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## 7. APPENDICES

**High School eLearning:**
**An investigation into the desirable and workable features of an Internet eLearning resource to sustain high school learning communities**
by
Johannes Cronje
Submitted in partial fulfilment of the requirements for the degree
Doctor Philosophiae
in the
Faculty of Engineering, the Built Environment and Information Technology
UNIVERSITY OF PRETORIA
Supervisor : Prof. J.C.  Cronje,
July 2007

# APPENDICES

## APPENDICES

## Appendix 1: Analysis of international and South African research relevant to this study

| International Research | | | |
|---|---|---|---|
| **Researcher** | **Research title: Degree** | **Year** | **Output** |
| Range covered : The international degrees covered the effect of conferencing on outcomes, online experiences and factors associated with successful high school educational prograns | | | |
| | | | |
| Cain DL | The explained effects of computer mediated conferencing on student learning outcomes and engagement | 2005 | PhD |
| Ma H | Interpreting middle school students' online experiences: A phenomenological approach | 2005 | PhD |
| Murphy K | Factors associated with successful high school distance education programs | 2005 | PhD |
| Implications : Cain found that computer mediated communication did make a difference in outcomes. Ma reported that learners view computer use at schools as limited and that more constructivst elements are needed. Murphy focused on implementation of elearning projects in Tennesee and made implementation recommendations. None of these studies provided substantial material that could be used in this research. | | | |

| SA Theses | | | |
|---|---|---|---|
| **Researcher** | **Research title: Degree** | **Year** | **Output** |
| Range covered : The South African theses covered social networking, business applications, quality assurance, online facilitators, communication, Maths and language teaching on the web, instructional systems design, a virtual campus and asynchronous tools. | | | |
| Giladi M | Windows of culture: An analysis of Israeli ORT school websites | 2005 | MEd |
| Du Plessis AS | Travel information exchanges in a computer-mediated environment: A social network analysis of the Africa category on the departure lounge branch of the "Thorn Tree" | 2005 | PhD |
| Korpel IR | Identifying a leverage point to improve business performance through e-learning: A case study in a financial institution | 2004 | PhD |
| Fresen JW | Quality assurance practice in online (web-supported) learning in higher education: An exploratory study | 2004 | PhD |
| Adendorf DE | An investigation into the roles and competencies of an online facilitator | 2004 | PhD |
| Miller PA | How South African Further Educational and Training learners acquire, recall, process and present information in a digitally enabled environment | 2003 | PhD |

| Delport R | Computer-mediated communication in undergraduate Mathematics courses | 2003 | Med |
| Carr A | Information, knowledge and learning: Is the web effective as a medium for Mathematics teaching? | 2002 | PhD |
| Heyns D | Providing a web-based information resource for Afrikaans First Language teachers | 2002 | MA |
| De Villiers MR | The dynamics of theory and practice in instructional systems design | 2002 | PhD |
| Lazenby K | Technology and educational innovation: A case study of the virtual campus of the University of Pretoria | 2002 | PhD |
| De Villiers G | Asynchronous web-based technologies to support learning | 2001 | MA |
| Implications : Although only Giladi covered school eLearning, I was able to extract valuable information from all the research especially from instructional systems design information (De Villiers). | | | |

| SA research articles | | | |
|---|---|---|---|
| **Researcher** | **Research title : article** | **Year** | **Output** |
| Range covered : A wide range of topics are covered including administrative matters, evaluations, effectiveness, comparisons with conventional learning, social factors, learning theories, practical implementations, trends and delivery. | | | |
| Rauscher WJ | Online with Krathwohl: affective aspects of learning in an online environment | 2005 | Article |
| Molefe NPJ | Comparison of the learning effectiveness of computer-based and conventional experiments in science education | 2005 | Article |
| Lamprecht S | The effectiveness of WebCT as a progress-assessment tool in English studies | 2005 | Article |
| Labuschagne M | A case study of factors influencing choice between print and on-line delivery methods in a distance education institution | 2005 | Article |
| Kajee L | Sites of struggle, sites of opportunity: constructions of identity, relationships and participation in online communities of practice: research: information and communication technologies | 2005 | Article |
| Henning E | Knowledge ecologies in fragile online learning environments: research: information and communication technologies | 2005 | Article |
| De Villiers MR | Six learning theory perspectives on a Web-based learning environment | 2005 | Article |

| Le Roux A | Evaluating Unisa course material using a Course Evaluation Instrument ICE | 2004 | Article |
|---|---|---|---|
| Van Niekerk D | Research visit to several universities in Texas, in the United States and the information technology in Distance Education Conference – 4-19 May 2003 | 2004 | Article |
| Engelbrecht E | A look at e-learning models: investigating their value for developing an e-learning strategy | 2003 | Article |
| Kizito R | A personal experience of learning with print and learning with electronic media in open and distance education | 2003 | Article |
| Le Roux A Unisa | European trends in the Internet delivery of education | 2003 | Article |
| Van der Spuy M Wocke A | The effectiveness of technology based (interactive) distance learning methods in a large South African financial services organisation | 2003 | Article |
| Engelbrecht E | e-Learning – from hype to reality | 2003 | Article |
| Blignaut S Knoetze J | first-line evaluation of just-in-time JIT online support system for training in information communication technology ICT | 2002 | Article |
| Henning E Van Rensburg W | 'Re-zoning' proximal development in a parallel e-learning course | 2002 | Article |
| Kizito R | Barriers to the adoption of computer-mediated collaborative learning practices in open and distance education | 2002 | Article |
| Makin V | Trends and needs in distance education research: the death of distance | 2001 | Article |
| Heydenrych J | Avoiding a tired and stale pedagogy: activating on-line learning | 2001 | Article |
| Daweti M | Getting the best out of online courses | 2001 | Article |
| Wentzel A | Tapping the potential of the Internet in the classroom | 2000 | Article |
| Heydenrych J | A critical appraisal of the implementation of online learning technologies: society, higher education and business | 2000 | Article |
| Heydenrych J | Online learning: strategic considerations for university management | 2000 | Article |
| Heydenrych J | The role of government in planning for the implementation of online distance education technologies in South African higher education | 2000 | Article |
| Heydenrych J | The development and delivery of courses via online technologies at Unisa | 2000 | Article |

Implications : Although none of the material covered high school eLearning in particular, I was able to extract valuable information from all the research especially from the article on learning theory perspectives.

# Appendix 2: Communication tools outlined by Heydenrych

*Heydenrych (Heydenrych, 2001) outlines the following synchronous communication tools.*

- Desktop video conferencing - A desktop video system is basically a chat system that uses video images instead of text messages. The video images and audio are captured by a small digital camera that is connected to the PC. But this requires rather more powerful technology and ISDN lines or wider bandwidth. Group conversations are also difficult for a larger number here and a very strong moderator is needed.

- Audio conferencing - Here the Internet connection is used as a telephone line to communicate with others in real time.

- Audiographics - Another possibility is audiographics which allows audio interaction and shared graphic images or applications. Participants in the conference can hear what the others are saying and see the graphic images or program screens. This is also called shared whiteboards.

- Chat rooms. These tools are also called real-time conferencing or synchronous conferencing. The simplest form of real-time conference is a chat session, in which participants exchange typed messages and everyone sees the message as soon as it is sent. Each message is preceded by the name of the sender so identification is possible all the time. Because the interaction is in real time, it is spontaneous and dynamic. Discussion in a chat session is often difficult to follow because many people are attempting to contribute at the same time. Once a chat session has more than three or four participants, it is desirable to have a moderator who controls when people speak. These tools are usually left for small groups of learners to use should they prefer it to prepare for on-line presentations.

*Asynchronous tools described by Heydenrych (Heydenrych, 2001).*

*Groupware* - Kearsley  (Kearsley, 2000) highlights the primary focus of most groupware as problem-solving and decision-making tasks and it is more used in business and management training.

*File transfers*  - This is used to upload documents and is a general purpose tool.

*Simulations* - Computer simulations can help learners to learn through practice.

*E-mail* - is the foundation for all forms of on-line learning and teaching (Kearsley, 2000). Email is a very cost-effective application in terms of computing and network resources needed -  it works with a minimum of equipment, software and facilities. In most cases, in a course setup the response is sent as a private message to the instructor who then provides feedback directly to the student via e-mail if a more public threaded discussion is not appropriate for the issue at hand. An e-mail distribution can be used to ensure that everyone in the course receives messages. Assignments can be e-mailed to instructors as attachments, and e-mail can also be used informally by students to interact with instructors and fellow students. But this will not be a successful communication tool if not all participants access their mail regularly - this is a fundamental condition for on-line education (Kearsley, 2000) A reasonable expectation for turnaround is between 24 and 48 hours.

*Newsgroups* - Newsgroups can be created in on-line spaces where visitors can post messages relevant to the subject of the newsgroups. Automatic notification via e-mail is a very valuable feature of this tool.

*Discussion forums* - A threaded discussion is usually created in a discussion forum. This form of group communication is the second most popular form in on-line education (Kearsley, 2000) This is also called asynchronous conferencing, or a bulletin board. Topics and subtopics are created, and learners post messages under any topic/subtopic desired - messages include the sender's name, a subtitle for the message, and the text of the message. To read messages, one selects the topic/subtopic of

interest and clicks on the messages available. In the context of a course, each topic on the discussion board corresponds to a topic in the class - the instructor posts a question, issue or problem as the discussion topic, and students post their responses as subtopics. A discussion evolves over time as participants post their comments - since everyone sees all the responses, this is a more public form of interaction than using e-mail

## Appendix 3: Positioning this research in Burrel's research paradigm

Burrel (Burrel, 1979) points out that many social scientists tend to believe that they can be objective and understand realities by means of observation without ever having been participants in the processes that the study.

They believe that because they are conducting "scientific" research, their assessment of empirical situations cannot be influenced by their own interests and positions. They consequently believe that that the data that emerges in education research is value-neutral and "objective", and that, as such, it "reflects the attempt, par excellence, to apply the models and methods of the natural sciences to the study of human affairs" (Burrel, 1979). The functionalist approach to the social sciences (represented by the bottom-right quadrant in the diagram above) tends to assume that the social world is composed of relatively concrete empirical artefacts and relationships that can be identified, studied and measured by means of approaches and methods derived from the natural sciences (Burrel, 1979). This study cannot be positioned in this quadrant

The radical humanist approach to the social sciences (represented in the top-left quadrant) emphasizes the importance of transcending the limitations of existing social structures. Such limitations they believe distort true human consciousness (Burrel, 1979). The major concern of theorists who study the human situation on these terms is the power of the constraints that existing social arrangements exert on human development. The radical humanist in such circumstances would typically suggest ways for human beings to rise above the limitations of existing social structures. This research does **not** fit into this quadrant.

The radical structuralist (represented in the top-right quadrant), like the radical

humanist, would advocate change. But whereas radical humanists are concerned with ideological structures and individual consciousness, radical structuralists focus their critique on material structures and are concerned with the consciousness of entire categories of individuals such as those represented by races, genders, and socioeconomic classes. Radical structuralism, like radical humanism, is concerned with changing consciousness. But it advocates a sociology of radical change that supports the view that change in society must be accompanied by change in the structure of society (Naicker, 2000). This study does **not** fit into this quadrant either.

The interpretivist paradigm (represented in the bottom-left quadrant) maintains that social scientists are concerned with understanding the social construction of reality or the ways in which people create and share meaning. According to Burrel and Morgan (Burrel, 1979), the interpretivist paradigm is informed by a concern to understand the world as it is at the level of subjective human experience. The interpretivist researcher attempt to understand and analyse this reality.

Although this present research falls into the interpretivist-interactionist quadrant, it also reveals characteristics of the functionalist quadrant because it analyses data in a quantitative manner as a prelude to making suggestions about how elearning for the learners under consideration could be improved

## Appendix 4: Placing this study as a case study versus other qualitative studies

The study is not ethnography. Ethnography, (Creswell, 1998) studies the behaviours of a discrete cultural groups in terms of anthropological concepts such as rituals, myths, stories, and so on. This study is not phenomenological. It does not attempt to understand how phenomena are reflected by the uniqueness of individual experiences (Creswell, 1998). This study does not offer biography. It does not focus on the life or understanding of a specific person. It is not a grounded theoretical study because the researcher was not attempting to develop any kind of theory. It rather reflects on theory in the context of the understandings and meanings of the participants.

## Appendix 5: Student Questionnnaire 1 – PERSONALITY

> **Mr. J Cronje is requesting the permission of parents and students to conduct research with students in Brainline Cambridge**

Mr J Cronje is currently completing a Dphil degree with the University of Pretoria, , and requests your consent to involve your child/children in the research.

The aim of the research is to evaluate the implementation of the e-learning interface used by Brainline in ..................

The following research methods will be employed :Structured interviews, Unstructured interviews, Telephone interviews, Focus groups, Questionnaires, Observation, Analysis of data on brainonline.

The research is privately funded by Mr. J Cronje.  Declaration of interests : Mr J Cronje is the CEO of Brainline.

The anticipated benefits of the study is improved educational elements of the e-learning interface and the learning community, specifically in the area of collaborative learning, social learning.

Results will be published by the University of Pretoria if the thesis is successful.

The researcher anticipates no discomfort to the students, and subscribes to an ethical code of conduct, prescribed by the University of Pretoria.  (The code is listed below)

Students and parents have the right to abstain from participation, and have the right to withdraw their consent at any time.

Complaint**s** : any complaints can be made to the researcher at ……and to the researchers supervisor at .........

……………………………………………………………………………………………..
**Consent**

Parent name and surname ……………………………………………………………
the parent / guardian of the following student :

Student name and surname :…………………………………………………….

Student number with Brainline : ……………………………………………………

Hereby give my consent to the research outlined in this document

_____                                    _____
Signature of parent                                                          Date

RESEARCH ETHICS: CODE

I undertake to maintain the highest standard of research excellence, professionalism and ethics in all research in which I may become involved or may have to supervise. I am also committed to the following:

➢ Putting the personal well-being, dignity and interests of participants in research first, respecting them as individuals, treating them fairly and justly, and ensuring that their well-being and interests enjoy preference in the event of a conflict of interests.

➢ Doing everything in my power to safeguard the interests of participants in research, being specifically sensitive with respect to minors, the handicapped, the aged and those who are dependent on me.

➢ Notifying participants about the objectives, nature and extent of the research as well as their envisaged involvement and the potential risk of participation, enabling them or their proxies to make informed decisions about voluntary participation in the research or to withdraw at any time.

➢ Ensuring the privacy and anonymity of participants and guaranteeing the confidentiality of their personal details, not keeping their personal research results from them if they should ask for these results.

➢ Using recording equipment such as audio and video tapes openly where appropriate, with the knowledge and approval of participants, and handling and storing the information with due attention to confidentiality.

➢ Eliminating any risk that could harm the participants physically, psychologically, economically or financially, or protecting them against such harm, or limiting such risks, with their informed consent, to those that are unavoidable in realising the objectives of the research.

➢ Handling all information obtained in the course of research in a manner that would not put the legal or financial position of the participants at risk or harm their reputation, employment possibilities, personal or business relationships.

\* \* \* \* \* \* \* \*

The text of the introductory protocol for questionnaires

*You are invited to participate in our survey about eLearning with Brainline. In this survey, you will be asked to complete a survey that asks questions about the use of brainONLINE. It will take approximately 20 minutes to complete the questionnaire.*

*Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions.*

*Your survey responses will be stricly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact Johannes Cronje at …. or by email at the email address specified below.*

*Thank you very much for your time and support*

| Name and Surname: | |
|---|---|
| Z – Number: | Cell number: |
| E- Mail: | |

1. At a party do you
      (a) Interact with many, including strangers
      (b) Interact with a few, known to you

2. Are you more
      (a) realistic than speculative (make guesses)
      (b) speculative than realistic

3. Is it worse to
      (a) have your 'head in the clouds' (be happy)
      (b) be 'in a rut' (be sad)

4. Are you more impressed by
      (a) principles (beliefs)        (b) emotions (feelings)

5. Are you more drawn towards the
      (a) convincing (people that reason with you)      (b) touching (people with emotions)

6. Do you prefer to work
      (a) to deadlines (must be finished dates)      (b) just "whenever"

7. Do you tend to choose
      (a) rather carefully (take time)      (b) somewhat impulsively (without thinking)

8. At parties do you
      (a) stay late, with increasing energy
      (b) leave early, with decreased energy

9. Are you more attracted to
      (a) sensible people (serious)      (b) imaginative people (with many Ideas)

10. Are you more interested in
      (a) what is actual (for certain)      (b) what is possible (can be)

11. In judging others are you more swayed by
  (when you "examine" someone do you focus on)

  (a) <u>Laws</u>  and not by circumstances – the laws or more important
  (b) <u>Circumstances</u> and not by laws – other details are more important than laws

12. In approaching others are you inclination to be somewhat
  (when you make contact with people and work with them, are you more…..)
  (a) objective (impersonal, just look at facts)
  (b) personal (like to talk about
  personal things)

13. Are you more
  (a) punctual (always on time)          (b) leisurely (casual about time)

14.  Does it bother you more to have things
  (a) incomplete                         (b) complete

15.  In your social groups do you
  (a) keep abreast (ahead) of other's happenings
  (b) get behind on the news (always hear the news late)

16.  In doing ordinary things, are you more likely to
  (a) do it the usual way                (b) do it you own way

17.  In your opinion, writers should
  (a) "say what they mean and mean what they say"
  (b) Express things more by use of analogy (nice way of saying something eg: as
      sweet as…)

18.  Which appeals to you more (which do you prefer)
  (a) consistency of thought (thinking the same way all the time)
  (b) harmonious human relationships (good relations with others)

19.  Are you more comfortable in making
  (a) logical judgments (straight thinking) (b) value judgments
                                         (think with the "heart")

20.  Do you want things
  (a) settled and decided (cool and calm)  (b) unsettled and undecided
                                         (I like it when things are not
                                          always cool & calm)

21.  Would you say you are more
  (a) serious and determined             (b) easy-going

22.  When you phone someone….
  (a) don't plan what you are going to say
  (b) rehearse what you'll say – plan what you are going to say

23. Facts – Like a "cow is a cow" or " the earth is round"
    a) "speak for themselves"          (b) illustrate principles
                                            (show us basic rules)

24. Are visionaries (people that can think ahead)
    (a) somewhat annoying          (b) rather fascinating
        (I don't like them)              (I like them)

25. Are you more often
    (a) a cool-headed person          (b) a warm-hearted person
        (emotional)

26. It is worse to be   (Which is the worst)
        (a) unjust (NOT seeing both sides     (b) merciless (just be bad/cruel)
                                                    of an argument)

27. Should one usually let events occur
        (a) by careful selection and choice (think about it long and hard)
        (b) randomly and by chance (just let it happen)

28. Do you feel better about
    (a) having purchased (buy something)   (b) having the **option** to buy
                                                (just to know that you can buy)

29. In company do you (when with others, do you.)
        (a) initiate conversation          (b) await conversation
            (start a conversation)              (wait for others to talk)

30. Common sense is
        (a) rarely questionable          (b) frequently questionable
            (is always right)                (common sense may not be right..
                                                Frequently)

31. Children often do not
        (a) make themselves useful enough
        (b) exercise their fantasy enough

32. In the making decisions do you feel more comfortable with
        (a) standards          (b) feelings
                                    (the way thing should be done)

33. Are you more
        (a) firm than gentle          (b) gentle than firm
            (immovable hard than soft)        (more soft than immovable hard)

34. Which is more admirable (likeable … wonderful )
        (a) the ability to organize and be methodical (full of methods to do things)
        (b) the ability to adapt and make do (change easily and make plans with what
                                                you have )

35. Do you put more value on the

---

    (a)  definite (that which is certain)      (b)  open-ended(uncertain – and can
                                                          be anything)

36.  Does new and non-routine interaction with others
    (when you interact with others that you do not know, and are outside you work/school)
      (a)  stimulate and energise you (I like it)
      (b)  tax your reserves (make you tired)

37.  Are you more frequently
      (a)  a practical sort of person (make a plan)
      (b)  a fanciful sort of person ("over the top" … unrealistic)

38.  Are you more likely to
      (a)  see how others are useful
      (b)  see how others see

39.  Which is more satisfying
      (a)  to discuss an issue thoroughly
      (b)  to arrive at agreement on an issue

40.  which rules you more
      (a)  You head              (b)  your heart
      (my head rules me)         (my heart rules me – feelings)

41.  are you more comfortable with work that is
    (a)  contracted            (b)  done on a casual basis
        (you know for certain about it)   (just do some work every now
                                   and then)

42.  Do you tend to look for
    (a)  the orderly           (b)  whatever turns up
      (things that are neatly set out)

43.  Do you prefer
      (a)  many friends with brief (little) contact
      (b)  a few friends with more lengthy ( long) contact

44.  Do you go more by
    (a)  facts                  (b)  principles (briefs)

45.  Are you more interested in
      (a)  production and distribution (making things and moving things)
      (b)  design and research (design things and find out about things)

46.  Which is more of a compliment
      (a)  "There is a very logical (reasoning) person."
      (b) "there is a very sentimental (emotional/feeling) person"

47.  Do you value in yourself more that you are….. (which do you think is better)

(a)  unwavering (cannot be moved (loyal)          (b)  devoted    (Keep to my views)

48.  Do you more often prefer the
     (a)  final and unalterable statement (a statement that says something and  it's final
     (b)  tentative and preliminary statement (a statement that can be changed in the
          end)

49.  Are you more comfortable

   (a)  after decision                              (b)  before a decision

50.  Do you
     (a)  speak easily and at length with strangers
     (b)  find little to say to strangers

51.  Are you more likely to trust your
     (a)  experience (that which you know)          (b)  hunch (feeling/guess)

52.  Do you feel
     (a)  more **practical** than ingenious (original/crafty)
     (b)  more **ingenious** than practical (crafty/original)

53.  Which person is more to be complimented (praised):  one of
     (a)  clear reason                              (b)  strong feeling
                                                         (thinking)

54.  Are you inclined more to be (tend to be)
     (a)  fair-minded                               (b)  sympathetic
          (be fair towards everyone)                    (compassion/feeling)

55.  Is it preferable mostly to / better to
     (a)  make sure things are arranged/ in order
     (b)  just let things happen

56.  In relationships should most things be
     (a) renegotiable                              (b)  random and circumstantial
         (let us talk about it again)                  (let everything happen and let go)

57.  When the phone rings do you
     (a)  hasten to get to it first
     (b)  hope someone else will answer

58.  Do you prize more in yourself
     (a)  a strong sense off reality               (b)  a vivid imagination
          (seeing things as they are)                  (a good imagination/dreaming)

59.  Are you  drawn more to
     (a)  fundamentals                             (b)  overtones

(basic laws, essential things)          (ideas about it)

60.  Which seems the greater error
     (a)  to be too passionate       (b)  to be too objective
          (full of feelings)              (look and analyze things without
                                           Feelings)

61.  Do you see yourself as basically
     (a)  hard-headed                (b)  soft-hearted

62.  Which situation appeals to you more

        (a)  the structured and scheduled
        (b)  the unstructured and unscheduled

63.  Are you a person that is more
        (a)  routinised than whimsical (routinised – love to work in a certain set  times)
        (b)  whimsical than routinised (do NOT like routines, just go with the flow)

64.  Are you more inclined to be
     (a)  easy to approach           (b)  somewhat reserved
          (easy to talk)                  (I hold back)

65.  In writing do you prefer  (when you write something, what do you prefer…)
     (a)  the more literal           (b)  the more figurative
          (just talk about facts)             (poetic)

66.  It is harder for you to
     (a)  identify with others       (b)  utilize others
          (put myself in their shoes)           (use others)

67.  Which do you wish more for yourself
     (a)  clarity of reasons         (b)  strength to compassion
          (clear thinking)                      (more feelings)

68.  Which is the greater fault
     (a)  being indiscriminate       (b)  being critical
          (never questioning things)              (always questioning things)

69.  Do you prefer the
     (a)  planned event              (b)  unplanned event

70.  Do you tend to be more
        (a)  **Planned** than spontaneous (just do things)
        (b)  **Spontaneous** than deliberate

### Appendix 6: Student Questionnnaire 1 – PERSONALITY MEMBER CHECKING

# MEMBER CHECKING FORM  -  MB

# PERSONALITY QUESTIONNAIRE

According to the answers you provided in the "personality" questions, the following things that are **marked**, can be said about you.   Please read it, and give me your comments next to each section, whether you think it is accurate or not.

(remember that you are still young and may be in the process of making your mind up about many things.  This instrument is also just a vague indicator, and does not claim to be the absolute truth about everything)

| Name and Surname | |
|---|---|
| **I** Introverts are rested and energized by solitude (being alone), and very effective in solitary pursuits (things that can be done alone). An introvert (I) is a person who prefers to process thoughts internally. Introverts tend to think before they speak. The word is also used informally to refer to somebody who prefers solitary activities (alone activities) to social ones. Introverts tend to be seen as quiet and reserved, which is often confused with a lack of confidence by louder, more extroverted people. They often perform well in analytical roles (investigating things) that require intelligence or logic, but place less emphasis on social interactions and "people skills". Introverts are usually a minority in the general population, and they can often be sidelined by culture and society which in many cases favours the more common extroverted style of behaviour. | How closely does it describe you. (Make a circle) <br><br> 1. Not even close <br> 2. Tends to be inaccurate <br> 3. Tends to be correct <br> 4. It is a very good description of me <br><br> More comments: |
| **E** Extroverts appear outgoing and are energized by people, and are very effective in pursuits that involve | How closely does it describe you. (Make a circle) <br><br> 1. Not even close <br> 2. Tends to be inaccurate |

| | |
|---|---|
| people. Extroverts tend to be sensation-seeking, spontaneous and sociable. They enjoy crowds, noise and stimulation. | 3.Tends to be correct<br>4.It is a very good description of me<br><br>More comments: |
| S "Sensors" want, trust and remember facts, and usually describe themselves as "practical." For a Sensor, intuition (feeling) is untrustworthy, and might seem like mental static. They like reality. Guardians (carers) share the combination SJ, while Artisans share the combination SP. | How closely does it describe you. (Make a circle)<br><br>1.Not even close<br>2.Tends to be inaccurate<br>3.Tends to be correct<br>4.It is a very good description of me<br><br>More comments: |
| N "Intuitives" prefer metaphor, analogy and logic, and tend to reason from first principles and hunches (feelings). Sensors pride themselves on living in the real world. Intuitives pride themselves on seeing possibilities. This can cause conflict. Intuition, filters experience through the unconscious mind. Intuition focuses on possibilities rather than realities. | How closely does it describe you. (Make a circle)<br><br>1.Not even close<br>2.Tends to be inaccurate<br>3.Tends to be correct<br>4.It is a very good description of me<br><br>More comments: |
| T "Thinkers" use impersonal means of reasoning: logic, and verifiable experience. They use their minds, and like to think things through. | How closely does it describe you. (Make a circle)<br><br>1.Not even close<br>2.Tends to be inaccurate<br>3.Tends to be correct<br>4.It is a very good description of me<br><br>More comments: |
| F "Feelers" prefer personal reasoning: value judgements and emotions. Thinkers often find Feelers muddle-headed. Feelers often find Thinkers cold and inhuman. | How closely does it describe you. (Make a circle)<br><br>1.Not even close<br>2.Tends to be inaccurate<br>3.Tends to be correct<br>4.It is a very good description of me<br><br>More comments: |
| J "Judgers" prefer to come to decisions, and move on. They can | How closely does it describe you. (Make a circle) |

| | |
|---|---|
| feel betrayed if a decision that has already been taken is "reopened." They are prone to hastiness, but get things done. | 1.Not even close<br>2.Tends to be inaccurate<br>3.Tends to be correct<br>4.It is a very good description of me<br><br>More comments: |
| P "Perceivers" prefer to leave their options open to perceive new possibilities and processes as long as possible. They tend to mourn opportunities lost to premature decisions. They are prone to analysis paralysis but rarely make permanent mistakes. | How closely does it describe you. (Make a circle)<br><br>1.Not even close<br>2.Tends to be inaccurate<br>3.Tends to be correct<br>4.It is a very good description of me<br>More comments: |

Quite often any particular person *can* act in any way, but *prefers* particular ways.

I Introverts are rested and energized by solitude, and very effective in solitary pursuits.

An introvert (I) is a person who prefers to process thoughts internally. Introverts tend to think before they speak. The word is also used informally to refer to somebody who prefers solitary activities to social ones, which is more of a behavioural than cognitive definition. Introverts tend to be seen as quiet and reserved, which is often confused with a lack of confidence by louder, more extroverted people. They often perform well in analytical roles that require intelligence or logic, but place less emphasis on social interactions and "people skills". Introverts are usually a minority in the general population, and they can often be sidelined by culture and society which in many cases favours the more common extroverted style of behaviour.

E Extroverts appear outgoing and are energized by people, and are very effective in pursuits that involve people. Extroverts tend to be sensation-seeking, spontaneous and gregarious. They enjoy crowds, noise and stimulation.

S "Sensors" want, trust and remember facts, and usually describe themselves as "practical." For a Sensor, intuition is untrustworthy, and might seem like mental static. Sensation, as a perceiving mode of consciousness, focuses on heightening reality. Guardians share the combination SJ, while Artisans share the combination SP.

N "Intuitives" prefer metaphor, analogy and logic, and tend to reason from first principles and hunches. Sensors pride themselves on living in the real world. Intuitives pride themselves on seeing possibilities. This can cause conflict. Intuition, as a perceiving mode of consciousness, filters experience through the unconscious mind. Intuition focuses on possibilities rather than realities. Idealists share the combination NF, while Rationals share the combination NT.

T "Thinkers" use impersonal means of reasoning: logic, and verifiable experience.

F "Feelers" prefer personal reasoning: value judgements and emotions. Thinkers often find Feelers muddle-headed. Feelers often find Thinkers cold and inhuman.

J "Judgers" prefer to come to decisions, and move on. They can feel betrayed if a decision is "reopened." They are prone to hastiness, but get things done.

P "Perceivers" prefer to leave their options open to perceive new possibilities and processes as long as possible. They tend to mourn opportunities lost to premature decisions. They are prone to analysis paralysis, but rarely make permanent mistakes.

Member-check detail on questionnaire 1 – Personality indicator - Inherent trustworthiness check

**Member-check detail on Questionnaire 1- Personality indicator**

| Student | I | E | S | N | T | F | J | P | Student Reliability mark | Total possible | Percentage Reliability |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 3 | | 3 | | 4 | | 4 | | 14 | 16 | 87.50 |
| 2 | 2 | | 3 | | 3 | 2 | 4 | | 14 | 16 | 87.50 |
| 3 | 2 | | | 4 | 2 | | | 4 | 12 | 16 | 75.00 |
| 4 | | 4 | 4 | | | 4 | 3 | | 15 | 16 | 93.75 |
| 5 | | 4 | 4 | | 4 | | 4 | | 16 | 16 | 100.00 |
| 6 | | 3 | | 4 | | 3 | 3 | | 13 | 16 | 81.25 |
| 7 | | 3 | | 4 | | 3 | 4 | | 14 | 16 | 87.50 |
| 8 | 3 | | 3 | | 3 | | | 3 | 12 | 16 | 75.00 |
| 9 | | | 3 | | 3 | | 4 | | 10 | 16 | 62.50 |
| 10 | | 3 | | 4 | | 3 | | 4 | 14 | 16 | 87.50 |
| 11 | 1 | 1 | | 3 | | 2 | | 2 | 9 | 16 | 56.25 |
| 12 | 1 | 1 | | 4 | | 4 | 2 | | 12 | 16 | 75.00 |
| 13 | 3 | | 4 | | | 3 | 3 | | 13 | 16 | 81.25 |
| 14 | | 3 | 3 | | 4 | | | 3 | 13 | 16 | 81.25 |
| 15 | | 3 | 3 | | 4 | | 4 | | 14 | 16 | 87.50 |
| 16 | 2 | 1 | | 2 | | 2 | | | 7 | 16 | 43.75 |
| 17 | | 4 | 3 | | 3 | | 3 | | 13 | 16 | 81.25 |
| 18 | | 4 | 4 | 1 | 1 | | 3 | | 13 | 16 | 81.25 |
| 19 | | 4 | 4 | | 4 | | | 4 | 16 | 16 | 100.00 |
| 20 | 4 | | 1 | 1 | 3 | | 3 | | 12 | 16 | 75.00 |
| 21 | 3 | | 3 | | 4 | | 3 | | 13 | 16 | 81.25 |
| 22 | | 2 | | 3 | | 4 | 3 | | 12 | 16 | 75.00 |
| 23 | | 3 | | 3 | | 3 | 4 | | 13 | 16 | 81.25 |
| 24 | | 3 | 3 | | 3 | | 2 | | 11 | 16 | 68.75 |
| 25 | | 4 | | 3 | | 4 | | 4 | 15 | 16 | 93.75 |
| 26 | 3 | | 4 | | 4 | | | 3 | 14 | 16 | 87.50 |
| 27 | | 4 | | 4 | 1 | 1 | 4 | | 14 | 16 | 87.50 |
| 28 | | 3 | | 3 | | 3 | 1 | 1 | 11 | 16 | 68.75 |
| 29 | | 4 | 1 | 1 | 4 | | 4 | | 14 | 16 | 87.50 |
| 30 | 4 | | | 2 | 3 | | 3 | 3 | 15 | 16 | 93.75 |
| 31 | | 3 | 3 | | 2 | | | 2 | 10 | 16 | 62.50 |
| 32 | | 4 | 4 | | 3 | | | 2 | 13 | 16 | 81.25 |
| 33 | | 4 | 3 | | 2 | | | 4 | 13 | 16 | 81.25 |
| 34 | 4 | | | 4 | 4 | | | 3 | 15 | 16 | 93.75 |
| 35 | 1 | 1 | 4 | | | 3 | 2 | | 11 | 16 | 68.75 |
| 36 | | 4 | 3 | | 3 | | | 4 | 14 | 16 | 87.50 |
| 37 | | 3 | 4 | | 4 | | 4 | | 15 | 16 | 93.75 |
| | | | | | | | | | | | |
| | | | | | | | | Total | 479 | 37 | |
| | | | | | | | | | | | |
| | | | | | | | | Average | | Total | 2993.75 |

Div 37  **80.91**
% reliability

## Appendix 7:  Student Questionnnaire 2 Educational

Research questionnaire

High School eLearning

Hello:  You are invited to participate in this research survey : High School e-Learning by Johannes Cronje. In this survey, approximately 200  people will be asked to complete a survey that asks questions about the online system that you have worked with in Brainline.

It will take approximately 20 minutes to complete the questionnaire.  Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point.

It is very important for us to learn your opinions.Your survey responses will be stricly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential.

If you have questions at any time about the survey or the procedures, you may contact Johannes Cronje at ………. or by email at the email address specified below.Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

email ……………………..

March 2006

Example…

# Make a circle around your choice
   a)  NO, not even close
   b)  Towards NO
   c)  Towards YES
   d)  YES,It is a very good description of me

1. My Z-number with Brainline is

2. Name and Surname

3. Cell number

4. I am
   a) male
   b) female

5. My age this year is
   a) 13
   b) 14
   c) 15
   d) 16
   e) 17
   f) 18

6. My home language is
   a) English
   b) Afrikaans
   c) Other

7. Have you completed any other Brainonline questionnaire recently
   d) No
   e) Yes

8. I have been in Brainline for .....years including this year
   a) 1 year
   b) 2 years
   c) 3 years
   d) 4 years
   e) More than 4

9. Private school or home school.
   a) I am a home school pupil
   b) I am in a private school

10. My average grade last year, or in my previous school, in all my subjects were
    a) I normally score D symbols on average (Below 50%)
    b) I normally score C symbols on average (50%-64%)
    c) I normally score B symbols on average (65to74%)
    d) I normally score A symbols on average (75%

……………………………………………………………Question 11 and 12 are opposites

11. Read the paragraph and decide if it describes you  (Introvert..........)
    I am a calm and quiet type of person, energized by solitude (being alone), I like being alone, and very effective in solitary pursuits (things that can be done alone).  I prefer to process thoughts internally. and to think before I speak. I  tend to be seen as quiet and reserved, which is often confused with a lack of confidence by louder, more extroverted people. I often perform well in analytical roles (investigating things) that require intelligence or logic. I place less emphasis on social interactions and people skills.
    a) NO, not even close by far
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES,It is a very good description of me

12. Read the following paragraph and decide if it describes you (Extrovert...........)
    (The opposite of the previous question ) I am outgoing and amenergized by people, and are very effective in pursuits that involve people. I feel alive when I am with lots of people. I tend to be sensation-seeking, spontaneous and sociable. I enjoy crowds, noise and stimulation.
    a) NO, not even close
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES,It is a very good description of me

…………………………………………………………………….Question 13 and 14 are opposites

13. Read the following paragraph and decide if it describes you. I am a practical type of person. I like to work with facts and figures. I reason logically and NOT with feelings. I pride myself in living in the real world, and NOT in a dream world.    (Sensing)
    a)  NO, not even close
    b)  I am thinking towards NO
    c)  I am thinking towards Yes
    d)  YES,It is a very good description of me

14. Read the following paragraph and decide if it describes you.The opposite of the previous question.
    I tend to reason from hunches (feelings),  and logic and facts are NOT that important when I reason. I normally see possibilities rather than realities.         (Intuitives)
    a)  NO, not even close
    b)  I am thinking towards NO
    c)  I am thinking towards Yes
    d)  YES,It is a very good description of me

…………………………………………………………………….Question 15 and 16 are opposites

15. Read the following paragraph and decide if it describes you.I am a thinker, more than I am a feeler.
    I prefer to think and use facts and logic when I reason, true facts and not feelings. I  use my mind and think things through.    (Thinker)
    a)  NO, not even close
    b)  I am thinking towards NO
    c)  I am thinking towards Yes
    d)  YES,It is a very good description of me

16. Read the following paragraph and decide if it describes you.I am a feeler more than I am a thinker. (The opposite of the previous question)  I prefer to use emotions when reasoning rather than facts. Thinkers often find Feelers muddle-headed. Feelers often find Thinkers cold and inhuman.  (feeler)
    a)  NO, not even close
    b)  I am thinking towards NO
    c)  I am thinking towards Yes
    d)  YES,It is a very good description of me

…………………………………………………………………….Question 17 and 18 are opposites

17. Read the following paragraph and decide if it describes you. I prefer to come to a decision about things and move on. I feel betrayed if a decision that has already been taken is reopened. I tend to be in a hurry, but get things done.    (judge)
    a)  NO, not even close

b) I am thinking towards NO
c) I am thinking towards Yes
d) YES,It is a very good description of me

18. Read the following paragraph and decide if it describes you.  (The opposite of the previous question).
    When I have to make a decision, I prefer to leave all my options open as long as possible without coming to a decision quickly.  I tend to think about new possibilities as long as possible. I often feel a loss because of opportunities that I have missed. I tend to analyze things in detail, but rarely make permanent mistakes.  They anlalyse things too much.
    a) NO, not even close
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES,It is a very good description of me

19. When it comes to working my computer…..
    a) I do not know computers well, and struggle a lot working on them
    b) Tend to struggle with computers
    c) Tend to be quite ok with computers
    d) I am an expert in computers, and have no problems working them at all

20. I have my own computer
    a) No
    b) Yes

21. I have Internet access on my own
    a) No
    b) Yes, but from someone elses computer
    c) Yes, mostly, but share it in our home or school
    d) I have full access on my own computer

22. My parents (or school) restrict the use of Internet
    a) I am restricted and cannot surf when I want to
    b) Sometimes I am restricted
    c) I am NOT restricted and have access whenever I want

23. Type of Internet access
    a) Normal dial-up with a modem
    b) I am not sure what we have but it is slow
    c) ISDN
    d) I am not sure what we have but it seems to be fast.
    e) ADSL broadband

24. Do you think the online system used by Brainline (brainONLINE) helped you in your studies
    a) NO, not at all
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it was definitely a great help

25. How do you rate the work of the subject advisors in online system, the Internet program.
    a) NO, I feel their presence did NOT help me at all
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, their help was definitely very important to me

26. Do you feel that the online teachers supported you?
    a) NO, they definitely did not support me at all
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, They supported me a lot

27. The teachers were almost like a study-father or a study-mother to me.
    a) NO, they definitely were NOT like that to me
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, they definitely were like that to me

28. How important were the teachers to you?
    a) NO, they were definitly NOT important to have teachers
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, they were VERY important for me to have

29. Overall, I am satisfied with the online system, the Internet program
    a) No, NOT at all
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I am very satisfied

30. The standard of schooling in THIS system was weak or high compared to my previous school
    a) This system was definitely weak compared to my previous school
    b) I am thinking towards weak
    c) I am thinking towards high
    d) This system has a very high standard compared to my previous school

31. Getting to know the online system interface. When I started out with online system,
    a) It was VERY difficult to learn
    b) I am thinking towards "difficult"
    c) I am thinking towards "easy"
    d) It was VERY easy to learn

32. How easy was it to work with the online system?
    a) It was VERY difficult to work with
    b) I am thinking towards "difficult"
    c) I am thinking towards "easy"
    d) It was VERY easy to work

33. Connecting to the Internet and working on the Internet.
    a) I usually could not connect to the Internet, we have a very bad line
    b) I tended to have problems connecting (towards no)
    c) My connection was just satisfactorily (towards yes)
    d) I was able to connect and work without problems

34. If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning
    a) NO it would definitely NOT have made a difference
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) Yes, it would definitely have affected my learning very badly if I did not have it

35. Costs of Internet use.  What is your own opinion.
    a) Internet costs and telephone costs are very high
    b) It tends to be high
    c) The costs are reasonable
    d) It is cheap

36. Please give your estimate of your Internet and telephone costs per month
    1. a) Between R100 - R200
    2. b) Between R300 - R500
    3. c) Between R600 - R800
    4. d) More then R800
    5. e) I am not sure

37. E-mail address changes
    a) I have changed my email address during the year
    b) My  email address stayed the same for the year

38. Cellphone number
    a) I do not have a cell phone
    b) My number has changed during the year
    c) My number did not change during the year

39. I prefer to be contacted through
    a) My home telephone
    b) My email
    c) My cellphone
    ……………………………………………………………………………………………………………

40. Did the online system challenge you to think about things differently and how other people think about it.                                              (critical thinking)
    a) NO, it did not challenge me to think
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it definitely did challenge me to think
    e) I am unsure and cannot think of anything

41. Do you think it is useful to you to repeat things until you have mastered it.  Do you agree with the statement "repetition is the mother of learning"                            (behaviorism)
    a) NO definitely not
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it is definitely very useful

42. Was the work that you did a challenge to you, or was it too easy for you? (challenge)
    a) NO, it was definitely no challenge, it was too easy
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it was definitely a big challenge

43. Did you benefit from the way that some of the work was fixed  (highly structured)
    In other words : do you think it is good for you to have a fixed structure, deadlines etc in some work with marked out fixed content.
    a) NO, I did not benefit, I wanted flexible work
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I definitely liked to work in something that was structured.

44. Did the online system allow you to learn about things that you could recognise in the real world?  (real world situations), in other words : were there things that you think you could apply in the real world?
    a) NO, it was all unknown things that did not connect to the real world
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I could definitly see a lot of things from the real world in the work

45. Did the online system system help you to learn by discovering things? In other words : you had to go out and find out things   (discovery learning)
    a) NO, I never felt that I learned by discovering things
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I definitely learned by discovering things frequently

46. In working with the online system, did you feel as if it was just like a teacher? (opp-discovery)
    a) YES, it was just like a teacher in a class
    b) I am thinking towards Yes
    c) I am thinking towards NO
    d) NO, it was definity NOT like a teacher

47. Do you feel the online system was just as valuable as a teacher
    a) No, it definitely was not
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) Yes, it definitely was just as valuable as a teacher

48. Did the online system allow you to choose WHEN you wanted to learn
    a) No, it never did. It did NOT allow me to work WHEN I wanted.
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I could definitely choose WHEN I wanted to learn

49. Did the online system enable you to choose WHERE (the place) you wanted to learn?
    a) NO, it never allowed me to choose WHERE I wanted to learn
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, the system definitely enabled me to learn WHERE I wanted to learn

50. Did the online system enable you to choose how FAST you wanted to go through the work?
    a) NO, it never enabled me to choose how fast I wanted to work.
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it definitely enabled me to choose how fast I wanted to go through the work

51. Did the online system allow you to CHANGE the program the way it suits you?
    a) NO, it never allowed me to change the program to suit me
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I think it definitely allowed me to change it so suit me

52. Did the online system make make it easier for you to learn
    a) NO, it definitely did NOT make it easier to learn
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it definitely made it a lot easier to learn

53. Did the online system help you to know exactly what lessons and work you were supposed to do for the year
    a) NO, it NEVER helped me to know what to do
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it definitely did help me to know what to do

54. Did the online system help you to learn together with others
    a) NO, it never helped me to learn togerther with others
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it definitely did help me to learn together with others

55. Did you attend the workshops
    a) NO, I did not attend any
    b) I attended some
    c) YES, I attended most of them

56. How valuable was the online program to you?
    a) NO, it was definitely NOT valuable at all
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it was DEFINITELY very valuable

57. How valuable were the workshops to you?
    a) NO, it was definitely NOT valuable at all
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it was DEFINITELY very valuable

58. What do you find more useful, the online system or workshops
    a) The online system
    b) The workshops
    c) They were both essential, I cannot choose.

59. Did you make use of online system  to talk to other students
    a) NO, I never talked to anyone online
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, I definitely used it a lot to talk

60. How do you value the feedback (replies) that you got from the teachers and students, and in your assignments
    a) NO, it was of absolutely NO value to me
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, it definitely helped me a lot

61. Do you prefer to work alone?
    a) YES, I definitely prefer to work alone
    b) I am thinking towards YES
    c) I am thinking towards NO
    d) No, I never want to work alone, I always want to work with others

62. Did your parents suppport and encourage you
    a) NO, they did not support and encourage me
    b) I am thinking towards NO
    c) I am thinking towards Yes
    d) YES, they definitely did support and encourage me

63. Did your parents work with you
    a) NO, they never worked with me
    b) They usually did not work with me
    c) They usually worked with me
    d) YES, they worked with me a lot

64. Do you think that if parents helped their children, it will be easier to them to pass their exams.
    a) NO, it will not help them to pass at all
    b) I am thinking towards NO
    c) I am thinking towards YES
    d) YES, it will  definitely will be easier for children to pass


65. What do your parents know about the content of your courses?
    a) My parents know ABSOLUTELY NOTHING about the content of my courses
    b) I am thinking towards "they know nothing"
    c) I am thinking towards "they know something"
    d) My parents KNOW A LOT about the content of my courses

66. I do not need to get support from anyone. I am motivated and responsible.
    a) NO, I completely disagree
    b) I am thinking towards NO
    c) I am thinking towards YES
    d) YES, I definitely agree with the statement

67. Even though I am motivated, I still think I needed a lot of help to get used to the system, and to get used to the type of work
    a) I stronly DISAGREE, I did not need any help at all
    b) I am thinking towards "disagree"
    c) I am thinking towards "agree"
    d) I STRONGLY agree, I needed a lot of help

68. In a system like this, I need to have a lot of instructions and information to be successful.
    a) No, I STRONGLY DISAGREE, I do not need a lot of instructions and information
    b) I tend to disagree, I do not need a lot of instructions and information
    c) I tend to agree.  I need a lot of instructions and information
    d) I STONGLY AGREE.  I need a lot of instructions and information

69. The lessons in a system like this should be small byte-sized lessons.
    a) I STRONGLY DISAGREE, too many short lessons just clog up the system, I prefer long lessons
    b) I  am leaning towards disagreeing, I prefer long lessons
    c) I  am leaning towards agreeing with short lessons
    d) I STRONGLY AGREE, I definitely prefer short lessons

70. Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend.
    a) NO, it was definitely NOT like a companion
    b) I am thinking towards NO
    c) I am thinking towards YES
    d) YES, it definitely did act as a companion, just like a friend

71. Do you feel like you belong to a group now that you are in this system (like a school or a community)? Do you feel that you have a group identity.

a) NO, I definitly do NOT feel like I belong to a group or a community in the system
b) I am thinking towards NO
c) I am thinking towards YES
d) YES, I definity feel like I belong to a group or a community in the system

72. Do you like to work in groups?
    a) NO, I definitely DO NOT like working in groups at all
    b) I am thinking towards NO
    c) I am thinking towards YES
    d) YES, I definitely LIKE working in groups a lot

73. Do you like to social online, talking and chatting about things that are not related to the work?
    a) NO, I definitely DO NOT like to social online
    b) I am thinking towards NO
    c) I am thinking towards YES
    d) YES, I DEFINITELY like it a lot to social online

74. How much did you social online?
    a) NO, I NEVER socialized online
    b) I am thinking towards no
    c) I am thinking towards YES
    d) YES, I definitely socialized a lot online

75. I felt isolated (alone) even if there was an online system.
    a) NO, I stronly DISAGREE, I never felt isolated
    b) I am thinking towards no
    c) I am thinking towards YES
    d) I DEFINITELY AGREE, I felt ISOLATED FREQUENTLY

76. How much did you talk to teachers online?
    a) NO, I never talked to teachers online
    b) I am thinking towards no
    c) I am thinking towards YES
    d) YES, I talked to teachers online a lot

77. I work hard because I want to impress and please my parents.
    a) No, I NEVER want to impress my parents
    b) No, I do not want to impress them
    c) Yes, sometimes I work hard to impress them
    d) Yes, I ALWAYS want to impress my parents

78. I may work hard because I want to impress and please my friends.
    a) NO, I never worked hard to impress my friends
    b) Sometimes I may work hard to impress them
    c) YES, I think I always work hard to impress my friends

79. I like to be rewarded for good work. I like the fact that there is a Hall of fame in the system.
    a) I STONGLY DISAGREE. The Hall of Fame, where high scorers are listed, does not serve any purpose

b) I tend to disagree

c) I tend to agree

d) I DEFINITELY think the Hall of Fame, where high scorers are listed, is a good thing

80. I feel uncomfortable (shy) to discuss things online
    a) I am definitely very uncomfortable to talk online
    b) I tend to be uncomfortable to talk online
    c) I tend to be at ease (frank) to talk online
    d) I am definitely VERY FRANK and can talk online freely

81. Some people are afraid to talk online because they are scared that the others may laugh at their questions.
    a) No, I totally disagree with the statement, people do not care to be laughed at
    b) I am thinking towards no
    c) I am thinking towards YES
    d) Yes, I DEFINITELY AGREE strongly with the statement, people are scrared to be laughed at

82. If I could talk online and be anonymous, so that nobody knows who I am, I may talk more.
    a) NO, I strongly disagree with the statement, it will not make a difference, I will not talk more
    b) I am thinking towards no
    c) I am thinking towards YES
    d) YES, I DEFINITELY AGREE with the statement, I will talk more if I can be anonymous

83. The teachers are important in such an online system. Without them it will not work.
    a) NO, I strongly disagree. Teachers are definitely NOT needed online
    b) I am thinking towards no
    c) I am thinking towards YES
    d) YES, I strongly AGREE, without teachers, the system will definitely not work

84. If an online system like this is done properly, it is just as good as a normal school
    a) NO, I strongly DISAGREE, this system is far worse than a school
    b) I am thinking towards no
    c) I am thinking towards YES
    d) YES, I strongly AGREE, it can be just as good as a school and even much better

## Appendix 8: Summary of questionnaire questions sequenced in terms of research subsidiary questions

*Biographical and general information*

- 1.My Z-number with Brainline is

- 2.Name and Surname

- 3.Cell number

- 4.I am   male or female

- 5.My age this year is (today)

- 6.My home language is

- 7.Have you completed any other Brainonline questionnaire recently

- 8.I have been in Brainline for .....years including this year

- 9.Private school or home school.

- 10.My average grade last year, or in my previous school, in all my subjects were

*Personality indicator questions*

11.Intovert indicator

12.Extrovert indicator

13.Sensing indicator

14.Intuitive indicator

15.Thinker indicator

16.Feeler indicator

17.Judging indicator

18.Perceiver indicator

*Overall satisfaction questions*

29.Overall, I am satisfied with the online system, the Internet program

84.If an online system like this is done properly, it is just as good as a normal school

*Subsidiary question 1 – Pedagogical – Cognitive*

24. Do you think the online system used by Brainline (brainONLINE) helped you in your studies

40. Did the online system challenge you to think about things differently and how other people think about it.

41. Do you think it is useful to you to repeat things until you have mastered it. Do you agree with the statement "repetition is the mother of learning"

*Subsidiary question 1 – Pedagogical – Constructivist*

44. Did the online system allow you to learn about things that you could recognise in the real world? (real world situations), in other words : were there things that you think you could apply in the real world?

45. Did the online system system help you to learn by discovering things? In other words : you had to go out and find out things (discovery learning)

46. In working with the online system, did you feel as if it was just like a teacher? (opp-discovery)

47. Do you feel the online system was just as valuable as a teacher

67. Even though I am motivated, I still think I needed a lot of help to get used to the system, and to get used to the type of work (scaffolding)

Subsidiary question 1 – Pedagogical – Component Display

52. Did the online system make make it easier for you to learn

53. Did the online system help you to know exactly what lessons and work you were supposed to do for the year

68. In a system like this, I need to have a lot of instructions and information to be successful.

69. The lessons in a system like this should be small byte-sized lessons.

*Subsidiary question 1 – Pedagogical – Customization*

48. Did the online system allow you to choose WHEN you wanted to learn

49. Did the online system enable you to choose WHERE (the place) you wanted to learn?

50. Did the online system enable you to choose how FAST you wanted to go

through the work?

51.Did the online system allow you to CHANGE the program the way it suits you?

*Subsidiary question 1 – Pedagogical – challenge – Creativity and Motivation*

30.The standard of schooling in THIS system was weak or high compared to my previous school

42.Was the work that you did a challenge to you, or was it too easy for you? (challenge)

43.Did you benefit from the way that some of the work was fixed (highly structured)

In other words : do you think it is good for you to have a fixed structure, deadlines etc in some work with marked out fixed content.

66.I do not need to get support from anyone. I am motivated and responsible.

*Subsidiary question 1 – Pedagogical – Collaborative*

54.Did the online system help you to learn together with others

55.Did you attend the workshops

56.How valuable was the online program to you?

57.How valuable were the workshops to you?

58.What do you find more useful, the online system or workshops

59.Did you make use of online system to talk to other students

60.How do you value the feedback (replies) that you got from the teachers and students, and in your assignments

61.Do you prefer to work alone?

*Subsidiary question 1 – Pedagogical – Companionship*

25.How do you rate the work of the subject advisors in online system, the Internet program.

26.Do you feel that the online teachers supported you?

27.The teachers were almost like a study-father or a study-mother to me.

28.How important were the teachers to you?

62.Did your parents suppport and encourage you

63. Did your parents work with you

64. Do you think that if parents helped their children, it will be easier to them to pass their exams.

65. What do your parents know about the content of your courses?

70. Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend.

83. The teachers are important in such an online system. Without them it will not work.

### *Subsidiary question 2 – Community aspect*

71. Do you feel like you belong to a group now that you are in this system (like a school or a community)? Do you feel that you have a group identity.

72. Do you like to work in groups?

77. I work hard because I want to impress and please my parents. (this versus friends – question 78)

78. I may work hard because I want to impress and please my friends. (this versus impressing parents question 77)

79. I like to be rewarded for good work. I like the fact that there is a Hall of fame in the system.

### *Subsidiary question 3 – Communication aspect*

73. Do you like to social online, talking and chatting about things that are not related to the work?

74. How much did you social online?

75. I felt isolated (alone) even if there was an online system.

76. How much did you talk to teachers online?

80. I feel uncomfortable (shy) to discuss things online

81. Some people are afraid to talk online because they are scared that the others may laugh at their questions.

82. If I could talk online and be anonymous, so that nobody knows who I am, I may talk more.

### *Research question 4 - Technological*

19 When it comes to working my computer…..

20.I have my own computer

21.I have Internet access on my own

22.My parents (or school) restrict the use of Internet

23.Type of Internet access

31.Getting to know the online system interface. When I started out with online system,

32.How easy was it to work with the online system?

33.Connecting to the Internet and working on the Internet.

34.If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning

35.Costs of Internet use.  What is your own opinion.

36.Please give your estimate of your Internet and telephone costs per month

37.E-mail address changes

38.Cellphone number

39.I prefer to be contacted through

## Appendix 9: Subject Advisor's Questionnnaire 3

You are invited to participate in our survey about **e-Learning with Brainline**. In this survey, you will be asked to complete a survey that asks questions about the use of brainONLINE. It will take approximately 20 minutes                          to                          complete                          the                          questionnaire.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any          point.          It          is          very          important          for          us          to          learn          your          opinions.

Your survey responses will be stricly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact Johannes Cronje at ………….. or by email at the email address                                              specified                                              below.

Thank you very much for your time and support.

# SUBJECT ADVISORS BRAINLINE

Questionnaire to evaluate e-learning with Brainline 2004

Name and Surname ……………………………………………………...................

Student number : ………………Male or Female : ………Cell number :

e-mail :……………………………………Your age now: ……………………………

Home language : ……...Years in Brainline (including this year) :………

List your field of support :
……………….
1. When it comes to working my computer…..
    a.  I do not know computers well, and struggle a lot working on them
    b.  I tend to struggle with computers
    c.  I tend to be quite ok with computers
    d.  I am an expert in computers, and have no problems working them at all

2. I think the STUDENTS rate the average subject advisors computer skills as
    a.  Very poor
    b.  Tend to be poor
    c.  Tend to be sufficient
    d.  Very good

3. Do you think students have their own computer
    a. No
    b. They tend NOT to have
    c. They tend to HAVE
    d. Yes they definitely all have

4. Do you think students have Internet access on their own
      a. No
      b. Yes, but from someone elses computer
      c. Yes, mostly, but share it
      d. They have full access on their computer

5. Do you think parents (or school) restrict the students' use of Internet
      a. Yes
      b. I tend to think they do
      c. I am NOT restricted and have access whenever I want

6. Type of Internet access YOU have
      a. Normal dial-up with a modem
      b. I am not sure what I have but it is slow
      c. ISDN
      d. I am not sure what I have but it seems to be fast.
      e. ADSL broadband

7. Type of Internet access that you think that STUDENTS HAVE
      a. Normal dial-up with a modem
      b. I am not sure what we have but it is slow
      c. ISDN
      d. I am not sure what I have but it seems to be fast.
      e. ADSL broadband

8. Do you think the Internet was of use for you to support students
      a. No, not at all
      b. It tended NOT to be of use
      c. It tended to be of use somehow
      d. It was definitely a great help

9. Do you think the INTERNET helped students with their studies
      a. No, not at all
      b. It tended NOT to be of use
      c. It tended to be of use somehow
      d. It was definitely a great help

10. Do you think brainONLINE, the online interface used by Brainline helped you to support the students
      a. No, not at all
      b. It tended NOT to be of use
      c. It tended to be of use somehow
      d. It was definitely a great help

11. Do you think brainONLINE, the online interface used by Brainline helped THE STUDENTS in their studies
      a. No, not at all

   b. It tended NOT to be of use
   c. It tended to be of use somehow
   d. It was definitely a great help

12. When YOU started out with the brainONLINE program, you had certain expectations. Was your support with the brainONLINE program what you expected?
   a. No, not at all
   b. It tended NOT to be what I expected
   c. It tended to be what I expected
   d. It was definitely just what I expected

13. When the STUDENTS started out with the brainONLINE program, THEY had certain expectations. Do you think they got what THEY EXPECTED
   a. No, not at all
   b. Tend NOT to be what THEY expected
   c. Tend to be what THEY expected
   d. It was definitely just what THEY expected

14. How do you think the STUDENTS rate the help the subject advisors gave in general
   a. They feel MY presence did NOT help them at all
   b. My help tend NOT to help them
   c. My help tend to help them somewhat
   d. My help was definitely very important to them

15. Rate the work of the ADMINISTRATORS the brainONLINE system (Eg, Gaetano, Hannes, Johannes, Regardt)
   a. I feel their presence did NOT help me at all
   b. Their help tend NOT to help me
   c. Their help tend to help me somewhat
   d. Their help was definitely very important to me

16. Overall, I, as a subject advisor, am satisfied with the whole Brainline system
   a. No, not at all
   b. I tend to be UNsatisfied
   c. I tend to be satisfied
   d. I am very satisfied

17. Overall, do you think the STUDENTS are satisfied with the Brainline system in general
   a. No, not at all
   b. I tend to be UNsatisfied
   c. I tend to be satisfied
   d. I am very satisfied

18. Overall, I am satisfied with brainONLINE, the Internet program

a. No, NOT at all
b. I tend to be UNsatisfied
c. I tend to be satisfied
d. I am very satisfied

19. Overall, I do you think STUDENTS are satisfied with brainONLINE, the Internet program
    a. No, NOT at all
    b. I tend to be UNsatisfied
    c. I tend to be satisfied
    d. I am very satisfied

20. The standard of schooling in the system
    a. was weak compared to my previous school
    b. tend to be weak compared to my previous school
    c. tend to be high compared to my previous school
    d. is very high compared to my previous school

21. What do you think the STUDENTS think of the standard of schooling in the system
    a. was weak compared to their previous school
    b. tend to be weak compared to their previous school
    c. tend to be high compared to their previous school
    d. Is very high compared to their previous school

-------------------------------------------------------------------------------------------interface

22. Getting to know the brainONLINE interface. When I started out with brainONLINE,
    a. It was difficult to learn
    b. It tended to be difficult to learn
    c. It tended to be easy to learn
    d. It was very easy to learn

23. When I started out using brainONLINE, I was nervous and anxious
    a. Yes
    b. I tended to be nervous and anxious
    c. I tended NOT to be nervous and anxious
    d. No, I was NOT nervous and anxious at all

24. The usability of the interface of brainONLINE
    a. It is difficult for me to work with the interface of brainONLINE
    b. It tends to be difficult
    c. It tends to be easy to work with the interface
    d. It is very easy to work with the interface

25. What do you think that the STUDENTS feel about the usability of the

interface of brainONLINE
- e. It is difficult for them to work with the interface of brainONLINE
- f. It tends to be difficult
- g. It tends to be easy to work with the interface
- h. It is very easy to work with the interface

-------------------------------------------------------------------------------- access and costs

26. Connecting to the Internet and working on the Internet.
    - a. I usually cannot connect to the Internet, we have a very bad line
    - b. I tend to have problems connecting
    - c. Usually I get connected easily.
    - d. I am able to connect and work without problems

27. If you were NOT to have access to the Internet and brainONLINE, do you think it would have made a difference in your learning
    - a. No it would NOT have made a difference
    - b. I tend to think it would NOT have made a difference
    - c. I tend to think the it would have made a difference
    - d. Yes, it would definitely have affected my learning

28. Costs of Internet use. What is your own opinion.
    - a. Internet costs and telephone costs are very high
    - b. It tends to be high
    - c. The costs are reasonable
    - d. It is cheap

29. Please give your estimate of your Internet and telephone costs per month

……………………………………………………………………………………………

30. E-mail address
    a. I have changed my email address during the year  (how many times………)
    b. My  email address stayed the same for the year

31. Cellphone number
    - a. I do not have a cell phone
    - b. My number has changed during the year
    - c. My number did not change during the year

32. I prefer to be contacted through
    a. My home telephone
    b. My email
    c. My cellphone

-------------------------------------------------------------------------pedagogics - cognitive

33. Did the brainONLINE interface give STUDENTS opportunities to think, to use THEIR brain  to solve problems    (not the content, but the interface itself) (higher order thinking)
    a. No
    b. Tend NOT to be opportunities to use their brain
    c. Tend to be opportunities to use their brain
    d. Yes, definitely
    e. I am unsure and cannot think of anything

34. Did the brainONLINE interface help them to start from things that they know, working up to things that they don't know (linking)
    a. No, it did not
    b. Tend NOT to
    c. Tend to do that
    d. Yes, definitely
    e. I am unsure and cannot think of anything

35. Did the brainONLINE interface challenge them to think about things the way other people think about it. (critical thinking)
    a. No, it did not
    b. Tend NOT to
    c. Tend to do that
    d. Yes, definitely
    e. I am unsure and cannot think of anything

36. Did the brainONLINE interface make it possible for them to analyze things. In other words - Investigate, break down,  Evaluate, dissect etc. (critical thinking)
    a. No, I did not
    b. Tend NOT to
    c. Tend to make it possible
    d. Yes, definitely
    e. I am unsure and cannot think of anything

37. Did the brainONLINE program allow them to draw conclusions from various things, making sense of it (synthesis)
    a. No, I could not
    b. Tend not to be able
    c. Tend to be able
    d. Yes definitely
    e. I am unsure and cannot think of anything

38. Did the brainONLINE system help them to compare different ideas and evaluate it. (evaluation)
    a. No, I did NOT

b. Tend NOT to help
c. Tend to help
d. Yes, definitely
e. I am unsure and cannot think of anything


39. Did the brainONLINE interface help them to learn to remember things in a different way   (mnemonics)
    a. No, I did not
    b. Tend NOT to
    c. Tend to do that
    d. Yes, definitely
    e. I am unsure and cannot think of anything


40. Did the brainONLINE interface give them a chance to repeat some things until you mastered it?  (Behaviousist)
    a. No, I did not
    b. Tend NOT to
    c. Tend to do that
    d. Yes, definitely
    e. I am unsure and cannot think of anything


41. Do you think it is useful to them to repeat things until them have mastered it (behav)
    a. No
    b. Tend to think that it is NOT useful
    c. Tend to think that it IS useful
    d. Yes, definitely


-----------------------------------------------------------------------pedagogics – creativity


42. Was the work that they did a challenge to them, or was it too easy for them?

    (challenge)
    a. No,it was no challenge, it was too easy
    b. I tend to think it was NOT a challenge
    c. I tend to think that it WAS a challenge
    d. Yes, it was definitely a challenge


43. Did the brainONLINE system make it possible for them to be curious about things and satisfy their curiosity?    (curiosity)
    a. No
    b. Tend to think that it did't
    c. Tend to think that it did
    d. Yes, definitely.

44. Was the brainONLINE system what they expected or did they expect something completely different?
    a. No, it was not what they expected
    b. Tend to think that it wasn't
    c. Tend to think that it was
    d. Yes, it was definitely what they expected

45. They course structure was highly structures.
    Did they benefit from the way that the work was fixed  (highly structured)
    a.  No, they did not benefit, they wanted flexible work
    b.  I tend to think they did NOT benefit from fixed structures
    c.  I tend to think they benefited from structured work
    d.  Yes, they definitely liked to work in something that was structured.

---------------------------------------------------------------pedagogics – constructivist

46. Did the brainONLINE system allow them to encounter things that they could recognise in the real world?  (real world situations)
    a. No, it was all foreign unknown things
    b. They  tended NOT to recognise things from the real world
    c. I tended to recognise things from the real world
    b. Yes, I could see a lot of the real world in the work

47. Did the brainONLINE system help them to learn by discovering things? (discovery learning)
    a. They never felt that they learned by discovering things
    b. They seldom felt that they learned by discovering things
    c. They tend to think that they learned by discovering things
    d. They definitely learned by discovering things frequently

48. Did the brainONLINE system make it possible for them to set their own goals?
    a. It never gave them an opportunity to set goals
    b. I tend to think that they DID NOT have the opportunity to set goals
    c. I tend to think that they DID get opportunities to set goals
    d. They definity had opportunity to set goals.

49. In going through the brainONLINE system, did you feel as if they system was just like a teacher, in other words, it was just another way of doing the same class routine?  (Opposite)
    a.  Yes, it was just like a teacher in a class
    b.  I tend to think that it was almost like a teacher
    c.  I tend to think it was NOT like a teacher
    d.  It was definity NOT like a teacher

50. In going through the brainONLINE system, do you feel that the system is just as valuable as a teacher

a. No
b. I tend Not to think so
c. I tend to think so
d. Yes, definitely

-----------------------------------------------------------------------------------customization

51. Did the system allow them to choose WHEN they wanted to learn
    a. No
    b. I tend to think that they could not choose
    c. I tend to think that they could well choose when I wanted to learn
    d. Yes, they could definitely choose when they wanted to learn

52. Could they choose WHERE (the place) they wanted to learn?
    a. No
    b. I tend to think that they could not choose
    c. I tend to think that they could well choose where they wanted to learn
    d. Yes, they could definitely choose the place they wanted to learn

53. Did the brainONLINE system allow them to choose how fast they want to go through the work?
    a. No
    b. I tend to think that they could not choose
    c. I tend to think that they could well choose how fast  to go
    d. Yes, they could definitely choose how fast they wanted to go

54. Did the brainONLINE program allow them  to customise the program the way it suits you?
    a. No
    b. I tend to think that they did  not change the program
    c. I tend to think that they did change the program to suit me.
    d. Yes, they definitely did change aspects of the program to suit me
    e. I am unsure and cannot think of anything

55. Did they adjust the system to fit the way that you learn?
    a. No
    b. I tend to think that they did  not adjust it for the way they learn
    c. I tend to think that they did change the program to suit the way they learn
    d. Yes, they definitely did change aspects of the program to suit the way they learn

56. Did the brainONLINE system help them to take initiative in learning with the system, eg start things, think of new ways to do things?
    a. No
    b. I tend to think that they did  not
    c. I tend to think that they did
    d. Yes, they definitely did take initiative

57. Did the brainONLINE system help them ask for help from the teachers.?
    a. No
    b. I tend to think that they did  not
    c. I tend to think that they did
    d. Yes, they definitely did

58. Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think this is beneficial to the students?
    a. No
    b. I tend to think that it is NOT
    c. I tend to think that it IS useful
    d. Yes, it definitely is

59. What do the students think.  Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think they found find it usefull?
    a. No
    b. I tend to think that they do NOT
    c. I tend to think that they did
    d. Yes, they definitely did


-----------------------------------------------------------Control (component display)

60. Did the brainONLINE system make  make it easier for them to learn
    a. No
    b. I tend to think that It did NOT
    c. I tend to think that It did
    d. Yes, It definitely did

61. Did the brainONLINE system help them  when they came across something that they do not understand
    a. No
    b. I tend to think that It did NOT
    c. I tend to think that It did
    d. Yes, It definitely did


62. Did the brainONLINE system help them to know exactly what lessons and work they were supposed to do for the year
    (Opposite)
    a. No
    b. I tend to think that It did NOT
    c. I tend to think that It DID
    d. Yes, It definitely did

63. Did the brainONLINE system support them sufficiently with Assignment dates and deadlines, and the submission of assignments.
    a. No

b. I tend to think that It did NOT
c. I tend to think that It DID
d. Yes, It definitely did

-------------------------------------------------------------------pedagogics – collaborative

64. Did the brainONLINE system help them to learn together with others
    a. No
    b. I tend to think that It did NOT
    c. I tend to think that It DID
    d. Yes, It definitely did

65. Did they attend the workshops
    a. No
    b. They attended some
    c. Yes, they attended most of them
    d. Yes, they did attended all of them
    comment :
………………………………………………………………………….

66. What do you find more useful, the online interface or workshops
    a.  the brainONLINE interface
    **b.**  workshops
    **c.**  They were both essential, I cannot choose.

67. Did they make use of brainONLINE system  to talk to other students
    a. No
    b. I tend to think that they do NOT
    c. I tend to think that they did
    d. Yes, they definitely did

68. Do they prefer to work alone?
    a. Yes,most of the time
    b. I tend to think that they prefer to work alone
    d.  I tend to think that they prefer NOT to work with others
    e.  No, they never want to work alone

-----------------------------------------------------------pedagogics – Companionship

69. Did their parents suppport and encourage them
    a. No
    b. I tend to think that they do NOT
    c. I tend to think that they did
    d. Yes, they definitely did

70. Did their parents work with them
    a. No,
    b. I tend to think they did NOT work with them

      c. I tend to think that they almost always DID work with them

      d. Yes, they definitely did work with them

71. Did the brainONLINE system make it possible for their parents to work with them
      a. No
      b. I tend to think that It did NOT
      c. I tend to think that it did
      d. Yes, It definitely did

72. Do you think that if parents helped their children, it will be easier to them to pass their exams.
      a. No
      b. I tend to think that It will NOT be easier
      c. I tend to think that I WILL be easier
      d. Yes, It will  definitely will be easier

73. They got no support from anyone, and worked on their own, and motivated themselves.  They would not have wanted it any other way.
      a. No, I disagree
      b. I tend to disagree
      c. I tend to agree
      d. Yes, It definitely agree

74. Did the brainONLINE system somehow act as a COMPANION to them, like a surrogate mentor.
      a. No
      b. I tend to think that It did NOT
      c. I tend to think that it did
      d. Yes, It definitely did

# Appendix 10: Questionnaire results - students

Students : Question 4 : I am male / female
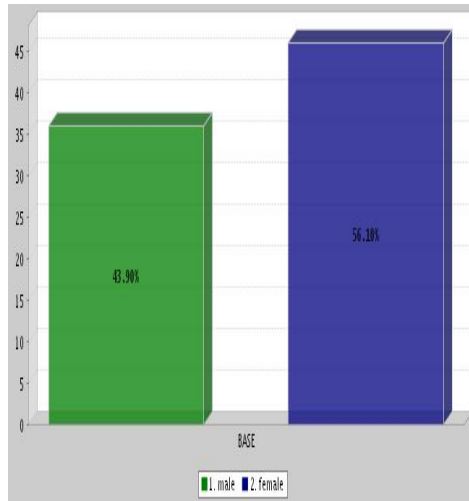
Subject Advisors : Question 4 : I am male / female
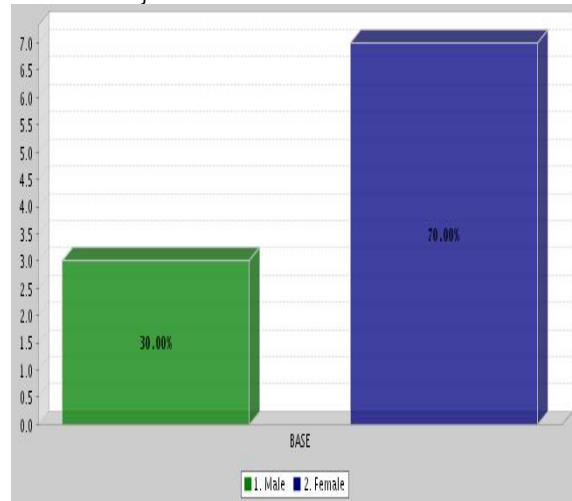
Students : Question 5 : My age this year is
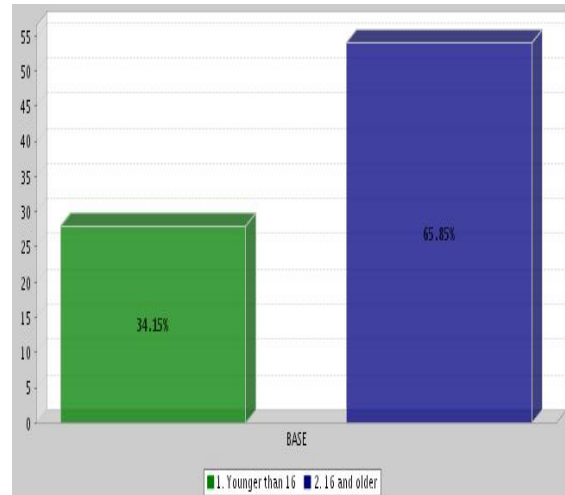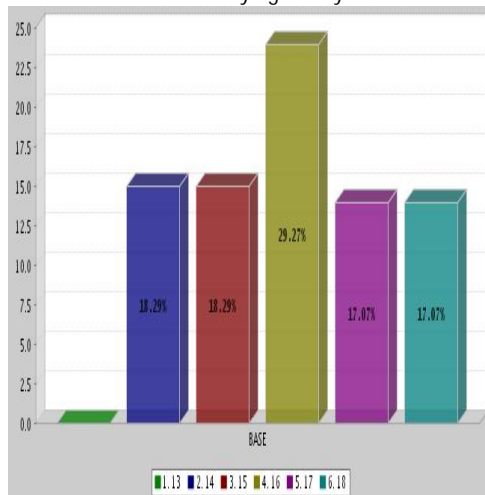
Subject Advisors : Question 5 : My age this year is
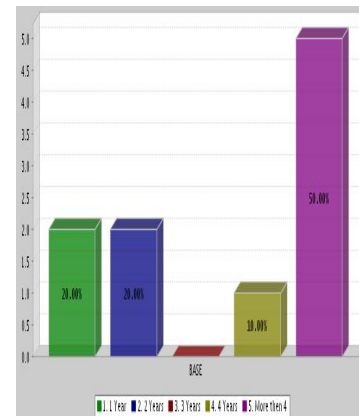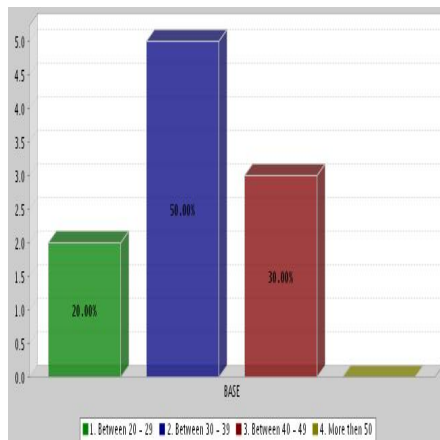
Students : Question 6 : My home language is
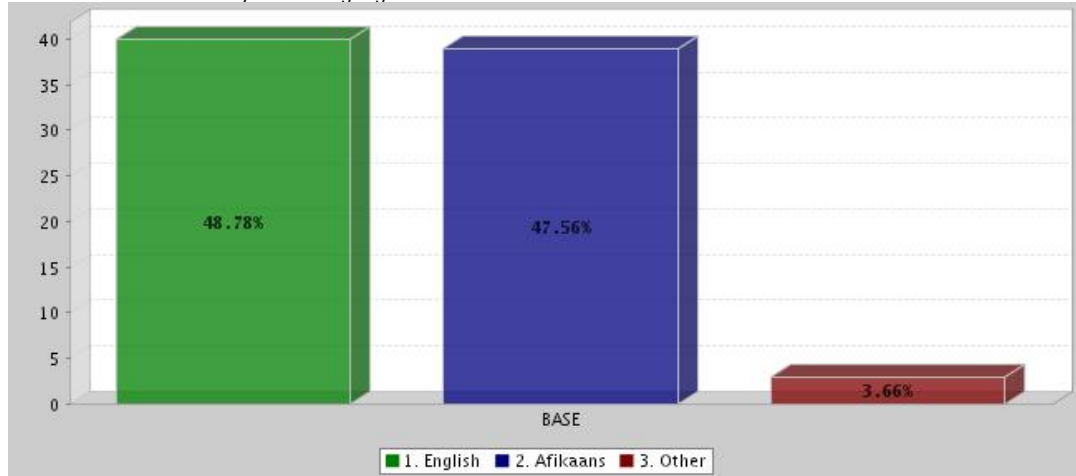


Subject Advisors : Question 6 : My home language is
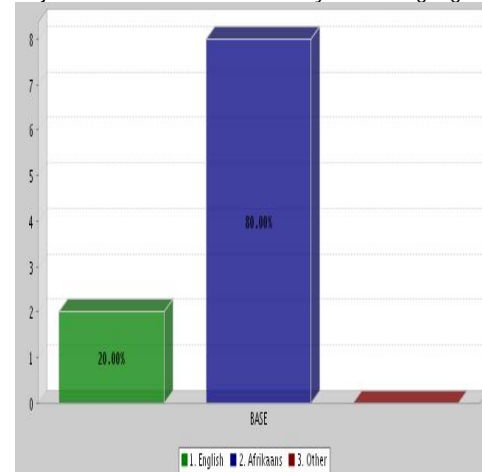


Students : Question 8 : I have been in Brainline for .....years
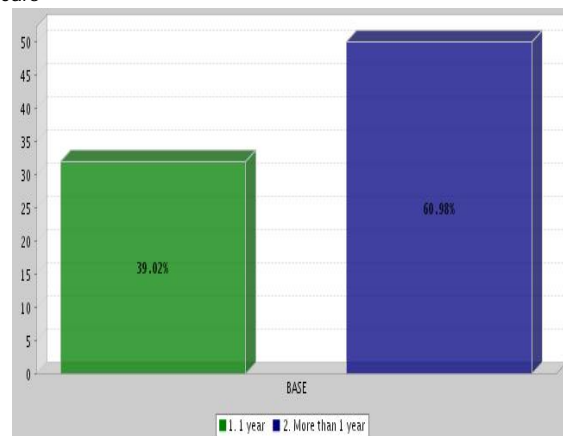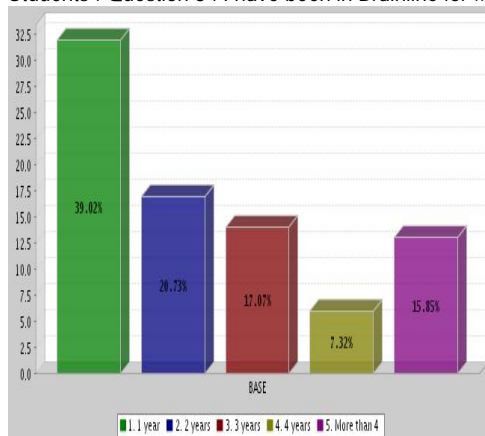
Subject Advisors :I have been in Brainline for ... years

Students : Question 9 : Private school or home school.
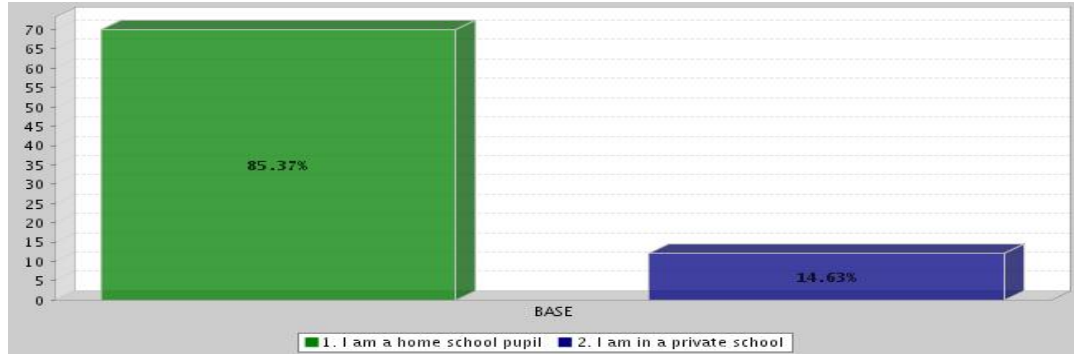


Students : Question 10 : My average grade last year, or in my previous school, in all my subjects were

Students : Question 11 : Read the paragraph and decide if it describes you   …..Introvert..........



1. Not even close   2. I am thinking towards NO   3. I am thinking towards YES   4. It is a very good description of me

1. No   2. Yes
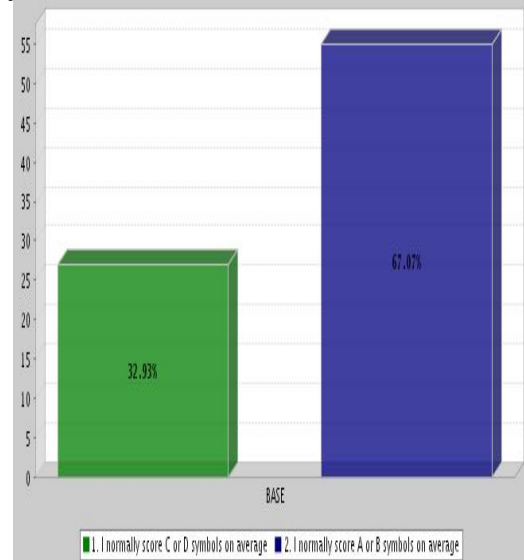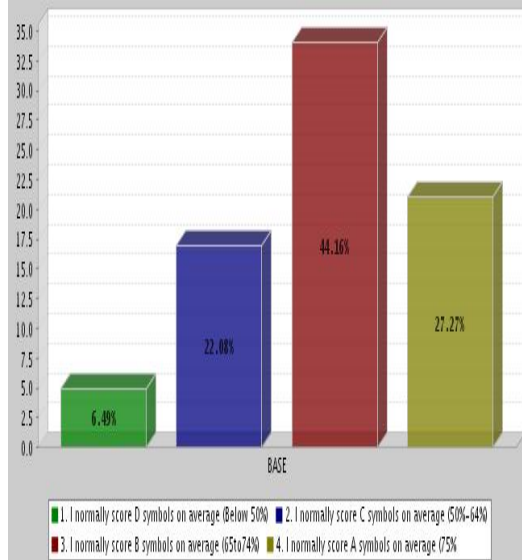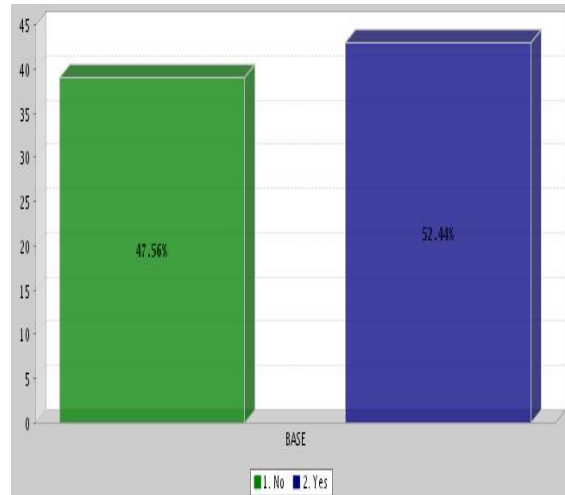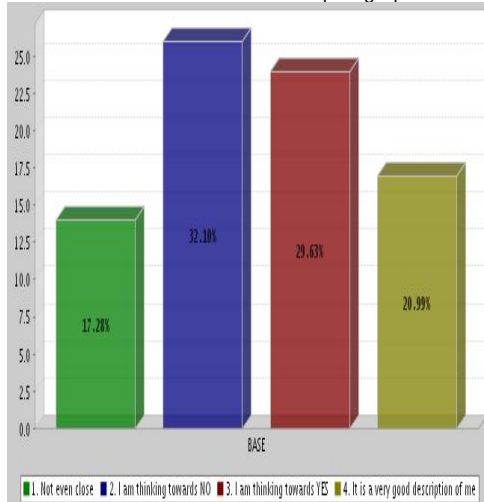
Students : Question 12 : Read the following paragraph and decide if it describes you    Extrovert...........



1. It is not even close by far   2. I am thinking towards NO   3. I am thinking towards YES
4. It is a very good description of me

1. No   2. Yes
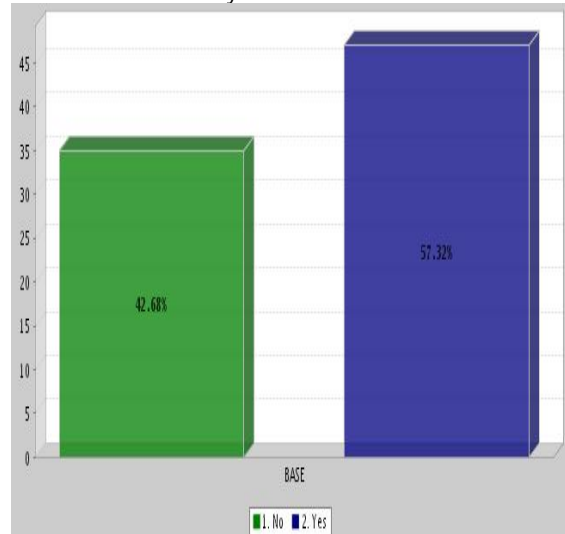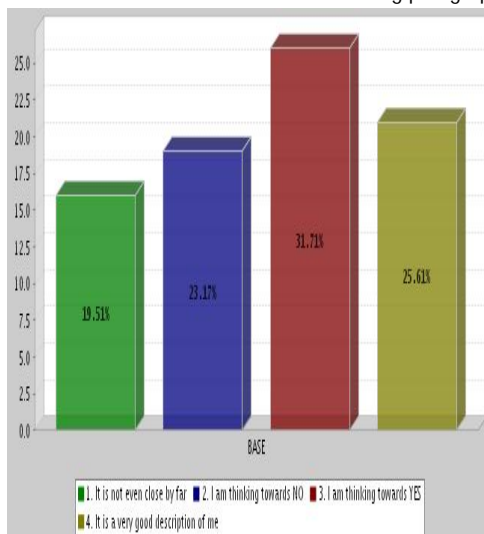
Students : Question 13 : Read the following paragraph and decide if it describes you.    (Sensing)



1. NO, it is not even close by far   2. I am thinking towards NO   3. I am thinking towards YES
4. YES, it is a very good description of me

1. No   2. Yes
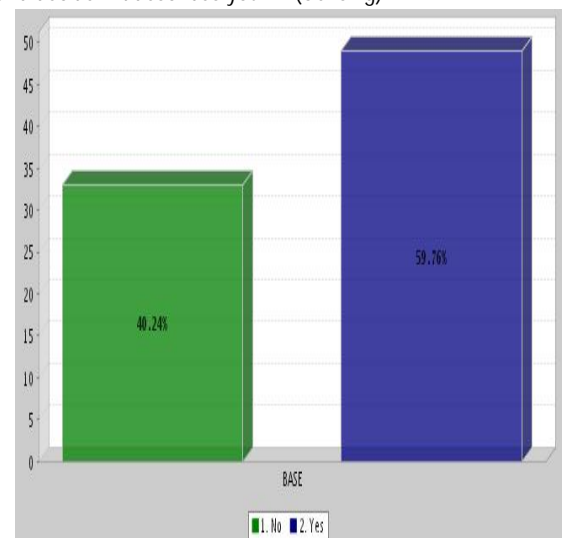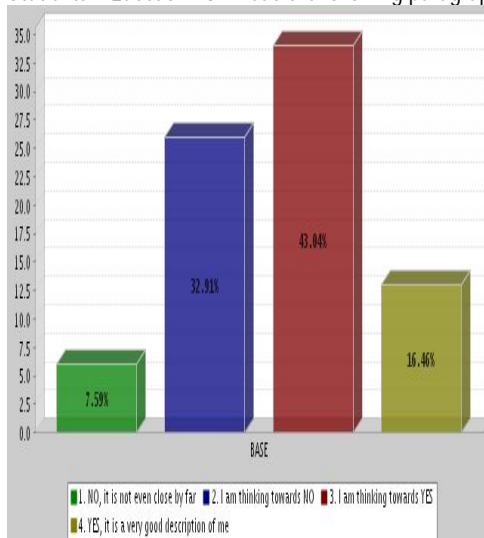
Students : Question 14 : Read the following paragraph and decide if it describes you.        (Intuitives)
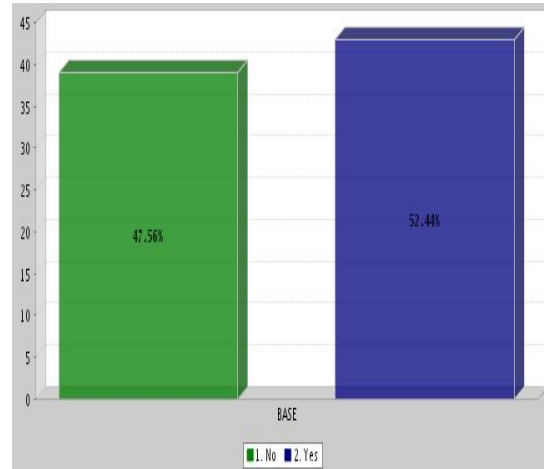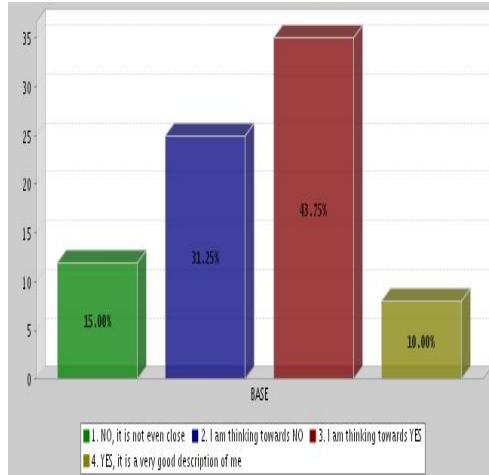
Students : Question 15 : Read the following paragraph and decide if it describes you.   (Thinker)
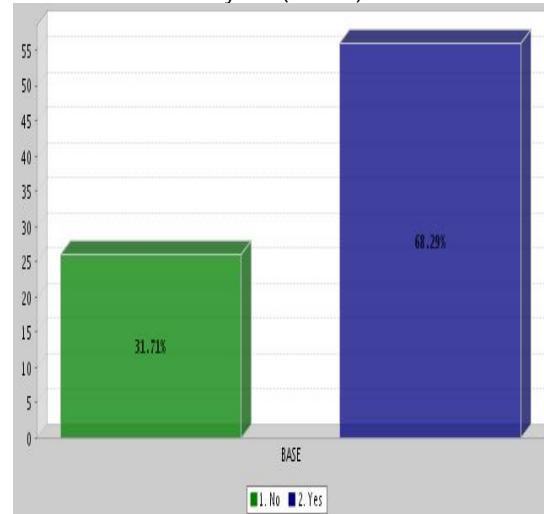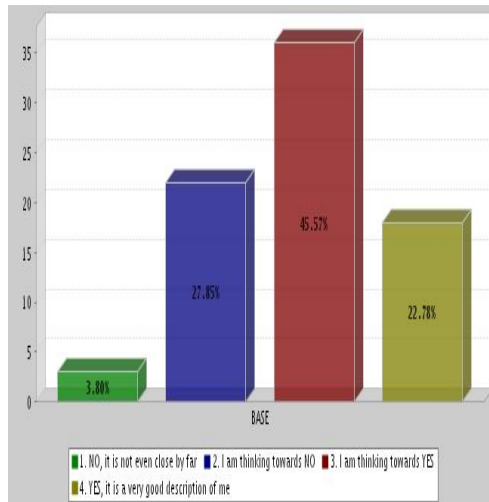




Students : Question 16 : Read the following paragraph and decide if it describes you  (feeler)
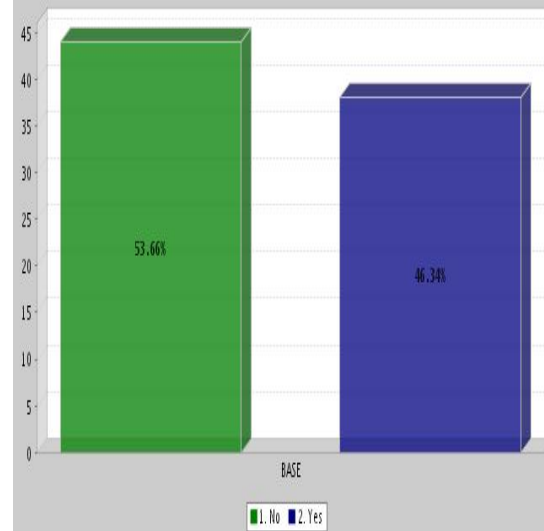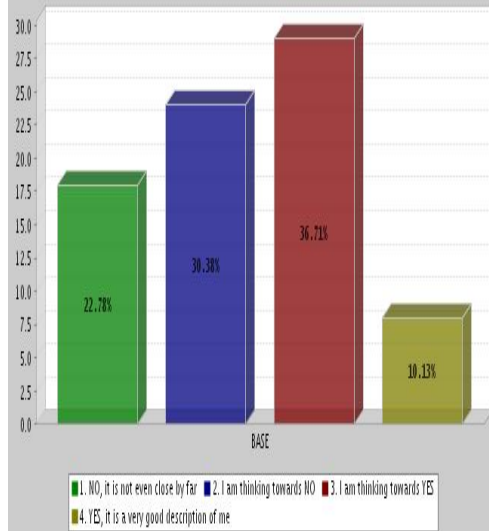
Students : Question 17 : Read the following paragraph and decide if it describes you (judge)
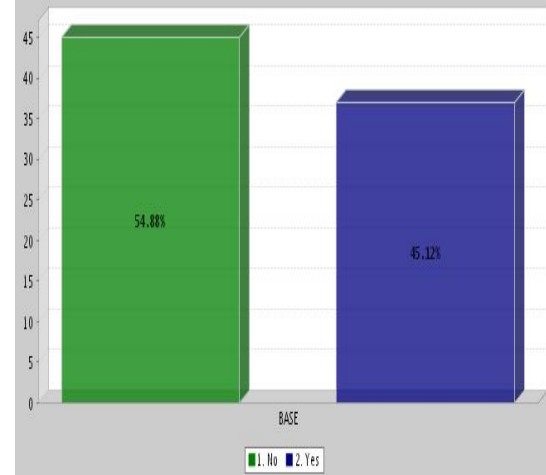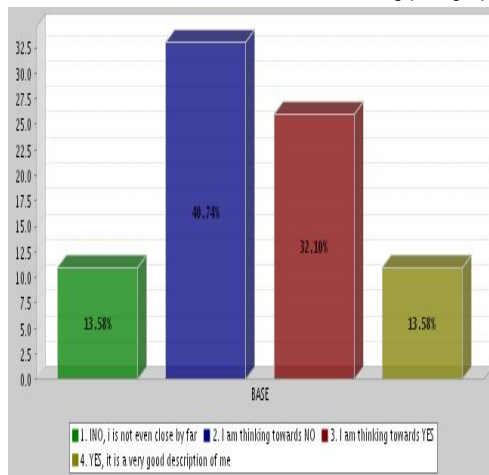


Students : Question 18 : Read the following paragraph and decide if it describes you. (perceiver)
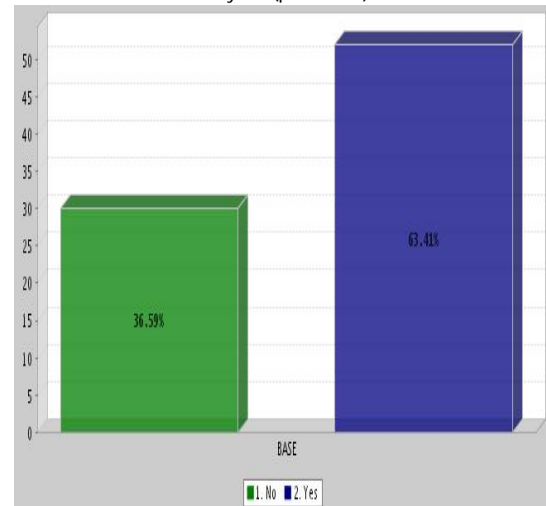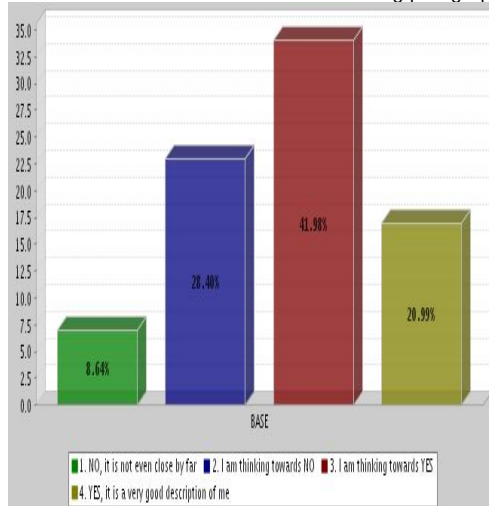


Students : Question 19 : When it comes to working my computer...
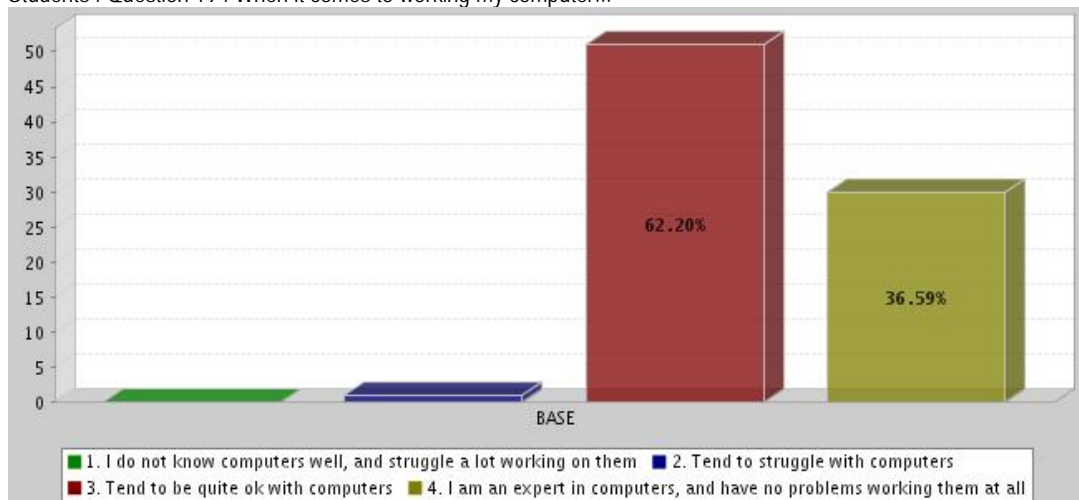


Students : Question 20 : I have my own computer
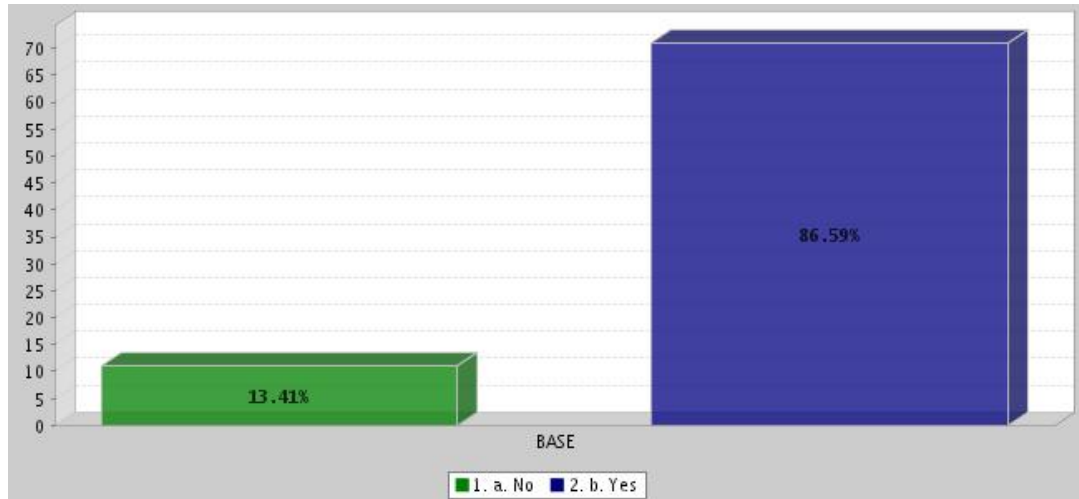
Students : Question 21 : I have Internet access on my own
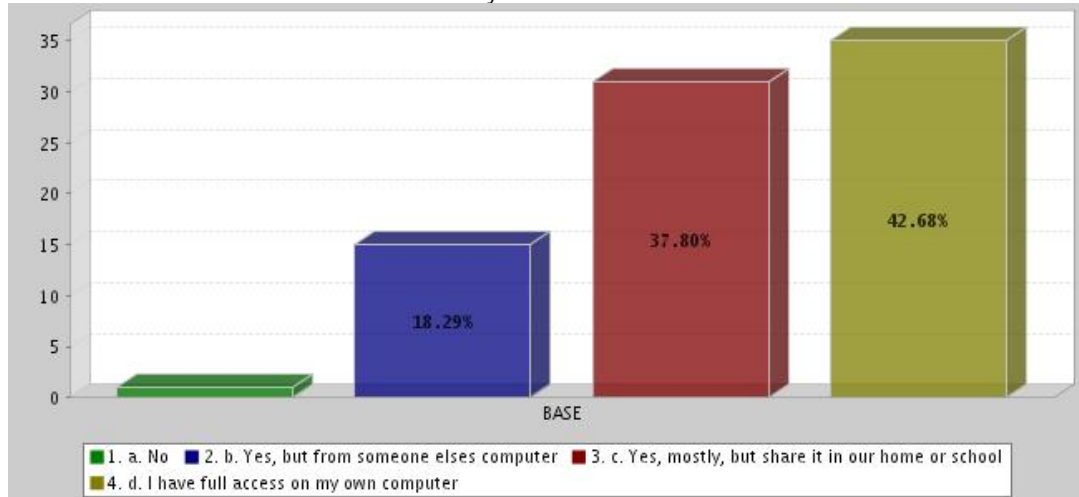


Students : Question 22 : My parents (or school) restrict the use of Internet
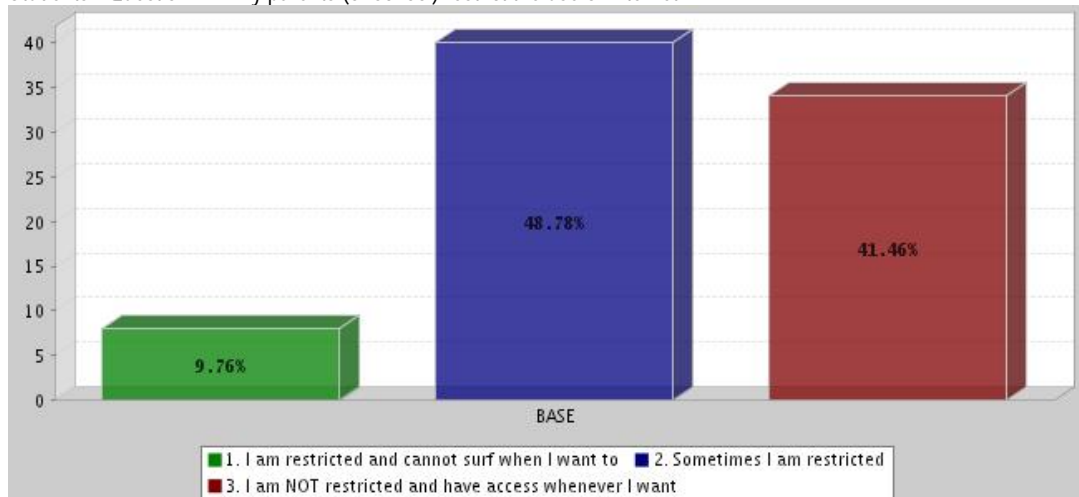


Students : Question 23 : Type of Internet access
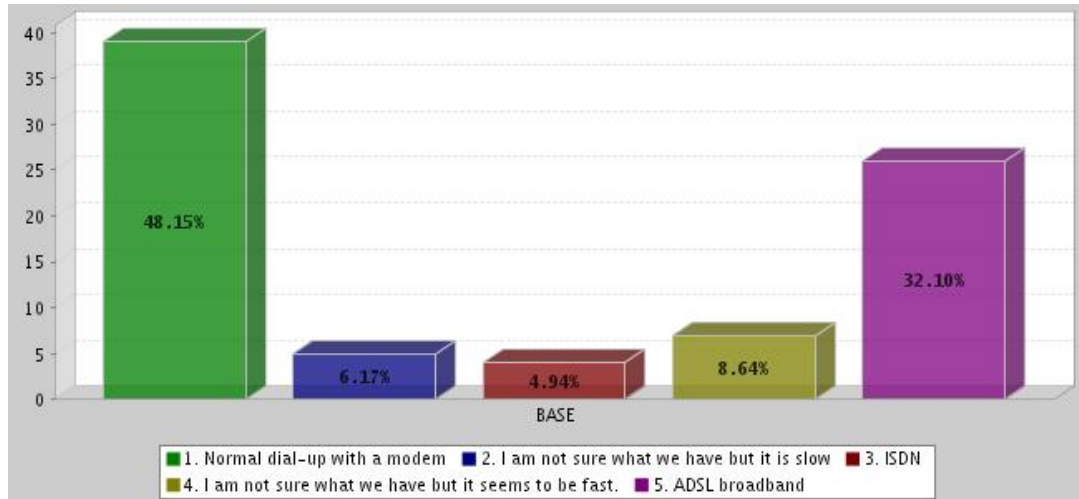
Students : Question 24 : Do you think the online system used by Brainline (brainONLINE) helped you in your studies
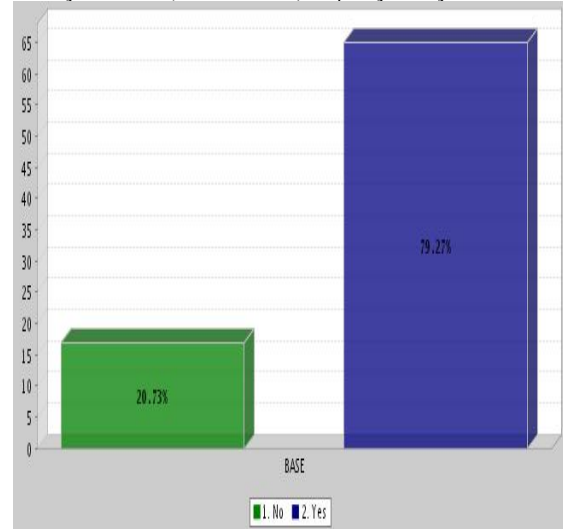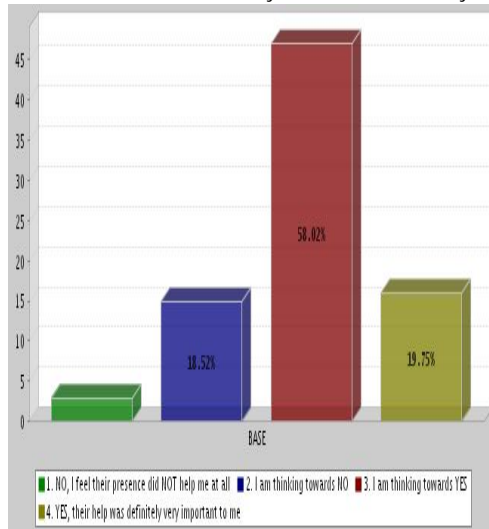




Students : Question 25 : How do you rate the work of the subject advisors in online system, the Internet program.
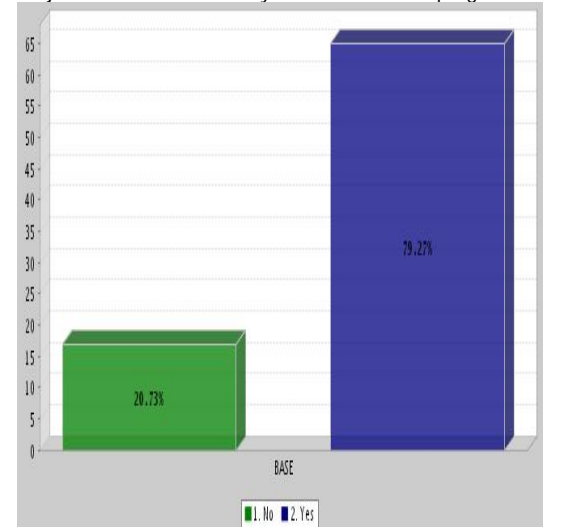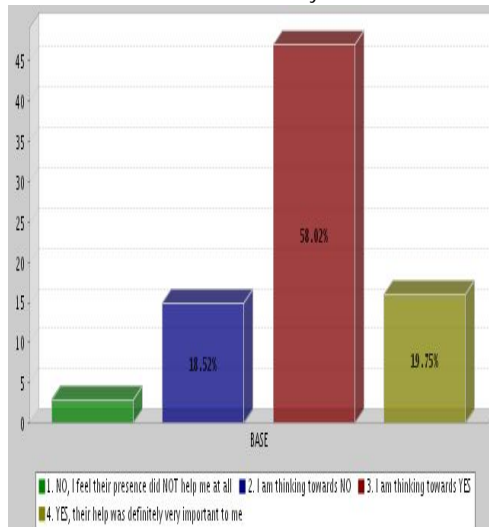
Students : Question 26 : Do you feel that the online teachers supported you?
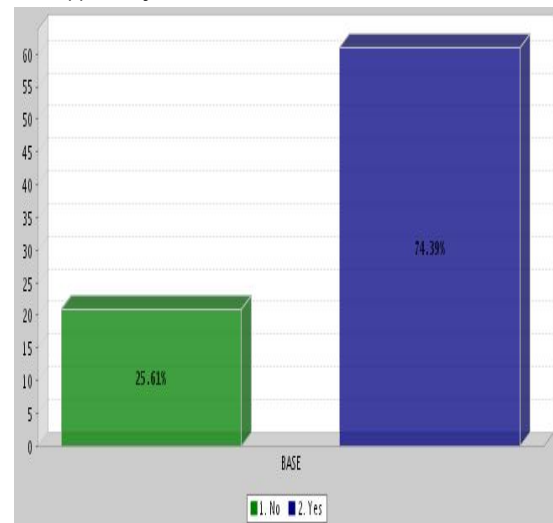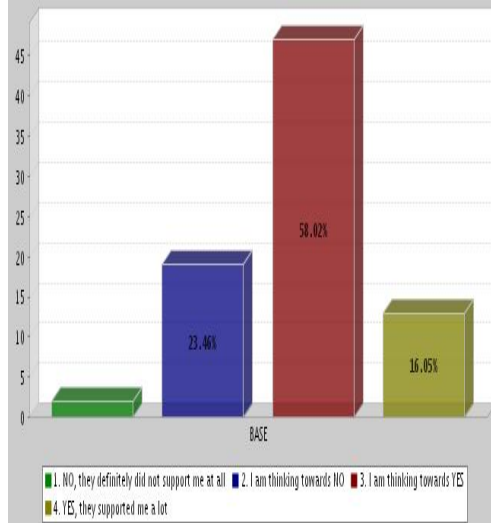


Students : Question 27 : The teachers were almost like a study-father or a study-mother to me.
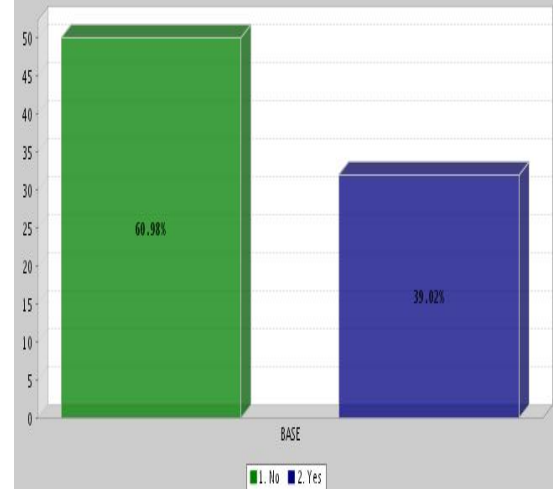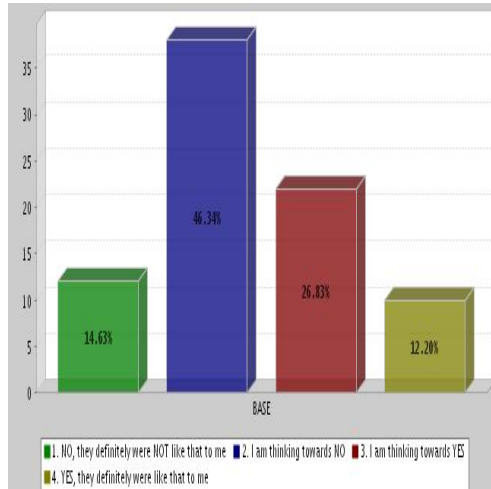


Students : Question 28 : How important were the teachers to you?
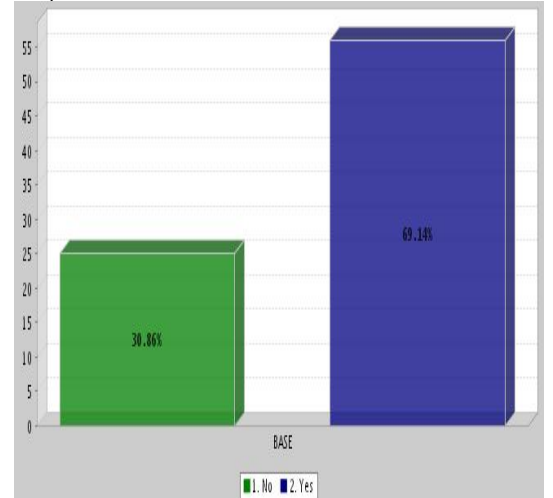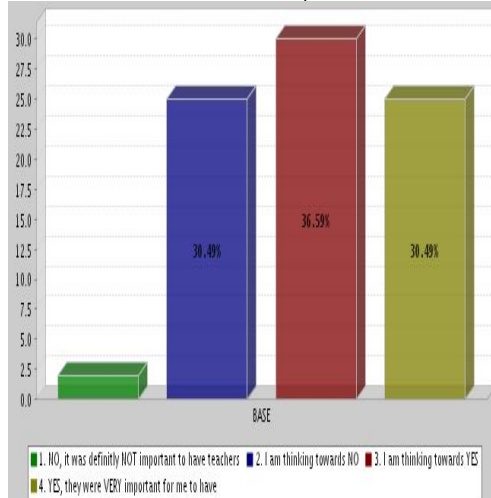
Students : Question 29 : Overall, I am satisfied with online system, the Internet program
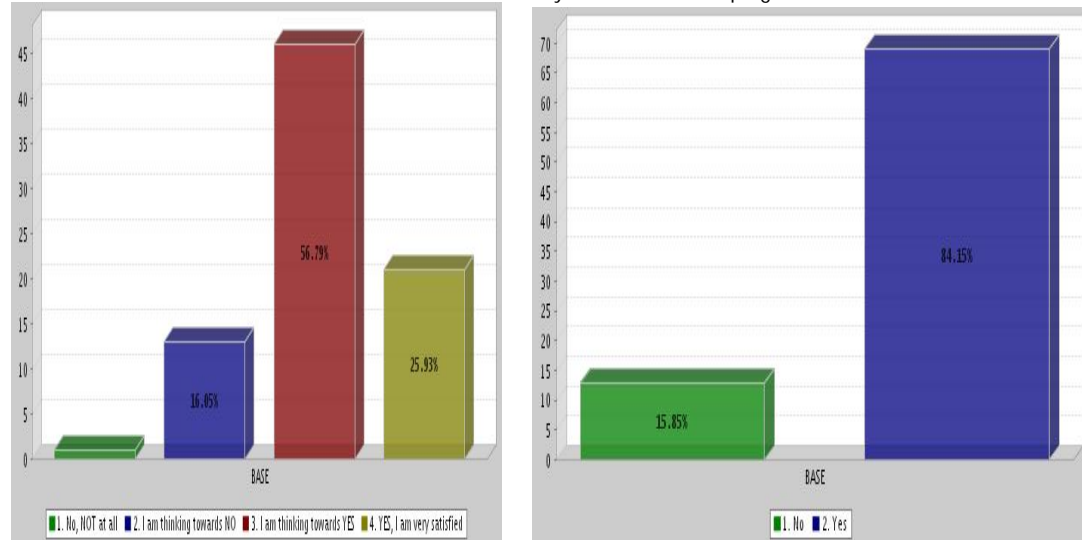


Students : Question 30 : The standard of schooling in THIS system was weak or high compared to my previous school.
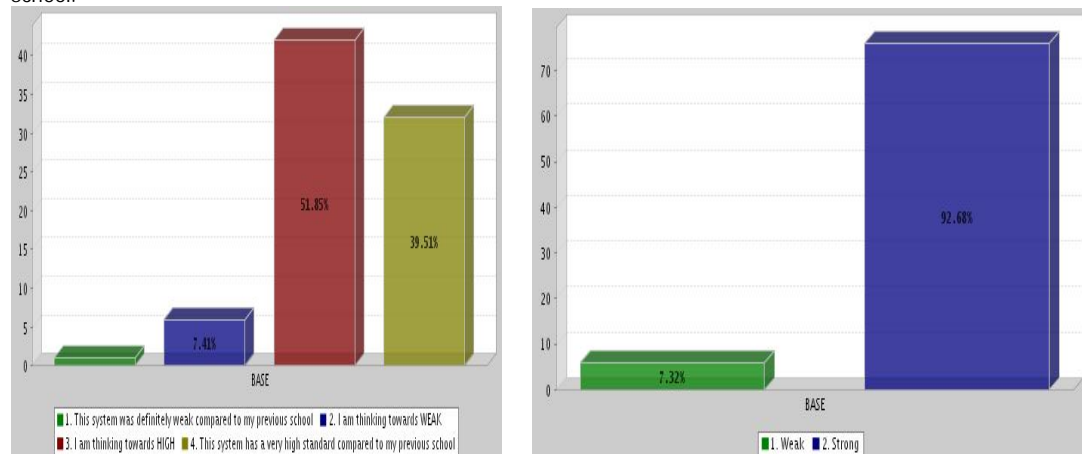


Students : Question 31 : Getting to know the online system interface. When I started out with online system,



_____
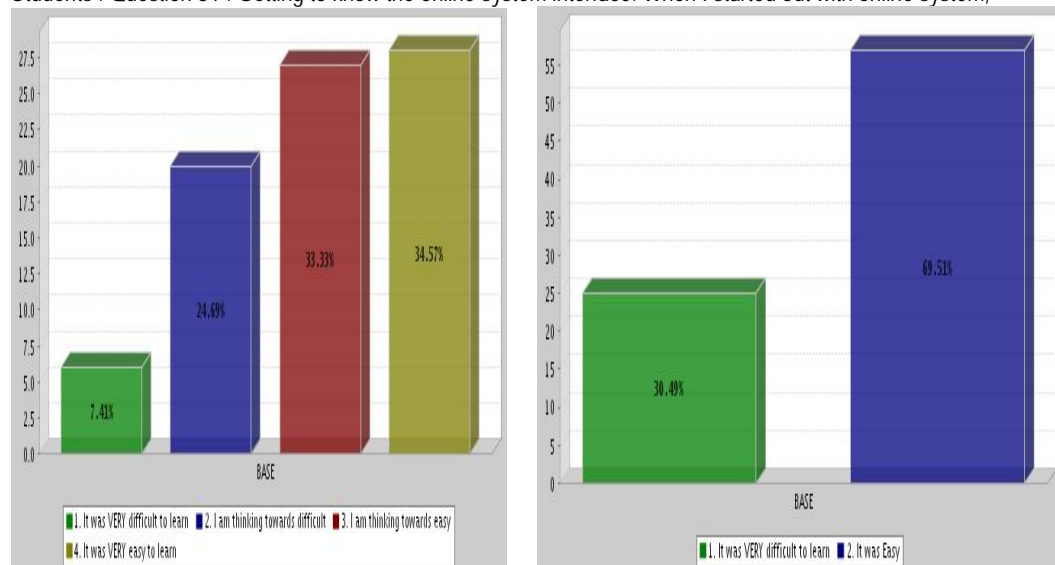
Students : Question 32 : How easy was it to work with the online system?
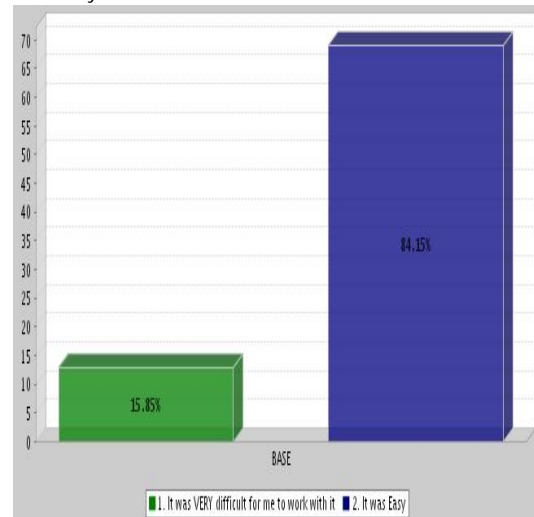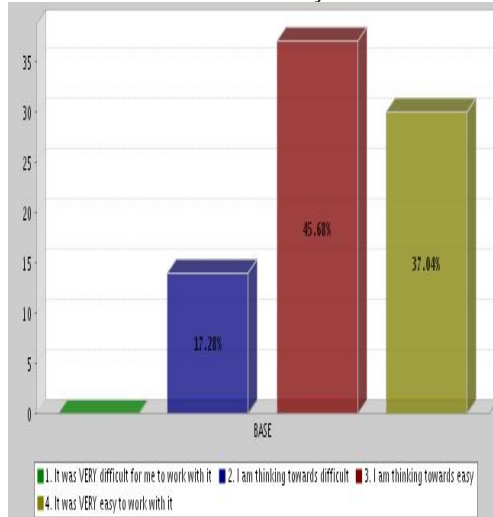


Students : Question 33 : Connecting to the Internet and working on the Internet.
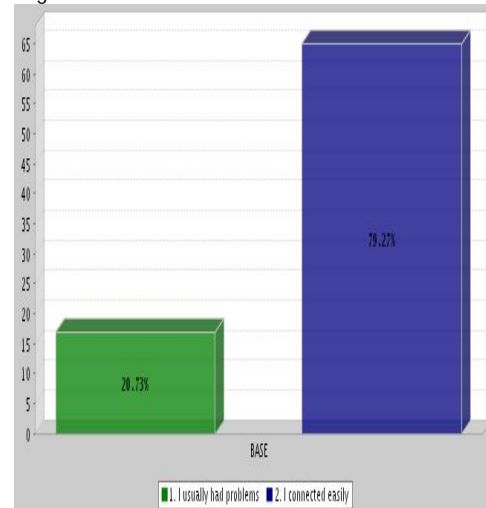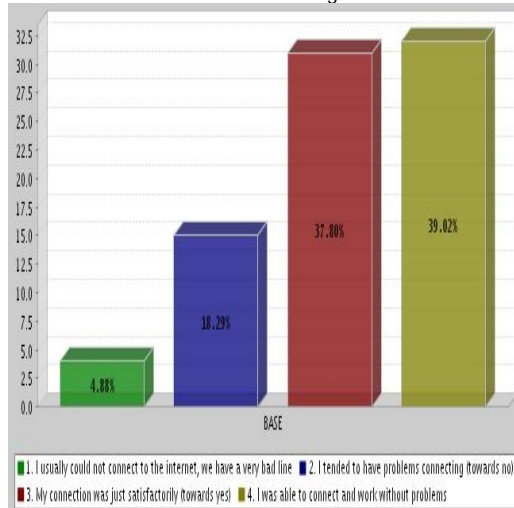
Students : Question 34 : If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning
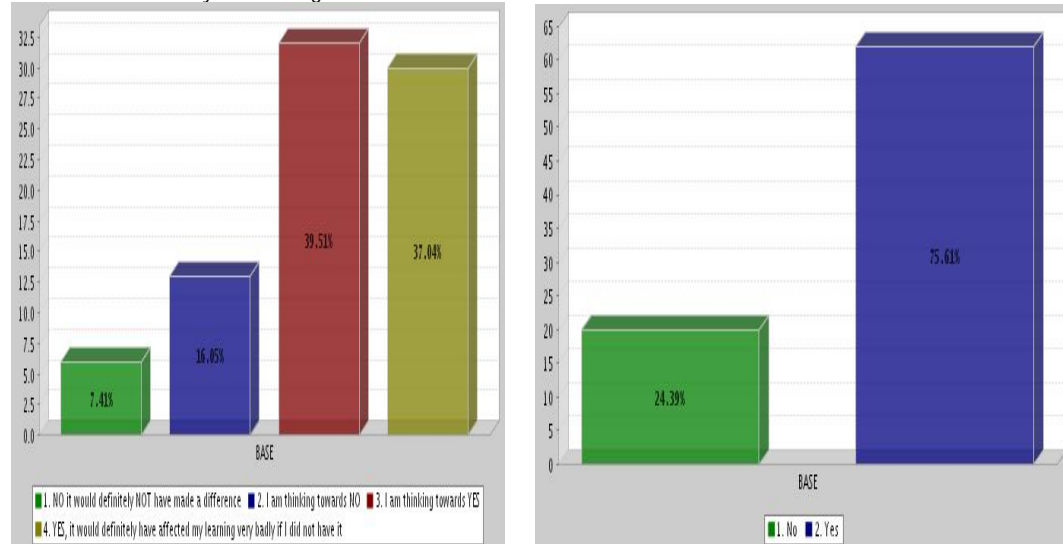


Students : Question 35 : Costs of Internet use. What is your own opinion.
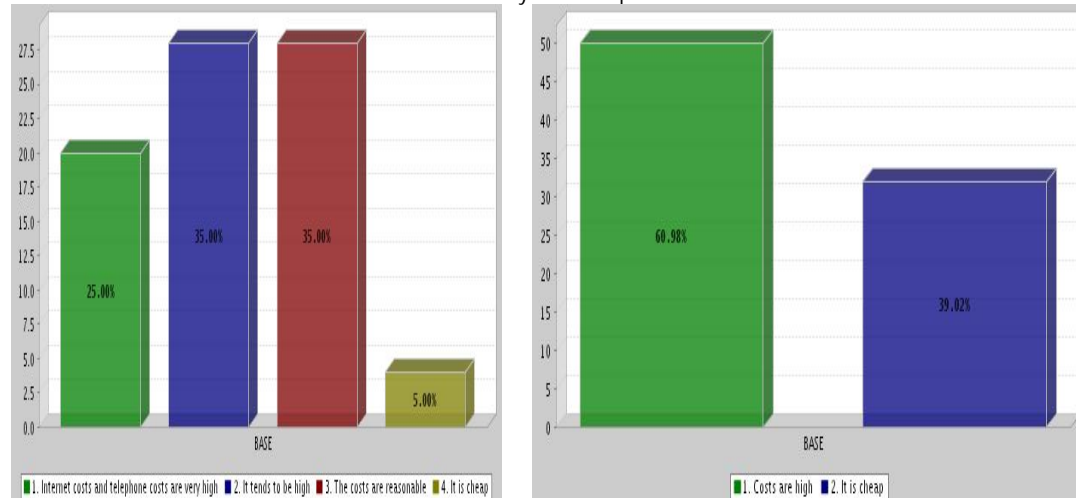


Students : Question 36 : Please give your estimate of your Internet and telephone costs per month
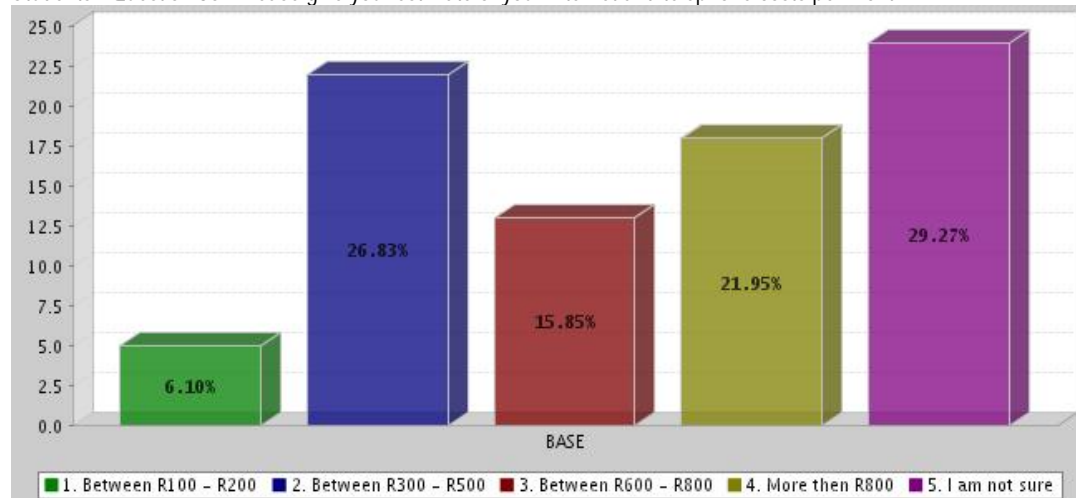
Students : Question 37 : E-mail address changed?



| Legend |
|--------|
| 1. I have changed my email address during the year   2. My email address stayed the same for the year |
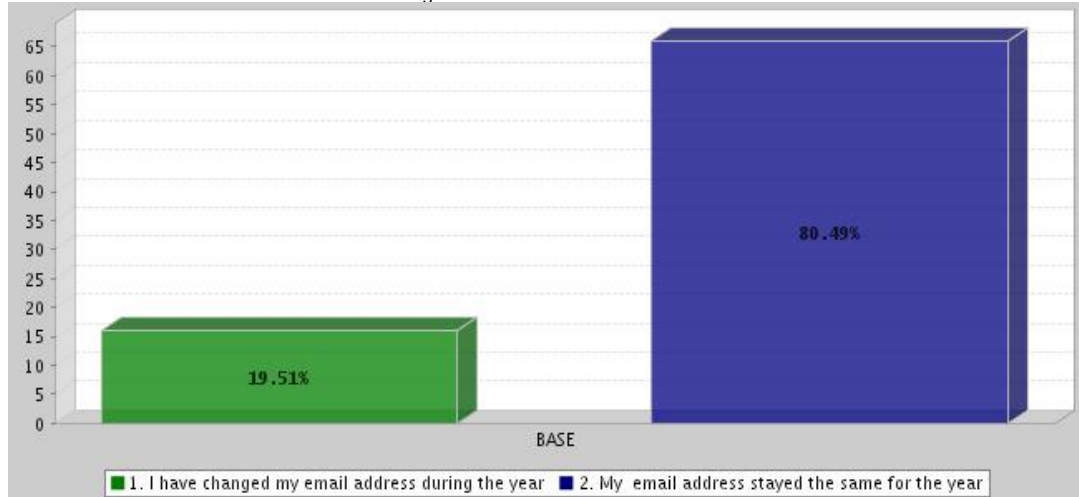
Students : Question 38 : Cellphone number changed?



| Legend |
|--------|
| 1. I do not have a cell phone   2. My number has changed during the year   3. My number did not change during the year |
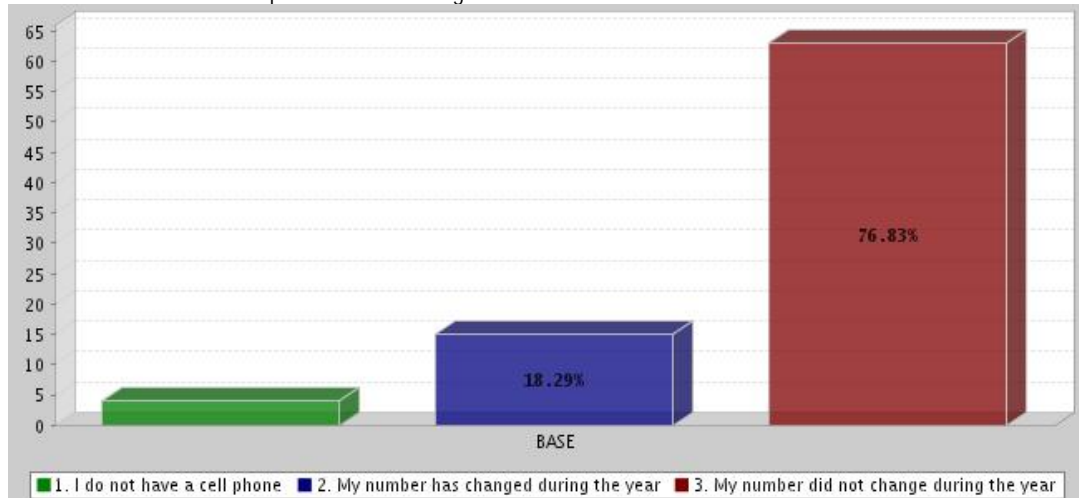
Students : Question 39 : I prefer to be contacted through



| Legend |
|--------|
| 1. My home telephone   2. My email   3. My cellphone |
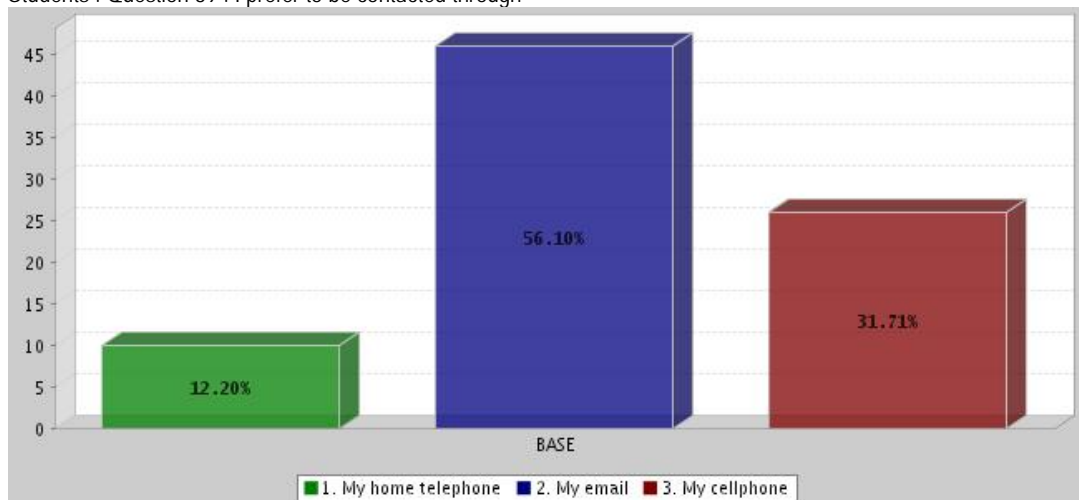
Students : Question 40 : Did the online system challenge you to think about things differently and how other people think about it. (Critical thinking)
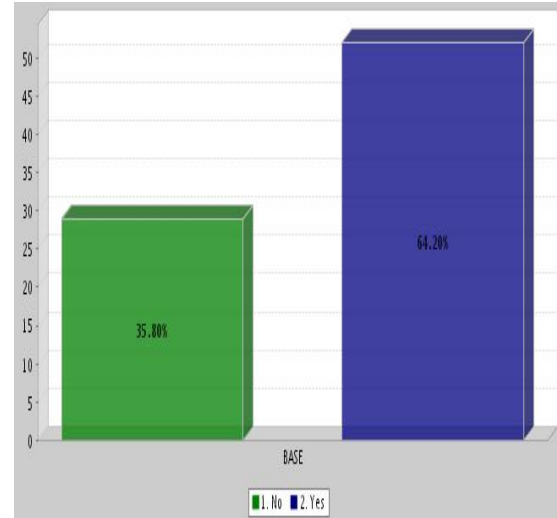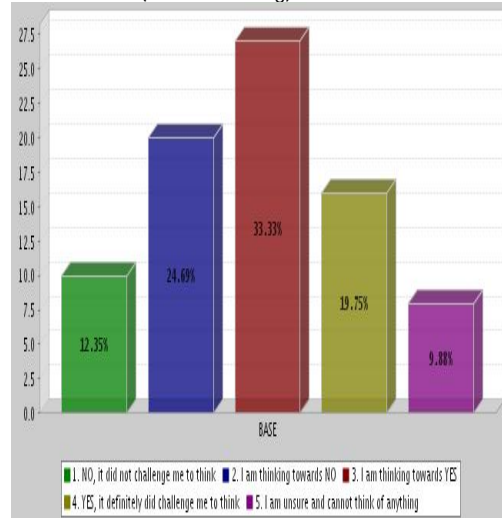


Students : Question 41 : Do you think it is useful to you to repeat things until you have mastered it. Do you agree with the statement "repetition is the mother of learning"  (behaviorism)
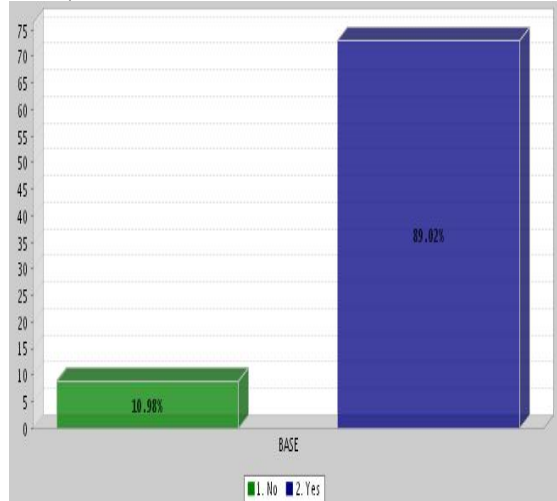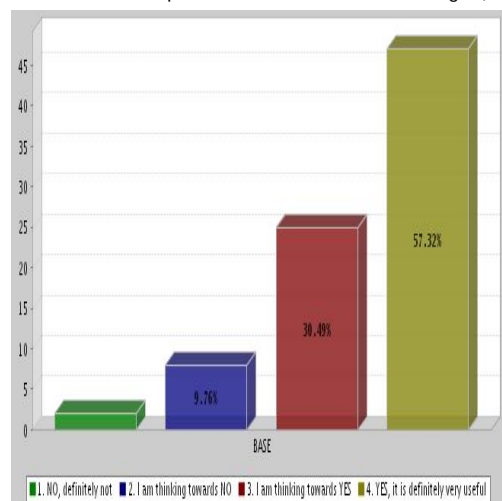


Students : Question 42 : Was the work that you did a challenge to you, or was it too easy for you? (challenge)
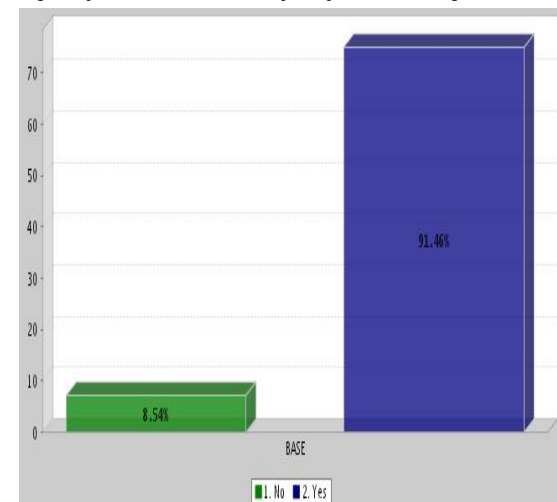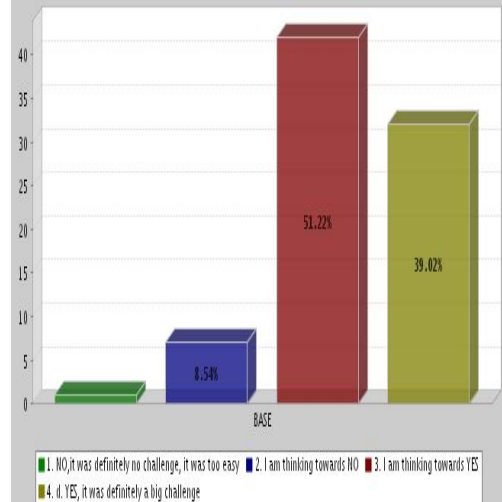
Students : Question 43 : Did you benefit from the way that some of the work was fixed  (highly structured)
In other words: do you think it is good for you to have a fixed structure, deadlines etc in some work with marked out fixed content.



1. NO, I did not benefit, I wanted flexible work  2. I am thinking towards NO  3. I am thinking towards YES
4. YES, I definitely liked to work in something that was structured.



1. No  2. Yes
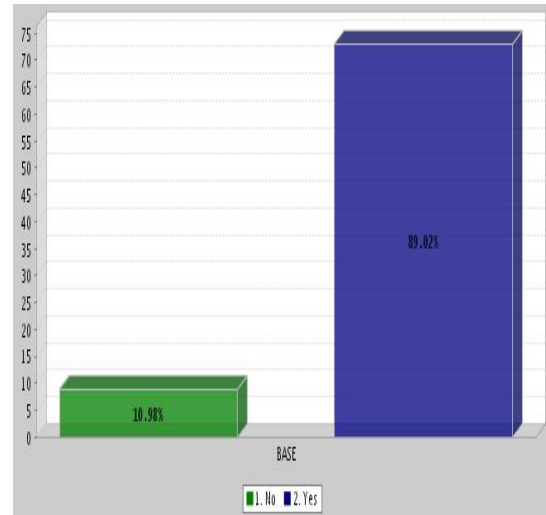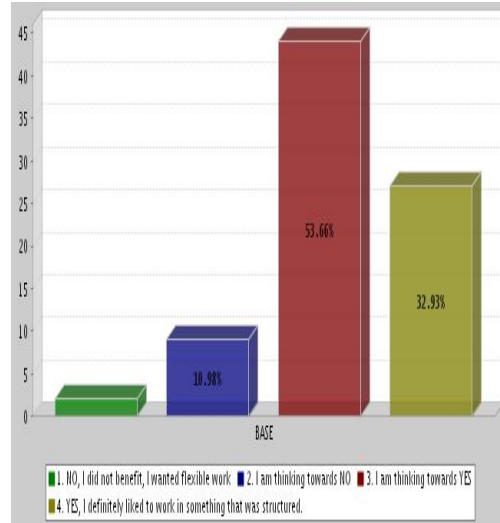
Students : Question 44 : Did the online system allow you to learn about things that you could recognise in the real world?  (real world situations), in other words: were there things that think you could apply in the real world?



1. NO, it was all unknown things that did not connect to the real world   2. I am thinking towards NO
3. I am thinking towards YES  4. YES, I could definitily see a lot of things from the real world in the work



1. No  2. Yes
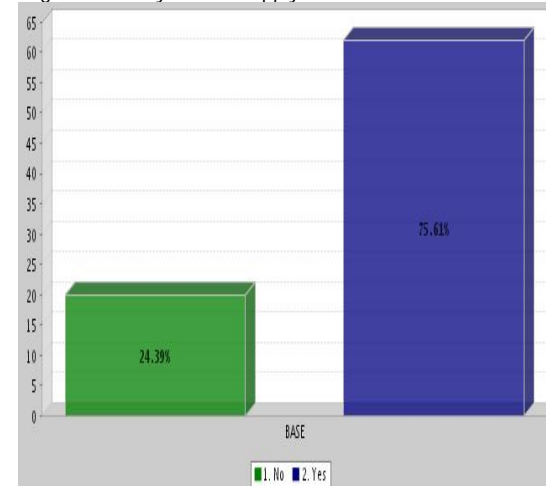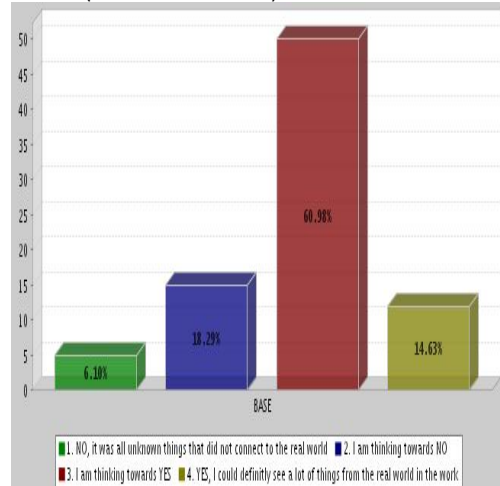
Students : Question 45 : Did the online system help you to learn by discovering things? In other words: you had to go out and find out things  (discovery learning)



1. NO, I never felt that I learned by discovering things  2. I am thinking towards NO  3. I am thinking towards YES
4. Yes, I definitely learned by discovering things frequently



1. No  2. Yes
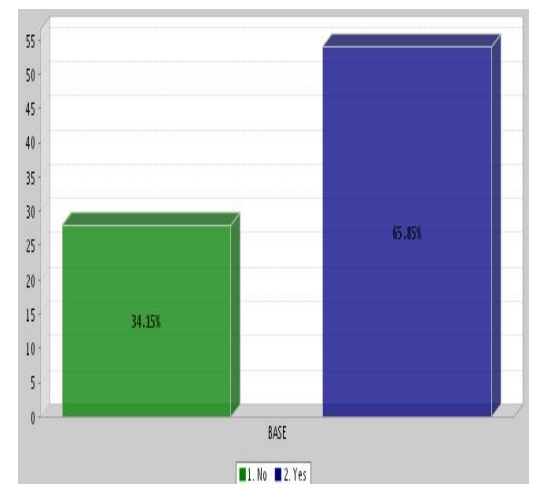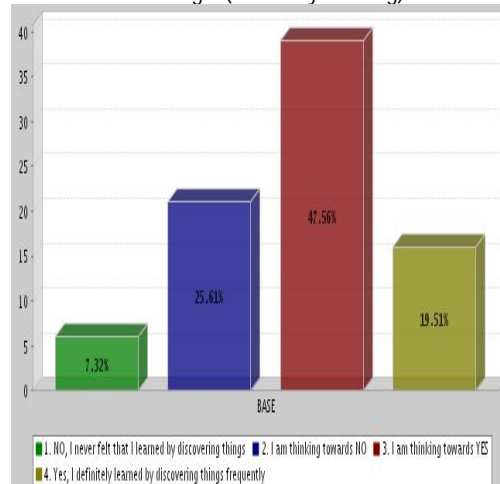
Students : Question 46 : In working with the online system, did you feel as if it was just like a teacher? (opp-discovery)
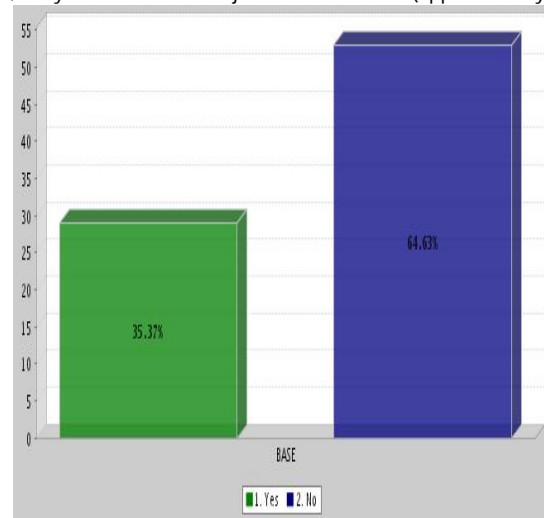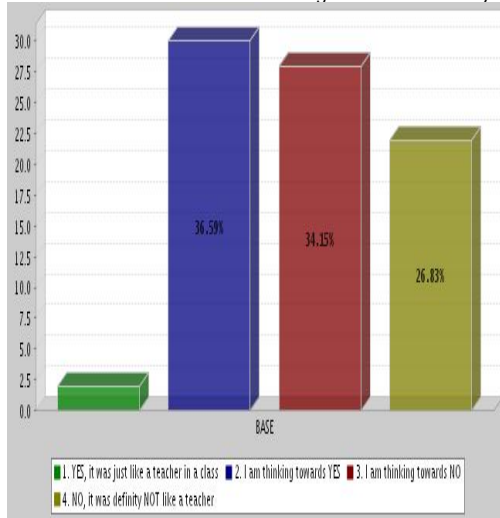


Students : Question 47 : Do you feel the online system was just as valuable as a teacher
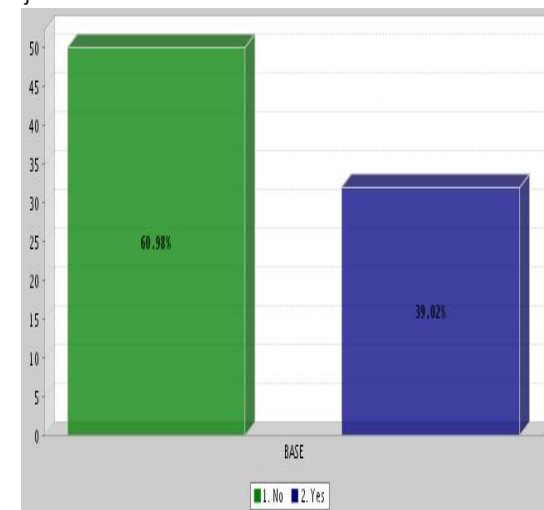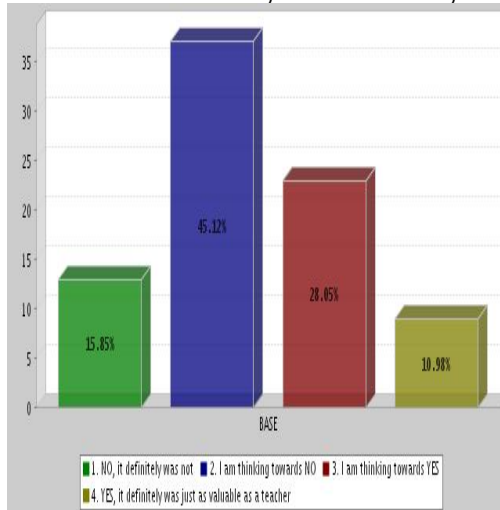


Students : Question 48 : Did the online system allow you to choose WHEN you wanted to learn
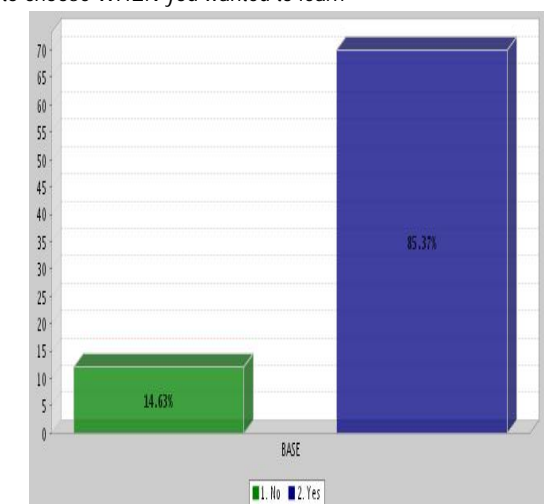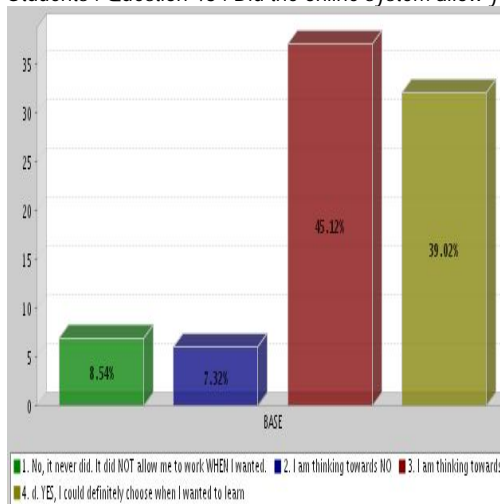
Students : Question 49 : Did the online system enable you to choose WHERE (the place) you wanted to learn?
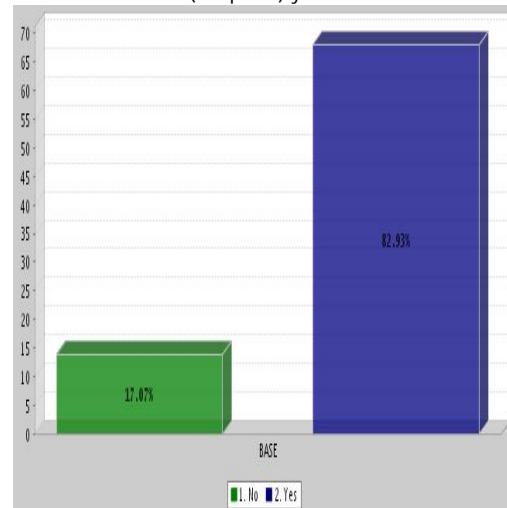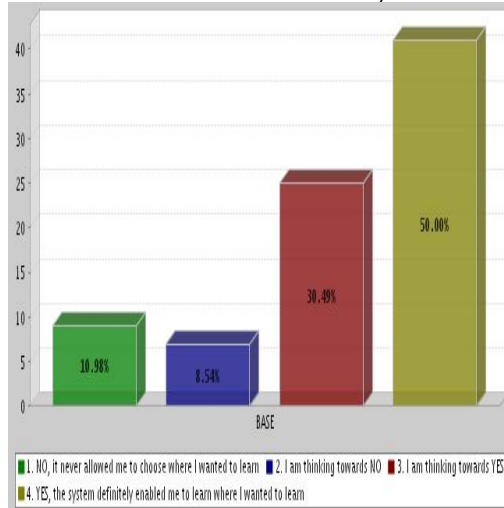


Students : Question 50 : Did the online system enable you to choose how FAST you wanted to go through the work?
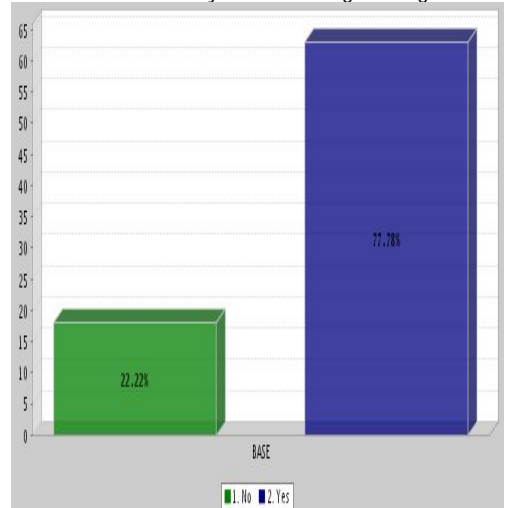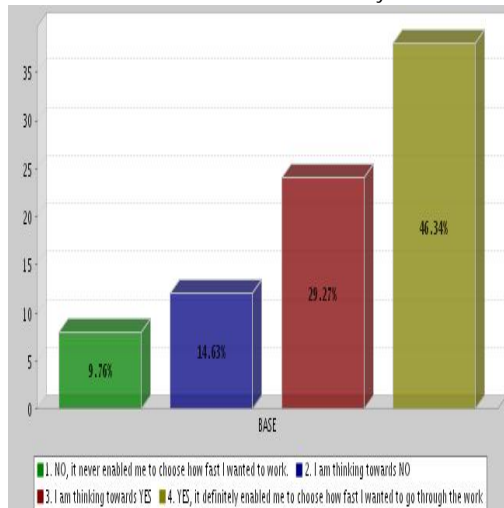


Students : Question 51 : Did the online system allow you to change the program the way it suits you?
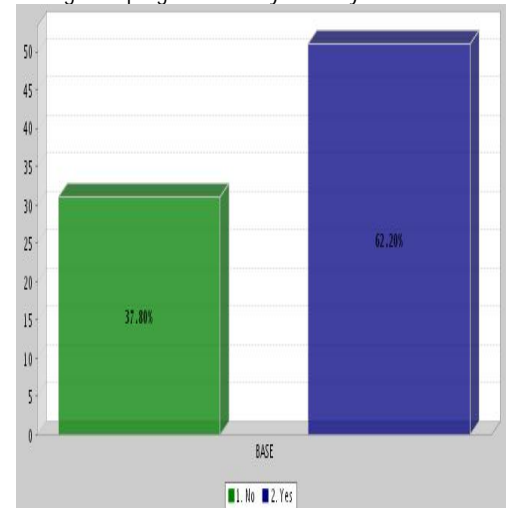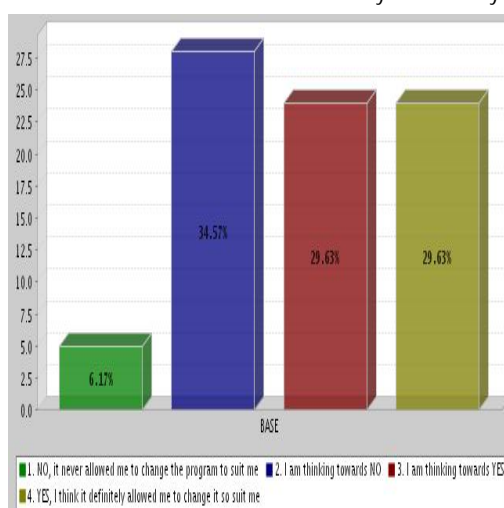
Students : Question 52 : Did the online system make it easier for you to learn?
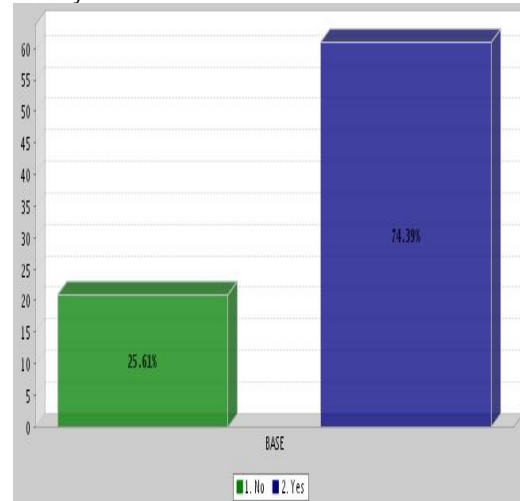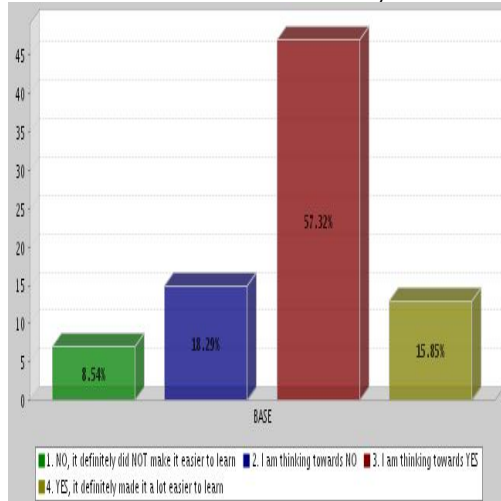




Students : Question 53 : Did the online system help you to know exactly what lessons and work you were supposed to do for the year?
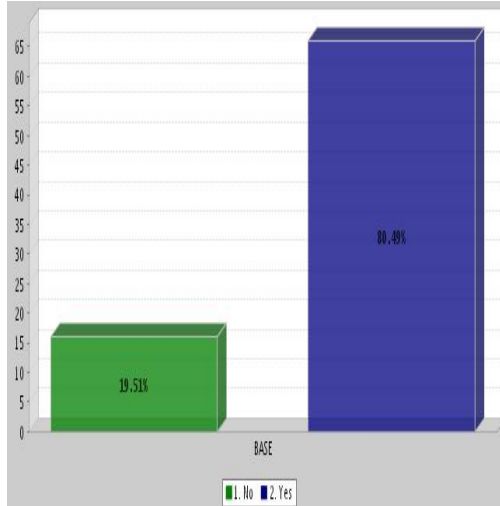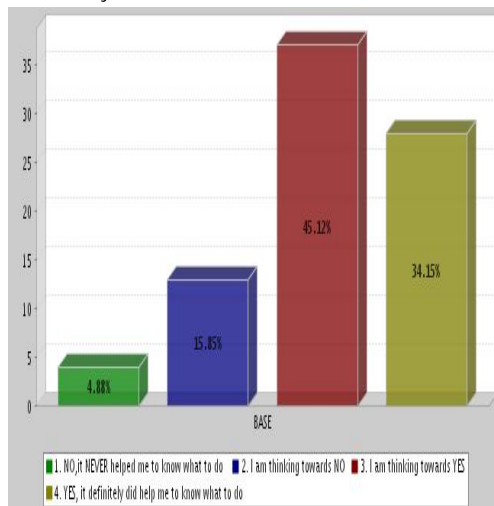




Students : Question 54 : Did the online system help you to learn together with others?
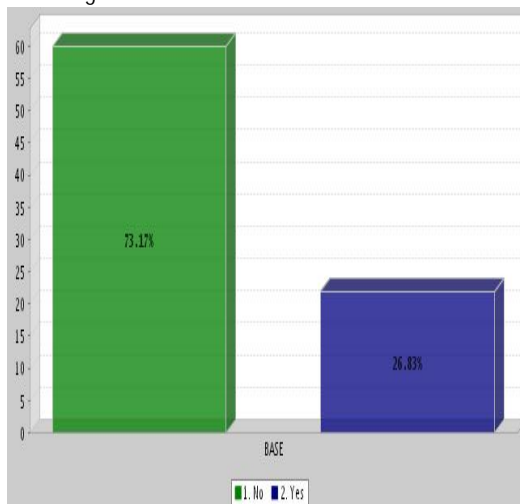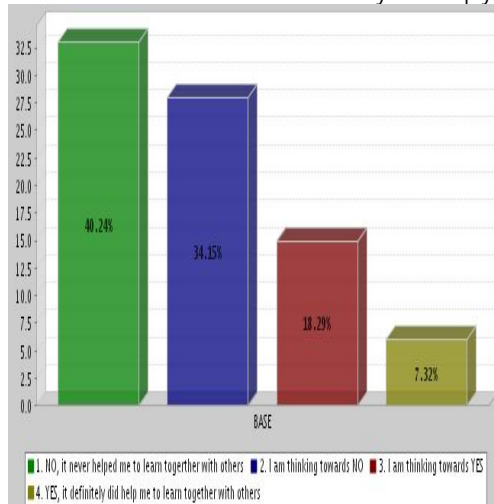
Students : Question 55 : Did you attend the workshops?
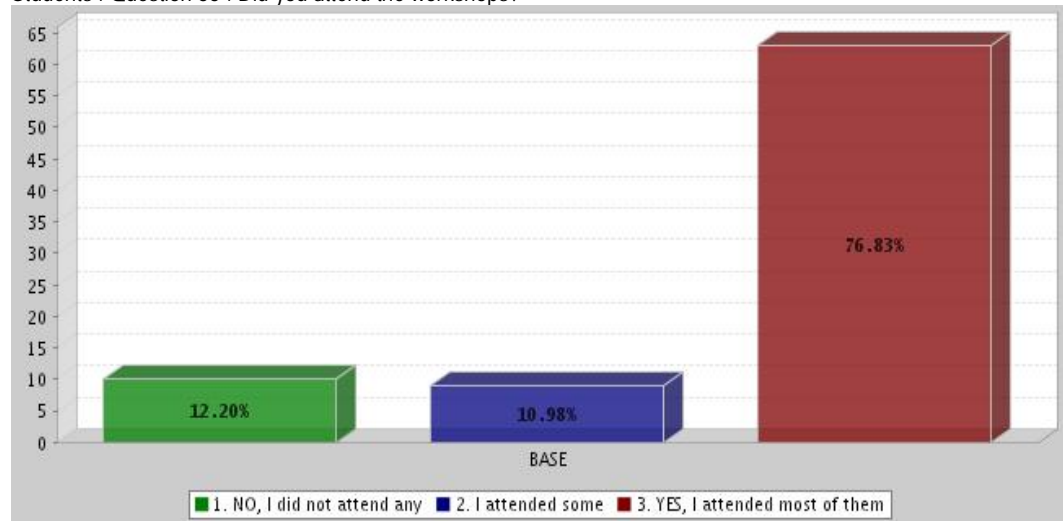


Students : Question 56 : How valuable was the online program to you?
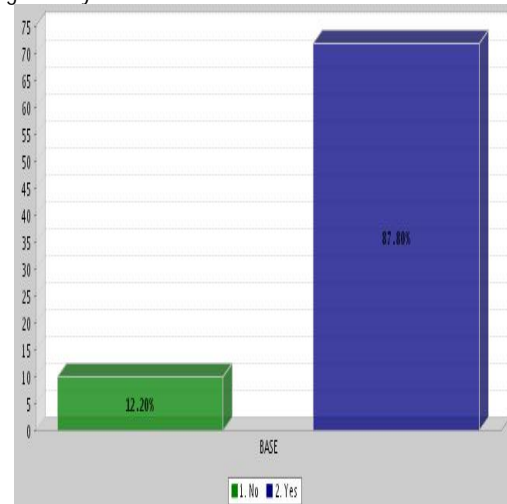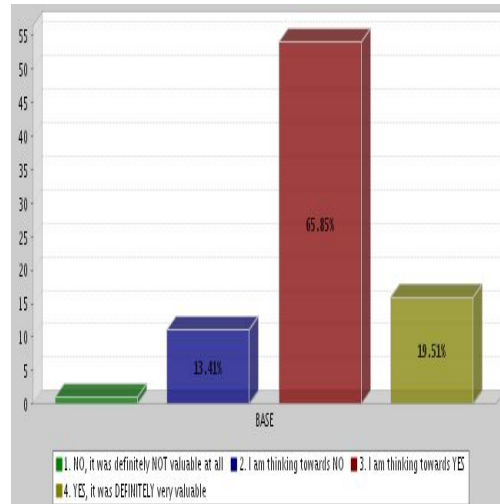


Students : Question 57 : How valuable were the workshops to you?
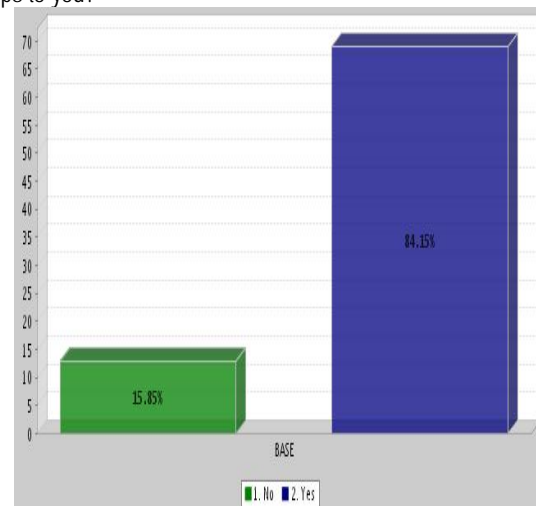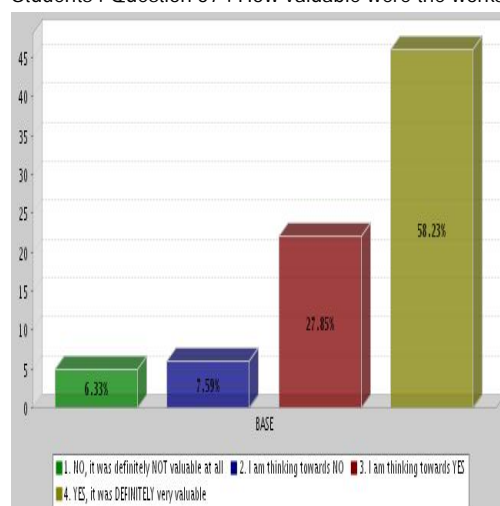
Students : Question 58 : What do you find more useful, the online system or the workshops
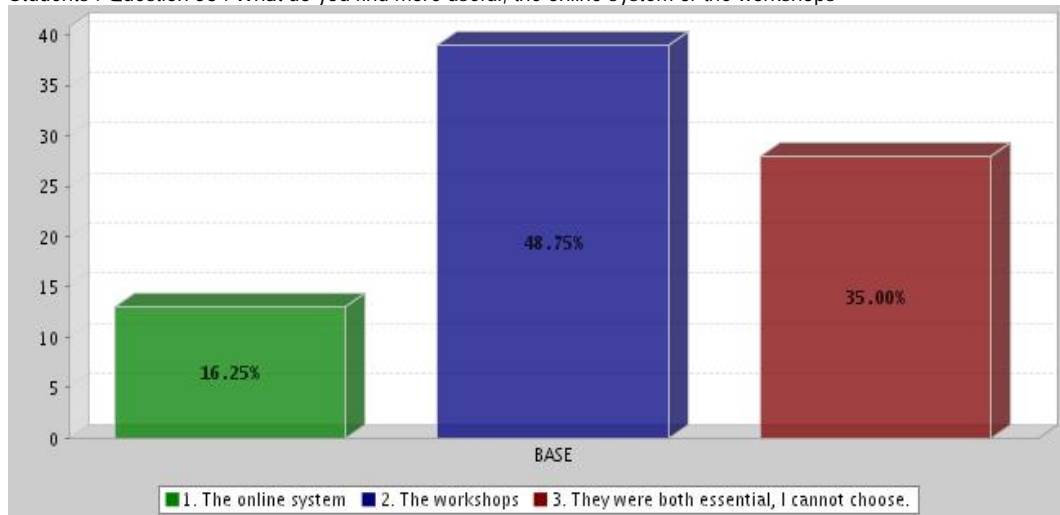


Students : Question 59 : Did you make use of online system to talk to other students?
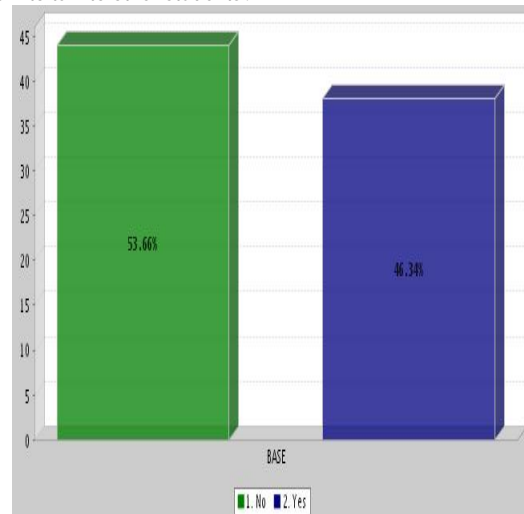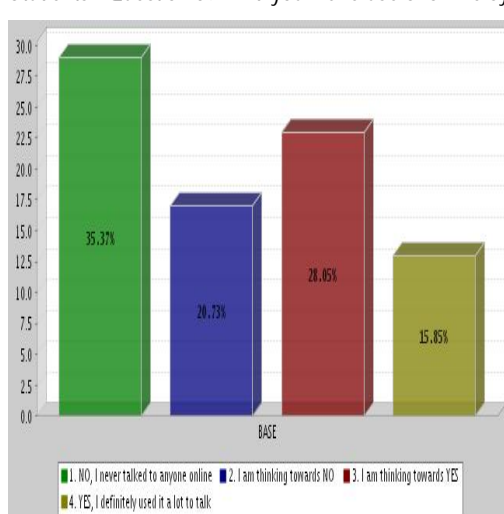


Students : Question 60 : How do you value the feedback (replies) that you got from the teachers and students, and in your assignments?
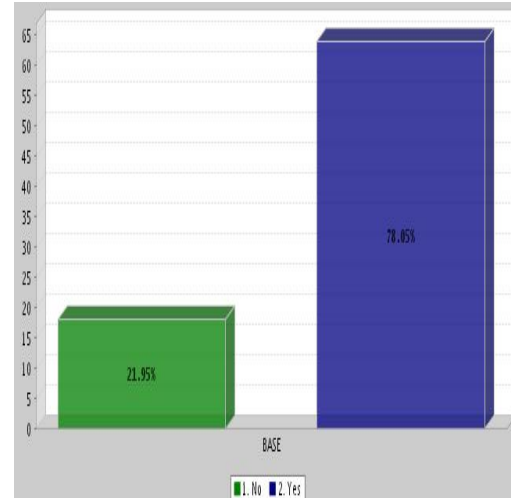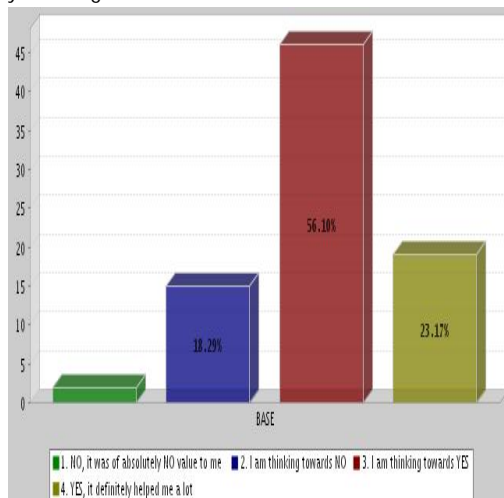
Students : Question 61 : Do you prefer to work alone?
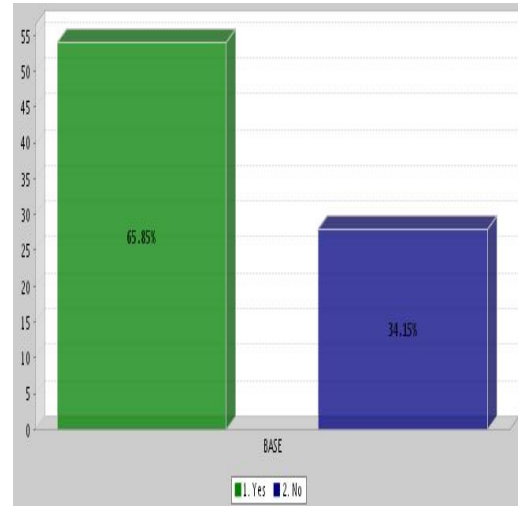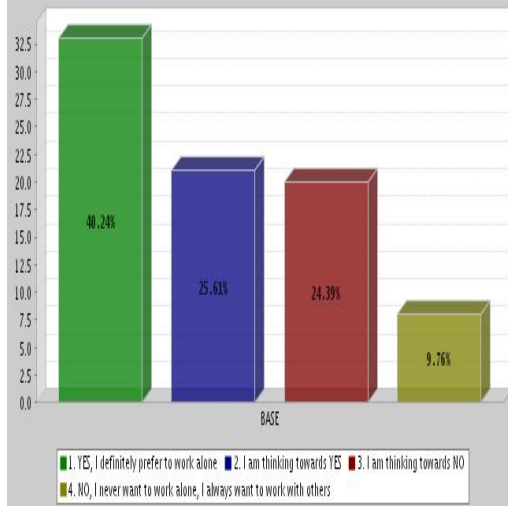


Students : Question 62 : Did your parents suppport and encourage you?
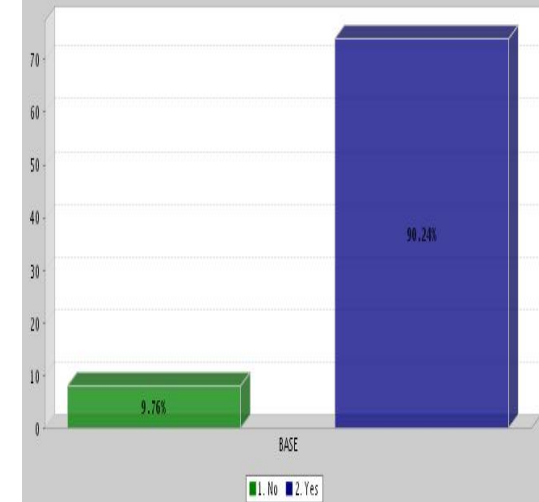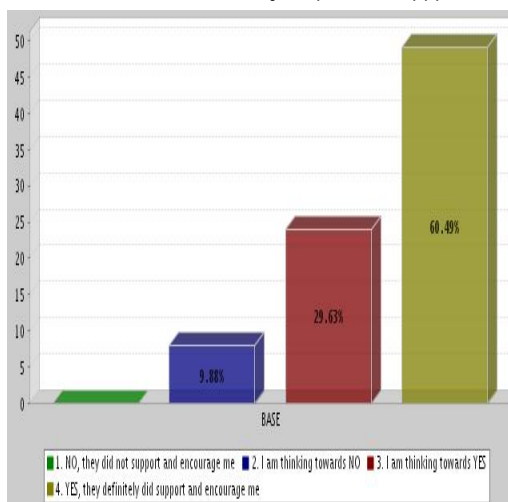


Students : Question 63 : Did your parents work with you?
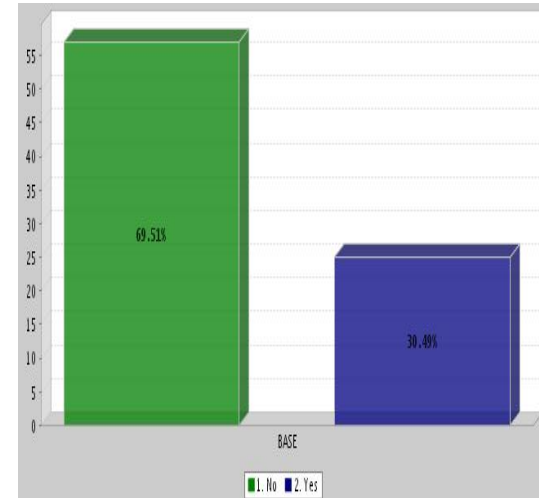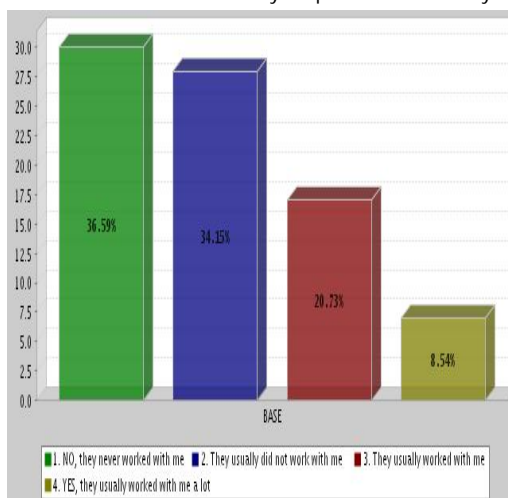
Students : Question 64 : Do you think that if parents helped their children, it will be easier for them to pass their exams?
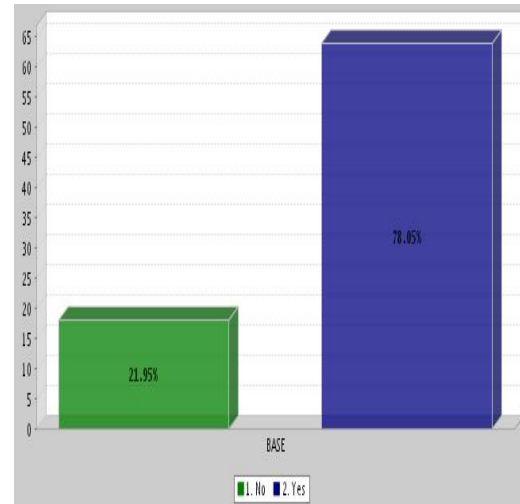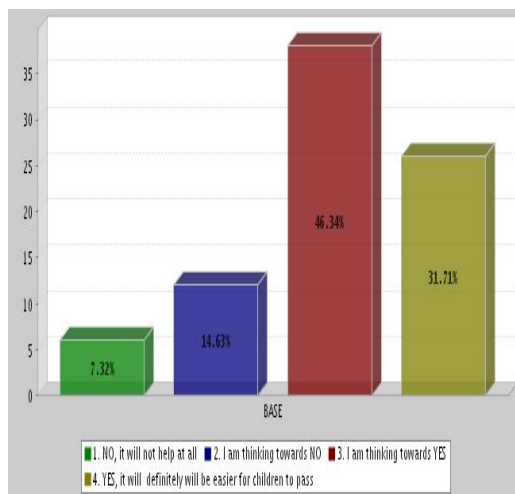




Students : Question 65 : What do your parents know about the content of your courses?
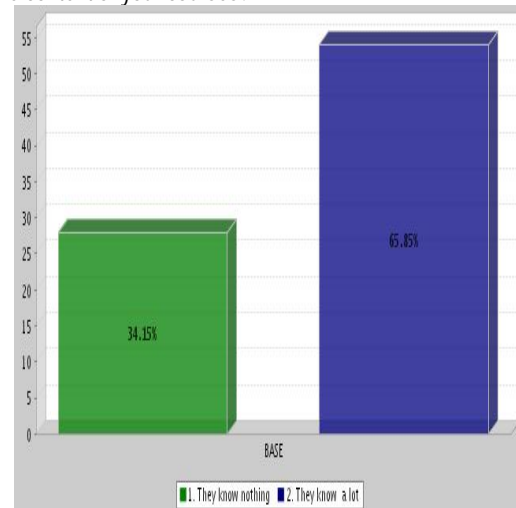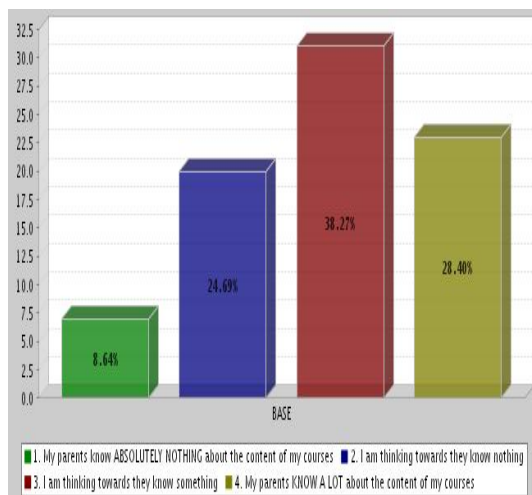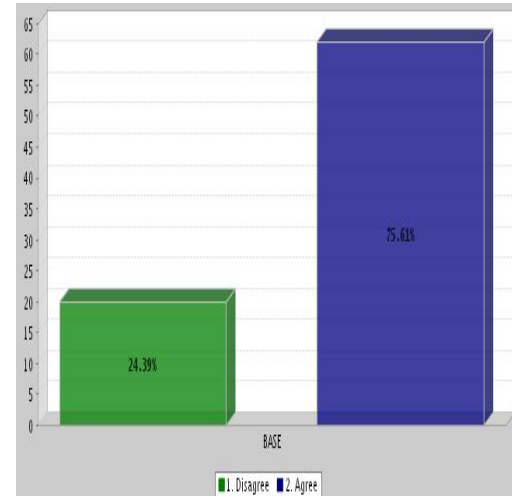




Students : Question 66 : I do not need to get support from anyone. I am motivated and responsible.
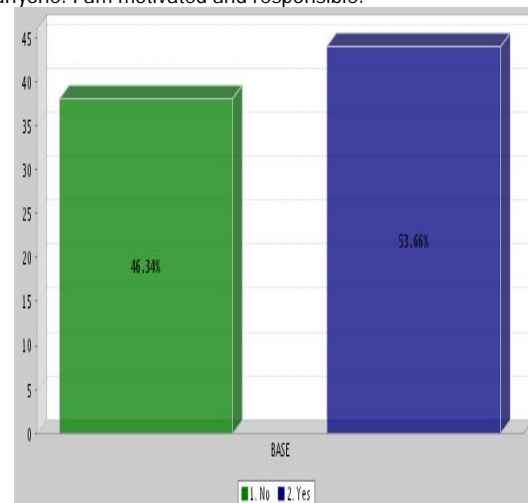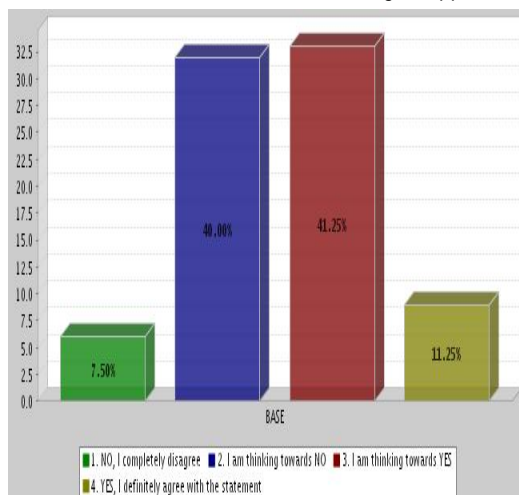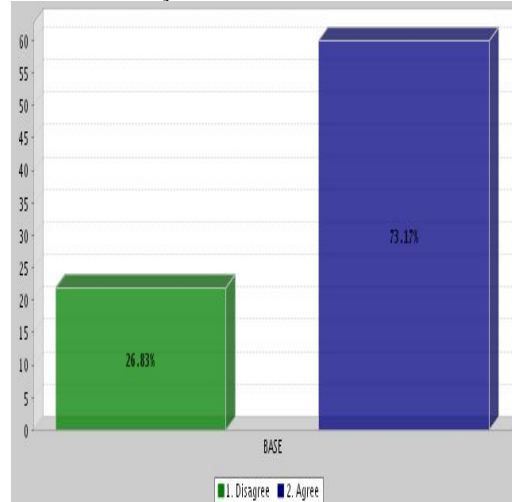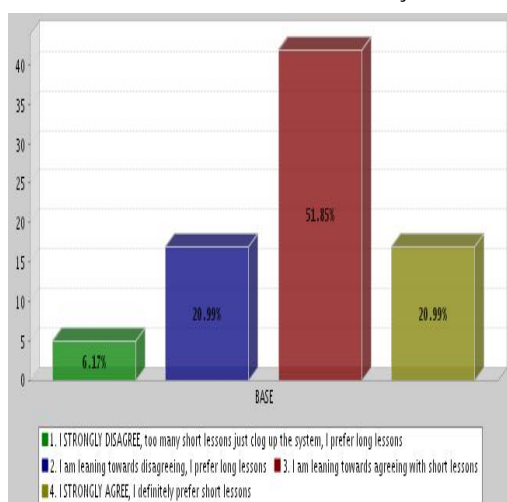
Students : Question 67 : Even though I am motivated, I still think I needed a lot of help to get used to the system, and to get used to the type of work
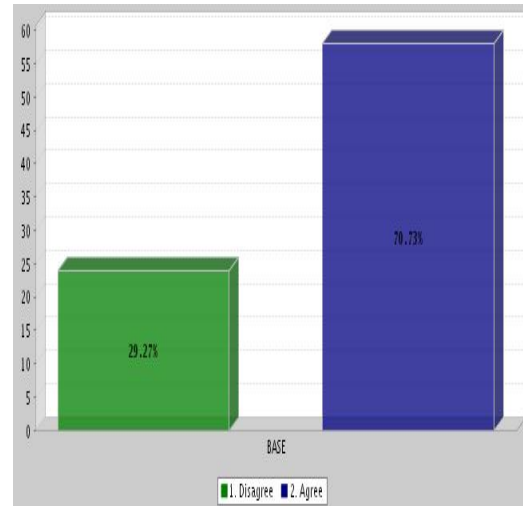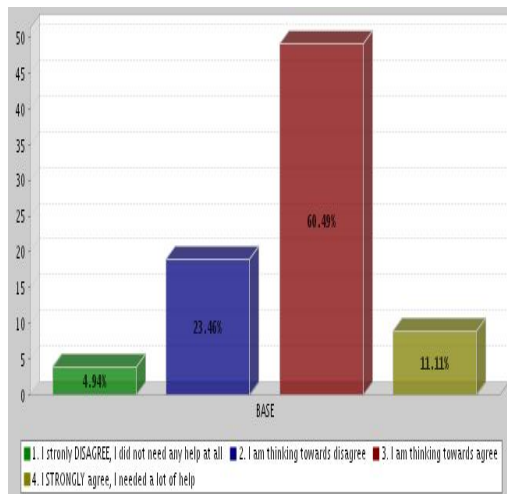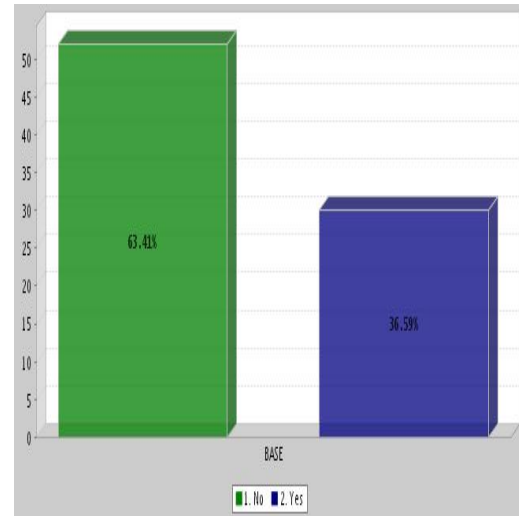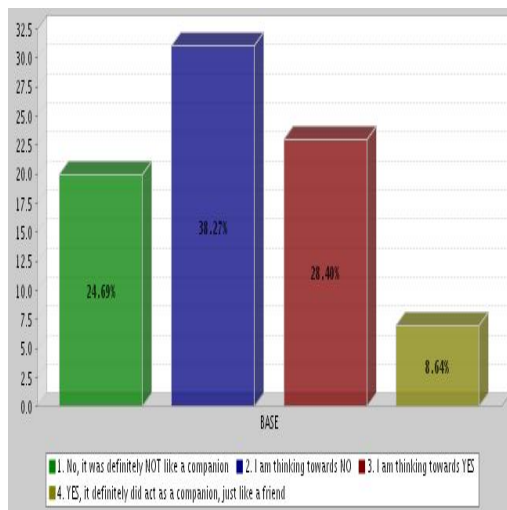


Students : Question 68 : In a system like this, I need to have a lot of instructions and information to be successful.
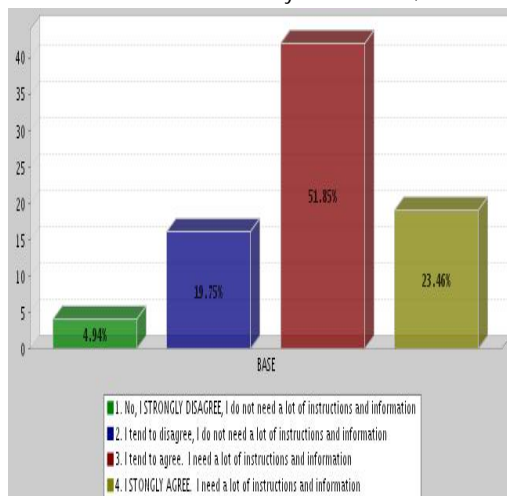


Students : Question 69 : The lessons in a system like this should be small byte-sized lessons.
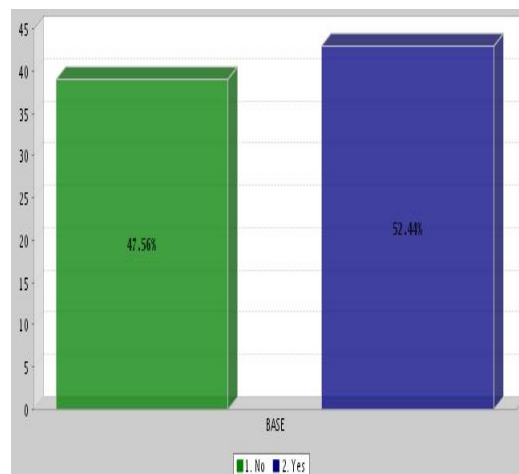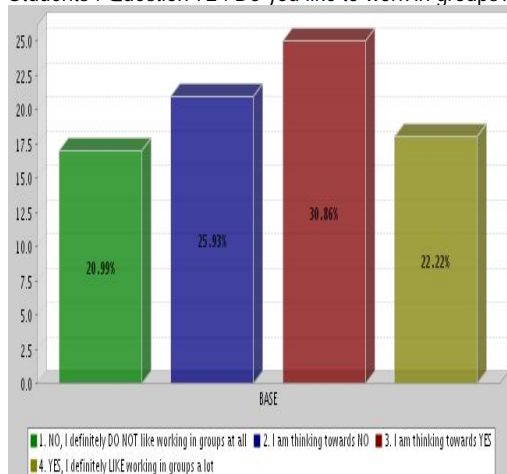
Students : Question 70 : Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend.
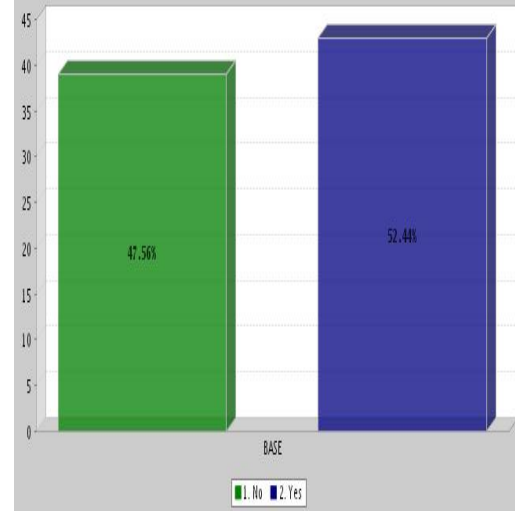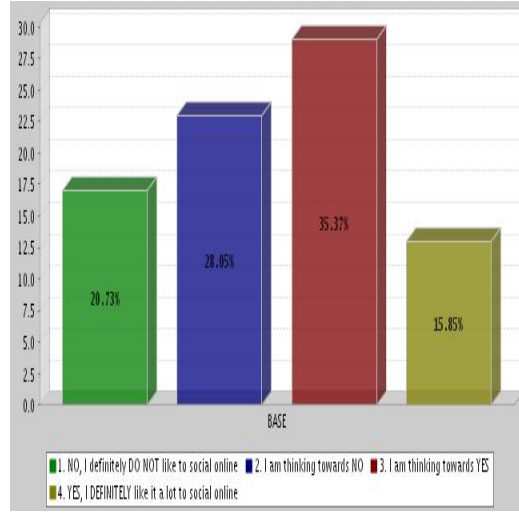


Students : Question 71 : Do you feel like you belong to a group now that you are in this system (like a school or a community)? Do you feel that you have a group identity.
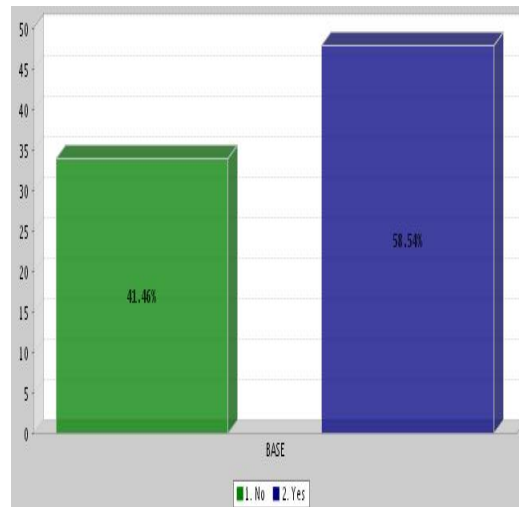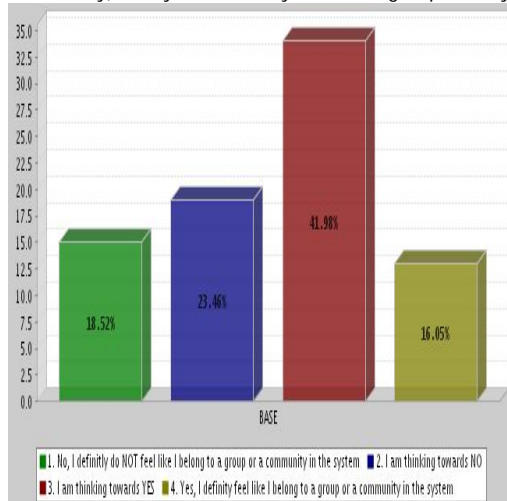


Students : Question 72 : Do you like to work in groups?

Students : Question 73 : Do you like to social online, talking and chatting about things that are not related to the work?



1. NO, I definitely DO NOT like to social online  ■2. I am thinking towards NO  ■3. I am thinking towards YES
4. YES, I DEFINITELY like it a lot to social online

1. No  2. Yes

Students : Question 74 : How much did you social online?



1. NO, I never socialized online  ■2. I am thinking towards NO  ■3. I am thinking towards YES
4. YES, I definitely socialized a lot online

1. Not much  2. A lot
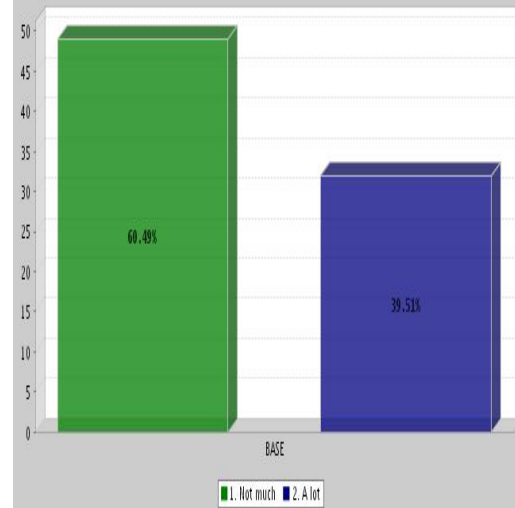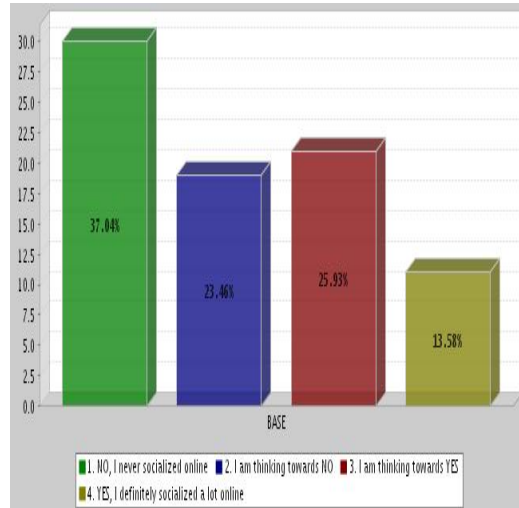
Students : Question 75 : I felt isolated (alone) even if there was an online system.



1. NO, I stronly DISAGREE, I never felt isolated  ■2. I am thinking towards NO  ■3. I am thinking towards YES
4. I DEFINITELY AGREE, I felt ISOLATED FREQUENTLY

1. Disagree  2. Agree

_____
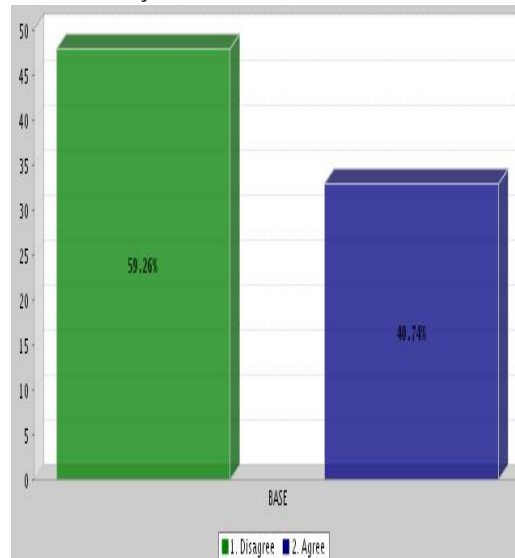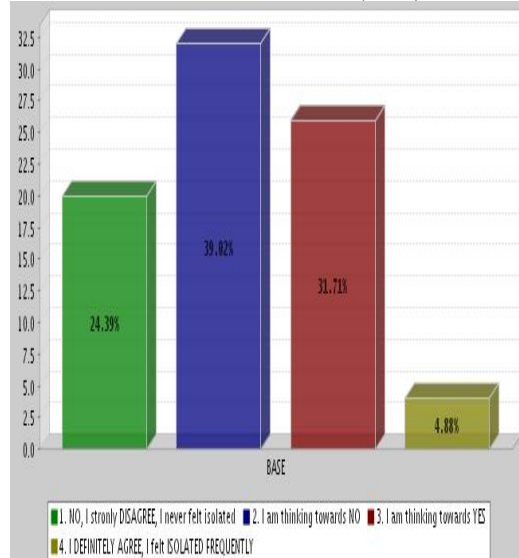
Students : Question 76 : How much did you talk to teachers online?
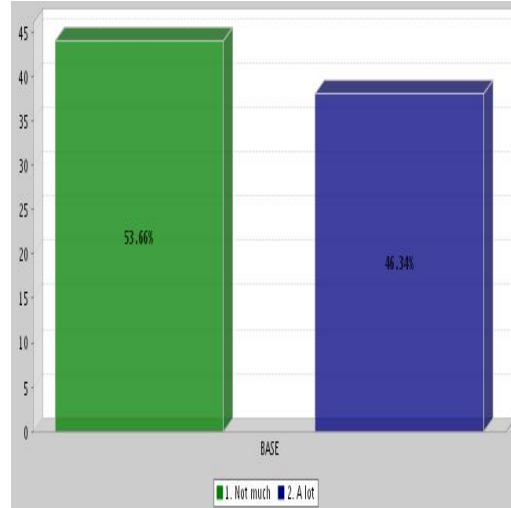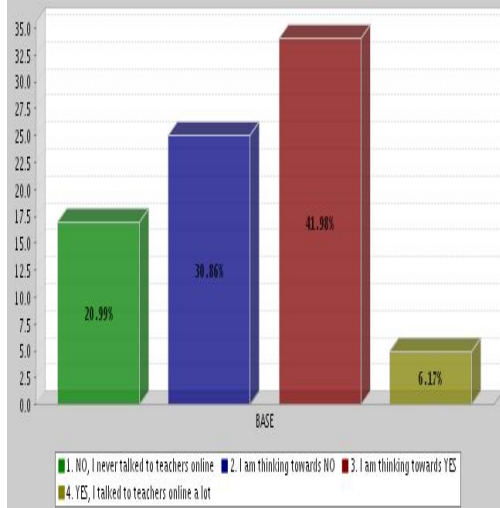


Students : Question 77 : I work hard because I want to impress and please my parents.
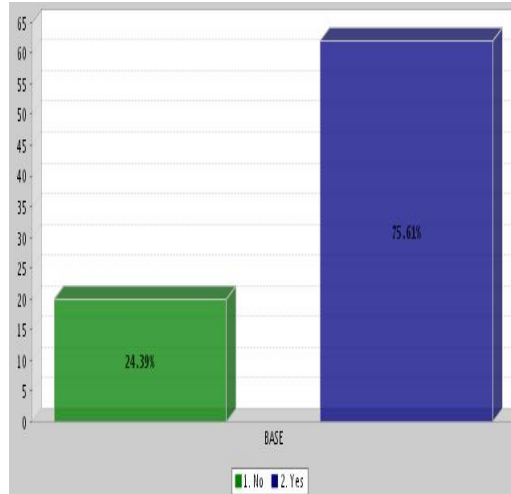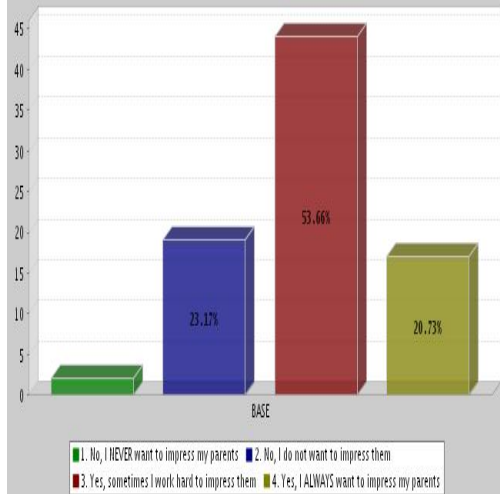


Students : Question 78 : I may work hard because I want to impress and please my friends.
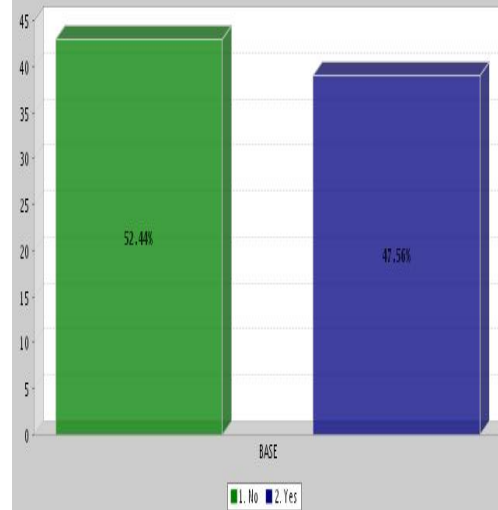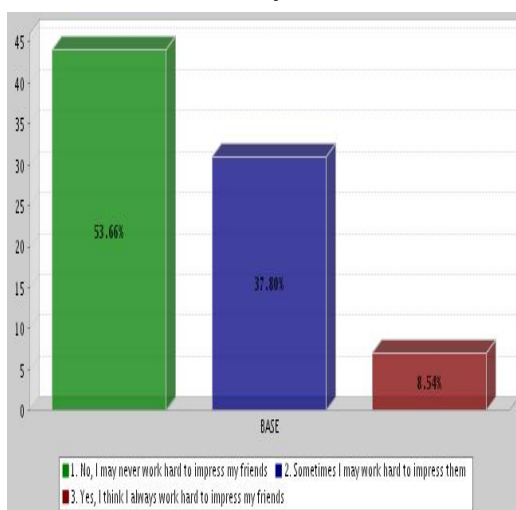
Students : Question 79 : I like to be rewarded for good work. I like the fact that there is a Hall of fame in the system.
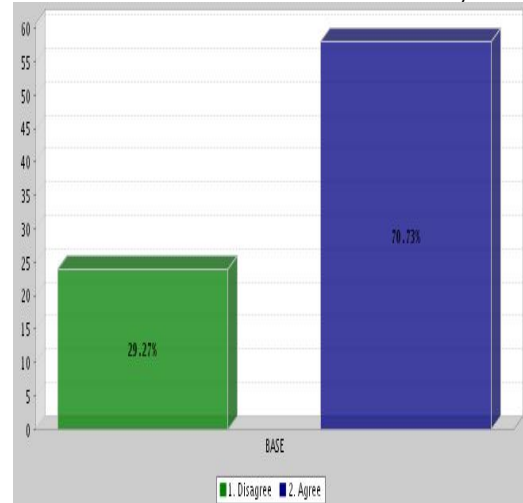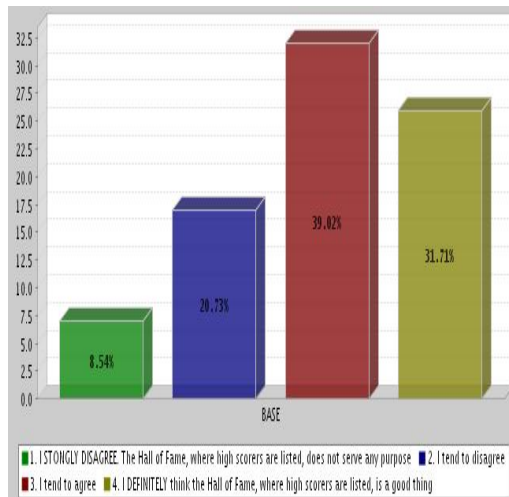


Students : Question 80 : I feel uncomfortable (shy) to discuss things online
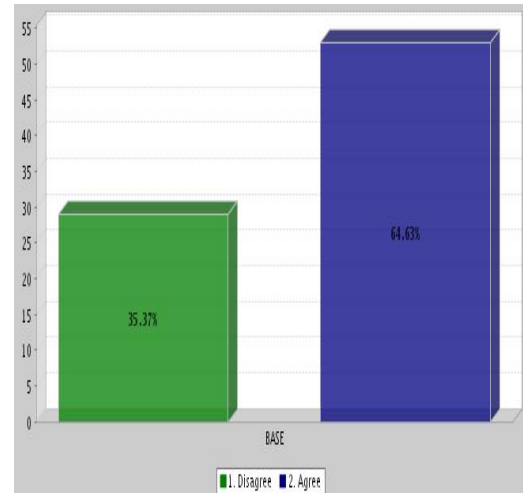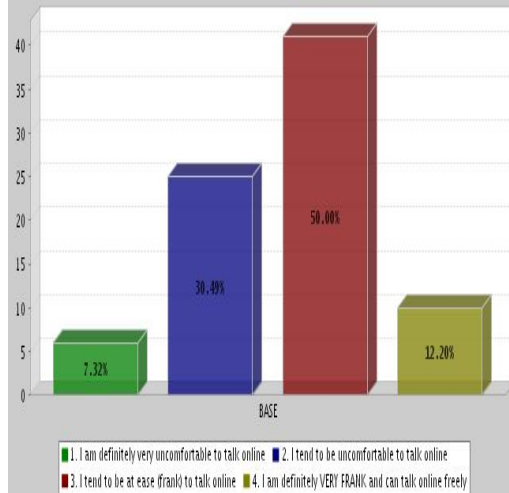


Students : Question 81 : Some people are afraid to talk online because they are scared that the others may laugh at their questions.
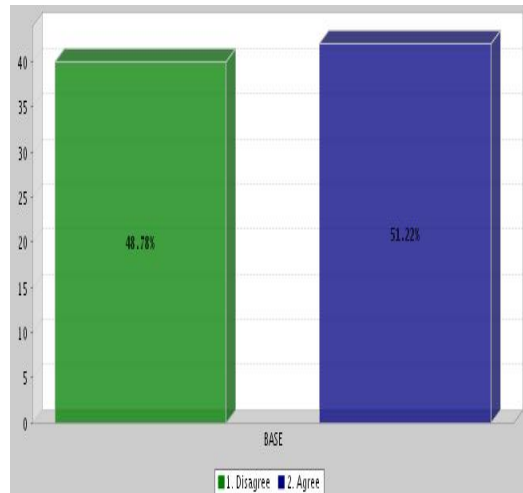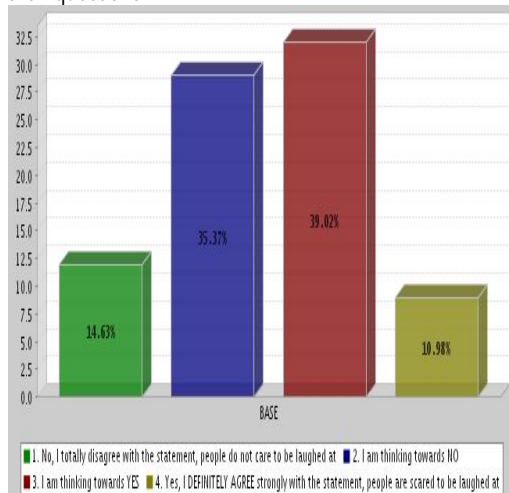
Students : Question 82 : If I could talk online and be anonymous, so that nobody knows who I am, I may talk more.
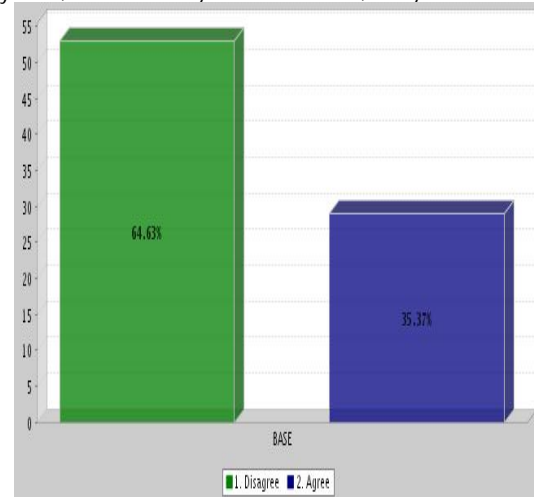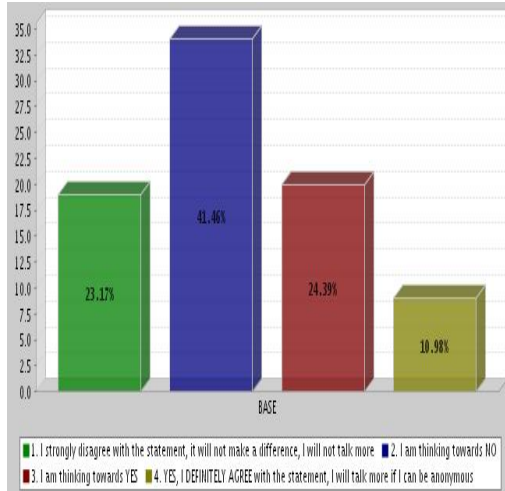


Students : Question 83 : The teachers are important in such an online system. Without them it will not work.
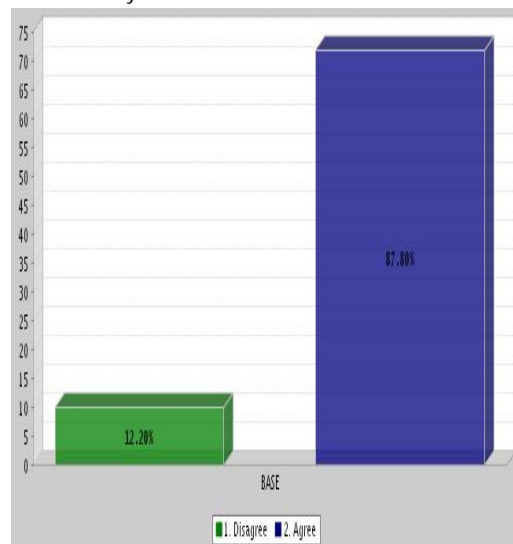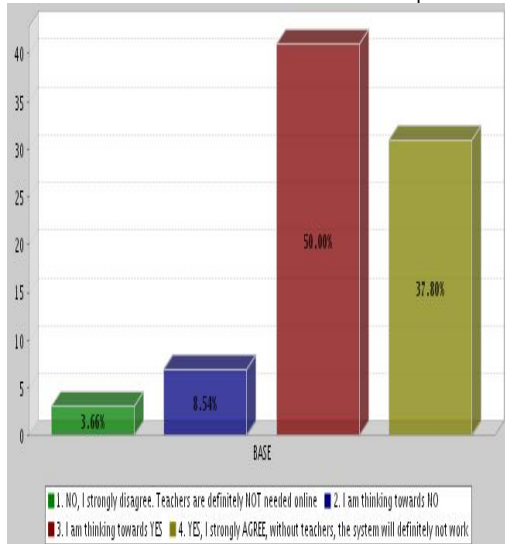


Students : Question 84 : If an online system like this is done properly, it is just as good as a normal school
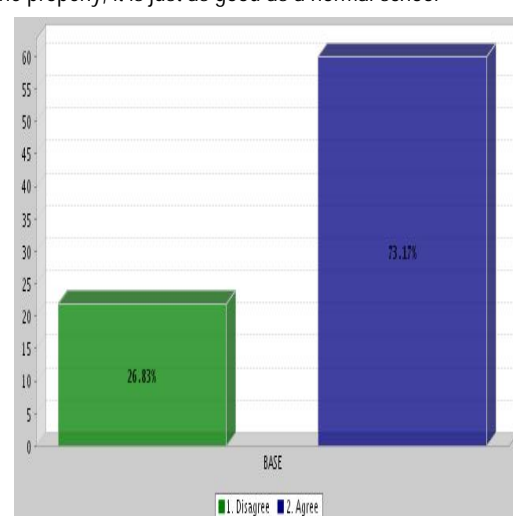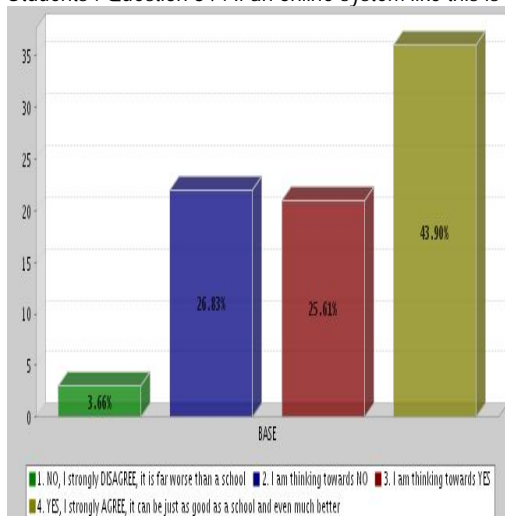
85 : Completed questionnaire for the year....
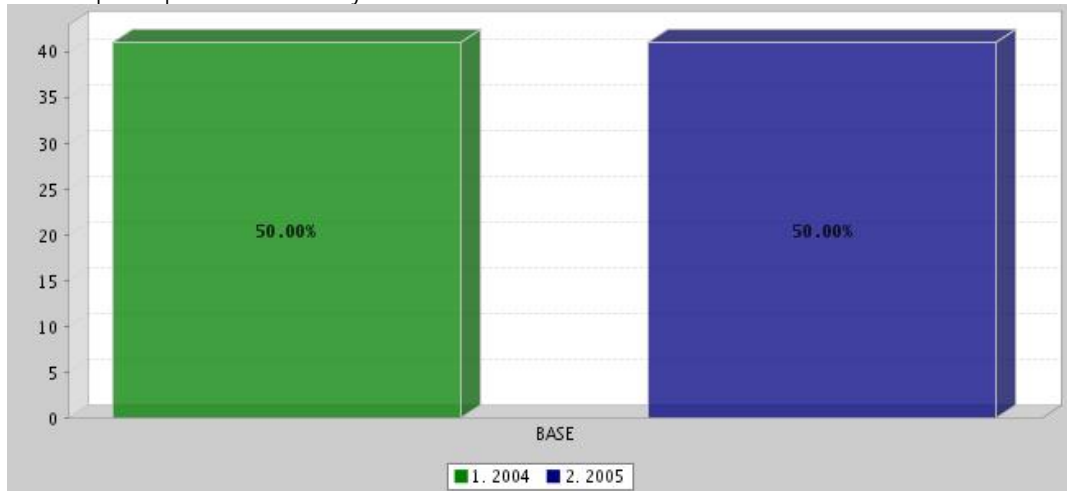


Students : Question 86 : Overall satisfaction (29 and 84)
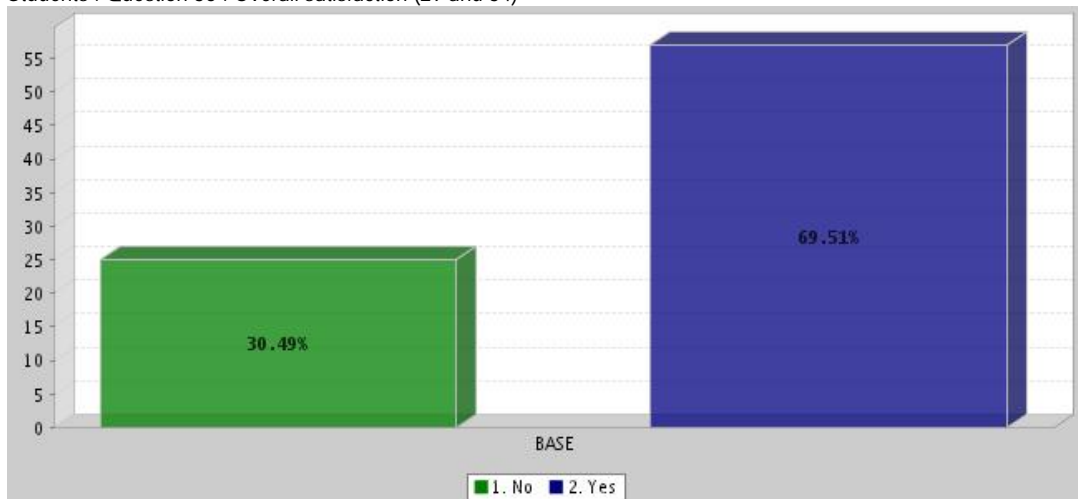


Students : Question 87 : Pedagogical Cognitive (24 40 41)
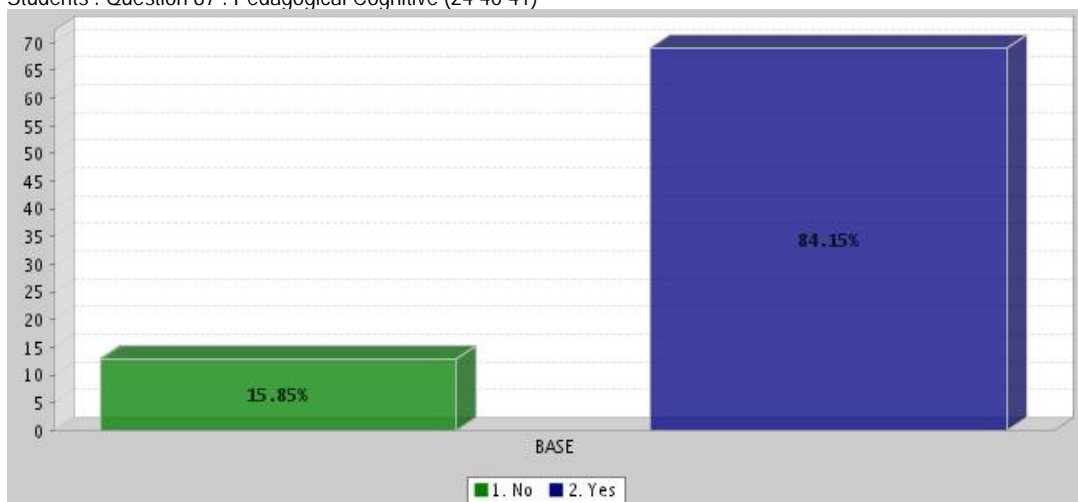
Students : Question 89 : Pedagogical Constructivist (44 45 46 47  67)
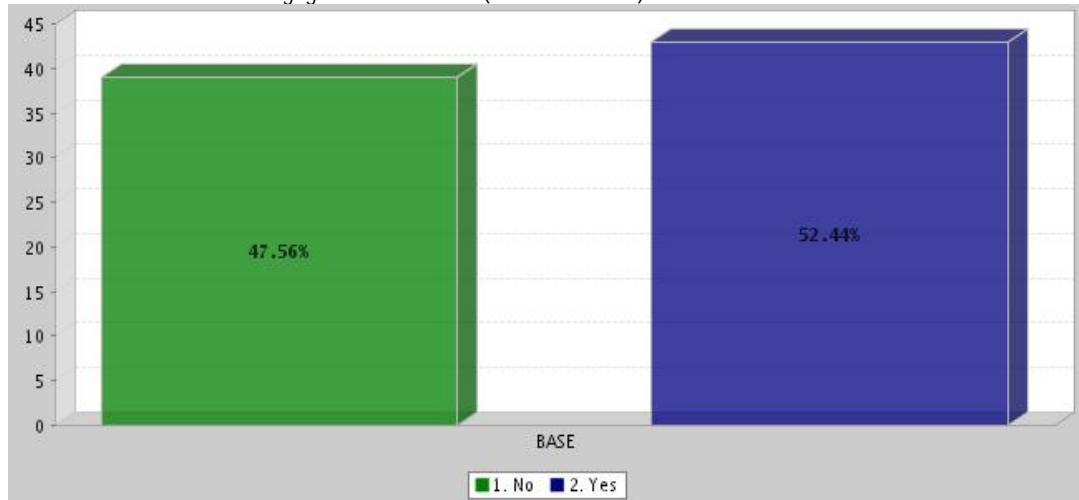


Students : Question 90 : Pedagogical Component Display (52 53  68 69)
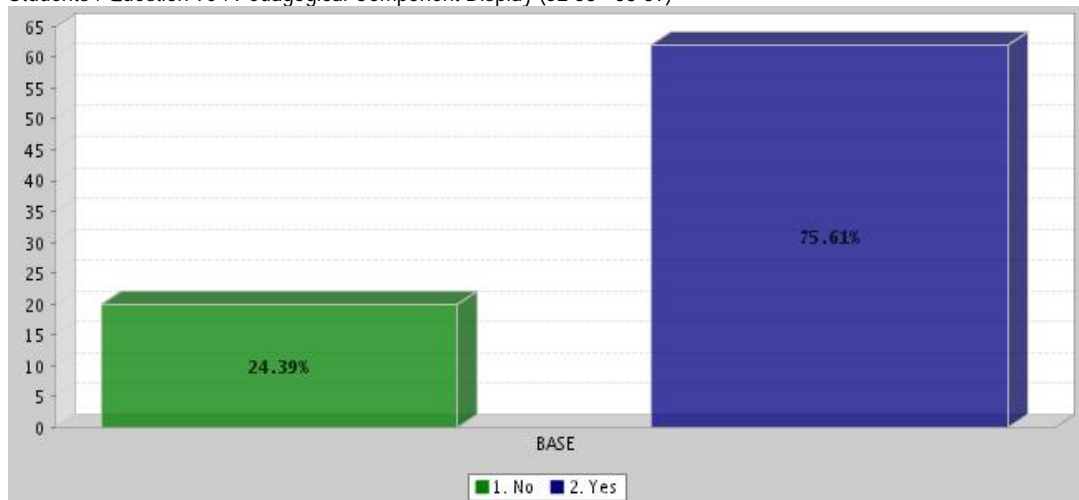


Students : Question 91 : Pedagogical Customization (48 49 50 51)
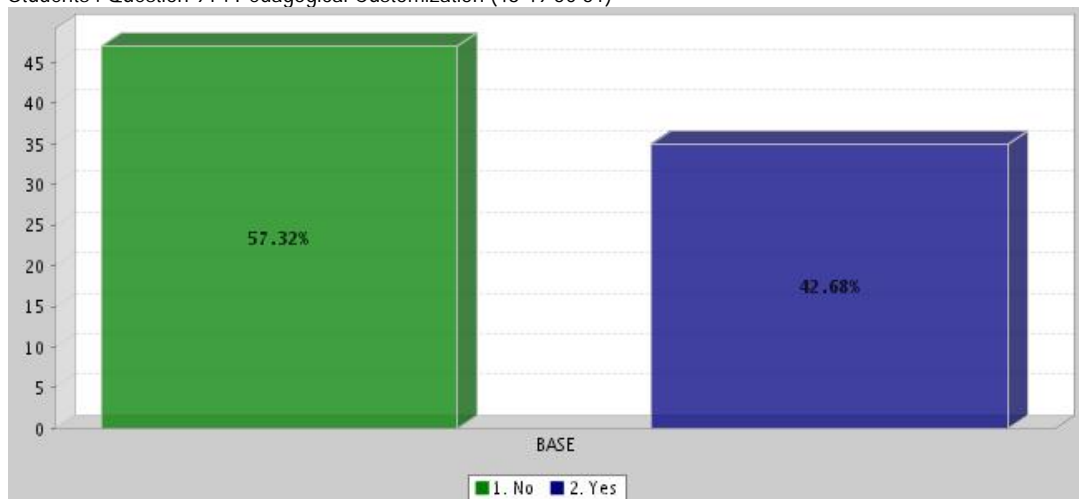
Students : Question 92 : Pedagogical Creativity Challenge Motivation (30 42 43 66)
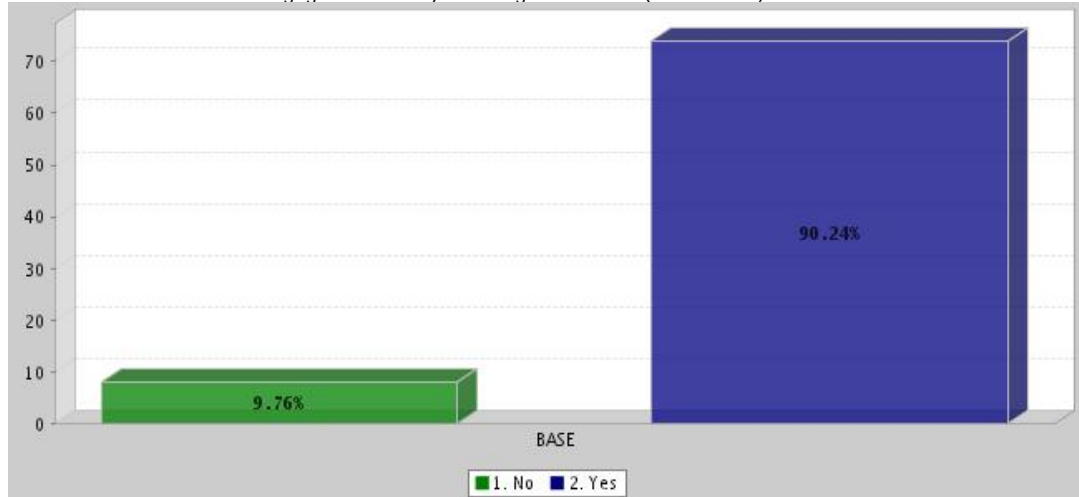


Students : Question 93 : Pedagogical Collaborative (54 55 56 57 58 59 60 61)
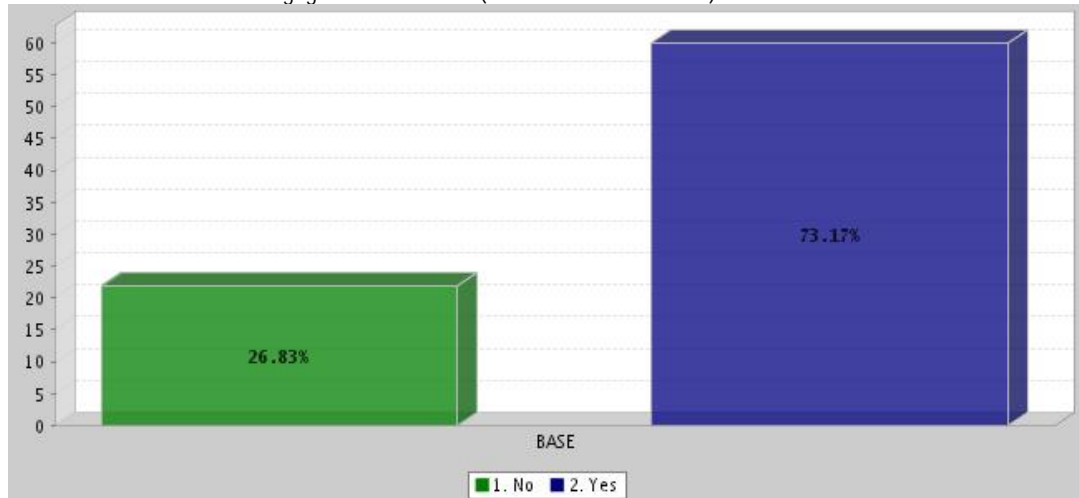


Students : Question 94 : Pedagogical Companionship (25 26 27 28 62 63 64 65 70 83)
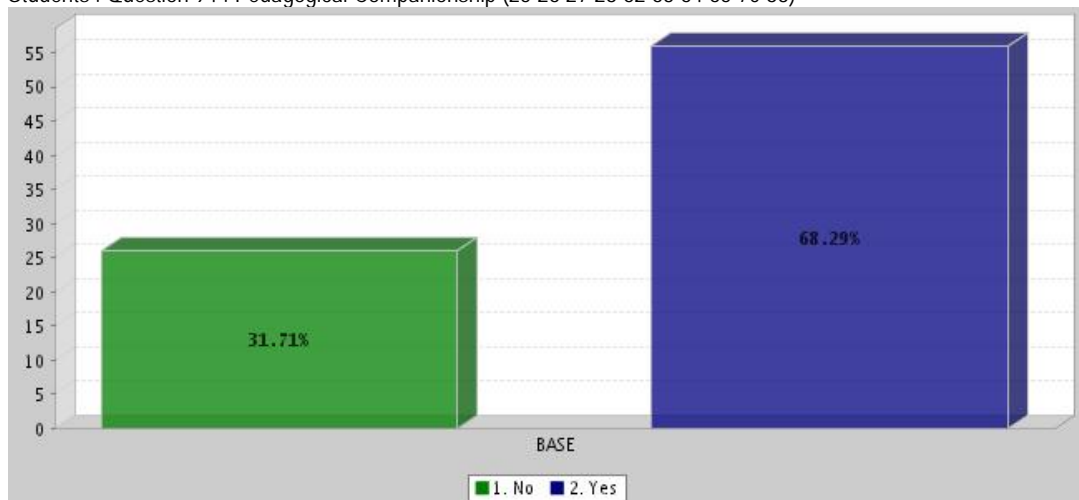
Students : Question 95 : Subsidiary question 2 - Community aspect (71 72 77 78 79 )
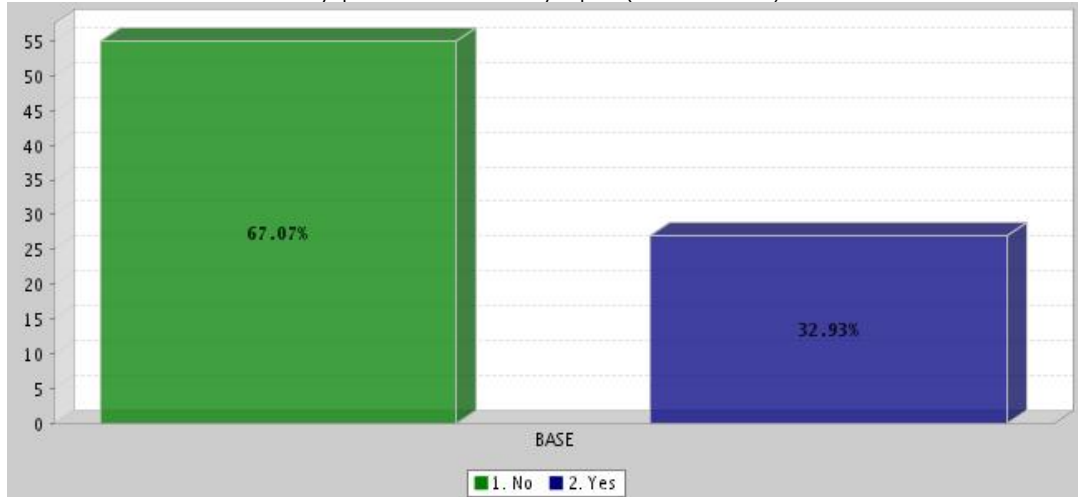


Students : Question 96 : Subsidiary question 3 - Communication (73 74 75 76 80 81 82)
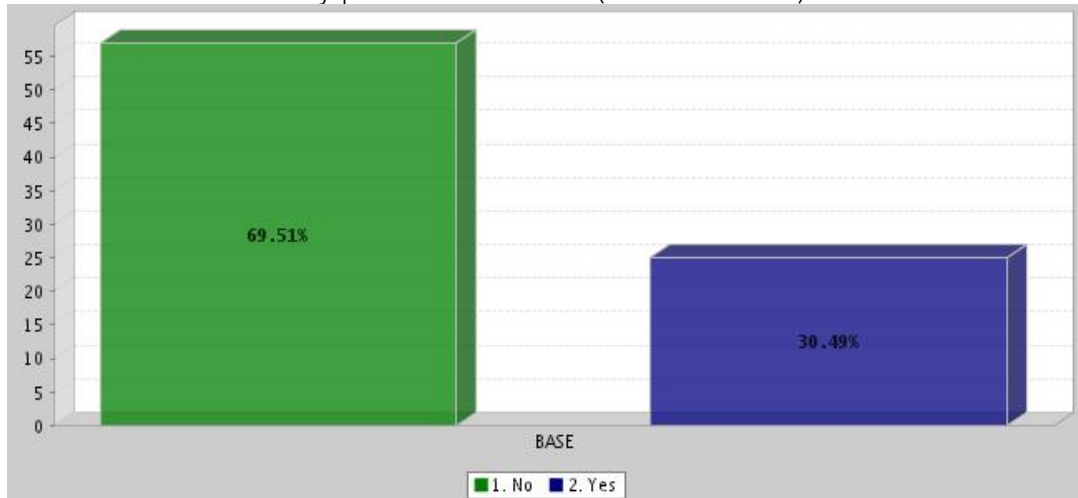


Students : Question 97 : Research question 4 - Technological (19 31 32 33 34)

_____
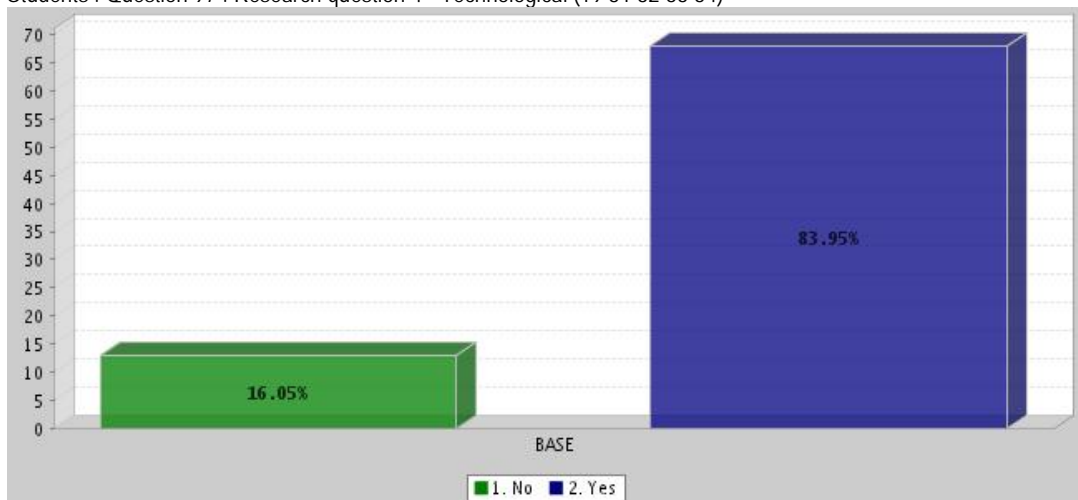
# Appendix 11: Questionnaire results - students and subject advisors combined

The Student responses to Questionnnaire 2, as well as the Subject Advisor questionnaire responses are presented here. Computer files are included on the data DVD.

Key :



Student Response bar graph of **full data**

Student Response bar graph of **combined data**

Student Response detail data

Another question on same page

Subject Advisors Response bar graph

Subject Advisor Response Detail data

_____

## Students : Question 4 : I am male / female



43.90%    56.10%

■ 1. male   ■ 2. female

## Students : Question 5 : My age this year is



18.29%  18.29%  29.27%  17.07%  17.07%

■ 1. 13  ■ 2. 14  ■ 3. 15  ■ 4. 16  ■ 5. 17  ■ 6. 18



34.15%    65.85%

■ 1. Younger than 16   ■ 2. 16 and older
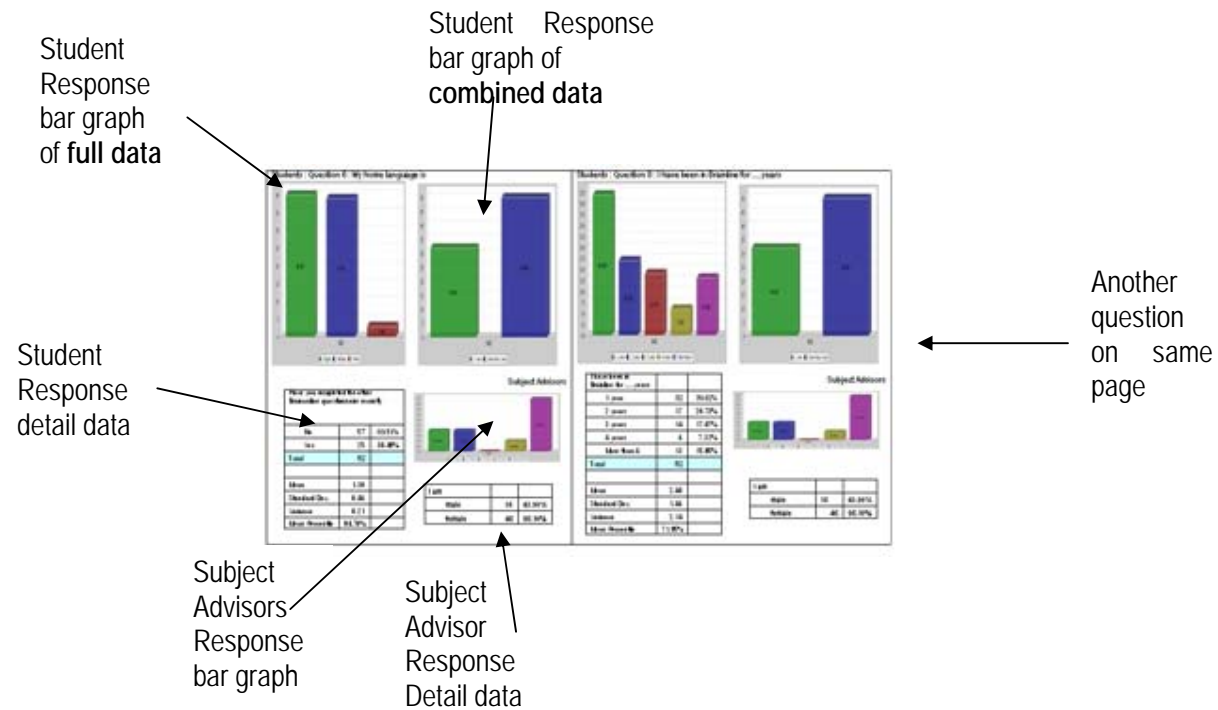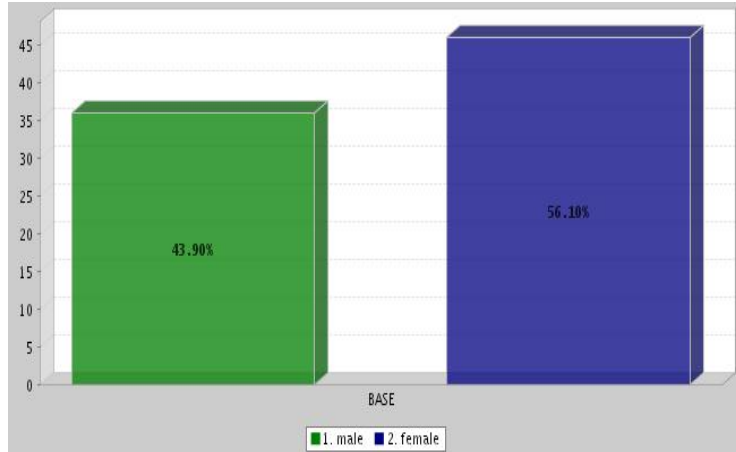
| Have you completed the other Brainonline questionnaire recently | | |
|---|---|---|
| | | |
| No | 57 | 69.51% |
| Yes | 25 | 30.49% |
| Total | 82 | |
| | | |
| Mean | 1.30 | |
| Standard Dev. | 0.46 | |
| Variance | 0.21 | |
| Mean Percentile | 84.76% | |

### Subject Advisors



30.00%    70.00%

■ 1. Male   ■ 2. Female

| I am | | |
|---|---|---|
| | | |
| Male | 3 | 30.00% |
| Female | 7 | 70.00% |

| My age this year is | | |
|---|---|---|
| 13 | 0 | 0.00% |
| 14 | 15 | 18.29% |
| 15 | 15 | 18.29% |
| 16 | 24 | 29.27% |
| 17 | 14 | 17.07% |
| 18 | 14 | 17.07% |
| Total | 82 | |
| | | |
| Mean | 3.96 | |
| Standard Dev. | 1.34 | |
| Variance | 1.79 | |
| Mean Percentile | 50.61% | |

### Subject Advisors



20.00%   50.00%   30.00%

■ 1. Between 20 - 29  ■ 2. Between 30 - 39  ■ 3. Between 40 - 49  ■ 4. More then 50

| My age this year is | | |
|---|---|---|
| Between 20 - 29 | 2 | 20.00% |
| Between 30 - 39 | 5 | 50.00% |
| Between 40 - 49 | 3 | 30.00% |
| More then 50 | 0 | 0.00% |
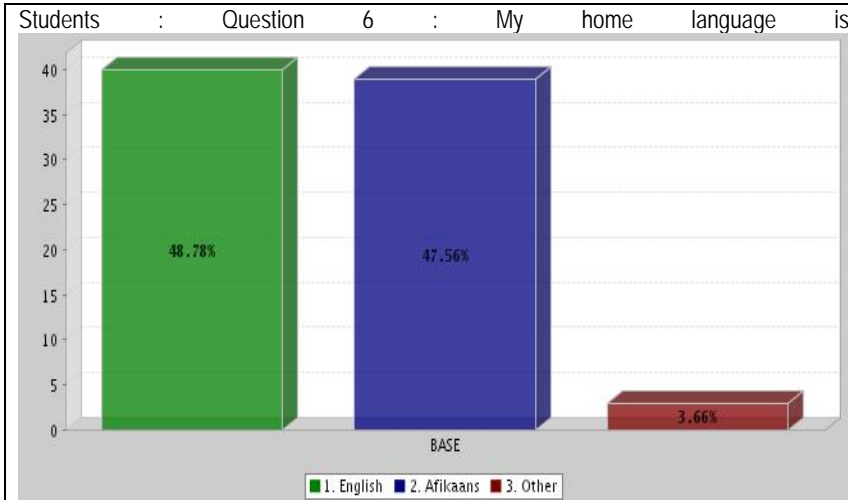
**Students : Question 6 : My home language is**



**Students : Question 8 : I have been in Brainline for .....years**





| My home language is | | |
|---|---|---|
| English | **40** | **48.78%** |
| Afikaans | 39 | 47.56% |
| Other | 3 | 3.66% |
| Total | 82 | |
| | | |
| Mean | 1.55 | |
| Standard Dev. | 0.57 | |
| Variance | 0.32 | |
| Mean Percentile | 81.71% | |

Subject Advisors
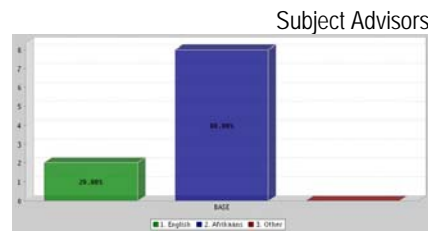


| My home language is | | |
|---|---|---|
| English | 2 | 20.00% |
| Afrikaans | **8** | **80.00%** |
| Other | 0 | 0.00% |

| I have been in Brainline for .....years | | |
|---|---|---|
| 1 year | **32** | **39.02%** |
| 2 years | 17 | 20.73% |
| 3 years | 14 | 17.07% |
| 4 years | 6 | 7.32% |
| More than 4 | 13 | 15.85% |
| Total | 82 | |
| | | |
| Mean | 2.40 | |
| Standard Dev. | 1.46 | |
| Variance | 2.14 | |
| Mean Percentile | 71.95% | |
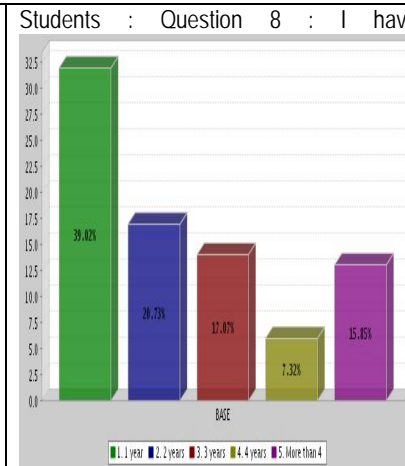
Subject Advisors
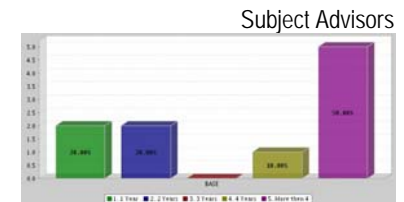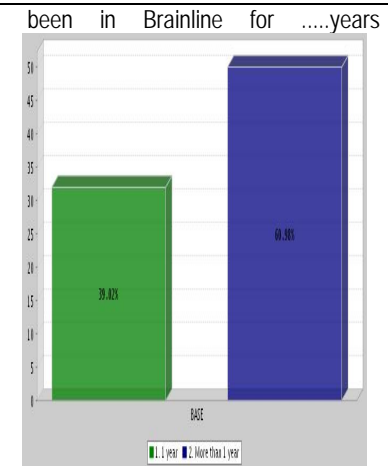


| I have been in Brainline for ... years including 2004 | | |
|---|---|---|
| 1 Year | 2 | 20.00% |
| 2 Years | 2 | 20.00% |
| 3 Years | 0 | 0.00% |
| 4 Years | 1 | 10.00% |
| More then 4 | **5** | **50.00%** |

_____

Students : Question 9 : Private school or home school.



Students : Question 10 : My average grade last year, or in my previous school, in all my subjects were





C or D    27 32.93%
A or B    55 67.07%
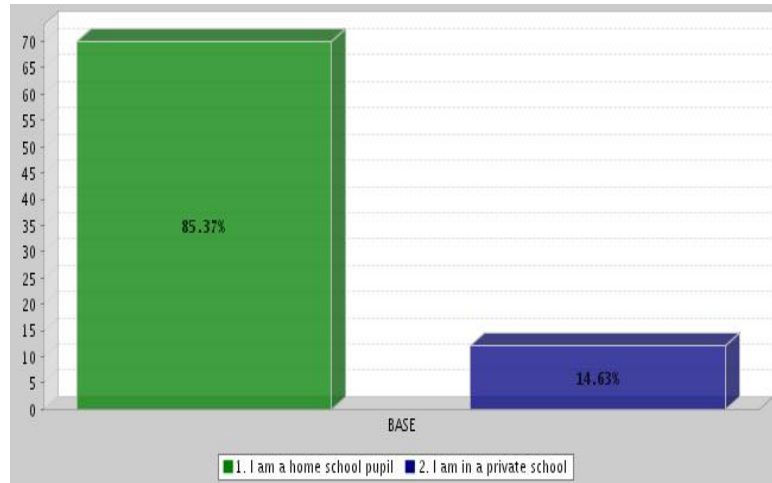
| Private school or home school. | | |
|---|---|---|
| I am a home school pupil | **70** | **85.37%** |
| I am in a private school | 12 | 14.63% |
| Total | 82 | |
| | | |
| Mean | 1.15 | |
| Standard Dev. | 0.36 | |
| Variance | 0.13 | |
| Mean Percentile | 92.68% | |

| My average grade last year, or in my previous school, in all my subjects were | | |
|---|---|---|
| (Below 50%) | 5 | 6.49% |
| (50%-64%) | 17 | 22.08% |
| (65to74%) | **34** | **44.16%** |
| (75%) | 21 | 27.27% |
| Total | 77 | |
| Mean | 2.92 | |
| Standard Dev. | 0.87 | |
| Variance | 0.76 | |
| Mean Percentile | 51.95% | |
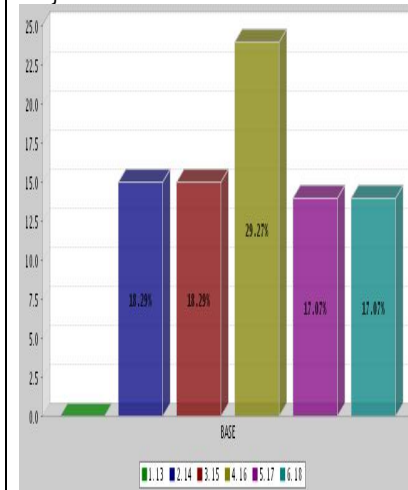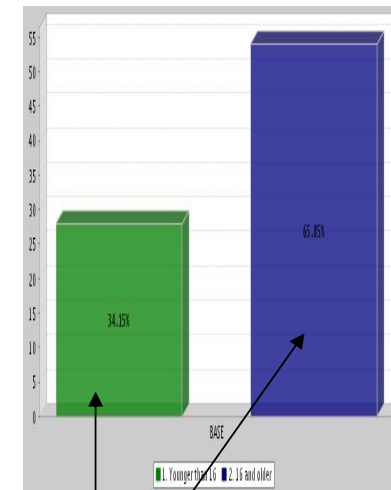
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## Students : Question 11 : Read the paragraph and decide if it describes you (Introvert)





## Students : Question 12 :    Extrovert
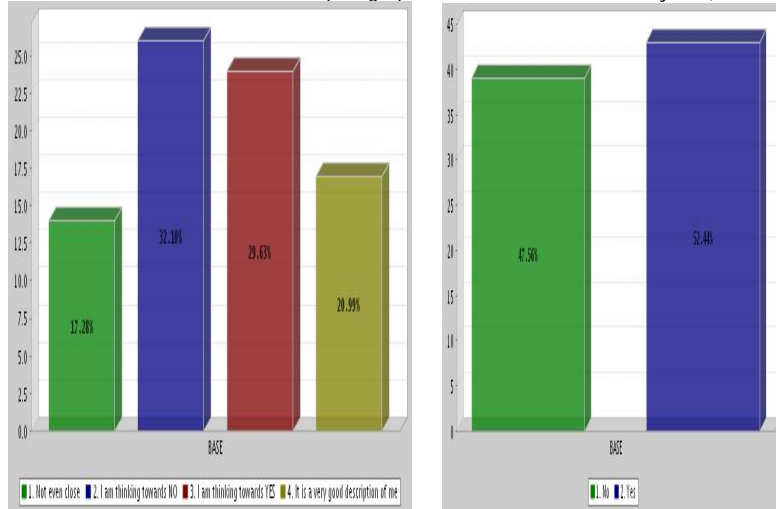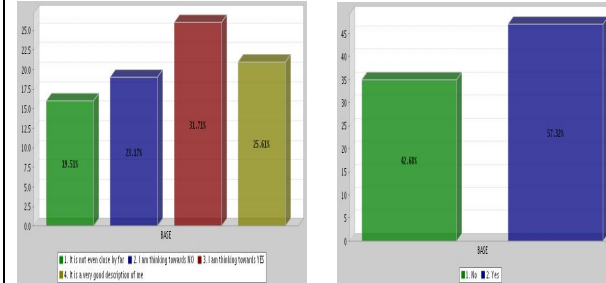




| | | |
|---|---|---|
| Not even close | 14 | 17.28% |
| I am thinking towards NO | **26** | **32.10%** |
| I am thinking towards YES | 24 | 29.63% |
| It is a very good description of me | 17 | 20.99% |
| Total | **81** | |
| | | |
| Mean | 2.54 | |
| Standard Dev. | 1.01 | |
| Variance | 1.03 | |
| Mean Percentile | 61.42% | |

| | | |
|---|---|---|
| No | 39 | 47.56% |
| Yes | **43** | **52.44%** |

| | | |
|---|---|---|
| NO, it is not even close by far | 6 | 7.59% |
| I am thinking towards NO | 26 | 32.91% |
| I am thinking towards YES | **34** | **43.04%** |
| YES, it is a very good description of me | 13 | 16.46% |
| Total | **79** | |
| | | |
| Mean | 2.68 | |
| Standard Dev. | 0.84 | |
| Variance | 0.71 | |
| Mean Percentile | 57.91% | |
| NO, it is not even close by far | 6 | 7.59% |
| I am thinking towards NO | 26 | 32.91% |
| I am thinking towards YES | **34** | **43.04%** |

| My age this year is | | |
|---|---|---|
| Younger than 16 | 28 | 34.15% |
| 16 and older | **54** | **65.85%** |

_____

Students : Question 6 : My home language is
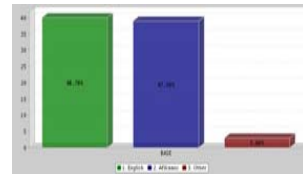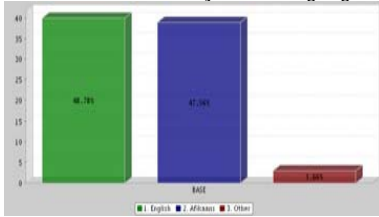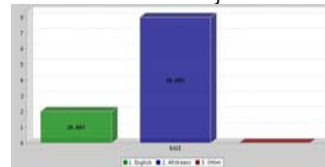


Subject Advisors



| My home language is | | |
|---|---|---|
| English | **40** | **48.78%** |
| Afikaans | 39 | 47.56% |
| Other | 3 | 3.66% |
| Total | 82 | |
| | | |
| Mean | 1.55 | |
| Standard Dev. | 0.57 | |
| Variance | 0.32 | |
| Mean Percentile | 81.71% | |



| My home language is | | |
|---|---|---|
| English | **40** | **48.78%** |
| Afikaans | 39 | 47.56% |
| Other | 3 | 3.66% |

Students : Question 5 : My age this year is



| My age this year is | | |
|---|---|---|
| 13 | 0 | 0.00% |
| 14 | 15 | 18.29% |
| 15 | 15 | 18.29% |
| 16 | **24** | **29.27%** |
| 17 | 14 | 17.07% |
| 18 | 14 | 17.07% |
| Total | 82 | |
| | | |
| Mean | 3.96 | |
| Standard Dev. | 1.34 | |
| Variance | 1.79 | |
| Mean Percentile | 50.61% | |
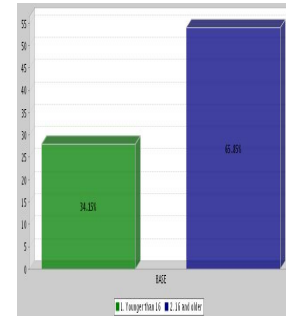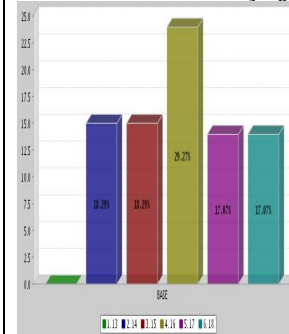
Subject Advisors



| My age this year is | | |
|---|---|---|
| Younger than 16 | 28 | 34.15% |
| 16 and older | **54** | **65.85%** |

*Student questionnaires 1 and 2 - Sampling data of the student questionnaires*

The total population of Cambridge enrolled students in 2004 was 208, and 188 in 2005. In 2004, around 79 of these students were in the final phases of study and in 2005 the number of final year students was 69. Thirty seven (90.2%) of the final year students participated in questionnaire in 2004 and thirty eight (92.7%) in 2005.

| Sampling data for student questionnaires (1 and 2) | | |
|---|---|---|
| | 2004 questionnaire 1 and 2 | 2005 Questionnaire 1 and 2 |
| Total Cambridge students | 208 | 188 |
| Number of students who completed questionnaires (% of total in brackets) | 41   (19.7%) | 41 (21.8%) |
| Total final year students (% of total in brackets) | 79 (38% ) | 69 (36%) |
| Number of final year students who completed questionnaire (% of completed questionnaires) | 37 (90.2%) | 38 (92.7%) |

**Table 68 : Sampling data**
The table shows an outline of the sampling data of the student questionnaires for this study

*Instrument 2 – Student Questionnnaire 2 : Educational*

| Sample of the Research-question-to-Questionnaire-question table for Questionnaire 2 | | |
|---|---|---|
| | Subsidiary question 1 – Pedagogical – Customization | |
| 48 | Did the online system allow you to choose WHEN you wanted to learn | |
| 49 | Did the online system enable you to choose WHERE (the place) you wanted to learn? | |
| 50 | Did the online system enable you to choose how FAST you wanted to go through the work? | |
| 51 | Did the online system allow you to CHANGE the program the way it suits you? | |

**Table 69: Sample of the Research-question-t0-Questionnaire-question table for Questionnaire 2**
The table gives an example of how the questionnaire questions relate to the research questions. The complete table is included in ANNEXURE  .

*Inherent trustworthiness check on questionnaire 2*

Some questions ask he same question but in different wording. These questions were grouped together to see if students answered the questions consistently. Question 29 and 84 overall satisfaction.  The questions ask about overal

satisfaction and if the school works properly.  62 out of 82 students gave the same choice in both questions, which points to a reliability factor of 76%. Question 61 and 72 relate to group work.  Question 61 asks whether the student prefers to work alone, while question 72 asks if the student likes to work in a group. 63 Students answered consistently, which shows a reliability factor of 77%.  Question 28 and 83 is about the importance of teachers. Question 28 asks how important teachers were to the students, and question 83 makes a statement that teachers are important and without them the system would not have worked.  60 Students answered consistently in both questions, pointing to a reliability factor of  73%.

| Inherent trustworthiness check on questionnaire 2 | | |
|---|---|---|
| | Questions used | % students who answered consistently |
| 1 | Question 29 and 84 about overall satisfaction | 76% |
| 2 | Question 61 and 72 related to group work | 77% |
| 3 | Question 28 and 83 about teacher importance | 73% |

**Table 70 : Inherent trustworthiness analysis of  questionnaire 2**
The table shows the results of trustworthiness investigation conducted on 6 related questions in questionnaire 2

My evaluation of the inherent trustworthiness is positive and much better than I expected, seeing that we are dealing with high school teenage students, who have not made up their mind about many things in life. I would therefore accept some indecision and change of mind from the participants.

# Appendix 12: Subject advisor questionnaire results

I am
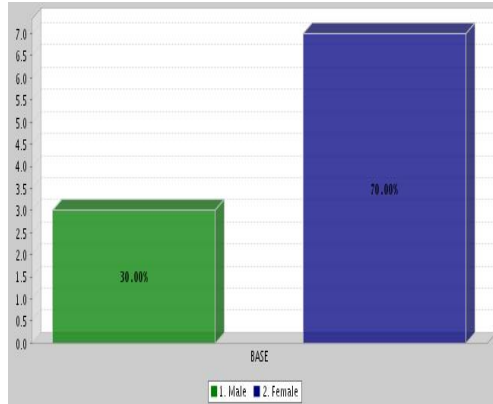


My age this year is
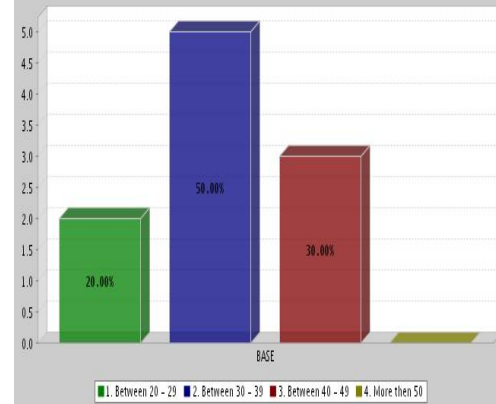


My home language is
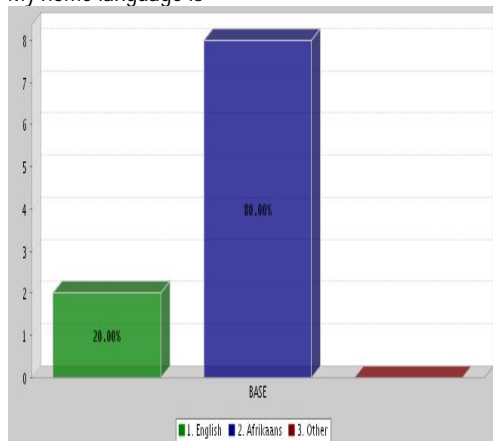


I have been in Brainline for ... years including 2004
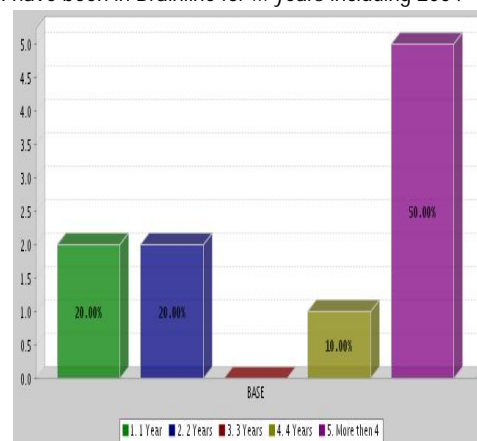


1. When it comes to working my computer?..

2. I think the STUDENTS rate the average subject advisors computer skills as
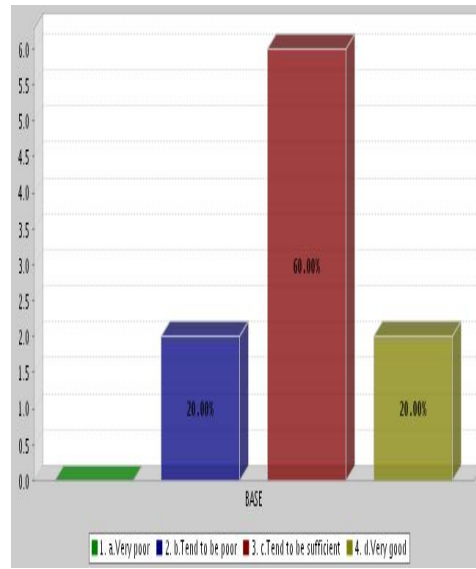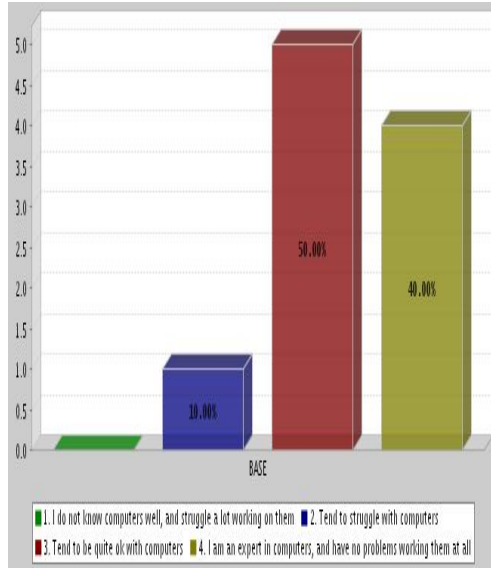
3. Do you think students have their own computer
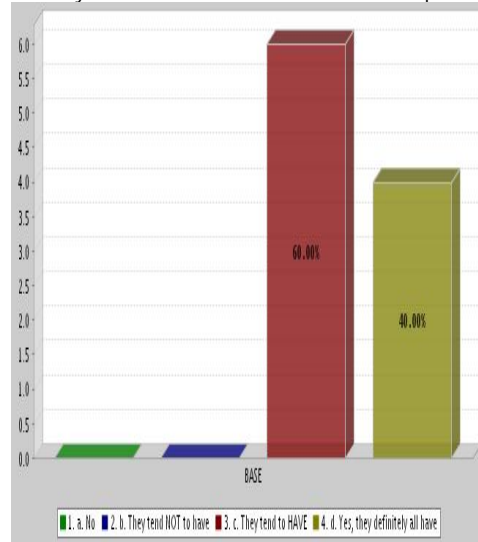


4. Do you think students have Internet access on their own
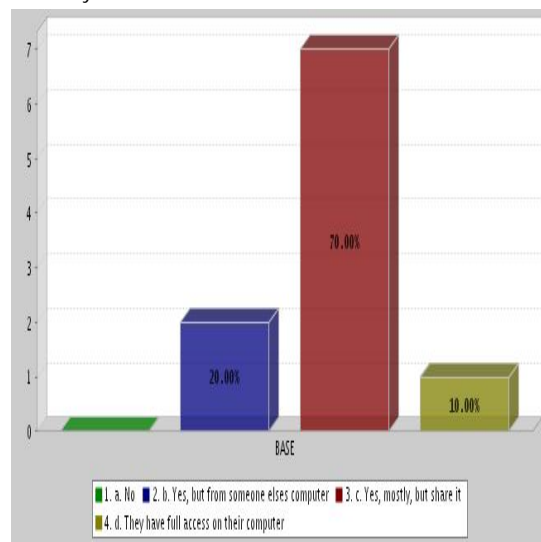


5. Do you think parents (or school) restrict the students?
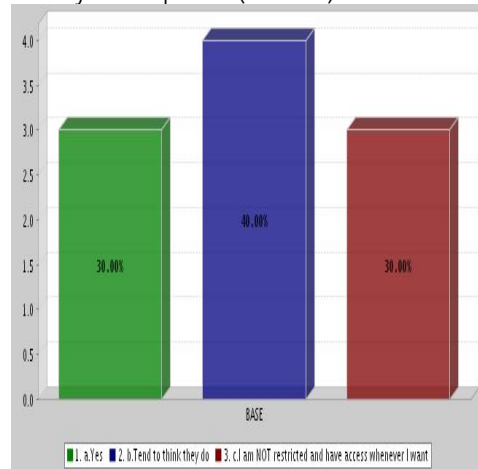


6. Type of Internet access YOU have
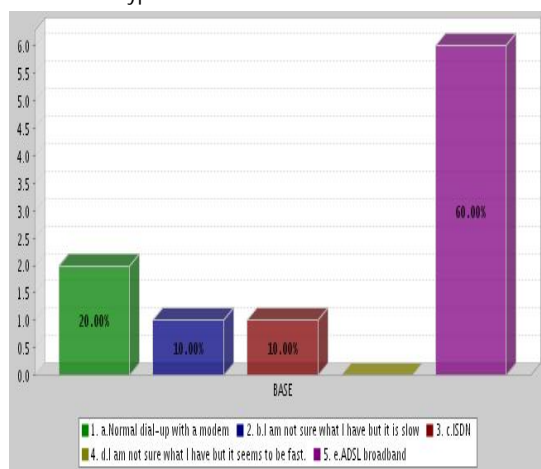


7. Type of Internet access that you think that STUDENTS HAVE



8. Do you think the Internet was of use for you to support students



_____
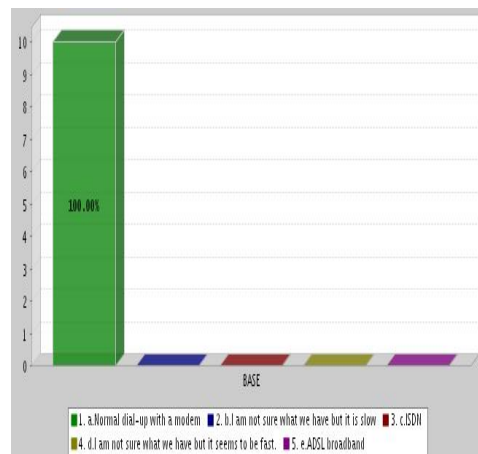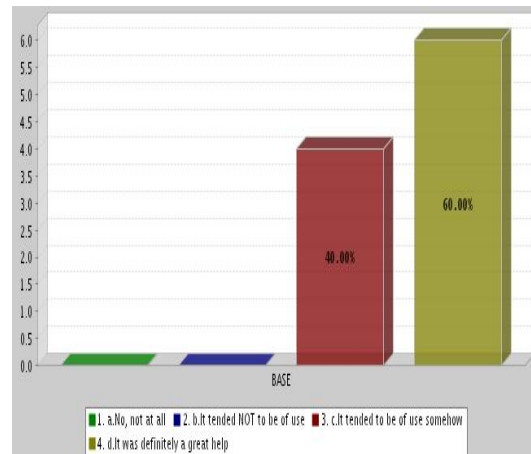
9. Do you think the INTERNET helped students with their studies   10.   Do you think brainONLINE, the online
interface used by Brainline helped you to support the students
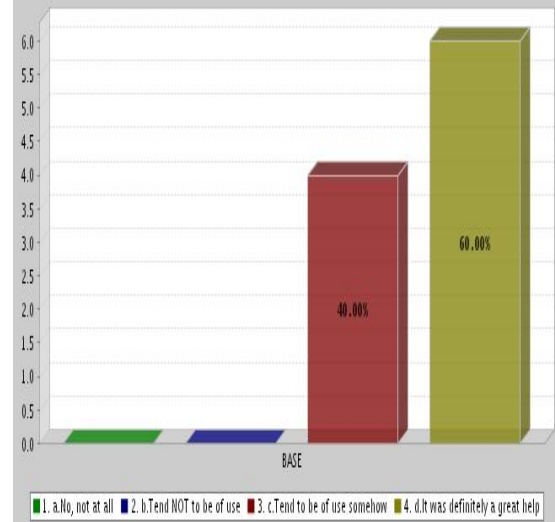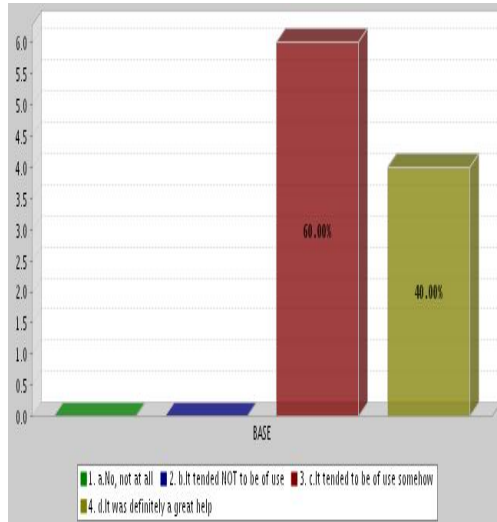




11. Do you think brainONLINE, the online interface used by Brainline helped THE STUDENTS in their studies
12. When YOU started out with the brainONLINE program,
you had certain expectations. Was your support with the brainONLINE program what you expected?
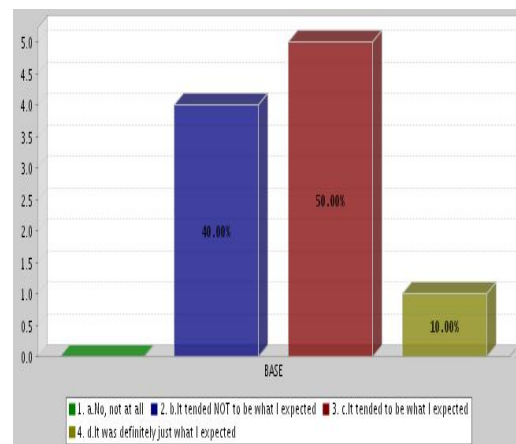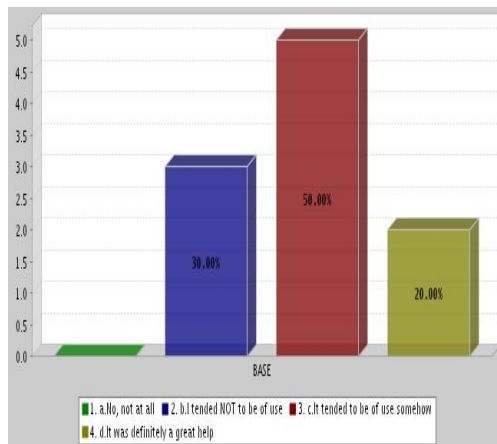




13. When the STUDENTS started out with the brainONLINE program, THEY had certain expectations. Do you think
they got what THEY EXPECTED
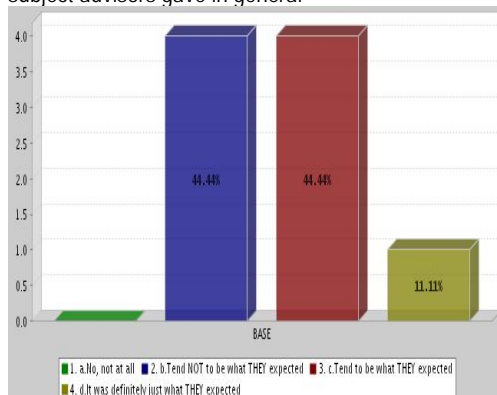
14. How do you think the STUDENTS rate the help the
subject advisors gave in general
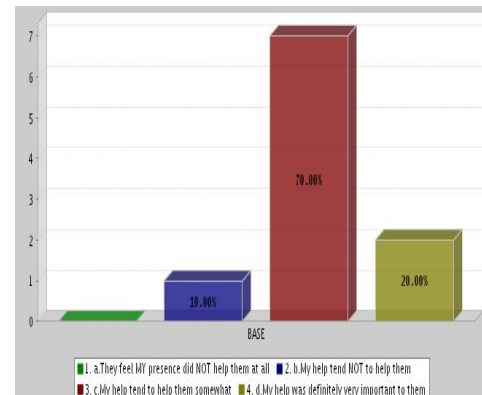
15. Rate the work of the ADMINISTRATORS the brainONLINE system
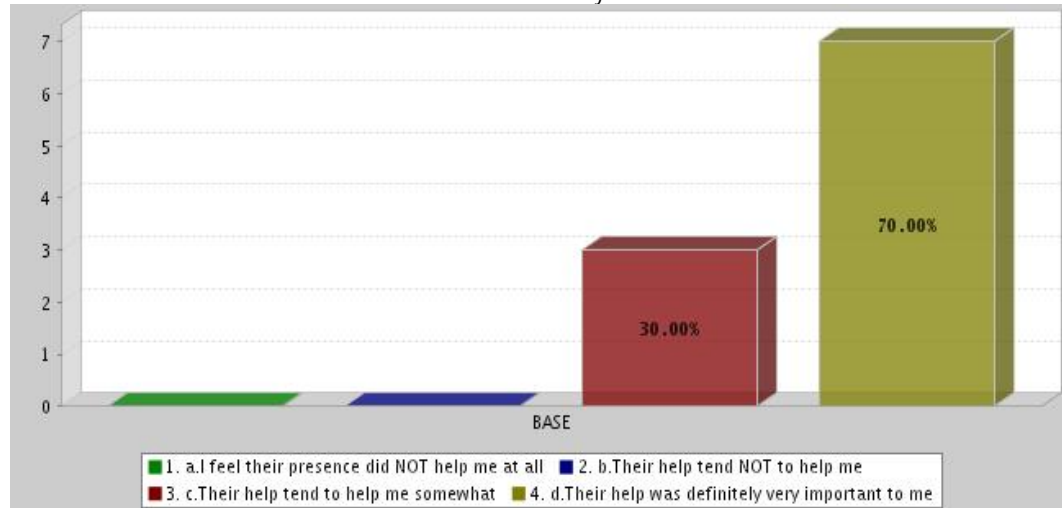


16. Overall, I, as a subject advisor, am satisfied with the whole Brainline system
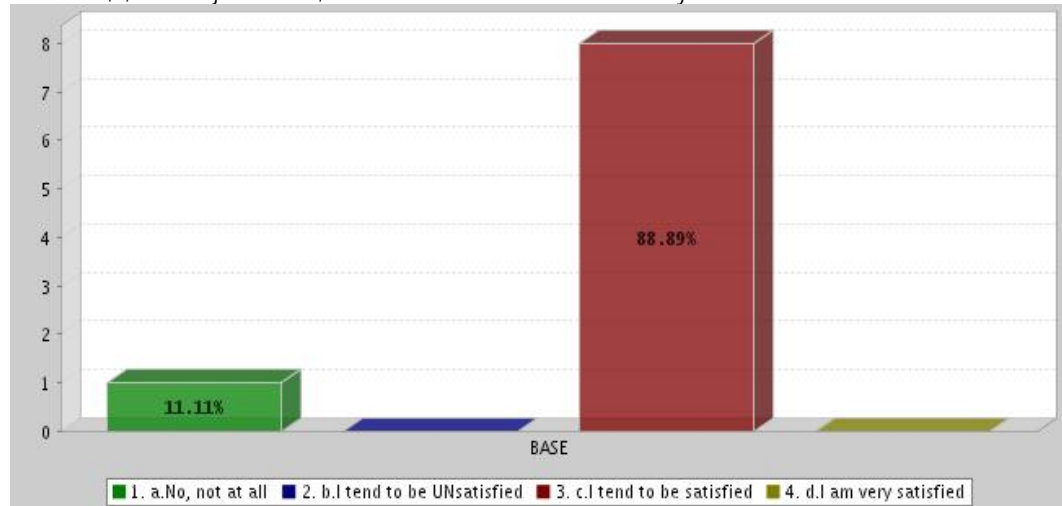


17. Overall, do you think the STUDENTS are satisfied with the Brainline system in general
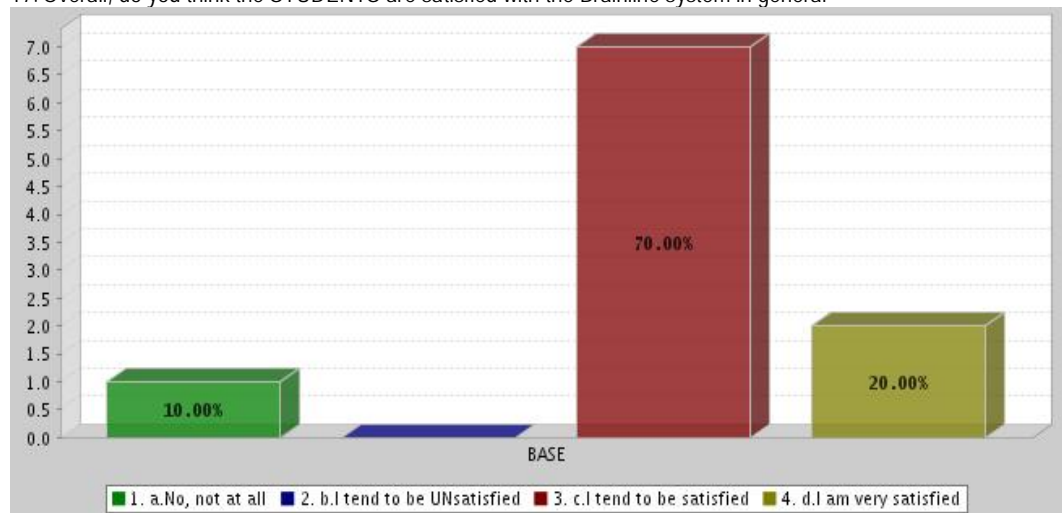
18. Overall, I am satisfied with brainONLINE, the Internet program
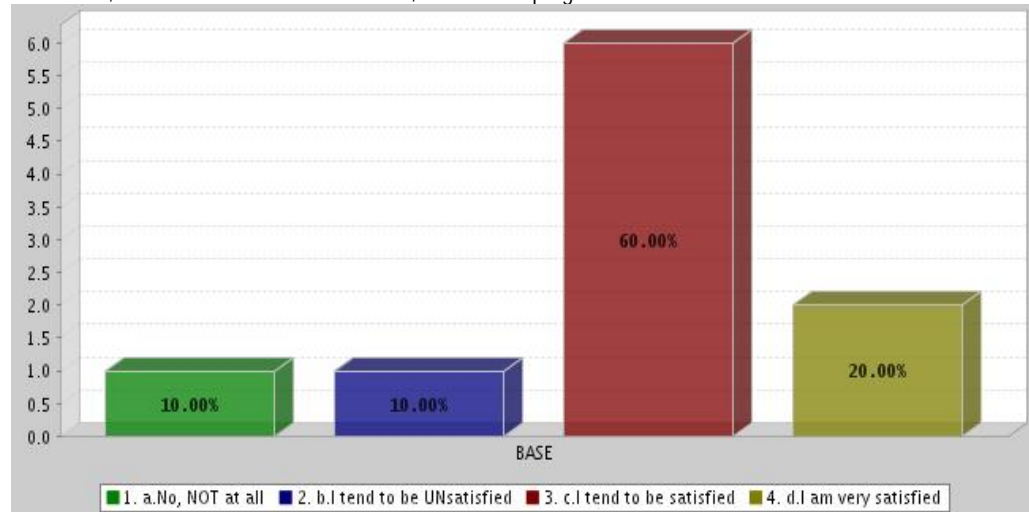


19. Overall, I do you think STUDENTS are satisfied with brainONLINE, the Internet program
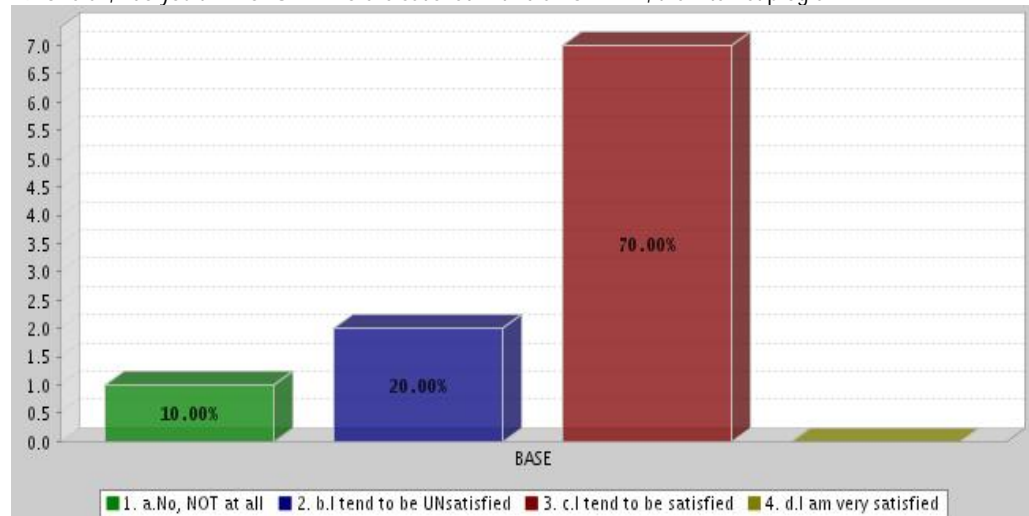


20. The standard of schooling in the system
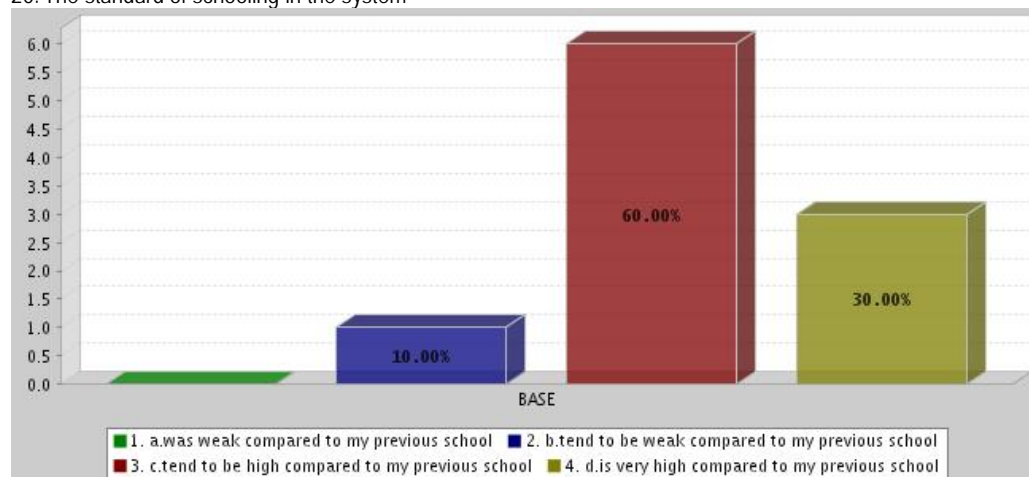
21. What do you think the STUDENTS think of the standard of schooling in the system
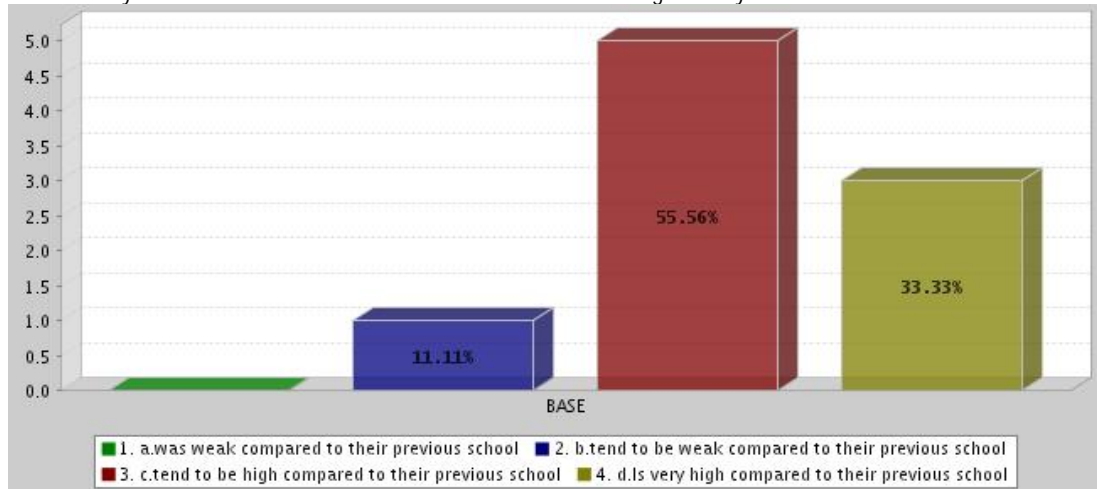


22. Getting to know the brainONLINE interface. When I started out with brainONLINE,
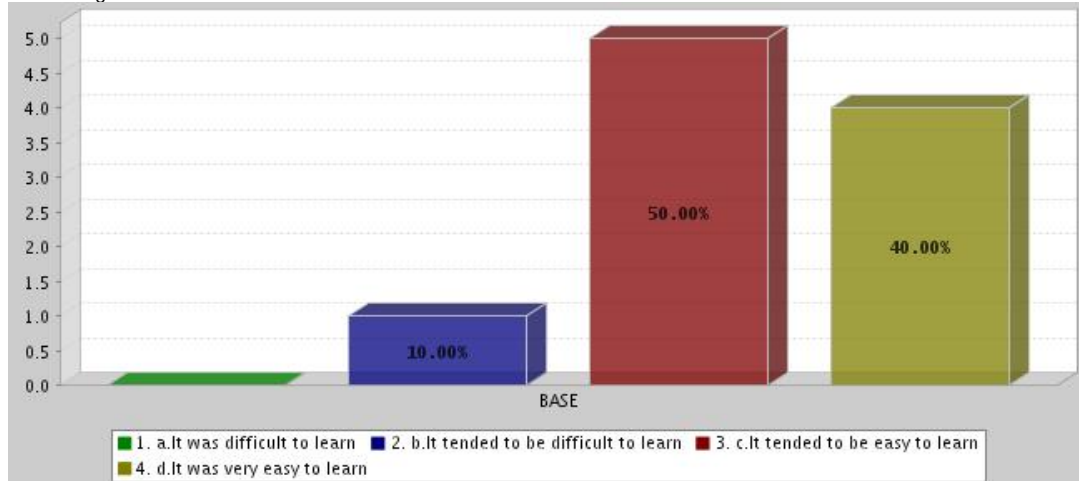


23. When I started out using brainONLINE, I was nervous and anxious
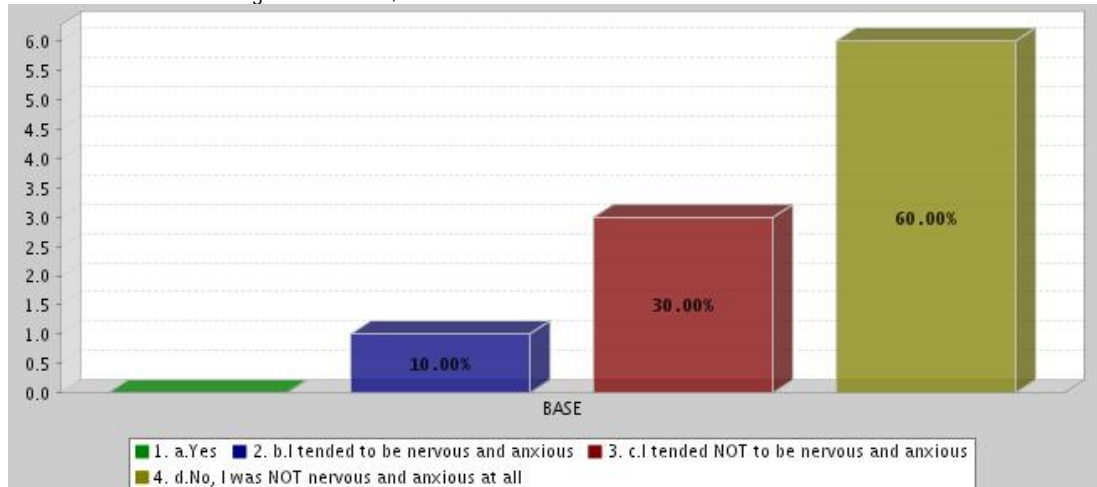
24. The usability of the interface of brainONLINE
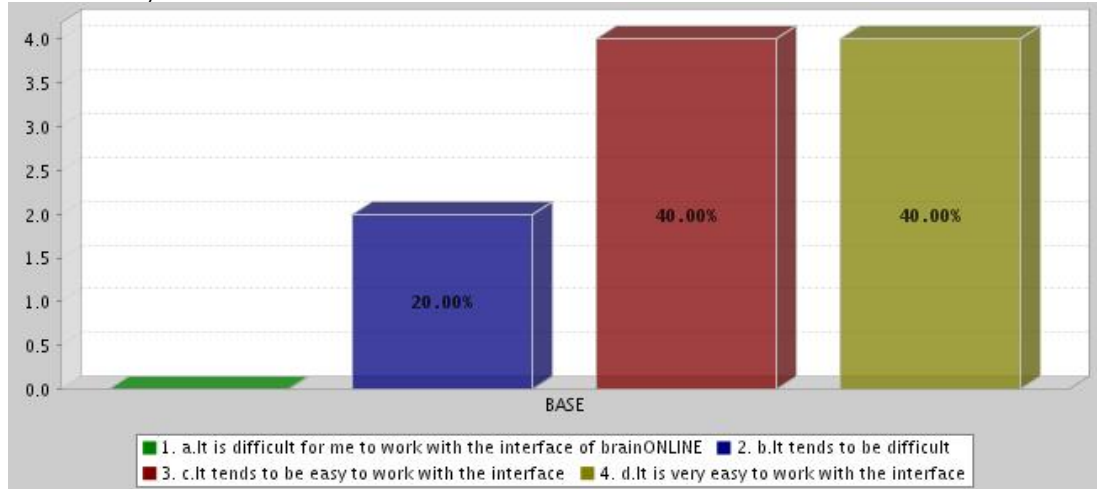


25. What do you think that the STUDENTS feel about the usability of the interface of brainONLINE
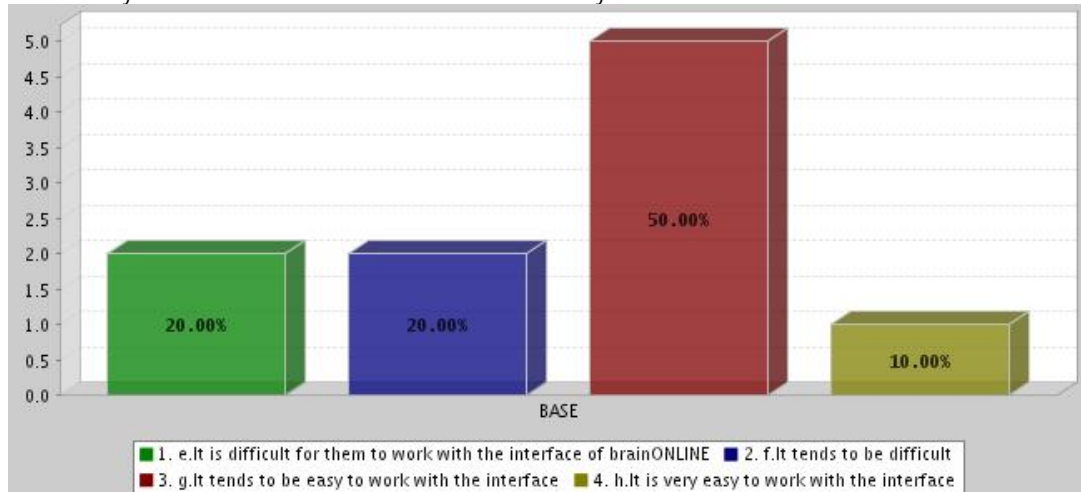


26. Connecting to the Internet and working on the Internet.
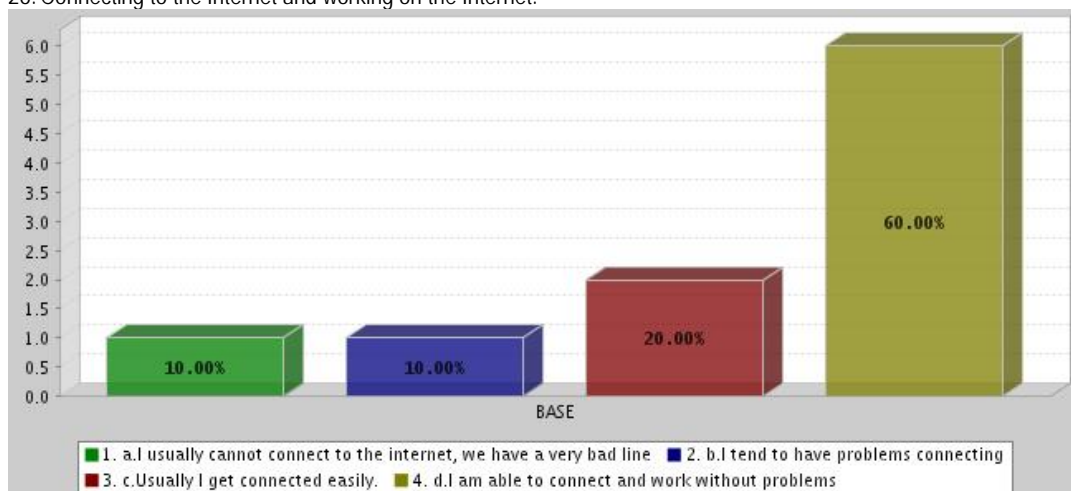
27. If you were NOT to have access to the Internet and brainONLINE, do you think it would have made a difference in your learning
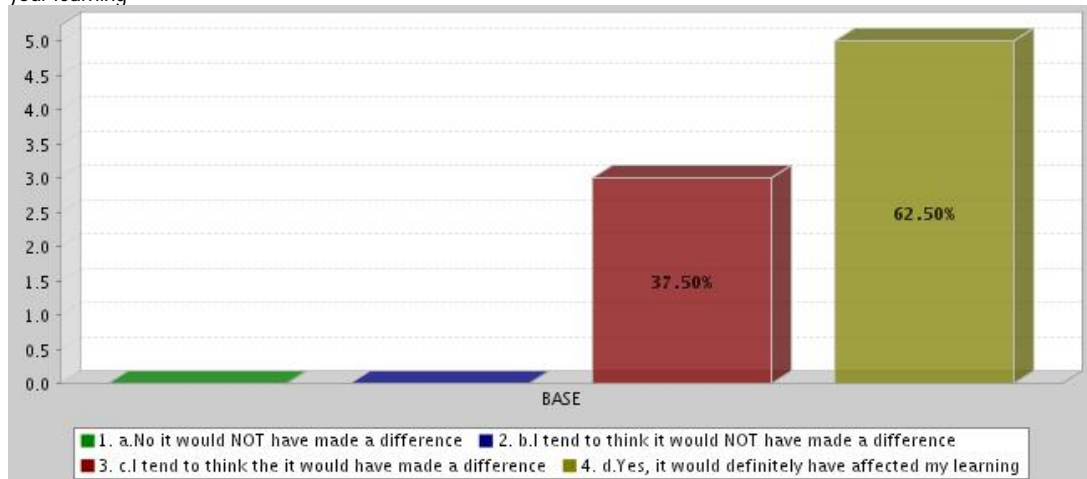


28. Costs of Internet use.  What is your own opinion.
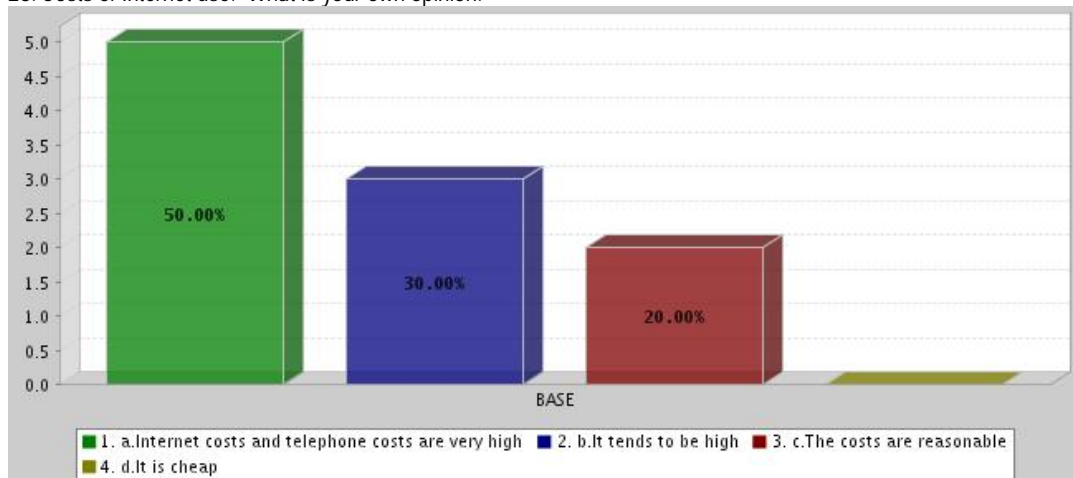


29. Please give your estimate of your Internet and telephone costs per month
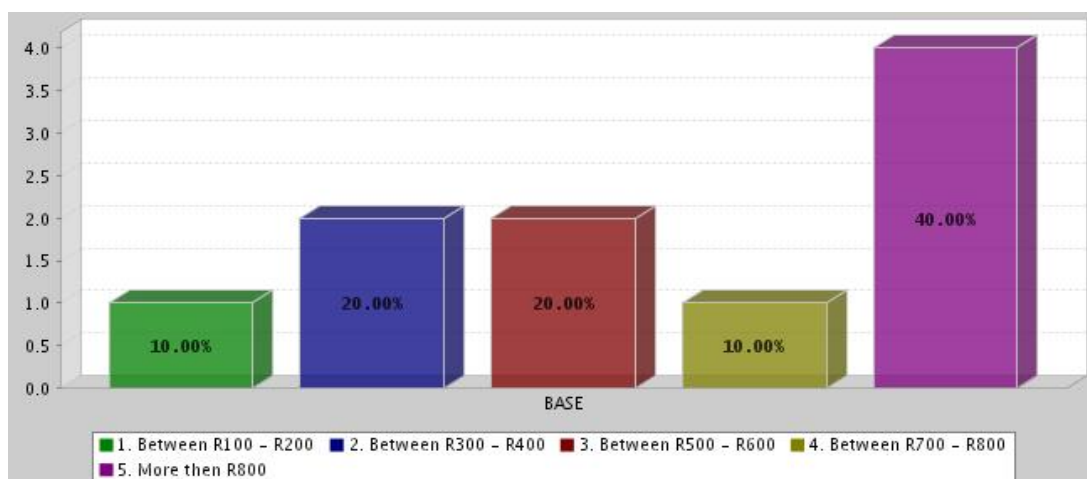
30. E-mail address



- 1. a. I have changed my email address during the year (how many times☐☐☐)
- 2. b. My email address stayed the same for the year

31. Cellphone number



- 1. a. I do not have a cell phone   2. b.My number has changed during the year
- 3. c.My number did not change during the year

32. I prefer to be contacted through



- 1. a. My home telephone   2. b. My email   3. c. My cellphone
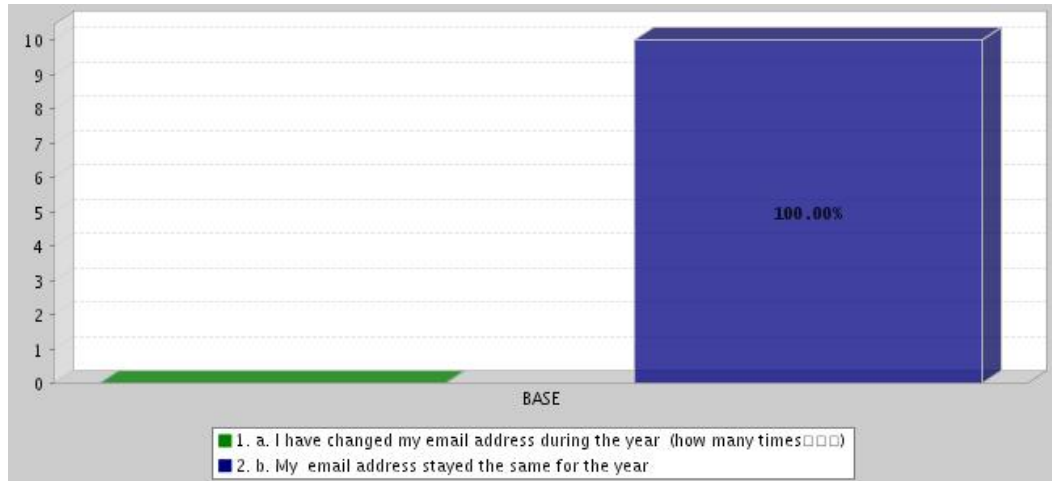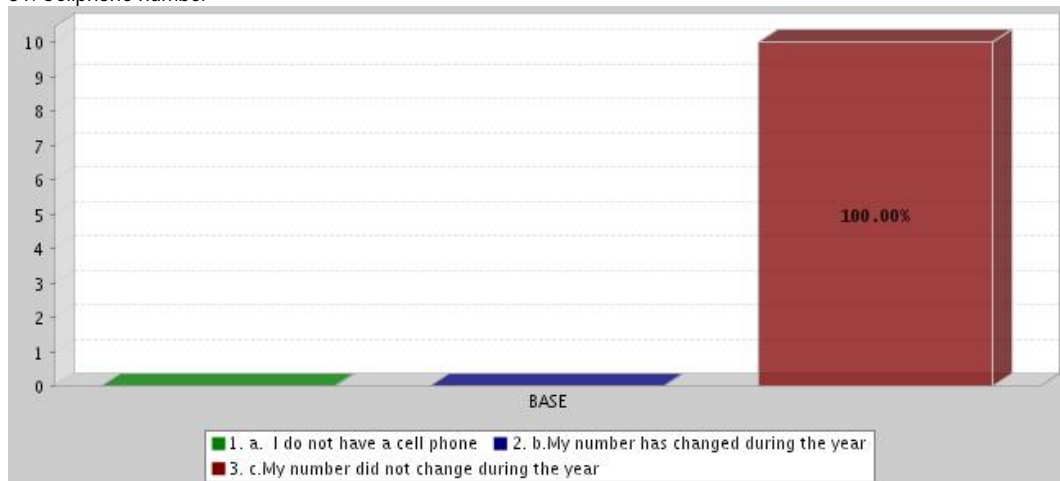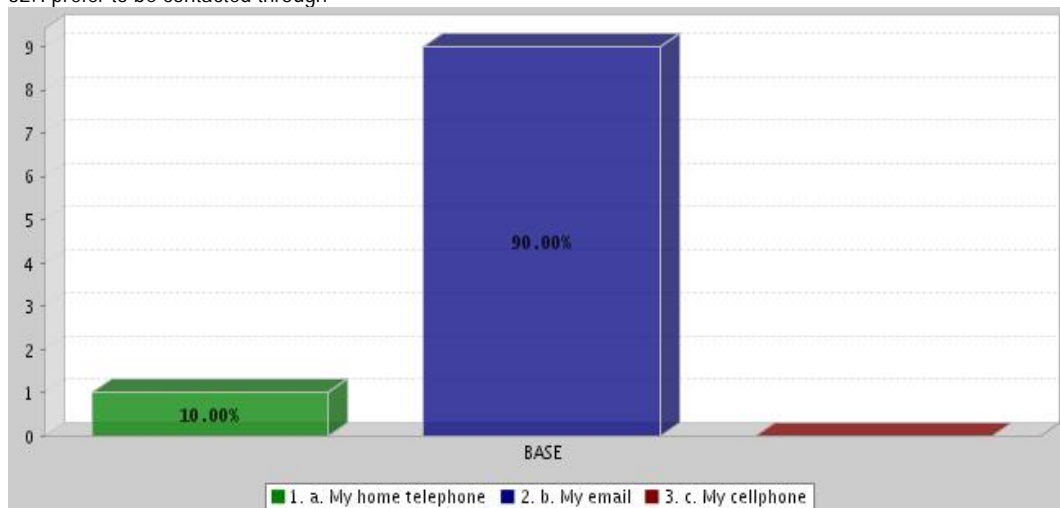
33. Did the brainONLINE interface give STUDENTS opportunities to think, to use THEIR brain  to solve problems (not the content, but the interface itself)   (higher order thinking)
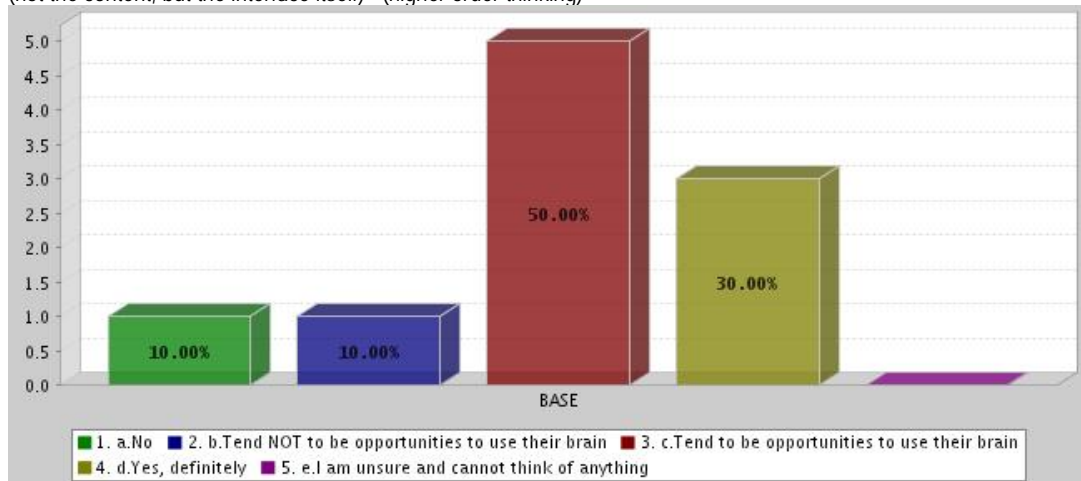


34. Did the brainONLINE interface help them to start from things that they know, working up to things that they don?t know



35. Did the brainONLINE interface challenge them to think about things the way other people think about it. (critical thinking)
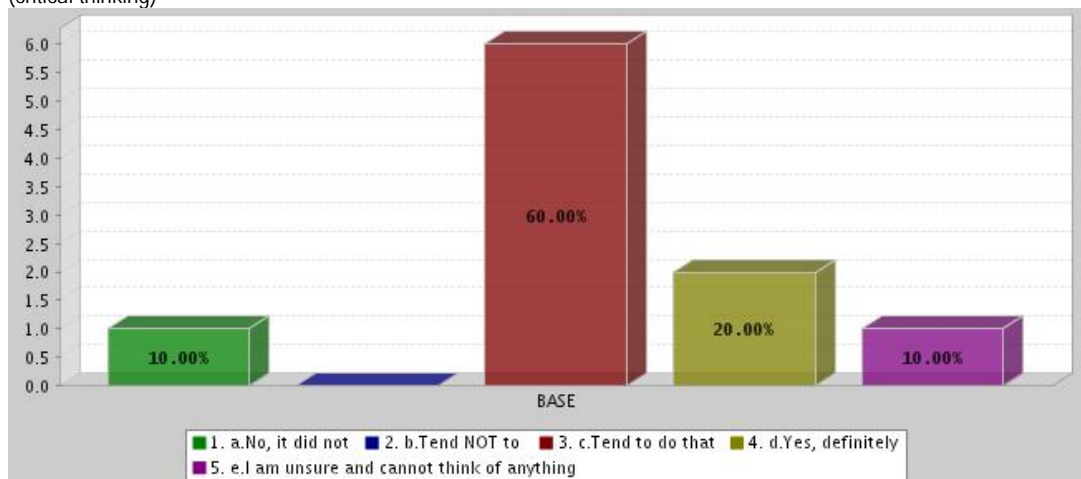
36. Did the brainONLINE interface make it possible for them to analyze things. In other words - Investigate, break down, Evaluate, dissect etc.          (critical thinking)



37. Did the brainONLINE program allow them to draw conclusions from various things, making sense of it (synthesis)



38. Did the brainONLINE system help them to compare different ideas and evaluate it. (evaluation)
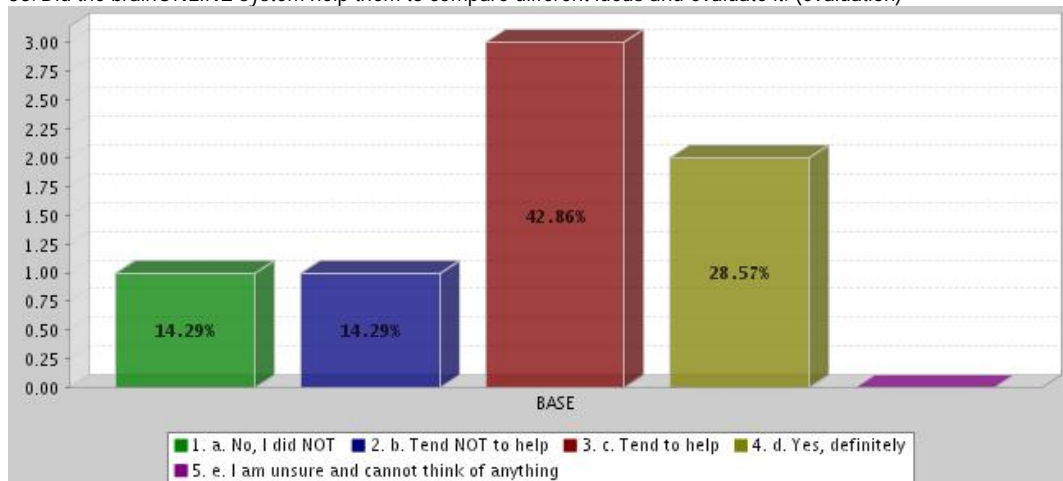
39. Did the brainONLINE interface help them to learn to remember things in a different way   (mnemonics)
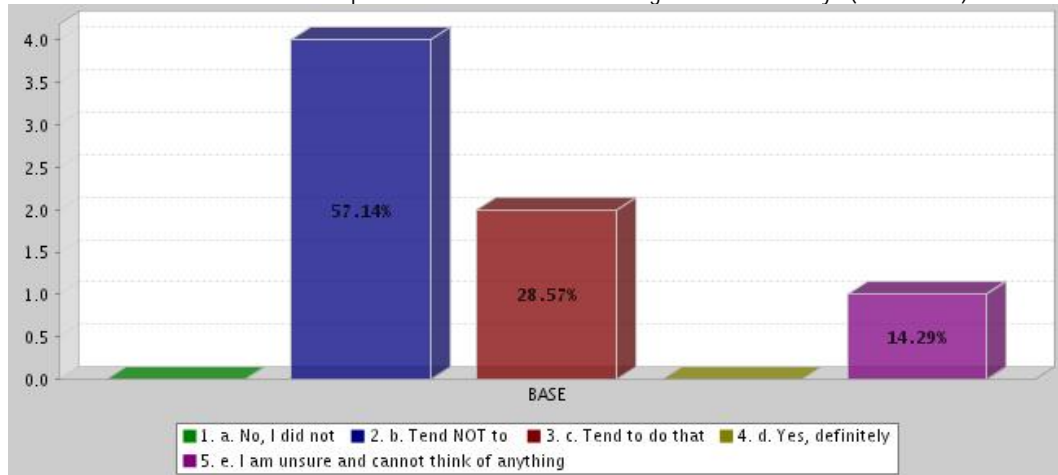


40. Did the brainONLINE interface give them a chance to repeat some things until you mastered it?  (Behaviousist)
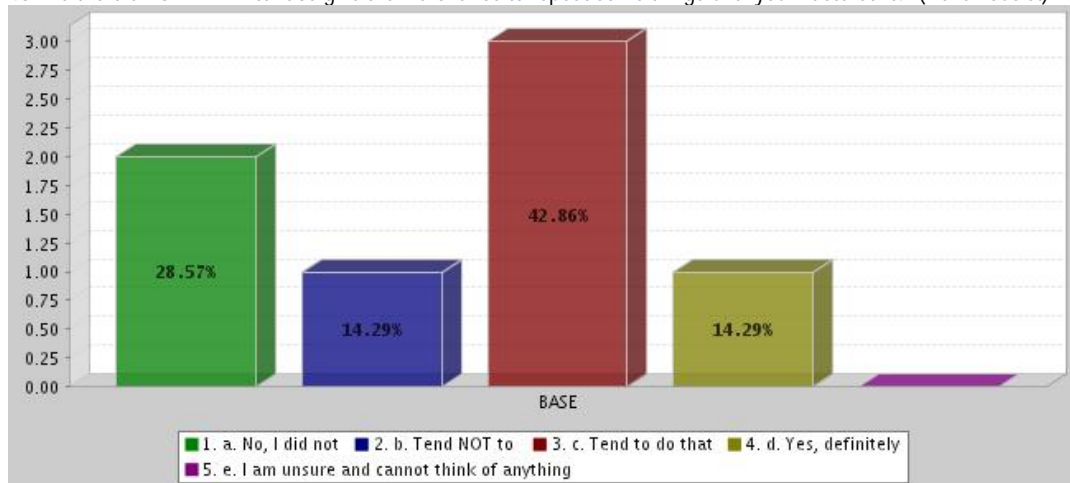


41. Do you think it is useful to them to repeat things until them have mastered it  (behav
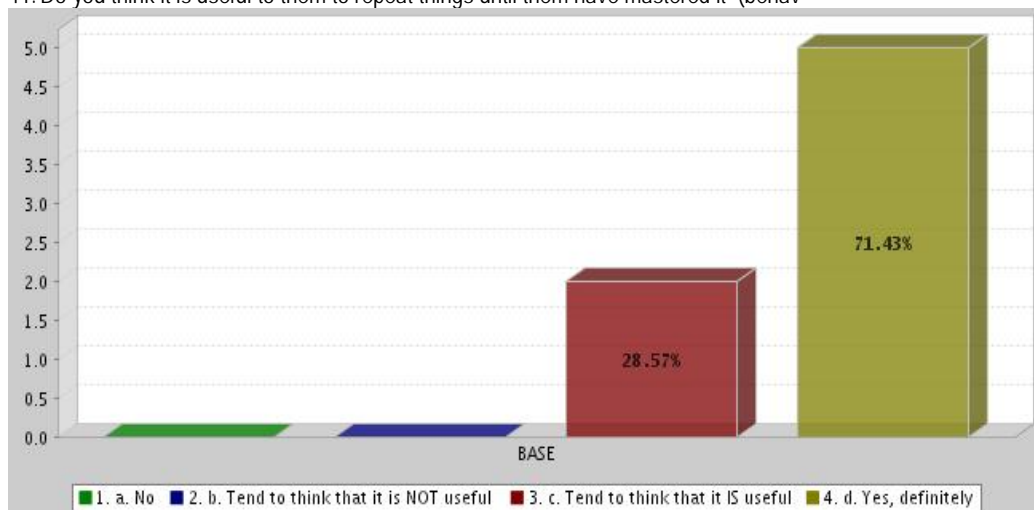
42. Was the work that they did a challenge to them, or was it too easy for them?



43. Did the brainONLINE system make it possible for them to be curious about things and satisfy their curiosity? (curiosity)
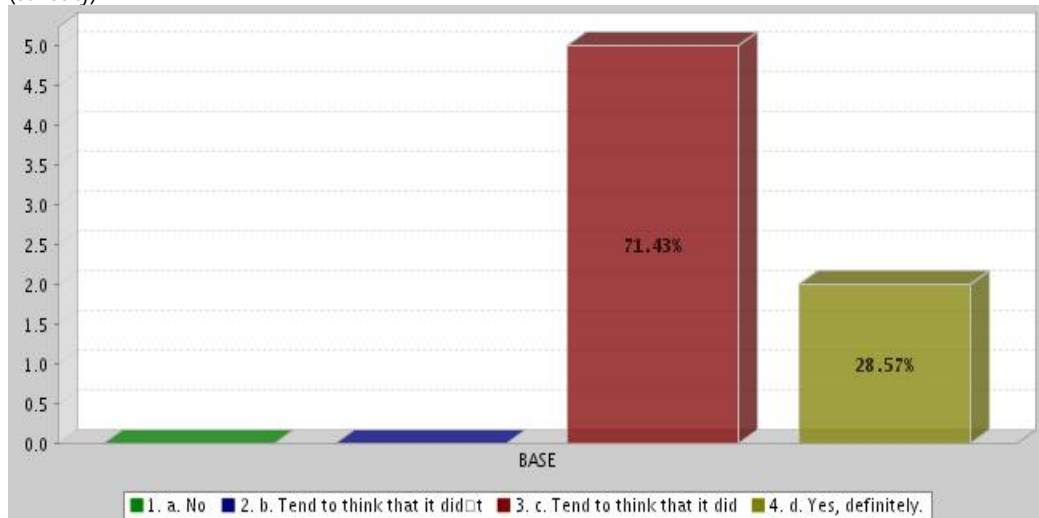


44. Was the brainONLINE system what they expected or did they expect something completely different?

45. They course structure was highly structures.
Did they benefit from the way that the work was fixed (highly structured)
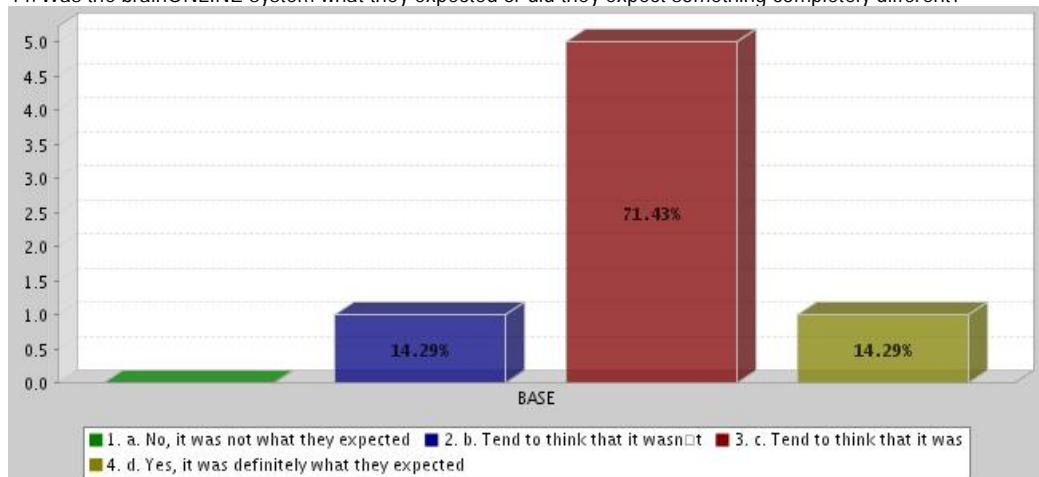


- 1. a.No, they did not benefit, they wanted flexible work
- 2. b.I tend to think they did NOT benefit from fixed structures
- 3. c.I tend to think they benefited from structured work
- 4. d.Yes, they definitely liked to work in something that was structured.

46. Did the brainONLINE system allow them to encounter things that they could recognise in the real world? (real world situations)



- 1. a. No, it was all foreign unknown things
- 2. b. They tended NOT to recognise things from the real world
- 3. c. I tended to recognise things from the real world
- 4. b. Yes, I could see a lot of the real world in the work

47. Did the brainONLINE system help them to learn by discovering things? (discovery learning)



- 1. a. They never felt that they learned by discovering things
- 2. b. They seldom felt that they learned by discovering things
- 3. c. They tend to think that they learned by discovering things
- 4. d. They definitely learned by discovering things frequently
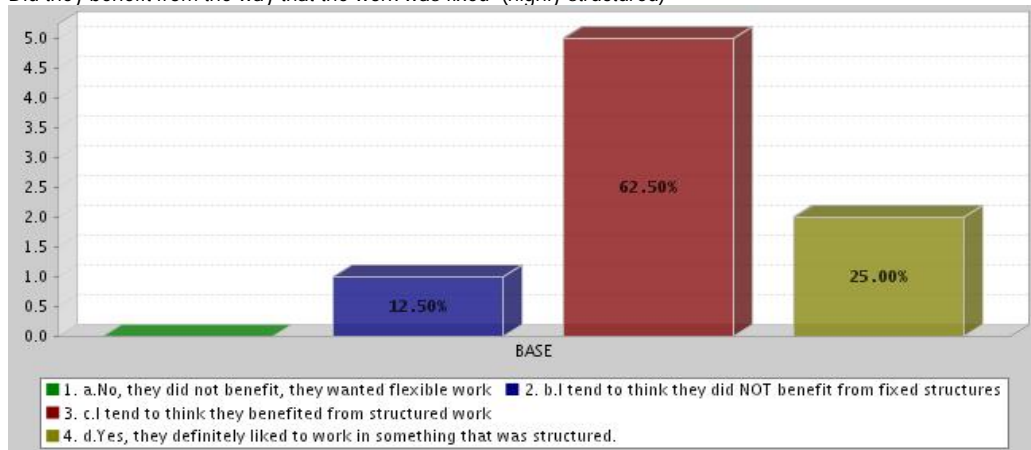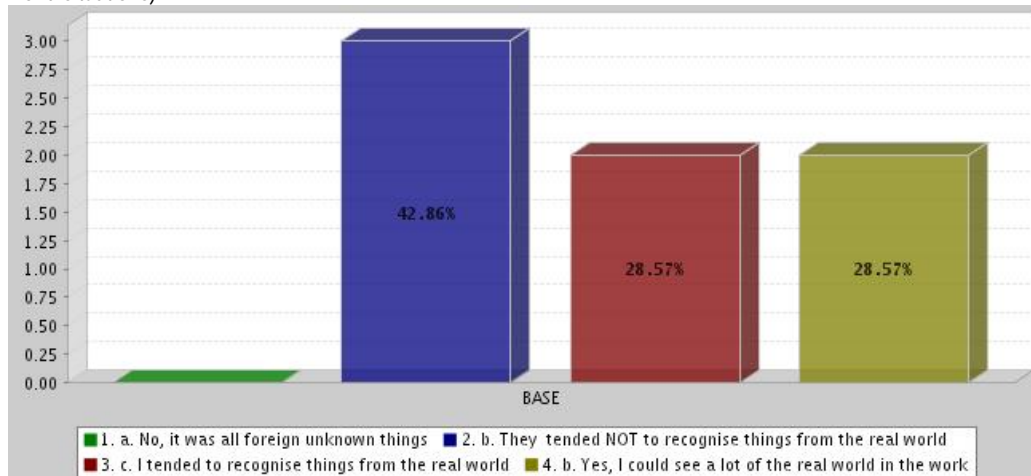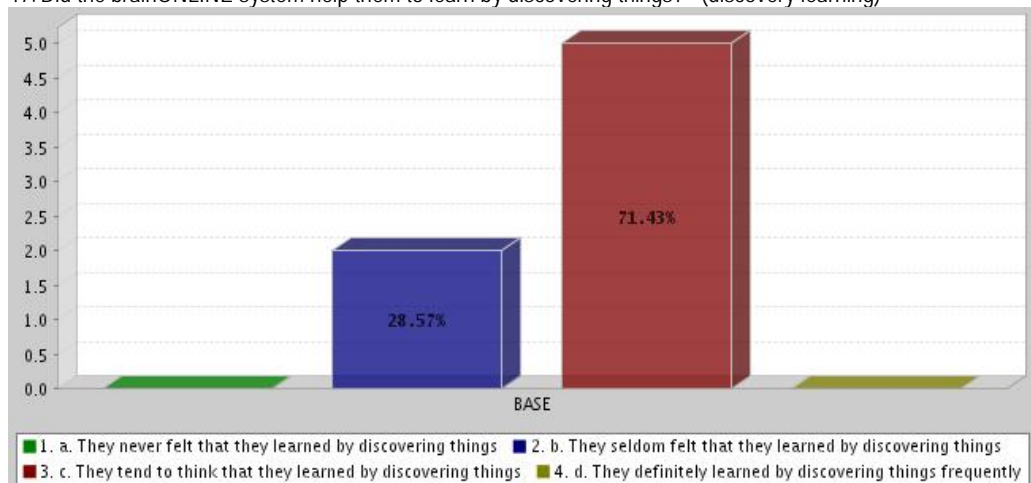
48. Did the brainONLINE system make it possible for them to set their own goals?
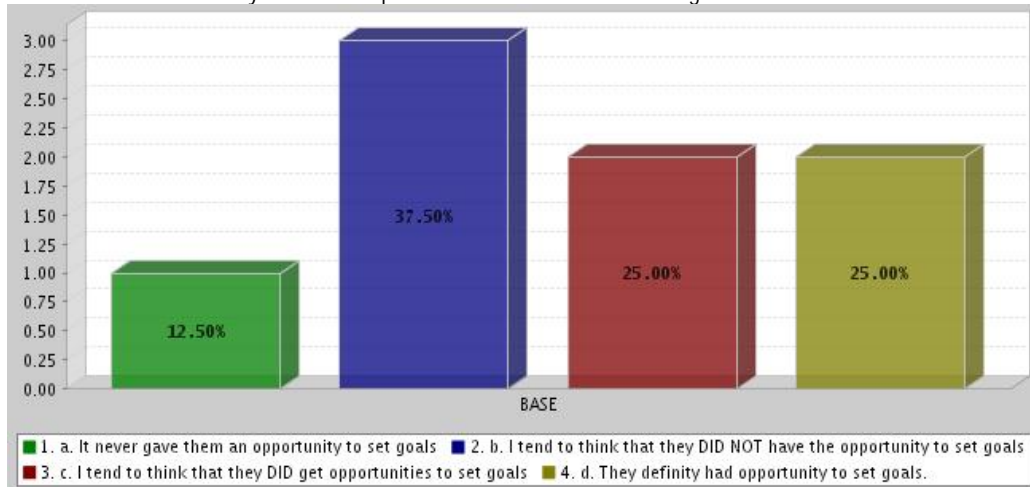


49. In going through the brainONLINE system, did you feel as if they system was just like a teacher, in other words, it was just another way of doing the same class routine? (Opposite)
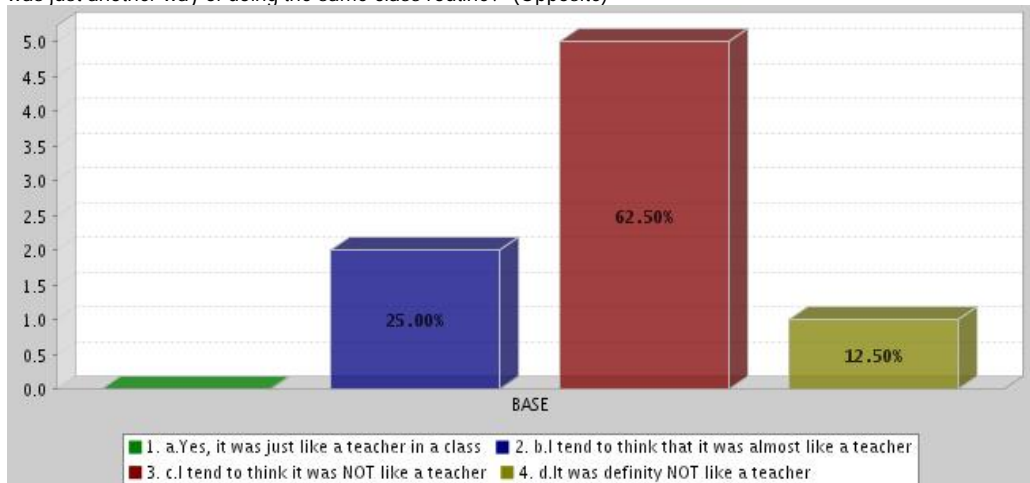


50. In going through the brainONLINE system, do you feel that the system is just as valuable as a teacher
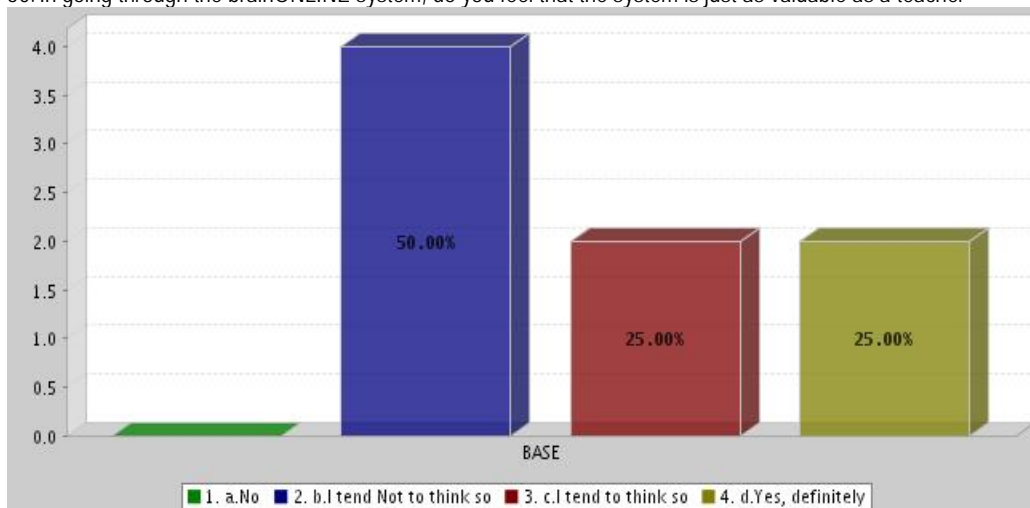
51. Did the system allow them to choose WHEN they wanted to learn
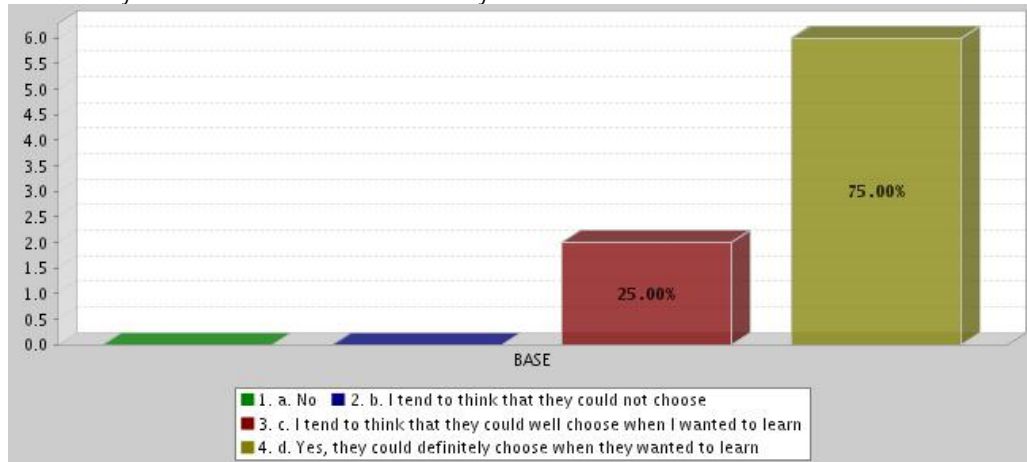


52. Could they choose WHERE (the place) they wanted to learn?
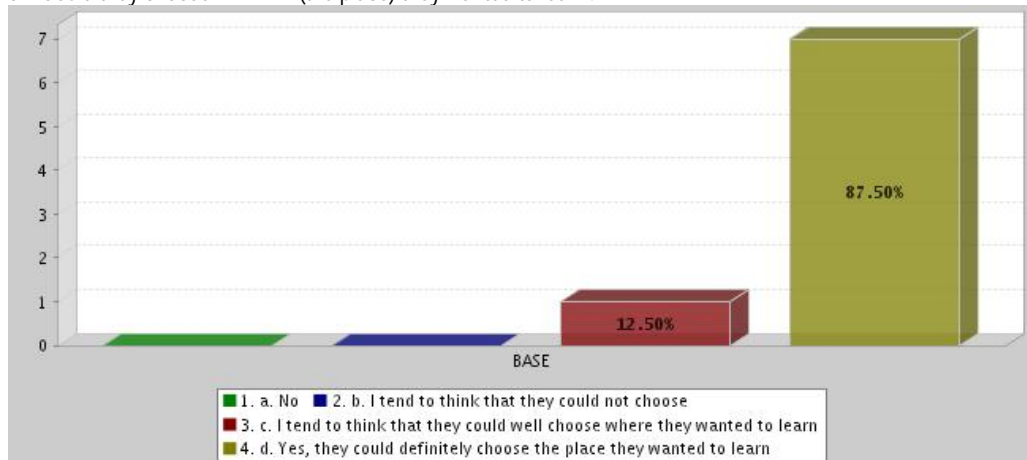


53. Did the brainONLINE system allow them to choose how fast they want to go through the work?
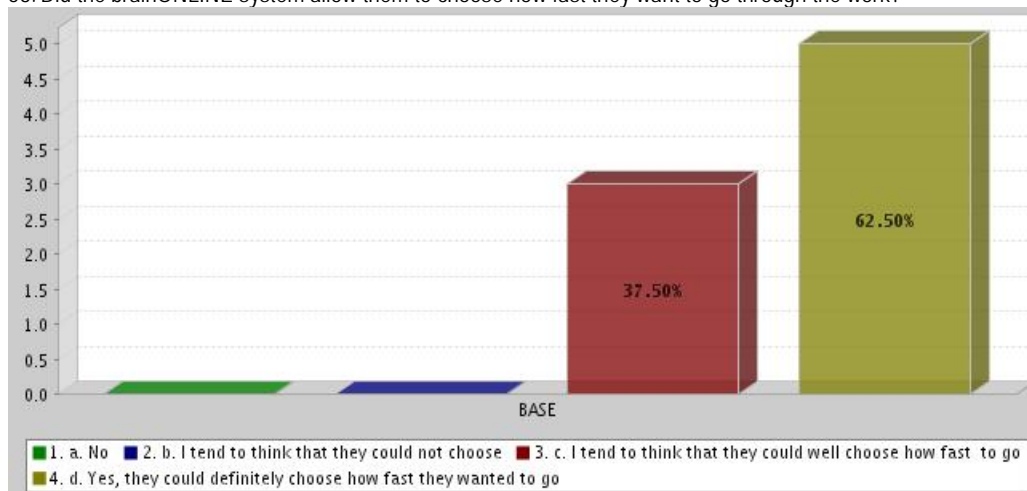
54. Did the brainONLINE program allow them to customise the program the way it suits you?
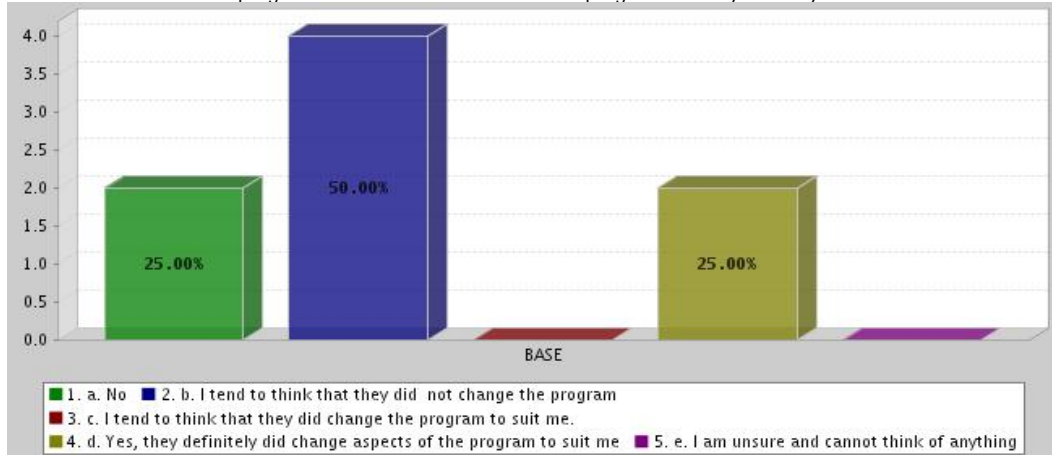


55. Did they adjust the system to fit the way that you learn?
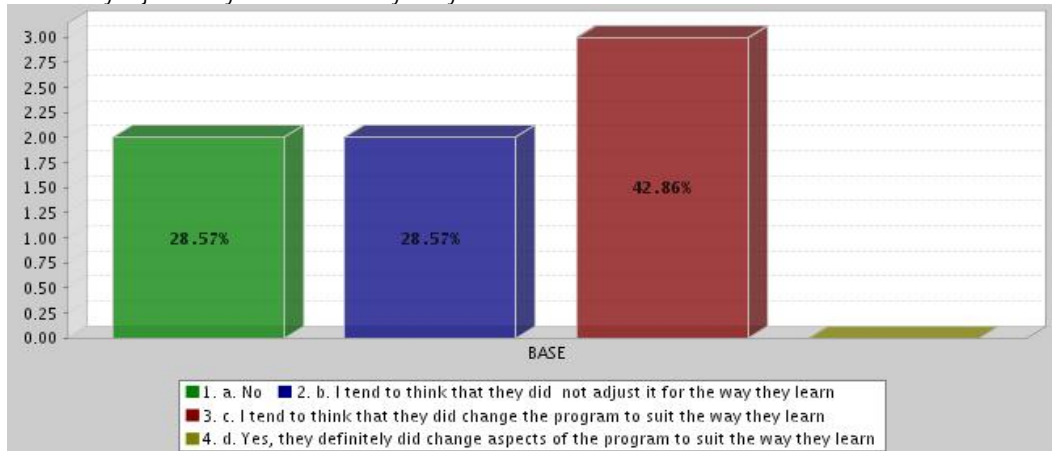


56. Did the brainONLINE system help them to take initiative in learning with the system, eg start things, think of new ways to do things?

57. Did the brainONLINE system help them ask for help from the teachers.?
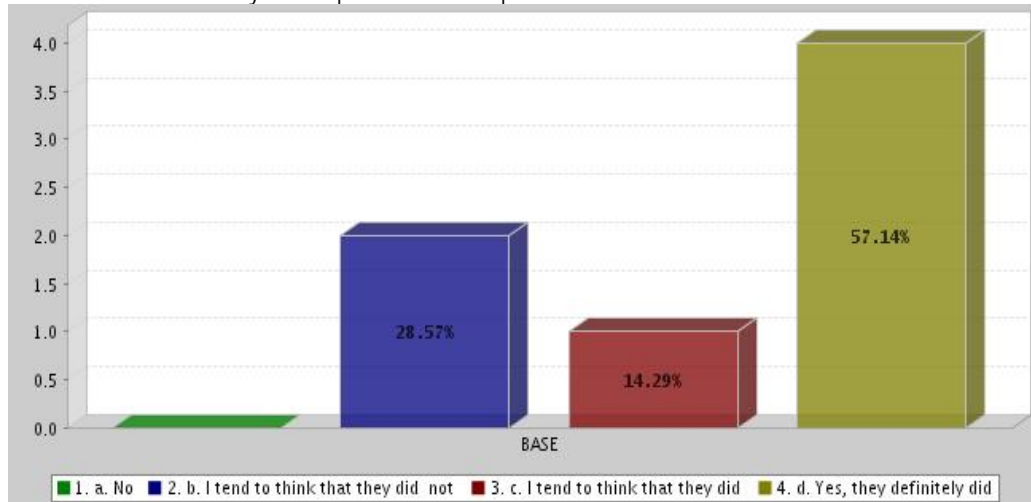


58. Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think this is beneficial to the students?



59. What do the students think. Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think they found find it usefull?
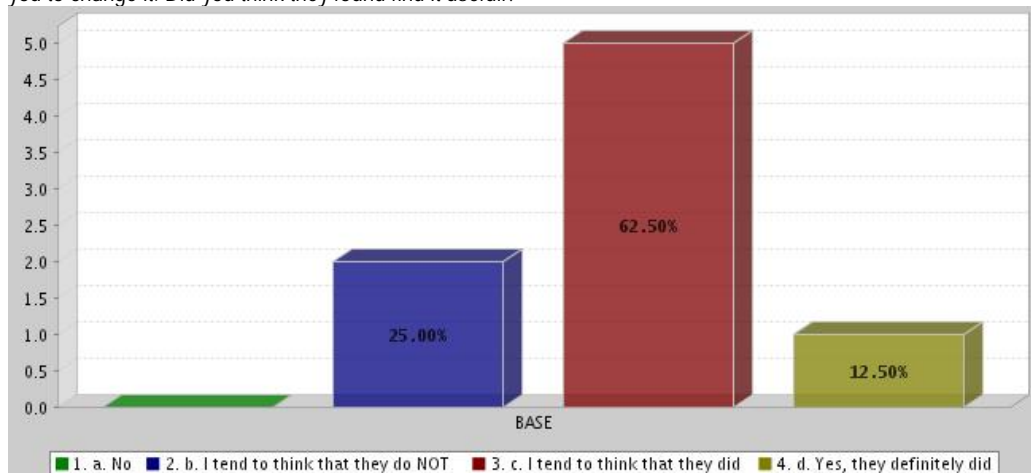
60. Did the brainONLINE system make  make it easier for them to learn
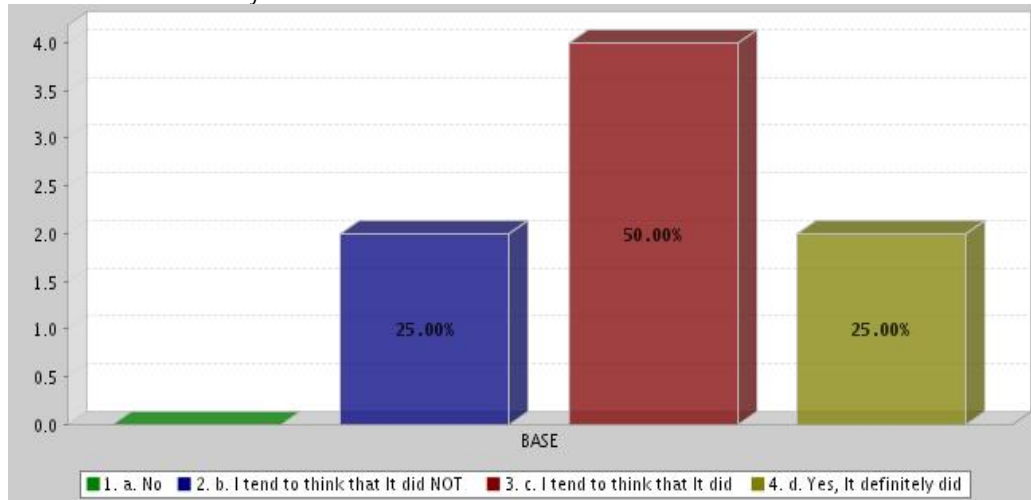


61. Did the brainONLINE system help them  when they came across something that they do not understand
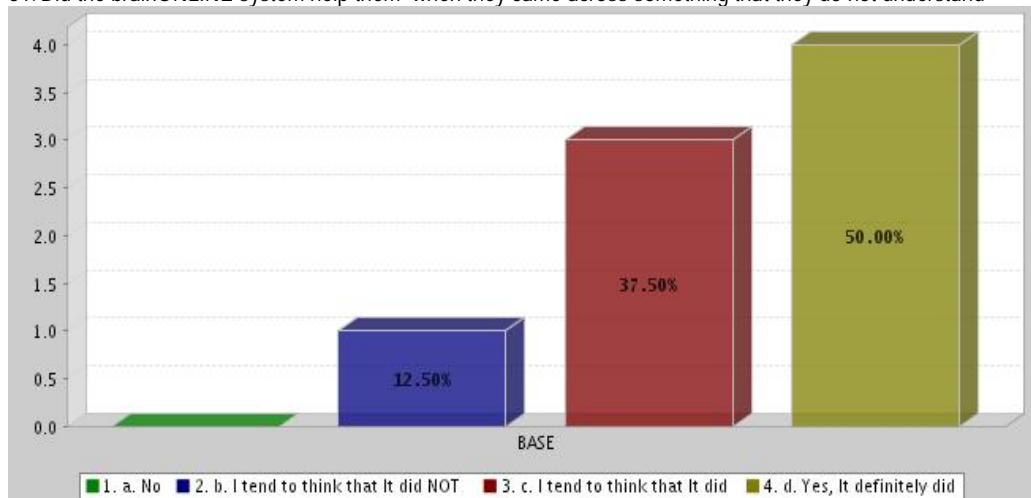


62. Did the brainONLINE system help them to know exactly what lessons and work they were supposed to do for the year
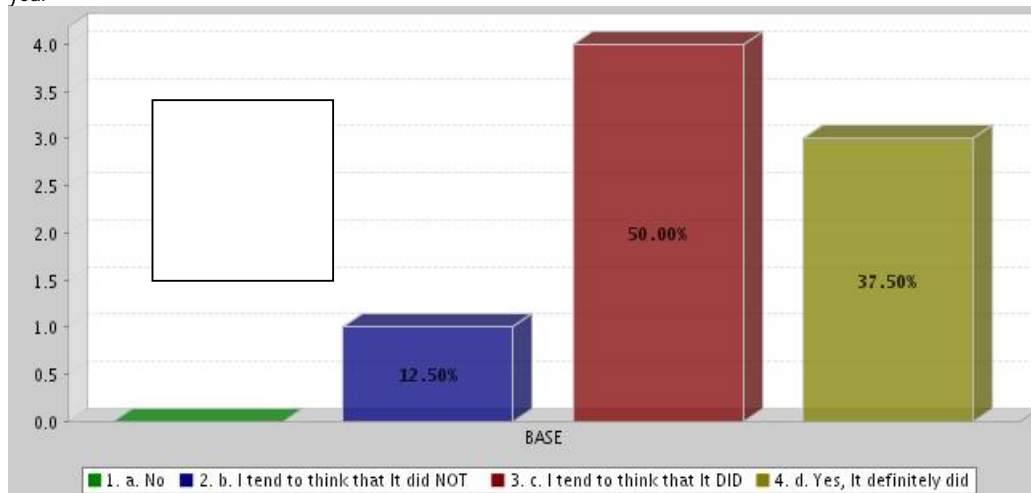
63. Did the brainONLINE system support them sufficiently with Assignment dates and deadlines, and the submission of assignments.
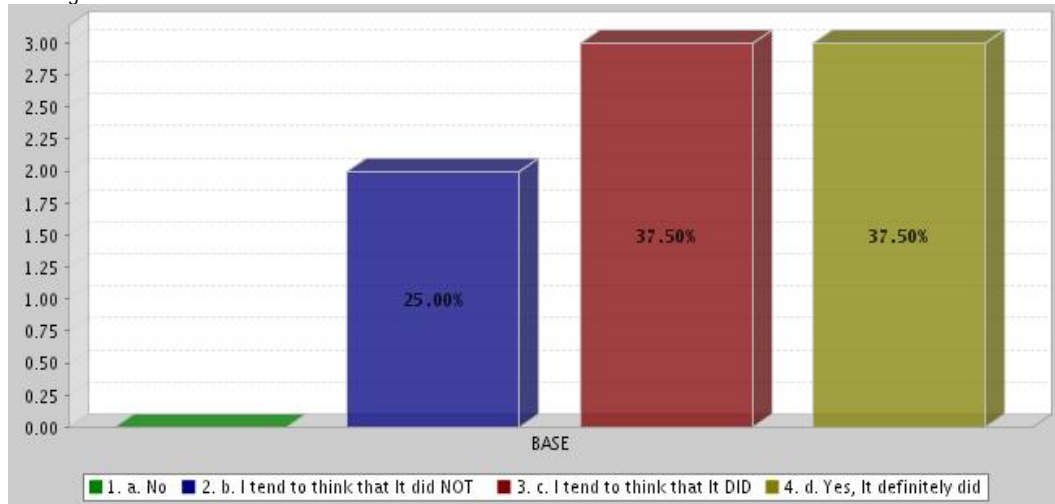


64. Did the brainONLINE system help them to learn together with others
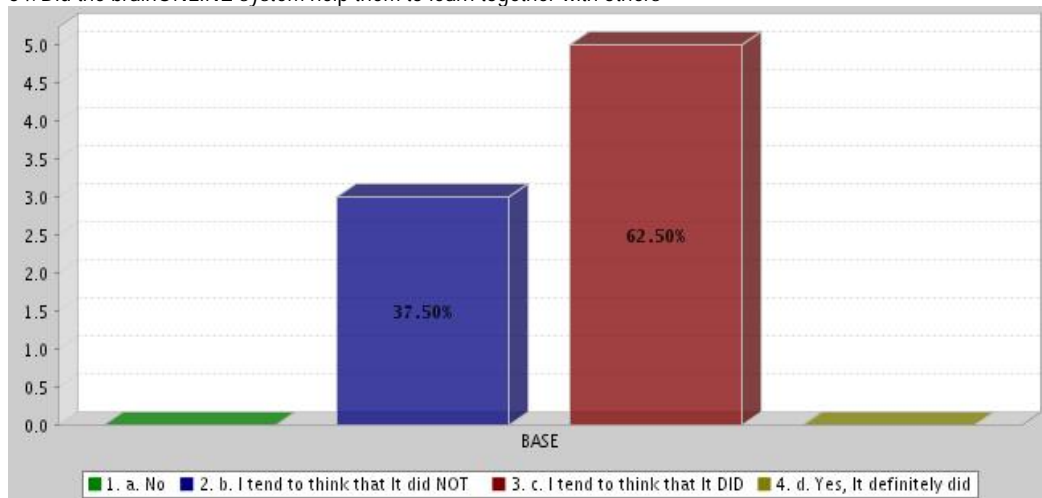


65. Did you attend the workshops
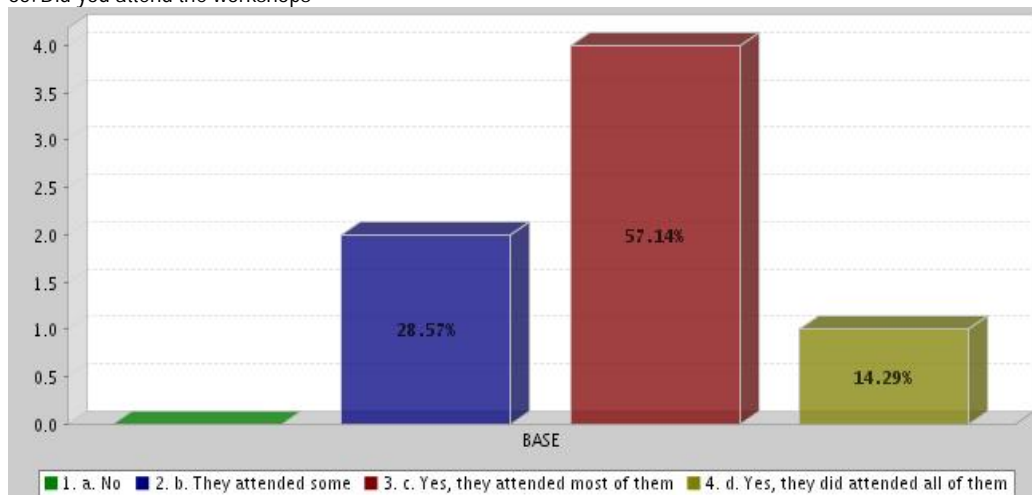
66. What do you find more useful, the online interface or workshops
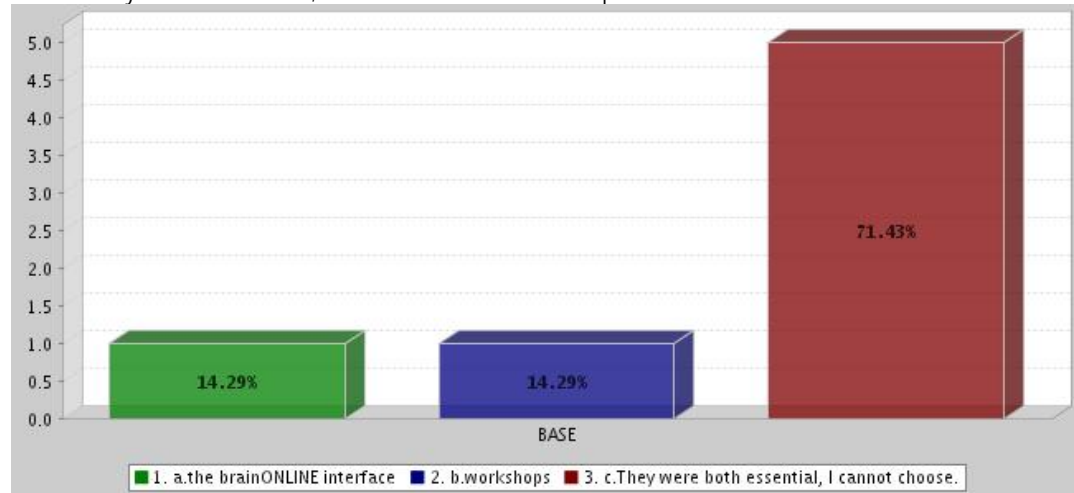


67. Did they make use of brainONLINE system  to talk to other students
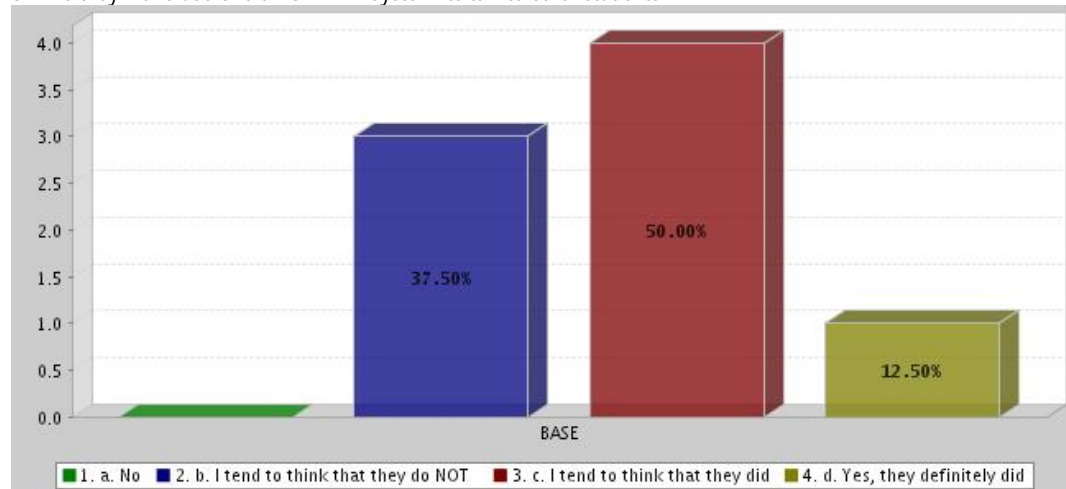


68. Do they prefer to work alone?
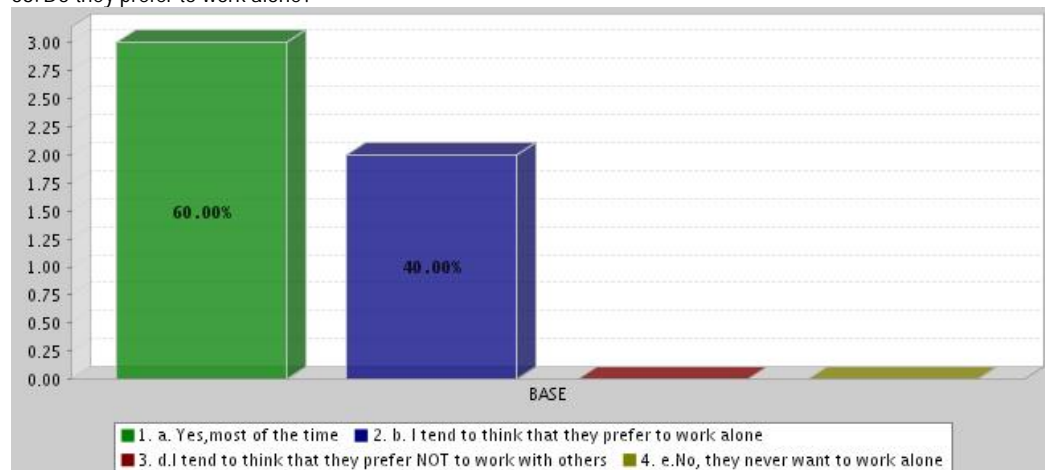
69. Did their parents suppport and encourage them
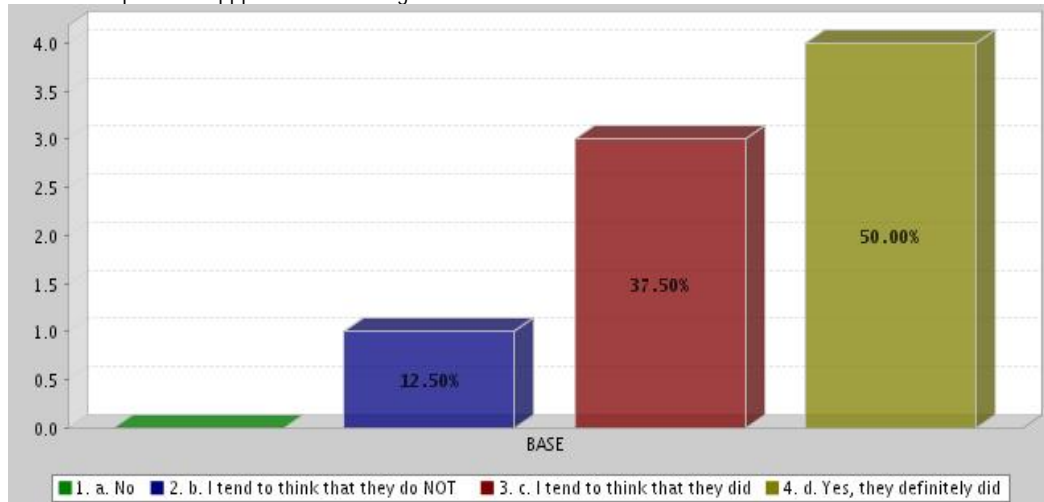


70. Did their parents work with them
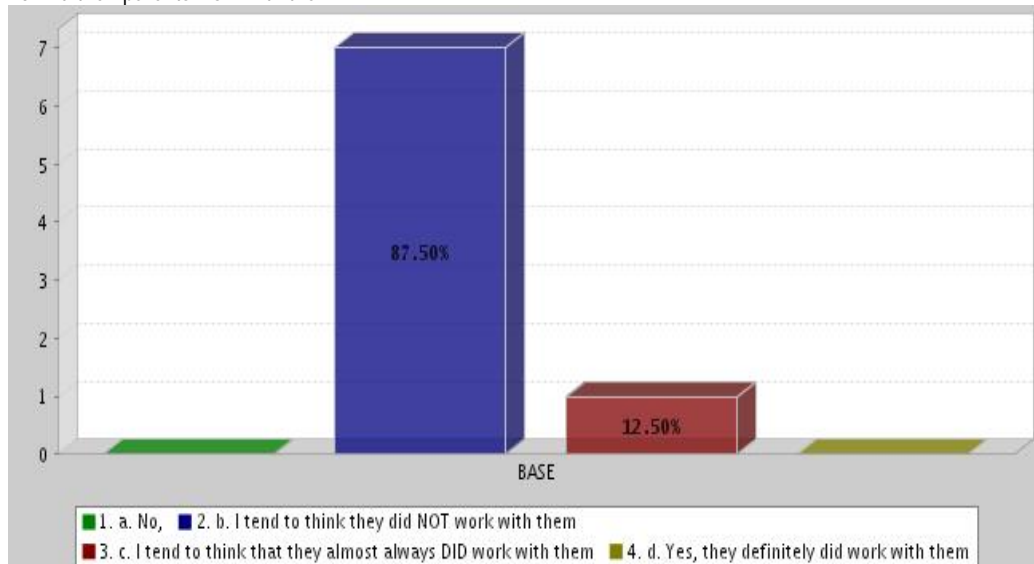


71. Did the brainONLINE system make it possible for their parents to work with them
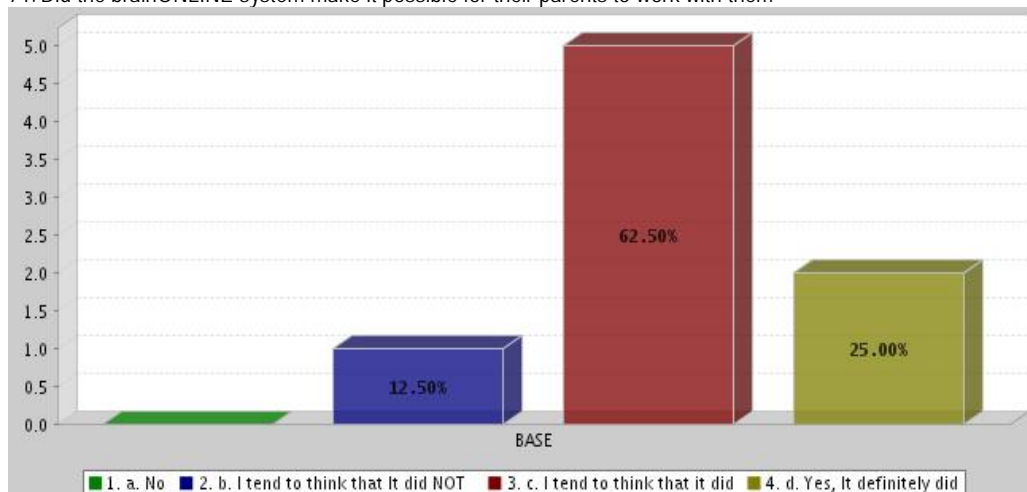
72. Do you think that if parents helped their children, it will be easier to them to pass their exams.
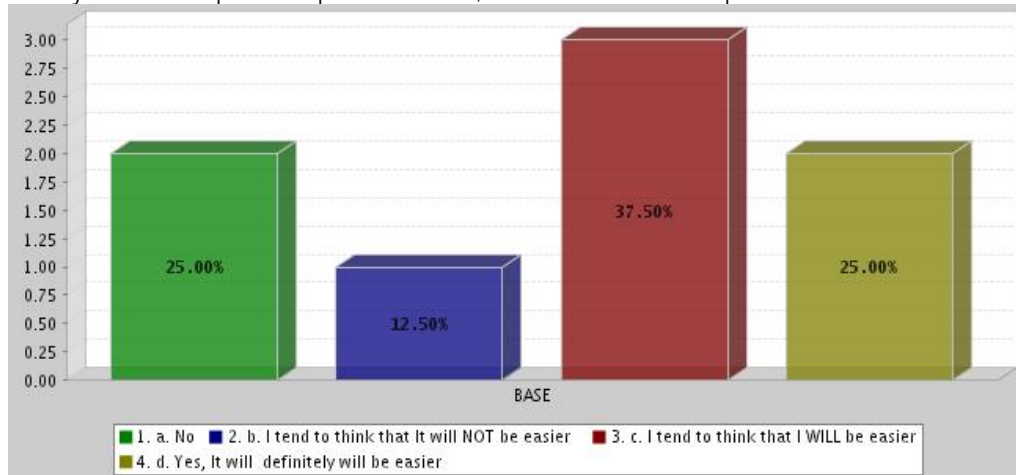


73. They got no support from anyone, and worked on their own, and motivated themselves. They would not have wanted it any other way.
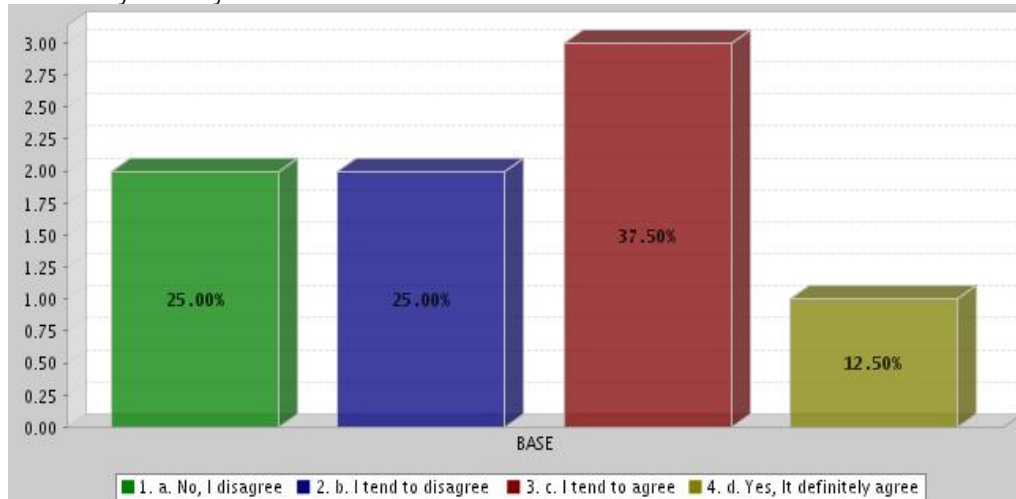


74. Did the brainONLINE system somehow act as a COMPANION to them, like a surrogate mentor.
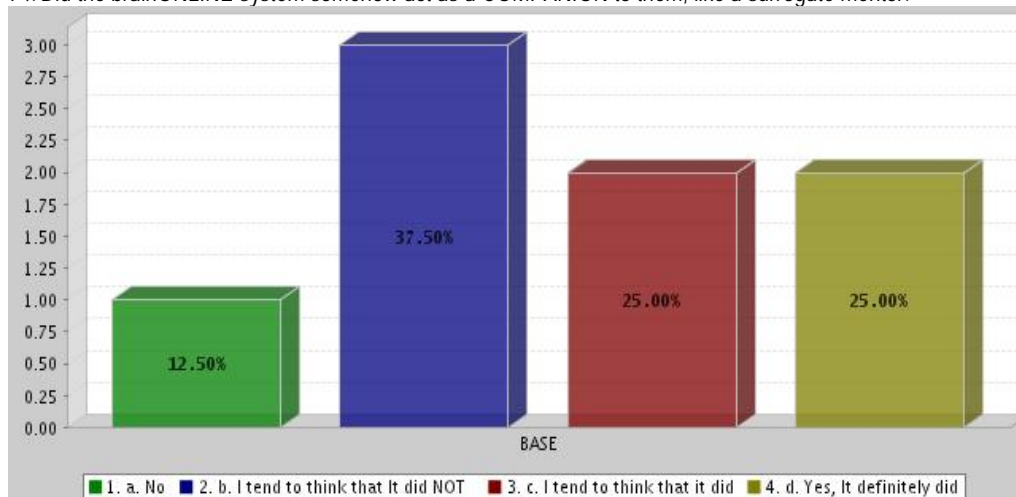
## Appendix 13: Combined analysis of focus group data
Analysis of Focus Group 1 and 2 combined– Students 2004/5 and 2006

**Analysis of Focus Group 1 – Students / subject advisors 2004**

| | | Subquestion | | | |
|---|---|---|---|---|---|
| | | Pedagogics | Community | Communicate | Technology |
| Remark by Student | Interpretation of remarks | 1 | 2 | 3 | 4 |
| …It is better than school | In general the eLearning system satisfies | In general the eLearning system satisfies | | | |
| …Lots of time wasted on doing nothing …If you compare your work to the time that you are there….  …If someone is going to be getting good marks, he is not going to sit in school socializing anyway  ..As I say there are children always disrupting the class, so in theory you don't get to learn as much as you should.  Whereas if you sit and you study and you work,  you can half the time that you spent learning, and be focused and then have more free time to do sport or to go out, I mean you don't get the elements that you get in school,  …No one is going to come up to you in your study and say to you do you want drug, or alcohol | Time wasted in school   The eLearning system is effective because it does not waste time like school   Socializing – no bad influences like in school | Time wasted in school   The eLearning system is effective because it does not waste time like school | Socializing – no bad influences like in schoo | | |

| | | | | | |
|---|---|---|---|---|---|
| …most of the students talk in class anyway<br><br>…The people who talk in class, are usually the ones that disrupt the class, which means people who want to learn can't learn | | | | | |
| We need like more example…and besides the straining through the work actually prepares you for life - a shorter right explanation<br><br>…and you are asked for a lot of examples in the question paper yourself and if you have all the examples in your mind you can put it in a piece of paper<br><br>….I mean it teaches you that. If you get an example in your study and they ask you a similar example it just teaches you to adapt…, to just figure that out for your own. | They like examples that they can go through themselves – like the eLearning system with own pace -Pedagogics Learning material<br><br>Higher order thinking<br><br>Learning by examples and applying the knowledge – higher order thinking | They like examples that they can go through themselves – like the eLearning system with own pace -Pedagogics Learning material<br><br>Higher order thinking<br><br>Learning by examples and applying the knowledge – higher order thinking | | | |
| Study material available offline is important<br>You don't need to go on line to do your work;<br> I mean I don't find it very necessary because its not like your work schedule.<br>No! You still have your books and you still have<br> your CD<br>but you should you go on the internet at least once a month | Study material available offline is important | Study material available offline is important | | | |
| Internet is important to do research<br>Ok, first you have to go to the internet or | Internet is important to do research | Internet is important to do research | | | Internet is important to do |

_____

| | | | | research |
|---|---|---|---|---|
| to the library or just go to the search engine and search for the information. | | | | |
| Do you find that your need to put something online helps you with your learning ability, in other words the fact that you are forced to put things in words only. Keep in mind my original question of 'do spinach 'you can't do on line. That's a functionality that's not necessarily available to you guys | eLearning resource helps to put thoughts into words: | eLearning resource helps to put thoughts into words: | eLearning resource helps to put thoughts into words: | |
| "no problem any more" …one of the students answers<br>"No problem any at all"<br>We are learning languages to express yourself when writing so it comes naturally<br><br>But they do get misunderstood<br>Except if you can't really see the person on the other side.(laughter) | So do you find that there is any hindrance in you putting your thoughts or your emotions in text or is that no problem any more | So do you find that there is any hindrance in you putting your thoughts or your emotions in text or is that no problem any more | | |
| It helps you to adapt<br>The work that you learn helps you to adapt in life if you come across a situation and you know somewhere in the examples I have done something in my study that's actually fairly close to what I've explained now. You actually learn to adapt and you carry on<br><br>"It helps me a lot like for examples business studies and economics basically when I study next to my mom so she can basically help me in the offices it is basically, especially those subjects you have got a lot that is happening. It helps you to understand" | Work that they do is relevant to their live: | Work that they do is relevant to their live: | | |

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| Ok, it seems like you guys are heavily disciplined and all that, are there some buddies of yours that drop out of course….yes there is      (student answers)<br>And why did they drop out? Was it….<br>Keep in mind what we are doing here, we are looking at the toys itself we are not trying to crucify you, we are looking at the toy. So maybe you're just lucky you can break the can and get inside and get the value. Is this so not difficult to open that some guys fall out because of not of their wrong doing but because this toy is so difficult to play with. | Self discipline : | Self discipline is necessity | | | |
| In systems such as these you have to learn to study by ourselves, helps with university<br>And another advantage that we home scholars have if normal scholars this days is that we actually have to learn study by ourselves, so when we leave school we will be able to do university cause this days with this curriculum 2005 and all those they don't know how to learn anymore because a lot of them after standard 7 they have to write a test and then they go to standard 8 and from standard 8 they start failing for the reason that they don't know how to study | Self discipline is necessity | | | | |
| Others may be lazy and have not developed a way to analyse things<br>Yeah I think is the way you think and they you learn and if you can't learn or think like that you can't do Cambridge. | They are in this system because they like to think (higher order thinking) | They are in this system because they like to think (higher order thinking) | | | |

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| No, no I think they are lazy ( personal opinion by one of the student) …No, even some people who worked really hard don't get it right because I don't think is the of the way the analyses stuff but maybe they have a different way of doing things. | | | | | |
| . This better than being spoon fed by a teacher<br><br>I think if you go and find out more about it, you will know more and you will remember. And next time you can't go like ooh! Teacher what is this about, but if you went and searched it for yourself, then you will know because you took the effort to go and find out what is it about<br><br>If you spend time researching, trying to understand, it aids remembering<br>I think is one the best ways of learning, is when you, especially when you go and you do either research on it or spend some more time on trying to understand that piece of work.<br>I think it's when you remember a lot of stuff, the best<br><br>Figuring it out by yourself helps you yourself to get the answer<br>keep on figuring out stuff for yourself while you are working, when you write your papers and there is a question that you don't exactly have the answer, you are still used to figuring things out, cause sometimes you can get the | If one finds out information through this system by yourself, one tends to remember it | If one finds out information through this system by yourself, one tends to remember it | | | |

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| answer by just figuring it out yourself | | | | |
| it took me about a year to get used to that and afterwards it's… it's much easier to do | Studying in English as their second language took a lot of adjusting. | Studying in English as their second language took a lot of adjusting. | | Studying in English as their second language took a lot of adjusting. |
| … it shows there lesson number 1, lesson number 2 you can't really get lost, you just start from the beginning. | They like the fact that material is organised neatly in lessons 1,2,3 | They like the fact that material is organised neatly in lessons 1,2,3 | | |
| …Aren't you lonely …Loud NO from most students | The system does not result in loneliness | | The system does not result in loneliness | |
| Not school dropouts -  Are you guys here because you were dropouts in school – Loud NO<br><br>Time wasted in public schools<br><br>Distance is a factor – no schools in vacinity<br><br>Frustration in normal school<br><br>If you had the option to go to a normal school or would you still do this system? Yes,  will still do this system<br><br>I think most of us are here because we are not satisfied with the level of education at public school<br><br>…it's not much fun (public school) | Motivation - why they are involved in this type of learning system<br><br>Time wasted in public schools<br><br><br>Frustration in normal school | | If you had the option to go to a normal school or would you still do this system? Yes,  will still do this system | |

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| ….it's just we are not going to be recognized internationally and you know it might just be good going to school where you have friends. I means when you…I am not living for now, I am living for when in 20 years from now and when I retire I should have got my house or whatever<br><br>I am trying to build my foundation now for life for university degree, you know I am not going to settle to overseas if I am an South African<br><br>Would not go back to regular school: I think if you have been in  home schooling  for a couple of years you kind of get used to it and don't want to go back to school because… | …it's not much fun (public school) | | …it's not much fun (public school) | | |
| There is, some of them are like that and is like it happens quite often, like on the Brainline forum, like someone  would say they have a problem like Nakita she had a problem with the functional group in science, you know and then we can all help her and explain it to her and it helps in that way<br>…Yeah but you learn<br>   You learn by teaching someone<br>When you teach someone it gets fixed in your head even better…you know<br><br>But some students are too slow:<br>Yeah sometimes they so slow they can never help you | Collaborative learning<br>Peer support<br>How are you doing for peer support, do feel that there is sufficient opportunity to get support from your colleague on line. | | But some students are too slow:<br>Yeah sometimes they | There is, some of them are like that and is like it happens quite often, like on the Brainline forum, like someone would say they have a problem like Nakita she had a problem with the functional group in science, you | |

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| | | | | so slow they can never help you | know and then we can all help her and explain it to her and it helps in that way | |
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| You sometimes get this people who really like to chat on the internet and who always likes to talk<br>…yeah  a lot of chat<br>… A lot of noise<br>Yeah, no, no, I mean they just like, basically they just talk nonsense<br><br>Frustrated if nobody is talking<br>gets boring because a lot times you go to the social forum is like "nobody"<br><br><br>Do I hear you correctly, that you have a need for interactions with all the Brainline children not just some.<br><br>We can make a lot of new friends and example now the Cambridge and matrics are together so basically I think we could also make friends, so we can communicate with them as well.<br><br><br>The socializing is about friends and about learning:<br><br>Flaming and fighting : not much | Socializing<br>Mixed reaction<br><br>They feel that the social forum works good for talking nonsense | | | | Socializing<br>Mixed reaction<br><br>They feel that the social forum works good for talking nonsense<br><br>Frustrated if nobody is talking<br>gets boring because a lot times you go to the social forum is like "nobody"<br><br>Do I hear you correctly, that you have a need for interactions with all the Brainline children not | |

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| We don't really like stuff like that. …we don't spend enough time to start talking about stuff like that, and then usually wait for workweeks. | | | | We can make a lot of new friends and example now the Cambridge and matrics are together so basically I think we could also make friends, so we can communicate with them as well.<br><br>The socializing is about friends and about learning:<br><br>Flaming and fighting : not much<br>We don't really like stuff like that.<br>…we don't spend enough time to start talking about stuff like that, and then | |

| | | | | usually wait for workweeks. | |
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| Sometimes they would just ask somebody instead of subject advisor<br><br>I think some of the subject advisors most of them are not used to technology thing and internet stuff when they have to help you, they try to figure out what will help<br><br>No…, but even to answer a small question, sometimes you, you just want to ask a small question because you just got to mind and you really want to….but then the… you put it on line and then it takes forever. I would rather go and ask somebody who would just like…immediately give me the answer<br><br>its much more easier to ask somebody just like, like at the workshop or something and then to go on and tomorrow you go on again and there is nothing<br><br>It would be easier to pick up the phone and phone the subject advisor, which I do, | Takes a long time for teachers to respond<br><br>They think subject advisors are not used to technology and that is why they are slow<br><br>They would like more immediate feedback<br><br><br><br>They find it easier to ask questions in person than online especially if it is going to take time to answer<br><br>Some find it easier to rather phone if they need help | | | Takes a long time for teachers to respond<br><br><br><br>hey would like more immediate feedback<br><br><br><br>They find it easier to ask questions in person than online especially if it is going to take time to answer | They think subject advisors are not used to technology and that is why they are slow |

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| …mean when she's going through all that work, I mean really it's like hundreds papers of work and I mean she doesn't really get the time to deal with the small issues perhaps, you know small questions while she is going to be answering the big picture. Like in a week or so she going to give us a lot of information. | Online communication They think that subject advisors should focus on the big things like making summaries that would benefit all, instead of dealing one on one with small issues | | | Online communication They think that subject advisors should focus on the big things like making summaries that would benefit all, instead of dealing one on one with small issues | |
| … haven't really needed the subject advisor because of my parents, basically with all the subject I have they help me … it helps a lot if you have clever parents | Subject advisor help They feel it should be faster (above) Some of them feel they do not need it because they work themselves and their parents help them | Subject advisor help They feel it should be faster (above) Some of them feel they do not need it because they work themselves and their parents help them INDEPENDENCY | | | |
| … have the private thing as going on as well so if you have stupid question…..in Cambridge nothing is stupid | They are not scared to ask stupid questions | | | They are not scared to ask stupid questions | |

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| …But we don't get enough time. Sometimes we don't have enough money to spend time on the internet to figure out someone else's problems | They do not have enough time or money to answer each others questions online (contradicts other place where they say money not issue) | | | They do not have enough time or money to answer each others questions online (contradicts other place where they say money not issue) | |
| … baie gaan kyk maar min gepraat (looked a lot but didn't talk much) | A lot of them lurked. They went and looked at discussions but did not participate | | | A lot of them lurked. They went and looked at discussions but did not participate | |
| …Dis meer oor die sosial goetes maar dis 'n paar mense wat altyd daar as jy in kom en hulle nog steeds daar (it is more about socialising, but it is just a few people that are always there) | Chatting was more social than educational, with a lot of regulars frequenting the chat rooms | | | Chatting was more social than educational, with a lot of regulars frequenting the chat rooms | |
| … a ghost house – if I go there and they are not there. It happened a lot. | Chatting – it frustrates them if they go online and there is nobody there | | | Chatting – it frustrates them if they go online and there is nobody there | |
| They did ask online questions and phoned. | Interaction with subject advisors | Interaction with subject advisors | | Interaction with subject | |

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| The workshops played a big part in support<br>… Dit is ok, ek het nie regtig baie gebruik gemaak daarvan nie, Ek het dit eintlik gebruik om datums te kry<br>…Ja! Self reg gekom (Yes, I helped myself) | They did not bother them much because they feel they were OK. | They did not bother them much because they feel they were OK | | advisors<br>They did not bother them much because they feel they were OK | |
| …so if you have problems you have it regularly and those with no problems don't seem to have problems. | Little technical problems | | | | Little technical problems |
| – it is an advantage<br>Have to cope without teachers that teaches, and friends<br>Everything is available, everything is there [25:47]<br>You just have to find the work<br>…I mean you have got the work in front of you and you should just learn it.<br>..because some people are used to having teachers and friends around them, and teachers teaches them | In this system everything is available | | | | |
| …would be nice if we had one thing (user friendly) the new things and everything you should do and then you could just like go there…I don't know<br>… Yes just to know the new things because sometimes you go to all sides and ah..! all places where you were at | They want to have a place where they could only see the new things that were added (there is a place like that) | | | | They want to have a place where they could only see the new things that were added (there is a place like that) |
| … yeah there so much you can't go on everything | Too much information<br>Students complain about too | | | | Too much information |

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| … I want to able to go the homepage and be able to see the relevant information that links to separate pages, one link to all the scores, one link to discussion forum.<br>… There is too much pages, like if you want a little bit of information you have to go and page and wait another five minutes, just to find out is not the appropriate page(another student: to find the schedule for the workshops it always changes)<br>… You know there is so much stuff and there is so much places to go and sometimes you want to find a simple thing and then you go through so much<br><br>… the need for customization of you interface<br>… very organized its kind of I don't know , I can't find it, it takes a long times to get all your stuff and everything that's what confuses me<br>… on the other hand there is too much links so everything has a sort of problem, but in the end everything is actually like balanced<br><br>…sê maar jy sukkel en jy kan nie miskien in die onderwyser uit kom dan vra sommer jou friends as 'n email of as dit nou nie op 'n forum is want dit het my bietjie afgesit want ek verkies dit meer soos 'n chat room | much information and busy screens<br>They would prefer ONE page where they could see everything important and that which has changed<br><br>They would like to be able to customise their screens, others feel it is ok and "balanced"<br><br><br>Wanted the forums more like a chat room, meaning more immediate | | | Wanted the forums more like a chat room, meaning more immediate | Students complain about too much information and busy screens<br><br>They would prefer ONE page where they could see everything important and that which has changed<br><br>They would like to be able to customise their screens, others feel it is ok and "balanced" |

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| … internet has got a lot information , it has your updates | They like the fact that on the internet they get updates on the lessons | They like the fact that on the internet they get updates on the lessons | | | They like the fact that on the internet they get updates on the lessons |
| …It helps a lot but still overall for your everyday work, you don't want to go and wait five minute of your time when you go on the internet. You just want to get your work done and work through it, that's it<br>… is very successful in one part of it, it has organized your work and it kind of makes you think that, 'I did this'<br>… ons sou gesukkel het (as die CD nie daar was nie) , die CD het baie gehelp | They like the fact that the core material is available on CD so they don't have to waste time on the internet. If the CD was not there, they would have had difficulties. | They like the fact that the core material is available on CD so they don't have to waste time on the internet. If the CD was not there, they would have had difficulties. | | | They like the fact that the core material is available on CD so they don't have to waste time on the internet. If the CD was not there, they would have had difficulties. |
| …. What you are telling me is that cost is never a factor that will cause you to use more or less of the internet?<br>… So your problem is not one of cost or technical ability but of parental paranoia …yeah | Internet cost is not a factor for most, it is more parental restriction that inhibits them | | | | Internet cost is not a factor for most, it is more parental restriction that inhibits them |
| …Find administrative information – calender information<br>…Assignments submission and feedback<br>…Asking questions | What did they use the interface for<br>…Find administrative information – calender information<br>…Assignments submission and feedback<br>…Asking questions | What did they use the interface for<br>…Find administrative information – calender information<br>…Assignments submission and feedback<br>…Asking questions | | | |
| … die interface is vinnig (the interface is quick) | Internet connection was not really a problem, and the speed was ok | | | | Internet connection was not really a problem, and |

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| …we have to connect after 7 in the evening because it is cheaper (contradiction – thys parents aware of costs but not learners) | Quite a lot was uncertain of the costs of internet, all they know that it is not a factor to consider | | | | Quite a lot was uncertain of the costs of internet, all they know that it is not a factor to consider |
| | | | | | |
| **Focus group 1 part 2  - discussion with J Cronje in Afrikaans, important sections translated in English** | | | | | |
| Ek het gesukkel om goed te kry, ek het nie gedink dis goed nie, ek dink julle moet dit bietjie makliker maak vir die onderwysers. | | | | | I think you should make the interface easier for the teachers, and even I had trouble |
| Ek het op party van die goed in gegaan soos 'n heading en as mens wil in gaan dan dit is nie geupdate nie of nog nie daar nie. Ek weet nie of dit op 'n ander plek moes gewees nie maar ek kon nie die inligting kry nie. | | | | | Sometimes I could not find things and expected to find things but found something else in its place |
| Ja ons het ook gesukkel om updates te kry. Die mense gaan soek oor alles en dan kry dit op 'n ander plek | | | | | Had problems getting updates, did not know where to look |
| …ek het dit gebruik maar het ek altyd gesukkel om my assignments te submit, | | | | | Had problems |

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| ek moes dit altyd hierna toe bring saam, dis nie 'n probleem om dit in te bring maar ek sal dit ook graag wou kon submit. | | | | submitting assignments, but brought it to the workshops |
| Ek het access met die internet maar die probleme is dit ons lyne krap pratykeer, so on sukkel baie want ons internet spoed is baie stadig, so ons sukkel biejie daarmee | | | | Had problems with internet speed |
| Sometimes is die internet baie besig en baie stadig in die aand so ek kan altyd so sewe ure oggend of oor naweek vir voorbeeld Sondag middag dit is stil so dit werk rerig. Ek het geen 'n idée hoeveel per maand dit kos nie | | | | Special times were used for internet access eg special discounts, but they had no idea of the costs involved Most of this group accessed after 7 in evening |
| Dit lekker om die aand daar te sit en maak 'n bekkertjie tee en .. | | | They enjoyed going on the internet chatting with friends | |
| Ja as mense workshop toe kom en hulp baie…………………… so sê maar jy sukkel en jy kan nie miskien in die onderwyser uit kom dan vra sommer jou friends as 'n email of as dit nou nie op 'n forum is want dit het my bietjie afgesit want ek verkies dit | | They would prefer knowing when their friends are online, prefer chats rather than forums | Do not like to go online and there is nobody there – it is like a haunted empty house | |

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| meer soos 'n chat room<br><br>Ja! Spook huis!<br>Baie gebeur! | | | | |
| Het jy met ander woorde, meer studente sê email op gesoek vir 'n privaat email gestuur?<br>…ja ek het dit gedoen. | | | | Used interface to find email and then send private emails |
| Ek is nie so lief vir chat rooms nie, as ek op die internet gaan is daar ander dinge wat ek graag wil doen, maar ek kom nie daar by uit nie | | | | Did not like the socializing on internet, prefer work related things |
| …Ja! Dis meer oor die sosial goetes maar dis 'n paar mense wat altyd daar as jy in kom en hulle nog steeds daar | | | | Chats were more socially orientated than work orientated |
| Ek! Maar die workshop is lekker dan moes saam te werk, dis lekker om alleen te werk en dan op die workweek saam te werk en saam te kom. Dis lekker om die workweek te wees want dan kan met die subject advisor praat saam en dan kan julle vir jou verduidelik want dis baie moeilik om sekere goed te verstand | | Like to work alone<br><br>Also prefer subject advisor interaction to explain difficult stuff | | |
| Baie goed, die workweek het baie gehulp | | Workshops help | Workshops help, and aids the social community | |
| Wie van julle het gebel?<br>Ek het baie keer! | | | | Used the phone to contact subject |

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| Het jy self reg gekom?<br> …Ja! Self reg gekom | | Did not ask much questions – preferred to help self | | | |
| Wie sê CD is essential?<br>[al die studente: die CD is essential]<br>ok that makes that point quite clear | | | | | The CD with the material on is essential, without it they would have problems |

## Analysis of Focus Group 2 – March 2006 - Students

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| Normal school<br>Group work is not popular, just some do the work | | | | | |
| Do not like group work, No recognition of individual work | | | | | |
| Own initiative highly valued | | | | | |
| Normal school fall behind drag all with you. | | | | | |
| In this system you can pace yourself | In this system you can pace yourself | In this system you can pace yourself | | | |
| When you do home schooling you can have the whole entire day to do research or to study or whatever. | Flexible daily activities | When you do home schooling you can have the whole entire day to do research or to study or whatever. | | | |
| You can do nothing the one day and do double the next day. | Flexible daily activities | Flexible daily activities | | | |
| Flexibility schedule | But cannot change deadlines in | | | | |

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| | the system, somethings are fixed | | | | |
| Happy can  Organise own time to work | Happy can  Organise own time to work | | | | |
| How much value does your buddies add to your life?  If you had to do this in isolation, would it have been any more difficult? | Respon-sible for self<br><br>Feel that they can do this on their own, do not need their buddies<br><br>Thus peers not important | Feel that they can do this on their own, do not need their buddies<br><br>Thus peers not important | Feel that they can do this on their own, do not need their buddies<br><br>Thus peers not important | | |
| I will die if I had to work alone. | Others value buddies | | Others value buddies | | |
| Okay.  Do I have an option?  Can I always say I only work when I'm happy? | Option to work when happy | Option to work when happy | | | |
| Who of you thinks that your buddies add academic value to your life?  Tell me in what ways? | Buddies have Opinions but don't rely on them for assist-ance | | Buddies have Opinions but don't rely on them for assist-ance | | |
| We're both seeing the same thing.  We've both got different facts which are facts, they're both true.  Both sides of the story are true but it's totally different and it's from the same thing, so you will learn.  Once again, the more viewpoints you've got, the better. | More  view-Points the  better | | More  view-Points the better | | |
| So, how much do you feel exposed, that your friends are wrong?  What's the chances that your friend's interpretation may not be a valid one? | Friends may be wrong | | Friends may be wrong | | |

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| It's just always a good thing to have different viewpoints because yours might be wrong. Perhaps you see the mistake in yours. Perhaps you see that. It doesn't necessarily mean those viewpoints are there | Buddies can give one wrong logic which has to be de-learned | | Buddies can give one wrong logic which has to be de-learned | | |
| If I have a real learned friend then I'll phone a friend | If know it is knowledgeable friend then advice is taken | | If know it is knowledgeable friend then advice is taken | | |
| Must be specific. | Must have specific knowledge | | Must have specific knowledge | | |
| No, no, I mean the answer they put on the net. Maybe it's….ja, I'm looking for x, and I want the result for x and its wrong and everybody sees it and like ha ha she's wrong and everything. I wouldn't do it like that. | If someone puts wrong answers on net, they can get laughed at | | | If someone puts wrong answers on net, they can get laughed at | |
| I'm like that. | Do not like to be laughed at and therefor stay quiet | | | Do not like to be laughed at and therefor stay quiet | |
| With the online system you also have the choice of being anonymous. There are ways you can do it. | The system allows for anonymous posts which helps in this regard | | | The system allows for anonymous posts which helps in this regard | |
| No, not really, its too much effort. | But anonymous is not being used | | | But anonymous is not being used | |
| The thing is if you see the people that have just come to Breinlyn, they will hold back and then a few months or a year later you will see everyone knows | Given some time in the system the community aspects kicks in and people start sharing and nobody bothers if you are not | | | Given some time in the system the community | |

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| everyone.  Everyone shares everything, so its not actually…where you say that you're worried that everyone's going to laugh at you.  You start off shy or whatever and then you get into the group. | correct in answers | | | aspects kicks in and people start sharing and nobody bothers if you are not correct in answers | |
| Yes, in my previous earlier years I decided: well some of these people are just seeing the situation incorrectly so I thought I'd just contribute my side and anybody can contradict me as they wish. | After a while someone has the courage to contribute | | | After a while someone has the courage to contribute | |
| So what I hear her say is that, if you are damned sure of your answer, then you'll share it, otherwise you keep seriously quiet.  Is that a correct translation?  Okay so there are some of you who feel that you are more daring?  Do I take it that at times you have just given your opinion without necessarily having this list of facts?  Okay.  Ma'am you say: yes, you have.  Did you consider the risk that they may be laughing at you? | After a while they get more confidence.

Some who have daring personalities post more and take risks | | | After a while they get more confidence.

Some who have daring personalities post more and take risks | |
| We laugh at each other all the time.  It really doesn't matter. | Because of the community feeling everyone is laughing at everyone and it does not matter if you give incorrect answers | | Because of the community feeling everyone is laughing at everyone and it does not matter if you give incorrect answers | | |
| Great stuff!  Now here's the question.  If you feel that its actually a problem if people laugh at you, then show me a | Some stay scared and do not want to be laughed at | | Some stay scared and do not want to be | | |

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| one and if you think: hell, I don't care, we're a lot of paw-paws together so its okay if they laugh, give me a two. Come on. Twos twos twos twos twos. Okay so just about nobody of you cares whether they laugh at you or not? That contradicts earlier opinions. | | | laughed at | | |
| No, it's a pretty informal like group that we've got. Most of us don't see each other very often except for work groups so | The workshops help to bind the community | | The workshops help to bind the community | | |
| I'd rather act like a fool in front of a thousand people I don't know than act like a fool in front of someone I really know…well, not know but that sees me every day. | Easier when wrong because don't see people every day | | | Easier when wrong because don't see people every day | |
| Okay so we….let me try to summarise here. The majority have been part of some gossip behind the rest's back. All of you claim that you knew it was going to happen anyway but since you don't really know them that well, you don't give a damn and you'll just give your opinion anyway. Is that a fair assumption?<br><br>Ja | majority have been part of some gossip behind the rest's back.<br><br>they knew it was going to happen anyway but since they don't really know them that well, thjey don't care and they just give your opinion anyway | | majority have been part of some gossip behind the rest's back.<br><br>they knew it was going to happen anyway but since they don't really know them that well, thjey don't care and they just give your opinion anyway | majority have been part of some gossip behind the rest's back. | |
| I think so. Because you build friendships here that when you leave | Yes, friends very important<br>They do comfort | | Yes, friends very important | | |

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| the friendships aren't that tight and when you get back here then the friendship is the same when you left and you can build it further and you become comfortable and you feel safe with different kinds of people.  There are some friends I have I feel extremely comfortable with to talk to them and relax with them.  When I have a horrible day I think: I had a horrible day, I feel sorry for myself, help me. | The community does function Feel safe Extremely comfortable with some | | They do comfort The community does function Feel safe Extremely comfortable with some | | |
| Okay, you answered my question.  So you would blurt it out to the group and say: I am in need of help? | They would post emotional calls for help in the community | | They would post emotional calls for help in the community | | |
| Well, it depends, if they think you're like an idiot then they would tell you that you're an idiot, okay, ah shame, but if they seriously see you have a problem then either one, a certain person or everybody will just like try and help you or just make you smile or something. | The community does respond

They are sincere when helping | | The community does respond

They are sincere when helping | | |
| Yep | There are groups of friends helping each other | | There are groups of friends helping each other | | |
| Okay, good stuff.  Getting back to the serious study, how much of it is stuff that you get online i.e. read from screen print whatever and how much of it comes from text book and other support materials?  Want to give me a split percentage wise?  Is it 50/50?80/20 80 text books, 20 other. | 80% text books, 20 other like online They prefer and use more paperwork and textbooks than online sources | 80% text books, 20 other like online They prefer and use more paperwork and textbooks than online sources | | | |
| I'm too lazy to do research.  I just onto the computer and get everything of | Use mostly work supplied by the system, no access to library | Use mostly work supplied by the | | | Use mostly work |

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| there. Okay, I go to different websites but I do basically everything on the computer because I have to do it myself. I don't have transport so I can't get to the library or anywhere else. I'm basically stuck at home | | system, no access to library | | | supplied by the system, no access to library |
| No. No, you see, I do read. I read the website, right and then I try to find another website totally opposite to that, to see if it can prove that this is right. | Others do extensive research | Others do extensive research | | | |
| Yes. I don't just go to one website. It's like, ok, this is all I need, I just print. I go to different websites because they teach us specifically that you can't just use one book anymore. I might as well just photocopy the book and give it in. I go to different websites to get different information from different areas. | They use more than one opinion to check views<br><br>Taught not to use only one source | They use more than one opinion to check views<br><br>Taught not to use only one source | | | |
| Encyclopaedia Brittanica. | Encyclopaedias are used | Encyclopaedias are used | | | |
| Depends whose with me. If I like remember I need something. If its just like a friend, you ask. If its like a bunch of people, I'll say I need help like, you know? | They ask what they need | | They ask what they need | | |
| My dad's friends with lawyers, pilots, all sorts. So basically if I need help with anything, I can go ask anyone of them but mostly I just listen when people talk. When they're socialising, you listen and you pick up a lot. | They ask parents friends, or listen when they talk<br>Listen and pick up a lot<br><br>Because they homeschool this is possible | They ask parents friends, or listen when they talk<br>Listen and pick up a lot<br><br>Because they homeschool this is possible<br><br>COMPANIONSHIP | They ask parents friends, or listen when they talk<br>Listen and pick up a lot<br><br>Because they homeschool this is possible | | |

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| And you feel you've got the confidence to go to daddy's golfing buddy and say: bring answer?  What does the rest of you feel like?  Can you use your parents' network?Ja | They have enough confidence to approach older people in their parents' network | They have enough confidence to approach older people in their parents' network | | | |
| Not my mom, okay.  Well we all have exceptions general things are what we worry about.  Now, when we get to the family themselves, do you trust your parents' opinion better than you would any other source? | Exeptions to the rule

Do trust parents' opinion | Exeptions to the rule

Do trust parents' opinion | | | |
| Okay.  And if your father, who is an engineer, tells you that this roof is strong enough but his colleague, who is also an engineer, says: 'not a damn', would the fact that he is your father, sufficiently influence your thinking that you will just accept the ……? | Trust parents' opinions | Trust parents' opinion | | | |
| Then I would say: 'why do you say that and why do you say that' and put it together. | Parents encourage them to question WHY | Parents encourage them to question WHY | | | |
| Uh, uh.   Subject advisors. | Some feel the subject advisors are not like parents | Some feel the subject advisors are not like parents | | | |
| Okay.  And do you think that these tutors are of you always know what is expected 100%?  No | Subj adv do not
Always know
what is  expected | Subj adv do not
Always know
what is  expected | | Subj adv do not
Always know
what is
expected | |
| Like for instance in Mathematics, you'll find something that is wrong and she'll think about it and then come back to you and: 'yeh, you're right, its wrong'. So they can't always like…they can give you what they know best and if its wrong then they can try and fix it. | Subj advisors – they will say when they are unsure and come back with answer | Subj advisors – they will say when they are unsure and come back with answer | | | |

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| Would you like to have to the opportunity to anonymously comment on the quality of the people that help you? | like to have to the opportunity to anonymously comment on the quality of the teachers | like to have to the opportunity to anonymously comment on the quality of the teachers | | | |
| | The subj advisors must learn from students as well | | The subj advisors must learn from students as well | | |
| So what you're trying to tell us here is that you don't want them teach you. You want them to facilitate learning? | They prefer to be facilitated, and not taught | They prefer to be facilitated, and not taught | They prefer to be facilitated, and not taught | | |
| When you come to the work weeks and _____ and they ask your opinions about things, _____ the teacher would for instance, everything you've done through the year, she'll just go through it over and over again. Sometimes you want to say: 'I have a problem with Unit 4, page whatever'. I want to come and ask the teachers specifically during class: 'I have a problem with Unit 4, page whatever, help me. Most of the time all she does is go over and over and over the work.<br><br>She just repeats what the book says. | They want to be able to ask specific things in a workweek instead of just going over and over the work at the workshops<br><br>Complain about paying for rushed through workshops | They want to be able to ask specific things in a workweek instead of just going over and over the work at the workshops<br><br>Complain about paying for rushed through workshops | | | |
| I've done it before but they can't always explain it to you over the computer. Sometimes you need to see how, like for instance in Mathematics…you need to see how the formula works. It can't just be explained over the Internet. | Difficult to explain over a computer or the internet | They want face to face as well because Difficult to explain over a computer or the internet | | | |
| That's what they did with that video footage. You know that…..? | Video clips are very usefull resources | Video clips are very usefull | | | Video clips are very |

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| | | | | | usefull |
| I know but she's…you don't get it anymore.<br><br>Ja…that's…those video footages used to show how the maths problems were worked out so….we're missing that this year and that's why some people…..<br><br>Okay. So what I'm hearing is, there was a useful resource that is now no longer available, please listen, we want it back, is that correct?<br><br>Yes | | | | | |
| Skype can be considered | Skype can be considered | | | | Skype can be considered |
| People in this system mostly from rich homes, but in some ways it is cheaper than normal school | People in this system mostly from rich homes, but in some ways it is cheaper than normal school | People in this system mostly from rich homes, but in some ways it is cheaper than normal school | | | |
| Better learning opportunity if you have money in such a system | Better learning opportunity if you have money in such a system | Better learning opportunity if you have money in such a system | | | |
| Don't have time for playing with techno toys like webcam | Don't have time for playing with techno toys like webcam | | | | Don't have time for playing with techno toys like webcam |
| Well, Brainline can only offer that much. You can't expect…um…I don't think a person is stupid if he's not…if he | Tutors not because of poor Assistanc from Brainline or time pressure just added | Tutors not because of poor Assistanc from | | | |

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| doesn't understand a Mathematical problem or something and you can't expect Brainline to also…I…ja…its easier. | assistance | Brainline or time pressure just added assistance | | | |
| | Tutors give extra assistance | Tutors give extra assistance | | | |
| And…and in general, do you…I'll be with you just now, sorry I started talking before I saw you.  In general, do you feel that you get what you pay for?  Are you happy clients?<br><br>Ja. | Generally satisfied | Generally satisfied | Generally satisfied | | |
| In terms of your support that you get from your tea…. from your parents, do you think that they expect more of you within this system than they expected of you from another?….let me make some assumptions here.  Have all of you here been in a normal school at a previous stage?  So you didn't all start from Grade 1 with this?  Okay now, if you compare your parents' expectation from your previous school with what you experience your parents' expectation of this system, do you think there's a difference? | Parents expectations and support | Parents expectations and support | | | |
| Some say lower some say higher<br>There is more work<br><br>Basically high in the term that, if you're in a normal school, the…my personal opinion is that the education is not…doesn't come close to the | Even though this system is more academically demanding you are still expected to get say 80% | Even though this system is more academically demanding you are still expected to get say 80% | | | |

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| education you get here.  So, say they expect 80% from you in a normal school, they still expect you to get 80% now. | | | | | |
| ….which is high in that the level of education is high.<br><br>So what I hear you saying is that you must get the marks but this stuff is more difficult than you had before?<br><br>Ja.<br><br>Yes, and you have less support? | Higher standard<br>But same results expected | Higher standard<br>But same results expected | | | |
| They get more support from parents but it takes parents a long time to realise that the system is different to other schooling | They get more support from parents but it takes parents a long time to realise that the system is different to other schooling | They get more support from parents but it takes parents a long time to realise that the system is different to other schooling | | | |
| If parents give support – does it change the way you react | If parents give support – does it change the way you react<br>Some yes and some nos.  Tell us more | If parents give support – does it change the way you react<br>Some yes and some nos.  Tell us more | | | |
| Well I think its quite important that you have your parents' support.  It would change totally if you didn't have it. | Without parents support it would change everything | Without parents support it would change everything | | | |
| Well I think its quite important that you have your parents' support.  It would change totally if you didn't have it. | Even though they are independent workers, they value support from parents | Even though they are independent workers, they value support from | | | |

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| Ja but I heard you saying earlier on that you are individuals and that you are forced to work on your own and that you should be responsible and blah blah blah, so from that I logical deduct that you know you are responsible for your own future.  So the fact that other people don't want to help you, should you now not as independent learners say, well regardless of that I will do?<br><br>Yes, but I still like it with my parents' support.<br><br>Okay.  So do I hear you correctly to say that, since I am an individual, eventually I'll just have to bite the bullet and do but hell, its nice if my parents also support me.<br><br>Yes.<br><br>It's nice to get any support at all sometimes. | | parents | | | |
| where does the majority of your support come from? | where does the majority of your support come from?<br>Mostly the work in the first place, that which is in the system | where does the majority of your support come from?<br>Mostly the work in the first place, that which is in the system | | | |
| What's the second most important place | Second source - parents | Second source - | | | |

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| where you get help?<br>Parents.<br><br>Parents | | parents | | | |
| Okay. What's the third source of support? Where do you think….<br><br>Learning channel. Videos.<br><br>Okay. Tutors, learning channel, videos. Talk to me more. Is that something you all use, learning channel, videos?<br><br>Yes. Used.<br><br>Used? | Third souce is other learning materials | Third souce is other learning materials | | | |
| Then we were at the tutors and the learning channel. Any other support that you get?<br><br>Internet.<br><br>Friends.<br><br>That's my point! Friends didn't feature in this at all. Earlier on you said to me: 'hell you get some help from your buddies' but now in the list of support, you didn't mention buddies. Where do they fit in?<br><br>I don't get any from my friends.<br><br>Peer pressure does not work in school. I mean not in subject or not intent. I | Collaborative learning<br>Other sources<br><br>Internet and friends<br><br>Friends do NOT feature high in this system<br><br><br><br>They do not like peer pressure | Collaborative learning<br>Other sources<br><br>Internet and friends<br><br>Friends do NOT feature high in this system<br><br><br><br>They do not like peer pressure | When socializing they do not talk school<br><br>They do not want help from buddies | When socializing they do not talk school | |

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| mean peer pressure with smoking, drinking, and all that stuff and that works but you know, when I got to my buddies, I someone mentions school its like: 'God you geek' you know? You don't talk about school.<br><br>And that's why I don't get any support in school work because I don't want any support from my buddies. I don't want to see them like: 'oh, he's my school buddy'.<br><br>Ja, you've got your buddies to hang out, not to do school.<br><br>And my personal friend. I want to see him as my friend.<br><br>Okay. Can I just interrupt you? You indicated an answer long ago and I've been skipping …<br><br>Friends bring out a competitive sense to schooling.<br><br>Ja. | They do not want help from buddies<br><br><br>When socializing they do not talk school | They do not want help from buddies<br><br><br>When socializing they do not talk school | | | |
| Collaborative learning<br>Competition<br><br>They do not like competition<br><br>If should stay in sport<br><br>It is not motivational | Collaborative learning<br>Competition<br><br>They do not like competition<br><br>If should stay in sport<br><br>It is not motivational | | They do not like competition<br><br>It is not motivational<br><br>Competition is tolerable if it is | | |

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| | | | to better yourself | | |
| That's my point.  In a normal class situation, I don't compare myself to the teacher's pet with all the seven As who will get in the newspaper as the top ten but in the class I find a buddy and I sort of want to check what they have and its sort of a norm reference.  Am I unique in that way?  Do you also feel the same?<br><br>Ja.<br><br>Ja | Friends do set a norm to compare with | | Friends do set a norm to compare with | | |
| It becomes different when you're like, in a group and you were all friends but everybody else around you is getting better grades and you're not.  Then  it starts to bug you because everybody says: 'ah I got an A', you know, 'I got two percent more than you did'.  Then everyone asks you: 'what did you get?'  And every time…<br><br>But isn't that part of life?<br><br>No.  If it happens every time and every time you get pointed out: 'ah you got 40%'  For instance you'll be better in music and everyone else is better in all academics, you're just better in talent. Then you get to feel: 'damn I must be stupid because I can't get anything'. | They do NOT like to be compared and to be shown to be stupid academically<br><br>There are other intelligences which are neglected in school<br><br>They do NOT like the better this better that comparison | | They do NOT like to be compared and to be shown to be stupid academically<br><br>There are other intelligences which are neglected in school<br><br>They do NOT like the better this better that comparison | | |
| Everyone's good at like different things. If you've got something like you're good | People are good in different things | People are good in different things | Competition is tolerable if it is | | |

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| in, your not going to like worry if you're like not like up to scratch with the others.<br><br>You can't be brilliant in everything | | | to better yourself | | |
| Ja. Okay, so everybody wants a niche? But now the point is…<br><br>Competition is good.<br><br>Competition is good. Some people think that too much competition…..<br><br>To better yourself, ja.<br><br>How about giving the guy that is good at academia, recognition for his work. Is that okay?<br><br>Ja, it is.<br><br>Ja, but don't make that person that is not, feel like he is an idiot and he's useless.<br><br>Okay, fair enough. But we're not jumping on the dummies for now. What we are saying is that: 'is it okay to give a tick and a star to the guy who really achieved?'<br><br>Ja.<br><br>Ja.<br><br>So….. | Competition is tolerable if it is to better yourself | | | | |

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| You have something to work towards. | | | | | |
| Okay, so it is good to have a system of recognition for achievement?<br><br>Ja.  But then again, you must also, you know….once again not everybody is capable of the same, you know, intelligence level so….. | Reward system<br>System of recognition for achievement<br><br><br>Mildly acceptable | | Reward system<br>System of recognition for achievement | | |
| Yes.<br><br>Ja, I think so.<br><br>You can't give a reward system to somebody who didn't do well but you can motivate them by showing you what you can do and what you can be awarded.<br><br>Okay, so if we award the upper echelons and we don't make the rest available, is that fair enough?<br><br>Ja.  But then again you must also, I mean, if someone did not really succeed in the beginning of the year then he was doing quite well.  Then, I mean, you should actually make know….<br><br>The best improvement of the year?<br><br>Ja, like that. | Reward system must be sensitive<br><br>The Hall of fame is ok | | Reward system must be sensitive | | |

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| Okay. So there must be different categories of reward…. <br><br> Ja. <br><br> …for academic excellence? <br><br> Ja. <br><br> Exactly. <br><br> And, now if we have these people, we put them up in a…ja…we can't call them up to stage, do we put them in a hall of fame. | | | | | |
| So what I'm saying is what's the competition amongst you. Is the competition amongst you such that you would not contribute because you think: 'I'm not the clever one and even though I have the answer for this one, I will not share it because we expected Mary whose clever to give the answer'? Is that an aspect? Some yes'. <br><br> No, I mean, that's only cheating yourself. | It seems that there are not really emphasis on competition in the system | | It seems that there are not really emphasis on competition in the system | | |
| If I feel down, do I get support? And we gathered at that stage that you can get support from these people. At that stage you also knew that everybody were not equally bright but you still felt that you have support. Okay? But this…in the group thing, students | Yes, they do get support <br><br> Individuality and standing out <br><br><br> They will go with the group but | | Yes, they do get support <br><br> Individuality and standing out | | |

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| always want to be different.  I want to be different, that is why I wear what I wear so that I can stand out a little bit.  But be damn, I mustn't stand out too far.  I want to be little bit part of the group as well.  Talk to me about this balance.  What is the need in your lives to be unique and to differentiate yourself from the rest and do I want to be one of the pack?  How does this work?<br><br>I want to be the leader of the pack.<br><br>You want to be the leader of the pack?  Okay.<br><br>Vrrrm, vrrrrm.<br><br>Only if the pack appeals to me.<br><br>Only if the pack appeals to you?  Whoa whoa whoa, let me get that.  Only if the pack appeals to you, then you want to be part of the pack?  If you don't like the pack, then I'd rather be an individual? | only if the group appeals to them, thus strong individuality | | They will go with the group but only if the group appeals to them, thus strong individuality | | |
| | One can be an individual in the group | | One can be an individual in the group | | |
| But they would definitely prefer 4 workshops per year instead of two Thus important to have contact socially and academically, although their strong individuality will carry them through anyway | But they would definitely prefer 4 workshops per year instead of two Thus important to have contact socially and academically, although their strong individuality will carry them | | But they would definitely prefer 4 workshops per year instead of two Thus important to have contact | | |

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| | through anyway | | socially and academically, although their strong individuality will carry them through anyway | | |
| They like the video contact, it works<br><br>The videos of the workshops are very important | They like the video contact, it works<br><br>The videos of the workshops are very important | | | | They like the video contact, it works<br><br>The videos of the workshops are very important |
| Reasonably satisfied with the techical support and standard | Reasonably satisfied with the techical support and standard | | | | Reasonably satisfied with the techical support and standard |
| CD problems | Technical problems | | | | Technical problems |
| Postage problems | Mailing problems | | | | Mailing problems |
| And is that mail that goes missing or mail that doesn't arrive or mail that arrives late? | SA postal system? | | | | SA postal system? |
| Would you like the option to say: 'send my stuff with DHL and I will pay'? | Would you like the option to say: 'send my stuff with DHL and I will pay'? | | | | Would like to have the option to use DHL and pay for it |

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| Smart idea which they had. They actually put all the lessons on the site.<br><br>Okay. So if the CD doesn't work, then you can go to the www. | All the lessons on the system is great, so if CD does not work then you have your work there. | | | | All the lessons on the system is great, so if CD does not work then you have your work there. |
| There's own time. | own time | own time | | | |
| Probably being able to work by myself because I hated working in the groups at school.<br>Okay. Getting rid of the parasites.<br>Good stuff. Yip | work by myself<br>no group pressure | | work by myself<br>no group pressure | | |
| Learning how to learn.<br>Learning how to learn and Brainline taught you that?<br>Yes.<br>Shucks, that's seriously valuable.<br>Okay. Anybody else? Okay good.<br>Yip? | Learning how to learn. | Learning how to learn. | | | |
| The flexibility?<br>Being able to travel and stuff.<br>Okay, the flexibility. Good.<br><br>The fact that I could do it at home and that I have all day to do my work and I can help my grandparents when they need help. They're getting old.<br><br>Own pace and flexibility? Okay. Yip. | The flexibility? | The flexibility? | | | |

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| Just the fact of waking up late.<br><br>Ja, waking up late!  Good stuff.  Yip?<br><br>Just the flexibility of the system in every way.  Both your pace, from pace to the way you learn. | | | | | |
| not always around the same people all the time | not always around the same people all the time | | not always around the same people all the time | | |
| You don't have to drag people. Sometimes when you work in a group you have to drag people.<br><br>So you don't have to pull the laggards. Okay.<br><br>Oh, its like efficient, you know. | Not held back by others | Not held back by others | Not held back by others | | |
| Efficient system.  Efficient in terms of what they do or efficient in terms of you can use your time efficiently?<br><br>Both.<br><br>Both.  Okay. | Efficient system.<br>What the system does<br>And the efficient use of my time | Efficient system.<br>What the system does<br>And the efficient use of my time | | | Efficient system.<br>What the system does<br>And the efficient use of my time |
| I think we learn more, do more work. Like if you work in a group, you won't let other people do the work for you and then just say: 'ja, I agree'.  You'd find out for yourself. | Get to do more – thus time more efficient | Get to do more – thus time more efficient | | | Get to do more – thus time more efficient |
| So you are individually accountable? | individually accountable | individually | | | |

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| | | accountable | | | |
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| Ja.<br><br>Okay.  Jip. | | | | | |
| Does not waste time like in a normal school, with assemblies etc | Does not waste time like in a normal school, with assemblies etc | Does not waste time like in a normal school, with assemblies etc | | | Does not waste time like in a normal school, with assemblies etc |
| I like to do art and music and stuff just because I enjoy it and it gives me more time on that.  In school you are limited to: okay that's art.  You only have hours of music, so I just thought, I can do that more.<br><br>Okay.  So the ability here to decide on what you want to spend time on and sort of allocate your own time.  Okay.  Right. | The system enables one to have time for a variety of things like art, music | The system enables one to have time for a variety of things like art, music | | | |
| Working through home school, we improve our self discipline.<br><br>Ja, that's true.<br><br>Self discipline.  Okay.  Ma'am? | Self discipline improved | Self discipline improved | | | |
| I think these people like Hannes and everybody makes me feel special.  I mean, they go through much trouble to like satisfy your needs and I really think well, this is not really like a normal school, it's a college type and it makes me feel special to be part of the system. | Makes me feel special | Makes me feel special | | | |

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| The work. Now two years ago I was still in a normal school and I think the work is better than…. A higher standard. Ja. Okay. Yes ma'am? | Better standard, better work than in normal school | Better standard, better work than in normal school | | | |
| I like the stability that Brainline offers cause in a normal school, I was really messed up, the structure and everything. Okay. So do I hear you say that there's a sound educational engine behind all of this? Yes. Okay. Yip? | Stability in the system helps children not to feel "messed up" Refers to the fact that all the material is available and there is a published structure | Stability in the system helps children not to feel "messed up" Refers to the fact that all the material is available and there is a published structu | | | Refers to the fact that all the material is available and there is a published structure |
| The interactivity compared to other home schooling systems. Okay, so if you have to go home school, this is the best home school? Ja. Yes. Okay. Yip. I'm doing it again. Yes? | There is a lot of interactivity in the system | There is a lot of interactivity in the system | | | |

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| Application of knowledge specifically within Cambridge, how you have to apply your knowledge.<br><br>In other words, now you are going beyond just theory.  Also getting to applications?<br><br>How to use it.<br><br>Okay. | Application of knowledge going beyond just theory.  Also getting to applications? | Application of knowledge going beyond just theory.  Also getting to applications? | | | |
| Every now and then upgrading something, you know, making it better….<br><br>Okay.<br><br>….like their lessons and stuff. | Regular upgrading | | | | Regular upgrading |
| Well I think everything is pretty  much set but I think the flexibility and being able to work at your own pace so you're in control of your studying. | I am in control of my studying | I am in control of my studying | | | |
| Ja, the technical side and having your lessons on a CD, I think is good.  It makes it so much easier.<br><br>You don't have to wait.<br><br>You don't have to wait for the teacher or the fact that the lessons are already prepared, you know.  You don't have to go and then work through a, like in other home school systems, you have to actually…they give you handbooks and | Having everything ready in advance, all the material, and not having to wait for a teacher | Having everything ready in advance, all the material, and not having to wait for a teacher | | | Having everything ready in advance, all the material, and not having to wait for a teacher |

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| they say: 'okay this is what you have to do for the year'.   They don't really tell you: 'okay, this is this lesson.  You're learning this and this is a little self test just to test yourself', you know.<br><br>Okay.  Part of that sound educational system we heard.<br><br>Ja.<br><br>Okay.  Yip? | | | | | |
| The fact that they seem to try to make your education better.<br><br>Okay.  Their attitude towards trying to make it better?<br><br>Ja.<br><br>Okay.  Good stuff. | The care and attitude which is behind the system | The care and attitude which is behind the system | The care and attitude which is behind the system | | |

# Appendix 14: Research question - to- questionnaire question table - STUDENTS

The question numbers are included in the first column.

| | *Research-question* to *Student-Questionnaire-question* Questionnaire 2 –Students – Educational aspects | |
|---|---|---|
| | | |
| | **Biographical and general information** | |
| 1 | My Z-number with Brainline is | |
| 2 | Name and Surname | |
| 3 | Cell number | |
| 4 | I am male or female | |
| 5 | My age this year is (today) | |
| 6 | My home language is | |
| 7 | Have you completed any other Brainonline questionnaire recently | |
| 8 | I have been in Brainline for .....years including this year | |
| 9 | Private school or home school. | |
| 10 | My average grade last year, or in my previous school, in all my subjects were | |
| | | |
| | **Overall satisfaction questions** | |
| 29 | Overall, I am satisfied with the online system, the Internet program | |
| 84 | If an online system like this is done properly, it is just as good as a normal school | |
| | | |
| | **Personality indicator questions** | |
| 11 | Intovert indicator | |
| 12 | Extrovert indicator | |
| 13 | Sensing indicator | |
| 14 | Intuitive indicator | |
| 15 | Thinker indicator | |
| 16 | Feeler indicator | |
| 17 | Judging indicator | |
| 18 | Perceiver indicator | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Cognitive** | |
| 24 | Do you think the online system used by Brainline (brainONLINE) helped you in your studies | |
| 40 | Did the online system challenge you to think about things differently and how other people think about it. | |
| 41 | Do you think it is useful to you to repeat things until you have mastered it. Do you agree with the statement "repetition is the mother of learning" | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Constructivist** | |
| 44 | Did the online system allow you to learn about things that you could recognise in the real world? (real world situations), in other words : were there things that you think you could apply in the real world? | |
| 45 | Did the online system system help you to learn by discovering things? In other words : you had to go out and find out things (discovery learning) | |
| 46 | In working with the online system, did you feel as if it was just like a teacher? (opp-discovery) | |
| 47 | Do you feel the online system was just as valuable as a teacher | |
| 67 | Even though I am motivated, I still think I needed a lot of help to get used to the system, and to get used to the type of work (scaffolding) | |
| | | |

| | | |
|---|---|---|
| | **Subsidiary question 1 – Pedagogical – Component Display** | |
| 52 | Did the online system make make it easier for you to learn | |
| 53 | Did the online system help you to know exactly what lessons and work you were supposed to do for the year | |
| 68 | In a system like this, I need to have a lot of instructions and information to be successful. | |
| 69 | The lessons in a system like this should be small byte-sized lessons. | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Customization** | |
| 48 | Did the online system allow you to choose WHEN you wanted to learn | |
| 49 | Did the online system enable you to choose WHERE (the place) you wanted to learn? | |
| 50 | Did the online system enable you to choose how FAST you wanted to go through the work? | |
| 51 | Did the online system allow you to CHANGE the program the way it suits you? | |
| | | |
| | **Subsidiary question 1 – Pedagogical – challenge – Creativity and Motivation** | |
| 30 | The standard of schooling in THIS system was weak or high compared to my previous school | |
| 42 | Was the work that you did a challenge to you, or was it too easy for you? (challenge) | |
| 43 | Did you benefit from the way that some of the work was fixed  (highly structured) | |
| 66 | I do not need to get support from anyone. I am motivated and responsible. | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Collaborative** | |
| 54 | Did the online system help you to learn together with others | |
| 55 | Did you attend the workshops | |
| 56 | How valuable was the online program to you? | |
| 57 | How valuable were the workshops to you? | |
| 58 | What do you find more useful, the online system or workshops | |
| 59 | Did you make use of online system  to talk to other students | |
| 60 | How do you value the feedback (replies) that you got from the teachers and students, and in your assignments | |
| 61 | Do you prefer to work alone? | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Companionship** | |
| 25 | How do you rate the work of the subject advisors in online system, the Internet program. | |
| 26 | Do you feel that the online teachers supported you? | |
| 27 | The teachers were almost like a study-father or a study-mother to me. | |
| 28 | How important were the teachers to you? | |
| 62 | Did your parents suppport and encourage you | |
| 63 | Did your parents work with you | |
| 64 | Do you think that if parents helped their children, it will be easier to them to pass their exams. | |
| 65 | What do your parents know about the content of your courses? | |
| 70 | Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend. | |
| 83 | The teachers are important in such an online system. Without them it will not work. | |
| | | |
| | **Subsidiary question 2  – Community aspect** | |
| 71 | Do you feel like you belong to a group now that you are in this system (like a school or a community)? Do you feel that you have a group identity. | |
| 72 | Do you like to work in groups? | |
| 77 | I work hard because I want to impress and please my parents.  (this versus friends – question 78) | |
| 78 | I may work hard because I want to impress and please my friends. (this versus impressing parents question 77) | |
| 79 | I like to be rewarded for good work. I like the fact that there is a Hall of fame in the system. | |
| | | |

| | | |
|---|---|---|
| | **Subsidiary question 3 – Communication aspect** | |
| 73 | Do you like to social online, talking and chatting about things that are not related to the work? | |
| 74 | How much did you social online? | |
| 75 | I felt isolated (alone) even if there was an online system.  (Admin – Answers swop) | |
| 76 | How much did you talk to teachers online? | |
| 80 | I feel uncomfortable (shy) to discuss things online | |
| 81 | Some people are afraid to talk online because they are scared that the others may laugh at their questions. | |
| 82 | If I could talk online and be anonymous, so that nobody knows who I am, I may talk more. | |
| | | |
| | **Research question 4 – Technological aspects** | |
| 19 | When it comes to working my computer….. | |
| 31 | Getting to know the online system interface. When I started out with online system, | |
| 32 | How easy was it to work with the online system? | |
| 33 | Connecting to the Internet and working on the Internet. | |
| 34 | If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning | |
| | | |
| | **General usage questions** | |
| 20 | I have my own computer | |
| 21 | I have Internet access on my own | |
| 22 | My parents (or school) restrict the use of Internet | |
| 23 | Type of Internet access | |
| 35 | Costs of Internet use.  What is your own opinion. | |
| 36 | Please give your estimate of your Internet and telephone costs per month | |
| 37 | E-mail address changes | |
| 38 | Cellphone number changed | |
| 39 | I prefer to be contacted through | |

**The table shows the questions in the student questionnaire and how they relate to the research questions in this research**

## Appendix 15:Research question - to- questionnaire question table - SUBJECT ADVISORS

Research-question toQuestionnaire-question table for the **Subject Advisor** Questionnaire

| | *Research-question* to *Questionnaire-question* table for the Subject Advisor Questionnaire | |
|---|---|---|
| | | |
| | **Biographical and general information** | |
| | Your name and surname | |
| | I am   male or female | |
| | My age this year is (today) | |
| | My home language is | |
| | I have been in Brainline for .....years including this year | |
| | | |
| | **Overall satisfaction questions** | |
| *16* | Overall, I, as a subject advisor, am satisfied with the whole Brainline system (Subject advisors) | |
| *18* | Overall, I am satisfied with brainONLINE, the Internet program | |
| *17*<br>*18*<br>*(29)* | Overall, do you think the STUDENTS are satisfied with the Brainline system in general<br>Overall, I do you think STUDENTS are satisfied with brainONLINE, the Internet program<br>*Overall, I am satisfied with the online system, the Internet program  (student)* | |
| *(84)* | *If an online system like this is done properly, it is just as good as a normal school (student)* | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Cognitive** | |
| 8 | Do you think the Internet was of use for you to support students | |
| 9 | Do you think the INTERNET helped students with their studies | |
| 10<br><br>(24) | Do you think brainONLINE, the online interface used by Brainline helped you to support the students<br>*(24.Do you think the online system used by Brainline (brainONLINE) helped you in your studies)*<br>*(student)* | |
| 33 | Did the brainONLINE interface give STUDENTS opportunities to think, to use THEIR brain  to solve problems     (not the content, but the interface itself)<br>(higher order thinking) | |
| 34 | Did the brainONLINE interface help them to start from things that they know, working up to things that they don't know<br>(linking) | |
| 35 | Did the brainONLINE interface challenge them to think about things the way other people think about it.                                                    (critical thinking) | |
| 36<br><br>(40) | Did the brainONLINE interface make it possible for them to analyze things. In other words - Investigate, break down,  Evaluate, dissect etc.                (critical thinking)<br>*Did the online system challenge you to think about things differently and how other people think about it.* | |
| 37 | Did the brainONLINE program allow them to draw conclusions from various things, making sense of it (synthesis) | |
| 38 | Did the brainONLINE system help them to compare different ideas and evaluate it. (evaluation) | |
| 39 | Did the brainONLINE interface help them to learn to remember things in a different way (mnemonics) | |
| 40 | Did the brainONLINE interface give them a chance to repeat some things until you mastered it? (Behaviousist) | |
| 41 | Do you think it is useful to them to repeat things until them have mastered it  (behav) | |

| | | |
|---|---|---|
| (41) | *Do you think it is useful to you to repeat things until you have mastered it. Do you agree with the statement "repetition is the mother of learning" (student)* | |
| | | |
| | ## Subsidiary question 1 – Pedagogical – Constructivist | |
| 46 <br> (44) | Did the brainONLINE system allow them to encounter things that they could recognise in the real world? (real world situations) <br> *Did the online system allow you to learn about things that you could recognise in the real world? (real world situations), in other words : were there things that you think you could apply in the real world? (student)* | |
| 47 <br> (45) | Did the brainONLINE system help them to learn by discovering things? (discovery learning) <br> *Did the online system system help you to learn by discovering things? In other words : you had to go out and find out things (discovery learning) (student)* | |
| 48 | Did the brainONLINE system make it possible for them to set their own goals? | |
| 49 <br> (46) | In going through the brainONLINE system, did you feel as if they system was just like a teacher, in other words, it was just another way of doing the same class routine? (Opposite) <br> *In working with the online system, did you feel as if it was just like a teacher? (opp-discovery) (student)* | |
| 50 <br> (47) | In going through the brainONLINE system, do you feel that the system is just as valuable as a teacher <br> *Do you feel the online system was just as valuable as a teacher (student)* | |
| (67) | *Even though I am motivated, I still think I needed a lot of help to get used to the system, and to get used to the type of work (scaffolding) (student)* | |
| | | |
| | ## Subsidiary question 1 – Pedagogical – Component Display | |
| 60 <br> (52) | Did the brainONLINE system make make it easier for them to learn <br> *Did the online system make make it easier for you to learn (student)* | |
| 61 | Did the brainONLINE system help them when they came across something that they do not understand | |
| 62 <br> (53) | Did the brainONLINE system help them to know exactly what lessons and work they were supposed to do for the year <br> *Did the online system help you to know exactly what lessons and work you were supposed to do for the year (student)* | |
| 63 | Did the brainONLINE system support them sufficiently with Assignment dates and deadlines, and the submission of assignments. | |
| 68 | *In a system like this, I need to have a lot of instructions and information to be successful. (student)* | |
| 69 | *The lessons in a system like this should be small byte-sized lessons. (student)* | |
| | | |
| | ## Subsidiary question 1 – Pedagogical – Customization | |
| 51 <br> (48) | Did the system allow them to choose WHEN they wanted to learn <br> *Did the online system allow you to choose WHEN you wanted to learn (student)* | |
| 52 <br> (49) | Could they choose WHERE (the place) they wanted to learn? <br> *Did the online system enable you to choose WHERE (the place) you wanted to learn? (student)* | |
| 53 <br> (50) | Did the brainONLINE system allow them to choose how fast they want to go through the work? <br> *Did the online system enable you to choose how FAST you wanted to go through the work? (student)* | |
| 54 <br> (51) | Did the brainONLINE program allow them to customise the program the way it suits you? <br> *Did the online system allow you to CHANGE the program the way it suits you? (student)* | |
| 55 | Did they adjust the system to fit the way that you learn? | |
| 56 | Did the brainONLINE system help them to take initiative in learning with the system, eg start things, think of new ways to do things? | |
| 57 | Did the brainONLINE system help them ask for help from the teachers.? | |
| 58 | Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think this is beneficial to the students? | |
| 59 | What do the students think. Sometimes the work is presented in a fixed structure, and the | |

| | | |
|---|---|---|
| | system does not allow you to change it. Did you think they found find it usefull? | |
| | | |
| | **Subsidiary question 1 – Pedagogical – challenge – Creativity and Motivation** | |
| 20 | The standard of schooling in the system | |
| 21 (30) | What do you think the STUDENTS think of the standard of schooling in the system *The standard of schooling in THIS system was weak or high compared to my previous school (student)* | |
| 42 (42) | Was the work that they did a challenge to them, or was it too easy for them?  (challenge) *Was the work that you did a challenge to you, or was it too easy for you? (challenge) (student)* | |
| 43 | Did the brainONLINE system make it possible for them to be curious about things and satisfy their curiosity?     (curiosity) | |
| 44 | Was the brainONLINE system what they expected or did they expect something completely different? | |
| 45 (43) | They course structure was highly structured. Did they benefit from the way that the work was fixed  (highly structured) *Did you benefit from the way that some of the work was fixed  (highly structured) (student)* | |
| (66) | *I do not need to get support from anyone. I am motivated and responsible. (student)* | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Collaborative** | |
| 64 (54) | Did the brainONLINE system help them to learn together with others *Did the online system help you to learn together with others (student)* | |
| 65 (55) | Did they attend the workshops *Did you attend the workshops (student)* | |
| (56) | *How valuable was the online program to you? (student)* | |
| (57) | *How valuable were the workshops to you? (student)* | |
| 66 (58) | What do you find more useful, the online interface or workshops *What do you find more useful, the online system or workshops* | |
| 67 (59) | Did they make use of brainONLINE system  to talk to other students *Did you make use of online system  to talk to other students (student)* | |
| (60) | *How do you value the feedback (replies) that you got from the teachers and students, and in your assignments (student)* | |
| 68 (61) | Do they prefer to work alone? *Do you prefer to work alone? (student)* | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Companionship** | |
| 14 (25) | How do you think the STUDENTS rate the help the subject advisors gave in general *How do you rate the work of the subject advisors in online system, the Internet program. (student)* | |
| (26) | *Do you feel that the online teachers supported you? (student)* | |
| (27) | *The teachers were almost like a study-father or a study-mother to me. (student)* | |
| (28) | *How important were the teachers to you? (student)* | |
| (62) | *Did your parents suppport and encourage you (student)* | |
| 70 (63) | Did their parents suppport and encourage them *Did your parents work with you (student)* | |
| 71 | Did the brainONLINE system make it possible for their parents to work with them | |
| 62 (64) | Do you think that if parents helped their children, it will be easier to them to pass their exams. *Do you think that if parents helped their children, it will be easier to them to pass their exams. (student)* | |
| (65) | *What do your parents know about the content of your courses? (student)* | |
| (70) | *Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend. (student)* | |
| (83) | *The teachers are important in such an online system. Without them it will not work. (student)* | |
| 15 | Rate the work of the ADMINISTRATORS the brainONLINE system (Eg, Gaetano, Hannes, Johannes, Regardt) | |
| 73 | They got no support from anyone, and worked on their own, and motivated themselves.  They | |

| | | |
|---|---|---|
| | would not have wanted it any other way. | |
| 74 | Did the brainONLINE system somehow act as a COMPANION to them, like a surrogate mentor. | |
| | | |
| | **Subsidiary question 2 – Community aspect** | |
| (71) | *Do you feel like you belong to a group now that you are in this system (like a school or a community)? Do you feel that you have a group identity. (student)* | |
| (72) | *Do you like to work in groups? (student)* | |
| (77) | *I work hard because I want to impress and please my parents. (this versus friends – question 78) (student)* | |
| (78) | *I may work hard because I want to impress and please my friends. (this versus impressing parents question 77) (student)* | |
| (79) | *I like to be rewarded for good work. I like the fact that there is a Hall of fame in the system. (student)* | |
| | | |
| | **Subsidiary question 3 – Communication aspect** | |
| 73 | *Do you like to social online, talking and chatting about things that are not related to the work? (student)* | |
| 74 | *How much did you social online? (student)* | |
| 75 | *I felt isolated (alone) even if there was an online system. (Admin – Answers swop) (student)* | |
| 76 | *How much did you talk to teachers online? (student)* | |
| 80 | *I feel uncomfortable (shy) to discuss things online (student)* | |
| 81 | *Some people are afraid to talk online because they are scared that the others may laugh at their questions. (student)* | |
| 82 | *If I could talk online and be anonymous, so that nobody knows who I am, I may talk more. (student)* | |
| | | |
| | **Research question 4 – Technological aspects** | |
| 1 (19) | When it comes to working my computer….. *(19.When it comes to working my computer…..) (student)* | |
| 2 | I think the STUDENTS rate the average subject advisors computer skills as | |
| 12 | When YOU started out with the brainONLINE program, you had certain expectations. Was your support with the brainONLINE program what you expected? | |
| 13 22 (31) | When the STUDENTS started out with the brainONLINE program, THEY had certain expectations. Do you think they got what THEY EXPECTED Getting to know the brainONLINE interface. When I started out with brainONLINE, *(31.Getting to know the online system interface. When I started out with online system,) (student)* | |
| 23 | When I started out using brainONLINE, I was nervous and anxious | |
| 24 | The usability of the interface of brainONLINE | |
| 25 (32) | What do you think that the STUDENTS feel about the usability of the interface of brainONLINE *How easy was it to work with the online system? (student)* | |
| 26 (33) | Connecting to the Internet and working on the Internet. *Connecting to the Internet and working on the Internet.* | |
| 27 (34) | If you were NOT to have access to the Internet and brainONLINE, do you think it would have made a difference in your learning *If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning (student)* | |
| | | |
| | **General usage questions** | |
| 3 (20) | Do you think students have their own computer *(20. I have my own computer) (student)* | |
| 4 (21) | Do you think students have Internet access on their own *(21. I have Internet access on my own) (student)* | |
| 5 (22) | Do you think parents (or school) restrict the students' use of Internet *(22 My parents (or school) restrict the use of Internet) (student)* | |
| 6 | Type of Internet access YOU have | |
| 7 | Type of Internet access that you think that STUDENTS HAVE | |

| (23) | *(23 Type of Internet access) (student)* | |
|---|---|---|
| 28 (35) | Costs of Internet use. What is your own opinion. *Costs of Internet use.  What is your own opinion. (student)* | |
| 29 (36) | Please give your estimate of your Internet and telephone costs per month *Please give your estimate of your Internet and telephone costs per month (student)* | |
| 30 (37) | E-mail address *E-mail address changes (student)* | |
| 31 (38) | Cellphone number changed *Cellphone number changed (student)* | |
| 32 (39) | I prefer to be contacted through *I prefer to be contacted through (student)* | |

*The relationship between **Subject Advisor** questionnaire questions and the research*

*questions*

A table of how the questionnaire questions relate to the research questions are presented here .

| | Research-question-to-Questionnaire-question table for the Subject Advisor Questionnaire | |
|---|---|---|
| | | |
| | **Biographical and general information** | |
| | Your name and surname | |
| | I am   male or female | |
| | My age this year is (today) | |
| | My home language is | |
| | I have been in Brainline for .....years including this year | |
| | | |
| | **Overall satisfaction questions** | |
| *16* | Overall, I, as a subject advisor, am satisfied with the whole Brainline system (Subject advisors) | |
| *18* | Overall, I am satisfied with brainONLINE, the Internet program | |
| *17* *18* *(29)* | Overall, do you think the STUDENTS are satisfied with the Brainline system in general <br> Overall, I do you think STUDENTS are satisfied with brainONLINE, the Internet program <br> *Overall, I am satisfied with the online system, the Internet program  (student)* | |
| *(84)* | *If an online system like this is done properly, it is just as good as a normal school (student)* | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Cognitive** | |
| 8 | Do you think the Internet was of use for you to support students | |
| 9 | Do you think the INTERNET helped students with their studies | |
| 10 *(24)* | Do you think brainONLINE, the online interface used by Brainline helped you to support the students <br> *(24.Do you think the online system used by Brainline (brainONLINE) helped you in your studies) (student)* | |
| 33 | Did the brainONLINE interface give STUDENTS opportunities to think, to use THEIR brain  to solve problems     (not the content, but the interface itself) <br> (higher order thinking) | |
| 34 | Did the brainONLINE interface help them to start from things that they know, working up to things that they don't know <br> (linking) | |
| 35 | Did the brainONLINE interface challenge them to think about things the way other people think about it.                                              (critical thinking) | |
| 36 *(40)* | Did the brainONLINE interface make it possible for them to analyze things. In other words - Investigate, break down,  Evaluate, dissect etc.               (critical thinking) <br> *Did the online system challenge you to think about things differently and how other people think about it.* | |
| 37 | Did the brainONLINE program allow them to draw conclusions from various things, making sense of it (synthesis) | |
| 38 | Did the brainONLINE system help them to compare different ideas and evaluate it. (evaluation) | |
| 39 | Did the brainONLINE interface help them to learn to remember things in a different way (mnemonics) | |
| 40 | Did the brainONLINE interface give them a chance to repeat some things until you mastered it? (Behaviousist) | |

| 41 (41) | Do you think it is useful to them to repeat things until them have mastered it  (behav)<br><br>*Do you think it is useful to you to repeat things until you have mastered it.  Do you agree with the statement "repetition is the mother of learning" (student)* | |
| | | |
| | ## Subsidiary question 1 – Pedagogical – Constructivist | |
| 46 (44) | Did the brainONLINE system allow them to encounter things that they could recognise in the real world?  (real world situations)<br>*Did the online system allow you to learn about things that you could recognise in the real world? (real world situations), in other words : were there things that you think you could apply in the real world? (student)* | |
| 47 (45) | Did the brainONLINE system help them to learn by discovering things?   (discovery learning)<br>*Did the online system system help you to learn by discovering things? In other words : you had to go out and find out things   (discovery learning) (student)* | |
| 48 | Did the brainONLINE system make it possible for them to set their own goals? | |
| 49 (46) | In going through the brainONLINE system, did you feel as if they system was just like a teacher, in other words, it was just another way of doing the same class routine?  (Opposite)<br>*In working with the online system, did you feel as if it was just like a teacher? (opp-discovery) (student)* | |
| 50 (47) | In going through the brainONLINE system, do you feel that the system is just as valuable as a teacher<br>*Do you feel the online system was just as valuable as a teacher (student)* | |
| (67) | *Even though I am motivated, I still think I needed a lot of help to get used to the system, and to get used to the type of work  (scaffolding) (student)* | |
| | | |
| | ## Subsidiary question 1 – Pedagogical – Component Display | |
| 60 (52) | Did the brainONLINE system make  make it easier for them to learn<br>*Did the online system make make it easier for you to learn (student)* | |
| 61 | Did the brainONLINE system help them  when they came across something that they do not understand | |
| 62 (53) | Did the brainONLINE system help them to know exactly what lessons and work they were supposed to do for the year<br>*Did the online system help you to know exactly what lessons and work you were supposed to do for the year (student)* | |
| 63 | Did the brainONLINE system support them sufficiently with Assignment dates and deadlines, and the submission of assignments. | |
| 68 | *In a system like this, I need to have a lot of instructions and information to be successful. (student)* | |
| 69 | *The lessons in a system like this should be small byte-sized lessons. (student)* | |
| | | |
| | ## Subsidiary question 1 – Pedagogical – Customization | |
| 51 (48) | Did the system allow them to choose WHEN they wanted to learn<br>*Did the online system allow you to choose WHEN you wanted to learn (student)* | |
| 52 (49) | Could they choose WHERE (the place) they wanted to learn?<br>*Did the online system enable you to choose WHERE (the place) you wanted to learn? (student)* | |
| 53 (50) | Did the brainONLINE system allow them to choose how fast they want to go through the work?<br>*Did the online system enable you to choose how FAST you wanted to go through the work? (student)* | |
| 54 (51) | Did the brainONLINE program allow them  to customise the program the way it suits you?<br>*Did the online system allow you to CHANGE the program the way it suits you? (student)* | |
| 55 | Did they adjust the system to fit the way that you learn? | |
| 56 | Did the brainONLINE system help them to take initiative in learning with the system, eg start things, think of new ways to do things? | |
| 57 | Did the brainONLINE system help them ask for help from the teachers.? | |
| 58 | Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think this is beneficial to the students? | |

| | | |
|---|---|---|
| 59 | What do the students think.  Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think they found find it useful? | |
| | | |
| | **Subsidiary question 1 – Pedagogical – challenge – Creativity and Motivation** | |
| 20 | The standard of schooling in the system | |
| 21 (30) | What do you think the STUDENTS think of the standard of schooling in the system *The standard of schooling in THIS system was weak or high compared to my previous school (student)* | |
| 42 (42) | Was the work that they did a challenge to them, or was it too easy for them?  (challenge) *Was the work that you did a challenge to you, or was it too easy for you? (challenge) (student)* | |
| 43 | Did the brainONLINE system make it possible for them to be curious about things and satisfy their curiosity?    (curiosity) | |
| 44 | Was the brainONLINE system what they expected or did they expect something completely different? | |
| 45 (43) | They course structure was highly structured. Did they benefit from the way that the work was fixed  (highly structured) *Did you benefit from the way that some of the work was fixed  (highly structured) (student)* | |
| (66) | *I do not need to get support from anyone. I am motivated and responsible. (student)* | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Collaborative** | |
| 64 (54) | Did the brainONLINE system help them to learn together with others *Did the online system help you to learn together with others (student)* | |
| 65 (55) | Did they attend the workshops *Did you attend the workshops (student)* | |
| (56) | *How valuable was the online program to you? (student)* | |
| (57) | *How valuable were the workshops to you? (student)* | |
| 66 (58) | What do you find more useful, the online interface or workshops *What do you find more useful, the online system or workshops* | |
| 67 (59) | Did they make use of brainONLINE system  to talk to other students *Did you make use of online system  to talk to other students (student)* | |
| (60) | *How do you value the feedback (replies) that you got from the teachers and students, and in your assignments (student)* | |
| 68 (61) | Do they prefer to work alone? *Do you prefer to work alone? (student)* | |
| | | |
| | **Subsidiary question 1 – Pedagogical – Companionship** | |
| 14 (25) | How do you think the STUDENTS rate the help the subject advisors gave in general *How do you rate the work of the subject advisors in online system, the Internet program. (student)* | |
| (26) | *Do you feel that the online teachers supported you? (student)* | |
| (27) | *The teachers were almost like a study-father or a study-mother to me. (student)* | |
| (28) | *How important were the teachers to you? (student)* | |
| (62) | *Did your parents suppport and encourage you (student)* | |
| 70 (63) | Did their parents suppport and encourage them *Did your parents work with you (student)* | |
| 71 | Did the brainONLINE system make it possible for their parents to work with them | |
| 62 (64) | Do you think that if parents helped their children, it will be easier to them to pass their exams. *Do you think that if parents helped their children, it will be easier to them to pass their exams. (student)* | |
| (65) | *What do your parents know about the content of your courses? (student)* | |
| (70) | *Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend. (student)* | |
| (83) | *The teachers are important in such an online system. Without them it will not work. (student)* | |
| 15 | Rate the work of the ADMINISTRATORS the brainONLINE system (Eg, Gaetano, Hannes, Johannes, Regardt) | |

| 73 | They got no support from anyone, and worked on their own, and motivated themselves. They would not have wanted it any other way. | |
| 74 | Did the brainONLINE system somehow act as a COMPANION to them, like a surrogate mentor. | |
| | | |
| | **Subsidiary question 2 – Community aspect** | |
| *(71)* | *Do you feel like you belong to a group now that you are in this system (like a school or a community)? Do you feel that you have a group identity. (student)* | |
| *(72)* | *Do you like to work in groups? (student)* | |
| *(77)* | *I work hard because I want to impress and please my parents. (this versus friends – question 78) (student)* | |
| *(78)* | *I may work hard because I want to impress and please my friends. (this versus impressing parents question 77) (student)* | |
| *(79)* | *I like to be rewarded for good work. I like the fact that there is a Hall of fame in the system. (student)* | |
| | | |
| | **Subsidiary question 3 – Communication aspect** | |
| *73* | *Do you like to social online, talking and chatting about things that are not related to the work? (student)* | |
| *74* | *How much did you social online? (student)* | |
| *75* | *I felt isolated (alone) even if there was an online system. (Admin – Answers swop) (student)* | |
| *76* | *How much did you talk to teachers online? (student)* | |
| *80* | *I feel uncomfortable (shy) to discuss things online (student)* | |
| *81* | *Some people are afraid to talk online because they are scared that the others may laugh at their questions. (student)* | |
| *82* | *If I could talk online and be anonymous, so that nobody knows who I am, I may talk more. (student)* | |
| | | |
| | **Research question 4 – Technological aspects** | |
| 1 (19) | When it comes to working my computer….. *(19.When it comes to working my computer…..) (student)* | |
| 2 | I think the STUDENTS rate the average subject advisors computer skills as | |
| 12 | When YOU started out with the brainONLINE program, you had certain expectations. Was your support with the brainONLINE program what you expected? | |
| 13  22 (31) | When the STUDENTS started out with the brainONLINE program, THEY had certain expectations. Do you think they got what THEY EXPECTED Getting to know the brainONLINE interface. When I started out with brainONLINE, *(31.Getting to know the online system interface. When I started out with online system,) (student)* | |
| 23 | When I started out using brainONLINE, I was nervous and anxious | |
| 24 | The usability of the interface of brainONLINE | |
| 25 (32) | What do you think that the STUDENTS feel about the usability of the interface of brainONLINE *How easy was it to work with the online system? (student)* | |
| 26 (33) | Connecting to the Internet and working on the Internet. *Connecting to the Internet and working on the Internet.* | |
| 27 (34) | If you were NOT to have access to the Internet and brainONLINE, do you think it would have made a difference in your learning *If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning (student)* | |
| | | |
| | **General usage questions** | |
| 3 (20) | Do you think students have their own computer *(20. I have my own computer) (student)* | |
| 4 (21) | Do you think students have Internet access on their own *(21. I have Internet access on my own) (student)* | |
| 5 (22) | Do you think parents (or school) restrict the students' use of Internet *(22 My parents (or school) restrict the use of Internet) (student)* | |
| 6 | Type of Internet access YOU have | |

| 7 (23) | Type of Internet access that you think that STUDENTS HAVE<br>*(23 Type of Internet access) (student)* | |
|---|---|---|
| 28 (35) | Costs of Internet use. What is your own opinion.<br>*Costs of Internet use.  What is your own opinion. (student)* | |
| 29 (36) | Please give your estimate of your Internet and telephone costs per month<br>*Please give your estimate of your Internet and telephone costs per month (student)* | |
| 30 (37) | E-mail address<br>*E-mail address changes (student)* | |
| 31 (38) | Cellphone number changed<br>*Cellphone number changed (student)* | |
| 32 (39) | I prefer to be contacted through<br>*I prefer to be contacted through (student)* | |

*Subject Advisor questionnaire results in general*

This section is duplicated in the text but without the tables and the references to the specific question numbers.

*Pedagogical section – Cognitive science (questions :subject advisors : 8, 9, 10, 33, 34, 35, 36, 37, 38, 39, 40, 41 Students 24,40,41)*

| | Subsidiary question 1 – Pedagogical – Cognitive | Combined % |
|---|---|---|
| 8 | Do you think the Internet was of use for you to support students | 100 |
| 9 | Do you think the INTERNET helped students with their studies | 100 |
| 10 | Do you think brainONLINE, the online interface used by Brainline helped you to support the students | 100 |
| 33 | Did the brainONLINE interface give STUDENTS opportunities to think, to use THEIR brain  to solve problems     (not the content, but the interface itself) (higher order thinking) | 80 |
| 34 | Did the brainONLINE interface help them to start from things that they know, working up to things that they don't know (linking) | 70 |
| 35 | Did the brainONLINE interface challenge them to think about things the way other people think about it. (critical thinking) | 80 |
| 36 | Did the brainONLINE interface make it possible for them to analyze things. In other words - Investigate, break down, Evaluate, dissect etc.                (critical thinking) | 75 |
| 37 | Did the brainONLINE program allow them to draw conclusions from various things, making sense of it (synthesis) | 88 |
| 38 | Did the brainONLINE system help them to compare different ideas and evaluate it. (evaluation) | 72 |
| 39 | Did the brainONLINE interface help them to learn to remember things in a different way   (mnemonics) | 28 |
| 40 | Did the brainONLINE interface give them a chance to repeat some things until you mastered it?  (Behaviousist) | 57 |
| 41 | Do you think it is useful to them to repeat things until them have mastered it  (behav) | 98 |
| | **Combined positive view of Cognitive Science application in eLearning (by the subject advisors)** | **79%** |

Seen overall, the subject advisors are very positive (795) about the eLearning resource and cognitive science.  The student responsed, analysed in the next two tables indicate a similar positive stance.

In the next two tables, the questionnaire results where subject advisor estimations of students responses could be measured are analysed.

| 10 | Do you think brainONLINE, the online interface used by Brainline helped you to support the students | 100% |
|----|----|----|
| (24) | *(24).Do you think the online system used by Brainline (brainONLINE) helped you in your studies) (student)* | 82% |

The subject advisors found the online interface much more of a help than the students did.

| 40 | Did the brainONLINE interface make it possible for them to analyze things. In other words - Investigate, break down, Evaluate, dissect etc.                (critical thinking) | 80% |
|----|----|----|
| (36) | *Did the online system challenge you to think about things differently and how other people think about it. (Critical thinking) (student)* | 64% |

The subject advisors were more positive in their thinking about the role of the online interface in terms of making critical thinking possible than the students themselves (80% versus 64%)

| 41 | Do you think it is useful to them to repeat things until them have mastered it  (behav) | 99% |
|----|----|----|
| (41) | *Do you think it is useful to you to repeat things until you have mastered it.  Do you agree with the statement "repetition is the mother of learning"how other people think about it. (student)* | 89% |

Both the subject advisors and the students are of the opinion that behaviouristic-type learning is important (99% versus 89%).  There is a twist in the result of  question 40 in the subject advisors questionnaire.  Only 57% of the subject advisors thought that the eLearning system enabled behaviouristic learning, which in my opinion is correct.

*Pedagogical section – Constructivist (subject advisors questions 46, 47, 48, 49, 50,*

*student questions : 44, 45, 46, 47, 67)*

| 46 | Did the brainONLINE system allow them to encounter things that they could recognise in the real world?  (real world situations) | *57%* |
|----|----|----|
| (44) | *Did the online system allow you to learn about things that you could recognise in the real world?  (real world situations), in other words : were there things that you think you could apply in the real world? (student)* | *75%* |

The students experienced the real world through the eLearning resource significantly better (75%) than the subject advisors thought they did (57%)

| 47 | Did the brainONLINE system help them to learn by discovering things?   (discovery learning) | *71%* |
|----|----|----|
| (45) | *Did the online system system help you to learn by discovering things? In other words : you had to go out and find out things   (discovery learning) (student)* | *66%* |

The subject advisors and the students were of the opinion that the system enabled discovery learning (71% and 66%)

| 50 | In going through the brainONLINE system, do you feel that the system is just as valuable as a teacher | *50%* |
|----|---|---|
| 49 | In going through the brainONLINE system, did you feel as if they system was just like a teacher, in other words, it was just another way of doing the same class routine?  (Opposite) | *87%* |
| (47) | *Do you feel the online system was just as valuable as a teacher* | *39%* |

Although most of the subject advisors thought that the eLearning system could function just like a school, only 50% thought it was just as valuable as a teacher.   The students went further, and only 39% of them thought it was just as valuable as a teacher. It seems like teachers are highly valued.

Overall, there is a positive view regarding constructivist learning with real world situations and discovery learning.  The role of teachers is highly rated in this process.

*Pedagogical section – Component display (questions : subject advisors : 60, 61, 62, 63,*

*65, 69, students : 52, 53)*

| 60 | Did the brainONLINE system make  make it easier for them to learn | *75%* |
|----|---|---|
| 61 | Did the brainONLINE system help them  when they came across something that they do not understand | *87%* |
| (52) | *Did the online system make make it easier for you to learn (student)* | *74%* |

Both are of the view that the system made it easier to learn. The subject advisors thought the system did assist understanding of new items.

| 62 | Did the brainONLINE system help them to know exactly what lessons and work they were supposed to do for the year | *87%* |
|----|---|---|
| (53) | *Did the online system help you to know exactly what lessons and work you were supposed to do for the year (student)* | *80%* |

| 63 | Did the brainONLINE system support them sufficiently with Assignment dates and deadlines, and the submission of assignments. | *75%* |
|----|---|---|
| 68 | *In a system like this, I need to have a lot of instructions and information to be successful. (student)* | *75%* |
| 69 | *The lessons in a system like this should be small byte-sized lessons. (student)* | *73%* |

Both are positive about adequate information about what needs to be done for the year.  The support in terms of deadlines and other information are also agreed upon (Around 75%)

*Pedagogical section – Customization (questions : subject advisors : 51, 52, 53, 54, 55, 56,*

*57, 58, 59, students : 48, 49, 50, 51)*

| 51 | Did the system allow them to choose WHEN they wanted to learn | *97%* |
|----|---|---|
| (48) | *Did the online system allow you to choose WHEN you wanted to learn (student)* | *85%* |
| 52 | Could they choose WHERE (the place) they wanted to learn? | *99%* |
| (49) | *Did the online system enable you to choose WHERE (the place) you wanted to learn? (student)* | *83%* |

| 53 (50) | Did the brainONLINE system allow them to choose how fast they want to go through the work? | 99% |
|---|---|---|
| | *Did the online system enable you to choose how FAST you wanted to go through the work? (student)* | *78%* |
| 54 | Did the brainONLINE program allow them to customise the program the way it suits you? | *25%* |
| 55 | Did they adjust the system to fit the way that you learn? | 42% |
| (51) | *Did the online system allow you to CHANGE the program the way it suits you? (student)* | *62%* |

Although both parties were very positive about customizing when, where and how fast one could learn in the system, the subject advisors are of the view that the program did not allow them to customize their learning (25% versus 62%) and that they did not make use of it (42%)

| 56 | Did the brainONLINE system help them to take initiative in learning with the system, eg start things, think of new ways to do things? | 87% |
|---|---|---|
| 57 | Did the brainONLINE system help them ask for help from the teachers.? | 71% |
| 58 | Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think this is beneficial to the students? | 87% |
| 59 | What do the students think. Sometimes the work is presented in a fixed structure, and the system does not allow you to change it. Did you think they found find it usefull? | 85% |

Overall, certain elements of customization were viewed very positively, ie when, where and how fast learning could take place. But in terms of customization of the interface the subject advisors were less positive.

*Pedagogical section – creativity, motivation and challenge (question : subject advisors : 20, 21, 42, 43, 44, 45, students : 30, 42, 43, 66)*

| 20 | The standard of schooling in the system | *90%* |
|---|---|---|
| 21 | What do you think the STUDENTS think of the standard of schooling in the system | *89%* |
| (30) | *The standard of schooling in THIS system was weak or high compared to my previous school (student)* | 93% |

| 42 | Was the work that they did a challenge to them, or was it too easy for them? (challenge) | *99%* |
|---|---|---|
| (42) | *Was the work that you did a challenge to you, or was it too easy for you? (challenge) (student)* | 91% |

| 43 | Did the brainONLINE system make it possible for them to be curious about things and satisfy their curiosity?    (curiosity) | 99% |
| 44 | Was the brainONLINE system what they expected or did they expect something completely different? | 85% |

| 45 | They course structure was highly structured.<br>Did they benefit from the way that the work was fixed  (highly structured) | 87% |
| (43) | *Did you benefit from the way that some of the work was fixed  (highly structured) (student)* | 89% |
| (66) | *I do not need to get support from anyone. I am motivated and responsible. (student)* | 53% |

There is agreement between the subject advisors and the students that the standard of schooling is higher than their previous school (90% and 89%), and that the work was a definite challenge (99% and 91%).

Even though there was opportunity for creativity and to satisfy curiosity (99%), there is consensus that structured work is important (87% and 89%).

53% of students answered positively to the bold statement that they do not need support from anyone, that they are motivated and responsible.

*Pedagogical section : Collaboration (questions : subject advisors : 64, 65, 66, 67, 68, students : 54, 55, 56, 57, 58, 59, 60, 61)*

| 64<br>(54) | Did the brainONLINE system help them to learn together with others<br>*Did the online system help you to learn together with others (student)* | 63%<br><br>27% |
| 65<br>(55) | Did they attend the workshops<br>*Did you attend the workshops (student)* | 71%<br>78% |
| (56) | *How valuable was the online program to you? (student)* | 89% |
| (57) | *How valuable were the workshops to you? (student)* | 84% |
| 66<br>(58) | What do you find more useful, the online interface or workshops<br>*What do you find more useful, the online system or workshops (student)* | Both    71%<br>online 66% |
| 67<br><br>(59) | Did they make use of brainONLINE system   to talk to other students<br>*Did you make use of online system  to talk to other students (student)* | 63%<br><br>46% |
| (60) | *How do you value the feedback (replies) that you got from the teachers and students, and in your assignments (student)* | 78% |
| 68<br>(61) | Do they prefer to work alone?<br>*Do you prefer to work alone? (student)* | 100%<br>66% |

It is surprizing that 63% of subject advisors thought the system helped the students to learn together with others, while quite a lot less students (27%)

thought so.  This may be related to the fact that the students prefer to work alone (66% question 61), which was strongly supported by the views of the subject advisors (100% question 68) that this kind of student definitely prefers to work alone.  The majority of students (78%) valued the feedback from subject advisors and fellow students. Only 46% of students said they used the eLearning system to "talk" to other students, while the subject advisors thought more of them talked to others (63%).

Most of the students attended workshops, and the subject advisors also thought so (78% and 71%). They found the eLearning programme and the workshops valuable (89% and 84%), but in a question to directly choose between the value of the one or the other, 66% chose the eLearning program instead of the workshops.  The subject advisors said both are essential (71%) and that they cannot choose.

Overal, it appears that online collaboration did not play a big role in the life of these students. Although the capabilities of the system is recognised to support it, and feedback is appreciated, not much use was made of the collaborative infrastructure.

*Pedagogical section – companionship (questions : subject advisors : 14, 15, 62, 70, 73, 74, and students : 25, 26, 27, 28, 62, 63, 64, 65, 70, 83)*

| | | |
|---|---|---|
| 14 | How do you think the STUDENTS rate the help the subject advisors gave in general | 90% |
| (25) | *How do you rate the work of the subject advisors in online system, the Internet program. (student)* | 79% |
| (26) | *Do you feel that the online teachers supported you? (student)* | 74% |
| (28) | *How important were the teachers to you? (student)* | 69% |
| | | |
| 70 | Did their parents suppport and encourage them | 88% |
| (62) | *Did your parents suppport and encourage you (student)* | 90% |
| (63) | *Did your parents work with you (student)* | 30% |
| 71 | Did the brainONLINE system make it possible for their parents to work with them | 87% |
| 62 (64) | Do you think that if parents helped their children, it will be easier to them to pass their exams. | 63% |
| | *Do you think that if parents helped their children, it will be easier to them to pass their exams. (student)* | 78% |
| (65) | *What do your parents know about the content of your courses? (student)* | 66% |
| (70) | *Did the online system somehow act as a COMPANION to you, like a* | 37% |

| | digital teacher, or a digital-friend. (student) | |
|---|---|---|
| (83) | *The teachers are important in such an online system. Without them it will not work. (student)* | 88% |
| 15 | Rate the work of the ADMINISTRATORS the brainONLINE system (Eg, Gaetano, Hannes, Johannes, Regardt) | 100% |
| 73 | They got no support from anyone, and worked on their own, and motivated themselves.  They would not have wanted it any other way. | 50% |
| 74 | Did the brainONLINE system somehow act as a COMPANION to them, like a surrogate mentor. | 50% |
| (27) | The teachers were almost like a study-father or a study-mother to me. | 39% |
| (70) | Did the online system somehow act as a COMPANION to you, like a digital teacher, or a digital-friend. | 37% |

The help of teachers, and the role of teachers are regarded important

Parents supported students in the opinion of students and subject advisors (90% and 88%). but the students said only 30% of the parents worked with them, while the subject advisors though even a lesser percentage (12%) of parents worked with the students. 66% if the students said their parents know the content of their courses.   The subject advisors are of the opinion that the eLearning system does make it possible for parents to assist students (87%) and that help from parents will assist learners to pass (63%). 78% of learners think that help from parents will assis them to pass.  The bold statement that the students needed not support only got 50% of the subject advisor's vote.

Although the work of the administrators were highly rated (100%) by the subject advisors, they did not think the eLearning system or the teachers fulfilled the role of a companion (50%), neither did the students (39%, 37%).

*Pedagogical section : Community aspect and Communicational aspect*

No questions were asked to the subject advisors about this section, but the results of the students are included earlier in this chapter.

*Pedagogical section : Technological aspects (subject advisors questions : 1, 2, 12, 14, 22, 24, 25, 26, 27, students 19, 31, 32, 34)*

| 1 (19) | When it comes to working my computer….. *(19.When it comes to working my computer….. (student)* | 90% 98% |
|---|---|---|
| 2 | I think the STUDENTS rate the average subject advisors computer skills as | 80% |
| 12 | When YOU started out with the brainONLINE program, you had certain expectations. Was your support with the brainONLINE program what you expected? | 60% |
| 13 | When the STUDENTS started out with the brainONLINE program, THEY had certain expectations. Do you think they got what THEY EXPECTED | 55% |
| 22 | Getting to know the brainONLINE interface. When I started out with brainONLINE, it was easy | 100% |
| (31) | *Getting to know the online system interface. When I started out with online system,) (student)* | 70% |
| 23 | When I started out using brainONLINE, I was nervous and anxious | 10% nervous |
| 24 | The usability of the interface of brainONLINE | 80% |
| 25 | What do you think that the STUDENTS feel about the usability of the interface of brainONLINE | 60% |
| (32) | *How easy was it to work with the online system? (student)* | 84% |
| 26 | Connecting to the Internet and working on the Internet. | 80% |
| (33) | *Connecting to the Internet and working on the Internet.* | 79% |
| 27 | If you were NOT to have access to the Internet and brainONLINE, do you think it would have made a difference in your learning | 99% |
| (34) | *If you were NOT to have access to the Internet and online system, do you think it would have made a difference in your learning (student)* | 75% |

Both the subject advisors and the students reported very high levels of computer skills (90% and 98%). The subject advisors are confident that the students also rate their computer skills highly (80%). The subject advisors reported that they got what they expected in the eLearning resource (60%). Only 55% of the subject advisors thought the students got what they expected.

All the subject advisors found the eLearning system easy to master (100%), 90% said they were not nervous in getting to know it and 80% rated the overall useability good. Only 70% of the students found the system easy at the outset. In another question 84% of the students said they found working with it easy . Only 60% of the subject advisors thought the students would find it easy. Thus the subject advisors seemed to have found the system easy to get to know, while the students seemed to have more difficulty in getting to know the system. Both parties seemed to have found it rather easy to work with once they got to know it.

Almost all the subject advisors (99%) thought that not having access to such a system would have hampered the student's studies, while only 75% of the students themselves thought so.

Overall the technological aspects of the system is viewed positively by both the subject advisors and students. It does not however, replace the humans involved, ie teachers and parents. They do not see the eLearning resource as a companion, but rather the parents and teachers, and to a lesser extent the fellow students.

END