

Student Learning and Satisfaction in Online Learning Environments Instrument (SLS-OLE) by Gray

Gray, J. A., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, 11(1), n1.

36 Items

6 Dimensions

Course Structure/Organization

Student learning outcomes was aligned to the learning activities.

Course navigation was illogical.

The layout of the course was disorganized.

Instructions about student participation were clearly presented.

The purpose of the course was clearly presented.

Learner Interaction

I frequently interacted with other students in the course.

There were no opportunities for active learning in this course.

The learning activities promoted interaction with others.

I had the opportunity to introduce myself to others in the class.

I communicated often with other students within the course.

I regularly communicated with the instructor of the course.

I received ongoing feedback from my classmates.

Student Engagement

I frequently interacted with my instructor of this course.

I discussed what I learned in the course outside of class.

I completed my readings as assigned during the course.

I participated in synchronous and/or asynchronous chat sessions during the course.

I was not actively engaged in the activities required in the course.

Instructor Presence

The instructor's feedback on assignments was clearly stated.

The instructor's feedback on assignments was not constructive.

The instructor provided timely feedback about my progress in the course.

The instructor cared about my progress in this course.

I learned from the feedback that was provided during the course.

Student Satisfaction

I am satisfied with my overall experience in this course.

I would not recommend this course to other students.

I am satisfied with the level of student interaction that occurred in the course.

I am satisfied with my learning in the course.

I am satisfied with the instructor of the course.

I am satisfied with the content of the course.

Perceived Learning

I am pleased with what I learned in the course.

The learning tasks enhanced my understanding of the content.

I learned less in the course than I anticipated.

I learned skills that will help me in the future.

The learning activities promoted the achievement of student learning outcomes.

The course contributed to my professional development.

6-point Likert Scale (1 = Strongly Disagree (SD), 2 = Mostly Disagree (MD) 3 = Slightly Agree (SA), 4 = Moderately Agree (MA), 5 = Mostly Agree (MOA), 6 = Strongly Agree (SA))

Cronbachs α : na