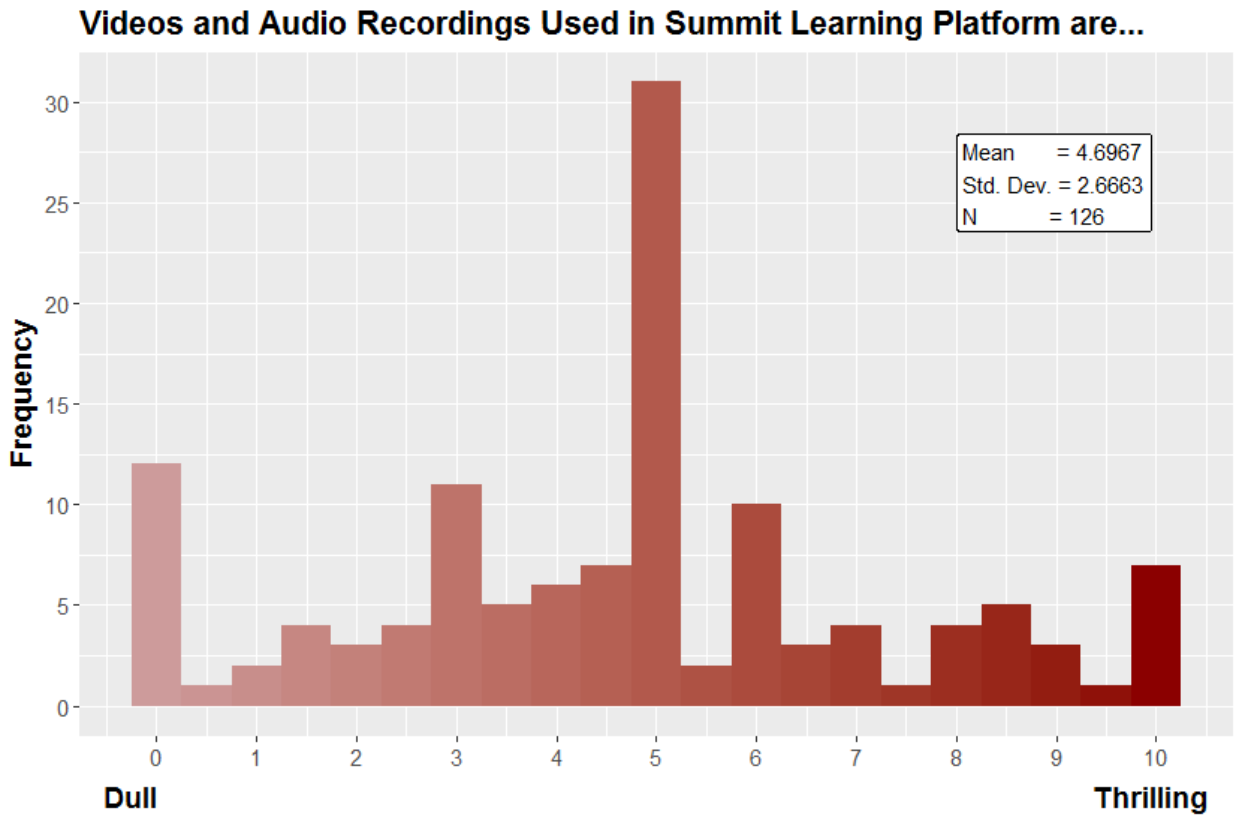

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.9739
Std. Dev. = 2.9252
N = 126
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Annoying
Pleasing

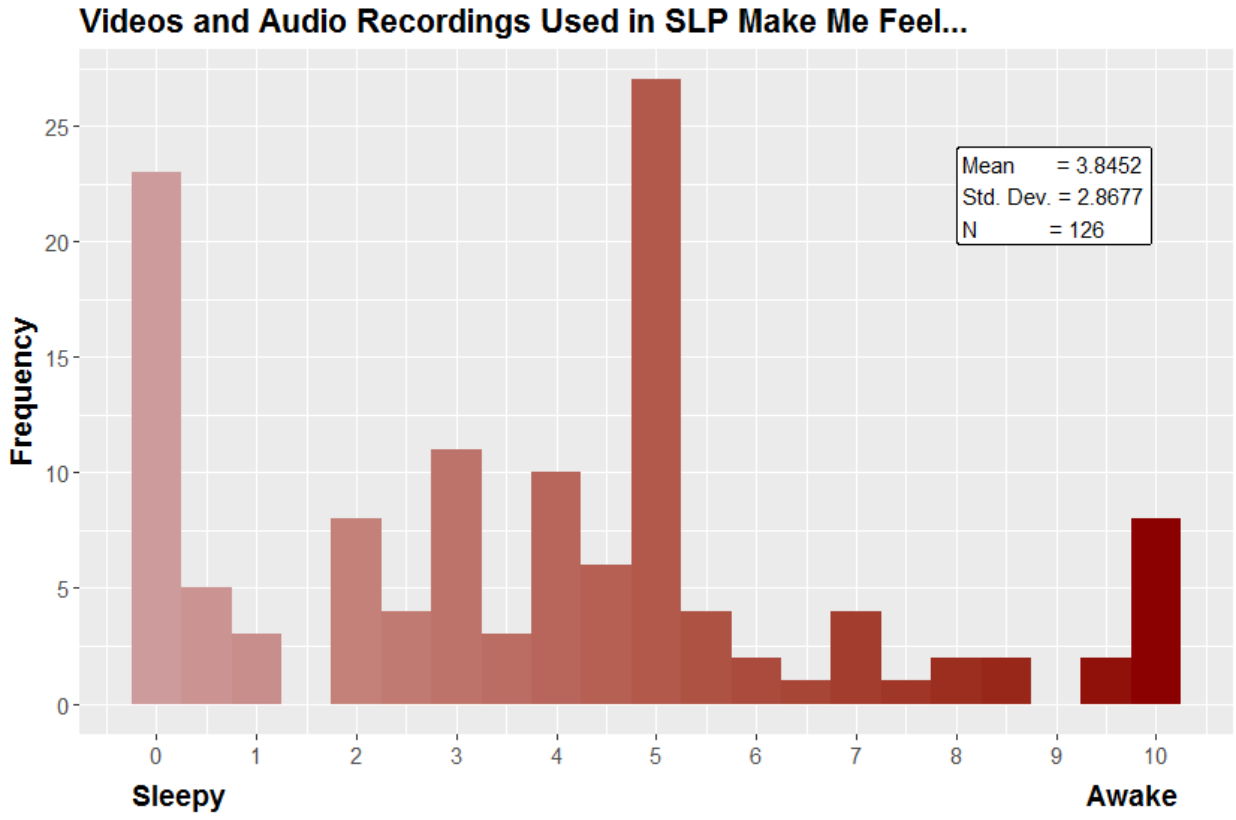

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 5.0371
Std. Dev. = 2.9358
N = 126
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Frustrating
Not frustrating

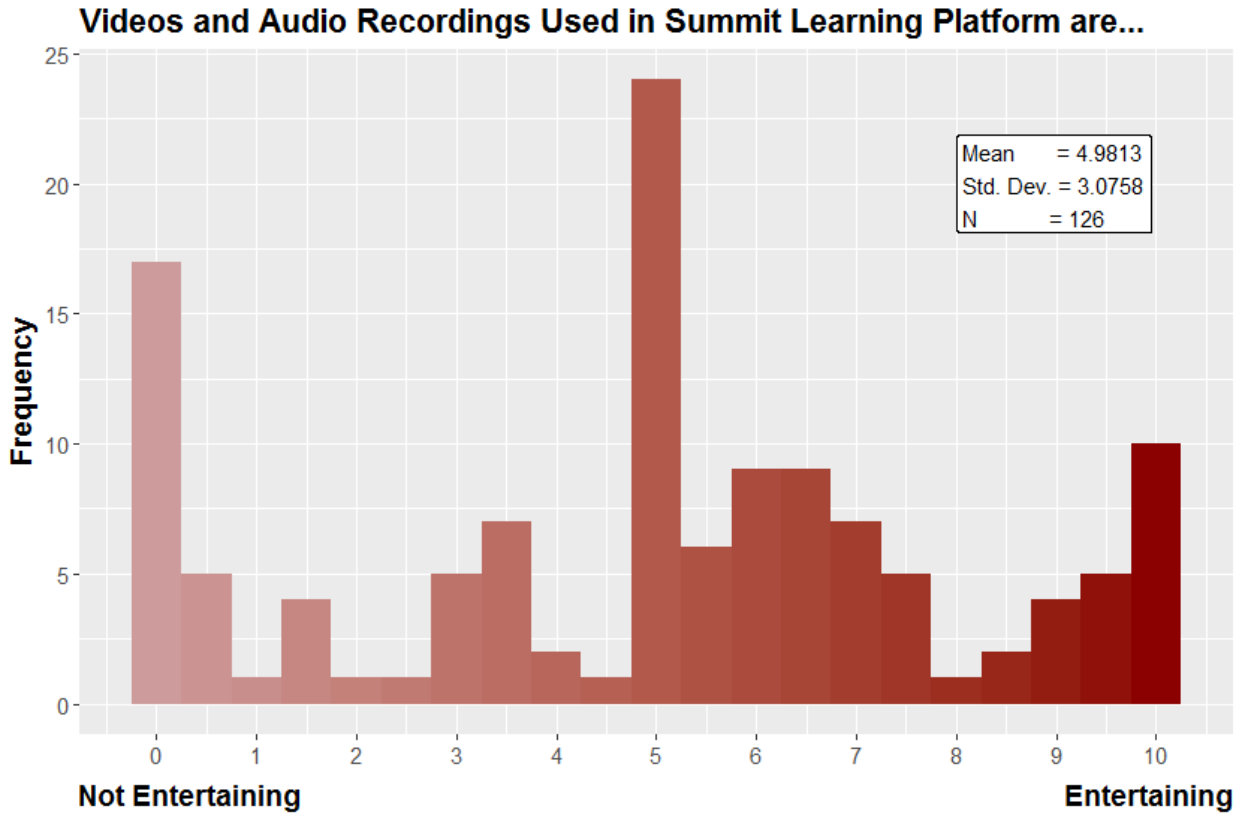

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 6.2815
Std. Dev. = 2.6974
N = 126
Frequency
0
5
10
15
20
25
30
35
0 1 2 3 4 5 6 7 8 9 10
Not Appropriate
Appropriate

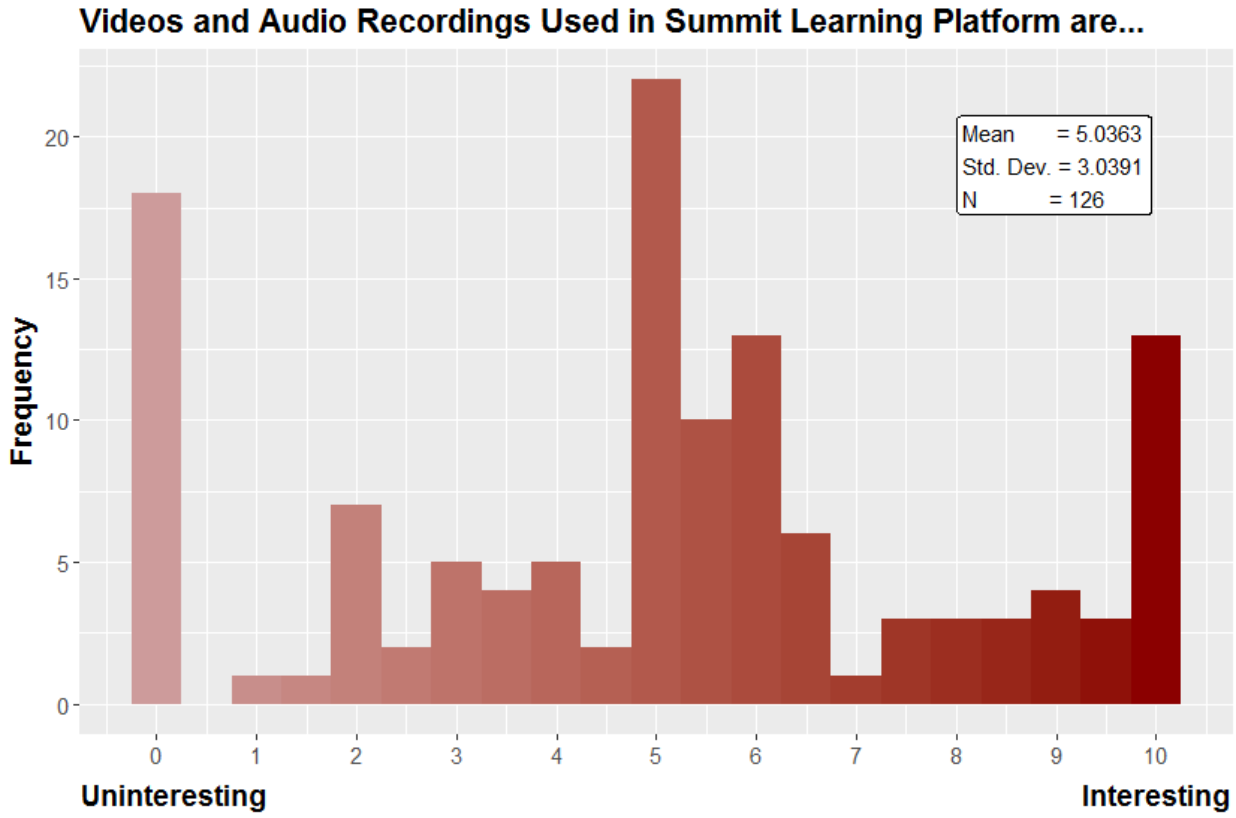

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.9048
Std. Dev. = 2.8009
N = 126
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Relaxing
Stressful

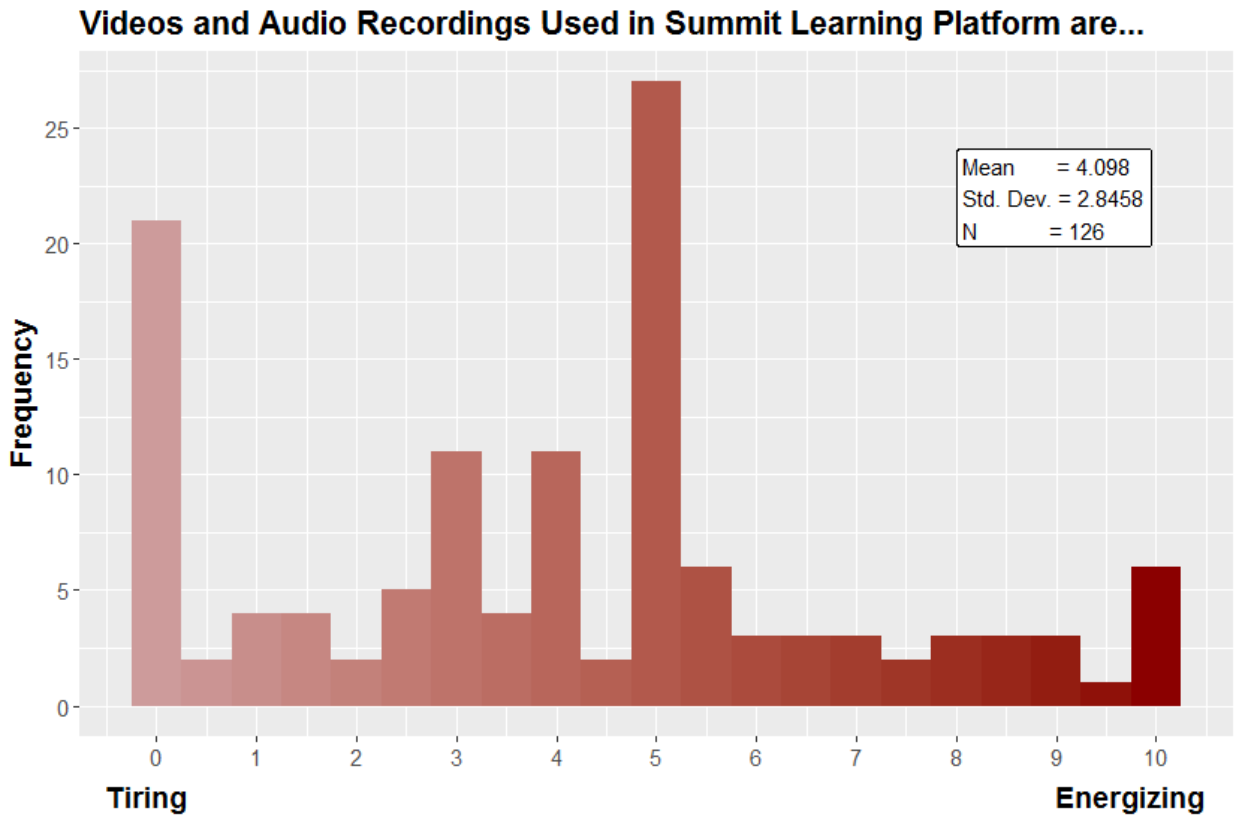

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.4349
Std. Dev. = 3.0162
N = 126
Frequency
0
5
10
15
20
0
1
2
3
4
5
6
7
8
9
10
Boring
Exciting

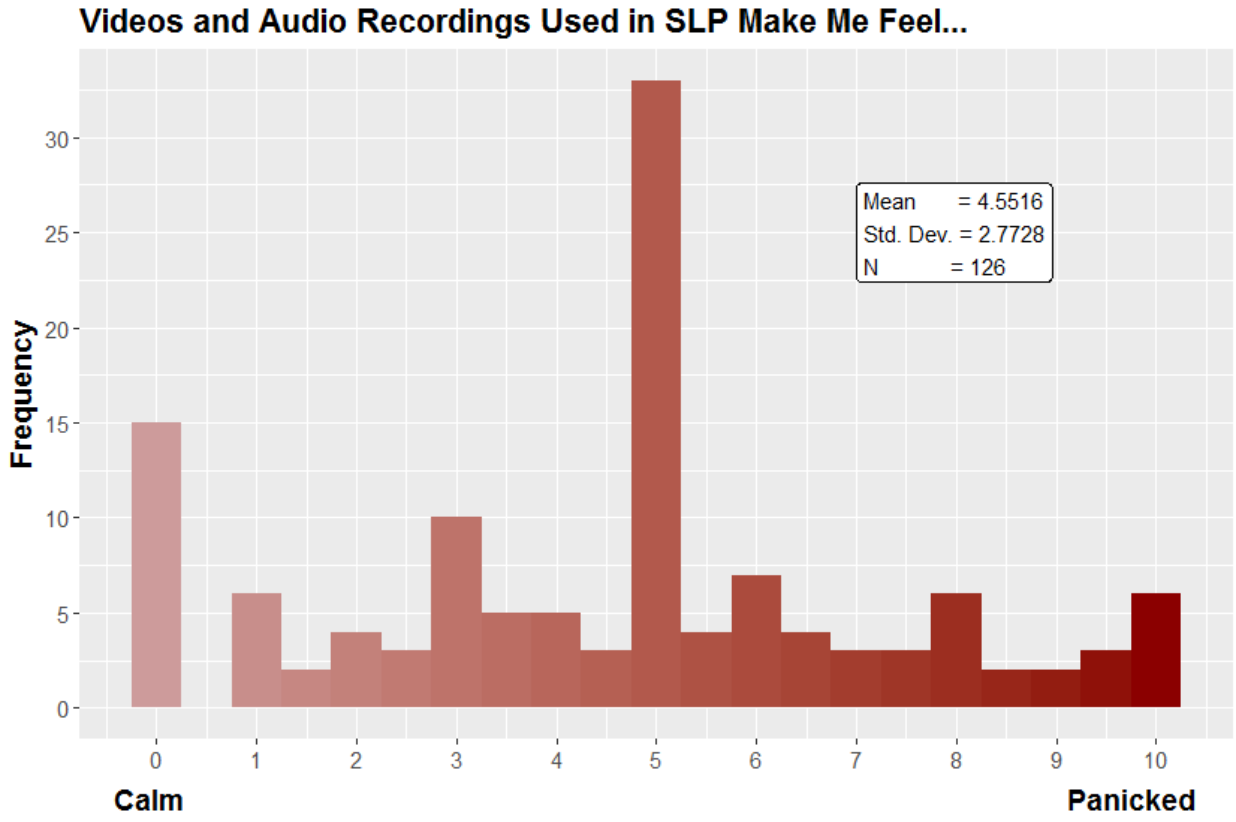

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.6967
Std. Dev. = 2.6663
N = 126
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Dull
Thrilling

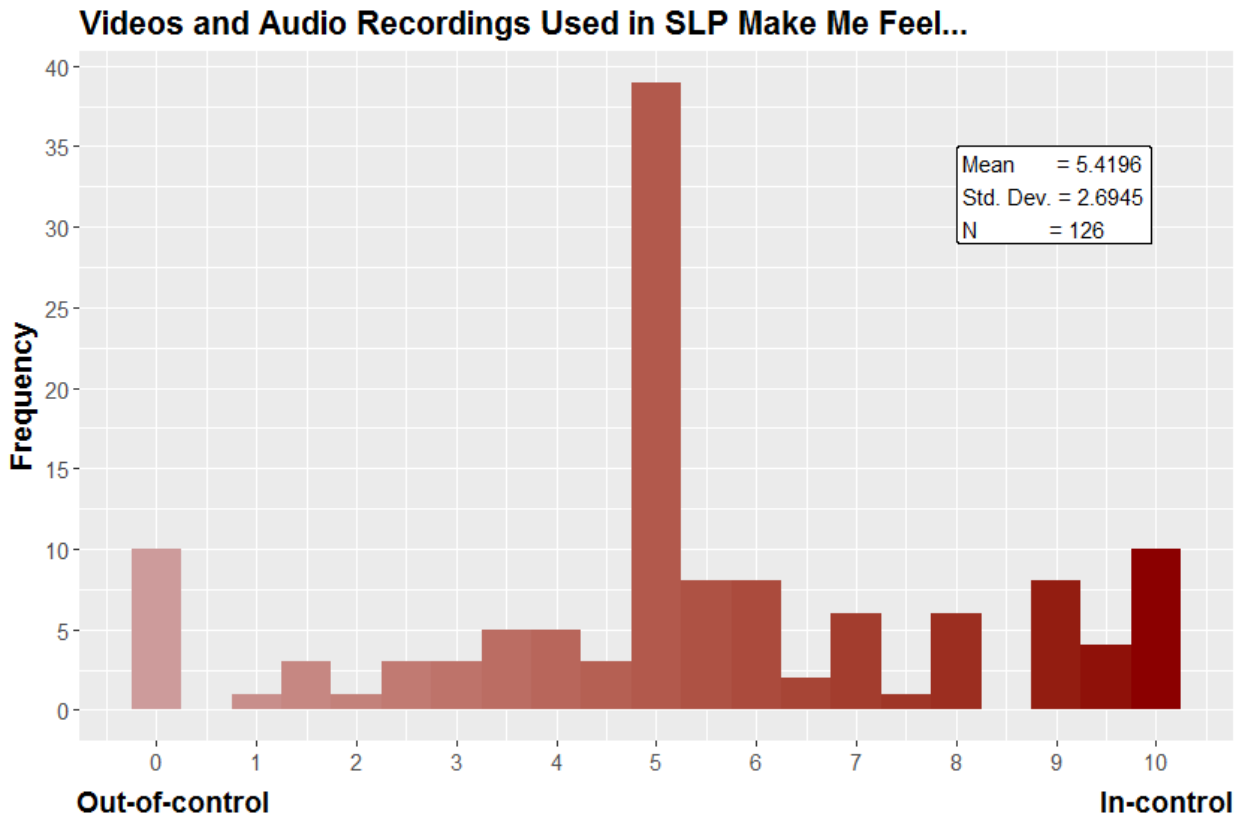

Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 3.8452
Std. Dev. = 2.8677
N = 126
Frequency
0
5
10
15
20
25
0
1
2
3
4
5
6
7
8
9
10
Sleepy
Awake

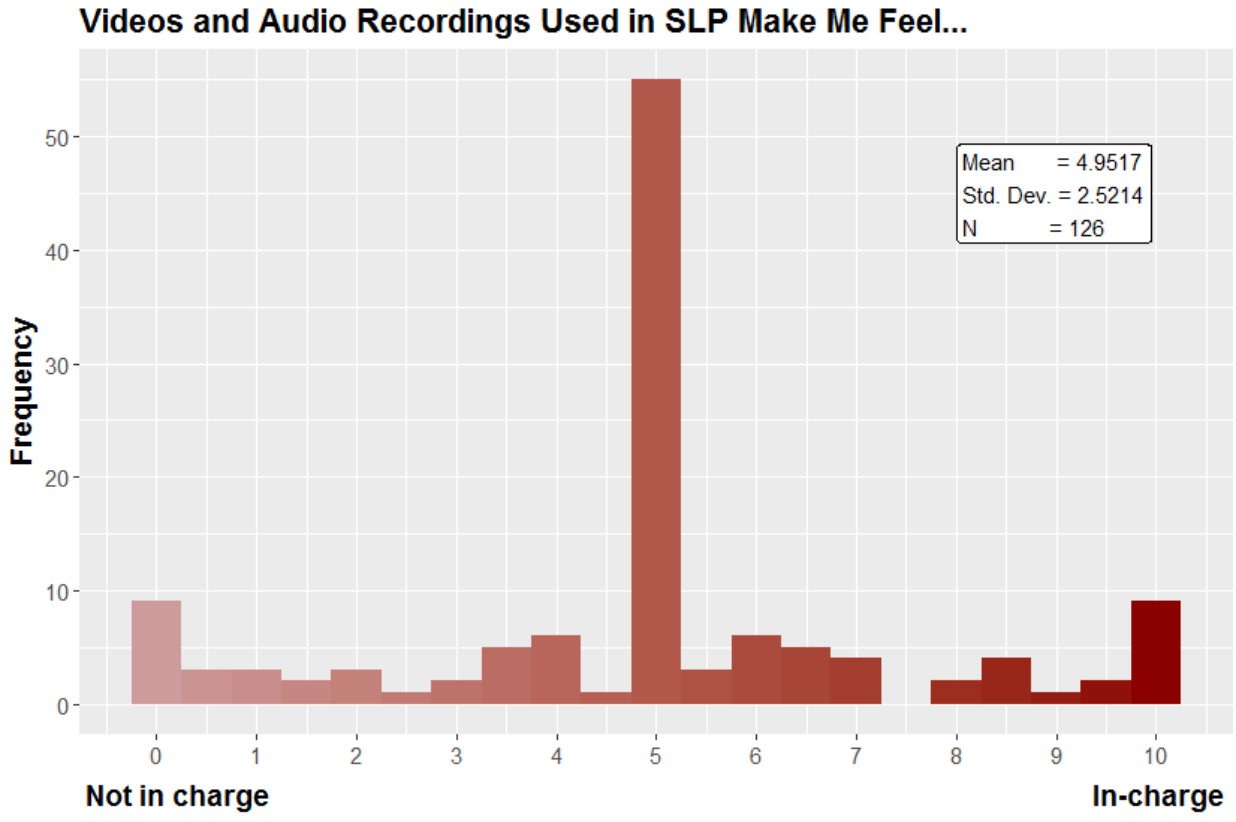

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.9813
Std. Dev. = 3.0758
N = 126
Frequency
Not Entertaining
Entertaining

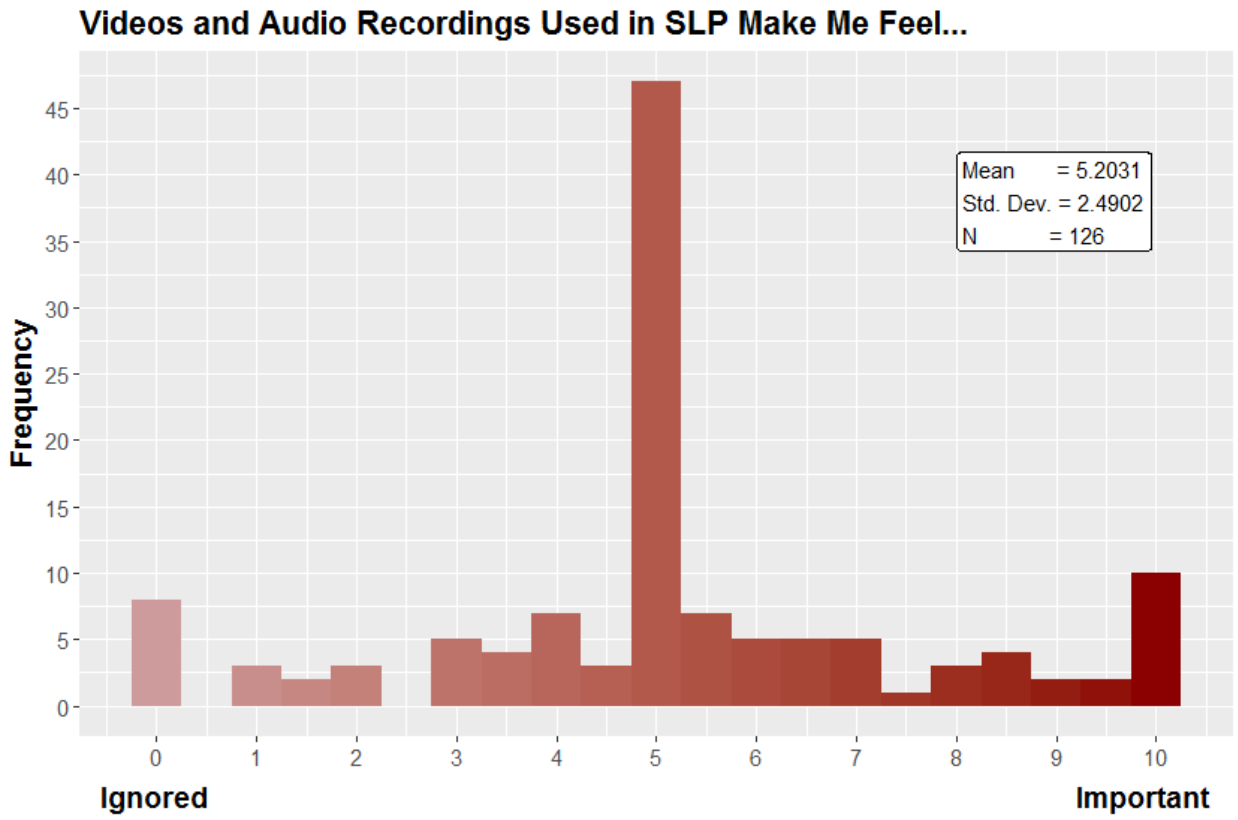

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 5.0363
Std. Dev. = 3.0391
N = 126
Frequency
Uninteresting
Interesting

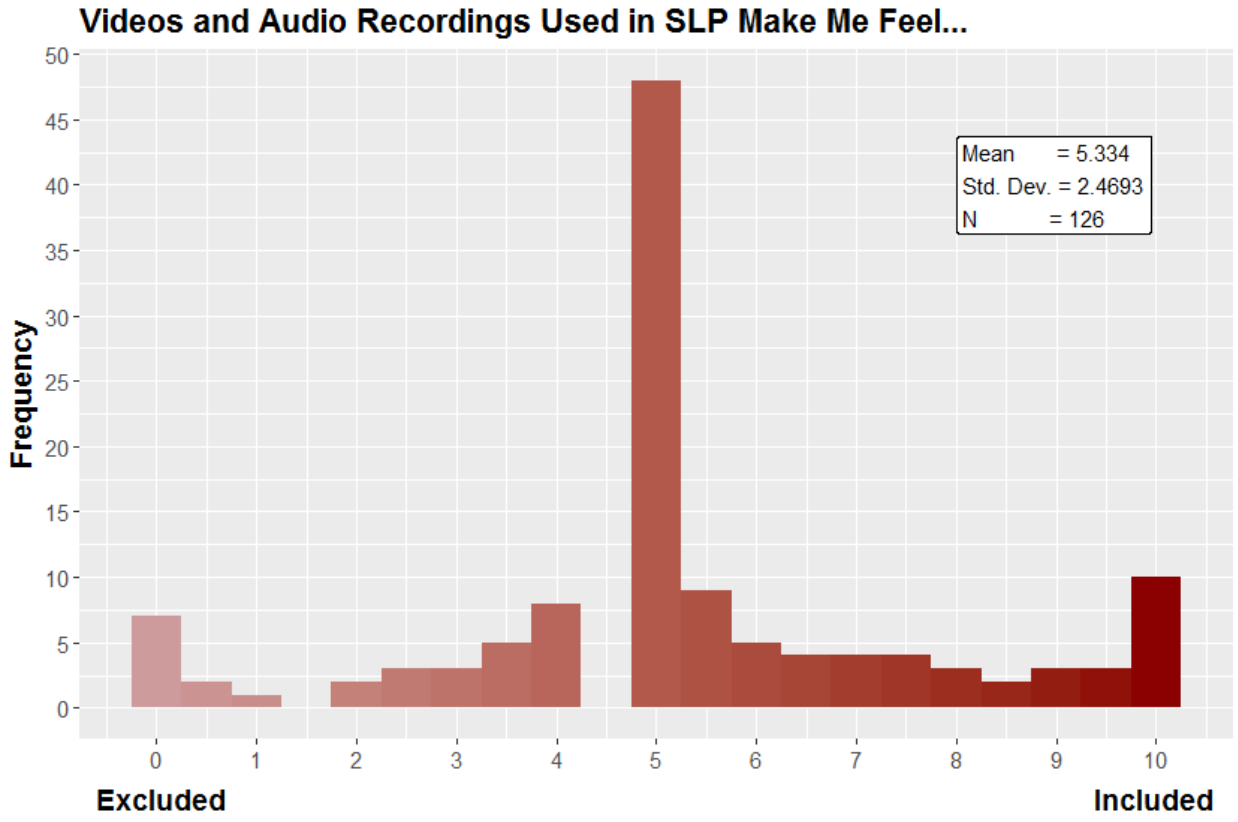

Videos and Audio Recordings Used in Summit Learning Platform are...
Mean = 4.098
Std. Dev. = 2.8458
N = 126
Frequency
0
5
10
15
20
25
0 1 2 3 4 5 6 7 8 9 10
Tiring
Energizing

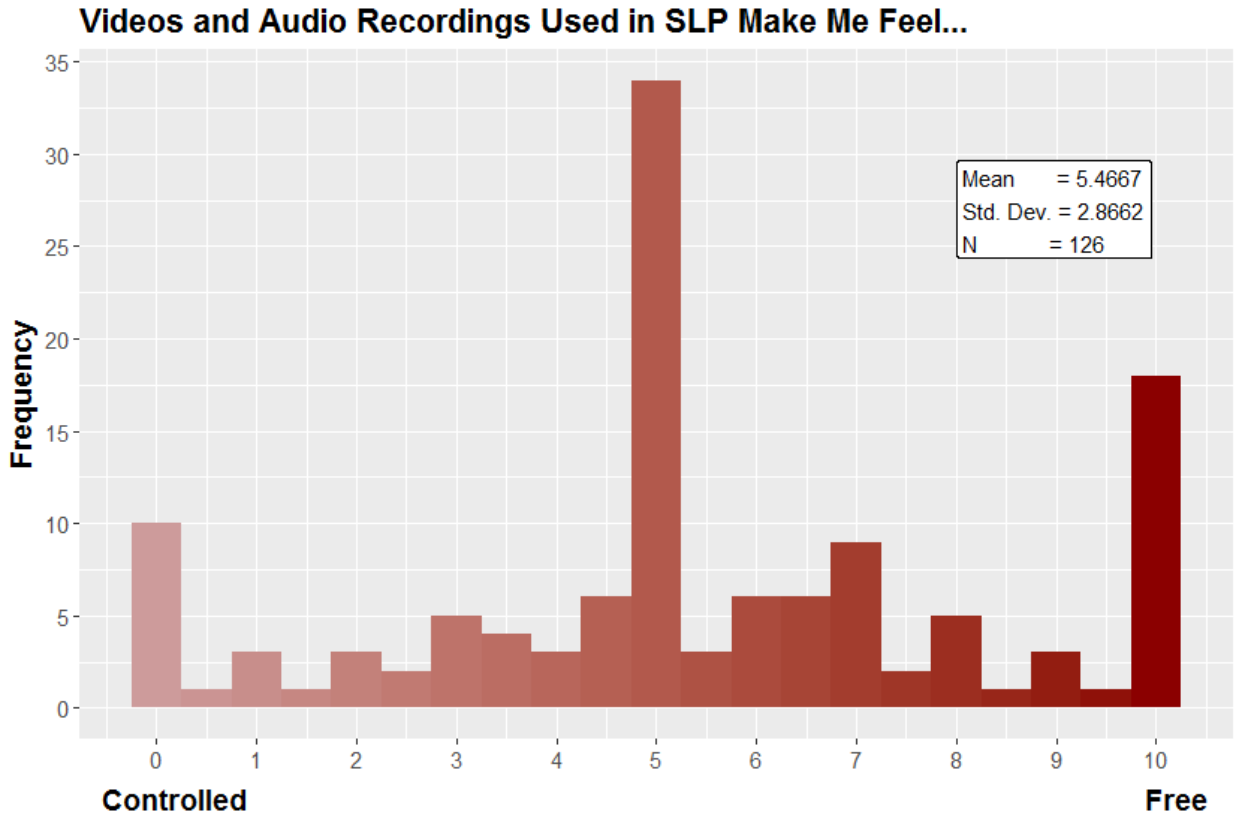

Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 4.5516
Std. Dev. = 2.7728
N = 126
Frequency
0
5
10
15
20
25
30
0 1 2 3 4 5 6 7 8 9 10
Calm
Panicked

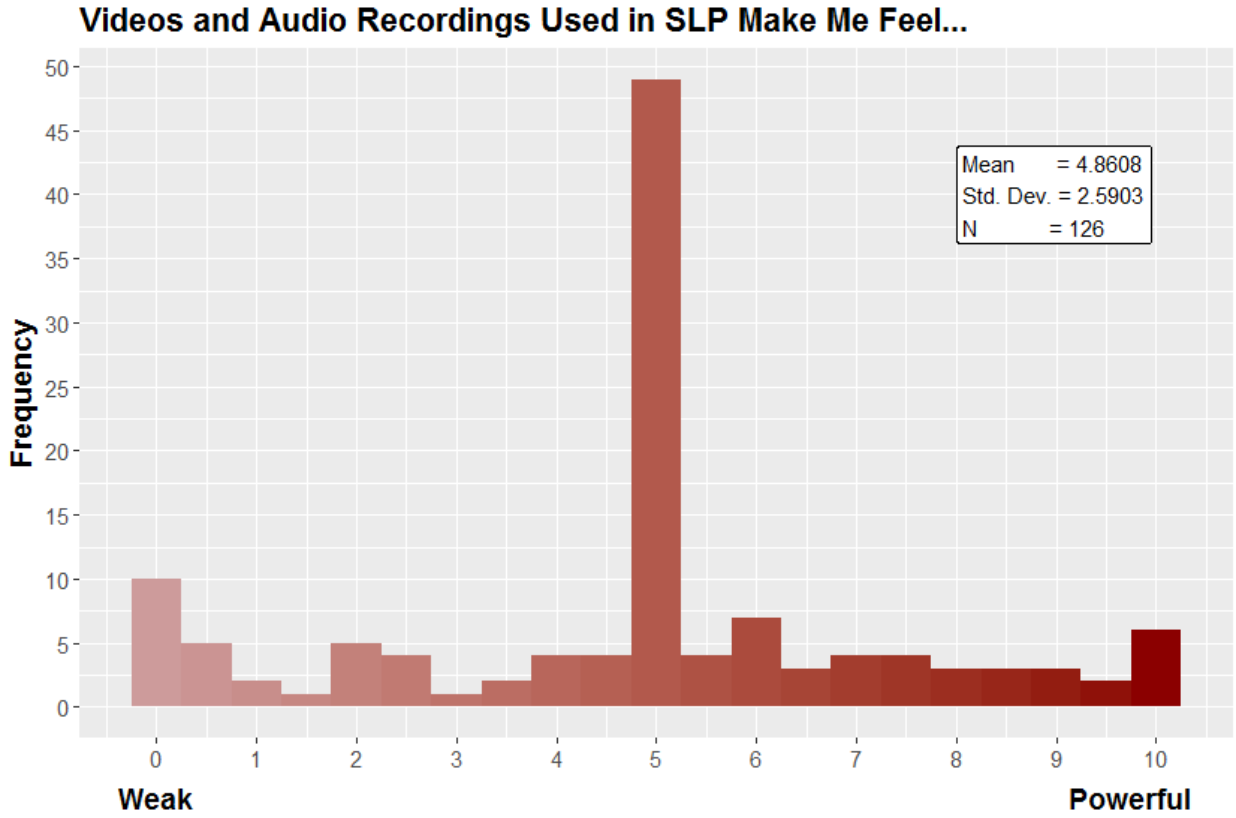

Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 5.4196
Std. Dev. = 2.6945
N = 126
Frequency
0
5
10
15
20
25
30
35
40
0
1
2
3
4
5
6
7
8
9
10
Out-of-control
In-control


Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 4.9517
Std. Dev. = 2.5214
N = 126
Frequency
0
10
20
30
40
50
0
1
2
3
4
5
6
7
8
9
10
Not in charge
In-charge


Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 5.2031
Std. Dev. = 2.4902
N = 126
Frequency
0
5
10
15
20
25
30
35
40
45
0
1
2
3
4
5
6
7
8
9
10
Ignored
Important


Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 5.334
Std. Dev. = 2.4693
N = 126
Frequency
0
5
10
15
20
25
30
35
40
45
50
0
1
2
3
4
5
6
7
8
9
10
Excluded
Included


Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 5.4667
Std. Dev. = 2.8662
N = 126
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Controlled
Free


Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 4.8608
Std. Dev. = 2.5903
N = 126
Frequency
0
5
10
15
20
25
30
35
40
45
50
0
1
2
3
4
5
6
7
8
9
10
Weak
Powerful

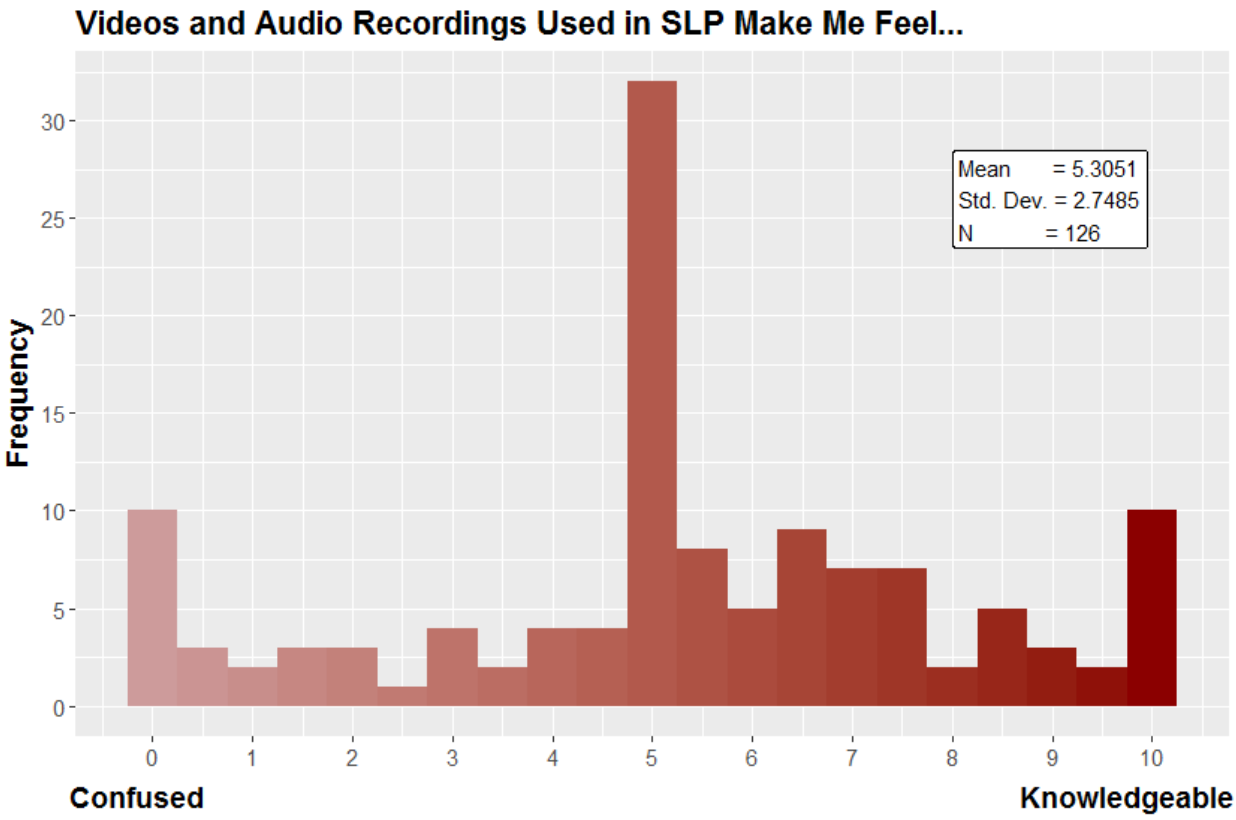
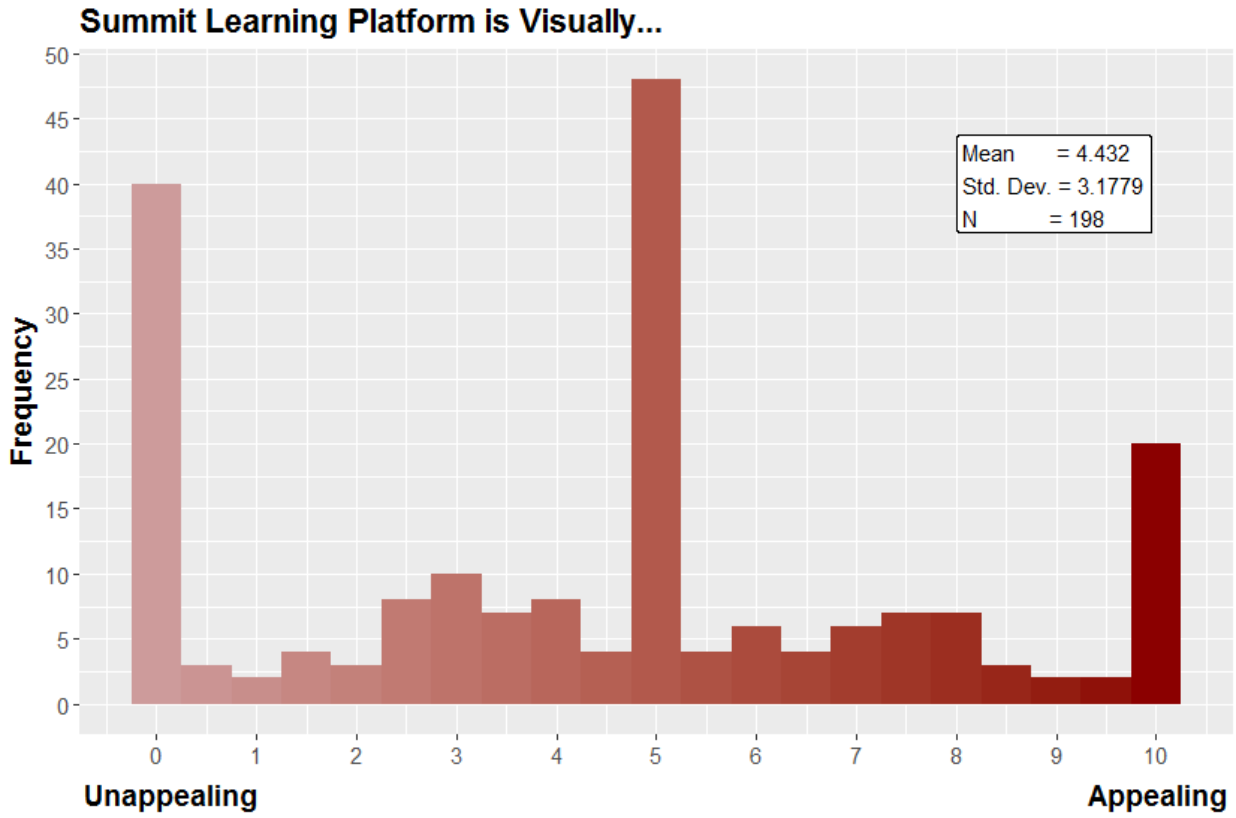

Videos and Audio Recordings Used in SLP Make Me Feel...
Mean = 5.3051
Std. Dev. = 2.7485
N = 126
Frequency
30
25
20
15
10
5
0
0
1
2
3
4
5
6
7
8
9
10
Confused
Knowledgeable

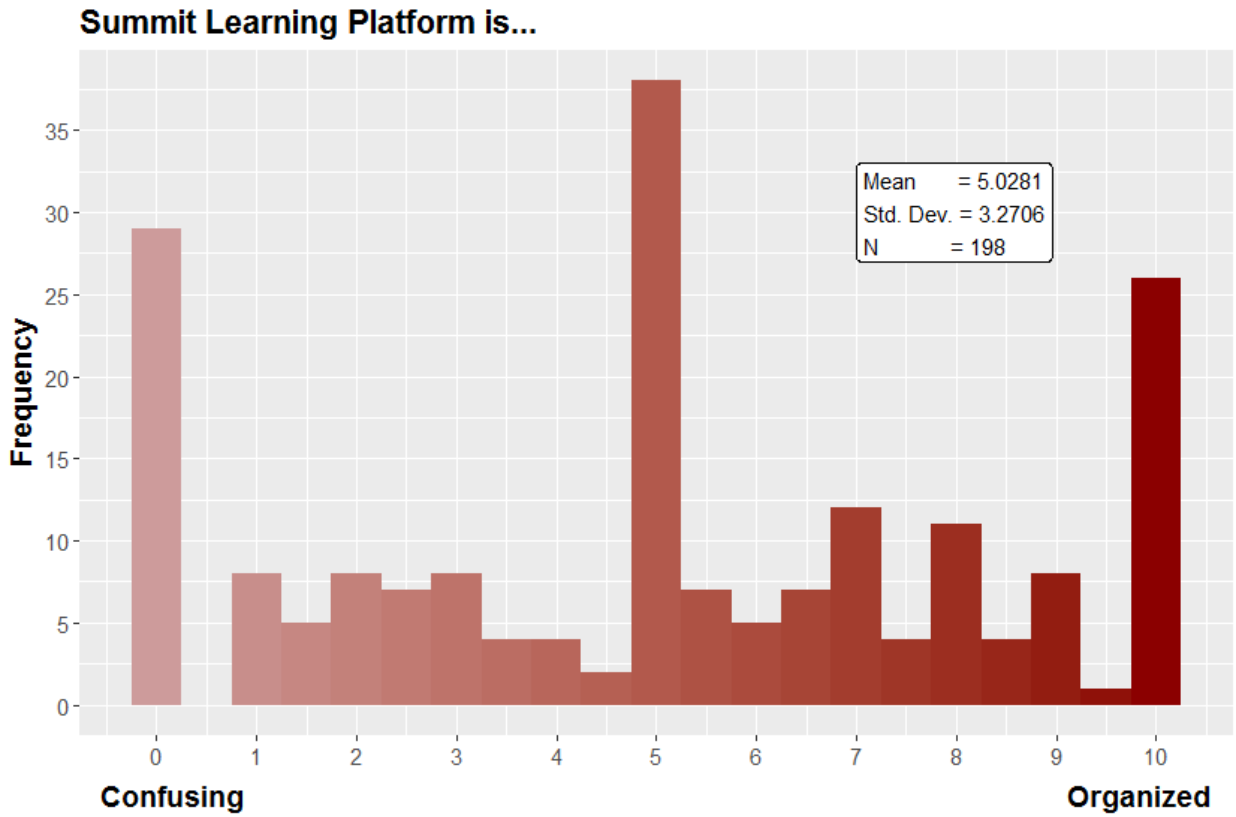
Table 9

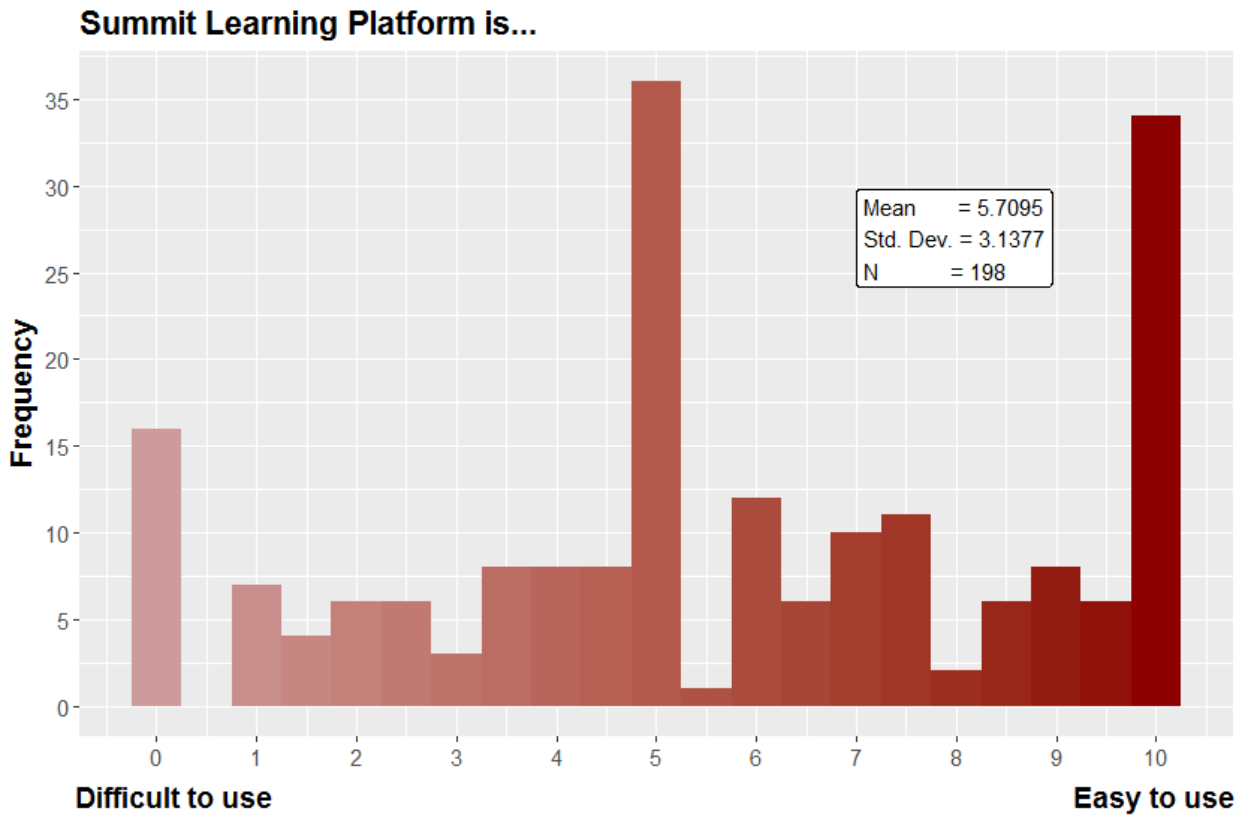
Summary of "Attitudes of SLP as a Product" for Students

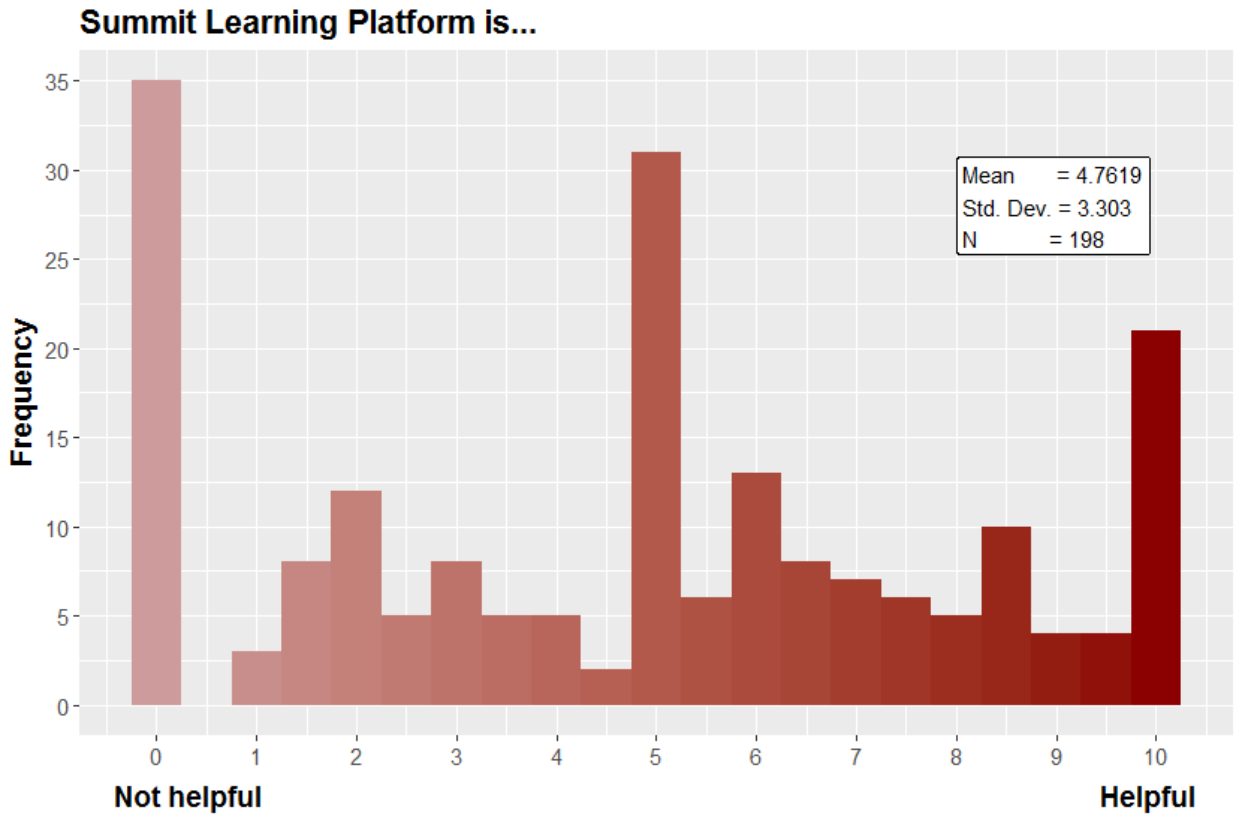
	n	Mean	Median	Variance	Standard Deviation	α
	198	5.5273	5.4395	9.8268	3.1313	.924
Visually Appealing		4.4320	5.0000	10.099	3.1779	
Organized		5.0281	5.0000	10.697	3.2706	
Easy to Use		5.7095	5.0000	9.8450	3.1377	
Helpful		4.7619	5.0000	10.910	3.3030	
Easy to Use at Home		6.2348	6.2800	10.161	3.1876	
Safe		6.2032	5.9300	9.0100	3.0017	
Easy to Navigate		5.6605	5.0000	10.454	3.2333	
Extensive Content		4.8977	5.0000	8.5060	2.9164	
Works Well		5.5216	5.0000	10.007	3.1634	
Supported		5.1193	5.0000	10.471	3.2359	
Expensive		7.2318	7.6250	7.9350	2.8169	

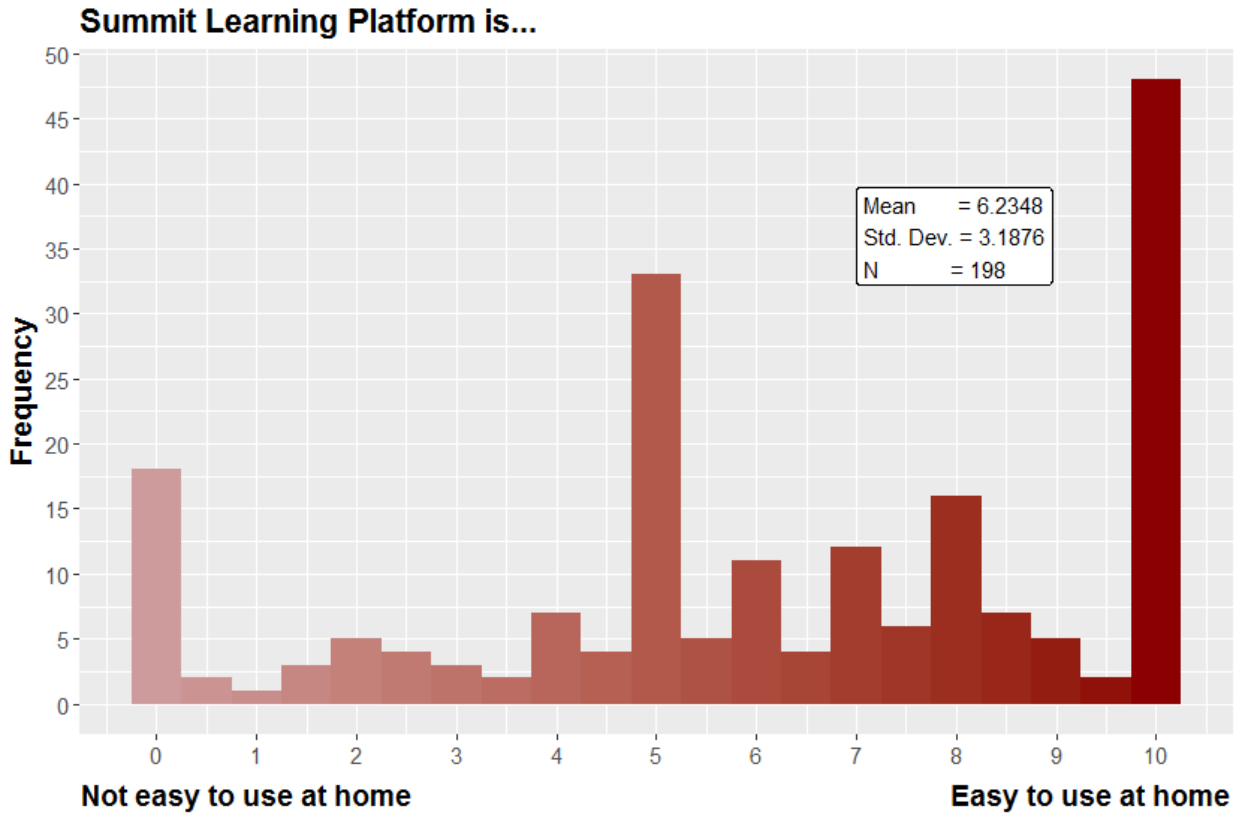
As can be seen in Table 9, the overall mean attitudinal score (μ=5.5273) for students fell in the neutral range (4 to 6), suggesting students were indifferent to SLP as a product. Students did seem to feel that SLP was easy to use at home, safe, but expensive. Analysis of Cronbach's alpha (α) suggests good internal consistency as all scales exceed the .85 threshold recommended by Pavot, Diener, Colvin, and Sandvik (1991).

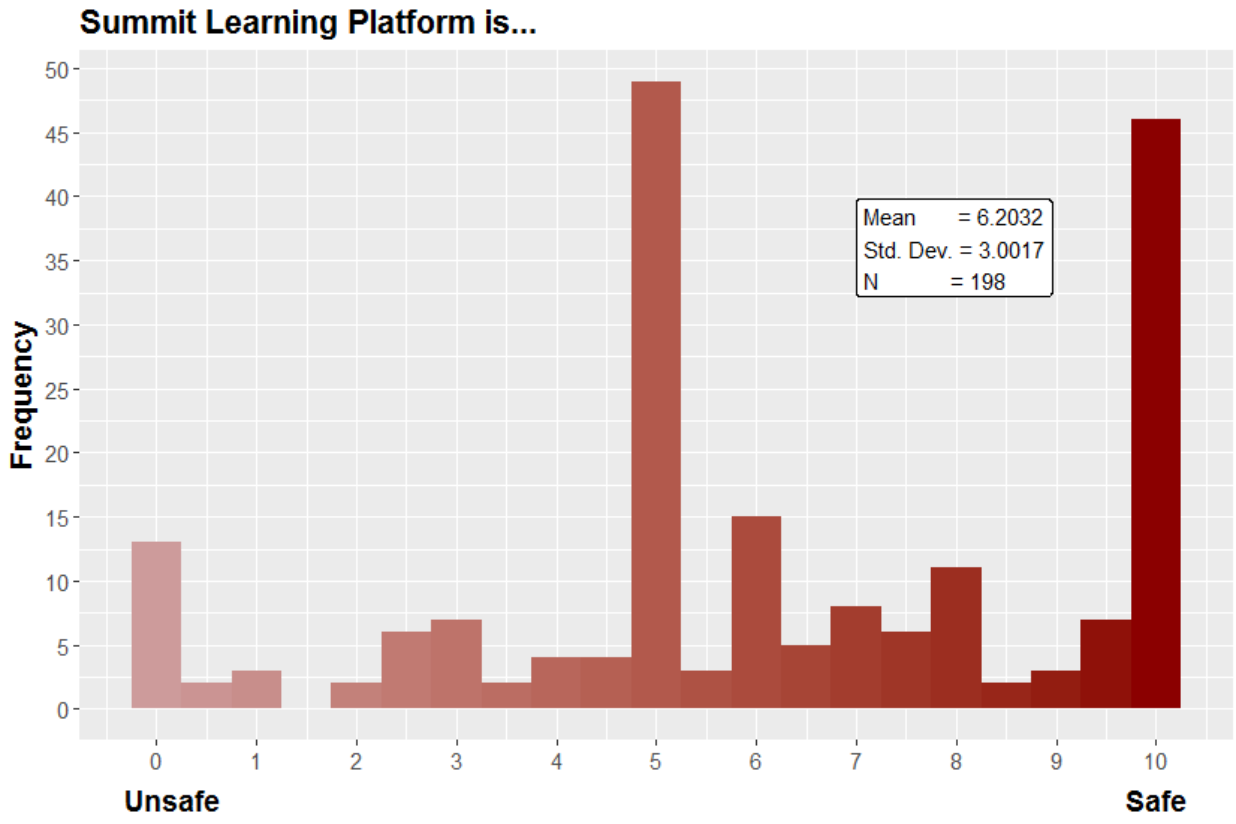

Summit Learning Platform is Visually...
Frequency
Mean = 4.432
Std. Dev. = 3.1779
N = 198
Unappealing
Appealing

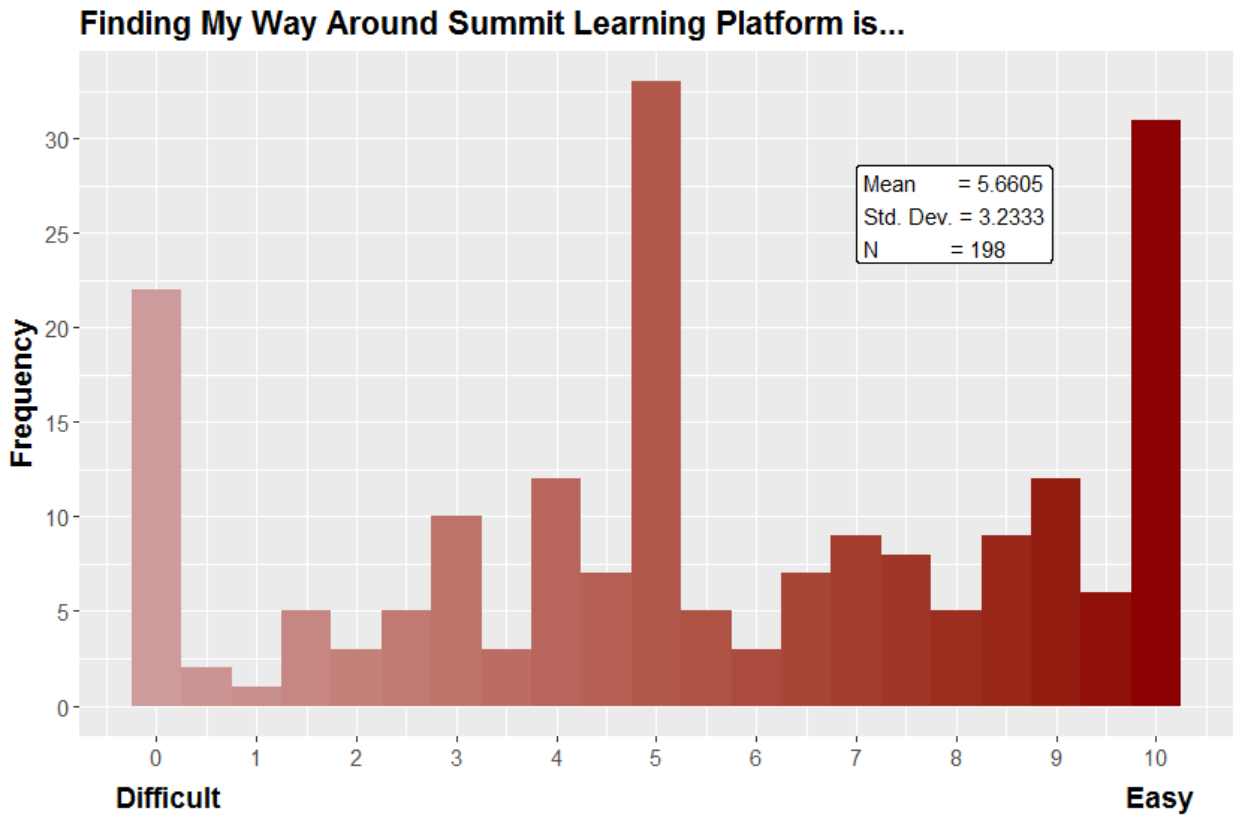

Summit Learning Platform is...
Frequency
Mean = 5.0281
Std. Dev. = 3.2706
N = 198
Confusing
Organized

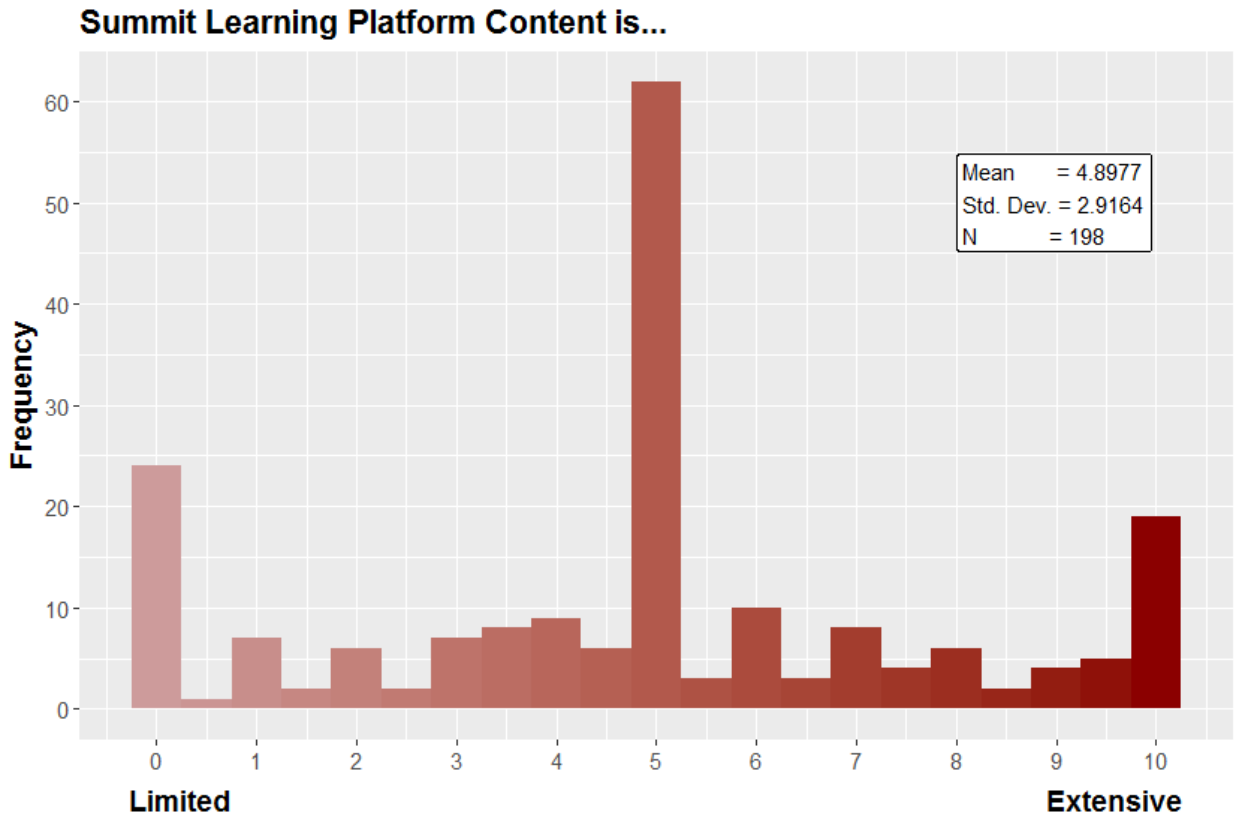

Summit Learning Platform is...
Frequency
Mean = 5.7095
Std. Dev. = 3.1377
N = 198
Difficult to use
Easy to use

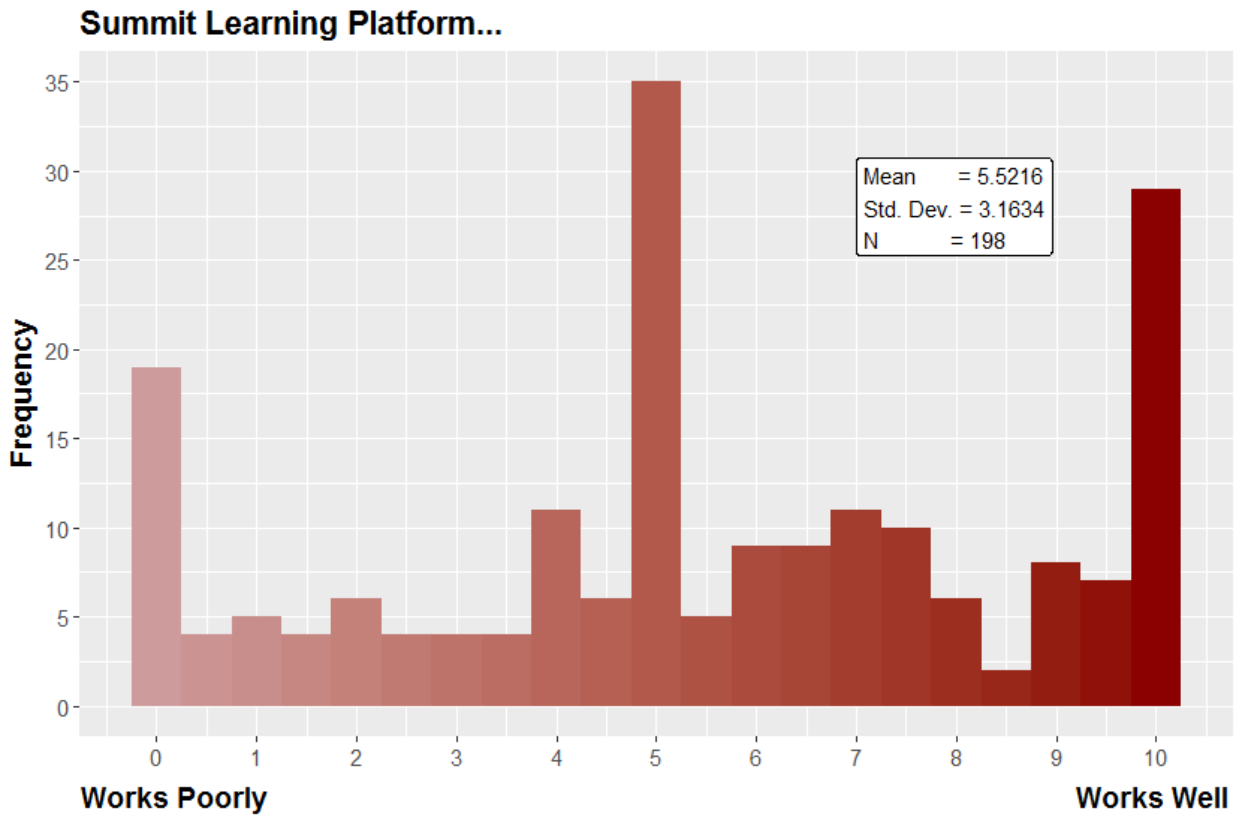

Summit Learning Platform is...
Frequency
Mean = 4.7619
Std. Dev. = 3.303
N = 198
Not helpful
Helpful

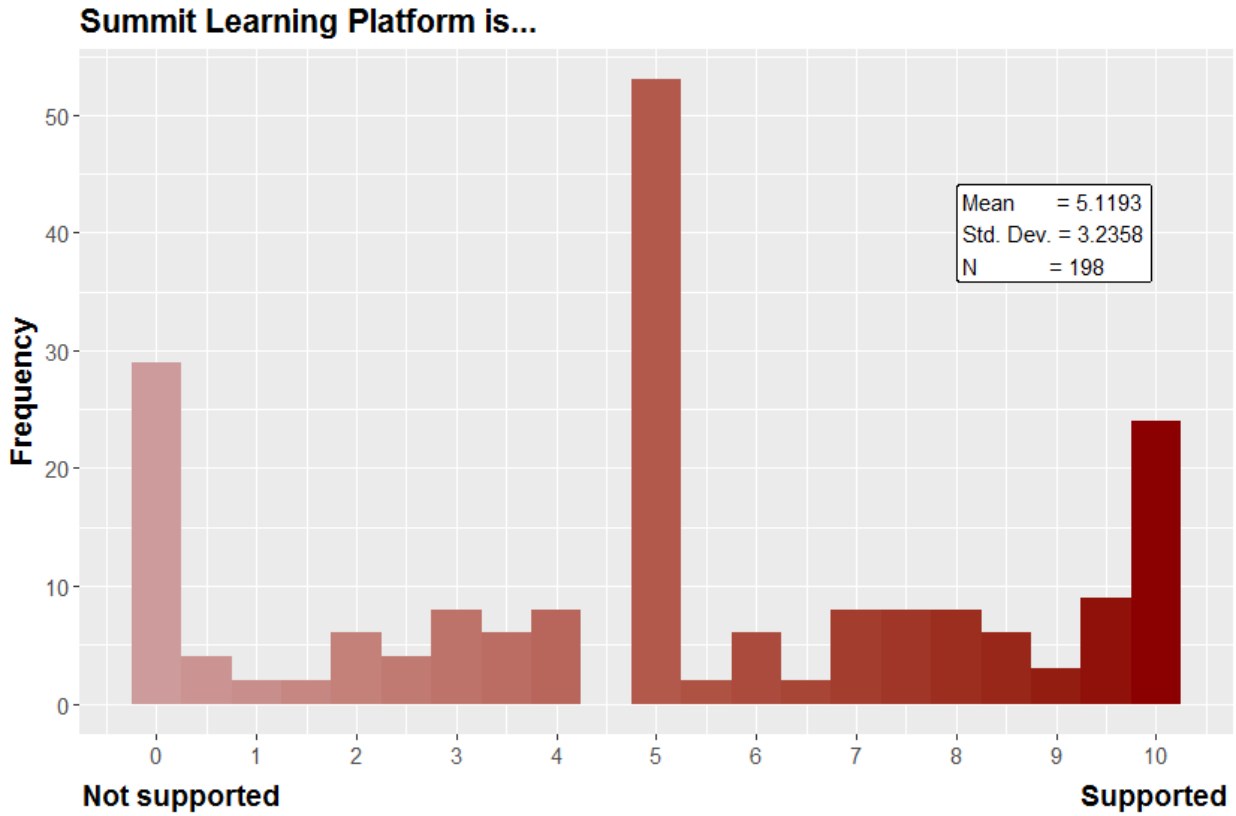

Summit Learning Platform is...
Frequency
Mean = 6.2348
Std. Dev. = 3.1876
N = 198
Not easy to use at home
Easy to use at home

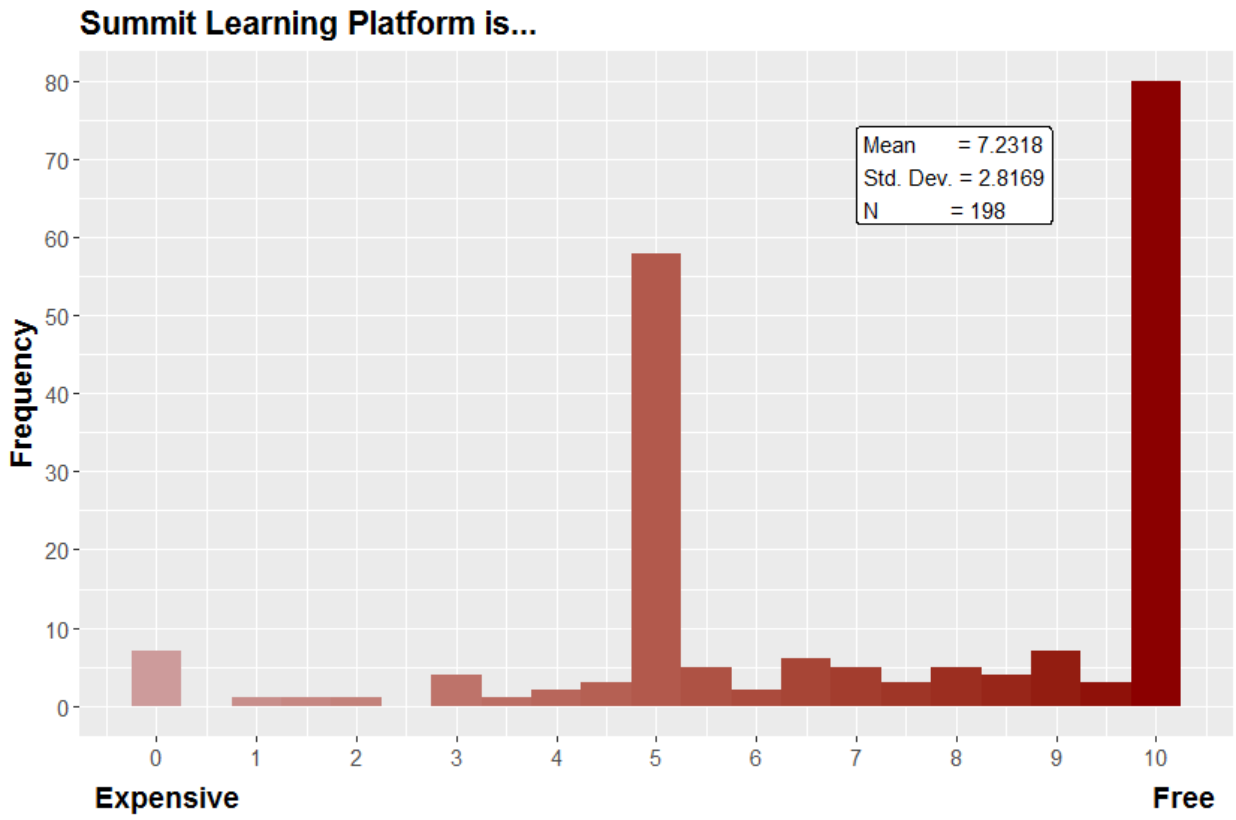

Summit Learning Platform is...
Frequency
Mean = 6.2032
Std. Dev. = 3.0017
N = 198
Unsafe
Safe


Finding My Way Around Summit Learning Platform is...
Mean = 5.6605
Std. Dev. = 3.2333
N = 198
Frequency
0
5
10
15
20
25
30
0
1
2
3
4
5
6
7
8
9
10
Difficult
Easy


Summit Learning Platform Content is...
Mean = 4.8977
Std. Dev. = 2.9164
N = 198
Frequency
0
10
20
30
40
50
60
0
1
2
3
4
5
6
7
8
9
10
Limited
Extensive

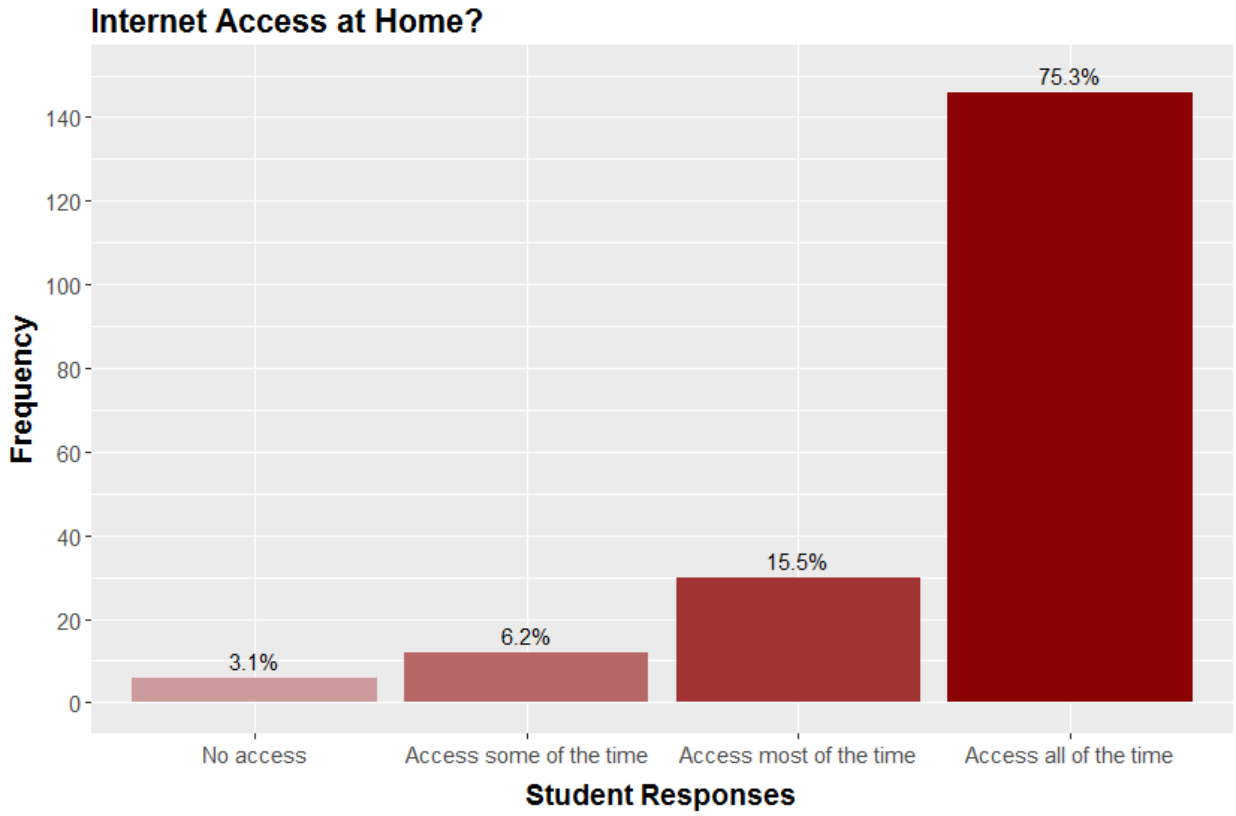

Summit Learning Platform...
Mean = 5.5216
Std. Dev. = 3.1634
N = 198
Frequency
0
5
10
15
20
25
30
35
0
1
2
3
4
5
6
7
8
9
10
Works Poorly
Works Well

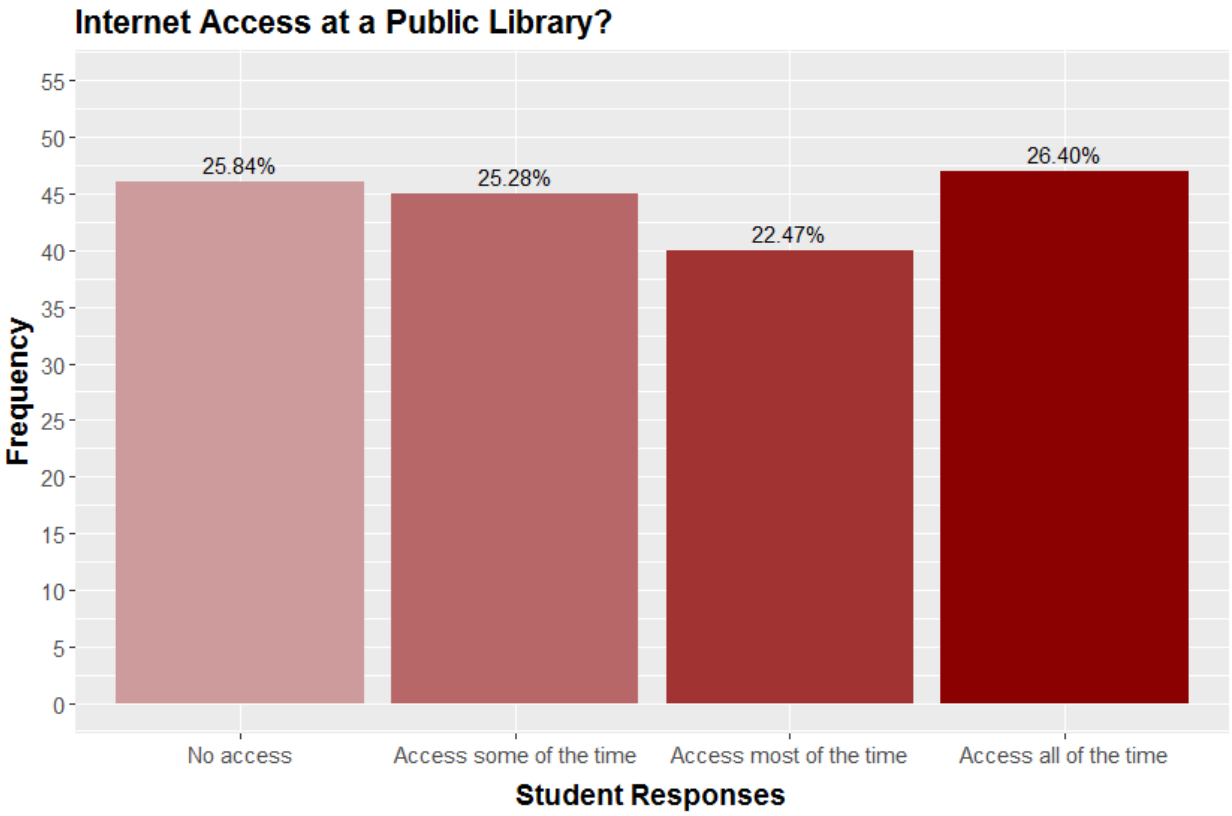

Summit Learning Platform is...
Mean = 5.1193
Std. Dev. = 3.2358
N = 198
Frequency
0
10
20
30
40
50
0
1
2
3
4
5
6
7
8
9
10
Not supported
Supported

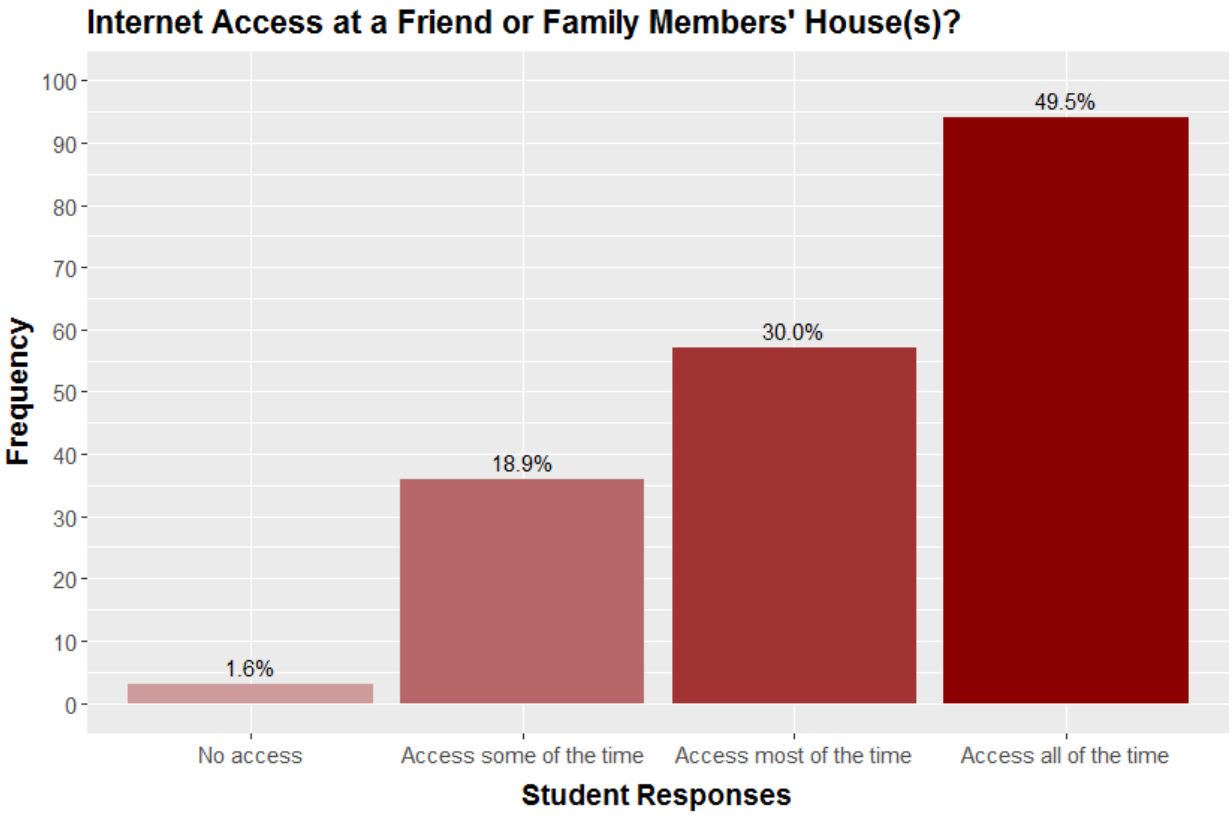

Summit Learning Platform is...
Mean = 7.2318
Std. Dev. = 2.8169
N = 198
Frequency
80
70
60
50
40
30
20
10
0
0
1
2
3
4
5
6
7
8
9
10
Expensive
Free

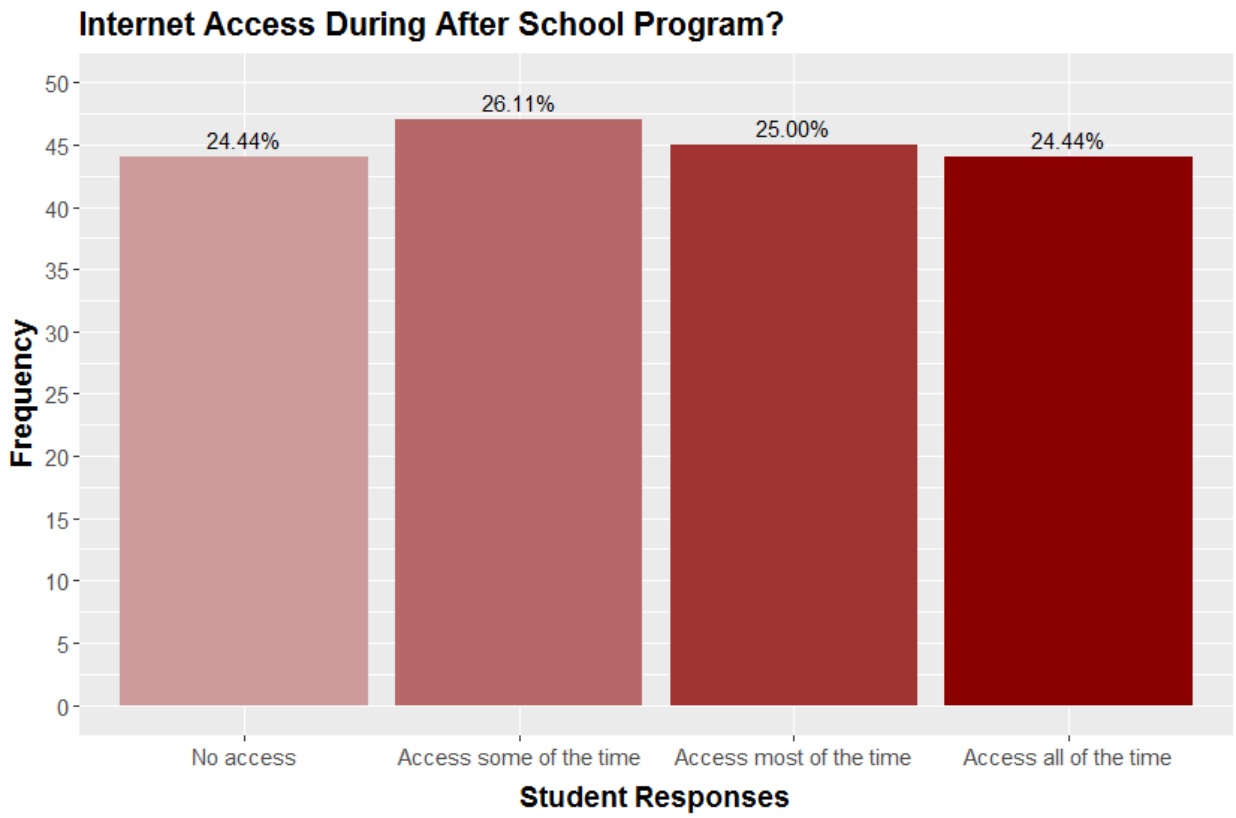
Appendix D – Additional Graphs of Student Responses

Technology Use and Access




Internet Access at a Public Library?
Frequency
55
50
45
40
35
30
25
20
15
10
5
0
25.84%
25.28%
22.47%
26.40%
No access
Access some of the time
Access most of the time
Access all of the time
Student Responses


Internet Access at a Friend or Family Members' House(s)?
Frequency
100
90
80
70
60
50
40
30
20
10
0
1.6%
18.9%
30.0%
49.5%
No access
Access some of the time
Access most of the time
Access all of the time
Student Responses


Internet Access During After School Program?
Frequency
50
45
40
35
30
25
20
15
10
5
0
24.44%
26.11%
25.00%
24.44%
No access
Access some of the time
Access most of the time
Access all of the time
Student Responses

Number of students who don't own a smart phone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	162	81.8	81.8	81.8
	don't have	36	18.2	18.2	100.0
	Total	198	100.0	100.0	

Number of students who share a smart phone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	190	96.0	96.0	96.0
	Share	8	4.0	4.0	100.0
	Total	198	100.0	100.0	

Number of students who own a smart phone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	45	22.7	22.7	22.7
	have phone	153	77.3	77.3	100.0
	Total	198	100.0	100.0	

Number of students who don't have a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	181	91.4	91.4	91.4
	don't have computer	17	8.6	8.6	100.0
	Total	198	100.0	100.0	

Number of students who share a computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	109	55.1	55.1	55.1
	share computer	89	44.9	44.9	100.0
	Total	198	100.0	100.0	

Number of students who have "own" computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	100	50.5	50.5	50.5
	Have computer	98	49.5	49.5	100.0
	Total	198	100.0	100.0	

Number of students who don't have a tablet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	166	83.8	83.8	83.8
	don't have tablet	32	16.2	16.2	100.0
	Total	198	100.0	100.0	

Number of students who share a tablet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	178	89.9	89.9	89.9
	share tablet	20	10.1	10.1	100.0
	Total	198	100.0	100.0	

Number of students who have "own" tablet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	65	32.8	32.8	32.8
	have tablet	133	67.2	67.2	100.0
	Total	198	100.0	100.0	

Number of students who don't have a gaming system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	181	91.4	91.4	91.4
	don't have video game	17	8.6	8.6	100.0
	Total	198	100.0	100.0	

Number of students who share a gaming system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	117	59.1	59.1	59.1
	share video game	81	40.9	40.9	100.0
	Total	198	100.0	100.0	

Number of students who have "own" gaming system

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	94	47.5	47.5	47.5
	Have game system	104	52.5	52.5	100.0
	Total	198	100.0	100.0	

Number of students who don't have a TV

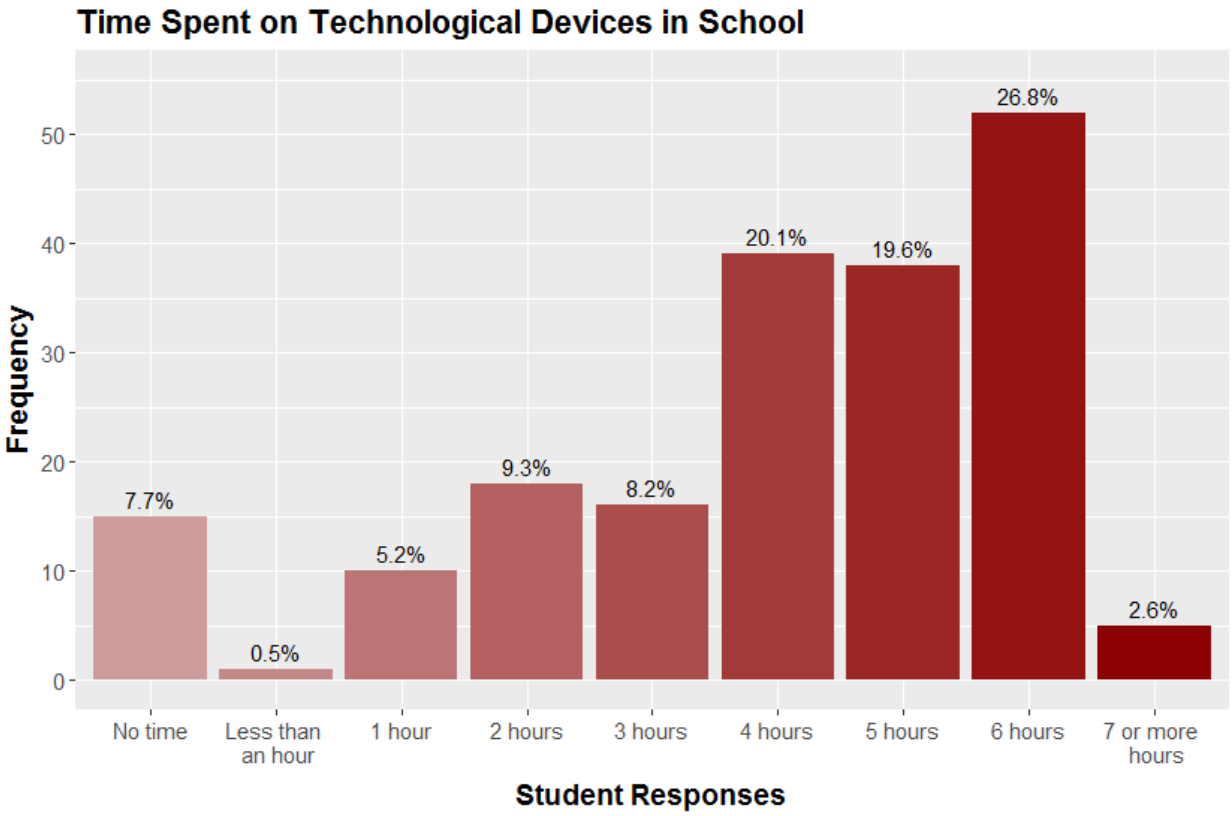
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	196	99.0	99.0	99.0
	don't have own tv	2	1.0	1.0	100.0
	Total	198	100.0	100.0	

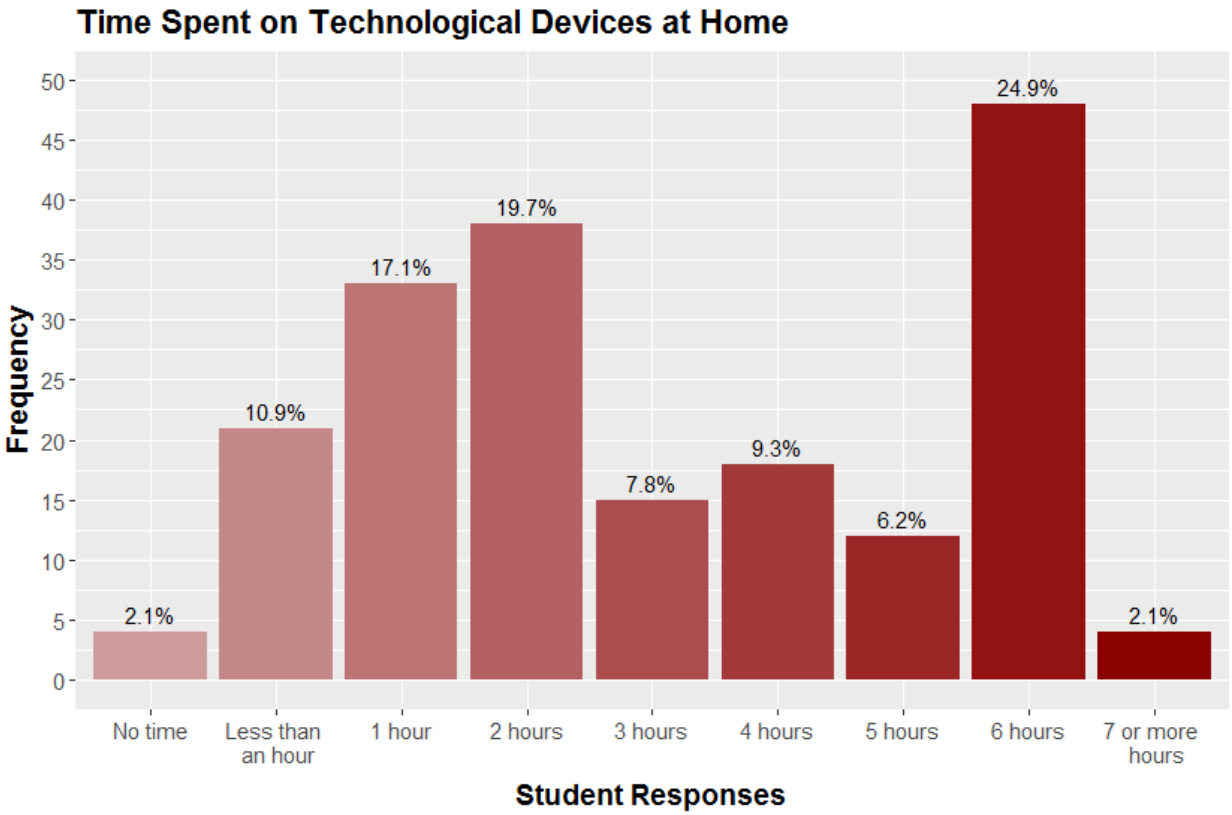
Number of students who share a TV

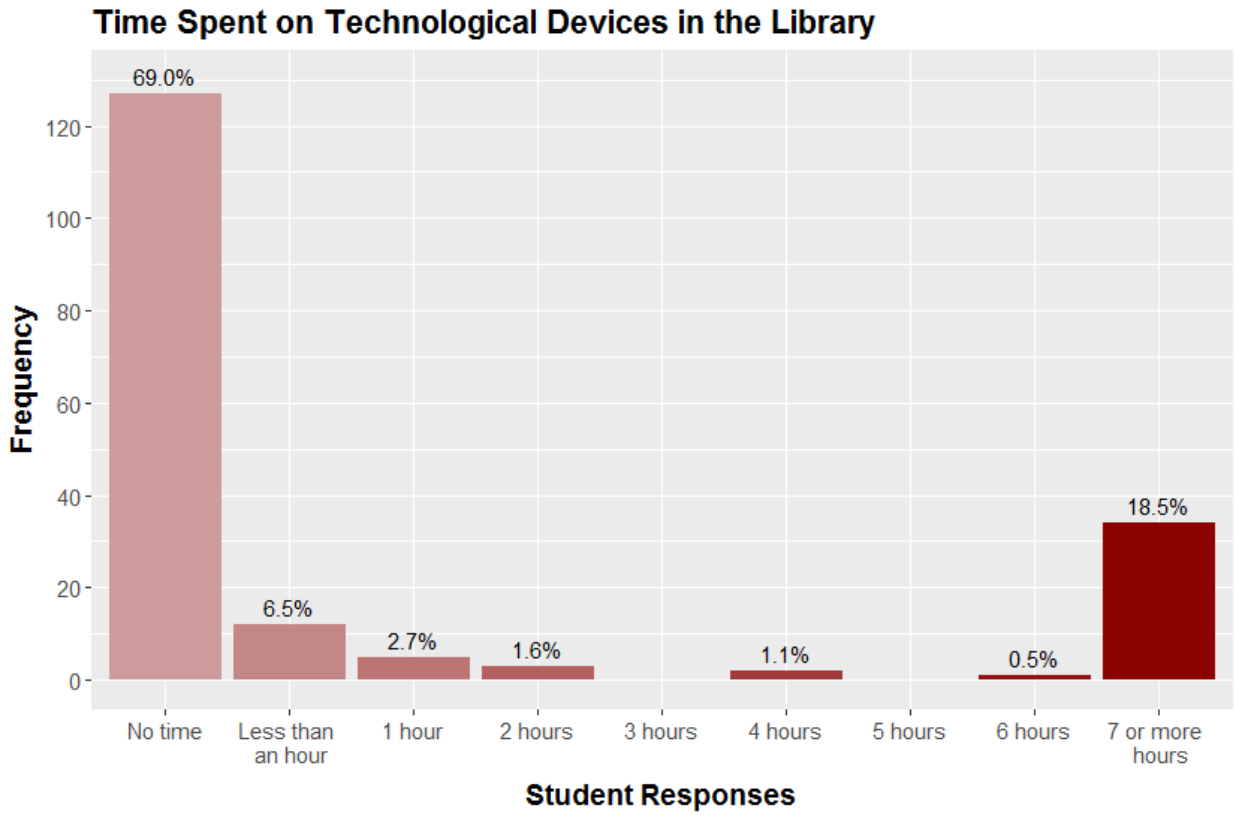
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	103	52.0	52.0	52.0
	share tv	95	48.0	48.0	100.0
	Total	198	100.0	100.0	

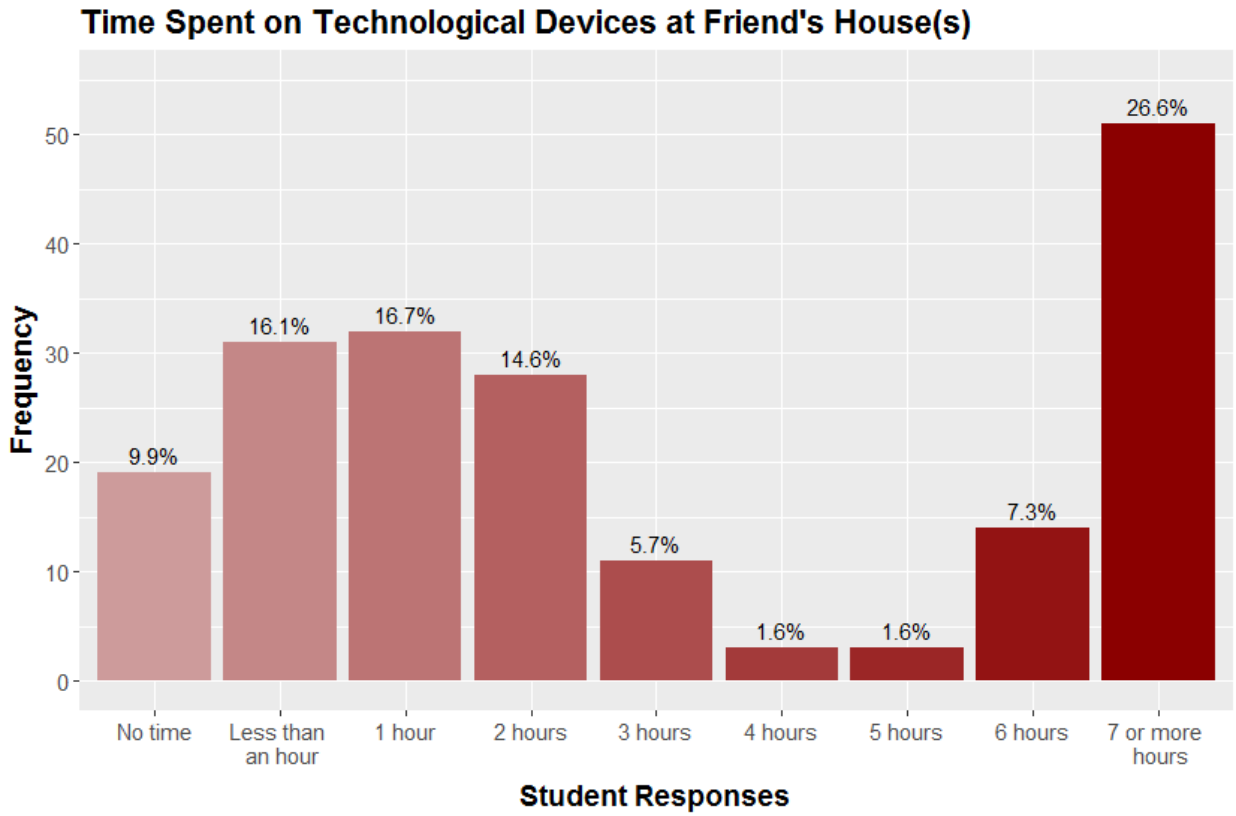
Number of students who have "own" TV

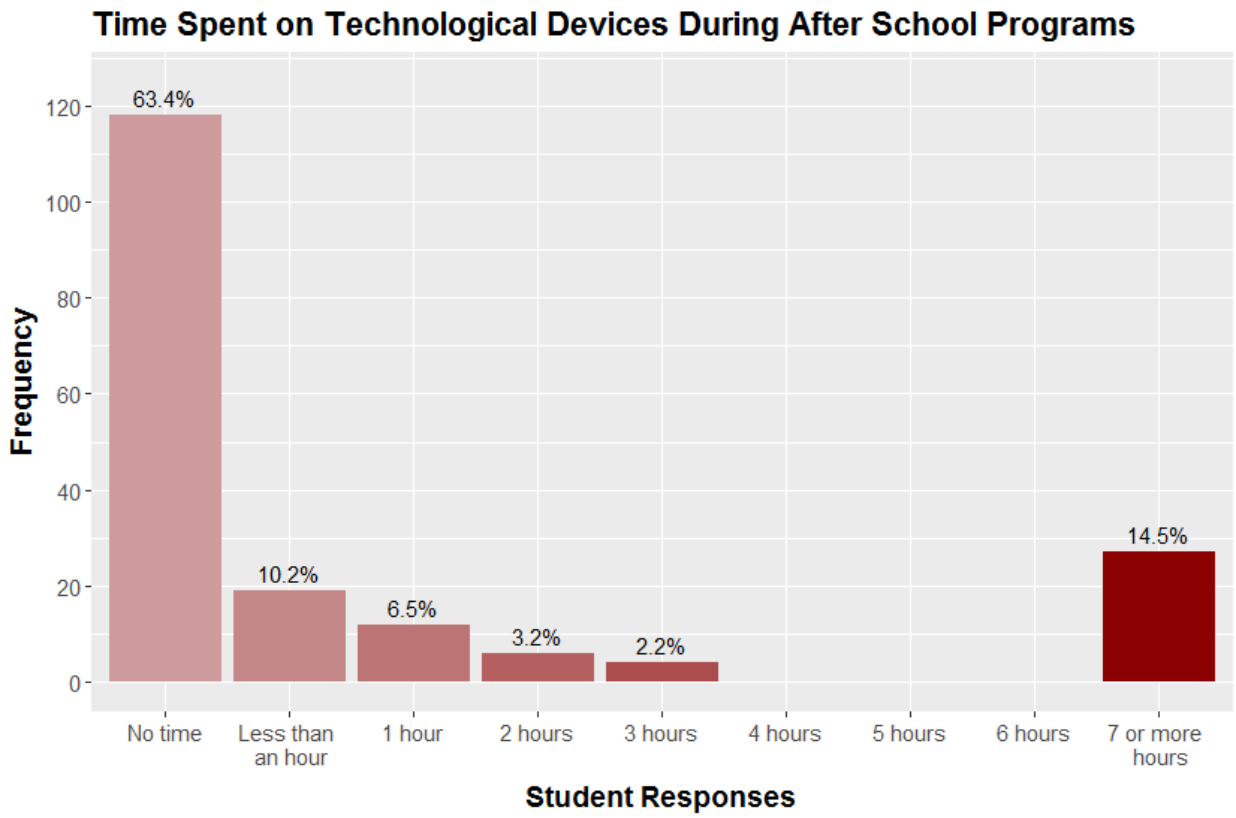
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	93	47.0	47.0	47.0
	have own tv	105	53.0	53.0	100.0
	Total	198	100.0	100.0	

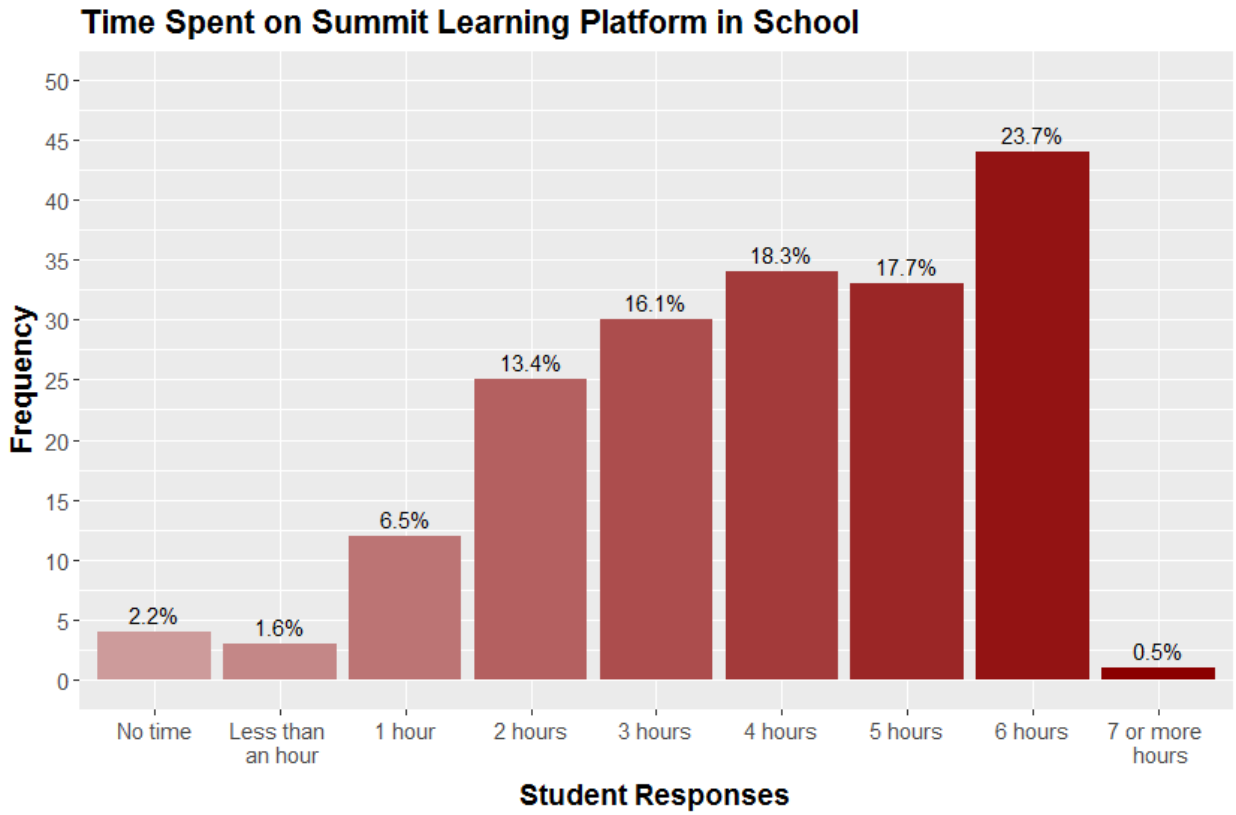

Time Spent on Technological Devices in School
Frequency
0
10
20
30
40
50
7.7%
0.5%
5.2%
9.3%
8.2%
20.1%
19.6%
26.8%
2.6%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

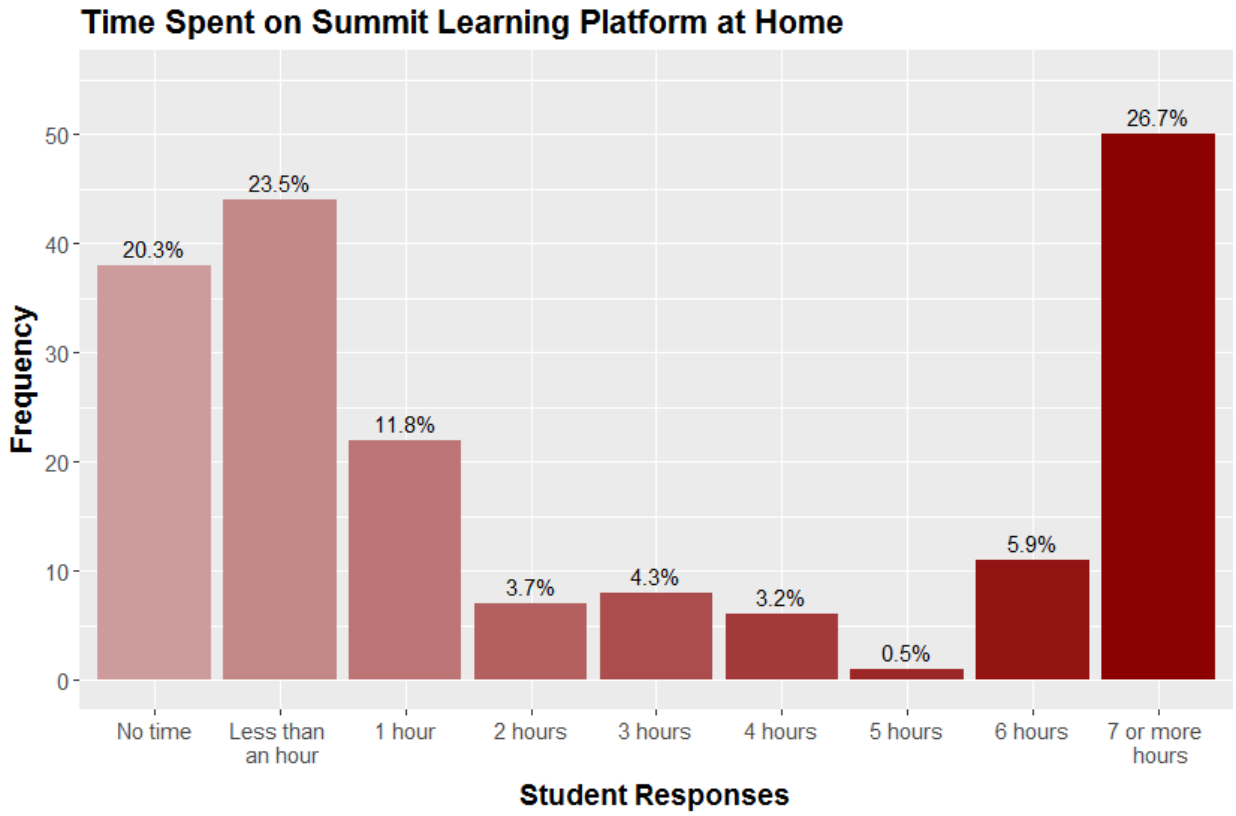

Time Spent on Technological Devices at Home
Frequency
0
5
10
15
20
25
30
35
40
45
50
2.1%
10.9%
17.1%
19.7%
7.8%
9.3%
6.2%
24.9%
2.1%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

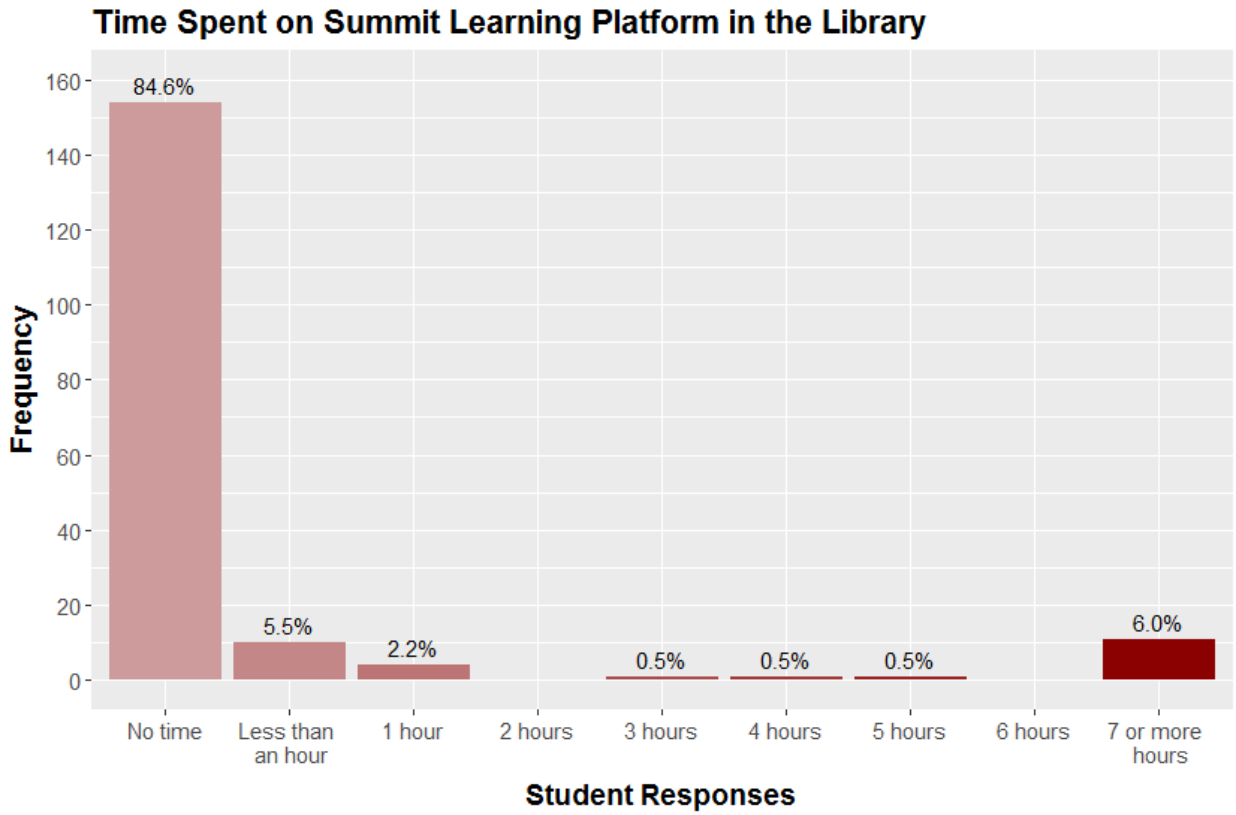

Time Spent on Technological Devices in the Library
Frequency
0
20
40
60
80
100
120
69.0%
6.5%
2.7%
1.6%
1.1%
0.5%
18.5%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

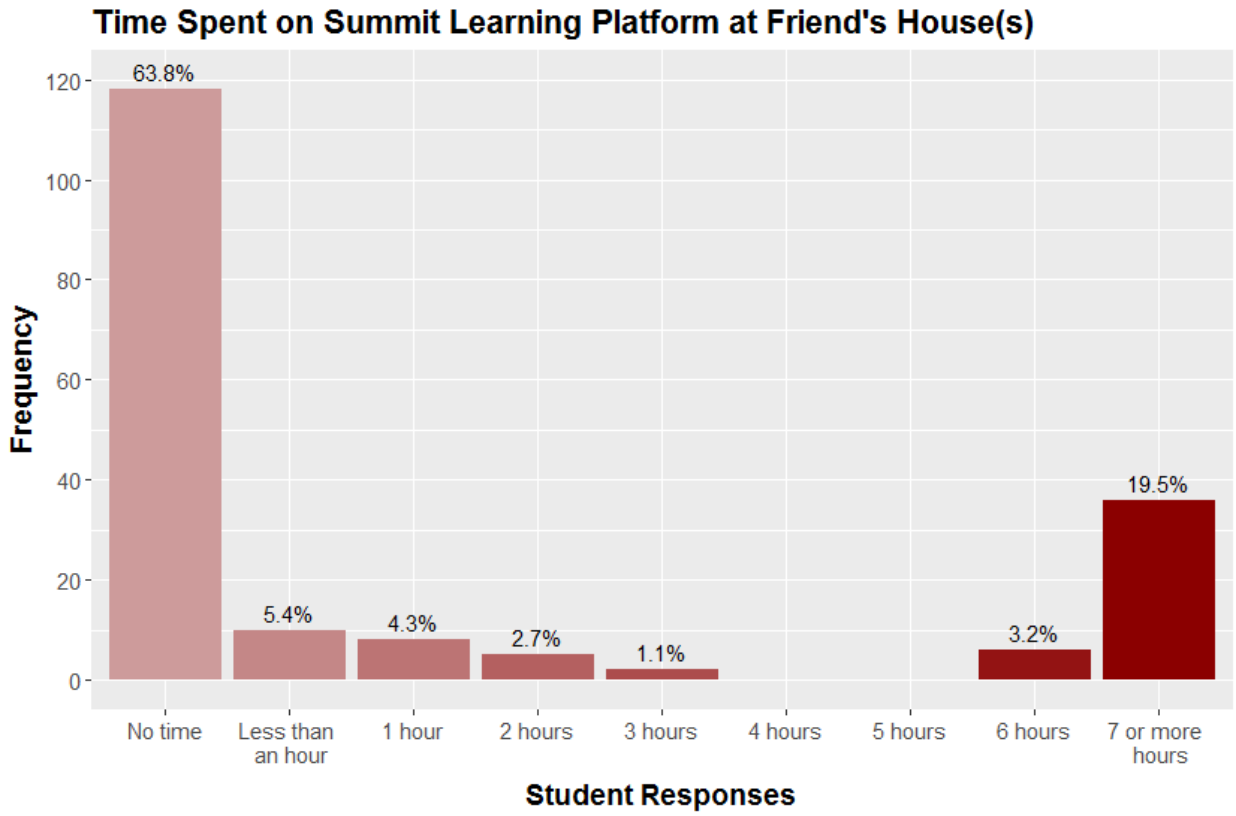

Time Spent on Technological Devices at Friend's House(s)
Frequency
0
10
20
30
40
50
9.9%
16.1%
16.7%
14.6%
5.7%
1.6%
1.6%
7.3%
26.6%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

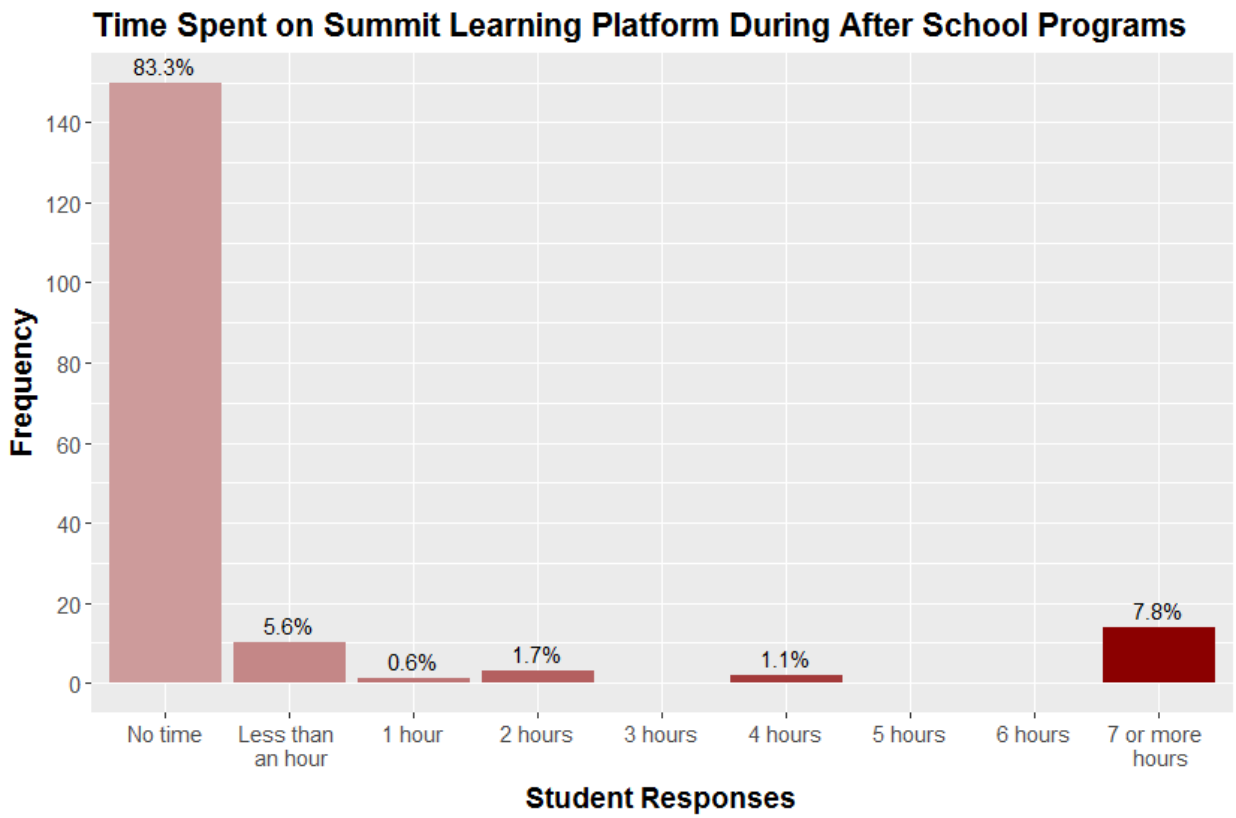

Time Spent on Technological Devices During After School Programs
Frequency
120
100
80
60
40
20
0
63.4%
10.2%
6.5%
3.2%
2.2%
14.5%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses


Time Spent on Summit Learning Platform in School
Frequency
50
45
40
35
30
25
20
15
10
5
0
2.2%
1.6%
6.5%
13.4%
16.1%
18.3%
17.7%
23.7%
0.5%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

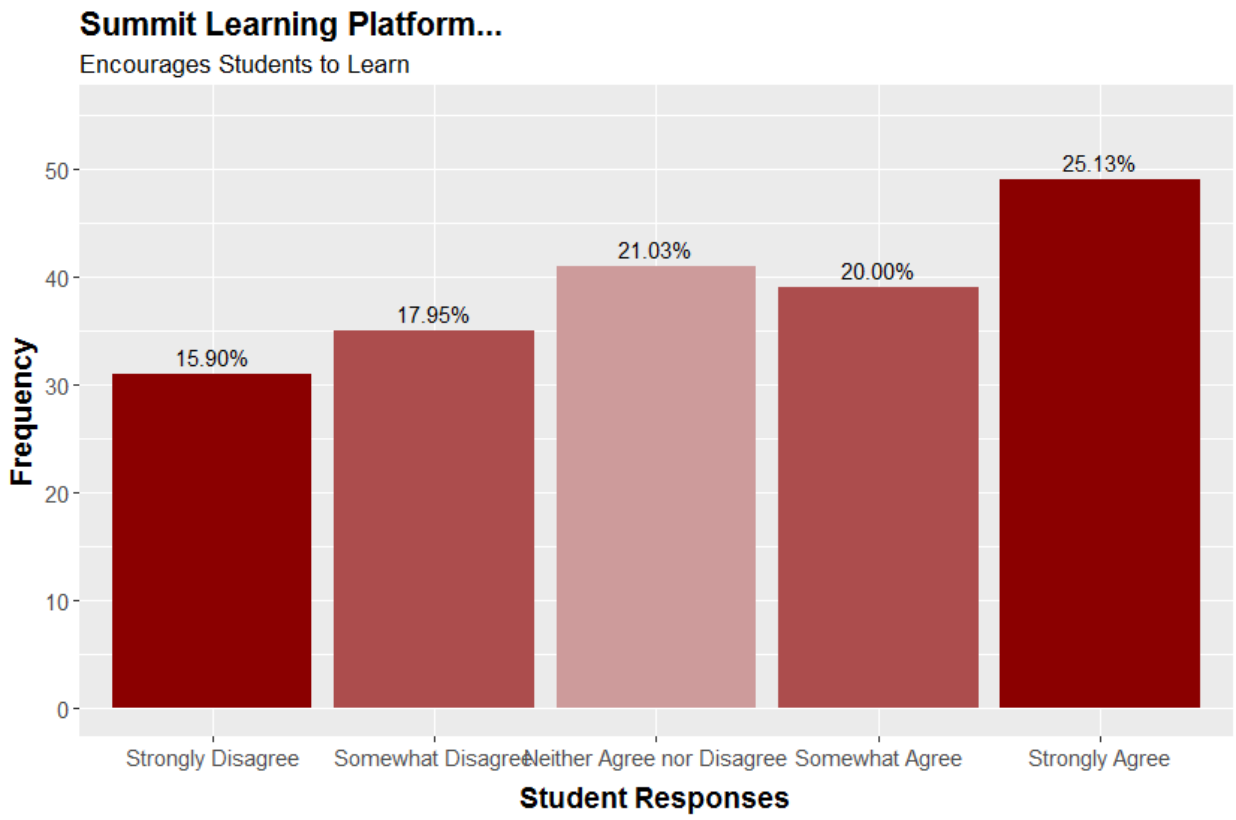

Time Spent on Summit Learning Platform at Home
Frequency
0
10
20
30
40
50
20.3%
23.5%
11.8%
3.7%
4.3%
3.2%
0.5%
5.9%
26.7%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

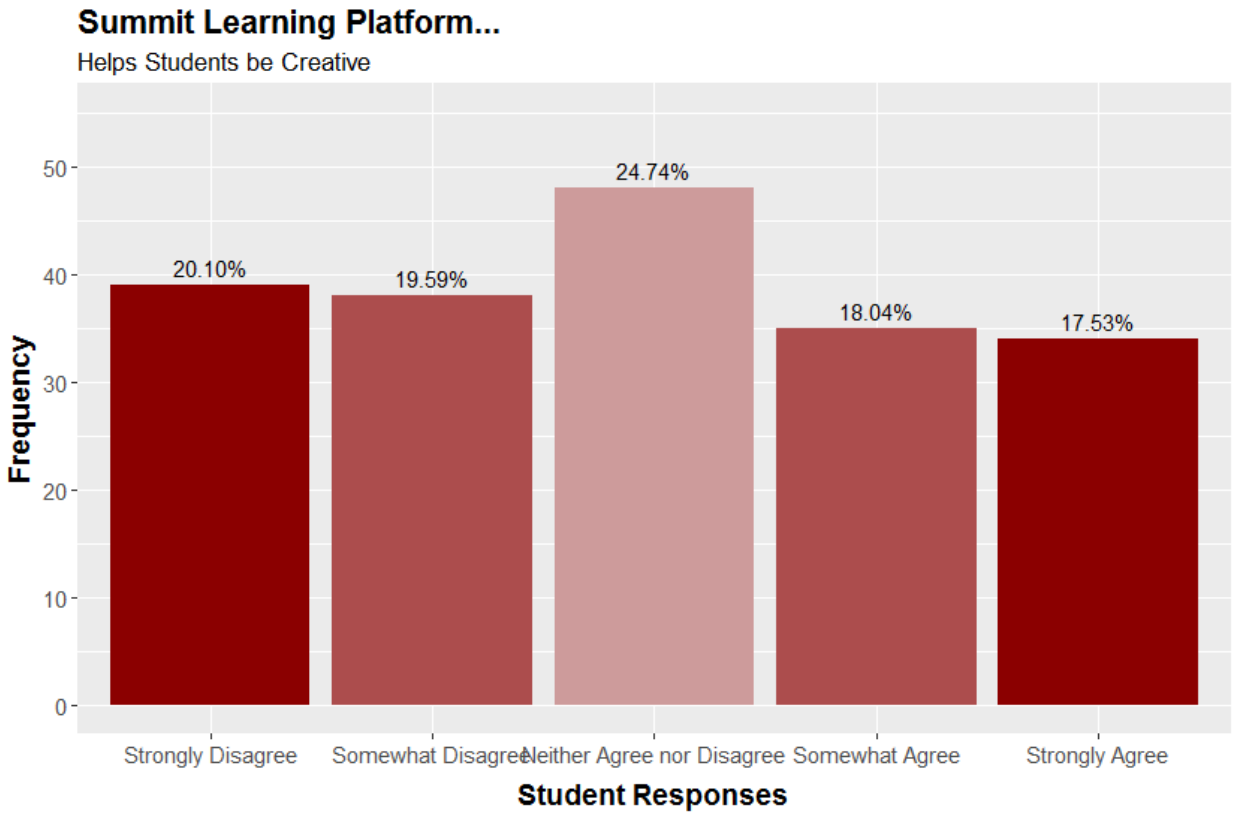

Time Spent on Summit Learning Platform in the Library
Frequency
0
20
40
60
80
100
120
140
160
84.6%
5.5%
2.2%
0.5%
0.5%
0.5%
6.0%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

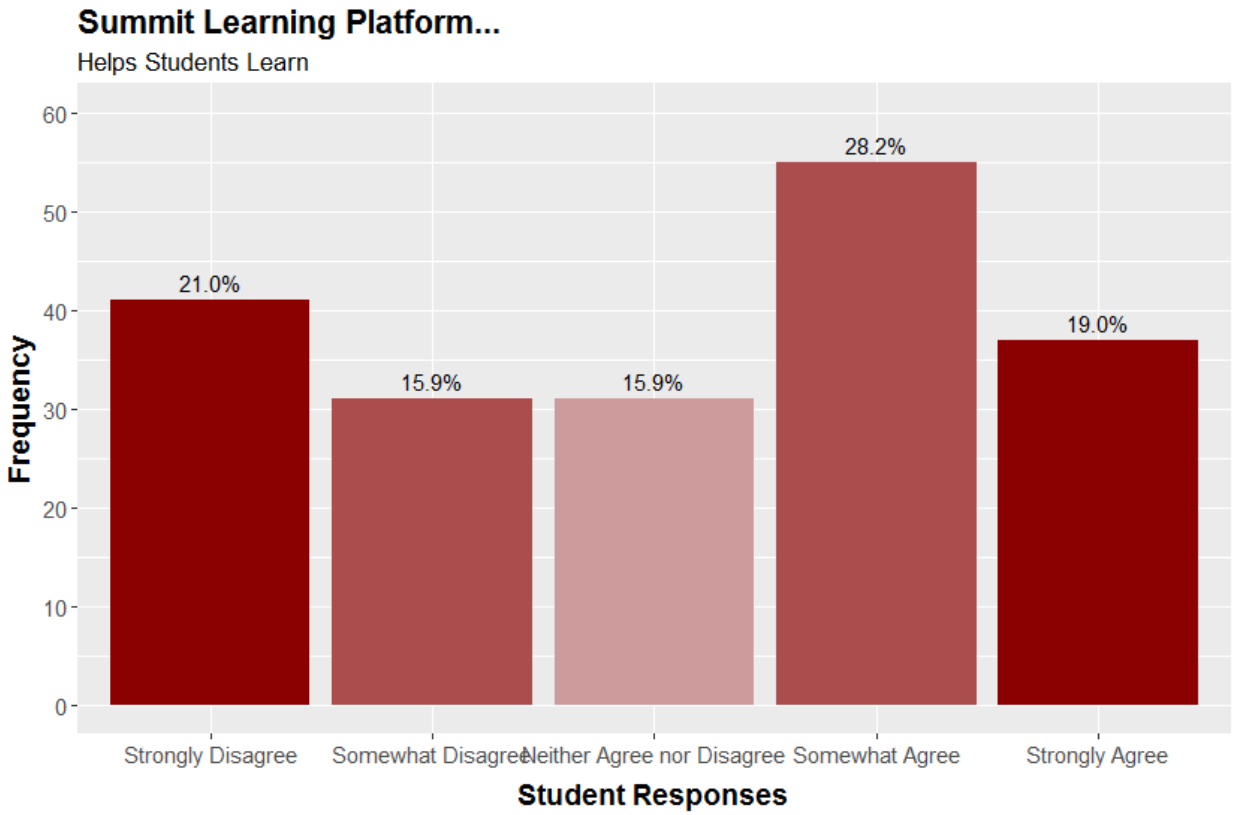

Time Spent on Summit Learning Platform at Friend's House(s)
Frequency
120
100
80
60
40
20
0
63.8%
5.4%
4.3%
2.7%
1.1%
3.2%
19.5%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

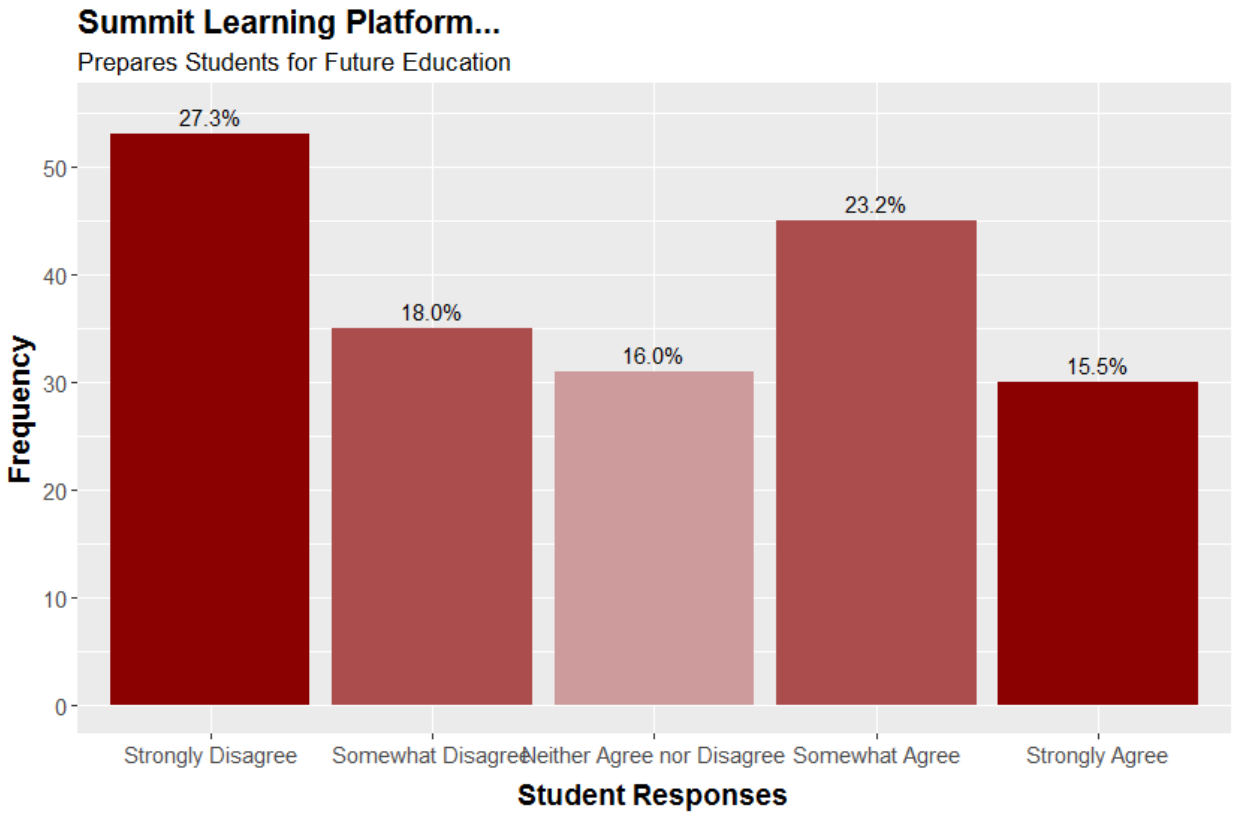

Time Spent on Summit Learning Platform During After School Programs
Frequency
140
120
100
80
60
40
20
0
83.3%
5.6%
0.6%
1.7%
1.1%
7.8%
No time
Less than an hour
1 hour
2 hours
3 hours
4 hours
5 hours
6 hours
7 or more hours
Student Responses

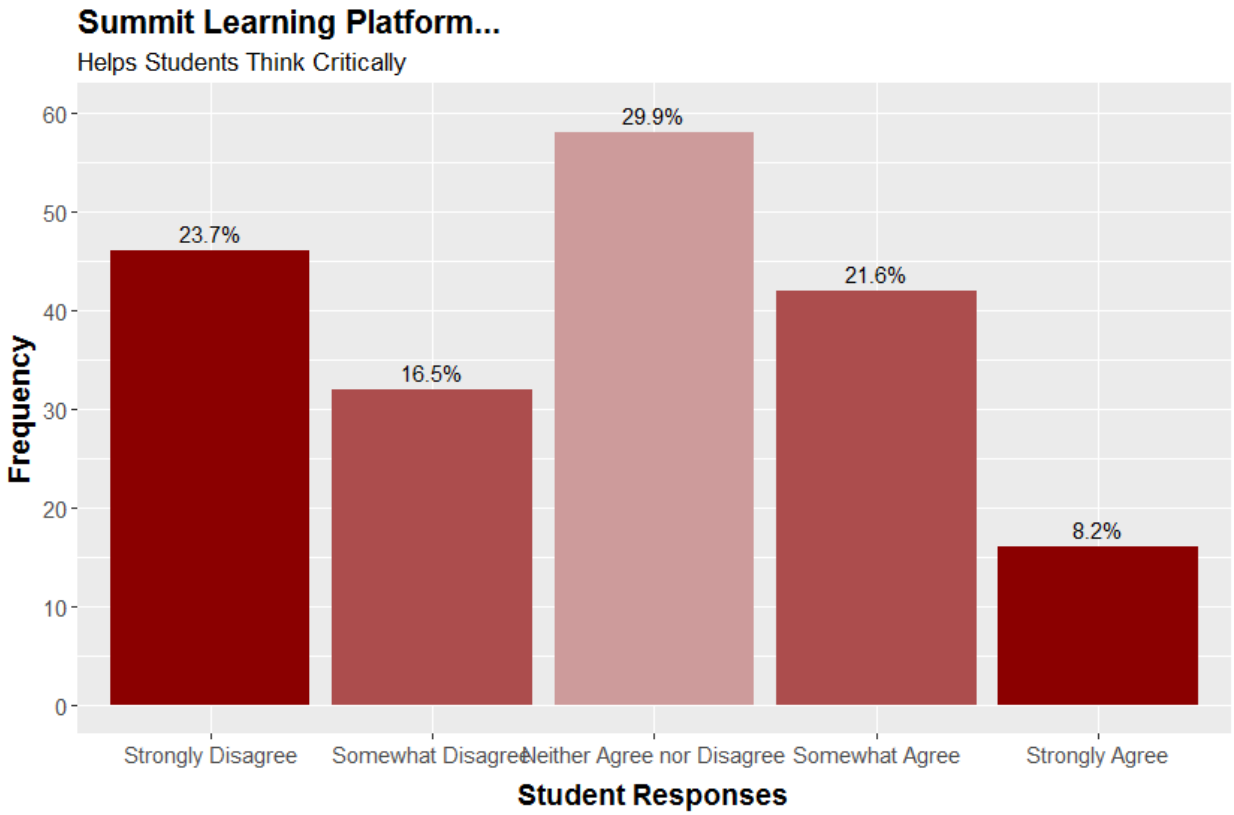
Perceptions of SLP Effectiveness

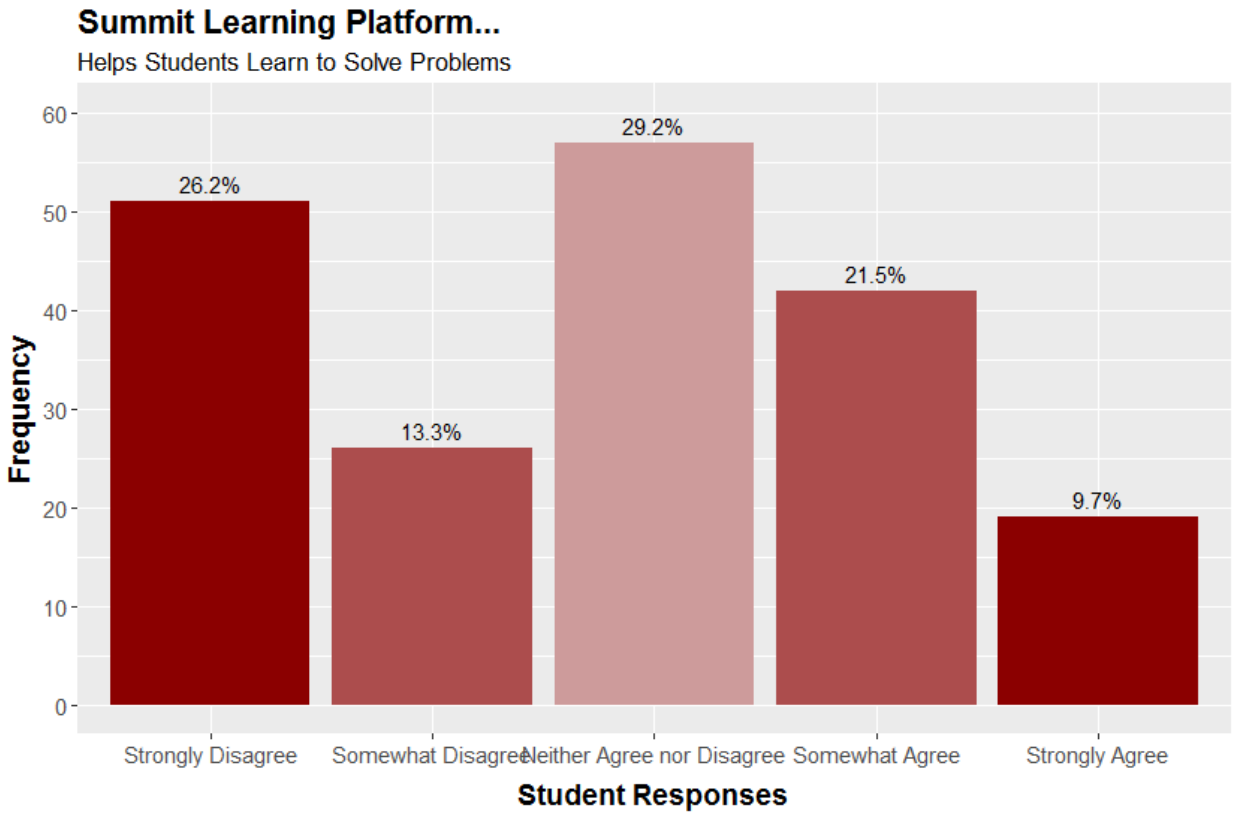


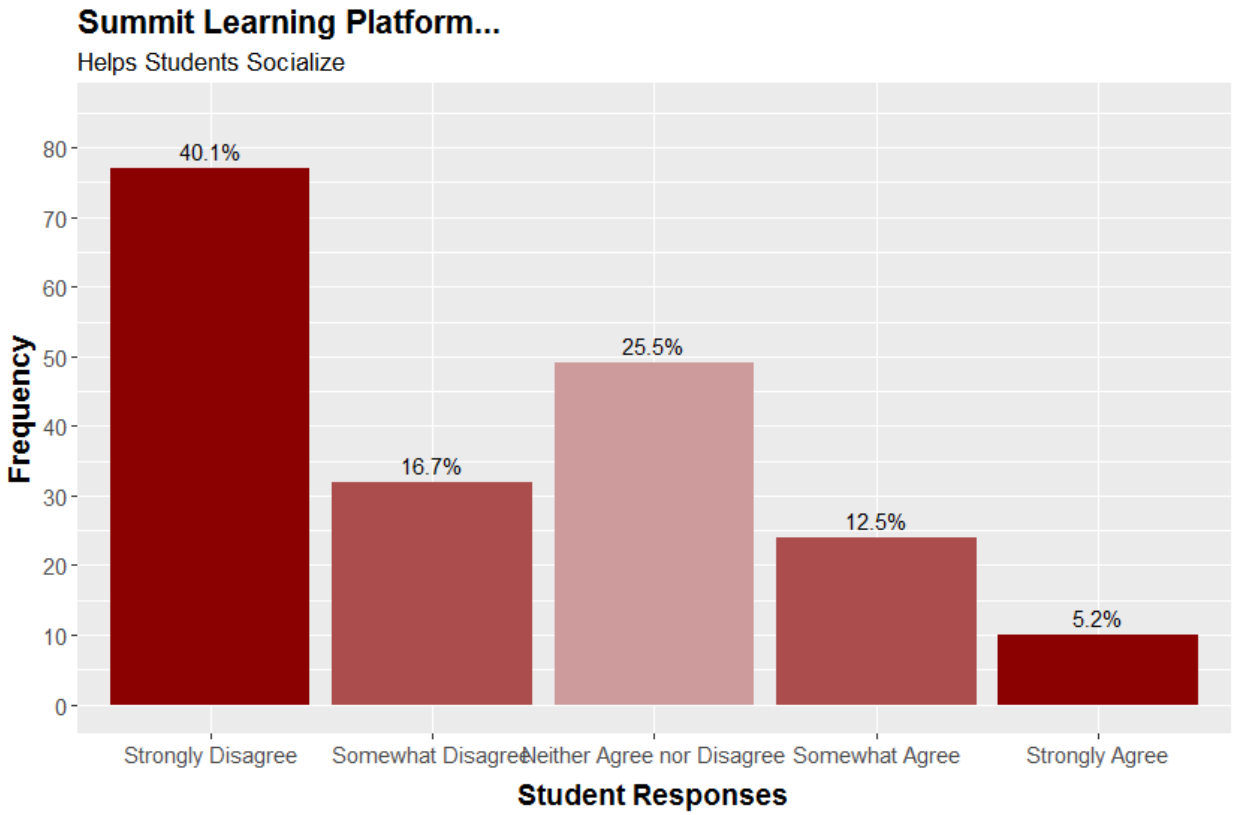

Summit Learning Platform...
Helps Students be Creative
Frequency
50
40
30
20
10
0
20.10%
19.59%
24.74%
18.04%
17.53%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses

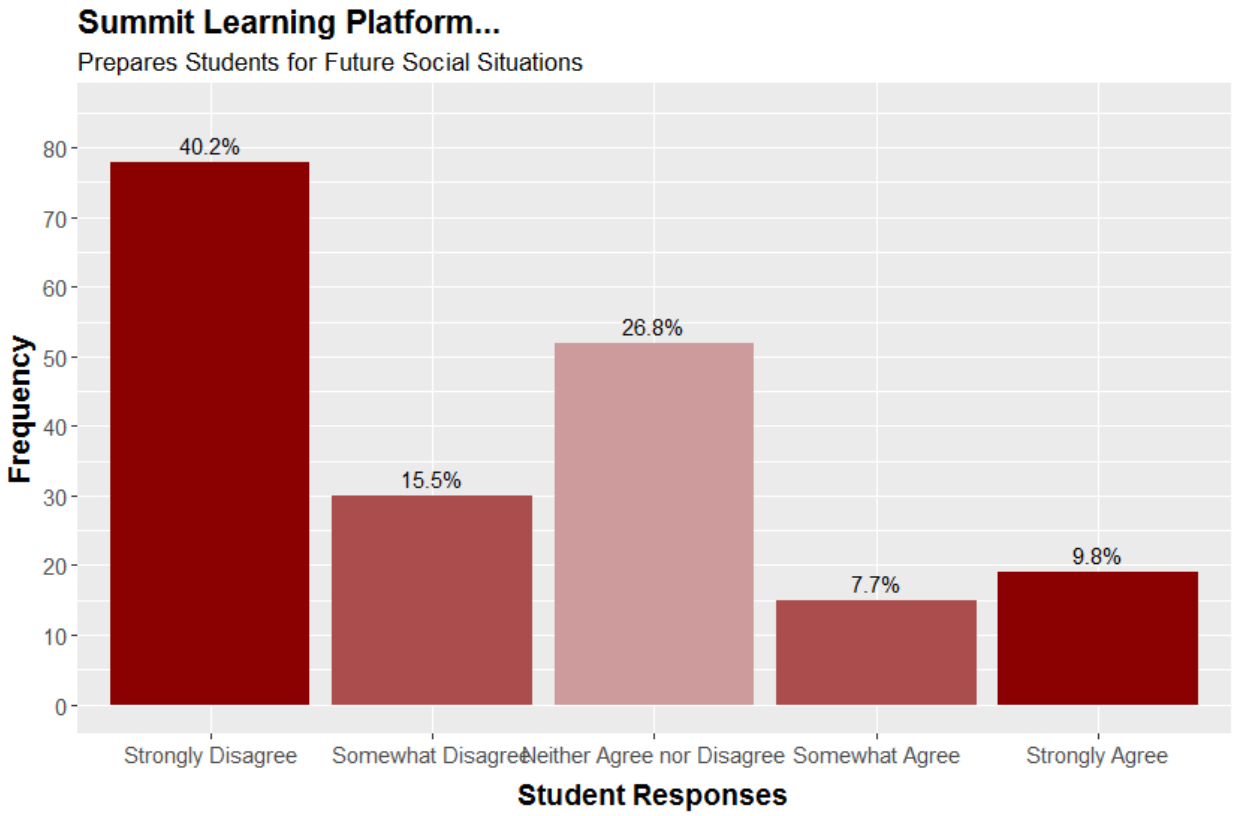

Summit Learning Platform...
Helps Students Learn
Frequency
60
50
40
30
20
10
0
21.0%
15.9%
15.9%
28.2%
19.0%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses

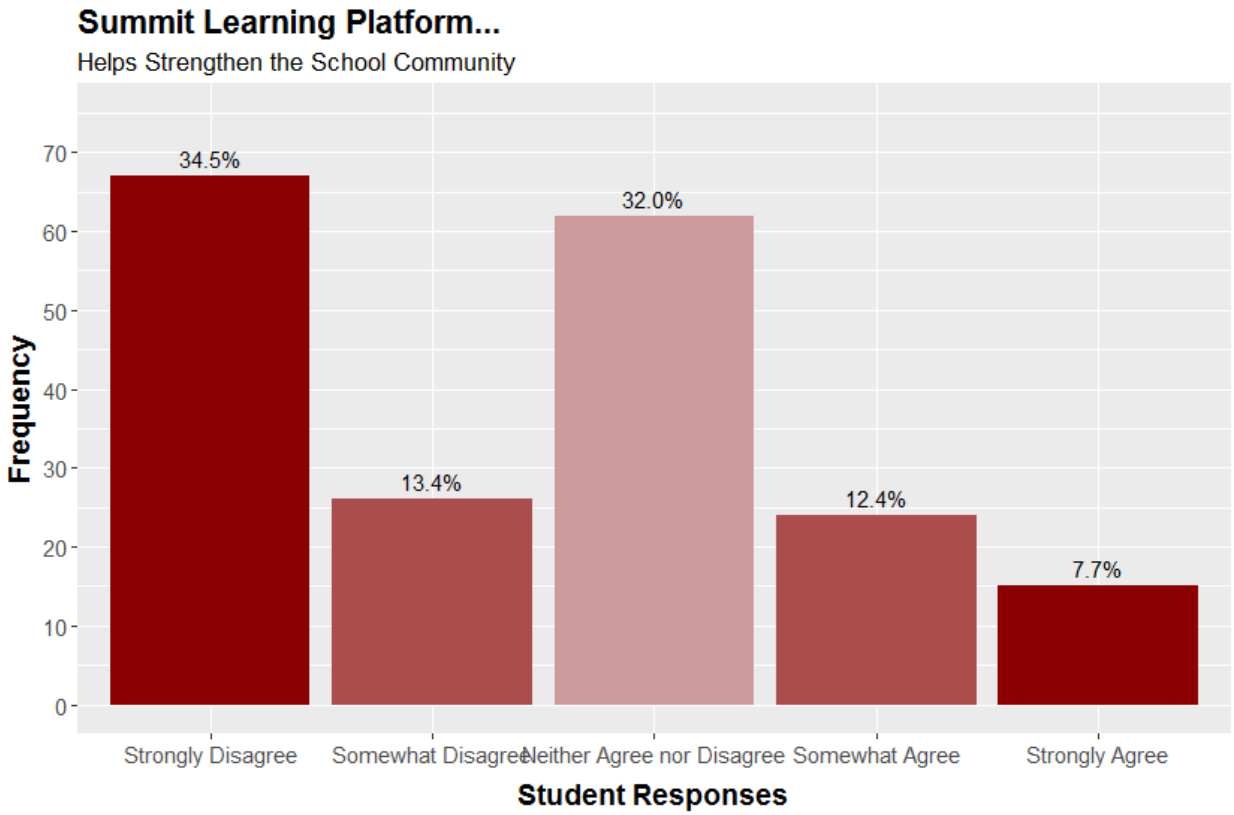

Summit Learning Platform...
Prepares Students for Future Education
Frequency
0
10
20
30
40
50
27.3%
18.0%
16.0%
23.2%
15.5%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses

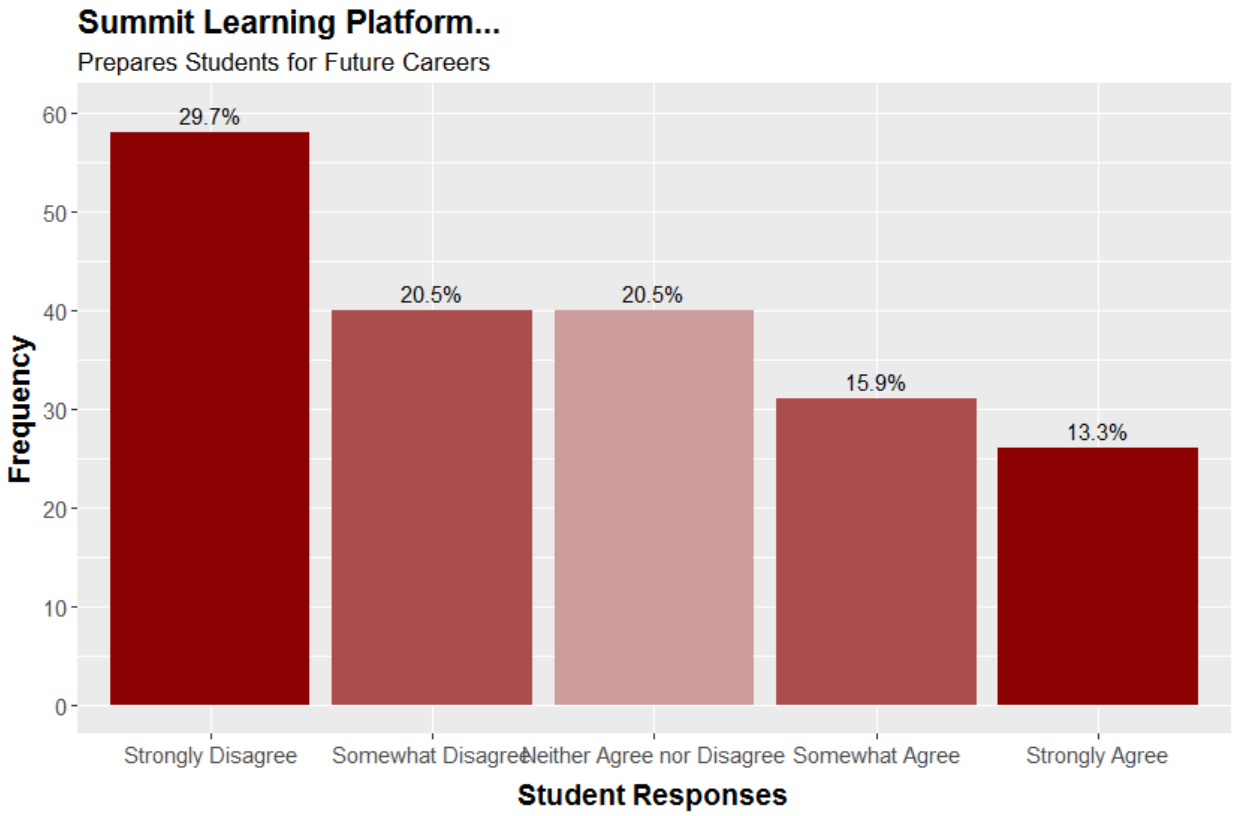

Summit Learning Platform...
Helps Students Think Critically
Frequency
0
10
20
30
40
50
60
23.7%
16.5%
29.9%
21.6%
8.2%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses


Summit Learning Platform...
Helps Students Learn to Solve Problems
Frequency
60
50
40
30
20
10
0
26.2%
13.3%
29.2%
21.5%
9.7%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses


Summit Learning Platform...
Helps Students Socialize
Frequency
80
70
60
50
40
30
20
10
0
40.1%
16.7%
25.5%
12.5%
5.2%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses


Summit Learning Platform...
Prepares Students for Future Social Situations
Frequency
80
70
60
50
40
30
20
10
0
40.2%
15.5%
26.8%
7.7%
9.8%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses


Summit Learning Platform...
Helps Strengthen the School Community
Frequency
70
60
50
40
30
20
10
0
34.5%
13.4%
32.0%
12.4%
7.7%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses


Summit Learning Platform...
Prepares Students for Future Careers
Frequency
60
50
40
30
20
10
0
29.7%
20.5%
20.5%
15.9%
13.3%
Strongly Disagree
Somewhat Disagree
Neither Agree nor Disagree
Somewhat Agree
Strongly Agree
Student Responses

Future Use of SLP

SLP should be used for all major subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SLP should be used for all major subjects	37	18.7	100.0	100.0
Missing	System	161	81.3		
Total		198	100.0		

SLP should be used for only for some subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SLP should be used only for some subjects	37	18.7	100.0	100.0
Missing	System	161	81.3		
Total		198	100.0		

SLP should be used only for students who want to use it

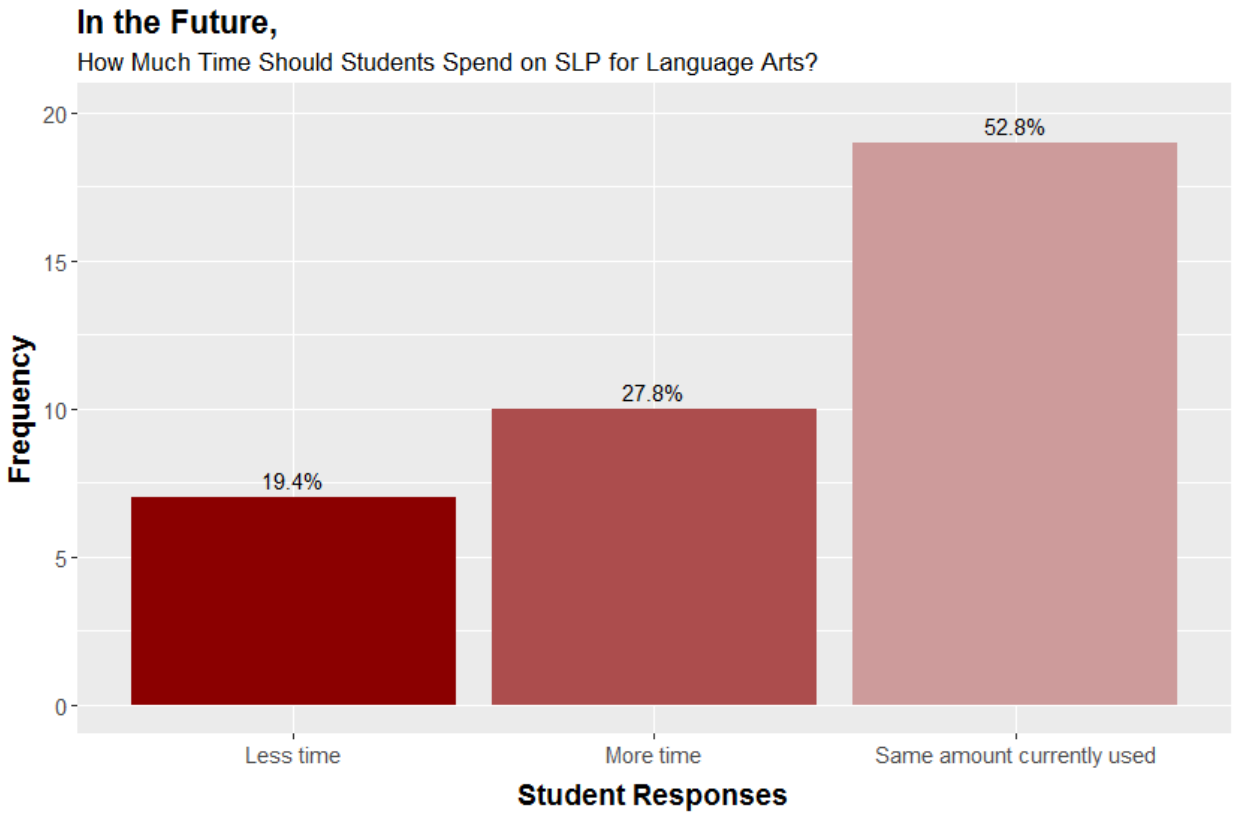
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SLP should only be used by students who want to use it	61	30.8	100.0	100.0
Missing	System	137	69.2		
Total		198	100.0		

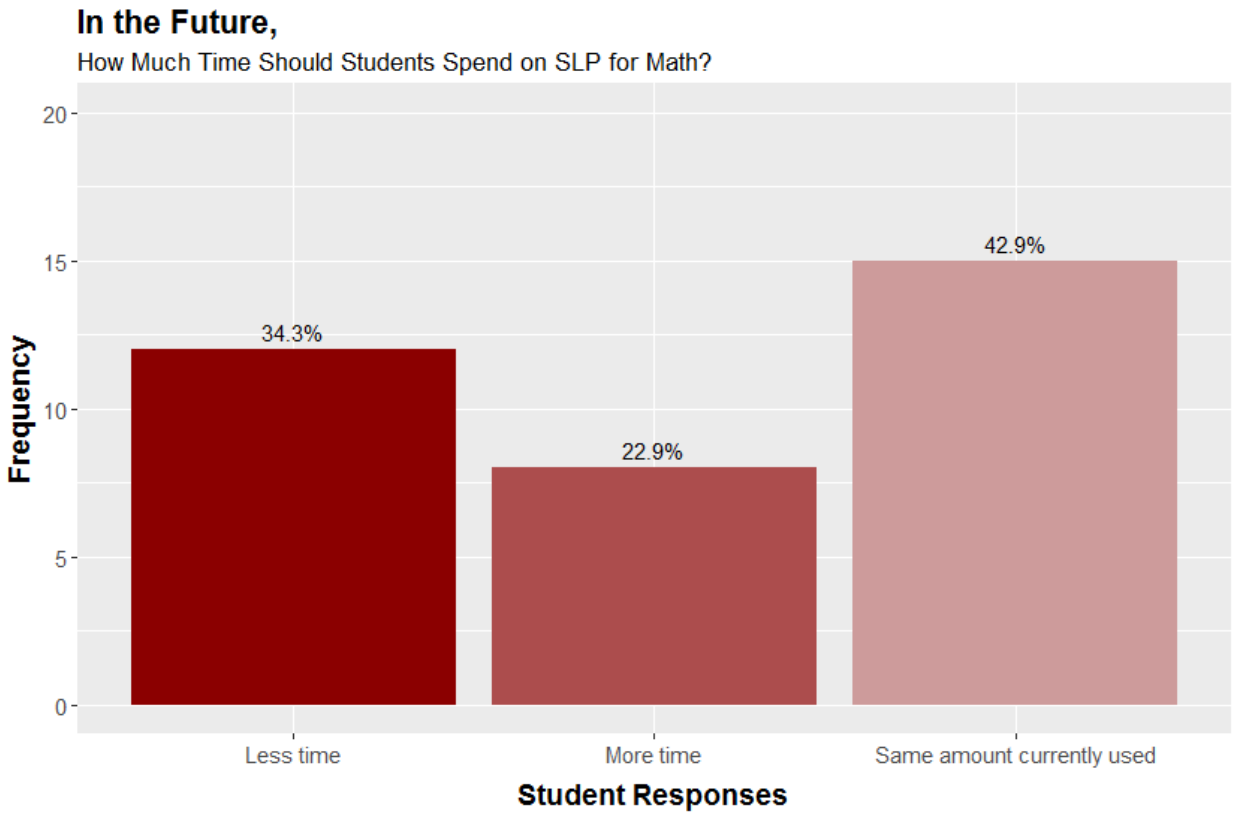
SLP should be used, but along with other teaching methods

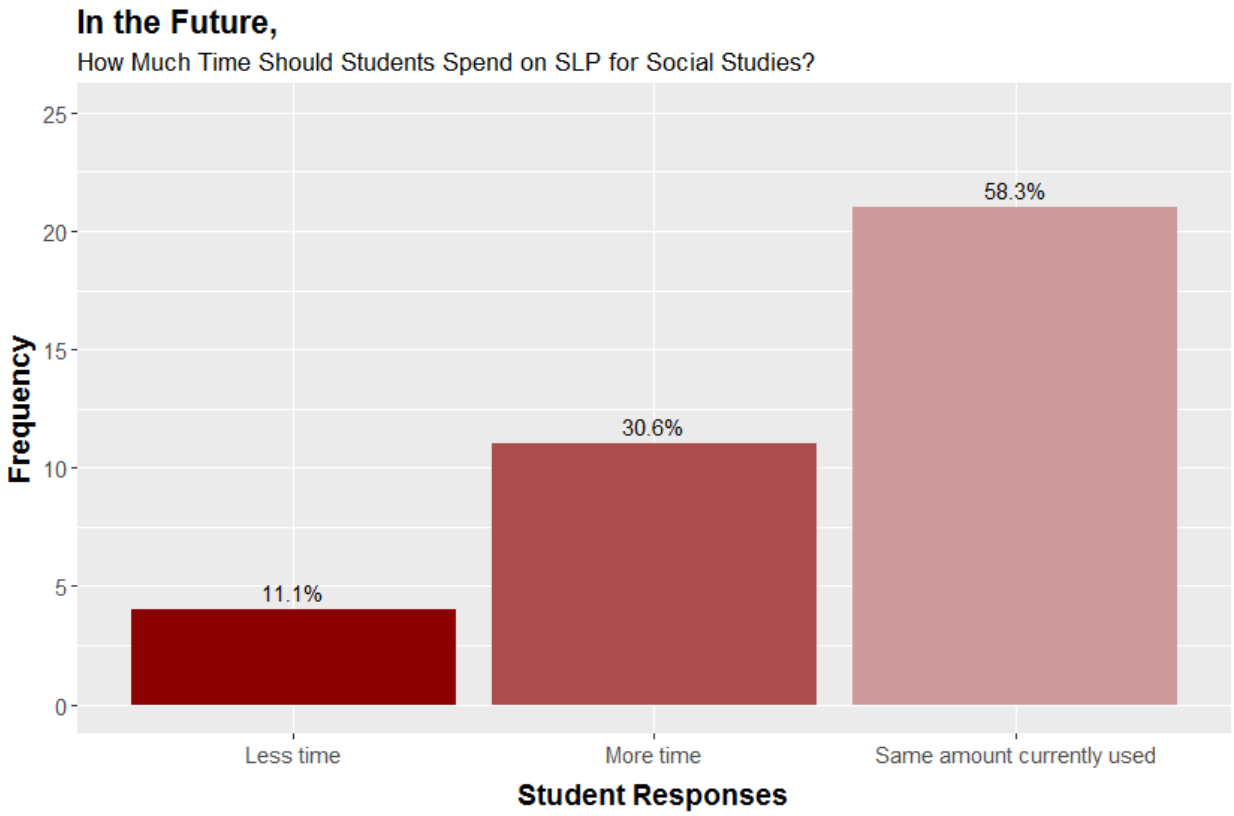
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SLP should be used, but along with other teaching methods	35	17.7	100.0	100.0
Missing	System	163	82.3		
Total		198	100.0		

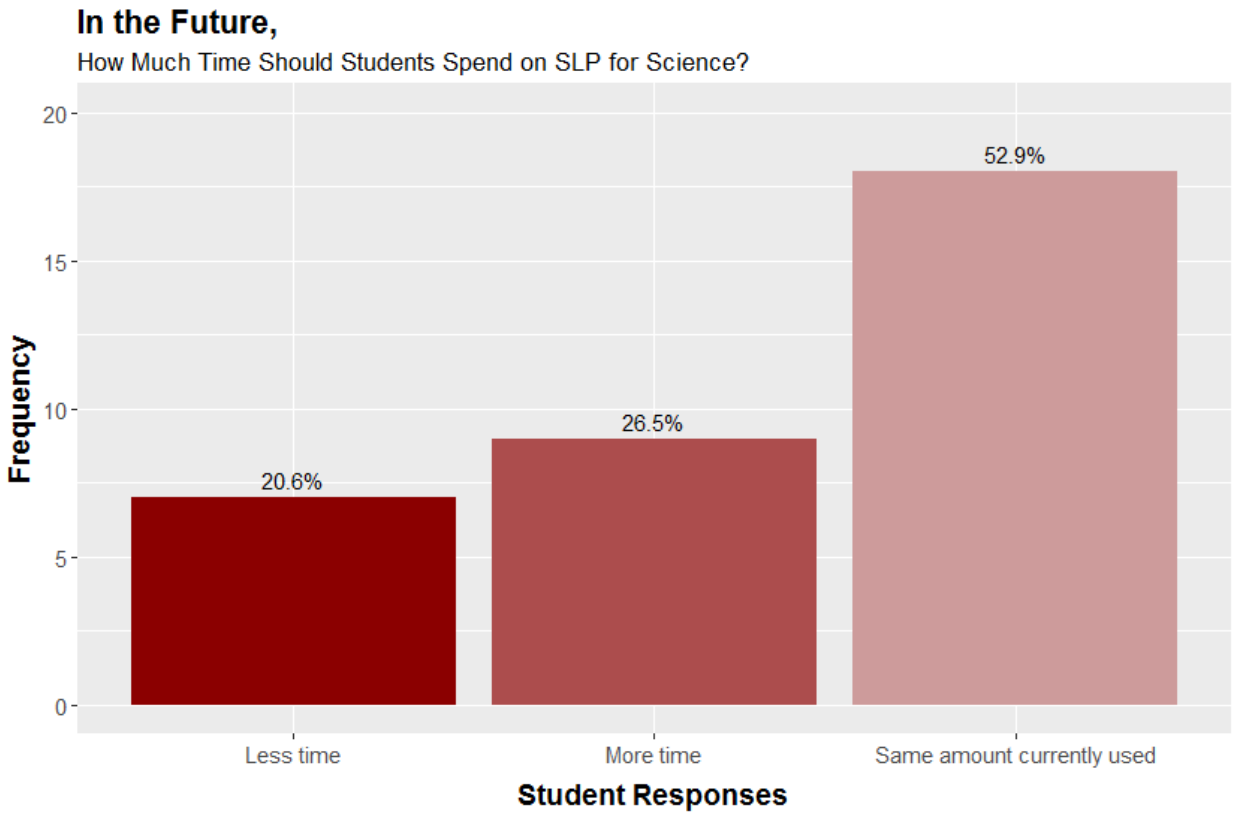
SLP should not be used at all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SLP should not be used at all	78	39.4	100.0	100.0
Missing	System	120	60.6		
Total		198	100.0		


In the Future,
How Much Time Should Students Spend on SLP for Language Arts?
Frequency
20
15
10
5
0
19.4%
27.8%
52.8%
Less time
More time
Same amount currently used
Student Responses


In the Future,
How Much Time Should Students Spend on SLP for Math?
Frequency
20
15
10
5
0
34.3%
22.9%
42.9%
Less time
More time
Same amount currently used
Student Responses


In the Future,
How Much Time Should Students Spend on SLP for Social Studies?
Frequency
25
20
15
10
5
0
11.1%
30.6%
58.3%
Less time
More time
Same amount currently used
Student Responses


In the Future,
How Much Time Should Students Spend on SLP for Science?
Frequency
20
15
10
5
0
20.6%
26.5%
52.9%
Less time
More time
Same amount currently used
Student Responses

Feel_Glad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	glad	71	35.9	100.0	100.0
Missing	System	127	64.1		
Total		198	100.0		

Feel_Sad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sad	32	16.2	100.0	100.0
Missing	System	166	83.8		
Total		198	100.0		

Feel_Upset

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	upset	40	20.2	100.0	100.0
Missing	System	158	79.8		
Total		198	100.0		

Feel_Excited

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	excited	63	31.8	100.0	100.0
Missing	System	135	68.2		
Total		198	100.0		

Feel_Worried

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	worried	40	20.2	100.0	100.0
Missing	System	158	79.8		
Total		198	100.0		

Feel_Optimistic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	optimistic	14	7.1	100.0	100.0
Missing	System	184	92.9		
Total		198	100.0		

Feel_Relieved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	relieved	65	32.8	100.0	100.0
Missing	System	133	67.2		
Total		198	100.0		

Feel_Concerned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	concerned	41	20.7	100.0	100.0
Missing	System	157	79.3		
Total		198	100.0		

Feel_Anxious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	anxious	25	12.6	100.0	100.0
Missing	System	173	87.4		
Total		198	100.0		

Feel_Calm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	calm	40	20.2	100.0	100.0
Missing	System	158	79.8		
Total		198	100.0		

Feel_Uninterested

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	uninterested	22	11.1	100.0	100.0
Missing	System	176	88.9		
Total		198	100.0		

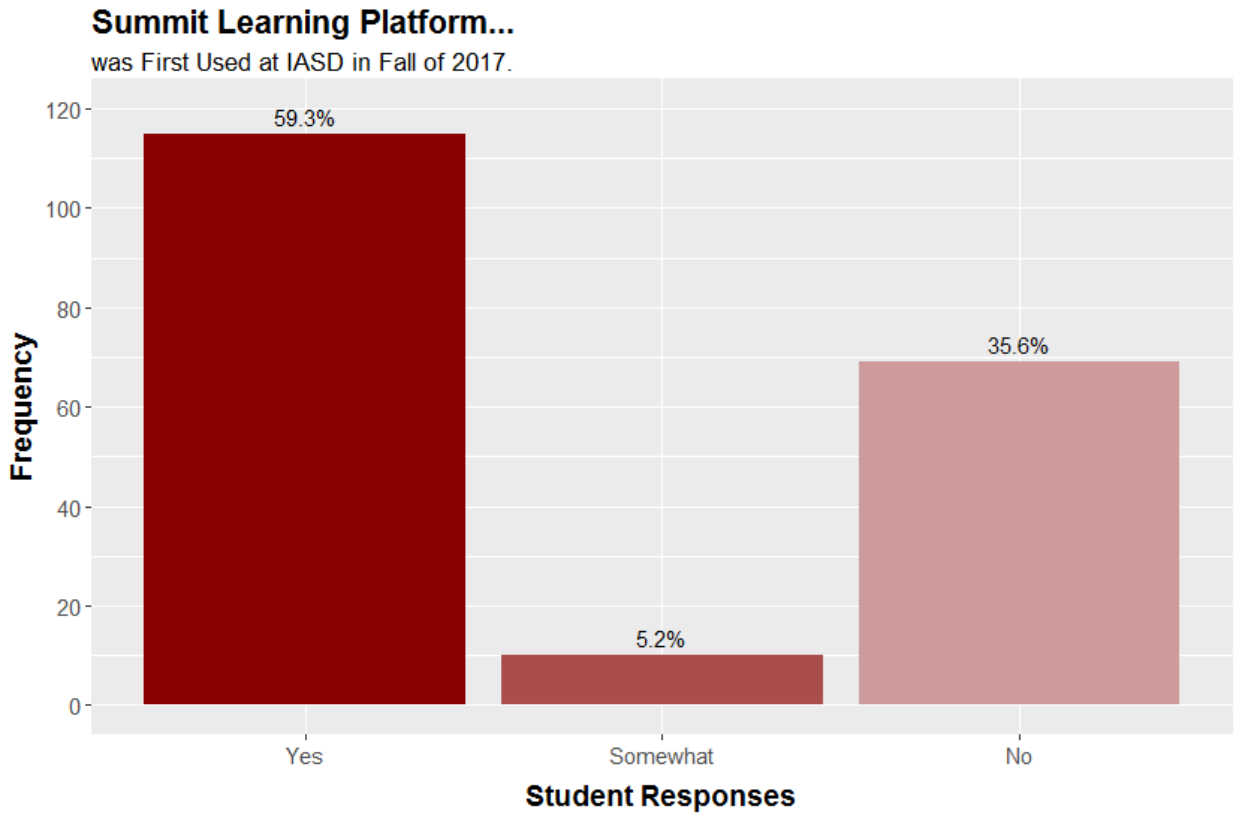
Feel_Angry

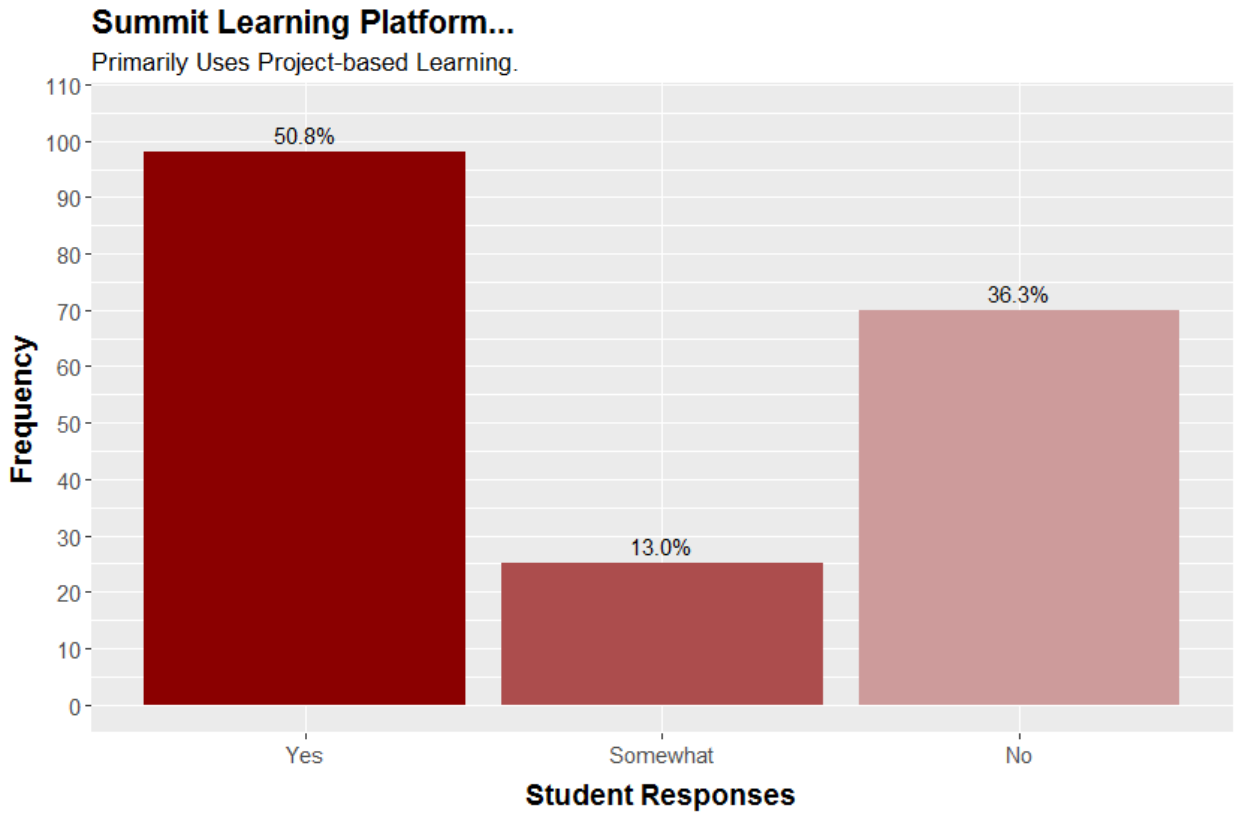
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	angry	35	17.7	100.0	100.0
Missing	System	163	82.3		
Total		198	100.0		

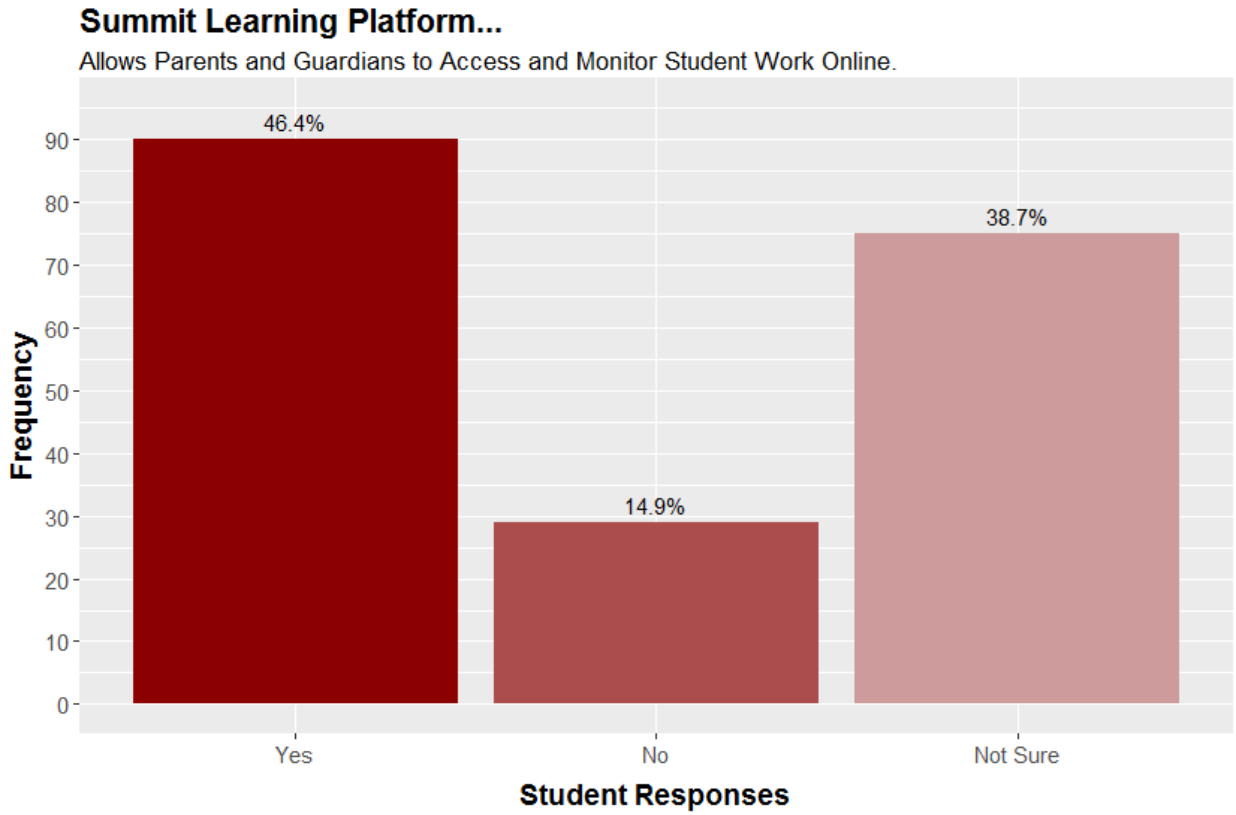
Feel_DntKno

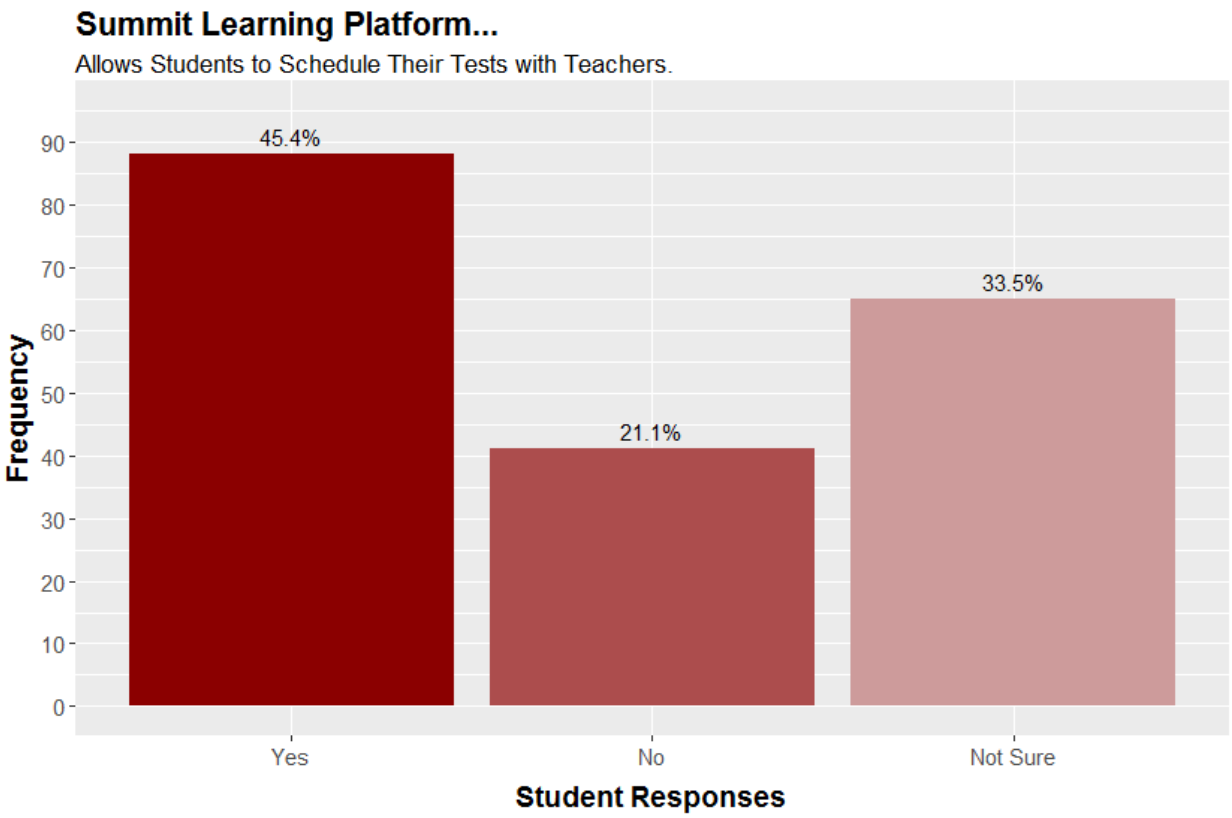
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	35	17.7	100.0	100.0
Missing	System	163	82.3		
Total		198	100.0		

Knowledge of SLP

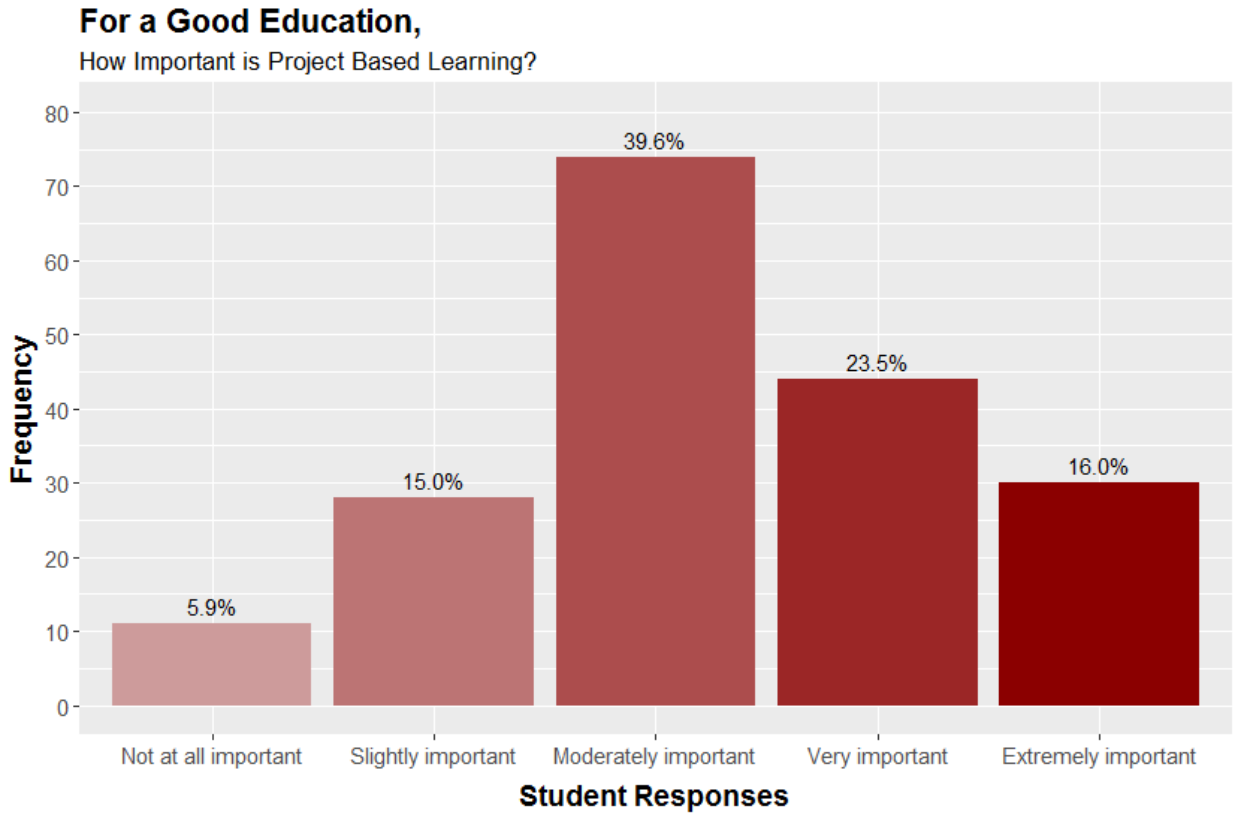


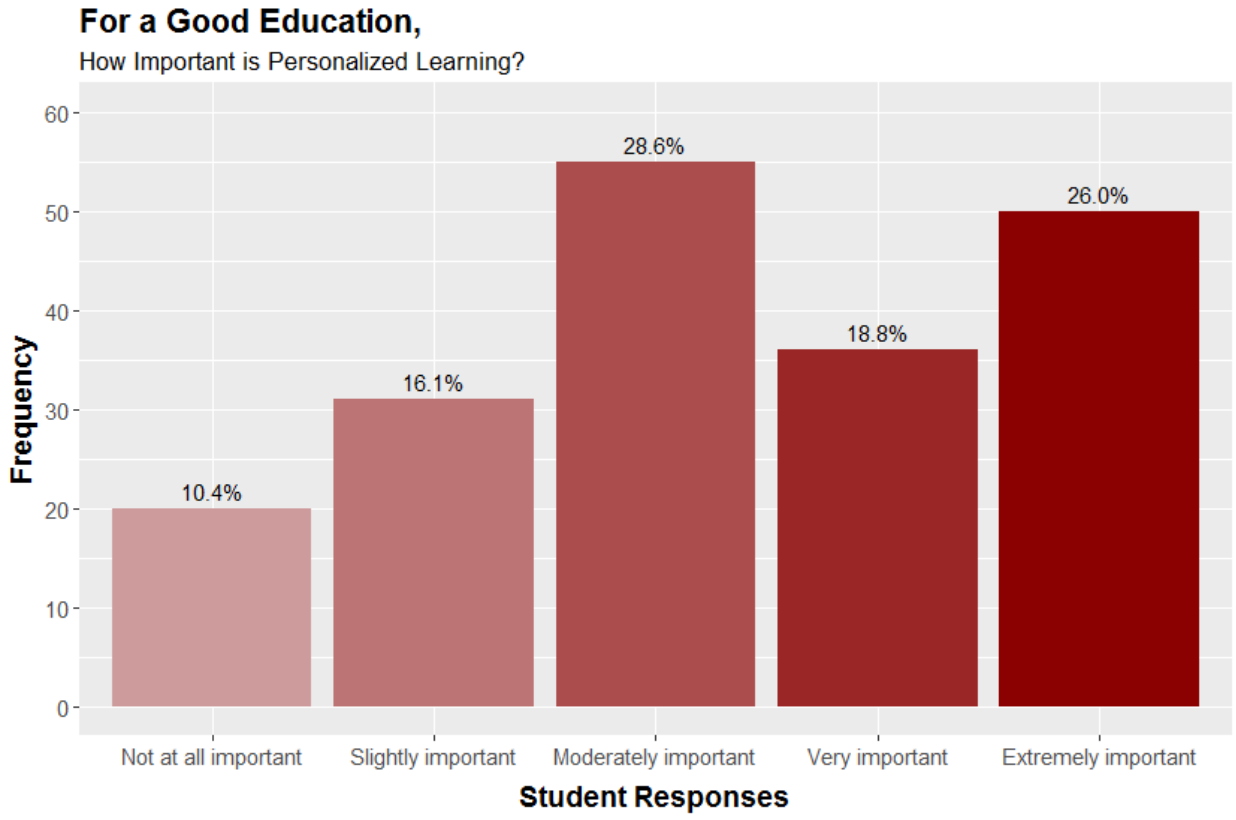

Summit Learning Platform...
Primarily Uses Project-based Learning.
Frequency
110
100
90
80
70
60
50
40
30
20
10
0
50.8%
13.0%
36.3%
Yes
Somewhat
No
Student Responses

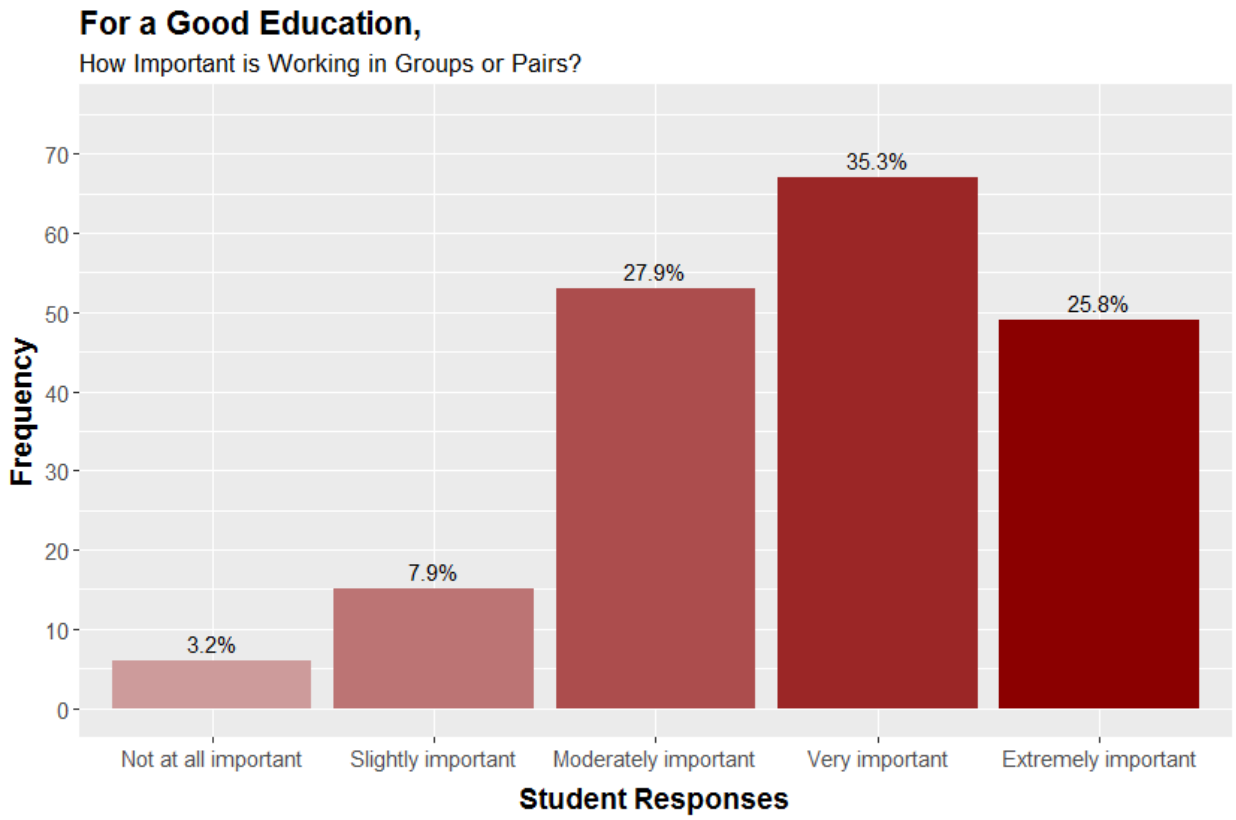

Summit Learning Platform...
Allows Parents and Guardians to Access and Monitor Student Work Online.
Frequency
90
80
70
60
50
40
30
20
10
0
46.4%
14.9%
38.7%
Yes
No
Not Sure
Student Responses

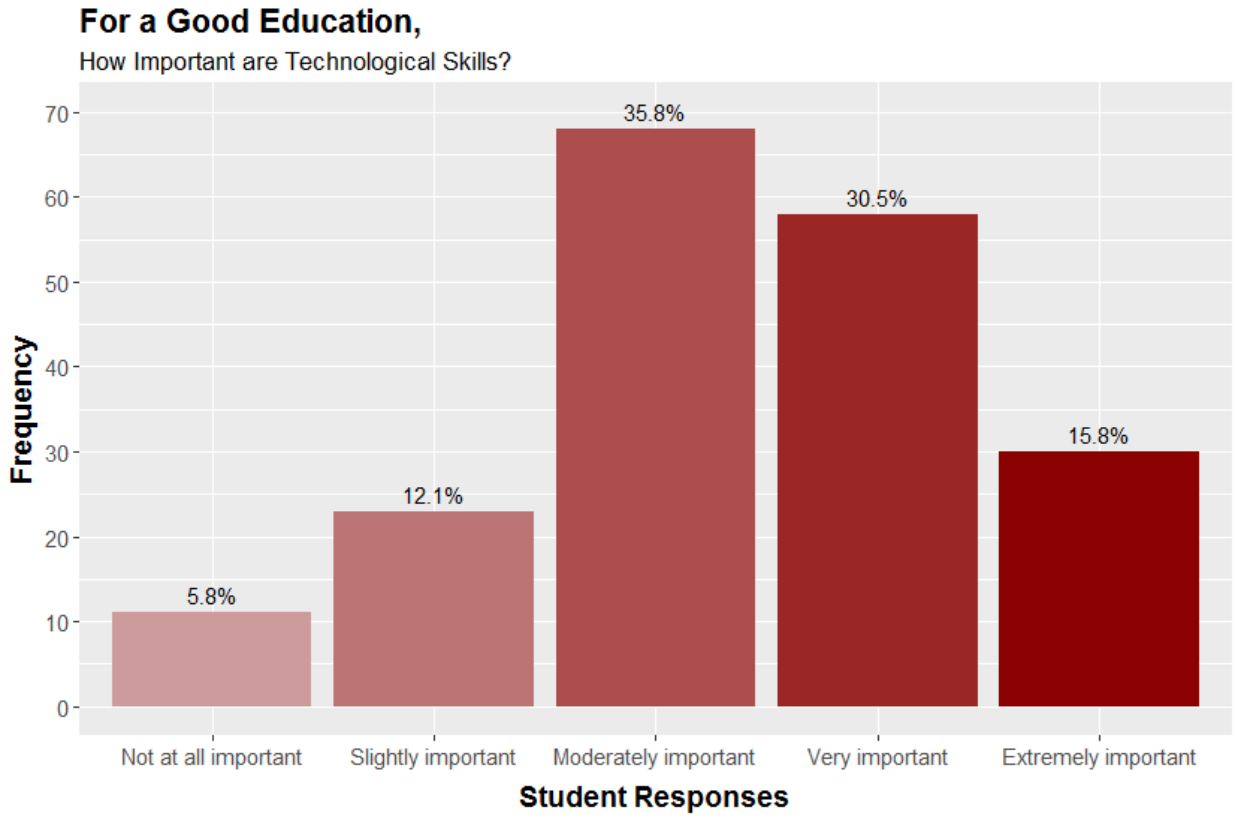

Summit Learning Platform...
Allows Students to Schedule Their Tests with Teachers.
Frequency
90
80
70
60
50
40
30
20
10
0
45.4%
21.1%
33.5%
Yes
No
Not Sure
Student Responses

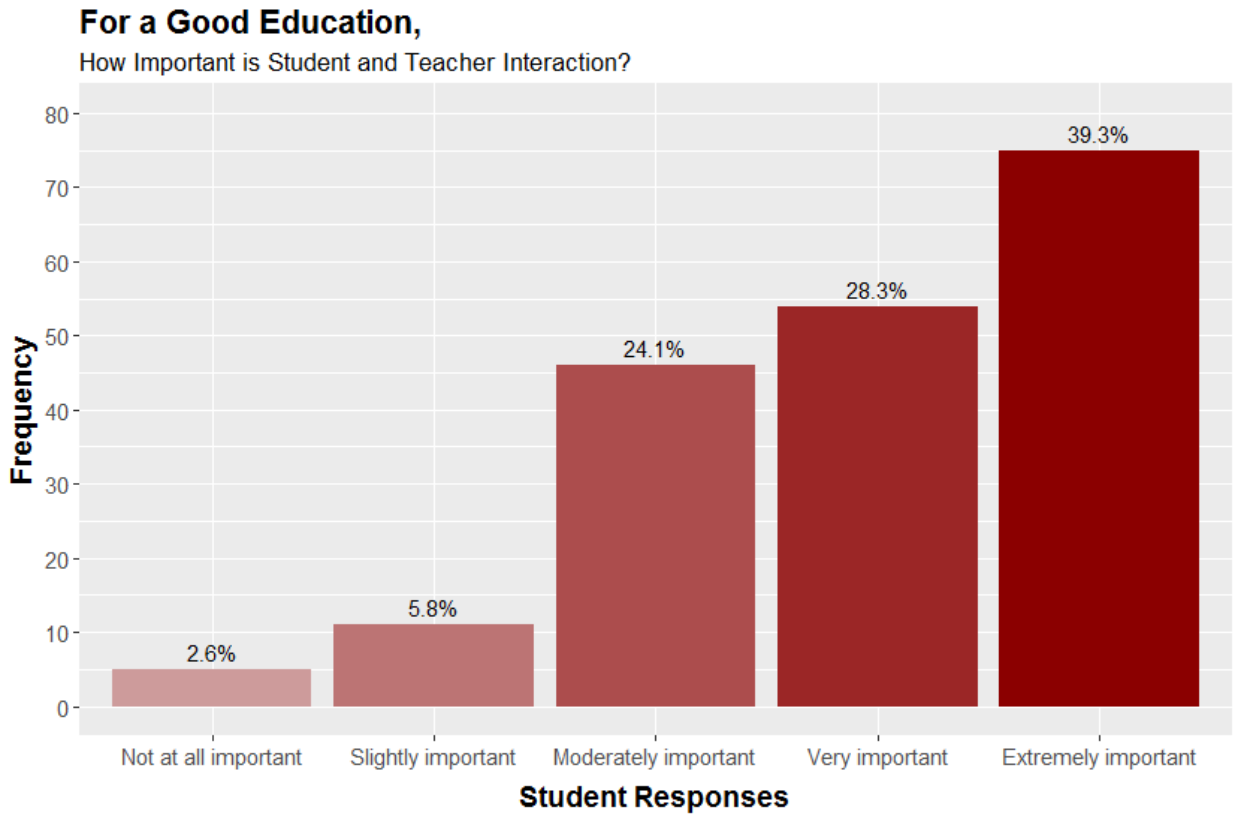
Educational Values

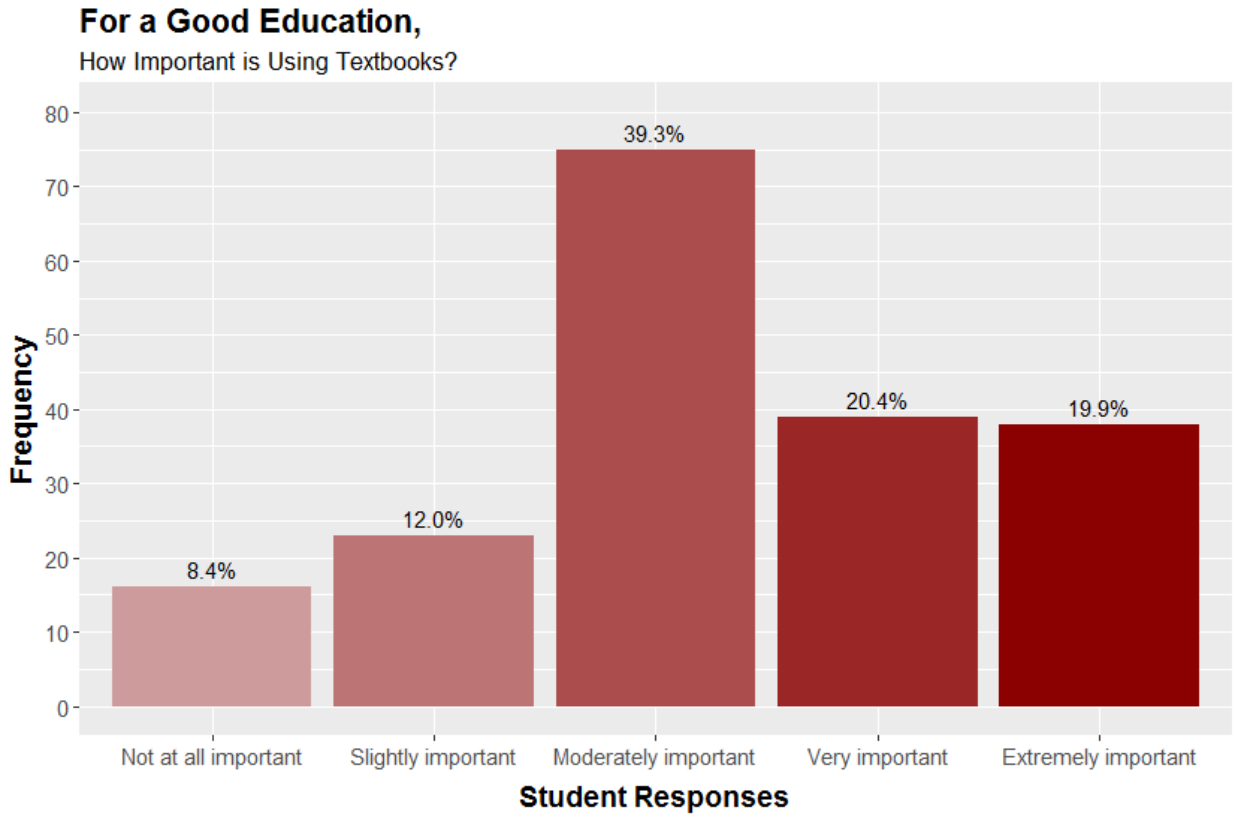


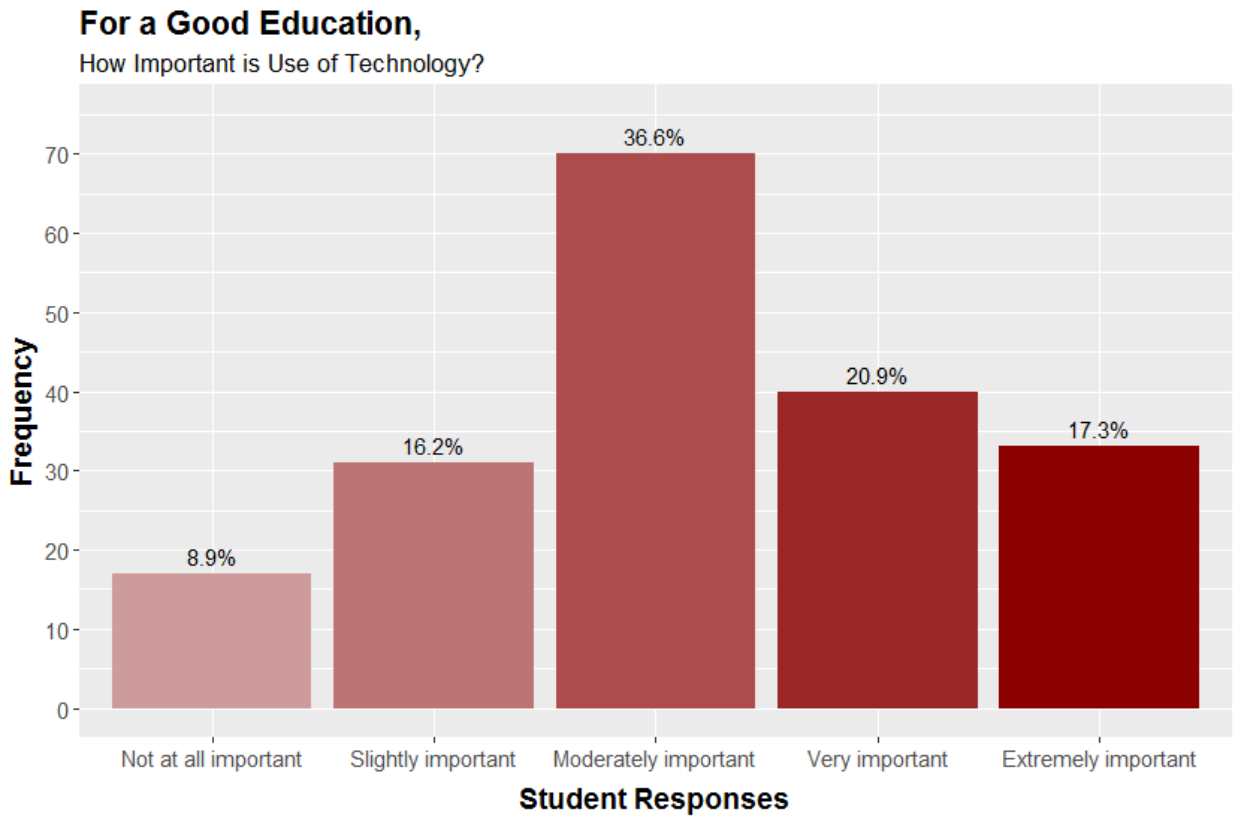


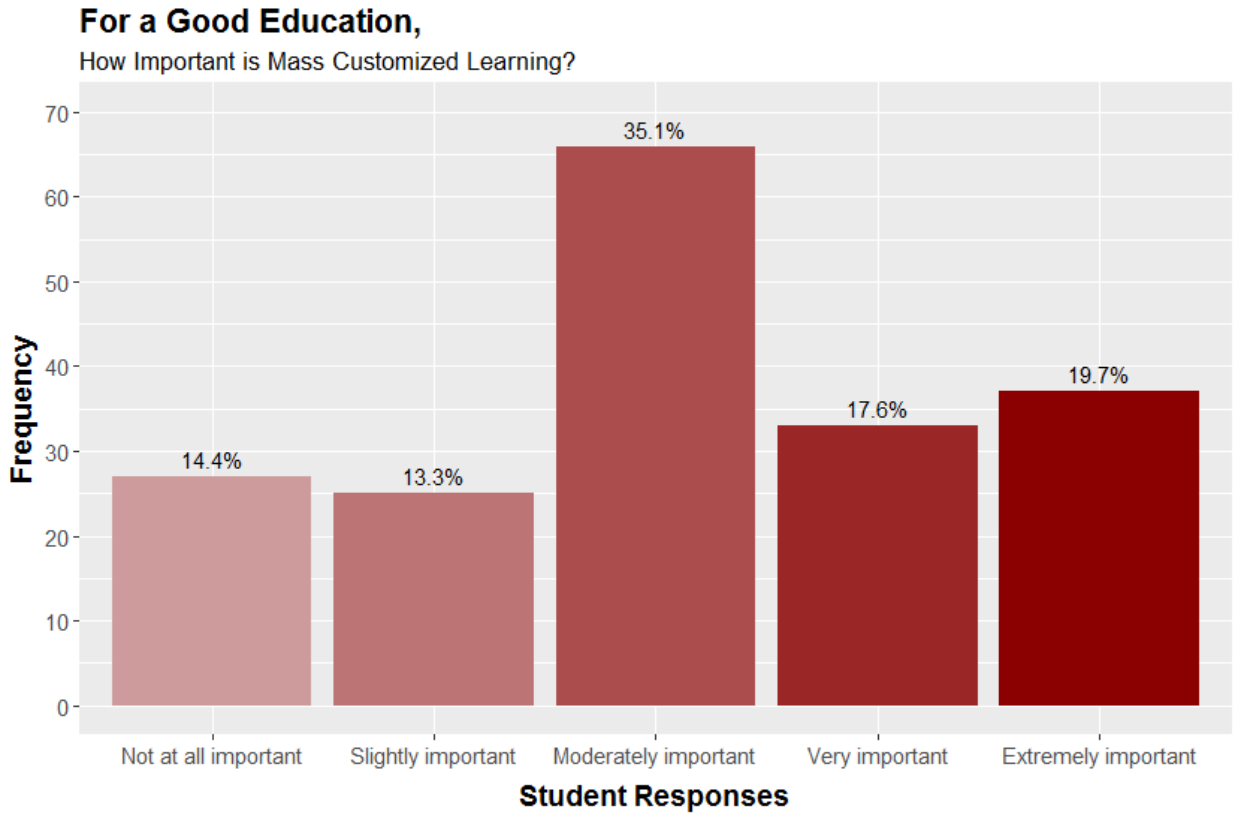

For a Good Education,
How Important is Working in Groups or Pairs?
Frequency
70
60
50
40
30
20
10
0
3.2%
7.9%
27.9%
35.3%
25.8%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

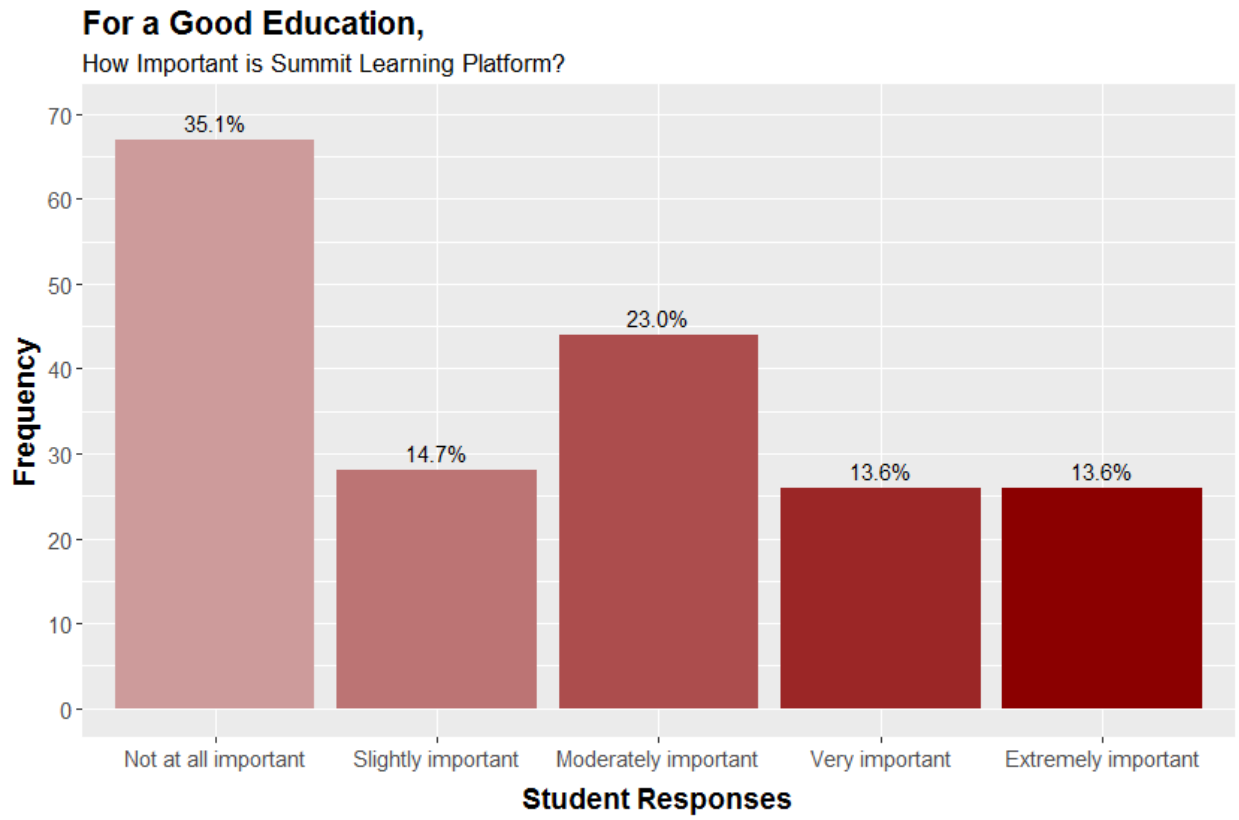

For a Good Education,
How Important are Technological Skills?
Frequency
70
60
50
40
30
20
10
0
5.8%
12.1%
35.8%
30.5%
15.8%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

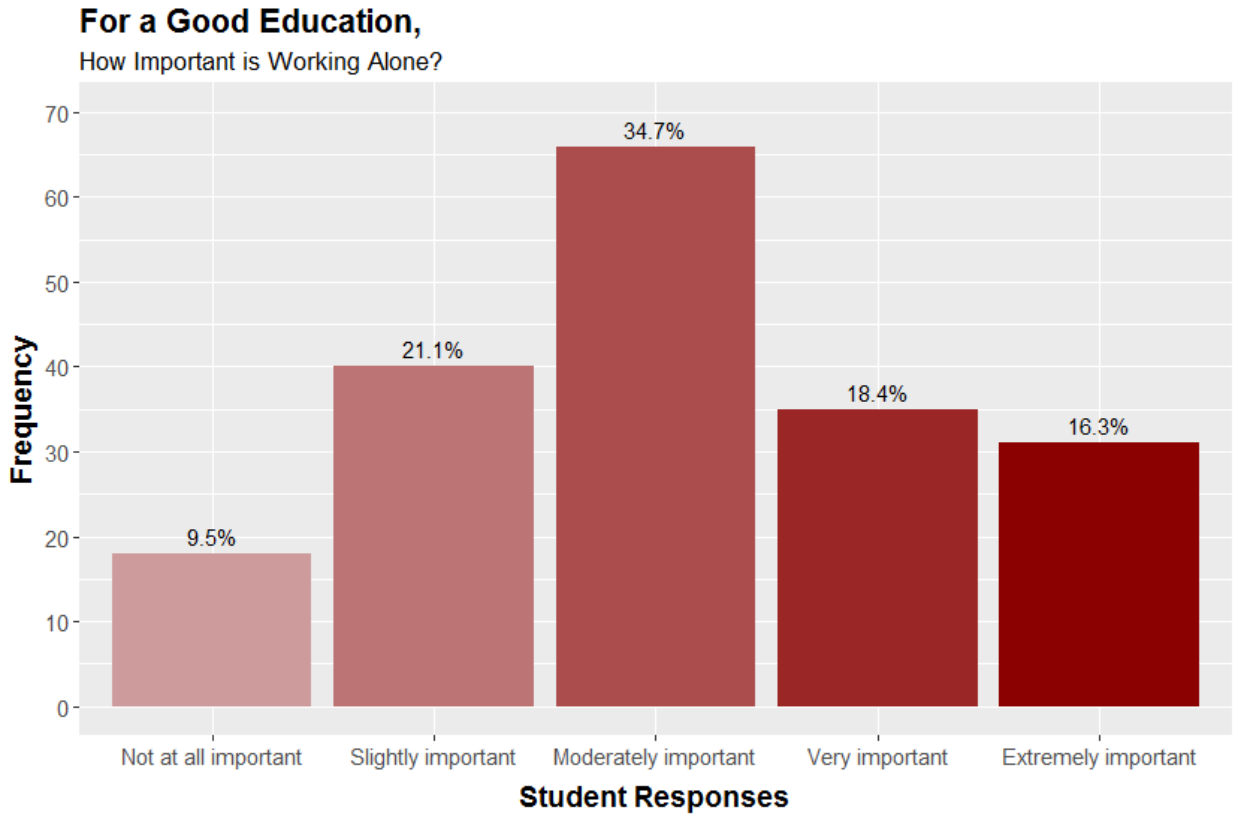

For a Good Education,
How Important is Student and Teacher Interaction?
Frequency
80
70
60
50
40
30
20
10
0
2.6%
5.8%
24.1%
28.3%
39.3%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

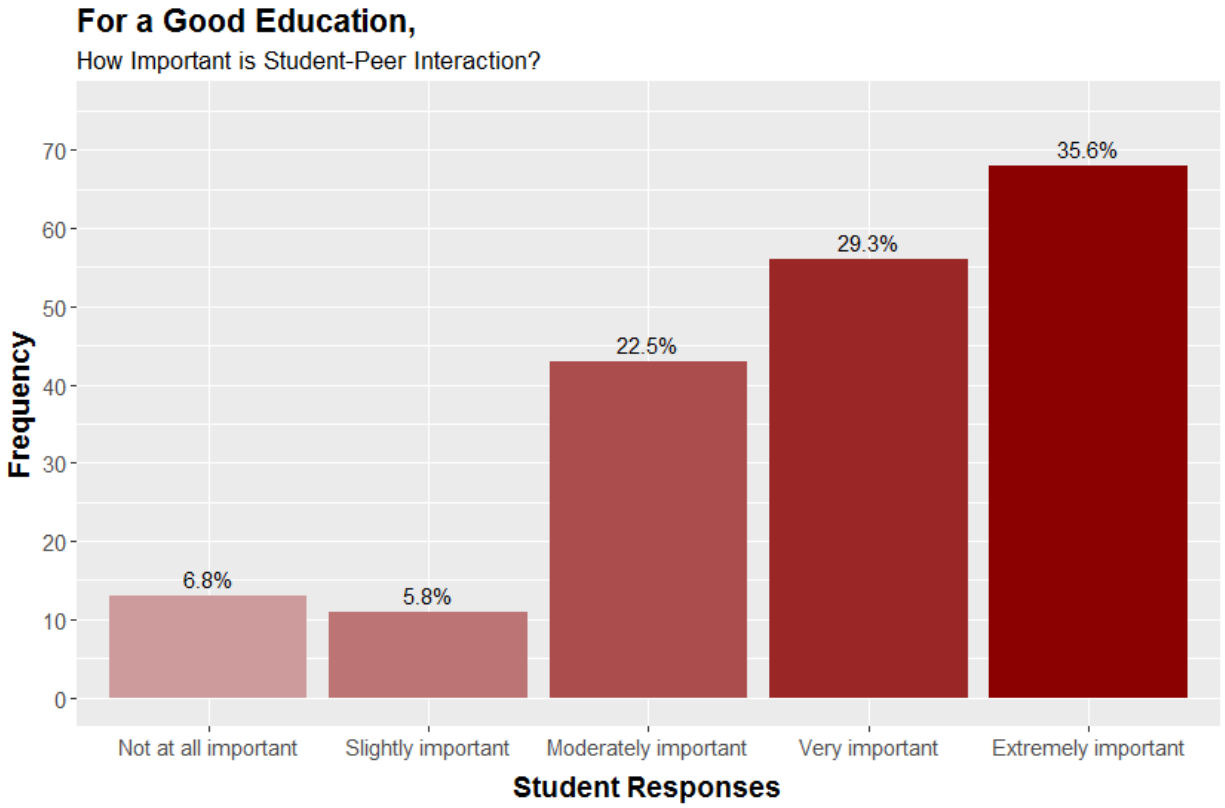

For a Good Education,
How Important is Using Textbooks?
Frequency
80
70
60
50
40
30
20
10
0
8.4%
12.0%
39.3%
20.4%
19.9%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

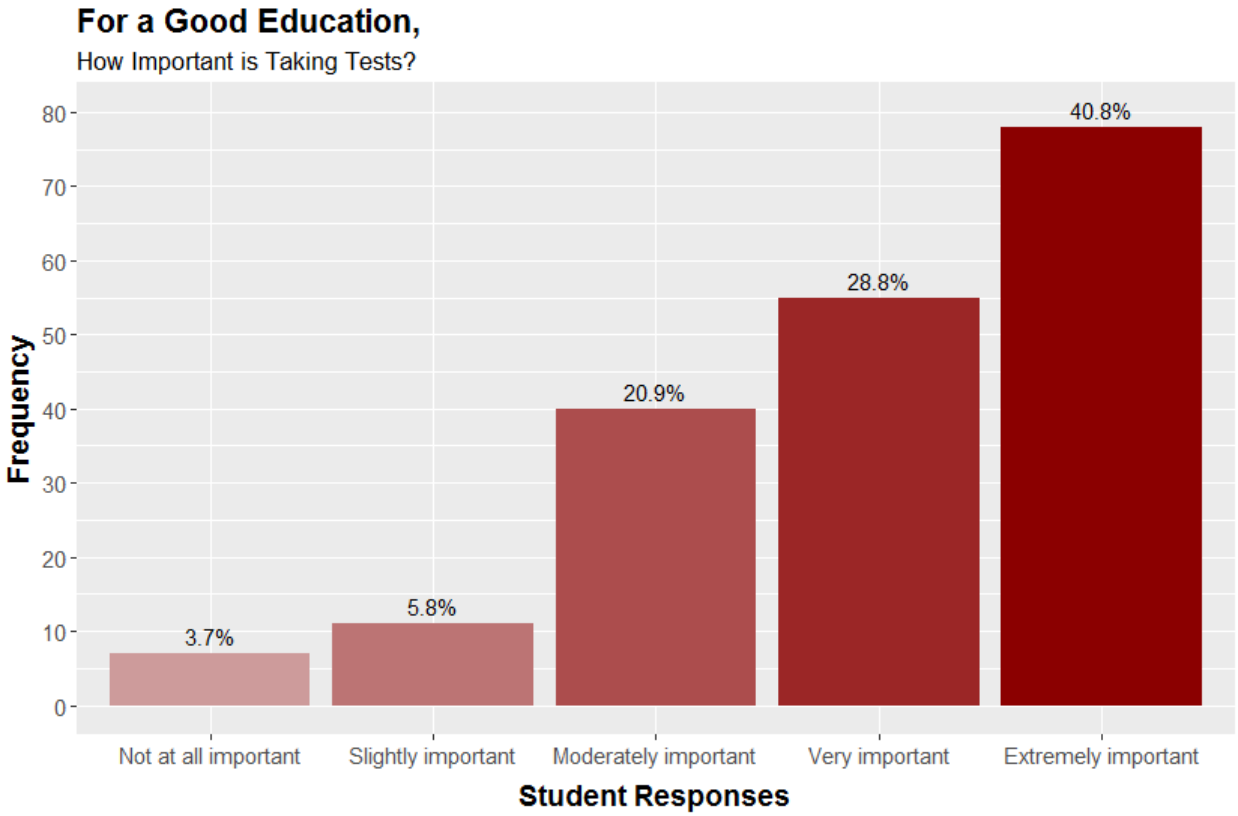

For a Good Education,
How Important is Use of Technology?
Frequency
70
60
50
40
30
20
10
0
36.6%
20.9%
17.3%
16.2%
8.9%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

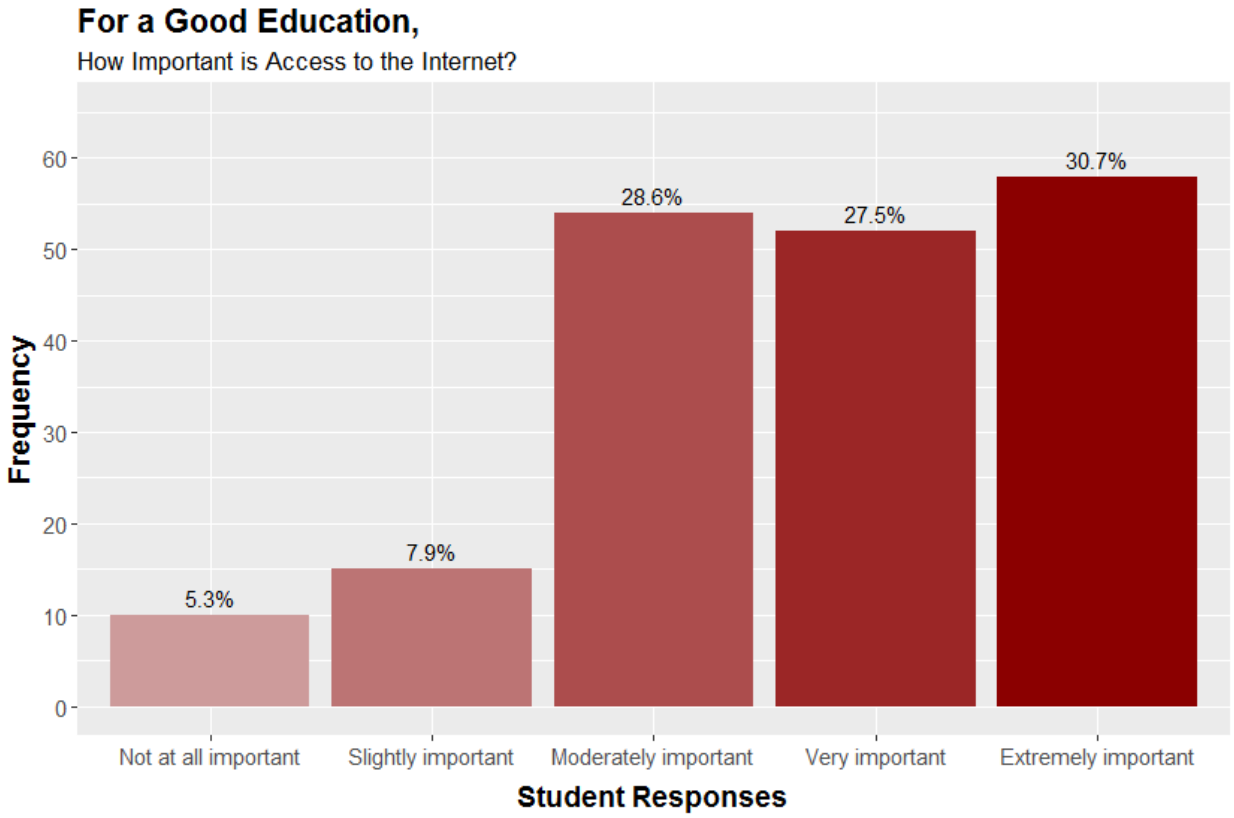

For a Good Education,
How Important is Mass Customized Learning?
Frequency
70
60
50
40
30
20
10
0
35.1%
19.7%
17.6%
14.4%
13.3%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

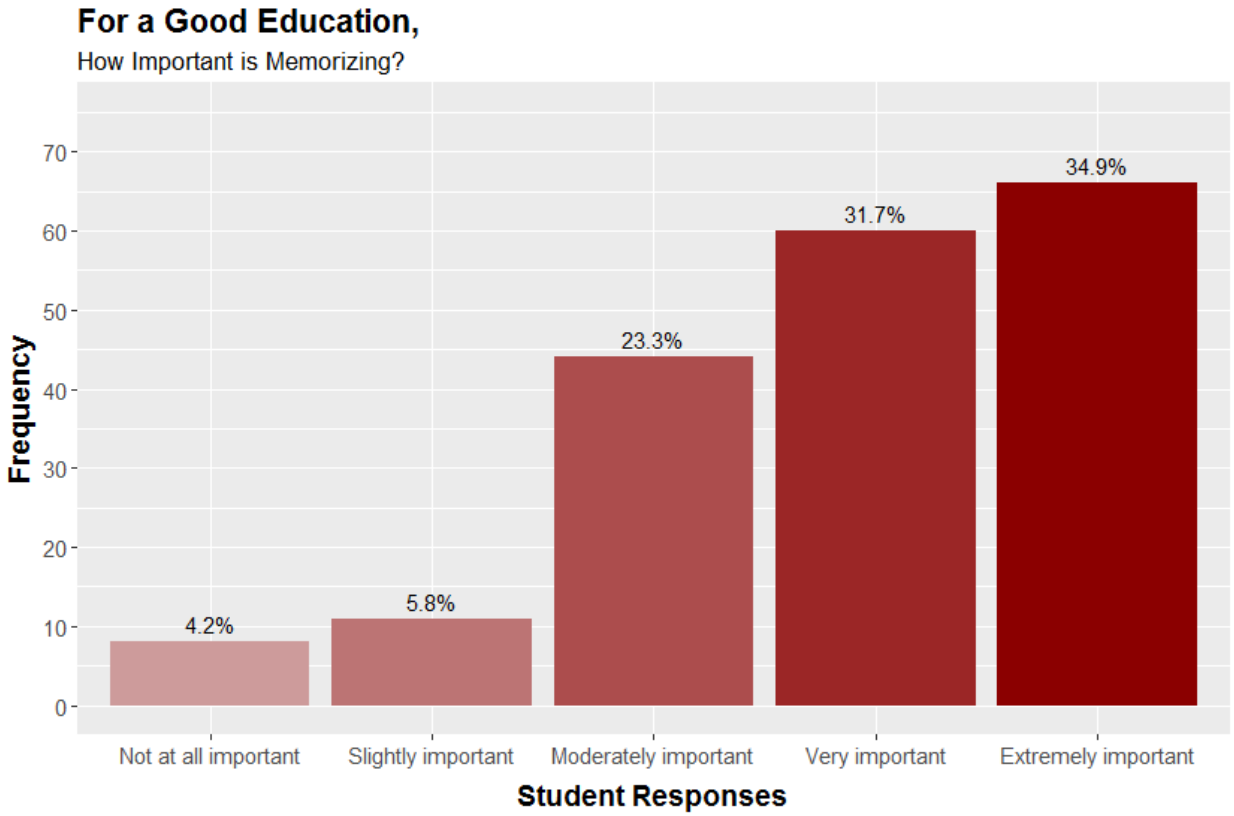

For a Good Education,
How Important is Summit Learning Platform?
Frequency
70
60
50
40
30
20
10
0
35.1%
14.7%
23.0%
13.6%
13.6%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

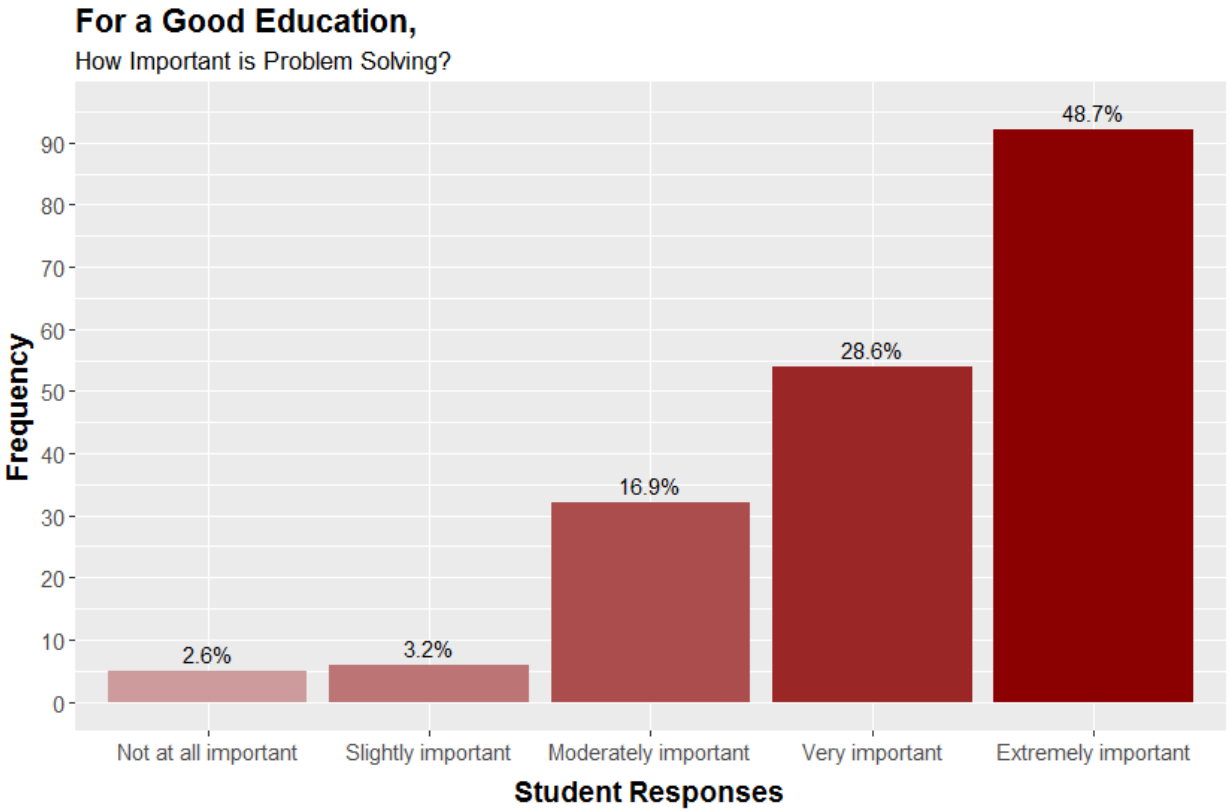

For a Good Education,
How Important is Working Alone?
Frequency
70
60
50
40
30
20
10
0
9.5%
21.1%
34.7%
18.4%
16.3%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

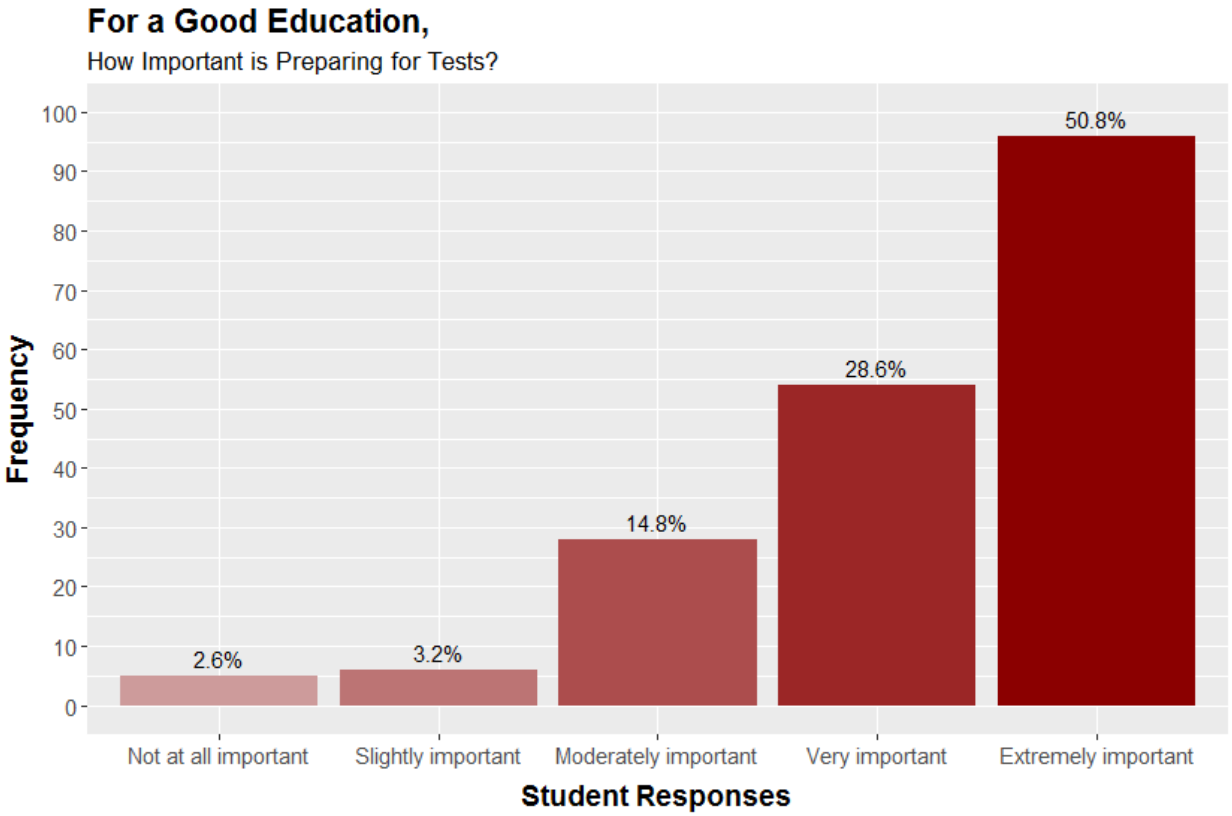

For a Good Education,
How Important is Student-Peer Interaction?
Frequency
70
60
50
40
30
20
10
0
6.8%
5.8%
22.5%
29.3%
35.6%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

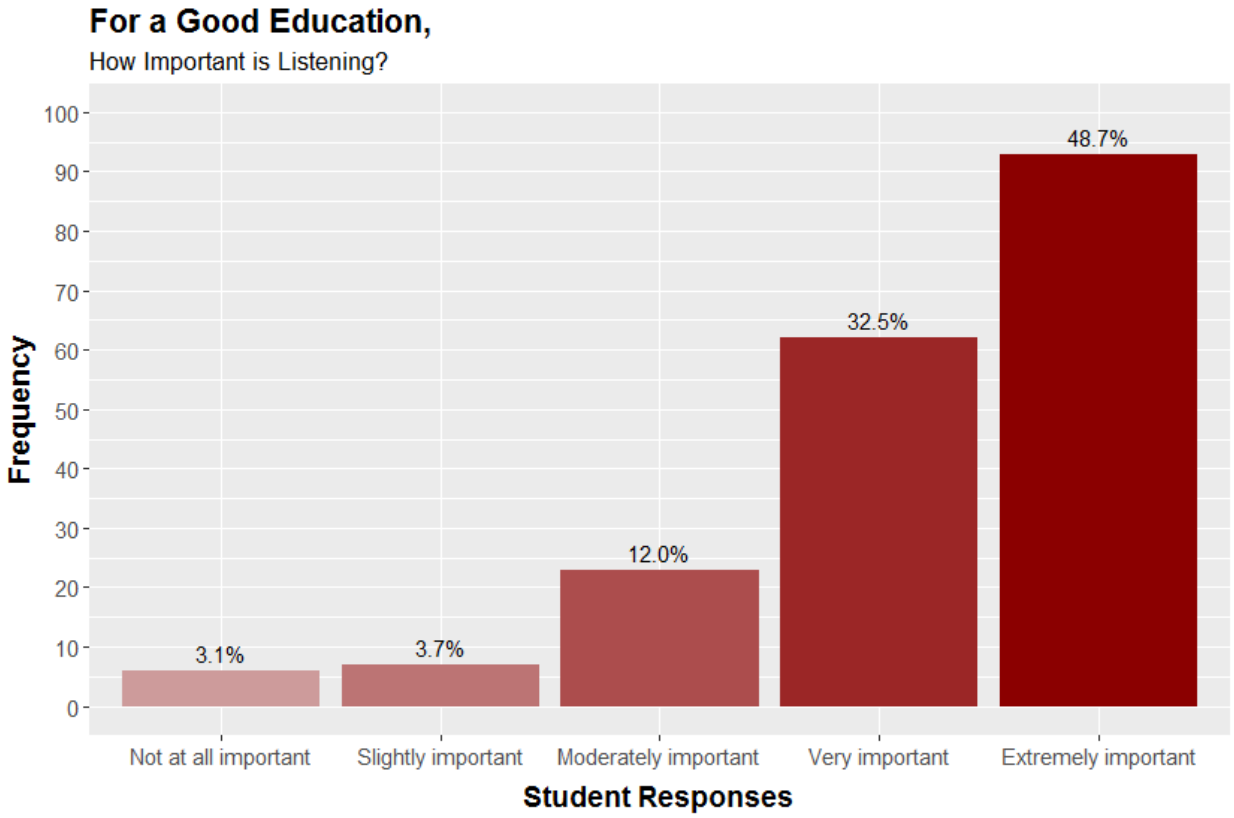

For a Good Education,
How Important is Taking Tests?
Frequency
80
70
60
50
40
30
20
10
0
3.7%
5.8%
20.9%
28.8%
40.8%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

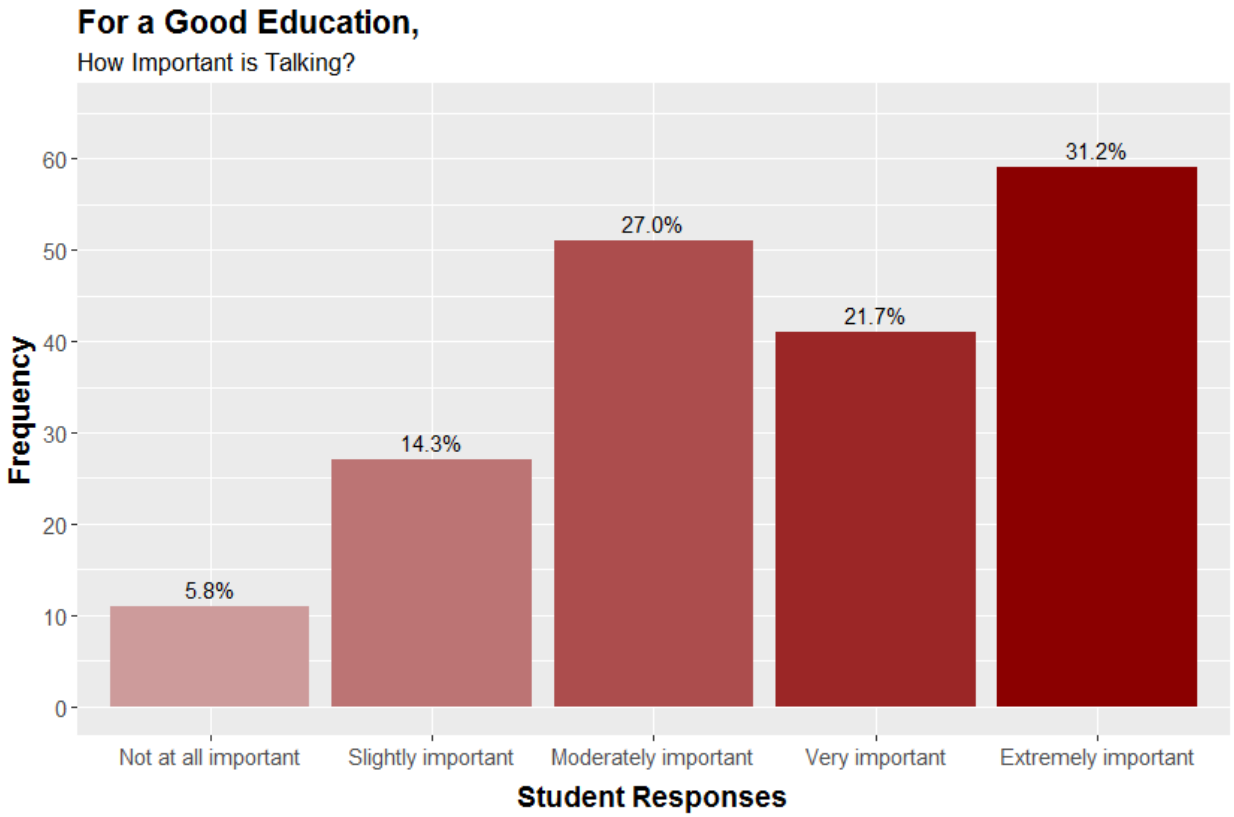

For a Good Education,
How Important is Access to the Internet?
Frequency
0
10
20
30
40
50
60
5.3%
7.9%
28.6%
27.5%
30.7%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

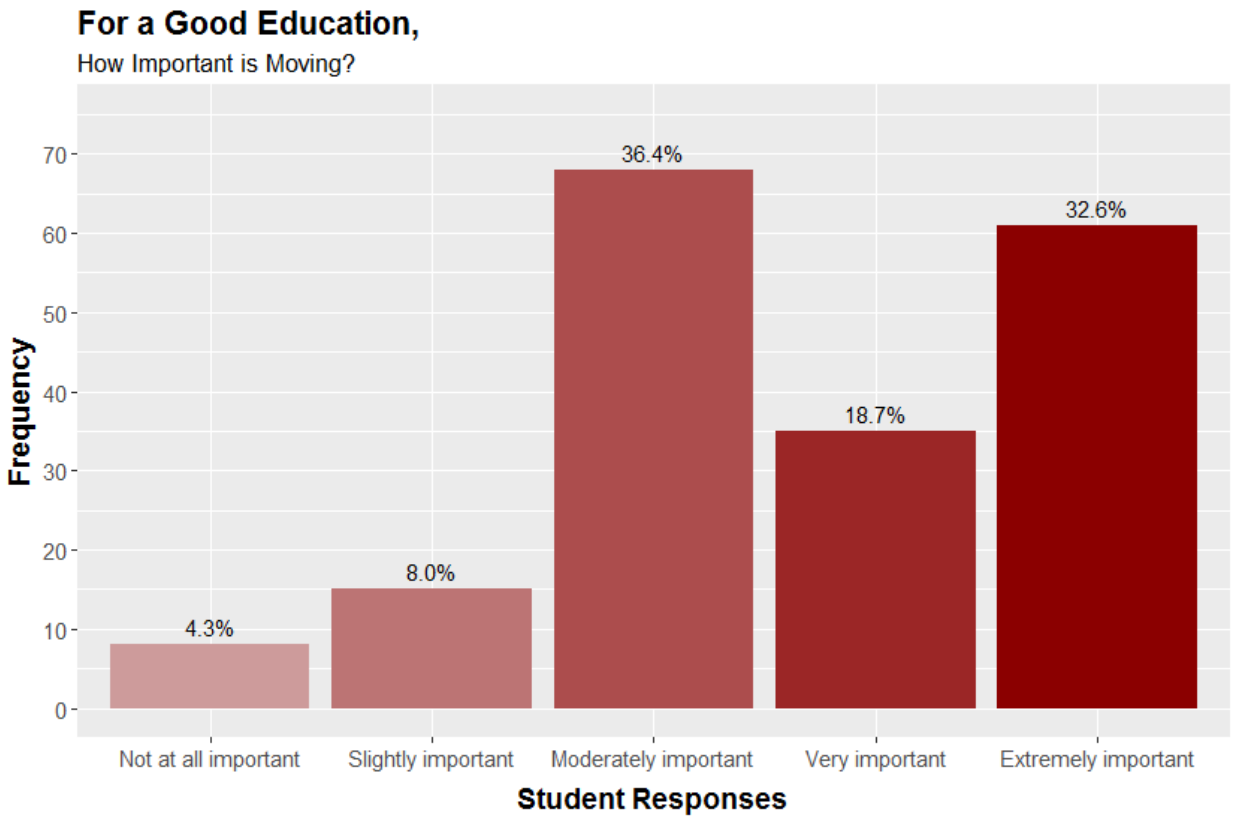

For a Good Education,
How Important is Memorizing?
Frequency
0
10
20
30
40
50
60
70
4.2%
5.8%
23.3%
31.7%
34.9%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses


For a Good Education,
How Important is Problem Solving?
Frequency
0
10
20
30
40
50
60
70
80
90
2.6%
3.2%
16.9%
28.6%
48.7%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

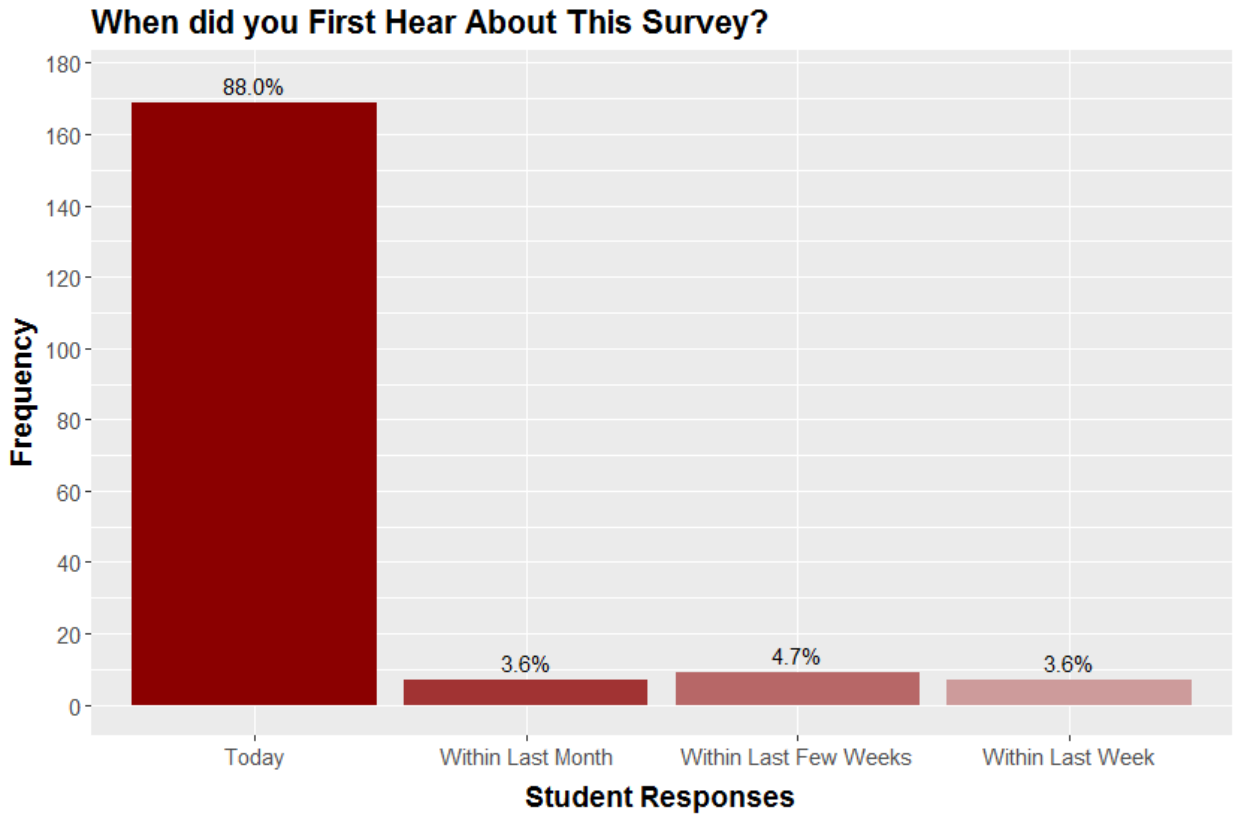

For a Good Education,
How Important is Preparing for Tests?
Frequency
0
10
20
30
40
50
60
70
80
90
100
2.6%
3.2%
14.8%
28.6%
50.8%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

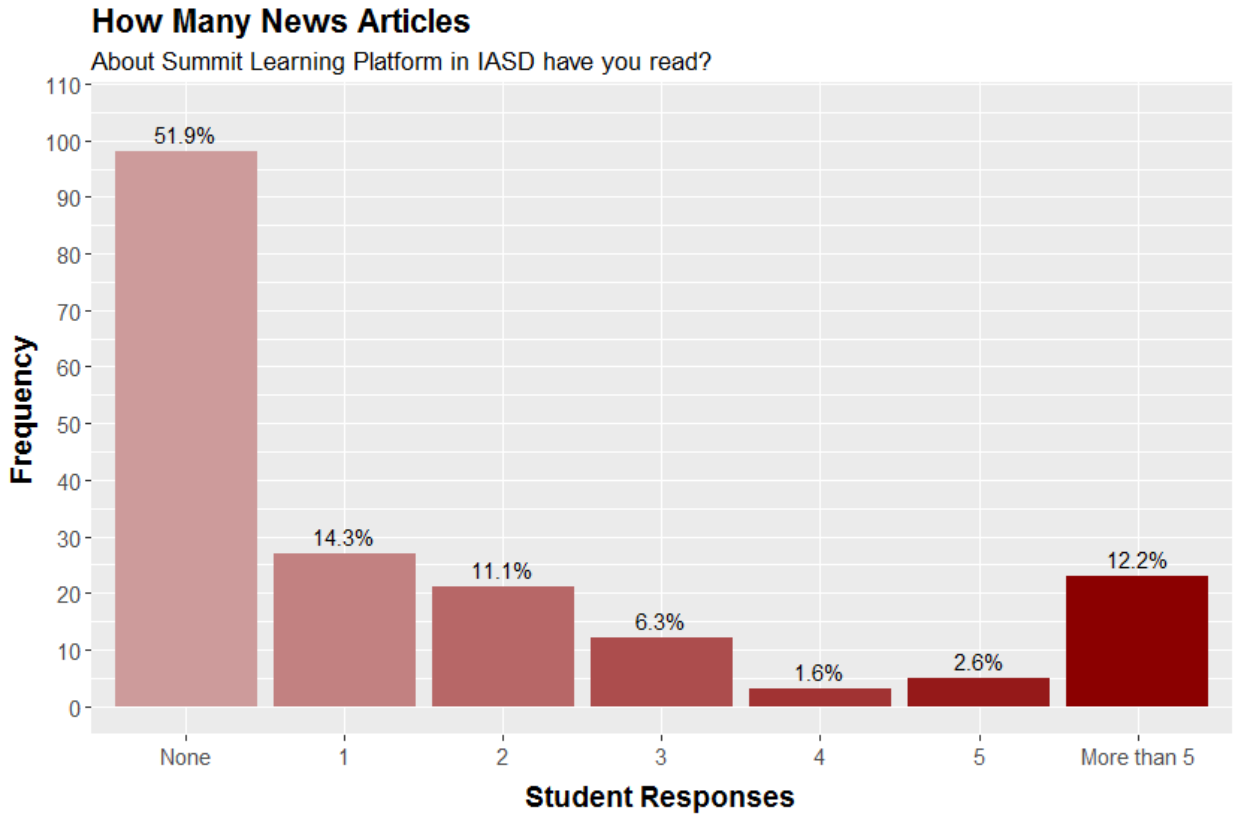

For a Good Education,
How Important is Listening?
Frequency
100
90
80
70
60
50
40
30
20
10
0
3.1%
3.7%
12.0%
32.5%
48.7%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

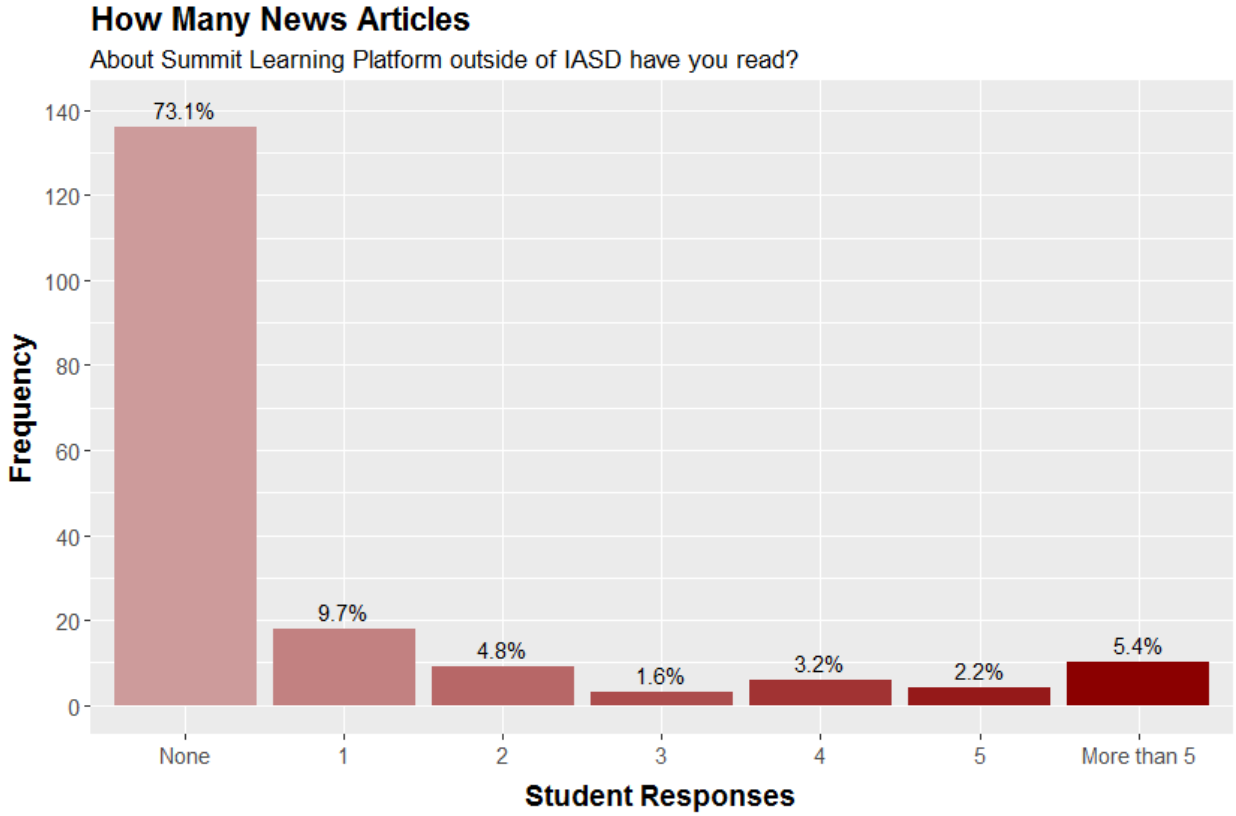

For a Good Education,
How Important is Talking?
Frequency
60
50
40
30
20
10
0
5.8%
14.3%
27.0%
21.7%
31.2%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses


For a Good Education,
How Important is Moving?
Frequency
70
60
50
40
30
20
10
0
4.3%
8.0%
36.4%
18.7%
32.6%
Not at all important
Slightly important
Moderately important
Very important
Extremely important
Student Responses

News About SLP




How Many News Articles
About Summit Learning Platform in IASD have you read?
Frequency
110
100
90
80
70
60
50
40
30
20
10
0
51.9%
14.3%
11.1%
6.3%
1.6%
2.6%
12.2%
None
1
2
3
4
5
More than 5
Student Responses


How Many News Articles
About Summit Learning Platform outside of IASD have you read?
Frequency
140
120
100
80
60
40
20
0
73.1%
9.7%
4.8%
1.6%
3.2%
2.2%
5.4%
None
1
2
3
4
5
More than 5
Student Responses

Heard about this survey from a teacher/ principal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	heard from teacher	111	56.1	100.0	100.0
Missing	System	87	43.9		
Total		198	100.0		

Heard about this survey from a friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	heard from friend	41	20.7	100.0	100.0
Missing	System	157	79.3		
Total		198	100.0		

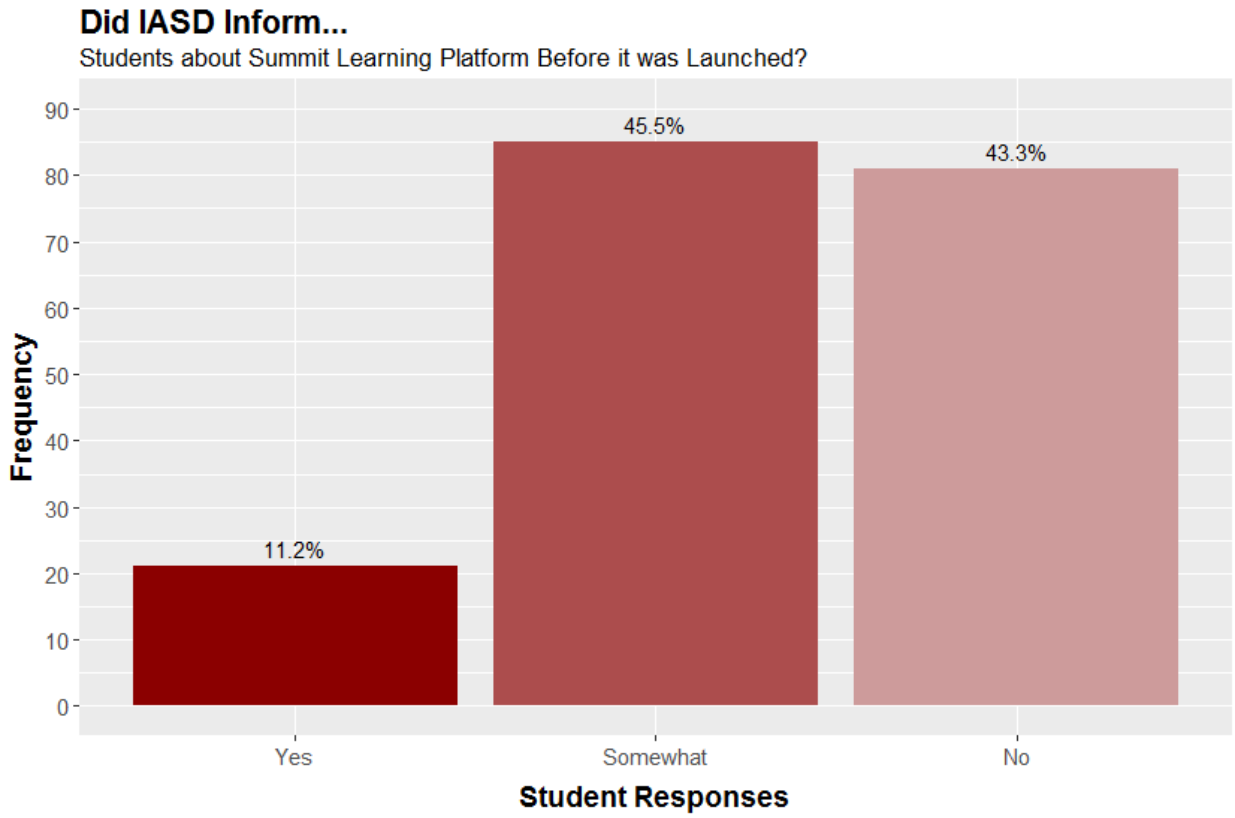
Read about this survey in the news

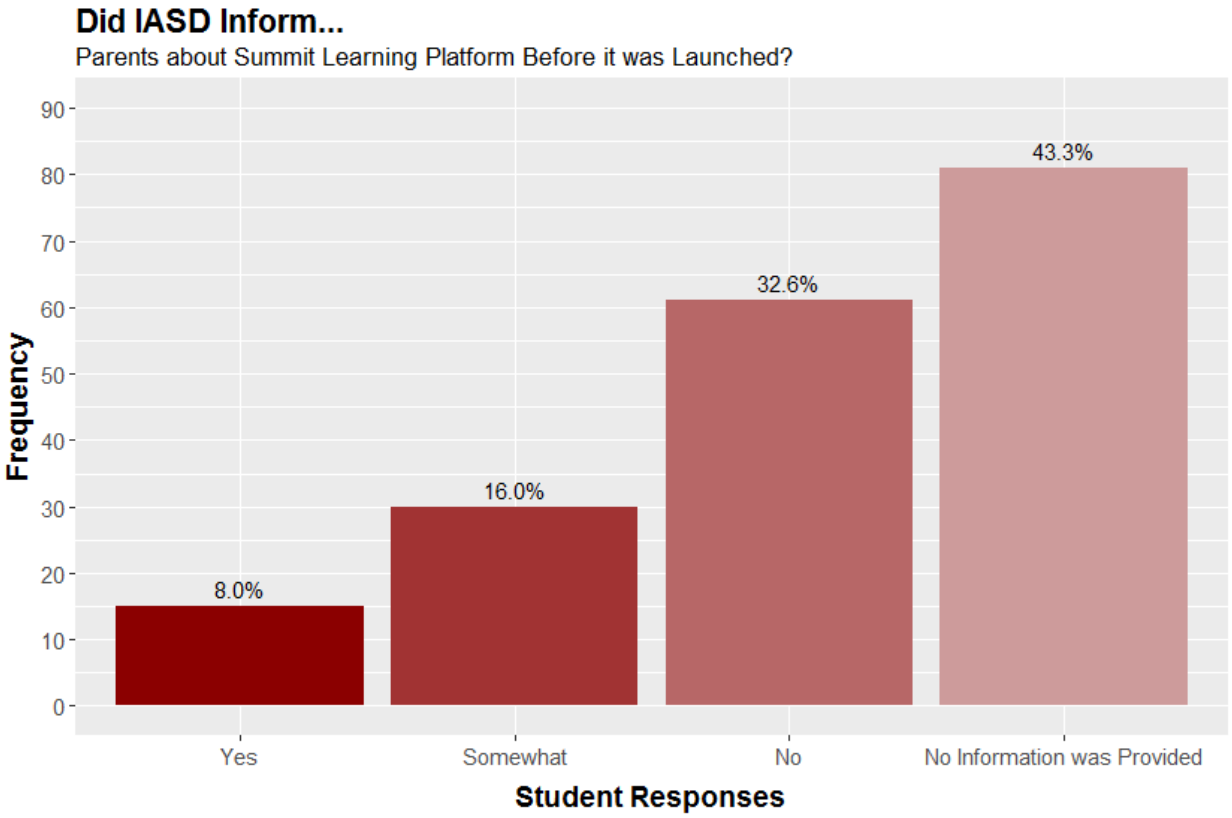
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	read about in news	5	2.5	100.0	100.0
Missing	System	193	97.5		
Total		198	100.0		

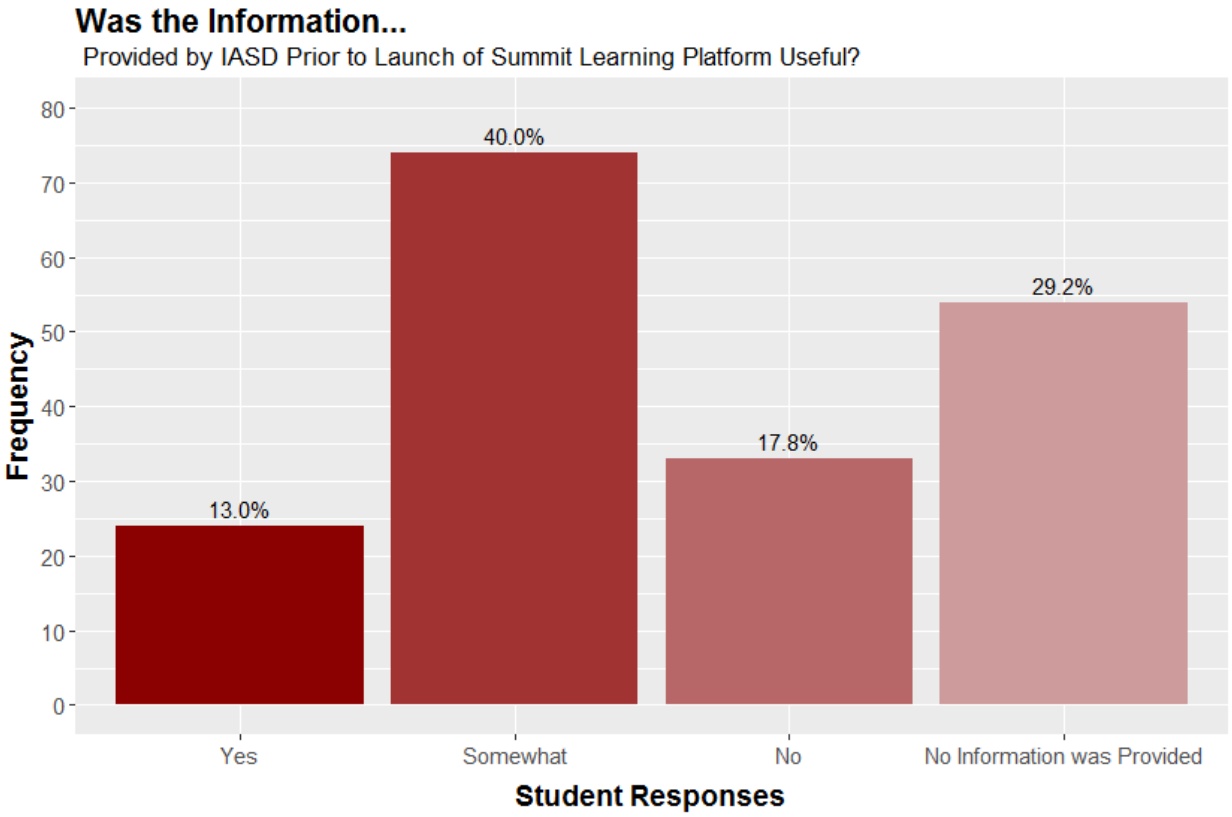
Heard about this survey from another source

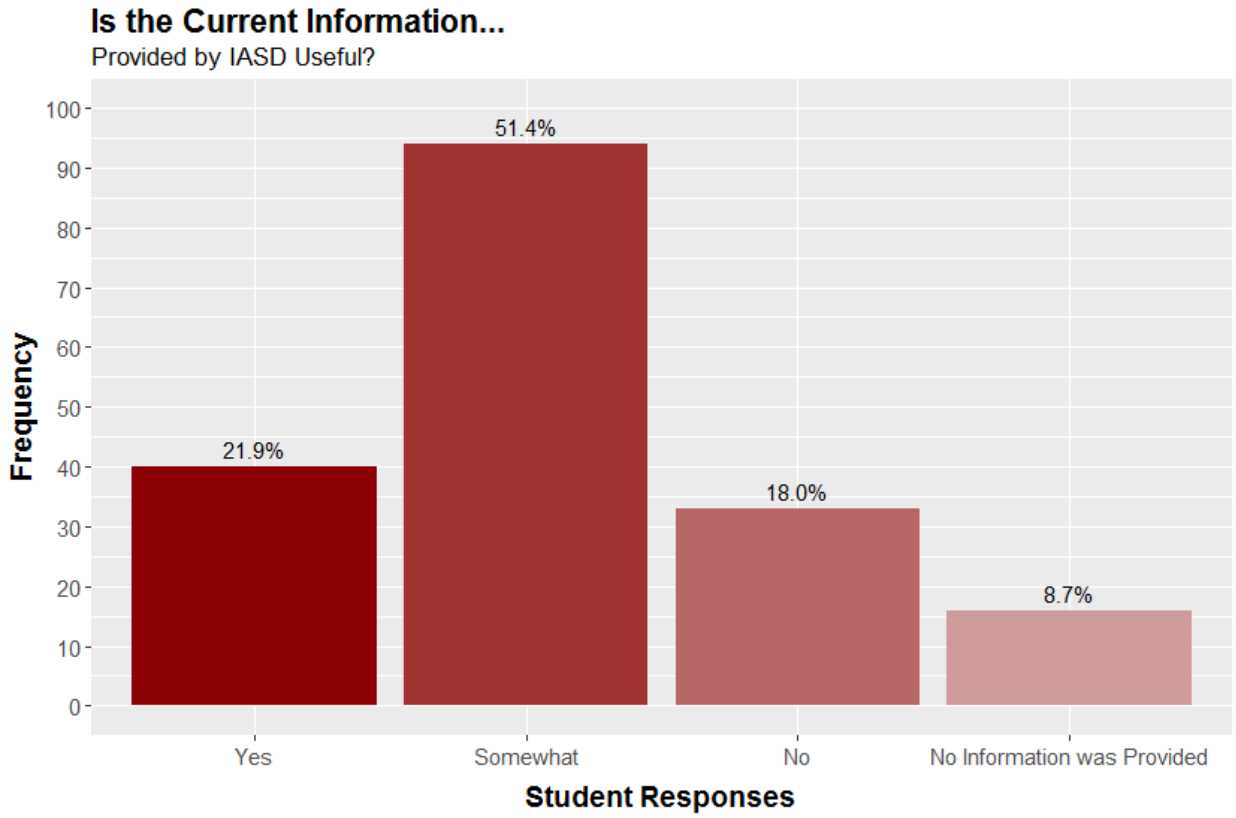
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	text entry other	42	21.2	100.0	100.0
Missing	System	156	78.8		
Total		198	100.0		

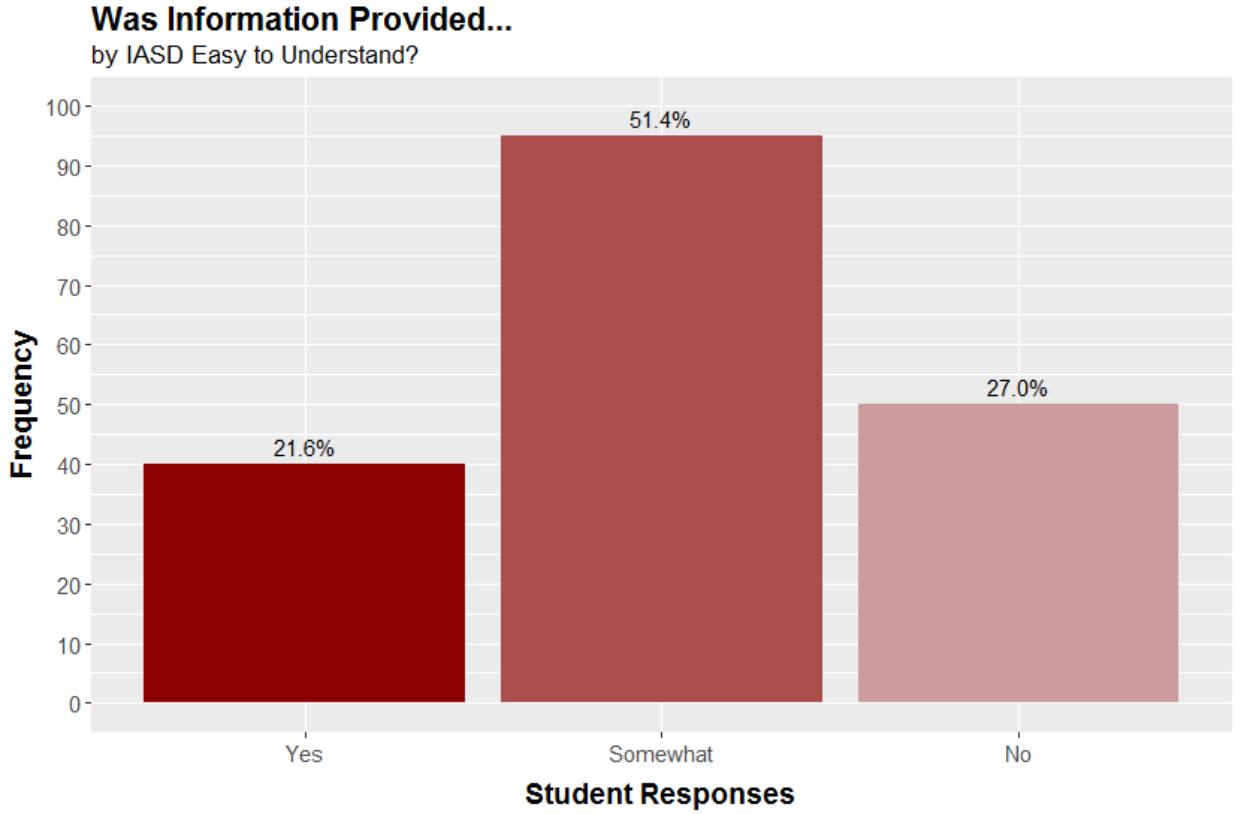
Perceptions of SLP Implementation

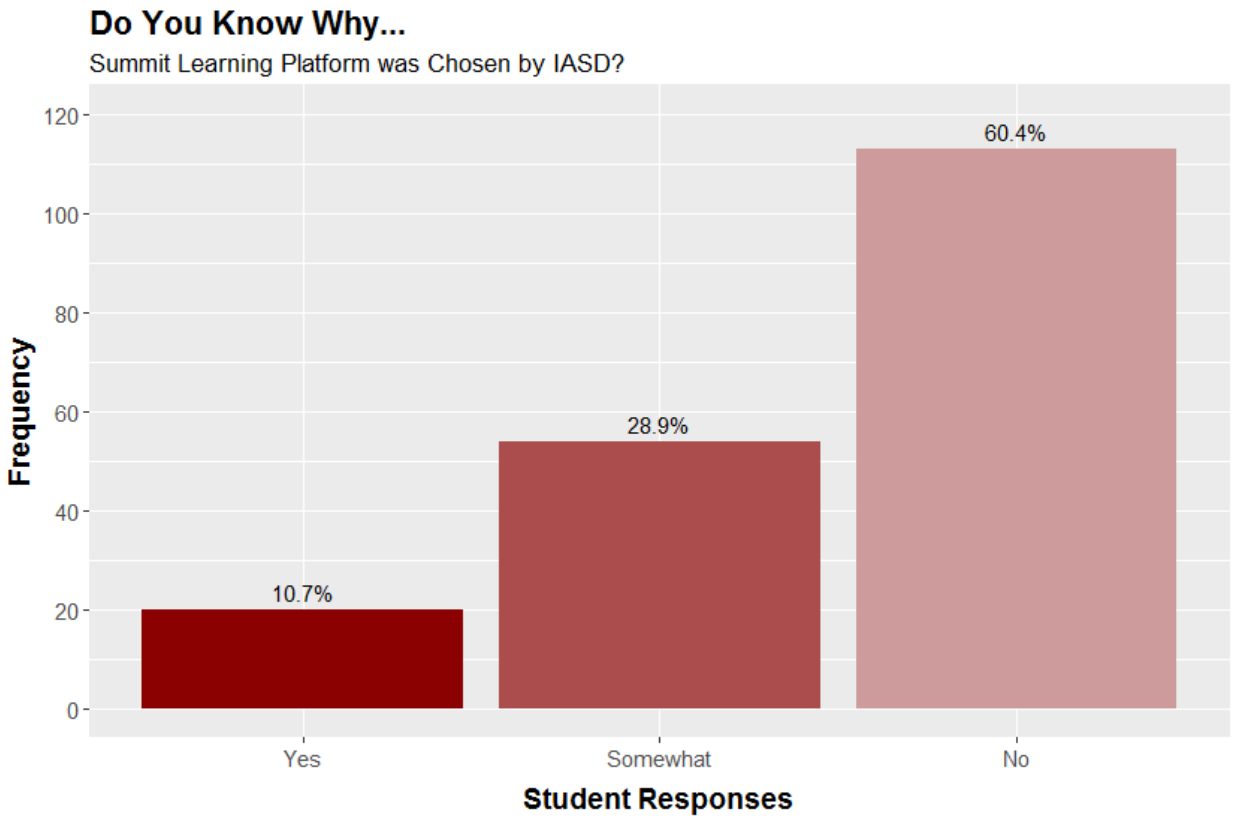


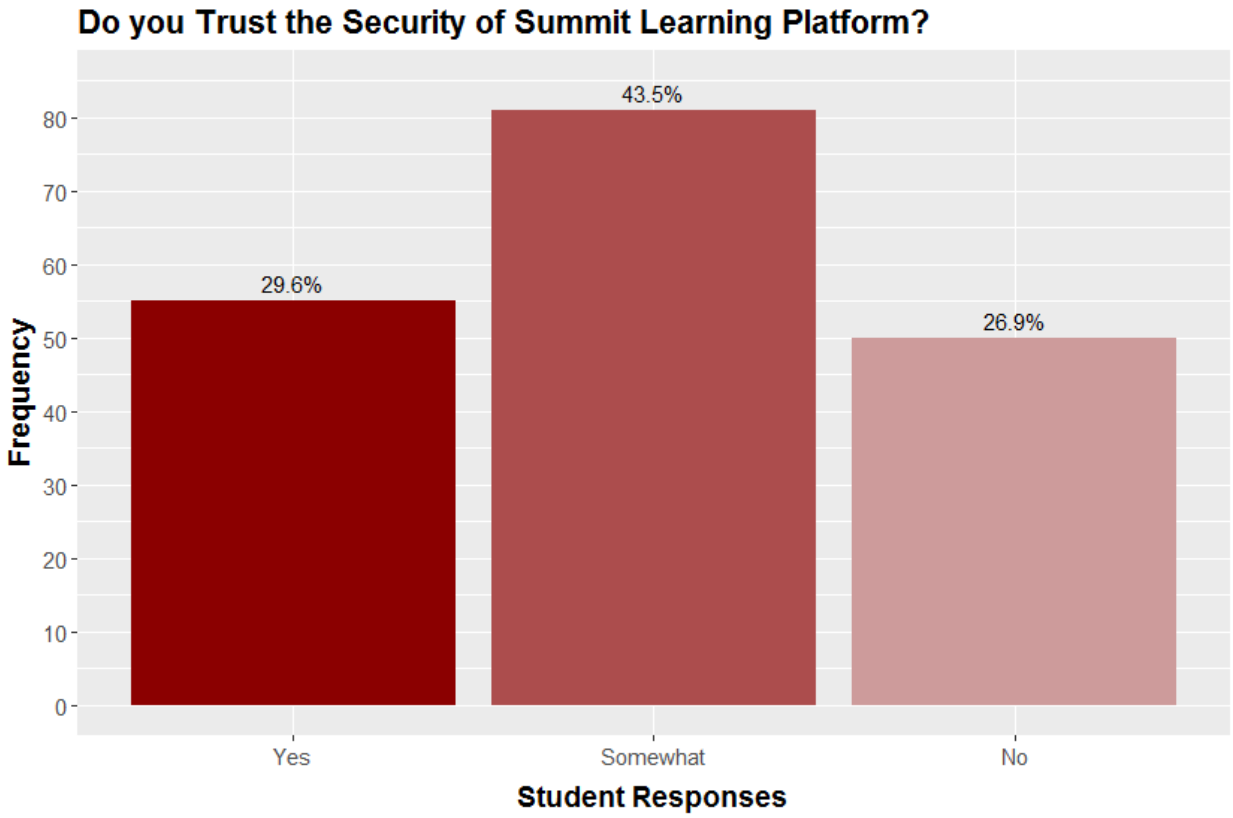

Did IASD Inform...
Parents about Summit Learning Platform Before it was Launched?
Frequency
90
80
70
60
50
40
30
20
10
0
8.0%
16.0%
32.6%
43.3%
Yes
Somewhat
No
No Information was Provided
Student Responses

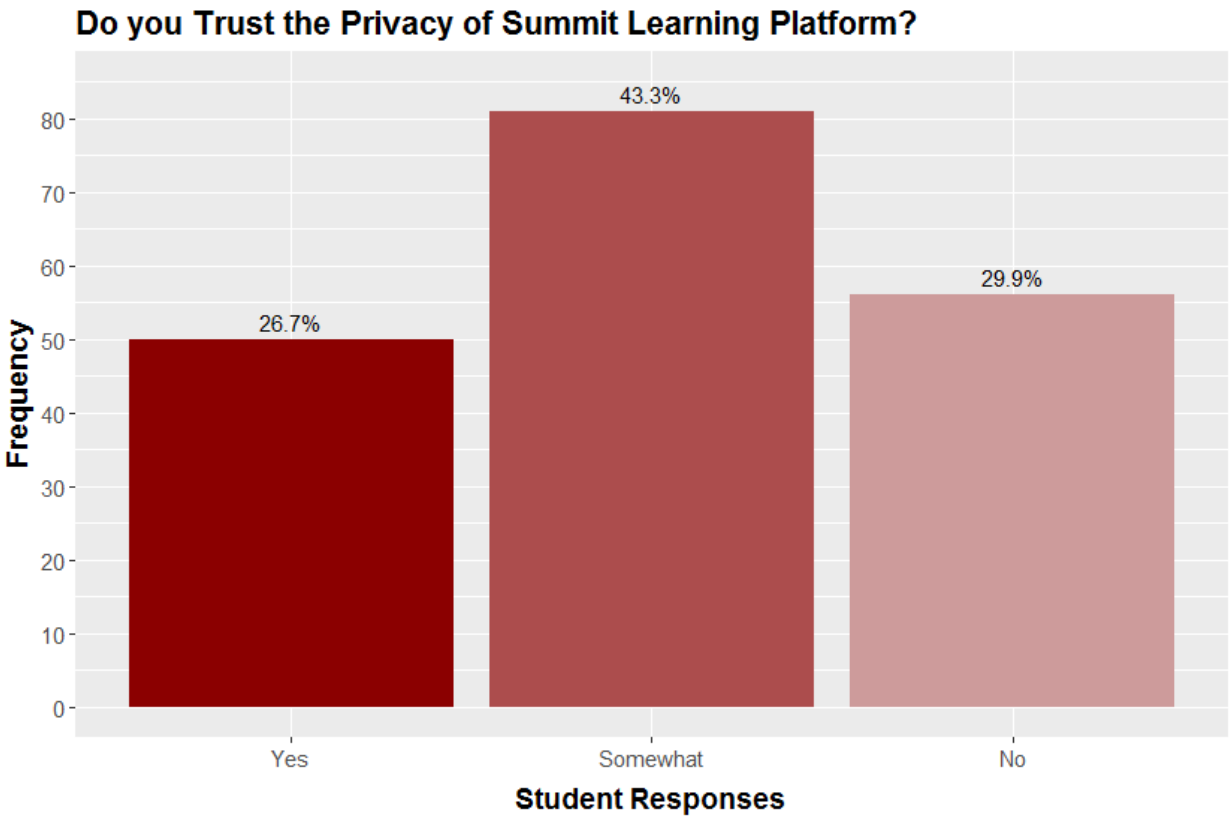

Was the Information...
Provided by IASD Prior to Launch of Summit Learning Platform Useful?
Frequency
80
70
60
50
40
30
20
10
0
13.0%
40.0%
17.8%
29.2%
Yes
Somewhat
No
No Information was Provided
Student Responses

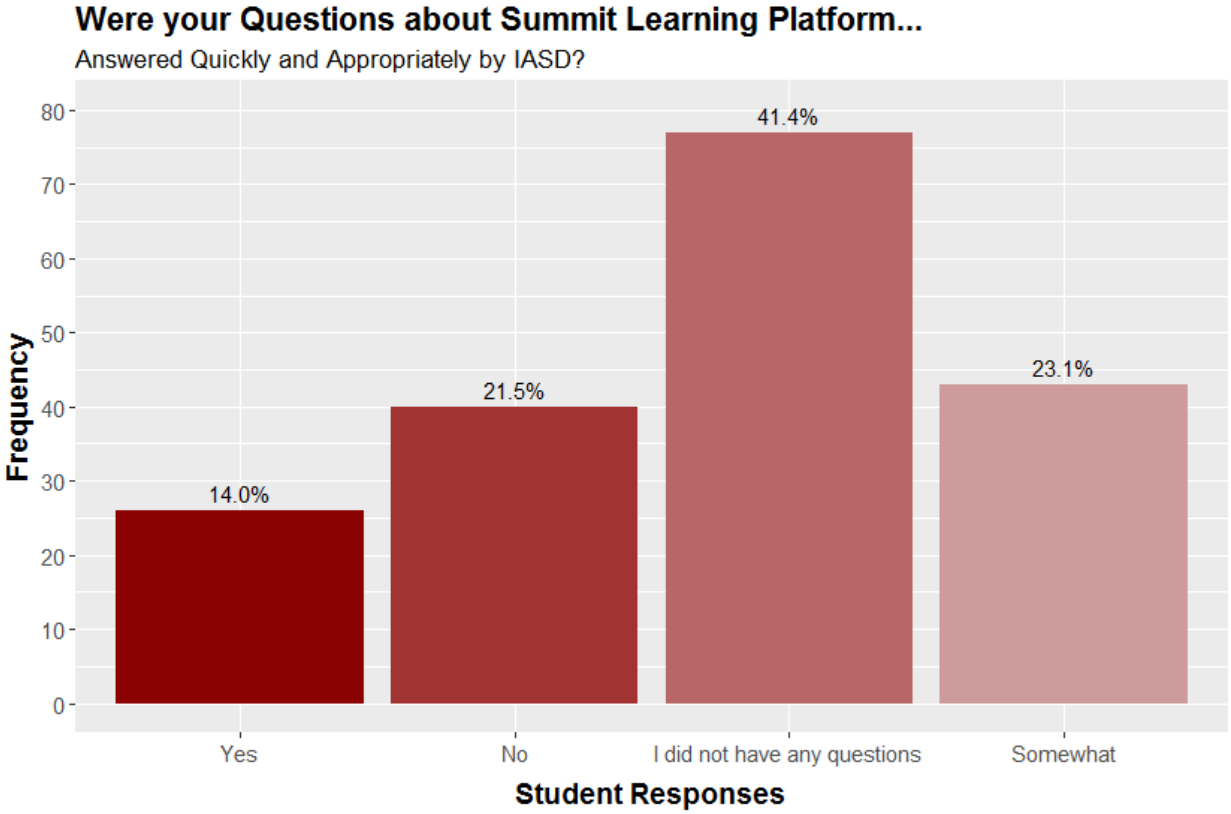

Is the Current Information...
Provided by IASD Useful?
Frequency
100
90
80
70
60
50
40
30
20
10
0
51.4%
21.9%
18.0%
8.7%
Yes
Somewhat
No
No Information was Provided
Student Responses


Was Information Provided...
by IASD Easy to Understand?
Frequency
100
90
80
70
60
50
40
30
20
10
0
51.4%
27.0%
21.6%
Yes
Somewhat
No
Student Responses


Do You Know Why...
Summit Learning Platform was Chosen by IASD?
Frequency
120
100
80
60
40
20
0
10.7%
28.9%
60.4%
Yes
Somewhat
No
Student Responses


Do you Trust the Security of Summit Learning Platform?
Frequency
80
70
60
50
40
30
20
10
0
29.6%
43.5%
26.9%
Yes
Somewhat
No
Student Responses


Do you Trust the Privacy of Summit Learning Platform?
Frequency
0
10
20
30
40
50
60
70
80
26.7%
43.3%
29.9%
Yes
Somewhat
No
Student Responses


Were your Questions about Summit Learning Platform...
Answered Quickly and Appropriately by IASD?
Frequency
0
10
20
30
40
50
60
70
80
14.0%
21.5%
41.4%
23.1%
Yes
No
I did not have any questions
Somewhat
Student Responses

Content Analysis of Student Qualitative Data

Three open-ended writing prompts were presented as part of the larger IASD survey examining the Summit Learning Platform. These prompts are listed below:

> Prompt One: If you could change one thing about the Summit Learning Platform, what would you change? Why?
>
> Prompt Two: If there is a part of the Summit Learning Platform that should *not* be changed, what would that be? Why?
>
> Prompt Three: If you have any additional thoughts about the Summit Learning Platform, please write them below.

Response rates for these questions are below:

> Prompt One: (N = 193/195)
>
> Prompt Two: (N = 182/195)
>
> Prompt Three: (N = 130/195)

Written responses to the prompts above were placed in individual Word documents and then removed from the quantitative data sets to insure written responses were not connected to quantitative responses. The Word documents were then imported into NVivo 11. Researchers read the data sets and developed initial codes (labels applied to sections of text that are used to organize text sections) prior to beginning the process of content analysis. The initial codes reflected both the content of the prompt response sets as well as the research questions presented to the IUP ARL. Researchers then began reading the responses to Prompt 1 and coding using the initial codes in NVivo 11. New codes were added as seen fit when reading the data set again, and when appropriate, codes were combined.

After responses to Prompt One were coded, researchers discussed codes, revised as needed, and coded responses to Prompt 2 and Prompt 3. Similar to when coding Prompt One responses, codes were added or combined as needed. Once all data had been coded, responses to each question were reviewed to insure new and combined codes were applied appropriately and that all responses were coded in full.

Codes are organized in the tables that follow. The first table presents the topics that are most common throughout student responses, and the coverage (the percentage of writing collected under that particular code) is organized by prompt because of the variation in response rates across the three prompts. Each topic includes a definition, and the highest percentage of coverage is bolded for each topic in each prompt response set.

Table 10

Dominant Topics of Concern in Qualitative Student Data Set

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Classes or Subjects	Statements regarding specific classes, subjects covered in classes, & participation in classes.	**19.66%**	13.11%	10.03%
Content, Resources, & Media	Statements regarding the content, resources, and media used in Summit Learning Platform or comparisons to other content, resources, and media.	9.20%	**19.41%**	9.15%
Testing	Statements regarding testing.	13.53%	**15.41%**	5.83%
Look & Feel	Statements regarding the look and feel of Summit Learning Platform.	13.60%	**13.39%**	4.28%
Independence & Goals	Statements regarding the independent nature of work done in Summit Learning Platform and goals set by and for students.	10.81%	**18.13%**	11.49%
Schedule & Calendar	Statements regarding the ways in which activities, lessons, etc. are scheduled.	**12.32%**	11.63%	5.22%
Collaboration & Socializing	Statements regarding working with other students or working with teachers.	5.22%	**14.95%**	3.72%
Screen Time	Statements about time on devices.	10.73%	0.67%	**16.44%**

Table 10 (above) displays the topics mentioned most often by students when answering open-ended prompts. These topics may be understood as the most important to the students due to how often they are mentioned. The above topics were coded in conjunction with other codes as well. These code conjunctions are presented in the table below along with definitions of all codes used. The topic is presented first along with its definition and coverage across all prompts. Then below the topic, codes used in conjunction with the topic code are presented and defined. Please note that the coverage percentages on the codes after the initial topic code do not represent total cover of the code. Rather, they represent the coverage of the two codes overlapping one another.

Table 11

"Classes or Subjects" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Classes or Subjects	Statements regarding specific classes, subjects covered in classes, & participation in classes.	**19.66%**	13.11%	10.03%
	Secondary Codes			
Change	Requests for change.	**19.01%**	0.35%	7.28%
Conserve	Requests not to change.	0.19%	**12.53%**	2.74%
Helps with Learning	Claims that Summit improves education.	0.00%	**4.22%**	0.00%
Hurts Learning	Claims that Summit impedes education.	**3.58%**	0.00%	0.33%
Positive Summit	Overtly positive statements about Summit.	**0.09%**	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	**0.49%**	0.00%	0.33%
Teacher Praise	Statements in favor of current teaching.	0.00%	**0.91%**	0.00%
Teacher Critique	Statements critiquing current teaching.	**4.39%**	0.00%	0.00%

Table 11 (above) displays how often students mentioned specific classes or subjects in conjunction with other important concepts. When responding to open-ended prompts, students generally ask that classes or subjects are changed in some way, though it is important to note that many students also asked for subjects and classes *not* change.

Table 12

"Content, Resources, & Media" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Content, Resources, & Media	Statements regarding the content, resources, and media used in Summit Learning Platform or comparisons to other content, resources, and media.	9.20%	**19.41%**	9.15%
Secondary Codes				
Change	Requests for change.	**9.20%**	0.67%	5.60%
Conserve	Requests not to change.	0.00%	**18.74%**	0.32%
Helps with Learning	Claims that Summit improves education.	0.00%	**6.47%**	0.97%
Hurts Learning	Claims that Summit impedes education.	0.66%	0.00%	**3.14%**
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	0.00%	0.00%	**4.87%**
Teacher Praise	Statements in favor of current teaching.	0.00%	0.00%	0.00%
Teacher Critique	Statements critiquing current teaching.	**0.32%**	0.00%	0.00%

Table 12 (above) displays how often students wrote about the content, resources, and media used in SLP. When responding to open-ended prompts, many students asked for content, resources, and media *not* to change when responding to the second prompt, though students also asked for it to be changed when responding to prompt 1 and prompt 3.

Table 13

"Testing" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Testing	Statements regarding testing.	13.53%	**15.41%**	5.83%
Secondary Codes				
Change	Requests for change.	**13.24%**	3.12%	5.83%
Conserve	Requests not to change.	0.00%	**15.03%**	0.00%
Helps with Learning	Claims that Summit improves education.	0.00%	**6.11%**	0.00%
Hurts Learning	Claims that Summit impedes education.	0.31%	0.00%	**4.42%**
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	**0.63%**	0.00%	0.00%
Teacher Praise	Statements in favor of current teaching.	0.00%	0.00%	0.00%
Teacher Critique	Statements critiquing current teaching.	0.00%	**1.27%**	0.00%

Table 13 (above) displays how often students wrote about testing. When responding to open-ended prompts, responses are neutral—with calls to change and conserve testing models and practices close to equal in coverage.

Table 14

"Look & Feel" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Look & Feel	Statements regarding the look and feel of Summit Learning Platform.	13.60%	**13.39%**	4.28%
Secondary Codes				
Change	Requests for change.	**13.23%**	0.00%	3.34%
Conserve	Requests not to change.	0.00%	**13.39%**	0.00%
Helps with Learning	Claims that Summit improves education.	0.00%	**1.08%**	0.00%
Hurts Learning	Claims that Summit impedes education.	0.00%	0.00%	0.00%
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	**0.94%**
Negative Summit	Overtly negative statements about Summit.	0.00%	0.00%	**0.33%**
Teacher Praise	Statements in favor of current teaching.	0.00%	0.00%	0.00%
Teacher Critique	Statements critiquing current teaching.	0.00%	0.00%	0.00%

Table 14 (above) displays how often students mentioned the look and feel of SLP. When responding to open-ended prompts, responses are neutral—with calls to change and conserve the look and feel of SLP. However, students did mention the ways in which colors are used to indicate academic progress, and these colors are discussed in Table 20.

Table 15

"Independence & Goals" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Independence & Goals	Statements regarding the independent nature of work done in Summit Learning Platform and goals set by and for students.	10.81%	**18.13%**	11.49%
Secondary Codes				
Change	Requests for change.	**10.78%**	3.51%	7.28%
Conserve	Requests not to change.	0.00%	**18.13%**	0.00%
Helps with Learning	Claims that Summit improves education.	0.00%	**4.68%**	0.00%
Hurts Learning	Claims that Summit impedes education.	**1.74%**	0.00%	0.00%
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	**4.21%**
Negative Summit	Overtly negative statements about Summit.	0.20%	0.00%	**6.43%**
Teacher Praise	Statements in favor of current teaching.	0.00%	5.64%	**6.43%**
Teacher Critique	Statements critiquing current teaching.	4.53%	0.00%	**6.43%**

Table 15 (above) displays how often students mentioned the independent nature of SLP and individualized goals. When responding to prompt 2, students generally wanted *not* to change the independent nature of SLP and the personally designed goals. However, when responding to prompt 1 and 3, students asked to change the independence and goals in SLP, which provided nearly identical coverage to that in prompt 2 responses.

Table 16

"Schedule & Calendar" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Schedule & Calendar	Statements regarding the ways in which activities, lessons, etc. are scheduled.	**12.32%**	11.63%	5.22%
Secondary Codes				
Change	Requests for change.	**12.32%**	3.51%	4.63%
Conserve	Requests not to change.	0.00%	**11.63%**	0.00%
Helps with Learning	Claims that Summit improves education.	0.00%	0.00%	0.00%
Hurts Learning	Claims that Summit impedes education.	0.00%	0.00%	0.00%
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	0.00%	0.00%	0.00%
Teacher Praise	Statements in favor of current teaching.	0.00%	**3.51%**	0.00%
Teacher Critique	Statements critiquing current teaching.	**2.37%**	0.00%	0.00%

Table 16 (above) displays how often students mentioned the way in which activities, projects, assignments, assessments, etc. are scheduled in SLP. When responding to open-ended prompts, responses are neutral—with calls to change and conserve scheduling models close to equal in coverage.

Table 17

"Collaboration & Socializing" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Collaboration & Socializing	Statements regarding working with other students or working with teachers.	5.22%	**14.95%**	3.72%
Secondary Codes				
Change	Requests for change.	5.22%	**5.23%**	2.38%
Conserve	Requests not to change.	0.00%	**14.95%**	1.00%
Helps with Learning	Claims that Summit improves education.	0.00%	**3.18%**	1.00%
Hurts Learning	Claims that Summit impedes education.	**0.98%**	0.00%	0.00%
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	0.00%	0.00%	0.00%
Teacher Praise	Statements in favor of current teaching.	0.00%	**12.14%**	0.00%
Teacher Critique	Statements critiquing current teaching.	1.55%	**1.73%**	1.08%

Table 17 (above) displays how often students mentioned socializing and collaborating. Students generally ask to keep the social and collaborative nature of SLP; however, it is important to note that many of the positive responses regarding collaborating and socializing dealt with the social and collaborative nature of the mentoring model used in SLP. This is noted in the coverage of "Collaboration & Socializing" and "Teacher Praise" overlapping for 12.14% in responses to prompt 2.

Table 18

"Screen Time" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Screen Time	Statements about time on devices.	10.73%	0.67%	**16.44%**
Secondary Codes				
Change	Requests for change.	10.73%	0.67%	**11.00%**
Conserve	Requests not to change.	0.00%	0.00%	0.00%
Helps with Learning	Claims that Summit improves education.	0.00%	0.00%	0.00%
Hurts Learning	Claims that Summit impedes education.	0.80%	0.00%	**3.56%**
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	0.00%	0.00%	**8.51%**
Teacher Praise	Statements in favor of current teaching.	0.00%	0.00%	6.43%
Teacher Critique	Statements critiquing current teaching.	1.06%	0.00%	**8.50%**

Table 18 (above) displays how often students mention screen time. When responding to open-ended prompts, students often asked to reduce screen time on SLP. For several students, these statements also coincided with negative assessments of SLP and critiques of their teachers.

In the interest of thoroughness, we also coded for any statements about the Summit Learning Platform that referenced the learning platform in entirety. These statements are presented below along with secondary codes for “Positive Summit” and “Negative Summit” to demonstrate how positive and negative statements were presented regarding the Summit Learning Platform as a whole.

Table 19

“Platform” with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Platform	Statements about the entire platform.	15.34%	12.74%	**23.73%**
Secondary Codes				
Positive Summit	Overtly positive statements about Summit.	3.53%	3.17%	**3.93%**
Negative Summit	Overtly negative statements about Summit.	8.65%	2.00%	**12.62%**
Change	Requests for change.	11.14%	7.05%	**19.68%**
Conserve	Requests not to change.	3.56%	**6.26%**	0.67%

Table 19 (above) displays how often students wrote about the platform as a whole. When responding to open-ended prompts, students mentioned the entire platform often. These statements often occurred with statements that negatively assessed SLP as a platform and asked for changes to the ways in which SLP is implemented.

Throughout the open-ended responses, students also mentioned the ways in which colors are used in the Summit Learning Platform. Because of the frequency of mentions, a "Color" code was established. However, because the researchers are unfamiliar with the ways in which colors are used to indicate progress, achievement, and other educational factors, the researchers were uncertain about how to combine the code with other codes. Bellow, the code "Color" is presented with a definition and coverage percentage across prompts. Then, secondary codes are also presented to show when the "Color" code combined with other codes in ways that might prove to be noteworthy to the Indiana Area School District.

Table 20

"Color" with Secondary Codes

Topic	Definition	Coverage Across Prompts		
		Prompt 1	**Prompt 2**	**Prompt 3**
Color	Statements about how colors are used in Summit.	**10.32%**	2.15%	1.98%
	Secondary Codes			
Change	Requests for change.	**10.32%**	0.00%	1.40%
Conserve	Requests not to change.	0.00%	**2.15%**	0.00%
Helps with Learning	Claims that Summit improves education.	0.00%	**0.66%**	0.00%
Hurts Learning	Claims that Summit impedes education.	0.00%	0.00%	0.00%
Positive Summit	Overtly positive statements about Summit.	0.00%	0.00%	0.00%
Negative Summit	Overtly negative statements about Summit.	**0.88%**	0.00%	0.00%
Teacher Praise	Statements in favor of current teaching.	0.00%	0.00%	0.00%
Teacher Critique	Statements critiquing current teaching.	**1.28%**	0.00%	0.00%

Table 20 (above) displays how often students wrote about the colors used in SLP. When responding to open-ended prompts, students mentioned colors often. This often coincided with statements that asked for changes to the ways in which SLP is implemented.

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