

Satisfaction with the mathematics archival system

Cascaval, R. C., Fogler, K. A., Abrams, G. D., & Durham, R. L. (2008). Evaluating the benefits of providing archived online lectures to in-class math students. *Journal of Asynchronous Learning Networks, 12*, 61-70.

20 Items

1 Dimension

1. I like being able to revisit the material in the archives repeatedly.
2. I use the archived lectures to help with homework.
3. I think the image quality of the archived lectures is good.
4. The archives help me understand complex concepts.
5. I use the archived lectures to verify what my professor has said.
6. I use the archived lecture to review for exams.
7. I can listen more in my archived class(es) than in my non-archived classes.
8. I use the archives to supplement study.
9. I like the archived lectures because I can skip material I already understand.
10. I like the idea of being able to see both the professor and what is being written.
11. Given a choice between a section of a class with archived lectures or without, I would choose the archived section.
12. The archives are useful to me for providing information missed in class.
13. I think all my math classes should be archived.
14. I like being able to hear the material repeatedly in the archives.
15. I spend more time studying when archived lectures are available, than when they are not.
16. I have learned more than I would have had I not had access to the archived lectures.
17. If I didn't get the concept in class, seeing the same presentation again doesn't help. (-)
18. I would rather borrow notes from someone than use the archives. (-)
19. I am distracted by the recording procedures. (-)
20. It is difficult for me to pay attention to the archived lectures. (-)

8-point Likert Scale (1 = strongly disagree – 8= strongy agree)

Cronbach alpha: .92