

Are Distance Education Courses For You?

This questionnaire can help you decide if distance education courses fit your circumstances and lifestyle. From each of the following, circle the statement that is most descriptive of you or your circumstances.

1. My need to take this course now is low; it's a personal interest that could be postponed.
 2. My need to take this course now is moderate; I could take in on campus later or substitute another course.
 3. My need to take this course now is high; I need it immediately for a degree or other important reason.
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1. Feeling that I am part of a class is very important to me.
 2. Feeling that I am part of a class is somewhat important to me.
 3. Feeling that I am part of a class is not particularly necessary to me.
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1. I would classify myself as someone who puts things off until the last minute.
 2. I would classify myself as someone who needs reminding to get things done on time.
 3. I would classify myself as someone who often gets things done ahead of time.
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1. Classroom discussion is almost always helpful to me.
 2. Classroom discussion is sometimes helpful to me.
 3. Classroom discussion is rarely helpful to me.
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1. When an instructor hands out directions for an assignment, I prefer having the instructions explained to me.
 2. When an instructor hands out directions for an assignment, I prefer trying to follow the directions on my own and asking for help as needed.
 3. When an instructor hands out directions for an assignment, I prefer to figure out the instructions myself.
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1. I need faculty comments on my assignments right away or I get very frustrated.
 2. I need faculty comments on my assignments within a few days or I forget what I did.
 3. I need faculty comments within a few weeks so I can review what I did.
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1. Considering my professional and personal schedule, the amount of time I have to work on a telecourse is less than for a class on campus.
 2. Considering my professional and personal schedule, the amount of time I have to work on a telecourse is about the same as for a class on campus.
 3. Considering my professional and personal schedule, the amount of time I have to work on a telecourse is more than enough for a campus class or telecourse.
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1. When I am asked to use VCRs, computers, voice mail, or other technologies new to me, I put it off or try to avoid it.
 2. When I am asked to use VCRs, computers, voice mail, or other technologies new to me, I feel apprehensive but try anyway.
 3. When I am asked to use VCRs, computers, voice mail, or other technologies new to me, I look forward to learning new skills.
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1. As a reader, I would classify myself as slower than the average.
 2. As a reader, I would classify myself as average; I sometimes need help to understand the text.
 3. As a reader, I would classify myself as good; I usually understand the text without help.
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1. If I have to go to campus to take exams or complete work, I will have difficulty getting to the campus, even in the evenings or on the weekend.
 2. If I have to go to campus to take exams or complete work, I may miss some assignment or exam deadlines if campus sessions are not available in the evening and/or weekends.
 3. If I have to go to campus to take exams or complete work, I can go to campus anytime.

Is Your Distance Education Score

Scoring - Add the numbers that correspond to the statements that you selected.

20 or over = a distance education course is a real possibility for you

11 and 20 = distance education courses may work for you but you may need to make a few adjustments in your schedule and study habits to succeed

10 or less = distance education courses may not currently be the best alternative for you

We suggest that if your Distance Education Score is below 16 or if you are uncomfortable about taking this course that you meet with your advisor to discuss your situation.

What this questionnaire tells you.

These 10 questions reflect some of the facts about taking distance education courses:

1. Distance education students sometimes can neglect their work because of personal or professional circumstances, unless they have compelling reasons for taking the course.
2. Some students prefer the independence of distance education classes, others find it uncomfortable.
3. Classes taught in various media (i.e. Internet, telecourse,) give students greater freedom of scheduling, but they can require more self-discipline than on-campus classes.
4. Some people learn best by interacting with other students and instructors, but distance education classes often do not provide much opportunity for this interaction.
5. Distance education classes require you to work from written directions without face-to-face instructions.
6. It may take as long as two weeks to get comments back by mail from your instructor.
7. Distance education classes require at least as much time as on-campus courses. (For each contact hour, plan on two hours of out-of-class work.)
8. Distance education classes use technology for teaching and communications.
9. Print materials and e-mails are the primary source of directions and information in distance education classes.
10. At this time, some distance education classes contain some on-campus work: orientations, review sessions, exams, labs. Student schedule flexibility is important. If you cannot come to campus other arrangements can be made with your instructor.

I have completed this distance education questionnaire and I understand the implications of my score. I realize that anyone with a score below 16 is encouraged to meet with their advisor to discuss their situation.

name (printed)

signature

date

IF THE STUDENT IS PLANNING ON REGISTERING FOR AN INTERNET COURSE, WE MUST HAVE THEIR EMAIL ADDRESS FIRST!!!

E-mail address: _____

(Employment Security Commission sponsored students are required to meet with their instructors in order to fill out the special paper work and requirements mandated by the ESC.)