Addendum A

DELPHI TECHNIQUE: QUESTIONNAIRE 2

The purpose of this questionnaire is to report all the ideas sent in response to the first questionnaire and to **solicit** what these ideas **mean** to you **personally**. Space is provided in the second column of the table to type your response. Please keep it simple and to the point – the researcher is interested in your **personal** inputs, there are no correct or incorrect responses.

Ideas	Description
Administrator	
• Inform learners about their assignments.	•
• Convey information on conferences that can be attended.	•
• State introductory courses required in helping with technological issues that can arise in the online course.	•
• Direct subject matter questions to the SME.	•
• Handle all administrative issues, for example registration, reports, etc.	•
• Supply reports to management.	•
• Provide learners with dates for assignments, tests, and group discussions.	•
• Track learner participation.	•
• Allocate marks for assignments, tests, and group discussions.	•
• Inform learners about prerequisites in terms of hardware, software, and reading matter.	•
• Distribute courseware, if applicable.	•
• Send out a contract that learners need to complete for the duration of the course – stipulating start date and end date.	•
• Provide additional resources.	•
• Keep record of learners and programme.	•
• Respond to e-mail communications.	•
• Remind learners of interim project deadlines.	•
Assessor	

Ideas	Description
• Provide corrective feedback to the group and to individuals.	•
• Provide constructive feedback to learners regarding their assignments.	•
• Continuously assess progress of the learners.	•
• Assess effectiveness of learning environment.	•
• Assess effectiveness of presentation of content.	•
• Assess assignments.	•
• Assess learners within reasonable time.	•
• Monitor the performance of individual learners as well as the group.	•
• Assess the level of participation of individual learners as well as the group.	•
Conversationalist	
• Provide feedback on learners' content-related discussions.	•
• Convey information on research findings.	•
• Encourage interaction between learners.	•
• Encourage interaction between learners and the facilitator.	•
• Access discussion forums daily.	•
• Ask open-ended questions, such as "why".	•
• Comment on current news events that pertain to the topic.	•
• Stimulate conversation.	•
• Introduce "stirring" points in conversation.	•
• Maintain interaction.	•
• Establish momentum and keep the pace of communication.	•
• Raise level of discussion.	•
• Encourage learners to discuss issues.	•
• Draw abstractions from the discussions.	•
• Facilitate interactive information exchanges.	•
• Question learner responses continuously.	•
• Promote lively discussions amongst learners.	•

Ideas	Description
• Promote relevant discussions amongst learners.	•
• Summarise and synthesise main discussion points	•
• Find unifying threads of discussion to prompt further discussion	•
Guide	
• Model content related skills where applicable.	•
• Lead answers, do not provide answers.	•
• Provide tips and guidelines to assist learners in easing the learning process.	•
• Provide ongoing guidance to individual learners and as a group.	•
• Facilitate synchronous learning events.	•
• Facilitate asynchronous learning events.	•
• Facilitate the transfer of learning.	•
• Provide clear instructions.	•
• Demonstrate confidence in content-related knowledge.	•
• Provide comments on content as needed.	•
• Provide content-based explanations as needed.	•
• Create / foster reflection sessions.	•
• Guide learners through weekly tasks and activities to achieve the outcomes.	•
• Keep learners focussed on instructional objectives of the course.	•
• Assist learners in their own informational explorations, not handholding.	•
• Guide learners to locate, review and download relevant messages, material and resources.	•
• Help learners connect content with prior knowledge.	•
Host	
• Inform learners about timeliness of feedback and responsiveness.	•
• Introduce the course.	•

Ideas	Description
• Introduce the course objectives/outcomes.	•
• Thank the learner for their contribution, no matter whether correct or incorrect.	•
• Invite external SME's to contribute.	•
• Provide contact information for technical support.	•
• Provide information for support/Help e.g. reading courses, language usage, websites, forums, chat rooms etc. during the course.	•
• Welcome learners to course.	•
• Introduce the learners to each other.	•
• Introduce yourself as facilitator with e-mail address and telephone number.	•
• Inform learners about meeting times and virtual office hours.	•
• Communicate course policies in terms of late assignments, scholastic dishonesty and participation.	•
• Provide standards regarding online communication conventions such as emoticons and virtual interaction (netiquette).	•
• Encourage learners to post and read messages.	•
• Contextualise the learning content.	•
• Clarify expectations.	•
• Ensure standards of fair play.	•
Learning Designer	
• Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	•
• Improve online materials constantly.	•
• Use innovative ideas to initiate debates.	•
• Use innovative ideas to create conversation.	•
• Identify additional content that can be discussed.	•
• Construct a supportive learning environment taking into account learners' needs.	•
• Select the sequence of learning.	•

Ideas	Description
• Structure the course to achieve the required objectives.	•
• Apply various theories of instruction.	•
• Create a friendly environment in which a climate for learning is promoted.	•
Manager	
• Manage the virtual classroom environment.	•
• Manage learner interactions (individual and groups).	•
• Consider learners' time by not giving too much work at once.	•
• Identify potential signs of strain among learners.	•
• Identify signs of weariness among learners.	•
• Identify signs of aggravation among learners.	•
• Identify potential signs disempowerment among learners.	•
• Manage the learning event.	•
• Keep to the tasks.	•
• Keep to the agenda.	•
• Keep to the timetable.	•
• Keep to the procedural rules.	•
• Keep to the decision-making rules.	•
• Monitor online interactions and progress of the group.	•
• Set the pace for learning activities.	•
• Establish a learning community.	•
• Maintain a learning community.	•
Mediator	
• Check group dynamics that are not conducive to learning.	•
• Focus the discussion on common ground when learners are disagreeing.	•
• Intervene in situations that threaten to undermine course cohesiveness.	•
Motivator	

Ideas	Description
• Motivate learners by means of constant feedback.	•
• Motivate learners by means of being available.	•
• Make learners aware that they can learn from one another.	•
• Reinforce participation.	•
• Encourage learners to give their opinion.	•
• Encourage independent thinking.	•
• Encourage independent research.	•
• Encourage socialisation through interaction of online members.	•
• Keep learners motivated throughout the course.	•
• Encourage learners to collaborate with each other to generate solutions to problems.	•
• Encourage learners to provide information to each other.	•
• Encourage learners to provide resources for information.	•
• Encourage learners to share their knowledge with each other.	•
• Respond to all contributions, no matter how insignificant.	•
• Establish an instructional bond and rapport that will reinforce learners' sense of commitment to specific learning objectives of the course.	•
• Praise the discussant behaviour you seek.	•
Quality Assurer	
• Apply various learning principles.	•
• Utilise learning resources that will enhance learning.	•
• Utilise various learning applications.	•
• Interpret the learning content for the learners in a language that they understand.	•
• Re-explain in other words for learners unable to do task first time around.	•
• Apply various assessment methods.	•

Ideas	Description
• Plan for differentiation between learners on different levels.	•
• Plan for enough time for remediation of learners.	•
• Maintain a clean and virus free environment.	•
• Maintain an organised learning environment.	•
• Work systematically, using efficient and effective methods.	•
Supporter	
• Address non-participation confidentially.	•
• Answer "burning" questions as they arise.	•
• Provide additional reading to assist e.g. time management.	•
• Assist learners with content-related issues.	•
• Respond promptly to subject matter questions.	•
• Follow-up and provide answers and guidance to unsolved matters or concerns.	•
• Be accessible to learners.	•
• Listen to learners' complaints.	•
• Support learners individually and as a group.	•
• Attend to the needs of individual learners.	•
• Ensure learners know how to follow directions for carrying out the associated tasks and activities, both online and offline.	•
• Suggest ideas or strategies for learning.	•
• Attune yourself to the group dynamics.	•
• Provide emotional support to learners in their learning process.	•
• Help learners feel comfortable with technology.	•
• Establish a database of Frequently Asked Questions (FAQs) to deal with repetitive questions.	•

Addendum B

AVERAGE RATING FOR EACH TASK/STATEMENT

Tasks/Statements	Participants										[18]Average
	1	2	3	4	5	6	7	8	9	10	
Respond to e-mail communications within an agreed time period, e.g. 24 hours	5	5	5	5	5	5	5	5	5	5	5
Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	4	5	4	5	5	5	5	5	4	5	4.7
Provide clear, concise instructions to learners	4	5	4	5	5	5	4	5	5	5	4.7
Introduce yourself as facilitator with e-mail address and telephone number	5	5	5	5	4	5	5	4	5	4	4.7
Motivate learners by means of constant and timeous feedback	5	5	4	5	5	5	4	4	5	5	4.7
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course	4	5	3	5	5	5	5	4	5	5	4.6
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages	4	5	3	5	5	5	5	5	4	5	4.6
Facilitate learners' discussions in a direction that will help them discover the answer on their own	4	5	4	5	5	5	5	4	5	4	4.6
Encourage learners to share their knowledge and experience with each other	5	5	5	5	4	5	5	4	5	3	4.6
Be available for learners and make your presence known so that learners don't feel isolated	4	3	5	5	5	5	5	5	5	4	4.6
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc	3	5	4	4	5	5	5	5	4	5	4.5
Conclude the discussion by summarising main discussion points	3	5	5	5	5	5	5	3	4	5	4.5

[18] Only those statements with an average rating of 4 and higher were selected for further analysis.

Tasks/Statements	Participants										[18]Average
	1	2	3	4	5	6	7	8	9	10	
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction	4	5	5	5	4	5	5	4	5	3	4.5
Inform learners about meeting times and virtual office hours	4	4	4	5	4	5	5	5	5	4	4.5
Create a friendly environment in which a climate for learning is promoted	3	5	5	5	4	5	5	5	5	3	4.5
Direct subject matter questions to the subject matter expert	3	5	4	4	5	5	5	3	5	5	4.4
Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners	4	5	4	4	5	5	4	5	4	4	4.4
Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience	4	5	4	4	5	5	2	5	5	5	4.4
Encourage learners to collaborate with each other to generate solutions to problems	4	5	4	5	4	5	5	4	5	3	4.4
Invite subject matter experts to provide content-based explanations when required	4	5	4	5	4	5	4	5	5	3	4.4
Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	3	4	5	4	4	5	5	5	5	4	4.4
Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette)	3	5	3	4	4	5	5	5	5	5	4.4
Clarify learner and facilitator expectations in the introductory phase of the course	4	5	4	4	4	5	4	5	5	4	4.4
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge	5	4	5	5	5	5	4	5	1	5	4.4
Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events	5	4	4	4	5	4	5	5	5	3	4.4
Apply innovative ideas to keep learners motivated throughout the course	4	5	4	5	5	5	4	5	5	2	4.4
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions	5	5	5	5	5	5	5	5	2	2	4.4
Provide corrective feedback to the learners, with the aim of building	4	5	5	5	5	5	5	5	2	3	4.4

Tasks/Statements	Participants										[18]Average
	1	2	3	4	5	6	7	8	9	10	
learner confidence without degrading their efforts											
Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible	4	5	5	5	5	5	5	4	2	4	4.4
Follow-up and provide answers and guidance to unsolved matters or concerns	3	5	5	5	5	5	4	3	5	4	4.4
Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion	4	5	4	4	5	5	3	5	4	4	4.3
Listen to and address learners' complaints	5	5	4	3	5	5	4	4	5	3	4.3
Encourage interaction between learners and the facilitator	3	5	4	3	5	4	4	5	5	4	4.2
Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course	4	5	4	2	5	5	4	5	4	4	4.2
Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	4	5	4	5	5	5	3	3	5	3	4.2
Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday"	3	4	4	5	4	5	5	4	5	3	4.2
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course	4	3	4	5	5	5	3	5	5	3	4.2
Attune yourself to the group dynamics	5	4	4	4	5	5	4	4	4	3	4.2
Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc	3	4	4	5	5	4	3	5	5	3	4.1
Collate marks for assignments, tests, and group discussions	4	5	3	5	5	5	5	3	2	4	4.1
Identify discussion points that the learners have not considered befor	4	5	3	4	5	4	5	4	4	3	4.1
Confirm understanding of the content through continuous questioning	3	5	4	5	4	5	4	4	3	4	4.1
Provide tips and guidelines to assist learners in achieving the learning outcomes	3	4	4	5	5	3	5	3	5	4	4.1
Provide ongoing guidance to learners	3	4	3	5	5	5	4	4	5	3	4.1
Thank the learners for their contribution, no matter whether correct or incorrect	3	5	5	4	3	5	5	4	3	4	4.1

ONE PERCEPTION DOESN'T FIT ALL

Tasks/Statements	Participants										[18]Average
	1	2	3	4	5	6	7	8	9	10	
Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc	3	4	4	5	4	5	5	3	5	3	4.1
Establish and maintain a learning community by encouraging learners to support each other within the learning environment	3	4	5	5	4	5	4	4	5	2	4.1
Praise independent thinking, but do not allow one learner to dominate the scene	3	5	4	4	5	4	4	4	5	3	4.1
Praise the discussant behaviour you seek	3	5	4	4	5	5	4	3	5	3	4.1
Intervene diplomatically in situations that threaten to undermine course cohesiveness	3	5	4	5	5	4	4	3	4	4	4.1
Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other	4	4	4	5	5	4	4	3	4	4	4.1
Ensure that the subject matter expert respond to the questions from the learners within an agreed time	3	5	5	3	4	5	5	1	5	4	4
Explain to learners how to access the online course via the learning management system (LMS).	5	5	4	4	5	5	4	4	1	3	4
Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion	4	4	4	1	4	4	5	4	5	5	4
Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board	4	4	3	4	4	4	4	4	5	4	4
Help learners connect content with prior knowledge and experience	4	4	5	3	4	5	5	4	2	4	4
Invite external subject matter experts to contribute towards learners' discussions	4	5	4	3	4	5	3	5	3	4	4
Encourage learners to introduce themselves to each other	3	3	4	5	4	5	4	4	5	3	4
Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc	3	4	3	5	4	4	5	3	5	4	4
Make learners aware that they can learn from one another	3	4	4	4	5	5	5	4	4	2	4
Draw various reports from the learning management system (LMS), e.g. class average, average time spent on a specific module or test, etc	3	4	3	4	5	4	3	5	5	3	3.9
In order to keep learners interested, provide them with additional	3	4	4	3	5	4	5	5	3	3	3.9

Tasks/Statements	Participants										[18]Average
	1	2	3	4	5	6	7	8	9	10	
resources, e.g. relevant websites, research portals and search engines where more information regarding a specific topic can be found											
Invite the learners to ask if anything was not explained to their satisfaction	3	3	4	3	4	5	5	3	5	4	3.9
Keep learners focussed on the learning objectives of the course	3	5	4	5	4	3	4	3	5	3	3.9
Introduce the learners to the outcome of the course	3	5	5	4	4	5	5	4	1	3	3.9
Encourage learners to post and read messages	3	5	3	4	4	4	5	3	5	3	3.9
Manage group dynamics that are not conducive to learning by reminding learners of the purpose of the course	3	4	4	4	5	5	4	3	5	2	3.9
Provide reliable contact information for technical support	4	1	3	5	5	5	4	5	5	2	3.9
Organise an upfront communication session to inform learners about timeliness of feedback and responsiveness	4	2	4	5	5	4	3	2	4	5	3.8
Ensure relevant discussions amongst learners are taking place (learners should keep to the topic)	2	4	3	4	5	3	5	4	5	3	3.8
Guide learners to locate relevant messages, material and resources	3	5	4	2	5	3	5	3	4	4	3.8
Manage conflict among learners, e.g. focusing the discussion on common ground when learners are in conflict with each other	4	3	5	5	4	4	3	3	5	2	3.8
Keep to the decision-making rules, e.g. pass and fail requirements	4	2	4	5	5	5	5	3	1	4	3.8
Ensure that the learning environment is conducive for learning, by examining for example the questions posed by the learners and the content of learner discussions	3	4	4	3	5	4	4	4	4	3	3.8
Establish a database of Frequently Asked Questions (FAQs) to deal with repetitive questions	3	4	3	5	5	5	2	3	5	3	3.8
Remind learners of interim project deadlines	3	4	4	4	5	3	4	2	5	3	3.7
Explain what the technological requirements are in order to be able to complete the online course	3	5	3	5	4	5	2	5	2	3	3.7
Guide learners to review relevant messages, material and resources	3	4	4	4	5	3	3	3	4	4	3.7
Select the sequence of learning to achieve the required learning objectives	3	1	5	5	5	5	4	4	1	4	3.7
Identify potential signs of strain, weariness and/or disempowerment among learners - consult privately with the individual and recommend	4	4	5	4	4	5	3	3	3	2	3.7

ONE PERCEPTION DOESN'T FIT ALL

Tasks/Statements	Participants										[18]Average
	1	2	3	4	5	6	7	8	9	10	
possible solutions											
Provide for different learning styles while facilitating learning events	4	1	5	2	4	5	4	5	4	3	3.7
Keep learners to contracted deadline dates in order to achieve the same level of progress	4	4	4	3	4	2	4	3	5	3	3.6
Maintain a clean and virus free environment	4	1	5	3	5	5	5	1	2	5	3.6
Improve online materials constantly	4	1	4	3	5	5	4	4	1	5	3.6
Structure the course to achieve the required objectives	3	1	4	4	5	5	4	4	1	5	3.6
Encourage socialisation through interaction of online members	3	4	3	5	5	4	3	3	5	1	3.6
Ensure standards of fair play	4	3	3	5	5	5	4	3	1	3	3.6
Attend to special needs of individual learners, e.g. learners with sight problems, different languages, etc	4	3	3	3	5	5	2	4	5	2	3.6
Provide emotional support to learners in their learning process	3	1	3	5	5	5	5	4	4	1	3.6
If the candidates do not meet the entry-level requirements of the course, refer them to available introductory courses.	4	2	4	2	4	4	5	4	4	2	3.5
Address problems with learners not doing their share in groups	5	1	4	5	4	3	2	5	4	2	3.5
Give manageable amounts of work to keep the interested learners intrigued and the not-so-interested learners involved	4	1	4	3	4	5	4	5	1	4	3.5
Help learners feel comfortable with technology	2	1	3	4	5	5	4	3	4	4	3.5
Address non-participation confidentially with the learne	3	4	5	2	5	3	2	3	4	3	3.4
Send out a learning contract that learners need to complete for the duration of the course – stipulating start date and end date	3	5	3	5	4	3	2	2	1	5	3.3
Guide learners to download relevant messages, material and resources	3	2	3	2	5	3	3	3	5	3	3.2
Compile a questionnaire and instruct the learners to evaluate the content of the course	4	2	4	1	5	5	2	4	1	4	3.2
Plan for enough time for remediation of learners	3	2	3	4	4	4	3	3	1	3	3
Convey information on conferences that can be attended with the aim of expanding the learners' knowledge about the subject and to stay abreast of the latest developments in the field of study	4	2	3	2	5	3	2	3	1	2	2.7

Addendum C

Date:	

Gender:	Male	Female

Age:	20-29	30-39	40-49	50+

How many times have you facilitated an online course?	Once only	2-4 times	5 and more

In what discipline(s) do you facilitate the learning (e.g. Mathematics)?	

From which facility(s) do you perform your facilitation activities?	Office	Home	Other (Please specify)

When do you perform most of your online facilitation activities?	During normal working hours (e.g. 09:00 – 17:00)	After normal working hours (e.g. 18:00 – 12:00)

Did you have any face-to-face contact with your learners prior to commencement of the course(s)?	Yes	No	
Do you prefer to have a face-to-face session before the course start? Why?			

What make the tasks of an online facilitator different from a traditional classroom situation?	

| Are there any tasks of the online facilitator that you feel are crucial for success, but were not identified in the sorting activity? | |

☺ **THANK YOU FOR TAKING THE TIME TO ANSWER THIS QUESTIONNAIRE!**

Addendum D

Date:	

Gender:	Male	Female

Age:	15-19	20-29	30-39	40-49	50+

How many times have you participated in an online course?	Once only	2-4 times	5 + times

In what online subjects do you participate (e.g. Mathematics)?	

From which facility(s) do you access the course?	Office	Home	Other (Please specify)

When do you perform most of your online learning activities?	During normal working hours (e.g. 09:00 – 17:00)	After normal working hours (e.g. 18:00 – 12:00)

Did you have any face-to-face contact with your facilitator and peers prior to commencement of the course(s)?	Yes	No
Do you prefer to have a face-to-face session before the course start? Why?		

Are there any tasks of the online facilitator that you feel are crucial for success, but were not identified in the sorting activity?	

☺ THANK YOU FOR TAKING THE TIME TO ANSWER THIS QUESTIONNAIRE!

Addendum E

Dear participant

Re: The tasks of an Online Facilitator

Thank you for indicating that you are prepared to participate in this activity. Your contributions are highly valued and will serve as a tremendous aid towards the development of high quality online course material as well as highly skilled online facilitators.

Instructions

Each statement in the table represents one task of an **online facilitator**. It is expected of you to arrange these tasks from least to most important to you **personally**.

Please read through ALL the following instructions, BEFORE you start:

1. Complete the prioritizing activity by following these instructions:

    1.1   Read through all 60 tasks identified in the "Tasks of the Online Facilitator" document.

    1.2   From the 60 tasks, select 10 that are **most** important to you and prioritize them from 1 to 10   (1 being the most important of all 60 tasks). You can copy and paste your priorities in the empty table on page 3.

    1.3   From the 50 remaining tasks, select 10 that are **least** important to you. Prioritize these tasks from 60 to 50 (60 being the least important of all 60 tasks)

    1.4   From the 40 remaining tasks, select 10 that are **most important** to you and prioritize these from 11 to 20 (11 being the most important of the 10 tasks).

    1.5   From the 30 remaining tasks, select 10 that are **least important** to you and prioritize these from 49 to 40 (49 being the least important of the 10).

    1.6   From the 20 remaining tasks, select 10 that are **most important** to you and prioritize these from 21 to 30 (21 being the most important of the 10 tasks).

    1.7   Prioritize the last remaining 10 tasks from 39 to 20 (39 being the least important of the 10 tasks)

    1.8   If you have any questions, please feel free to contact me for assistance.

2. Complete the biographical data on this form and e-mail it, together with the prioritized tasks of the online facilitator, to lindiel@absa.co.za

Kind regards ☺

Lindie Lucas

#	Tasks of the Online Facilitator
1.	Apply innovative ideas to keep learners motivated throughout the course.
2.	Attune yourself to the group dynamics.
3.	Be available for learners and make your presence known so that learners don't feel isolated.
4.	Clarify learner and facilitator expectations in the introductory phase of the course.
5.	Collate marks for assignments, tests, and group discussions.
6.	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.
7.	Conclude the discussion by summarising main discussion points.
8.	Confirm understanding of the content through continuous questioning.
9.	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.
10.	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.
11.	Create a friendly environment in which a climate for learning is promoted.
12.	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.
13.	Direct subject matter questions to the subject matter expert.
14.	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.
15.	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.
16.	Encourage interaction between learners and the facilitator.
17.	Encourage learners to collaborate with each other to generate solutions to problems.
18.	Encourage learners to introduce themselves to each other.
19.	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"
20.	Encourage learners to share their knowledge and experience with each other.
21.	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.
22.	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.
23.	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.
24.	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.
25.	Explain to learners how to access the online course via the learning management system (LMS).
26.	Facilitate learners' discussions in a direction that will help them discover the answer on their own.
27.	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.
28.	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.
29.	Follow-up and provide answers and guidance to unsolved matters or concerns.
30.	Help learners connect content with prior knowledge and experience.
31.	Identify discussion points that the learners have not considered before.
32.	Inform learners about meeting times and virtual office hours.
33.	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.
34.	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.
35.	Intervene diplomatically in situations that threaten to undermine course cohesiveness.
36.	Introduce yourself as facilitator with e-mail address and telephone number.
37.	Invite external subject matter experts to contribute towards learners' discussions.
38.	Invite subject matter experts to provide content-based explanations when required.
39.	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.
40.	Listen to and address learners' complaints.
41.	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.
42.	Make learners aware that they can learn from one another.
43.	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff

#	Tasks of the Online Facilitator
	and subject matter experts up to date with the learning events.
44.	Motivate learners by means of constant and timeous feedback.
45.	Praise independent thinking, but do not allow one learner to dominate the scene.
46.	Praise the discussant behaviour you seek.
47.	Provide clear, concise instructions to learners
48.	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.
49.	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.
50.	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.
51.	Provide ongoing guidance to learners.
52.	Provide tips and guidelines to assist learners in achieving the learning outcomes.
53.	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).
54.	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).
55.	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.
56.	Respond to e-mail communications within an agreed time period, e.g. 24 hours.
57.	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".
58.	Thank the learners for their contribution, no matter whether correct or incorrect.
59.	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.
60.	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.

My Prioritised List of Online Facilitation Tasks

Please copy and paste the tasks in the previous table from most (being #1) to least (being #60)

important to you personally.

#	Tasks of the Online Facilitator
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#	Tasks of the Online Facilitator
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Addendum F

```
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Correlation Matrix Between Sorts

SORTS          1    2    3    4    5    6    7    8    9   10   11   12   13   14   15

  1 Learn1   100   16    9   23    9   30   13   13   27   31   23   31   46   47   20
  2 Learn2    16  100   10   19    3   14   11   10   18    0   18    8   21   18   17
  3 Learn3     9   10  100   -5   27   18   10   25    9    9   27   16   23   12   12
  4 Learn4    23   19   -5  100  -11  -15   15    3   47   -2   21   10   38   48   20
  5 Learn5     9    3   27  -11  100    5   16   28   12   16   11    3   18   15    6
  6 Learn6    30   14   18  -15    5  100   29   20  -19   18   -4   13   32   10   39
  7 Learn7    13   11   10   15   16   29  100   26    9   -9   25    8   26   15   33
  8 Learn8    13   10   25    3   28   20   26  100    6    0   21   17   21   22   29
  9 Learn9    27   18    9   47   12  -19    9    6  100   -6   13    6   39   31    7
 10 Learn10   31    0    9   -2   16   18   -9    0   -6  100   13   -9   22   26   11
 11 Learn11   23   18   27   21   11   -4   25   21   13   13  100   12   25   27   11
 12 Learn12   31    8   16   10    3   13    8   17    6   -9   12  100   25   13   43
 13 Learn13   46   21   23   38   18   32   26   21   39   22   25   25  100   54   40
 14 Learn14   47   18   12   48   15   10   15   22   31   26   27   13   54  100   28
 15 Learn15   20   17   12   20    6   39   33   29    7   11   11   43   40   28  100

Unrotated Factor Matrix
            Factors
               1         2         3         4         5         6
7         8
 SORTS
  1 Learn1     0.6454    0.0780    0.1438   -0.3839    0.1523    0.0234
-0.0209   -0.1218
  2 Learn2     0.3645    0.0974   -0.1366    0.0953   -0.2552    0.6087
0.5267    0.2745
  3 Learn3     0.3623   -0.3235    0.2992    0.3868    0.2871    0.2634
0.1324   -0.3595
  4 Learn4     0.4851    0.6604   -0.2032    0.0185   -0.0944   -0.0585
-0.1110    0.0538
  5 Learn5     0.2851   -0.2732    0.4892    0.3915    0.0399   -0.3789
0.2381    0.1026
  6 Learn6     0.3858   -0.6208   -0.1335   -0.3788   -0.2560    0.0254
0.1868   -0.2133
```

```
  7 Learn7       0.4448   -0.2398   -0.3011    0.2844   -0.5131   -0.1594
-0.2450   -0.2665
  8 Learn8       0.4467   -0.3640   -0.0085    0.3920   -0.0147   -0.1740
-0.0610    0.4794
  9 Learn9       0.4383    0.5987    0.0191    0.2323    0.0647   -0.2086
 0.3078   -0.2027
 10 Learn10      0.2663   -0.1138    0.6351   -0.5068   -0.0658    0.0709
-0.1301    0.1503
 11 Learn11      0.4623    0.0706    0.2027    0.3405   -0.0308    0.4715
-0.5328   -0.0406
 12 Learn12      0.4177   -0.1735   -0.4235   -0.0421    0.6902    0.0525
-0.0662    0.0421
 13 Learn13      0.7865    0.0911    0.0303   -0.1428   -0.0180   -0.1123
 0.1242   -0.1882
 14 Learn14      0.7018    0.2968    0.1848   -0.1498   -0.0571   -0.1163
-0.1046    0.1873
 15 Learn15      0.5944   -0.2936   -0.4224   -0.1556    0.0472   -0.0919
-0.0453    0.1795


 Eigenvalues    3.6591    1.7955    1.3557    1.3333    1.0020    0.9520
0.8914    0.7490
 % expl.Var.       24        12         9         9         7         6
6         5
```

```
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Cumulative Communalities Matrix
              Factors 1 Thru ....
                  1         2         3         4         5         6
7         8
 SORTS
  1 Learn1       0.4165    0.4226    0.4433    0.5907    0.6139    0.6144
0.6148    0.6297
  2 Learn2       0.1329    0.1424    0.1610    0.1701    0.2352    0.6057
0.8832    0.9585
  3 Learn3       0.1313    0.2360    0.3255    0.4751    0.5575    0.6269
0.6444    0.7736
  4 Learn4       0.2353    0.6715    0.7128    0.7131    0.7220    0.7254
0.7378    0.7407
  5 Learn5       0.0813    0.1559    0.3953    0.5486    0.5502    0.6937
0.7504    0.7610
  6 Learn6       0.1488    0.5342    0.5520    0.6955    0.7610    0.7617
0.7966    0.8421
  7 Learn7       0.1978    0.2553    0.3460    0.4269    0.6902    0.7156
0.7756    0.8467
  8 Learn8       0.1995    0.3320    0.3321    0.4858    0.4860    0.5163
0.5200    0.7498
  9 Learn9       0.1921    0.5505    0.5509    0.6049    0.6090    0.6526
0.7473    0.7884
```

```
 10 Learn10       0.0709     0.0839     0.4873     0.7441     0.7484     0.7534
0.7704    0.7930
 11 Learn11       0.2137     0.2187     0.2598     0.3757     0.3767     0.5990
0.8828    0.8845
 12 Learn12       0.1745     0.2046     0.3839     0.3857     0.8621     0.8649
0.8693    0.8710
 13 Learn13       0.6186     0.6269     0.6278     0.6482     0.6485     0.6611
0.6765    0.7119
 14 Learn14       0.4926     0.5807     0.6148     0.6372     0.6405     0.6540
0.6650    0.7001
 15 Learn15       0.3533     0.4395     0.6179     0.6421     0.6444     0.6528
0.6549    0.6871

cum% expl.Var.       24         36         45         54         61         67
73        78
```

QANGLES File Not Found - Apparently VARIMAX Was Used

```
PQMethod2.11                 Learner Preferences
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```

Factor Matrix with an X Indicating a Defining Sort

```
              Loadings

 QSORT             1          2          3          4          5

  1 Learn1      0.3224     0.0785     0.6288X    0.0634     0.3230
  2 Learn2      0.3125     0.3671X    0.0293     0.0426    -0.0091
  3 Learn3     -0.0192    -0.0037     0.0690     0.7158X    0.2000
  4 Learn4      0.8193X    0.1234     0.0423    -0.1680     0.0746
  5 Learn5     -0.0210     0.0232     0.1367     0.7189X   -0.1169
  6 Learn6     -0.3552     0.6201X    0.4453    -0.0003     0.2282
  7 Learn7      0.1376     0.7901X   -0.1106     0.1832    -0.0331
  8 Learn8      0.0234     0.3865    -0.0413     0.5484X    0.1836
  9 Learn9      0.7672X   -0.0630    -0.0141     0.1223     0.0360
 10 Learn10    -0.0835    -0.1009     0.8296X    0.1166    -0.1714
 11 Learn11     0.3641     0.1417     0.0726     0.4673X   -0.0191
 12 Learn12     0.0752    -0.0176    -0.0162     0.1139     0.9181X
 13 Learn13     0.4699     0.3178     0.4693     0.1778     0.2735
 14 Learn14     0.5829X    0.1578     0.4989     0.1380     0.0889
 15 Learn15     0.0739     0.5303     0.1855     0.0200     0.5683X

 % expl.Var.       15         12         12         11         10
```

Free Distribution Data Results

```
 QSORT            MEAN      ST.DEV.
```

ONE PERCEPTION DOESN'T FIT ALL

```
 1 Learn1          0.000     2.285
 2 Learn2          0.000     2.285
 3 Learn3          0.000     2.285
 4 Learn4          0.000     2.285
 5 Learn5          0.000     2.285
 6 Learn6          0.000     2.285
 7 Learn7          0.000     2.285
 8 Learn8          0.000     2.285
 9 Learn9          0.000     2.285
10 Learn10         0.000     2.285
11 Learn11         0.000     2.285
12 Learn12         0.000     2.285
13 Learn13         0.000     2.285
14 Learn14         0.000     2.285
15 Learn15         0.000     2.285
```

```
PQMethod2.11                   Learner Preferences
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```

Rank Statement Totals with Each Factor

```
Factors
No.  Statement                                        No.
1          2          3          4          5

 1  Statement 1                                        1      0.30
27  -0.11  30   1.40   6   1.93   3   1.23   9
 2  Statement 2                                        2      0.61
17  -1.49  56   1.63   5  -1.97  60   0.41  20
 3  Statement 3                                        3      1.89
2  -0.52  40  -0.60  44  -0.59  45   0.82  15
 4  Statement 4                                        4      2.16
1  -0.74  46   1.77   2   1.93   4   0.59  19
 5  Statement 5                                        5      0.58
18   0.08  28  -1.55  57  -1.88  57  -1.64  57
 6  Statement 6                                        6     -1.78
59   0.46  23   0.31  21   1.78   5  -1.23  55
 7  Statement 7                                        7      0.77
15   0.91  16   0.52  17  -0.68  49   1.40   7
 8  Statement 8                                        8      1.62
4   1.05  13   1.03  13  -0.33  41   1.40   7
 9  Statement 9                                        9      1.59
5   1.00  14   1.32   8   1.00   9   1.46   5
10  Statement 10                                      10     -0.27
33   0.52  21  -0.74  46  -0.02  32   0.99  11
11  Statement 11                                      11      1.43
6  -0.56  42  -0.60  44  -1.20  53   0.29  25
12  Statement 12                                      12      1.26
8  -0.42  38  -1.55  57  -1.10  51   0.00  30
```

```
 13  Statement 13                                         13     0.93
12  -0.58  43   0.29  24  -1.19  52  -1.17  53
 14  Statement 14                                         14     0.31
26  -1.64  57  -1.18  52  -1.46  55   0.35  23
 15  Statement 15                                         15     1.08
10   1.10  12   1.92   1   2.24   1  -0.88  46
 16  Statement 16                                         16     0.54
20  -0.05  29  -1.11  51   1.35   6   0.59  19
 17  Statement 17                                         17     1.17
9  -0.12  31   1.63   5   0.04  29   0.29  25
 18  Statement 18                                         18    -1.22
53  -0.45  39   0.68  15   0.15  24  -0.18  34
 19  Statement 19                                         19     0.90
13   0.47  22   1.69   3  -0.29  39  -0.99  50
 20  Statement 20                                         20     0.48
23  -0.33  34   0.14  30   0.14  25  -0.70  44
 21  Statement 21                                         21     1.03
11  -1.38  53  -0.97  48   0.70  14  -0.23  35
 22  Statement 22                                         22     1.39
7   1.28   7  -0.82  47   0.17  22   0.35  23
 23  Statement 23                                         23     0.01
28  -0.63  44  -1.40  54   0.30  20   0.35  23
 24  Statement 24                                         24     0.45
25  -0.70  45   0.00  33  -0.40  42  -0.47  42
 25  Statement 25                                         25     0.56
19  -0.55  41  -0.29  37   0.90  11  -1.46  56
 26  Statement 26                                         26     0.72
16   0.33  25   1.18   9   0.04  28  -0.29  36
 27  Statement 27                                         27     0.48
23  -0.16  33   0.52  17  -0.23  38  -0.41  41
 28  Statement 28                                         28     0.85
14  -0.15  32   0.81  14   0.53  17  -0.41  41
 29  Statement 29                                         29     1.69
3   0.95  15  -0.29  37  -0.56  44  -1.11  52
 30  Statement 30                                         30    -0.39
35   0.36  24   1.11  12   0.30  21  -1.11  52
 31  Statement 31                                         31    -0.58
38   1.71   1   0.37  20   0.07  27  -1.23  55
 32  Statement 32                                         32    -0.08
29  -0.83  48  -1.32  53   0.54  16  -0.06  31
 33  Statement 33                                         33     0.45
25   1.45   4  -1.03  50   1.98   2  -0.88  46
 34  Statement 34                                         34    -0.90
48  -0.92  49  -2.06  60   0.57  15  -0.99  50
 35  Statement 35                                         35    -0.44
37  -1.46  54   1.11  12  -0.66  48  -0.94  48
 36  Statement 36                                         36    -0.09
30  -1.69  58  -0.66  45   0.77  13   1.81   2
 37  Statement 37                                         37    -0.86
47   0.61  20   0.43  19  -0.71  50   1.70   4
 38  Statement 38                                         38    -0.16
31   1.40   5   0.06  32  -0.16  37   1.17  10
 39  Statement 39                                         39    -0.73
45   0.90  17  -0.37  39   0.17  23   1.29   8
```

```
 40   Statement 40                                              40     -0.35
34   0.19  27  -1.48  55   0.02  30  -0.12  33
 41   Statement 41                                              41     -0.61
40   1.13  11   0.43  19  -0.11  33  -0.94  48
 42   Statement 42                                              42     -0.85
46  -1.77  60  -1.03  50  -0.31  40  -0.12  33
 43   Statement 43                                              43     -0.44
37  -0.37  35  -0.37  39   0.01  31   0.94  12
```

```
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```

Rank Statement Totals with Each Factor

Factors

No.	Statement									No.	
		1		2		3		4		5	

```
 44   Statement 44                                              44     -0.66
43   0.23  26  -0.52  42   0.39  19   0.12  28
 45   Statement 45                                              45     -1.10
52  -1.24  52   0.08  31  -0.51  43  -1.87  60
 46   Statement 46                                              46     -1.27
56  -0.96  50   0.23  26  -0.62  47  -1.87  60
 47   Statement 47                                              47     -0.61
40   1.20   8  -0.06  34   1.22   7   0.23  27
 48   Statement 48                                              48     -0.70
44   1.62   2   0.29  24   0.99  10   1.87   1
 49   Statement 49                                              49     -0.63
41   1.49   3  -0.14  35  -0.12  34   0.88  14
 50   Statement 50                                              50     -0.65
42   1.18   9   0.29  24  -0.12  35  -0.35  39
 51   Statement 51                                              51     -0.25
32   0.78  19  -1.63  59  -1.91  58  -0.35  39
 52   Statement 52                                              52     -1.00
50   1.39   6   0.23  26  -0.14  36   0.23  27
 53   Statement 53                                              53     -1.07
51  -0.40  37   1.11  12   0.07  26   1.75   3
 54   Statement 54                                              54     -1.33
57  -1.75  59   0.21  27  -0.61  46   0.70  16
 55   Statement 55                                              55     -1.24
55  -0.39  36  -0.52  42  -1.46  56  -0.35  39
 56   Statement 56                                              56      0.50
21   1.17  10  -0.52  42   0.79  12   0.88  14
 57   Statement 57                                              57     -1.24
55   0.81  18  -1.63  59   0.52  18   0.64  17
 58   Statement 58                                              58     -1.39
58  -0.82  47   0.16  29  -1.94  59  -1.81  58
```

```
 59  Statement 59                                              59     -1.91
60 -1.47  55   0.16  29  -1.41  54  -0.59  43
 60  Statement 60                                              60     -0.97
49 -1.07  51   1.32   8   1.08   8   0.00  30
```

        Correlations Between Factor Scores

	1	2	3	4	5
1	1.0000	0.1059	0.1334	0.0998	0.1319
2	0.1059	1.0000	0.0733	0.2793	0.1774
3	0.1334	0.0733	1.0000	0.1849	0.0465
4	0.0998	0.2793	0.1849	1.0000	0.1817
5	0.1319	0.1774	0.0465	0.1817	1.0000

```
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```

Normalized Factor Scores -- For Factor   1

```
 No.  Statement                                                No.
Z-SCORES

   4  Statement 4                                                4
2.164
   3  Statement 3                                                3
1.891
  29  Statement 29                                              29
1.688
   8  Statement 8                                                8
1.623
   9  Statement 9                                                9
1.587
  11  Statement 11                                              11
1.431
  22  Statement 22                                              22
1.392
  12  Statement 12                                              12
1.259
  17  Statement 17                                              17
1.173
```

ONE PERCEPTION DOESN'T FIT ALL

```
 15   Statement 15                                                      15
1.082
 21   Statement 21                                                      21
1.028
 13   Statement 13                                                      13
0.926
 19   Statement 19                                                      19
0.900
 28   Statement 28                                                      28
0.851
  7   Statement 7                                                        7
0.772
 26   Statement 26                                                      26
0.723
  2   Statement 2                                                        2
0.606
  5   Statement 5                                                        5
0.579
 25   Statement 25                                                      25
0.562
 16   Statement 16                                                      16
0.541
 56   Statement 56                                                      56
0.504
 20   Statement 20                                                      20
0.476
 27   Statement 27                                                      27
0.476
 24   Statement 24                                                      24
0.450
 33   Statement 33                                                      33
0.450
 14   Statement 14                                                      14
0.306
  1   Statement 1                                                        1
0.302
 23   Statement 23                                                      23
0.010
 32   Statement 32                                                      32
-0.081
 36   Statement 36                                                      36
-0.091
 38   Statement 38                                                      38
-0.156
 51   Statement 51                                                      51
-0.246
 10   Statement 10                                                      10
-0.269
 40   Statement 40                                                      40
-0.348
 30   Statement 30                                                      30
-0.385
 35   Statement 35                                                      35
-0.440
```

```
  43  Statement 43                                                43
-0.440
  31  Statement 31                                                31
-0.578
  41  Statement 41                                                41
-0.606
  47  Statement 47                                                47
-0.606
  49  Statement 49                                                49
-0.632
  50  Statement 50                                                50
-0.653
  44  Statement 44                                                44
-0.659




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Normalized Factor Scores -- For Factor    1

 No.  Statement                                                  No.
Z-SCORES

  48  Statement 48                                                48
-0.697
  39  Statement 39                                                39
-0.734
  42  Statement 42                                                42
-0.845
  37  Statement 37                                                37
-0.862
  34  Statement 34                                                34
-0.900
  60  Statement 60                                                60
-0.975
  52  Statement 52                                                52
-1.001
  53  Statement 53                                                53
-1.066
  45  Statement 45                                                45
-1.103
  18  Statement 18                                                18
-1.222
  55  Statement 55                                                55
-1.238
  57  Statement 57                                                57
-1.238
```

```
 46  Statement 46                                                    46
-1.275
 54  Statement 54                                                    54
-1.329
 58  Statement 58                                                    58
-1.394
  6  Statement 6                                                      6
-1.779
 59  Statement 59                                                    59
-1.907
```

```
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```

```
Normalized Factor Scores -- For Factor    2

 No.  Statement                                                     No.
Z-SCORES

 31  Statement 31                                                    31
1.705
 48  Statement 48                                                    48
1.621
 49  Statement 49                                                    49
1.485
 33  Statement 33                                                    33
1.445
 38  Statement 38                                                    38
1.405
 52  Statement 52                                                    52
1.387
 22  Statement 22                                                    22
1.280
 47  Statement 47                                                    47
1.196
 50  Statement 50                                                    50
1.182
 56  Statement 56                                                    56
1.171
 41  Statement 41                                                    41
1.127
 15  Statement 15                                                    15
1.098
  8  Statement 8                                                      8
1.046
  9  Statement 9                                                      9
1.003
```

```
 29   Statement 29                                                      29
0.948
  7   Statement 7                                                        7
0.907
 39   Statement 39                                                      39
0.896
 57   Statement 57                                                      57
0.809
 51   Statement 51                                                      51
0.783
 37   Statement 37                                                      37
0.607
 10   Statement 10                                                      10
0.523
 19   Statement 19                                                      19
0.468
  6   Statement 6                                                        6
0.457
 30   Statement 30                                                      30
0.358
 26   Statement 26                                                      26
0.329
 44   Statement 44                                                      44
0.234
 40   Statement 40                                                      40
0.194
  5   Statement 5                                                        5
0.084
 16   Statement 16                                                      16
-0.055
  1   Statement 1                                                        1
-0.110
 17   Statement 17                                                      17
-0.124
 28   Statement 28                                                      28
-0.153
 27   Statement 27                                                      27
-0.165
 20   Statement 20                                                      20
-0.329
 43   Statement 43                                                      43
-0.373
 55   Statement 55                                                      55
-0.387
 53   Statement 53                                                      53
-0.402
 12   Statement 12                                                      12
-0.425
 18   Statement 18                                                      18
-0.454
  3   Statement 3                                                        3
-0.520
 25   Statement 25                                                      25
-0.549
```

```
 11  Statement 11                                                    11
-0.561
 13  Statement 13                                                    13
-0.578
```

```
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Normalized Factor Scores -- For Factor   2

```
 No.  Statement                                                     No.
Z-SCORES

 23  Statement 23                                                    23
-0.633
 24  Statement 24                                                    24
-0.699
  4  Statement 4                                                      4
-0.740
 58  Statement 58                                                    58
-0.824
 32  Statement 32                                                    32
-0.827
 34  Statement 34                                                    34
-0.922
 46  Statement 46                                                    46
-0.962
 60  Statement 60                                                    60
-1.072
 45  Statement 45                                                    45
-1.240
 21  Statement 21                                                    21
-1.376
 35  Statement 35                                                    35
-1.459
 59  Statement 59                                                    59
-1.474
  2  Statement 2                                                      2
-1.485
 14  Statement 14                                                    14
-1.639
 36  Statement 36                                                    36
-1.691
 54  Statement 54                                                    54
-1.749
 42  Statement 42                                                    42
-1.774
```

```
PQMethod2.11                    Learner Preferences
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Normalized Factor Scores -- For Factor    3

 No.  Statement                                            No.
Z-SCORES

  15  Statement 15                                          15
1.919
   4  Statement 4                                            4
1.774
  19  Statement 19                                          19
1.693
   2  Statement 2                                            2
1.629
  17  Statement 17                                          17
1.629
   1  Statement 1                                            1
1.403
   9  Statement 9                                            9
1.322
  60  Statement 60                                          60
1.322
  26  Statement 26                                          26
1.177
  30  Statement 30                                          30
1.113
  35  Statement 35                                          35
1.113
  53  Statement 53                                          53
1.113
   8  Statement 8                                            8
1.032
  28  Statement 28                                          28
0.806
  18  Statement 18                                          18
0.678
   7  Statement 7                                            7
0.516
  27  Statement 27                                          27
0.516
  37  Statement 37                                          37
0.435
  41  Statement 41                                          41
0.435
  31  Statement 31                                          31
0.371
```

```
   6  Statement 6                                                             6
0.307
  48  Statement 48                                                           48
0.290
  50  Statement 50                                                           50
0.290
  13  Statement 13                                                           13
0.290
  46  Statement 46                                                           46
0.226
  52  Statement 52                                                           52
0.226
  54  Statement 54                                                           54
0.209
  58  Statement 58                                                           58
0.162
  59  Statement 59                                                           59
0.162
  20  Statement 20                                                           20
0.145
  45  Statement 45                                                           45
0.081
  38  Statement 38                                                           38
0.064
  24  Statement 24                                                           24
0.000
  47  Statement 47                                                           47
-0.064
  49  Statement 49                                                           49
-0.145
  25  Statement 25                                                           25
-0.290
  29  Statement 29                                                           29
-0.290
  39  Statement 39                                                           39
-0.371
  43  Statement 43                                                           43
-0.371
  44  Statement 44                                                           44
-0.516
  55  Statement 55                                                           55
-0.516
  56  Statement 56                                                           56
-0.516
  11  Statement 11                                                           11
-0.597
```

```
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Normalized Factor Scores -- For Factor   3

 No. Statement   No.
Z-SCORES

   3 Statement 3   3
-0.597
  36 Statement 36   36
-0.661
  10 Statement 10   10
-0.742
  22 Statement 22   22
-0.823
  21 Statement 21   21
-0.968
  42 Statement 42   42
-1.032
  33 Statement 33   33
-1.032
  16 Statement 16   16
-1.113
  14 Statement 14   14
-1.177
  32 Statement 32   32
-1.322
  23 Statement 23   23
-1.403
  40 Statement 40   40
-1.484
  12 Statement 12   12
-1.548
   5 Statement 5   5
-1.548
  51 Statement 51   51
-1.629
  57 Statement 57   57
-1.629
  34 Statement 34   34
-2.064

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Normalized Factor Scores -- For Factor   4

```
 No.  Statement                                              No.
Z-SCORES

 15  Statement 15                                             15
2.240
 33  Statement 33                                             33
1.984
  1  Statement 1                                               1
1.931
  4  Statement 4                                               4
1.928
  6  Statement 6                                               6
1.781
 16  Statement 16                                             16
1.354
 47  Statement 47                                             47
1.224
 60  Statement 60                                             60
1.077
  9  Statement 9                                               9
0.997
 48  Statement 48                                             48
0.990
 25  Statement 25                                             25
0.899
 56  Statement 56                                             56
0.793
 36  Statement 36                                             36
0.772
 21  Statement 21                                             21
0.700
 34  Statement 34                                             34
0.574
 32  Statement 32                                             32
0.537
 28  Statement 28                                             28
0.526
 57  Statement 57                                             57
0.525
 44  Statement 44                                             44
0.389
 23  Statement 23                                             23
0.302
 30  Statement 30                                             30
0.296
 22  Statement 22                                             22
0.169
 39  Statement 39                                             39
0.168
 18  Statement 18                                             18
0.151
 20  Statement 20                                             20
0.142
```

```
  53   Statement 53                                                  53
0.068
  31   Statement 31                                                  31
0.067
  26   Statement 26                                                  26
0.044
  17   Statement 17                                                  17
0.037
  40   Statement 40                                                  40
0.021
  43   Statement 43                                                  43
0.010
  10   Statement 10                                                  10
-0.015
  41   Statement 41                                                  41
-0.107
  49   Statement 49                                                  49
-0.121
  50   Statement 50                                                  50
-0.124
  52   Statement 52                                                  52
-0.142
  38   Statement 38                                                  38
-0.158
  27   Statement 27                                                  27
-0.234
  19   Statement 19                                                  19
-0.291
  42   Statement 42                                                  42
-0.312
   8   Statement 8                                                    8
-0.327
  24   Statement 24                                                  24
-0.401
  45   Statement 45                                                  45
-0.515
```

```
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```
Normalized Factor Scores -- For Factor    4

 No.  Statement                                                     No.
Z-SCORES

  29  Statement 29                                                   29
-0.561
```

```
    3  Statement 3                                                    3
-0.593
   54  Statement 54                                                  54
-0.610
   46  Statement 46                                                  46
-0.617
   35  Statement 35                                                  35
-0.658
    7  Statement 7                                                    7
-0.679
   37  Statement 37                                                  37
-0.707
   12  Statement 12                                                  12
-1.101
   13  Statement 13                                                  13
-1.188
   11  Statement 11                                                  11
-1.203
   59  Statement 59                                                  59
-1.406
   14  Statement 14                                                  14
-1.459
   55  Statement 55                                                  55
-1.463
    5  Statement 5                                                    5
-1.879
   51  Statement 51                                                  51
-1.911
   58  Statement 58                                                  58
-1.944
    2  Statement 2                                                    2
-1.968



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Normalized Factor Scores -- For Factor    5

 No.  Statement                                                    No.
Z-SCORES

   48  Statement 48                                                  48
1.871
   36  Statement 36                                                  36
1.813
   53  Statement 53                                                  53
1.754
```

37	Statement 37	37
1.695		
9	Statement 9	9
1.462		
7	Statement 7	7
1.403		
8	Statement 8	8
1.403		
39	Statement 39	39
1.286		
1	Statement 1	1
1.227		
38	Statement 38	38
1.169		
10	Statement 10	10
0.994		
43	Statement 43	43
0.936		
49	Statement 49	49
0.877		
56	Statement 56	56
0.877		
3	Statement 3	3
0.818		
54	Statement 54	54
0.701		
57	Statement 57	57
0.642		
4	Statement 4	4
0.585		
16	Statement 16	16
0.585		
2	Statement 2	2
0.409		
22	Statement 22	22
0.350		
23	Statement 23	23
0.350		
14	Statement 14	14
0.350		
11	Statement 11	11
0.292		
17	Statement 17	17
0.292		
47	Statement 47	47
0.235		
52	Statement 52	52
0.235		
44	Statement 44	44
0.117		
12	Statement 12	12
0.000		
60	Statement 60	60
0.000		

```
 32  Statement 32                                                      32
-0.059
 40  Statement 40                                                      40
-0.117
 42  Statement 42                                                      42
-0.117
 18  Statement 18                                                      18
-0.176
 21  Statement 21                                                      21
-0.235
 26  Statement 26                                                      26
-0.292
 50  Statement 50                                                      50
-0.350
 51  Statement 51                                                      51
-0.350
 55  Statement 55                                                      55
-0.350
 28  Statement 28                                                      28
-0.409
 27  Statement 27                                                      27
-0.409
 24  Statement 24                                                      24
-0.468
 59  Statement 59                                                      59
-0.585
```

```
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```

```
Normalized Factor Scores -- For Factor    5

 No.  Statement                                                       No.
Z-SCORES

 20  Statement 20                                                      20
-0.701
 33  Statement 33                                                      33
-0.877
 15  Statement 15                                                      15
-0.877
 41  Statement 41                                                      41
-0.936
 35  Statement 35                                                      35
-0.936
 34  Statement 34                                                      34
-0.994
```

```
  19  Statement 19                                                            19
-0.994
  29  Statement 29                                                            29
-1.110
  30  Statement 30                                                            30
-1.110
  13  Statement 13                                                            13
-1.169
   6  Statement 6                                                              6
-1.227
  31  Statement 31                                                            31
-1.227
  25  Statement 25                                                            25
-1.462
   5  Statement 5                                                              5
-1.636
  58  Statement 58                                                            58
-1.813
  45  Statement 45                                                            45
-1.871
  46  Statement 46                                                            46
-1.871
```

```
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Descending Array of Differences Between Factors   1 and   2

 No.  Statement                                                             No.
Type   1  Type   2  Difference

   4  Statement 4                                                             4
2.164    -0.740       2.904
   3  Statement 3                                                             3
1.891    -0.520       2.411
  21  Statement 21                                                           21
1.028    -1.376       2.403
   2  Statement 2                                                             2
0.606    -1.485       2.091
  11  Statement 11                                                           11
1.431    -0.561       1.991
  14  Statement 14                                                           14
0.306    -1.639       1.944
  12  Statement 12                                                           12
1.259    -0.425       1.683
  36  Statement 36                                                           36
-0.091    -1.691       1.599
  13  Statement 13                                                           13
0.926    -0.578       1.504
```

```
 17  Statement 17                                                    17
1.173   -0.124       1.298
 24  Statement 24                                                    24
0.450   -0.699       1.149
 25  Statement 25                                                    25
0.562   -0.549       1.111
 35  Statement 35                                                    35
-0.440   -1.459       1.020
 28  Statement 28                                                    28
0.851   -0.153       1.005
 42  Statement 42                                                    42
-0.845   -1.774       0.929
 20  Statement 20                                                    20
0.476   -0.329       0.806
 32  Statement 32                                                    32
-0.081   -0.827       0.746
 29  Statement 29                                                    29
1.688    0.948       0.740
 23  Statement 23                                                    23
0.010   -0.633       0.643
 27  Statement 27                                                    27
0.476   -0.165       0.641
 16  Statement 16                                                    16
0.541   -0.055       0.596
  9  Statement 9                                                      9
1.587    1.003       0.584
  8  Statement 8                                                      8
1.623    1.046       0.577
  5  Statement 5                                                      5
0.579    0.084       0.495
 19  Statement 19                                                    19
0.900    0.468       0.432
 54  Statement 54                                                    54
-1.329   -1.749       0.419
  1  Statement 1                                                      1
0.302   -0.110       0.411
 26  Statement 26                                                    26
0.723    0.329       0.394
 45  Statement 45                                                    45
-1.103   -1.240       0.137
 22  Statement 22                                                    22
1.392    1.280       0.112
 60  Statement 60                                                    60
-0.975   -1.072       0.097
 34  Statement 34                                                    34
-0.900   -0.922       0.022
 15  Statement 15                                                    15
1.082    1.098      -0.016
 43  Statement 43                                                    43
-0.440   -0.373      -0.067
  7  Statement 7                                                      7
0.772    0.907      -0.136
 46  Statement 46                                                    46
-1.275   -0.962      -0.312
```

```
  59  Statement 59                                                   59
-1.907    -1.474      -0.433
  40  Statement 40                                                   40
-0.348     0.194      -0.542
  58  Statement 58                                                   58
-1.394    -0.824      -0.570
  53  Statement 53                                                   53
-1.066    -0.402      -0.664
  56  Statement 56                                                   56
0.504     1.171      -0.666
  30  Statement 30                                                   30
-0.385     0.358      -0.744
  18  Statement 18                                                   18
-1.222    -0.454      -0.768
```

```
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```

Descending Array of Differences Between Factors   1 and   2

```
 No.  Statement                                                     No.
Type   1  Type   2  Difference

  10  Statement 10                                                   10
-0.269     0.523      -0.792
  55  Statement 55                                                   55
-1.238    -0.387      -0.851
  44  Statement 44                                                   44
-0.659     0.234      -0.893
  33  Statement 33                                                   33
0.450     1.445      -0.995
  51  Statement 51                                                   51
-0.246     0.783      -1.029
  37  Statement 37                                                   37
-0.862     0.607      -1.468
  38  Statement 38                                                   38
-0.156     1.405      -1.560
  39  Statement 39                                                   39
-0.734     0.896      -1.630
  41  Statement 41                                                   41
-0.606     1.127      -1.733
  47  Statement 47                                                   47
-0.606     1.196      -1.802
  50  Statement 50                                                   50
-0.653     1.182      -1.835
  57  Statement 57                                                   57
-1.238     0.809      -2.047
  49  Statement 49                                                   49
-0.632     1.485      -2.118
```

```
   6  Statement 6                                                        6
-1.779     0.457       -2.236
  31  Statement 31                                                      31
-0.578     1.705       -2.283
  48  Statement 48                                                      48
-0.697     1.621       -2.318
  52  Statement 52                                                      52
-1.001     1.387       -2.388
```

```
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Descending Array of Differences Between Factors   1 and   3

 No.  Statement                                                         No.
Type   1  Type   3  Difference

  12  Statement 12                                                      12
1.259    -1.548       2.807
   3  Statement 3                                                        3
1.891    -0.597       2.488
  22  Statement 22                                                      22
1.392    -0.823       2.216
   5  Statement 5                                                        5
0.579    -1.548       2.128
  11  Statement 11                                                      11
1.431    -0.597       2.028
  21  Statement 21                                                      21
1.028    -0.968       1.996
  29  Statement 29                                                      29
1.688    -0.290       1.978
  16  Statement 16                                                      16
0.541    -1.113       1.654
  14  Statement 14                                                      14
0.306    -1.177       1.483
  33  Statement 33                                                      33
0.450    -1.032       1.482
  23  Statement 23                                                      23
0.010    -1.403       1.413
  51  Statement 51                                                      51
-0.246    -1.629       1.384
  32  Statement 32                                                      32
-0.081    -1.322       1.241
  34  Statement 34                                                      34
-0.900    -2.064       1.164
  40  Statement 40                                                      40
-0.348    -1.484       1.136
  56  Statement 56                                                      56
0.504    -0.516       1.020
```

```
 25  Statement 25                                                      25
0.562    -0.290       0.852
 13  Statement 13                                                      13
0.926     0.290       0.636
  8  Statement 8                                                        8
1.623     1.032       0.591
 36  Statement 36                                                      36
-0.091    -0.661       0.570
 10  Statement 10                                                      10
-0.269    -0.742       0.473
 24  Statement 24                                                      24
0.450     0.000       0.450
 57  Statement 57                                                      57
-1.238    -1.629       0.391
  4  Statement 4                                                        4
2.164     1.774       0.390
 20  Statement 20                                                      20
0.476     0.145       0.331
  9  Statement 9                                                        9
1.587     1.322       0.264
  7  Statement 7                                                        7
0.772     0.516       0.256
 42  Statement 42                                                      42
-0.845    -1.032       0.187
 28  Statement 28                                                      28
0.851     0.806       0.045
 27  Statement 27                                                      27
0.476     0.516      -0.040
 43  Statement 43                                                      43
-0.440    -0.371      -0.069
 44  Statement 44                                                      44
-0.659    -0.516      -0.143
 38  Statement 38                                                      38
-0.156     0.064      -0.220
 39  Statement 39                                                      39
-0.734    -0.371      -0.363
 26  Statement 26                                                      26
0.723     1.177      -0.454
 17  Statement 17                                                      17
1.173     1.629      -0.456
 49  Statement 49                                                      49
-0.632    -0.145      -0.487
 47  Statement 47                                                      47
-0.606    -0.064      -0.542
 55  Statement 55                                                      55
-1.238    -0.516      -0.722
 19  Statement 19                                                      19
0.900     1.693      -0.793
 15  Statement 15                                                      15
1.082     1.919      -0.837
 50  Statement 50                                                      50
-0.653     0.290      -0.943
 31  Statement 31                                                      31
-0.578     0.371      -0.949
```

ONE PERCEPTION DOESN'T FIT ALL

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Descending Array of Differences Between Factors   1 and   3

 No. Statement   No.
Type   1 Type   3 Difference

  48 Statement 48   48
-0.697   0.290   -0.987
   2 Statement 2   2
0.606   1.629   -1.023
  41 Statement 41   41
-0.606   0.435   -1.041
   1 Statement 1   1
0.302   1.403   -1.102
  45 Statement 45   45
-1.103   0.081   -1.184
  52 Statement 52   52
-1.001   0.226   -1.227
  37 Statement 37   37
-0.862   0.435   -1.297
  30 Statement 30   30
-0.385   1.113   -1.498
  46 Statement 46   46
-1.275   0.226   -1.501
  54 Statement 54   54
-1.329   0.209   -1.538
  35 Statement 35   35
-0.440   1.113   -1.553
  58 Statement 58   58
-1.394   0.162   -1.556
  18 Statement 18   18
-1.222   0.678   -1.900
  59 Statement 59   59
-1.907   0.162   -2.069
   6 Statement 6   6
-1.779   0.307   -2.086
  53 Statement 53   53
-1.066   1.113   -2.179
  60 Statement 60   60
-0.975   1.322   -2.297

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Descending Array of Differences Between Factors   1 and   4

```
 No.  Statement                                                  No.
Type   1  Type   4  Difference

 11  Statement 11                                                11
1.431    -1.203       2.634
  2  Statement 2                                                  2
0.606    -1.968       2.574
  3  Statement 3                                                  3
1.891    -0.593       2.484
  5  Statement 5                                                  5
0.579    -1.879       2.458
 12  Statement 12                                                12
1.259    -1.101       2.360
 29  Statement 29                                                29
1.688    -0.561       2.249
 13  Statement 13                                                13
0.926    -1.188       2.115
  8  Statement 8                                                  8
1.623    -0.327       1.951
 14  Statement 14                                                14
0.306    -1.459       1.765
 51  Statement 51                                                51
-0.246    -1.911        1.665
  7  Statement 7                                                  7
0.772    -0.679       1.451
 22  Statement 22                                                22
1.392     0.169       1.224
 19  Statement 19                                                19
0.900    -0.291       1.190
 17  Statement 17                                                17
1.173     0.037       1.137
 24  Statement 24                                                24
0.450    -0.401       0.851
 27  Statement 27                                                27
0.476    -0.234       0.710
 26  Statement 26                                                26
0.723     0.044       0.680
  9  Statement 9                                                  9
1.587     0.997       0.590
 58  Statement 58                                                58
-1.394    -1.944        0.550
 20  Statement 20                                                20
0.476     0.142       0.335
 21  Statement 21                                                21
1.028     0.700       0.327
 28  Statement 28                                                28
0.851     0.526       0.326
  4  Statement 4                                                  4
2.164     1.928       0.237
```

```
 55  Statement 55                                                 55
-1.238    -1.463      0.225
 35  Statement 35                                                 35
-0.440    -0.658      0.218
 38  Statement 38                                                 38
-0.156    -0.158      0.002
 37  Statement 37                                                 37
-0.862    -0.707     -0.154
 10  Statement 10                                                 10
-0.269    -0.015     -0.254
 56  Statement 56                                                 56
0.504     0.793     -0.288
 23  Statement 23                                                 23
0.010     0.302     -0.292
 25  Statement 25                                                 25
0.562     0.899     -0.338
 40  Statement 40                                                 40
-0.348     0.021     -0.369
 43  Statement 43                                                 43
-0.440     0.010     -0.449
 41  Statement 41                                                 41
-0.606    -0.107     -0.498
 59  Statement 59                                                 59
-1.907    -1.406     -0.501
 49  Statement 49                                                 49
-0.632    -0.121     -0.511
 50  Statement 50                                                 50
-0.653    -0.124     -0.529
 42  Statement 42                                                 42
-0.845    -0.312     -0.534
 45  Statement 45                                                 45
-1.103    -0.515     -0.588
 32  Statement 32                                                 32
-0.081     0.537     -0.618
 31  Statement 31                                                 31
-0.578     0.067     -0.645
 46  Statement 46                                                 46
-1.275    -0.617     -0.658
 30  Statement 30                                                 30
-0.385     0.296     -0.681
```

```
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Descending Array of Differences Between Factors   1 and   4

 No.  Statement                                              No.
Type   1  Type   4  Difference

  54  Statement 54                                            54
-1.329    -0.610      -0.719
  16  Statement 16                                            16
0.541     1.354      -0.813
  52  Statement 52                                            52
-1.001    -0.142      -0.859
  36  Statement 36                                            36
-0.091     0.772      -0.863
  39  Statement 39                                            39
-0.734     0.168      -0.902
  44  Statement 44                                            44
-0.659     0.389      -1.048
  53  Statement 53                                            53
-1.066     0.068      -1.134
  15  Statement 15                                            15
1.082     2.240      -1.158
  18  Statement 18                                            18
-1.222     0.151      -1.373
  34  Statement 34                                            34
-0.900     0.574      -1.474
  33  Statement 33                                            33
0.450     1.984      -1.534
   1  Statement 1                                              1
0.302     1.931      -1.629
  48  Statement 48                                            48
-0.697     0.990      -1.687
  57  Statement 57                                            57
-1.238     0.525      -1.763
  47  Statement 47                                            47
-0.606     1.224      -1.830
  60  Statement 60                                            60
-0.975     1.077      -2.051
   6  Statement 6                                              6
-1.779     1.781      -3.560



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Descending Array of Differences Between Factors   1 and   5

 No.   Statement   No.
Type   1   Type   5   Difference

  29   Statement 29   29
1.688   -1.110   2.798
   5   Statement 5   5
0.579   -1.636   2.216
  13   Statement 13   13
0.926   -1.169   2.095
  25   Statement 25   25
0.562   -1.462   2.024
  15   Statement 15   15
1.082   -0.877   1.959
  19   Statement 19   19
0.900   -0.994   1.894
   4   Statement 4   4
2.164   0.585   1.579
  33   Statement 33   33
0.450   -0.877   1.327
  21   Statement 21   21
1.028   -0.235   1.263
  28   Statement 28   28
0.851   -0.409   1.260
  12   Statement 12   12
1.259   0.000   1.259
  20   Statement 20   20
0.476   -0.701   1.177
  11   Statement 11   11
1.431   0.292   1.139
   3   Statement 3   3
1.891   0.818   1.073
  22   Statement 22   22
1.392   0.350   1.042
  26   Statement 26   26
0.723   -0.292   1.015
  24   Statement 24   24
0.450   -0.468   0.918
  27   Statement 27   27
0.476   -0.409   0.885
  17   Statement 17   17
1.173   0.292   0.882
  45   Statement 45   45
-1.103   -1.871   0.769
  30   Statement 30   30
-0.385   -1.110   0.725
  31   Statement 31   31
-0.578   -1.227   0.649
  46   Statement 46   46
-1.275   -1.871   0.597
  35   Statement 35   35
-0.440   -0.936   0.496

```
 58  Statement 58                                                      58
-1.394    -1.813       0.419
 41  Statement 41                                                      41
-0.606    -0.936       0.330
  8  Statement 8                                                        8
1.623     1.403        0.220
  2  Statement 2                                                        2
0.606     0.409        0.197
  9  Statement 9                                                        9
1.587     1.462        0.124
 51  Statement 51                                                      51
-0.246    -0.350       0.105
 34  Statement 34                                                      34
-0.900    -0.994       0.095
 32  Statement 32                                                      32
-0.081    -0.059      -0.022
 16  Statement 16                                                      16
0.541     0.585       -0.044
 14  Statement 14                                                      14
0.306     0.350       -0.045
 40  Statement 40                                                      40
-0.348    -0.117      -0.231
 50  Statement 50                                                      50
-0.653    -0.350      -0.302
 23  Statement 23                                                      23
0.010     0.350       -0.340
 56  Statement 56                                                      56
0.504     0.877       -0.373
  6  Statement 6                                                        6
-1.779    -1.227      -0.552
  7  Statement 7                                                        7
0.772     1.403       -0.632
 42  Statement 42                                                      42
-0.845    -0.117      -0.728
 44  Statement 44                                                      44
-0.659     0.117      -0.776
 47  Statement 47                                                      47
-0.606     0.235      -0.841


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Descending Array of Differences Between Factors   1 and   5

 No.  Statement                                                       No.
Type   1  Type   5  Difference

 55  Statement 55                                                      55
-1.238    -0.350      -0.888
```

```
    1  Statement 1                                                      1
 0.302      1.227      -0.926
   60  Statement 60                                                    60
-0.975      0.000      -0.975
   18  Statement 18                                                    18
-1.222     -0.176      -1.046
   52  Statement 52                                                    52
-1.001      0.235      -1.236
   10  Statement 10                                                    10
-0.269      0.994      -1.263
   59  Statement 59                                                    59
-1.907     -0.585      -1.322
   38  Statement 38                                                    38
-0.156      1.169      -1.324
   43  Statement 43                                                    43
-0.440      0.936      -1.375
   49  Statement 49                                                    49
-0.632      0.877      -1.509
   57  Statement 57                                                    57
-1.238      0.642      -1.880
   36  Statement 36                                                    36
-0.091      1.813      -1.904
   39  Statement 39                                                    39
-0.734      1.286      -2.020
   54  Statement 54                                                    54
-1.329      0.701      -2.030
   37  Statement 37                                                    37
-0.862      1.695      -2.557
   48  Statement 48                                                    48
-0.697      1.871      -2.568
   53  Statement 53                                                    53
-1.066      1.754      -2.820
```

```
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Descending Array of Differences Between Factors   2 and   3

```
 No.  Statement                                                       No.
Type   2  Type   3  Difference


  33  Statement 33                                                     33
1.445    -1.032      2.477
  57  Statement 57                                                     57
0.809    -1.629      2.438
  51  Statement 51                                                     51
0.783    -1.629      2.412
  22  Statement 22                                                     22
1.280    -0.823      2.104
```

```
 56  Statement 56                                                    56
1.171    -0.516        1.687
 40  Statement 40                                                    40
0.194    -1.484        1.678
  5  Statement 5                                                      5
0.084    -1.548        1.632
 49  Statement 49                                                    49
1.485    -0.145        1.630
 38  Statement 38                                                    38
1.405     0.064        1.341
 31  Statement 31                                                    31
1.705     0.371        1.334
 48  Statement 48                                                    48
1.621     0.290        1.331
 39  Statement 39                                                    39
0.896    -0.371        1.267
 10  Statement 10                                                    10
0.523    -0.742        1.265
 47  Statement 47                                                    47
1.196    -0.064        1.260
 29  Statement 29                                                    29
0.948    -0.290        1.238
 52  Statement 52                                                    52
1.387     0.226        1.161
 34  Statement 34                                                    34
-0.922    -2.064       1.142
 12  Statement 12                                                    12
-0.425    -1.548       1.123
 16  Statement 16                                                    16
-0.055    -1.113       1.058
 50  Statement 50                                                    50
1.182     0.290        0.892
 23  Statement 23                                                    23
-0.633    -1.403       0.770
 44  Statement 44                                                    44
0.234    -0.516        0.750
 41  Statement 41                                                    41
1.127     0.435        0.692
 32  Statement 32                                                    32
-0.827    -1.322       0.496
  7  Statement 7                                                      7
0.907     0.516        0.391
 37  Statement 37                                                    37
0.607     0.435        0.172
  6  Statement 6                                                      6
0.457     0.307        0.150
 55  Statement 55                                                    55
-0.387    -0.516       0.129
  3  Statement 3                                                      3
-0.520    -0.597       0.077
 11  Statement 11                                                    11
-0.561    -0.597       0.037
  8  Statement 8                                                      8
1.046     1.032        0.014
```

```
  43  Statement 43                                               43
-0.373    -0.371      -0.002
  25  Statement 25                                               25
-0.549    -0.290      -0.259
   9  Statement 9                                                 9
1.003     1.322      -0.319
  21  Statement 21                                               21
-1.376    -0.968      -0.407
  14  Statement 14                                               14
-1.639    -1.177      -0.462
  20  Statement 20                                               20
-0.329     0.145      -0.474
  27  Statement 27                                               27
-0.165     0.516      -0.681
  24  Statement 24                                               24
-0.699     0.000      -0.699
  42  Statement 42                                               42
-1.774    -1.032      -0.742
  30  Statement 30                                               30
0.358     1.113      -0.755
  15  Statement 15                                               15
1.098     1.919      -0.821
  26  Statement 26                                               26
0.329     1.177      -0.848
```

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```
Descending Array of Differences Between Factors   2 and   3

 No.   Statement                                               No.
Type   2  Type   3  Difference

  13  Statement 13                                               13
-0.578     0.290      -0.868
  28  Statement 28                                               28
-0.153     0.806      -0.959
  58  Statement 58                                               58
-0.824     0.162      -0.986
  36  Statement 36                                               36
-1.691    -0.661      -1.030
  18  Statement 18                                               18
-0.454     0.678      -1.132
  46  Statement 46                                               46
-0.962     0.226      -1.188
  19  Statement 19                                               19
0.468     1.693      -1.225
  45  Statement 45                                               45
-1.240     0.081      -1.321
```

```
    1  Statement 1                                                   1
-0.110      1.403        -1.513
   53  Statement 53                                                 53
-0.402      1.113        -1.515
   59  Statement 59                                                 59
-1.474      0.162        -1.636
   17  Statement 17                                                 17
-0.124      1.629        -1.754
   54  Statement 54                                                 54
-1.749      0.209        -1.957
   60  Statement 60                                                 60
-1.072      1.322        -2.394
    4  Statement 4                                                   4
-0.740      1.774        -2.514
   35  Statement 35                                                 35
-1.459      1.113        -2.573
    2  Statement 2                                                   2
-1.485      1.629        -3.115




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Descending Array of Differences Between Factors   2 and   4

 No.  Statement                                                    No.
Type  2  Type  4  Difference

   51  Statement 51                                                 51
0.783    -1.911       2.694
    5  Statement 5                                                   5
0.084    -1.879       1.963
   31  Statement 31                                                 31
1.705     0.067       1.638
   49  Statement 49                                                 49
1.485    -0.121       1.606
    7  Statement 7                                                   7
0.907    -0.679       1.586
   38  Statement 38                                                 38
1.405    -0.158       1.562
   52  Statement 52                                                 52
1.387    -0.142       1.529
   29  Statement 29                                                 29
0.948    -0.561       1.509
    8  Statement 8                                                   8
1.046    -0.327       1.374
   37  Statement 37                                                 37
0.607    -0.707       1.314
   50  Statement 50                                                 50
1.182    -0.124       1.306
```

ONE PERCEPTION DOESN'T FIT ALL

```
  41  Statement 41                                                     41
1.127    -0.107       1.234
  58  Statement 58                                                     58
-0.824    -1.944       1.120
  22  Statement 22                                                     22
1.280     0.169       1.112
  55  Statement 55                                                     55
-0.387    -1.463       1.076
  19  Statement 19                                                     19
0.468    -0.291       0.759
  39  Statement 39                                                     39
0.896     0.168       0.728
  12  Statement 12                                                     12
-0.425    -1.101       0.677
  11  Statement 11                                                     11
-0.561    -1.203       0.643
  48  Statement 48                                                     48
1.621     0.990       0.631
  13  Statement 13                                                     13
-0.578    -1.188       0.610
  10  Statement 10                                                     10
0.523    -0.015       0.538
   2  Statement 2                                                       2
-1.485    -1.968       0.483
  56  Statement 56                                                     56
1.171     0.793       0.378
  26  Statement 26                                                     26
0.329     0.044       0.286
  57  Statement 57                                                     57
0.809     0.525       0.284
  40  Statement 40                                                     40
0.194     0.021       0.173
   3  Statement 3                                                       3
-0.520    -0.593       0.073
  27  Statement 27                                                     27
-0.165    -0.234       0.069
  30  Statement 30                                                     30
0.358     0.296       0.063
   9  Statement 9                                                       9
1.003     0.997       0.006
  47  Statement 47                                                     47
1.196     1.224      -0.028
  59  Statement 59                                                     59
-1.474    -1.406      -0.068
  44  Statement 44                                                     44
0.234     0.389      -0.155
  17  Statement 17                                                     17
-0.124     0.037      -0.161
  14  Statement 14                                                     14
-1.639    -1.459      -0.179
  24  Statement 24                                                     24
-0.699    -0.401      -0.298
  46  Statement 46                                                     46
-0.962    -0.617      -0.345
```

```
  43  Statement 43                                                        43
-0.373     0.010      -0.383
  53  Statement 53                                                        53
-0.402     0.068      -0.470
  20  Statement 20                                                        20
-0.329     0.142      -0.471
  33  Statement 33                                                        33
 1.445     1.984      -0.539
  18  Statement 18                                                        18
-0.454     0.151      -0.604
```

```
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Descending Array of Differences Between Factors   2 and   4

```
 No.  Statement                                                          No.
Type   2  Type   4  Difference

  28  Statement 28                                                        28
-0.153     0.526      -0.679
  45  Statement 45                                                        45
-1.240    -0.515      -0.725
  35  Statement 35                                                        35
-1.459    -0.658      -0.802
  23  Statement 23                                                        23
-0.633     0.302      -0.935
  54  Statement 54                                                        54
-1.749    -0.610      -1.138
  15  Statement 15                                                        15
 1.098     2.240      -1.142
   6  Statement 6                                                          6
 0.457     1.781      -1.324
  32  Statement 32                                                        32
-0.827     0.537      -1.363
  16  Statement 16                                                        16
-0.055     1.354      -1.409
  25  Statement 25                                                        25
-0.549     0.899      -1.449
  42  Statement 42                                                        42
-1.774    -0.312      -1.463
  34  Statement 34                                                        34
-0.922     0.574      -1.496
   1  Statement 1                                                          1
-0.110     1.931      -2.041
  21  Statement 21                                                        21
-1.376     0.700      -2.076
  60  Statement 60                                                        60
-1.072     1.077      -2.149
```

```
  36  Statement 36                                                      36
-1.691     0.772        -2.462
   4  Statement 4                                                        4
-0.740     1.928        -2.668
```

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Descending Array of Differences Between Factors   2 and   5

```
 No.  Statement                                                        No.
Type   2  Type   5  Difference

  31  Statement 31                                                      31
1.705    -1.227        2.932
  33  Statement 33                                                      33
1.445    -0.877        2.322
  41  Statement 41                                                      41
1.127    -0.936        2.063
  29  Statement 29                                                      29
0.948    -1.110        2.058
  15  Statement 15                                                      15
1.098    -0.877        1.975
   5  Statement 5                                                        5
0.084    -1.636        1.720
   6  Statement 6                                                        6
0.457    -1.227        1.684
  50  Statement 50                                                      50
1.182    -0.350        1.532
  30  Statement 30                                                      30
0.358    -1.110        1.468
  19  Statement 19                                                      19
0.468    -0.994        1.463
  52  Statement 52                                                      52
1.387     0.235        1.152
  51  Statement 51                                                      51
0.783    -0.350        1.134
  58  Statement 58                                                      58
-0.824    -1.813         0.989
  47  Statement 47                                                      47
1.196     0.235        0.962
  22  Statement 22                                                      22
1.280     0.350        0.930
  25  Statement 25                                                      25
-0.549    -1.462         0.913
  46  Statement 46                                                      46
-0.962    -1.871         0.909
  45  Statement 45                                                      45
-1.240    -1.871         0.631
```

```
  26  Statement 26                                                    26
0.329    -0.292        0.621
  49  Statement 49                                                    49
1.485     0.877        0.609
  13  Statement 13                                                    13
-0.578    -1.169         0.591
  20  Statement 20                                                    20
-0.329    -0.701         0.371
  40  Statement 40                                                    40
0.194    -0.117        0.311
  56  Statement 56                                                    56
1.171     0.877        0.294
  28  Statement 28                                                    28
-0.153    -0.409         0.256
  27  Statement 27                                                    27
-0.165    -0.409         0.244
  38  Statement 38                                                    38
1.405     1.169        0.236
  57  Statement 57                                                    57
0.809     0.642        0.167
  44  Statement 44                                                    44
0.234     0.117        0.117
  34  Statement 34                                                    34
-0.922    -0.994         0.072
  55  Statement 55                                                    55
-0.387    -0.350        -0.037
  24  Statement 24                                                    24
-0.699    -0.468        -0.231
  48  Statement 48                                                    48
1.621     1.871        -0.250
  18  Statement 18                                                    18
-0.454    -0.176        -0.277
   8  Statement 8                                                      8
1.046     1.403        -0.357
  39  Statement 39                                                    39
0.896     1.286        -0.390
  17  Statement 17                                                    17
-0.124     0.292        -0.416
  12  Statement 12                                                    12
-0.425     0.000        -0.425
   9  Statement 9                                                      9
1.003     1.462        -0.459
  10  Statement 10                                                    10
0.523     0.994        -0.471
   7  Statement 7                                                      7
0.907     1.403        -0.496
  35  Statement 35                                                    35
-1.459    -0.936        -0.524
  16  Statement 16                                                    16
-0.055     0.585        -0.640
```

```
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Descending Array of Differences Between Factors   2 and   5

 No.  Statement                                              No.
Type   2  Type   5  Difference

  32  Statement 32                                            32
-0.827    -0.059     -0.768
  11  Statement 11                                            11
-0.561     0.292     -0.852
  59  Statement 59                                            59
-1.474    -0.585     -0.889
  23  Statement 23                                            23
-0.633     0.350     -0.983
  60  Statement 60                                            60
-1.072     0.000     -1.072
  37  Statement 37                                            37
 0.607     1.695     -1.088
  21  Statement 21                                            21
-1.376    -0.235     -1.141
  43  Statement 43                                            43
-0.373     0.936     -1.309
   4  Statement 4                                              4
-0.740     0.585     -1.325
   1  Statement 1                                              1
-0.110     1.227     -1.337
   3  Statement 3                                              3
-0.520     0.818     -1.338
  42  Statement 42                                            42
-1.774    -0.117     -1.657
   2  Statement 2                                              2
-1.485     0.409     -1.895
  14  Statement 14                                            14
-1.639     0.350     -1.989
  53  Statement 53                                            53
-0.402     1.754     -2.156
  54  Statement 54                                            54
-1.749     0.701     -2.449
  36  Statement 36                                            36
-1.691     1.813     -3.503



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```

```
Descending Array of Differences Between Factors   3 and    4

 No.  Statement                                              No.
Type  3  Type   4  Difference

  2  Statement 2                                               2
1.629    -1.968       3.598
 58  Statement 58                                             58
0.162    -1.944       2.106
 19  Statement 19                                             19
1.693    -0.291       1.984
 35  Statement 35                                             35
1.113    -0.658       1.771
 17  Statement 17                                             17
1.629     0.037       1.593
 59  Statement 59                                             59
0.162    -1.406       1.568
 13  Statement 13                                             13
0.290    -1.188       1.478
  8  Statement 8                                               8
1.032    -0.327       1.359
  7  Statement 7                                               7
0.516    -0.679       1.195
 37  Statement 37                                             37
0.435    -0.707       1.142
 26  Statement 26                                             26
1.177     0.044       1.134
 53  Statement 53                                             53
1.113     0.068       1.045
 55  Statement 55                                             55
-0.516    -1.463       0.947
 46  Statement 46                                             46
0.226    -0.617       0.843
 54  Statement 54                                             54
0.209    -0.610       0.819
 30  Statement 30                                             30
1.113     0.296       0.817
 27  Statement 27                                             27
0.516    -0.234       0.750
 11  Statement 11                                             11
-0.597    -1.203       0.606
 45  Statement 45                                             45
0.081    -0.515       0.596
 41  Statement 41                                             41
0.435    -0.107       0.542
 18  Statement 18                                             18
0.678     0.151       0.527
 50  Statement 50                                             50
0.290    -0.124       0.414
 24  Statement 24                                             24
0.000    -0.401       0.401
 52  Statement 52                                             52
0.226    -0.142       0.368
```

```
   5  Statement 5                                                          5
-1.548    -1.879      0.331
   9  Statement 9                                                          9
1.322     0.997       0.325
  31  Statement 31                                                        31
0.371     0.067       0.304
  14  Statement 14                                                        14
-1.177    -1.459      0.282
  51  Statement 51                                                        51
-1.629    -1.911      0.281
  28  Statement 28                                                        28
0.806     0.526       0.280
  29  Statement 29                                                        29
-0.290    -0.561      0.271
  60  Statement 60                                                        60
1.322     1.077       0.246
  38  Statement 38                                                        38
0.064    -0.158       0.222
  20  Statement 20                                                        20
0.145     0.142       0.003
   3  Statement 3                                                          3
-0.597    -0.593      -0.004
  49  Statement 49                                                        49
-0.145    -0.121      -0.024
   4  Statement 4                                                          4
1.774     1.928       -0.154
  15  Statement 15                                                        15
1.919     2.240       -0.321
  43  Statement 43                                                        43
-0.371     0.010      -0.381
  12  Statement 12                                                        12
-1.548    -1.101      -0.447
   1  Statement 1                                                          1
1.403     1.931       -0.528
  39  Statement 39                                                        39
-0.371     0.168      -0.539
  48  Statement 48                                                        48
0.290     0.990       -0.700
```

```
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Descending Array of Differences Between Factors   3 and   4

```
 No.  Statement                                                           No.
Type   3  Type   4  Difference

  42  Statement 42                                                        42
-1.032    -0.312      -0.721
```

```
  10  Statement 10                                                      10
-0.742    -0.015      -0.727
  44  Statement 44                                                      44
-0.516     0.389      -0.905
  22  Statement 22                                                      22
-0.823     0.169      -0.992
  25  Statement 25                                                      25
-0.290     0.899      -1.189
  47  Statement 47                                                      47
-0.064     1.224      -1.288
  56  Statement 56                                                      56
-0.516     0.793      -1.309
  36  Statement 36                                                      36
-0.661     0.772      -1.433
   6  Statement 6                                                        6
 0.307     1.781      -1.474
  40  Statement 40                                                      40
-1.484     0.021      -1.505
  21  Statement 21                                                      21
-0.968     0.700      -1.669
  23  Statement 23                                                      23
-1.403     0.302      -1.705
  32  Statement 32                                                      32
-1.322     0.537      -1.859
  57  Statement 57                                                      57
-1.629     0.525      -2.154
  16  Statement 16                                                      16
-1.113     1.354      -2.467
  34  Statement 34                                                      34
-2.064     0.574      -2.639
  33  Statement 33                                                      33
-1.032     1.984      -3.016
```

```
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Descending Array of Differences Between Factors   3 and   5

 No.  Statement                                                        No.
Type   3  Type   5  Difference

  15  Statement 15                                                      15
1.919    -0.877      2.796
  19  Statement 19                                                      19
1.693    -0.994      2.688
  30  Statement 30                                                      30
1.113    -1.110      2.223
  46  Statement 46                                                      46
0.226    -1.871      2.097
```

```
 35  Statement 35                                                    35
1.113    -0.936      2.049
 58  Statement 58                                                    58
0.162    -1.813      1.975
 45  Statement 45                                                    45
0.081    -1.871      1.952
 31  Statement 31                                                    31
0.371    -1.227      1.598
  6  Statement 6                                                      6
0.307    -1.227      1.534
 26  Statement 26                                                    26
1.177    -0.292      1.469
 13  Statement 13                                                    13
0.290    -1.169      1.459
 41  Statement 41                                                    41
0.435    -0.936      1.371
 17  Statement 17                                                    17
1.629     0.292      1.338
 60  Statement 60                                                    60
1.322     0.000      1.322
  2  Statement 2                                                      2
1.629     0.409      1.220
 28  Statement 28                                                    28
0.806    -0.409      1.215
  4  Statement 4                                                      4
1.774     0.585      1.189
 25  Statement 25                                                    25
-0.290    -1.462      1.172
 27  Statement 27                                                    27
0.516    -0.409      0.925
 18  Statement 18                                                    18
0.678    -0.176      0.854
 20  Statement 20                                                    20
0.145    -0.701      0.846
 29  Statement 29                                                    29
-0.290    -1.110      0.820
 59  Statement 59                                                    59
0.162    -0.585      0.747
 50  Statement 50                                                    50
0.290    -0.350      0.640
 24  Statement 24                                                    24
0.000    -0.468      0.468
  1  Statement 1                                                      1
1.403     1.227      0.176
  5  Statement 5                                                      5
-1.548    -1.636      0.088
 52  Statement 52                                                    52
0.226     0.235     -0.009
  9  Statement 9                                                      9
1.322     1.462     -0.140
 33  Statement 33                                                    33
-1.032    -0.877     -0.155
 55  Statement 55                                                    55
-0.516    -0.350     -0.166
```

```
 47  Statement 47                                                    47
-0.064     0.235      -0.299
  8  Statement 8                                                      8
 1.032     1.403      -0.371
 54  Statement 54                                                    54
 0.209     0.701      -0.492
 44  Statement 44                                                    44
-0.516     0.117      -0.634
 53  Statement 53                                                    53
 1.113     1.754      -0.641
 21  Statement 21                                                    21
-0.968    -0.235      -0.733
  7  Statement 7                                                      7
 0.516     1.403      -0.887
 11  Statement 11                                                    11
-0.597     0.292      -0.889
 42  Statement 42                                                    42
-1.032    -0.117      -0.915
 49  Statement 49                                                    49
-0.145     0.877      -1.022
 34  Statement 34                                                    34
-2.064    -0.994      -1.070
 38  Statement 38                                                    38
 0.064     1.169      -1.105
```

```
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```

```
Descending Array of Differences Between Factors   3 and   5

 No.  Statement                                                     No.
Type   3  Type   5  Difference

 22  Statement 22                                                    22
-0.823     0.350      -1.174
 37  Statement 37                                                    37
 0.435     1.695      -1.260
 32  Statement 32                                                    32
-1.322    -0.059      -1.263
 51  Statement 51                                                    51
-1.629    -0.350      -1.279
 43  Statement 43                                                    43
-0.371     0.936      -1.307
 40  Statement 40                                                    40
-1.484    -0.117      -1.367
 56  Statement 56                                                    56
-0.516     0.877      -1.393
  3  Statement 3                                                      3
-0.597     0.818      -1.415
```

```
  14  Statement 14                                                        14
-1.177     0.350      -1.527
  12  Statement 12                                                        12
-1.548     0.000      -1.548
  48  Statement 48                                                        48
0.290     1.871      -1.581
  39  Statement 39                                                        39
-0.371     1.286      -1.657
  16  Statement 16                                                        16
-1.113     0.585      -1.699
  10  Statement 10                                                        10
-0.742     0.994      -1.737
  23  Statement 23                                                        23
-1.403     0.350      -1.754
  57  Statement 57                                                        57
-1.629     0.642      -2.271
  36  Statement 36                                                        36
-0.661     1.813      -2.474
```

```
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Descending Array of Differences Between Factors   4 and   5

 No.  Statement                                                          No.
Type   4  Type   5  Difference

  15  Statement 15                                                        15
2.240    -0.877       3.117
   6  Statement 6                                                          6
1.781    -1.227       3.008
  33  Statement 33                                                        33
1.984    -0.877       2.861
  25  Statement 25                                                        25
0.899    -1.462       2.362
  34  Statement 34                                                        34
0.574    -0.994       1.569
  30  Statement 30                                                        30
0.296    -1.110       1.406
  45  Statement 45                                                        45
-0.515    -1.871       1.356
   4  Statement 4                                                          4
1.928     0.585       1.343
  31  Statement 31                                                        31
0.067    -1.227       1.295
  46  Statement 46                                                        46
-0.617    -1.871       1.254
  60  Statement 60                                                        60
1.077     0.000       1.077
```

```
 47  Statement 47                                                              47
1.224     0.235       0.990
 21  Statement 21                                                              21
0.700    -0.235       0.935
 28  Statement 28                                                              28
0.526    -0.409       0.935
 20  Statement 20                                                              20
0.142    -0.701       0.843
 41  Statement 41                                                              41
-0.107    -0.936       0.828
 16  Statement 16                                                              16
1.354     0.585       0.769
 19  Statement 19                                                              19
-0.291    -0.994       0.704
  1  Statement 1                                                                1
1.931     1.227       0.704
 32  Statement 32                                                              32
0.537    -0.059       0.595
 29  Statement 29                                                              29
-0.561    -1.110       0.548
 26  Statement 26                                                              26
0.044    -0.292       0.335
 18  Statement 18                                                              18
0.151    -0.176       0.327
 35  Statement 35                                                              35
-0.658    -0.936       0.278
 44  Statement 44                                                              44
0.389     0.117       0.272
 50  Statement 50                                                              50
-0.124    -0.350       0.226
 27  Statement 27                                                              27
-0.234    -0.409       0.175
 40  Statement 40                                                              40
0.021    -0.117       0.138
 24  Statement 24                                                              24
-0.401    -0.468       0.067
 13  Statement 13                                                              13
-1.188    -1.169      -0.020
 23  Statement 23                                                              23
0.302     0.350      -0.049
 56  Statement 56                                                              56
0.793     0.877      -0.084
 57  Statement 57                                                              57
0.525     0.642      -0.117
 58  Statement 58                                                              58
-1.944    -1.813      -0.131
 22  Statement 22                                                              22
0.169     0.350      -0.182
 42  Statement 42                                                              42
-0.312    -0.117      -0.194
  5  Statement 5                                                                5
-1.879    -1.636      -0.243
 17  Statement 17                                                              17
0.037     0.292      -0.255
```

```
 52  Statement 52                                                       52
-0.142     0.235      -0.377
  9  Statement 9                                                         9
0.997     1.462      -0.465
 59  Statement 59                                                       59
-1.406    -0.585      -0.821
 48  Statement 48                                                       48
0.990     1.871      -0.881
 43  Statement 43                                                       43
0.010     0.936      -0.926
```

```
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Descending Array of Differences Between Factors   4 and   5

```
 No.  Statement                                                        No.
Type   4  Type   5  Difference

 49  Statement 49                                                       49
-0.121     0.877      -0.998
 10  Statement 10                                                       10
-0.015     0.994      -1.009
 36  Statement 36                                                       36
0.772     1.813      -1.041
 12  Statement 12                                                       12
-1.101     0.000      -1.101
 55  Statement 55                                                       55
-1.463    -0.350      -1.113
 39  Statement 39                                                       39
0.168     1.286      -1.118
 54  Statement 54                                                       54
-0.610     0.701      -1.311
 38  Statement 38                                                       38
-0.158     1.169      -1.326
  3  Statement 3                                                         3
-0.593     0.818      -1.411
 11  Statement 11                                                       11
-1.203     0.292      -1.495
 51  Statement 51                                                       51
-1.911    -0.350      -1.560
 53  Statement 53                                                       53
0.068     1.754      -1.685
  8  Statement 8                                                         8
-0.327     1.403      -1.731
 14  Statement 14                                                       14
-1.459     0.350      -1.810
  7  Statement 7                                                         7
-0.679     1.403      -2.082
```

```
  2  Statement 2                                                               2
-1.968      0.409      -2.378
 37  Statement 37                                                             37
-0.707      1.695      -2.402
```

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Factor Q-Sort Values for Each Statement

Factor Arrays

```
No.  Statement                                                             No.
1      2      3      4      5

  1  Statement 1                                                             1
1      1      3      4      3
  2  Statement 2                                                             2
2     -5      4     -5      2
  3  Statement 3                                                             3
4     -2     -3     -3      2
  4  Statement 4                                                             4
4     -3      4      4      2
  5  Statement 5                                                             5
2      1     -5     -5     -5
  6  Statement 6                                                             6
-5      2      2      4     -5
  7  Statement 7                                                             7
2      2      2     -4      3
  8  Statement 8                                                             8
4      3      3     -2      3
  9  Statement 9                                                             9
4      2      3      3      4
 10  Statement 10                                                           10
1      2     -3      1      3
 11  Statement 11                                                           11
3     -2     -3     -5      1
 12  Statement 12                                                           12
3     -2     -5     -5      1
 13  Statement 13                                                           13
3     -2      1     -5     -5
 14  Statement 14                                                           14
1     -5     -5     -5      2
 15  Statement 15                                                           15
3      3      4      4     -3
 16  Statement 16                                                           16
2      1     -5      3      2
 17  Statement 17                                                           17
3      1      4      1      1
```

18	Statement 18				18
-5	-2	2	1	1	
19	Statement 19				19
3	2	4	-2	-4	
20	Statement 20				20
2	1	1	1	-3	
21	Statement 21				21
3	-5	-3	2	-1	
22	Statement 22				22
3	3	-3	2	2	
23	Statement 23				23
1	-3	-5	2	2	
24	Statement 24				24
1	-3	1	-2	-2	
25	Statement 25				25
2	-2	-2	3	-5	
26	Statement 26				26
2	1	3	1	-2	
27	Statement 27				27
2	1	2	-2	-2	
28	Statement 28				28
2	1	2	2	-2	
29	Statement 29				29
4	2	-2	-3	-5	
30	Statement 30				30
-1	1	3	2	-5	
31	Statement 31				31
-2	4	2	1	-5	
32	Statement 32				32
1	-3	-5	2	1	
33	Statement 33				33
1	4	-4	4	-3	
34	Statement 34				34
-3	-4	-5	2	-4	
35	Statement 35				35
-2	-5	3	-3	-3	
36	Statement 36				36
1	-5	-3	3	4	
37	Statement 37				37
-3	2	2	-4	4	
38	Statement 38				38
1	4	1	-2	3	
39	Statement 39				39
-3	2	-2	2	3	
40	Statement 40				40
1	1	-5	1	1	
41	Statement 41				41
-2	3	2	1	-3	
42	Statement 42				42
-3	-5	-4	-2	1	
43	Statement 43				43
-2	-1	-2	1	3	
44	Statement 44				44
-2	1	-2	2	1	

```
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Factor Arrays

No.  Statement                                              No.
1      2      3      4      5

 45  Statement 45                                            45
-5     -5      1     -2     -5
 46  Statement 46                                            46
-5     -4      1     -3     -5
 47  Statement 47                                            47
-2      3      1      3      1
 48  Statement 48                                            48
-3      4      1      3      4
 49  Statement 49                                            49
-2      4     -1      1      2
 50  Statement 50                                            50
-2      3      1     -1     -2
 51  Statement 51                                            51
1      2     -5     -5     -2
 52  Statement 52                                            52
-4      3      1     -2      1
 53  Statement 53                                            53
-5     -2      3      1      4
 54  Statement 54                                            54
-5     -5      1     -3      2
 55  Statement 55                                            55
-5     -2     -2     -5     -2
 56  Statement 56                                            56
2      3     -2      3      2
 57  Statement 57                                            57
-5      2     -5      2      2
 58  Statement 58                                            58
-5     -3      1     -5     -5
 59  Statement 59                                            59
-5     -5      1     -5     -2
 60  Statement 60                                            60
-4     -5      3      3      1


Variance =  9.321  St. Dev. =  3.053



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```

ONE PERCEPTION DOESN'T FIT ALL

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Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement
(Variance across normalized Factor Scores)

Factor Arrays

No.	Statement	1	2	3	4	5	No.
9	Statement 9	4	2	3	3	4	9
27	Statement 27	2	1	2	-2	-2	27
24	Statement 24	1	-3	1	-2	-2	24
20	Statement 20	2	1	1	1	-3	20
44	Statement 44	-2	1	-2	2	1	44
55	Statement 55	-5	-2	-2	-5	-2	55
28	Statement 28	2	1	2	2	-2	28
26	Statement 26	2	1	3	1	-2	26
43	Statement 43	-2	-1	-2	1	3	43
56	Statement 56	2	3	-2	3	2	56
42	Statement 42	-3	-5	-4	-2	1	42
40	Statement 40	1	1	-5	1	1	40
10	Statement 10	1	2	-3	1	3	10
18	Statement 18	-5	-2	2	1	1	18
50	Statement 50	-2	3	1	-1	-2	50
32	Statement 32	1	-3	-5	2	1	32
23	Statement 23	1	-3	-5	2	2	23
45	Statement 45	-5	-5	1	-2	-5	45
8	Statement 8	4	3	3	-2	3	8
38	Statement 38	1	4	1	-2	3	38
17	Statement 17	3	1	4	1	1	17

```
  7  Statement 7                                                         7
2       2       2       -4       3
 46  Statement 46                                                       46
-5      -4       1      -3      -5
 47  Statement 47                                                       47
-2       3       1       3       1
 41  Statement 41                                                       41
-2       3       2       1      -3
 59  Statement 59                                                       59
-5      -5       1      -5      -2
  1  Statement 1                                                         1
1       1       3       4       3
 30  Statement 30                                                       30
-1       1       3       2      -5
 39  Statement 39                                                       39
-3       2      -2       2       3
 52  Statement 52                                                       52
-4       3       1      -2       1
 58  Statement 58                                                       58
-5      -3       1      -5      -5
 49  Statement 49                                                       49
-2       4      -1       1       2
 22  Statement 22                                                       22
3       3      -3       2       2
 16  Statement 16                                                       16
2       1      -5       3       2
 13  Statement 13                                                       13
3      -2       1      -5      -5
 25  Statement 25                                                       25
2      -2      -2       3      -5
 34  Statement 34                                                       34
-3      -4      -5       2      -4
 35  Statement 35                                                       35
-2      -5       3      -3      -3
 14  Statement 14                                                       14
1      -5      -5      -5       2
 11  Statement 11                                                       11
3      -2      -3      -5       1
 54  Statement 54                                                       54
-5      -5       1      -3       2
 21  Statement 21                                                       21
3      -5      -3       2      -1
 19  Statement 19                                                       19
3       2       4      -2      -4
 48  Statement 48                                                       48
-3       4       1       3       4
```

```
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```

Factor Arrays

```
No.  Statement                                            No.
1       2       3       4       5

 37  Statement 37                                          37
-3      2       2      -4       4
 12  Statement 12                                          12
3      -2      -5      -5       1
 51  Statement 51                                          51
1       2      -5      -5      -2
 31  Statement 31                                          31
-2      4       2       1      -5
 60  Statement 60                                          60
-4     -5       3       3       1
  3  Statement 3                                            3
4      -2      -3      -3       2
  5  Statement 5                                            5
2       1      -5      -5      -5
 53  Statement 53                                          53
-5     -2       3       1       4
 29  Statement 29                                          29
4       2      -2      -3      -5
 57  Statement 57                                          57
-5      2      -5       2       2
 15  Statement 15                                          15
3       3       4       4      -3
  4  Statement 4                                            4
4      -3       4       4       2
 36  Statement 36                                          36
1      -5      -3       3       4
 33  Statement 33                                          33
1       4      -4       4      -3
  6  Statement 6                                            6
-5      2       2       4      -5
  2  Statement 2                                            2
2      -5       4      -5       2
```

Factor Characteristics

	Factors				
	1	2	3	4	5
No. of Defining Variables	3	3	2	4	2
Average Rel. Coef.	0.800	0.800	0.800	0.800	0.800
Composite Reliability	0.923	0.923	0.889	0.941	0.889

```
S.E. of Factor Scores                0.277    0.277    0.333    0.243
0.333




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Standard Errors for Differences in Normalized Factor Scores

(Diagonal Entries Are S.E. Within Factors)

            Factors       1        2        3        4        5

               1        0.392    0.392    0.434    0.368    0.434

               2        0.392    0.392    0.434    0.368    0.434

               3        0.434    0.434    0.471    0.412    0.471

               4        0.368    0.368    0.412    0.343    0.412

               5        0.434    0.434    0.471    0.412    0.471


Distinguishing Statements for Factor  1

 (P < .05 ;  Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

                            Factors

                         1          2          3
4          5
 No. Statement          No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

   3 Statement 3        ... 3    4  1.89    -2 -0.52   -3 -0.60   -
3 -0.59     2  0.82
  11 Statement 11       ... 11   3  1.43*   -2 -0.56   -3 -0.60   -
5 -1.20     1  0.29
  12 Statement 12       ... 12   3  1.26*   -2 -0.42   -5 -1.55   -
5 -1.10     1  0.00
  33 Statement 33       ... 33   1  0.45     4  1.45   -4 -1.03
4  1.98    -3 -0.88
  48 Statement 48       ... 48  -3 -0.70     4  1.62    1  0.29
3  0.99     4  1.87
```

```
  52 Statement 52              ... 52   -4 -1.00     3  1.39     1  0.23     -
2 -0.14     1  0.23
```

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Distinguishing Statements for Factor 2

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

                              Factors

                              1   2   3
4   5
 No. Statement   No. RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

```
  31 Statement 31             ... 31   -2 -0.58     4  1.71*    2  0.37
1  0.07     -5 -1.23
  52 Statement 52             ... 52   -4 -1.00     3  1.39*    1  0.23     -
2 -0.14     1  0.23
  50 Statement 50             ... 50   -2 -0.65     3  1.18     1  0.29     -
1 -0.12     -2 -0.35
  51 Statement 51             ... 51    1 -0.25     2  0.78*   -5 -1.63     -
5 -1.91     -2 -0.35
   4 Statement 4              ...  4    4  2.16    -3 -0.74*    4  1.77
4  1.93     2  0.59
  36 Statement 36             ... 36    1 -0.09    -5 -1.69   -3 -0.66
3  0.77     4  1.81
```


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Distinguishing Statements for Factor 3

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

                              Factors

O N E   P E R C E P T I O N   D O E S N ' T   F I T   A L L

```
                                          1          2          3
4          5
 No. Statement                   No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

   2 Statement 2             ...  2    2  0.61    -5 -1.49    4  1.63     -
5 -1.97     2  0.41
  35 Statement 35            ... 35   -2 -0.44    -5 -1.46    3  1.11*    -
3 -0.66    -3 -0.94
  46 Statement 46            ... 46   -5 -1.27    -4 -0.96    1  0.23     -
3 -0.62    -5 -1.87
  58 Statement 58            ... 58   -5 -1.39    -3 -0.82    1  0.16     -
5 -1.94    -5 -1.81
  56 Statement 56            ... 56    2  0.50     3  1.17   -2 -0.52
3  0.79     2  0.88
  22 Statement 22            ... 22    3  1.39     3  1.28   -3 -0.82
2  0.17     2  0.35
  16 Statement 16            ... 16    2  0.54     1 -0.05   -5 -1.11
3  1.35     2  0.59
  40 Statement 40            ... 40    1 -0.35     1  0.19   -5 -1.48*
1  0.02     1 -0.12
  34 Statement 34            ... 34   -3 -0.90    -4 -0.92   -5 -2.06
2  0.57    -4 -0.99
```

```
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```

Distinguishing Statements for Factor 4

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

                    Factors

```
                                          1          2          3
4          5
 No. Statement                   No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

   6 Statement 6             ...  6   -5 -1.78     2  0.46    2  0.31
4  1.78*   -5 -1.23
  36 Statement 36            ... 36    1 -0.09    -5 -1.69   -3 -0.66
3  0.77     4  1.81
  34 Statement 34            ... 34   -3 -0.90    -4 -0.92   -5 -2.06
2  0.57*   -4 -0.99
   8 Statement 8             ...  8    4  1.62     3  1.05    3  1.03     -
2 -0.33*    3  1.40
```

```
   7 Statement 7              ...  7    2  0.77     2  0.91     2  0.52     -
4 -0.68*    3  1.40
```

Distinguishing Statements for Factor 5

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

                               Factors

```
                                  1          2          3
4          5
 No. Statement                  No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

  36 Statement 36            ... 36    1 -0.09    -5 -1.69    -3 -0.66
3  0.77     4  1.81
  37 Statement 37            ... 37   -3 -0.86     2  0.61     2  0.43     -
4 -0.71     4  1.70
  43 Statement 43            ... 43   -2 -0.44    -1 -0.37    -2 -0.37
1  0.01     3  0.94
   3 Statement 3             ...  3    4  1.89    -2 -0.52    -3 -0.60     -
3 -0.59     2  0.82
   4 Statement 4             ...  4    4  2.16    -3 -0.74     4  1.77
4  1.93     2  0.59
  60 Statement 60            ... 60   -4 -0.97    -5 -1.07     3  1.32
3  1.08     1  0.00
  15 Statement 15            ... 15    3  1.08     3  1.10     4  1.92
4  2.24    -3 -0.88*
  25 Statement 25            ... 25    2  0.56    -2 -0.55    -2 -0.29
3  0.90    -5 -1.46
```

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Consensus Statements -- Those That Do Not Distinguish Between ANY Pair
of Factors.

All Listed Statements are Non-Significant at P>.01, and Those Flagged With
an * are also Non-Significant at P>.05.

                                   Factors

```
                                          1           2           3
4           5
 No.  Statement                  No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE    RNK SCORE

   9* Statement 9               ...  9   4  1.59    2  1.00     3  1.32
3  1.00     4  1.46
  27  Statement 27              ... 27   2  0.48    1 -0.16     2  0.52
-2 -0.23    -2 -0.41


QANALYZE was completet at 11:47:47
```

Addendum G

PQMETHOD REPORT PERTAINING TO ONLINE FACILITATOR RESPONSES

```
PQMethod2.11                  Facilitator Preferences
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Correlation Matrix Between Sorts

SORTS          1    2    3    4    5    6    7    8    9   10   11   12   13   14

 1 Fac1      100   14    2   23   13    2   10   36   38   20   31   36   44    0
 2 Fac2       14  100    4    8   15    7   33   18   13   22    8   16   12    3
 3 Fac3        2    4  100   25   25   18    3  -15    8  -10   44    0    7   -5
 4 Fac4       23    8   25  100   10   31   11    6    2   11   14  -11   14   12
 5 Fac5       13   15   25   10  100   16   -7   17   20    7   13   18   16    3
 6 Fac6        2    7   18   31   16  100   25   -1   -1   -6    0  -18   10   31
 7 Fac7       10   33    3   11   -7   25  100    7  -14  -17  -12  -10   -7   13
 8 Fac8       36   18  -15    6   17   -1    7  100   44   25   23   28   35  -17
 9 Fac9       38   13    8    2   20   -1  -14   44  100   44   65   45   68   -1
10 Fac10      20   22  -10   11    7   -6  -17   25   44  100   39   33   46    3
11 Fac11      31    8   44   14   13    0  -12   23   65   39  100   31   48   -3
12 Fac12      36   16    0  -11   18  -18  -10   28   45   33   31  100   46    2
13 Fac13      44   12    7   14   16   10   -7   35   68   46   48   46  100   -6
14 Fac14       0    3   -5   12    3   31   13  -17   -1    3   -3    2   -6  100
```

```
Unrotated Factor Matrix
             Factors
                   1          2          3          4          5          6
7           8
 SORTS
  1 Fac1         0.6054     0.1085     0.2272    -0.0539    -0.3185     0.1432
-0.3542     0.3799
  2 Fac2         0.2800     0.2894     0.5002    -0.3169     0.3833    -0.3212
0.3200     0.1054
  3 Fac3         0.1714     0.4669    -0.6525    -0.3663     0.1062    -0.2337
-0.1284     0.0402
  4 Fac4         0.1927     0.6124    -0.1161     0.0783    -0.4633     0.0640
0.2992     0.3980
  5 Fac5         0.3213     0.2697    -0.1828    -0.2556     0.5006     0.6126
0.1335     0.0903
  6 Fac6         0.0174     0.7427     0.0089     0.2491    -0.0360     0.2119
0.0318    -0.3934
  7 Fac7        -0.0884     0.5293     0.5587    -0.2585    -0.0302    -0.2741
-0.2642    -0.1377
```

```
  8 Fac8          0.5605   -0.0936    0.3888   -0.2266   -0.2349    0.3301
0.0638   -0.2624
  9 Fac9          0.8400   -0.1118   -0.0845    0.0969    0.0222   -0.0290
-0.0787   -0.2664
 10 Fac10         0.6173   -0.1632    0.0816    0.3139    0.0481   -0.2104
0.5191    0.0673
 11 Fac11         0.7196    0.0675   -0.4082   -0.0307   -0.0296   -0.3302
-0.0825   -0.1417
 12 Fac12         0.6324   -0.2620    0.1207    0.0421    0.3204    0.0123
-0.3071    0.2689
 13 Fac13         0.8064   -0.0179   -0.0119    0.1287   -0.1107    0.0050
-0.0300   -0.1385
 14 Fac14        -0.0454    0.4151    0.1267    0.7172    0.3319   -0.0271
-0.2186    0.0980


 Eigenvalues     3.5938    1.8869    1.4491    1.1308    1.0110    0.9417
0.8521    0.7628
 % expl.Var.        26        13        10         8         7         7
6         5
```

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Cumulative Communalities Matrix
              Factors 1 Thru ....
                  1   2   3   4   5   6
7   8
 SORTS
```
  1 Fac1          0.3665    0.3782    0.4299    0.4328    0.5342    0.5547
0.6802    0.8245
  2 Fac2          0.0784    0.1621    0.4123    0.5128    0.6597    0.7629
0.8653    0.8764
  3 Fac3          0.0294    0.2474    0.6732    0.8074    0.8187    0.8733
0.8898    0.8914
  4 Fac4          0.0371    0.4122    0.4257    0.4318    0.6464    0.6505
0.7401    0.8984
  5 Fac5          0.1032    0.1760    0.2094    0.2747    0.5253    0.9007
0.9185    0.9267
  6 Fac6          0.0003    0.5519    0.5520    0.6141    0.6154    0.6603
0.6613    0.8161
  7 Fac7          0.0078    0.2880    0.6002    0.6670    0.6679    0.7430
0.8129    0.8318
  8 Fac8          0.3142    0.3230    0.4741    0.5254    0.5806    0.6895
0.6936    0.7625
  9 Fac9          0.7056    0.7181    0.7252    0.7346    0.7351    0.7360
0.7421    0.8131
 10 Fac10         0.3811    0.4077    0.4144    0.5129    0.5153    0.5595
0.8290    0.8335
```

11 Fac11	0.5179	0.5224	0.6891	0.6900	0.6909	0.7999
0.8067	0.8268					
12 Fac12	0.3999	0.4686	0.4831	0.4849	0.5875	0.5877
0.6820	0.7543					
13 Fac13	0.6503	0.6506	0.6508	0.6674	0.6796	0.6796
0.6805	0.6997					
14 Fac14	0.0021	0.1743	0.1904	0.7047	0.8149	0.8156
0.8634	0.8730					

```
cum% expl.Var.     26        39        49        58        65        72
78        83
```

QANGLES File Not Found - Apparently VARIMAX Was Used

Factor Matrix with an X Indicating a Defining Sort

Loadings

QSORT	1	2	3	4	5
1 Fac1	0.5874X	0.3099	0.2288	-0.1797	-0.0923
2 Fac2	0.1672	-0.1140	0.7635X	0.0645	0.1781
3 Fac3	-0.0481	0.3246	-0.1069	-0.1146	0.8285X
4 Fac4	0.1146	0.7882X	0.0284	0.0534	0.0913
5 Fac5	0.1635	-0.1190	0.2451	0.1083	0.6424X
6 Fac6	-0.0581	0.5774X	0.1947	0.4638	0.1601
7 Fac7	-0.1851	0.3071	0.7290X	0.0353	-0.0817
8 Fac8	0.5511X	0.0720	0.3591	-0.3377	-0.1695
9 Fac9	0.8364X	-0.0120	-0.0441	-0.0233	0.1816
10 Fac10	0.6874X	-0.0863	-0.0491	0.1669	-0.0707
11 Fac11	0.6424X	0.1705	-0.1927	-0.0934	0.4509
12 Fac12	0.6492X	-0.3664	0.1272	0.0487	0.1150
13 Fac13	0.8082X	0.1368	-0.0029	-0.0181	0.0855
14 Fac14	0.0204	0.1112	0.0441	0.8923X	-0.0630
% expl.Var.	24	11	10	9	11

```
PQMethod2.11                Facilitator Preferences
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Free Distribution Data Results

QSORT	MEAN	ST.DEV.
1 Fac1	0.000	2.285
2 Fac2	0.000	2.285
3 Fac3	0.000	2.285
4 Fac4	0.000	2.285

```
  5 Fac5          0.000    2.285
  6 Fac6          0.000    2.285
  7 Fac7          0.000    2.285
  8 Fac8          0.000    2.285
  9 Fac9          0.000    2.285
 10 Fac10         0.000    2.285
 11 Fac11         0.000    2.285
 12 Fac12         0.000    2.285
 13 Fac13         0.000    2.285
 14 Fac14         0.000    2.285
```

```
PQMethod2.11              Facilitator Preferences
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```

Rank Statement Totals with Each Factor

```
Factors
No.  Statement                                       No.
1         2           3           4         5

  1  Statement 1                                       1     -0.02
32   1.77   2  -1.40  58   1.75   4  -0.84  47
  2  Statement 2                                       2     -0.38
38  -0.88  47  -2.14  60   1.75   4   0.24  27
  3  Statement 3                                       3      1.88
1   0.82  16   2.14   1   1.75   4   1.74   4
  4  Statement 4                                       4      0.19
27   1.19   9   1.89   2   1.75   4   1.74   4
  5  Statement 5                                       5     -1.69
58   1.31   7   0.00  34   0.88  17  -1.96  59
  6  Statement 6                                       6     -1.18
50   0.09  29   0.98  13   0.00  35   0.75  17
  7  Statement 7                                       7     -0.34
36  -0.27  36   0.29  24   0.44  25  -1.49  57
  8  Statement 8                                       8      0.32
25   0.09  29   0.29  24   0.44  25   0.24  27
  9  Statement 9                                       9     -1.31
51   1.04  12   0.29  24   0.44  25   0.46  23
 10  Statement 10                                     10      0.70
17   0.46  20  -0.78  43  -0.44  43  -1.21  52
 11  Statement 11                                     11     -0.48
41   1.40   5  -1.27  55   1.31  10   1.96   1
 12  Statement 12                                     12     -0.59
45   1.40   5  -1.03  50  -1.75  60   1.34   6
 13  Statement 13                                     13     -0.98
49   0.00  31  -0.78  43   0.44  25  -0.46  39
 14  Statement 14                                     14     -1.69
59  -1.25  53  -1.07  51  -0.88  50  -0.09  34
```

ONE PERCEPTION DOESN'T FIT ALL

```
 15   Statement 15                                                    15    -1.57
55   2.07   1   0.40  18  -1.31  56   0.46  23
 16   Statement 16                                                    16     0.36
23   0.67  19  -0.98  48  -0.44  43   0.37  24
 17   Statement 17                                                    17     1.19
9  -0.24  35  -0.49  38  -0.44  43   0.84  14
 18   Statement 18                                                    18    -1.41
54  -0.24  35  -0.74  41  -0.88  50   1.49   5
 19   Statement 19                                                    19     0.86
16  -0.52  42   0.20  27  -0.88  50   0.00  32
 20   Statement 20                                                    20     1.11
10  -1.55  58   0.04  31  -0.88  50   0.46  23
 21   Statement 21                                                    21    -1.98
60  -1.31  54   0.78  16   0.44  25   0.59  19
 22   Statement 22                                                    22    -0.10
34  -0.21  33   0.78  16   1.31  10  -0.62  44
 23   Statement 23                                                    23     1.36
7   0.37  22  -1.56  59  -1.75  60   1.12   8
 24   Statement 24                                                    24     0.89
13   0.21  27  -1.32  57   0.44  25   0.84  14
 25   Statement 25                                                    25    -1.33
52   0.24  25  -0.82  44   1.31  10   0.90  12
 26   Statement 26                                                    26     1.42
6   0.97  13   1.07  12   0.44  25  -0.59  43
 27   Statement 27                                                    27     0.87
15   0.73  18   1.07  12  -1.31  56  -0.44  38
 28   Statement 28                                                    28     0.39
22   0.94  14   0.33  20   0.00  35  -0.59  43
 29   Statement 29                                                    29     0.59
19   0.30  24   1.07  12   0.44  25   0.15  30
 30   Statement 30                                                    30    -0.69
46   1.34   6  -1.11  54   0.00  35  -0.75  46
 31   Statement 31                                                    31    -0.49
42  -1.19  52  -0.87  45   0.00  35  -0.59  43
 32   Statement 32                                                    32    -0.53
43  -0.58  44   0.49  17  -0.44  43   0.50  20
 33   Statement 33                                                    33     0.40
21   0.88  15   0.25  26   0.00  35   0.90  12
 34   Statement 34                                                    34    -1.34
53  -1.04  48   0.00  34   0.00  35   0.90  12
 35   Statement 35                                                    35     0.14
29  -1.19  52  -1.11  54   1.31  10  -0.99  50
 36   Statement 36                                                    36    -0.24
35   0.73  18   1.56   6  -1.31  56   1.80   2
 37   Statement 37                                                    37    -0.42
40  -1.46  57  -0.20  35   0.00  35  -0.96  49
 38   Statement 38                                                    38    -0.58
44  -1.10  50   0.29  24   0.00  35  -1.43  56
 39   Statement 39                                                    39    -1.61
56  -0.30  38   1.32   8   1.31  10  -2.11  60
 40   Statement 40                                                    40     1.46
5   0.00  31   0.09  30   1.31  10   0.68  18
 41   Statement 41                                                    41     1.31
8  -1.10  50   0.00  34   0.00  35  -0.90  48
```

```
 42  Statement 42                                                      42      0.13
30 -1.40  56   0.25  26  -0.44  43   0.22  29
 43  Statement 43                                                      43      0.53
20   0.30  24   1.11   9   0.00  35  -1.58  58
```

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Rank Statement Totals with Each Factor

Factors
No. Statement   No.
1   2   3   4   5

```
 44  Statement 44                                                      44      0.90
12   1.61   3   1.60   5   0.88  17   0.22  29
 45  Statement 45                                                      45      0.21
26 -0.46  40   0.13  29  -0.88  50  -1.43  56
 46  Statement 46                                                      46      0.18
28 -2.07  60  -1.32  57  -0.88  50  -1.43  56
 47  Statement 47                                                      47      0.63
18   1.25   8   0.16  28   0.88  17   0.81  15
 48  Statement 48                                                      48     -0.77
47 -0.82  46   1.60   5  -0.44  43   0.06  31
 49  Statement 49                                                      49      0.36
24 -0.46  40   0.38  19  -0.44  43   0.31  25
 50  Statement 50                                                      50      0.87
14   0.43  21  -0.29  37  -0.44  43  -0.31  36
 51  Statement 51                                                      51     -0.07
33   1.10  11  -0.62  40   0.88  17  -0.68  45
 52  Statement 52                                                      52     -0.35
37   1.10  11  -0.62  40  -0.88  50   0.75  17
 53  Statement 53                                                      53      1.47
4  -0.61  45  -1.11  54  -1.31  56  -0.53  40
 54  Statement 54                                                      54      0.07
31 -0.30  38   0.91  14  -1.75  60  -0.06  33
 55  Statement 55                                                      55      1.59
2  -0.58  44  -1.03  50  -1.31  56   1.06   9
 56  Statement 56                                                      56      1.54
3  -0.21  33  -0.29  37   0.88  17   1.12   8
 57  Statement 57                                                      57     -0.79
48 -0.52  42   1.60   5  -1.31  56  -0.15  35
 58  Statement 58                                                      58     -0.42
39 -1.77  59  -0.91  47  -1.75  60  -1.27  53
 59  Statement 59                                                      59     -1.62
57 -1.40  56  -0.91  47   0.88  17  -1.18  51
 60  Statement 60                                                      60      1.02
11   0.21  27   1.40   7   0.88  17  -0.37  37
```

        Correlations Between Factor Scores

                1   2   3   4   5

    1   1.0000   0.0865   0.0621 -0.0354   0.1460

    2   0.0865   1.0000   0.1600   0.2065   0.2845

    3   0.0621   0.1600   1.0000   0.0941   0.0577

    4   -0.0354   0.2065   0.0941   1.0000 -0.0351

    5   0.1460   0.2845   0.0577 -0.0351   1.0000

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Normalized Factor Scores -- For Factor   1

 No. Statement   No.
Z-SCORES

   3 Statement 3   3
1.885
  55 Statement 55   55
1.586
  56 Statement 56   56
1.536
  53 Statement 53   53
1.472
  40 Statement 40   40
1.463
  26 Statement 26   26
1.418
  23 Statement 23   23
1.356
  41 Statement 41   41
1.313
  17 Statement 17   17
1.193
  20 Statement 20   20
1.114
  60 Statement 60   60
1.019
  44 Statement 44   44
0.895
  24 Statement 24   24
0.885

50	Statement 50	50
	0.872	
27	Statement 27	27
	0.870	
19	Statement 19	19
	0.864	
10	Statement 10	10
	0.700	
47	Statement 47	47
	0.628	
29	Statement 29	29
	0.587	
43	Statement 43	43
	0.534	
33	Statement 33	33
	0.395	
28	Statement 28	28
	0.386	
16	Statement 16	16
	0.363	
49	Statement 49	49
	0.357	
8	Statement 8	8
	0.324	
45	Statement 45	45
	0.207	
4	Statement 4	4
	0.191	
46	Statement 46	46
	0.183	
35	Statement 35	35
	0.144	
42	Statement 42	42
	0.127	
54	Statement 54	54
	0.066	
1	Statement 1	1
	-0.018	
51	Statement 51	51
	-0.067	
22	Statement 22	22
	-0.097	
36	Statement 36	36
	-0.243	
7	Statement 7	7
	-0.336	
52	Statement 52	52
	-0.353	
2	Statement 2	2
	-0.378	
58	Statement 58	58
	-0.417	
37	Statement 37	37
	-0.418	

```
 11  Statement 11                                                    11
-0.480
 31  Statement 31                                                    31
-0.494
 32  Statement 32                                                    32
-0.531
```

```
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```

```
Normalized Factor Scores -- For Factor    1

 No.  Statement                                                     No.
Z-SCORES

 38  Statement 38                                                    38
-0.577
 12  Statement 12                                                    12
-0.587
 30  Statement 30                                                    30
-0.686
 48  Statement 48                                                    48
-0.767
 57  Statement 57                                                    57
-0.786
 13  Statement 13                                                    13
-0.983
  6  Statement 6                                                      6
-1.180
  9  Statement 9                                                      9
-1.307
 25  Statement 25                                                    25
-1.334
 34  Statement 34                                                    34
-1.340
 18  Statement 18                                                    18
-1.406
 15  Statement 15                                                    15
-1.572
 39  Statement 39                                                    39
-1.607
 59  Statement 59                                                    59
-1.615
  5  Statement 5                                                      5
-1.686
 14  Statement 14                                                    14
-1.693
```

```
  21  Statement 21                                                       21
-1.976




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Normalized Factor Scores -- For Factor    2

 No.  Statement                                                         No.
Z-SCORES

  15  Statement 15                                                       15
2.071
   1  Statement 1                                                         1
1.767
  44  Statement 44                                                       44
1.615
  11  Statement 11                                                       11
1.401
  12  Statement 12                                                       12
1.401
  30  Statement 30                                                       30
1.340
   5  Statement 5                                                         5
1.311
  47  Statement 47                                                       47
1.249
   4  Statement 4                                                         4
1.188
  51  Statement 51                                                       51
1.097
  52  Statement 52                                                       52
1.097
   9  Statement 9                                                         9
1.036
  26  Statement 26                                                       26
0.974
  28  Statement 28                                                       28
0.945
  33  Statement 33                                                       33
0.884
   3  Statement 3                                                         3
0.822
  27  Statement 27                                                       27
0.731
  36  Statement 36                                                       36
0.731
```

```
16  Statement 16                                                    16
0.670
10  Statement 10                                                    10
0.456
50  Statement 50                                                    50
0.427
23  Statement 23                                                    23
0.366
29  Statement 29                                                    29
0.304
43  Statement 43                                                    43
0.304
25  Statement 25                                                    25
0.243
24  Statement 24                                                    24
0.214
60  Statement 60                                                    60
0.214
 6  Statement 6                                                      6
0.091
 8  Statement 8                                                      8
0.091
40  Statement 40                                                    40
0.000
13  Statement 13                                                    13
0.000
22  Statement 22                                                    22
-0.214
56  Statement 56                                                    56
-0.214
18  Statement 18                                                    18
-0.243
17  Statement 17                                                    17
-0.243
 7  Statement 7                                                      7
-0.275
39  Statement 39                                                    39
-0.304
54  Statement 54                                                    54
-0.304
45  Statement 45                                                    45
-0.456
49  Statement 49                                                    49
-0.456
19  Statement 19                                                    19
-0.518
57  Statement 57                                                    57
-0.518
32  Statement 32                                                    32
-0.579
```

```
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Normalized Factor Scores -- For Factor   2

```
 No.  Statement                                              No.
Z-SCORES

  55  Statement 55                                            55
-0.579
  53  Statement 53                                            53
-0.609
  48  Statement 48                                            48
-0.822
   2  Statement 2                                              2
-0.884
  34  Statement 34                                            34
-1.036
  38  Statement 38                                            38
-1.097
  41  Statement 41                                            41
-1.097
  31  Statement 31                                            31
-1.188
  35  Statement 35                                            35
-1.188
  14  Statement 14                                            14
-1.249
  21  Statement 21                                            21
-1.311
  42  Statement 42                                            42
-1.401
  59  Statement 59                                            59
-1.401
  37  Statement 37                                            37
-1.463
  20  Statement 20                                            20
-1.554
  58  Statement 58                                            58
-1.767
  46  Statement 46                                            46
-2.071
```

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Normalized Factor Scores -- For Factor   3

 No. Statement   No.
Z-SCORES

    3 Statement 3   3
2.140
    4 Statement 4   4
1.894
   44 Statement 44   44
1.605
   48 Statement 48   48
1.605
   57 Statement 57   57
1.605
   36 Statement 36   36
1.561
   60 Statement 60   60
1.402
   39 Statement 39   39
1.316
   43 Statement 43   43
1.113
   26 Statement 26   26
1.070
   27 Statement 27   27
1.070
   29 Statement 29   29
1.070
    6 Statement 6   6
0.983
   54 Statement 54   54
0.911
   21 Statement 21   21
0.781
   22 Statement 22   22
0.781
   32 Statement 32   32
0.492
   15 Statement 15   15
0.405
   49 Statement 49   49
0.376
   28 Statement 28   28
0.333
   38 Statement 38   38
0.289
    8 Statement 8   8
0.289
    9 Statement 9   9
0.289
    7 Statement 7   7
0.289

```
  33  Statement 33                                                    33
0.246
  42  Statement 42                                                    42
0.246
  19  Statement 19                                                    19
0.202
  47  Statement 47                                                    47
0.159
  45  Statement 45                                                    45
0.130
  40  Statement 40                                                    40
0.087
  20  Statement 20                                                    20
0.043
  34  Statement 34                                                    34
0.000
  41  Statement 41                                                    41
0.000
   5  Statement 5                                                      5
0.000
  37  Statement 37                                                    37
-0.202
  50  Statement 50                                                    50
-0.289
  56  Statement 56                                                    56
-0.289
  17  Statement 17                                                    17
-0.492
  51  Statement 51                                                    51
-0.622
  52  Statement 52                                                    52
-0.622
  18  Statement 18                                                    18
-0.737
  10  Statement 10                                                    10
-0.781
  13  Statement 13                                                    13
-0.781
```

```
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Normalized Factor Scores -- For Factor    3

 No.  Statement                                                     No.
Z-SCORES
```

```
  25  Statement 25                                                        25
-0.824
  31  Statement 31                                                        31
-0.868
  58  Statement 58                                                        58
-0.911
  59  Statement 59                                                        59
-0.911
  16  Statement 16                                                        16
-0.983
  55  Statement 55                                                        55
-1.026
  12  Statement 12                                                        12
-1.026
  14  Statement 14                                                        14
-1.070
  30  Statement 30                                                        30
-1.113
  53  Statement 53                                                        53
-1.113
  35  Statement 35                                                        35
-1.113
  11  Statement 11                                                        11
-1.272
  46  Statement 46                                                        46
-1.316
  24  Statement 24                                                        24
-1.316
   1  Statement 1                                                          1
-1.402
  23  Statement 23                                                        23
-1.561
   2  Statement 2                                                          2
-2.140



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Normalized Factor Scores -- For Factor    4

 No.  Statement                                                          No.
Z-SCORES

   1  Statement 1                                                          1
1.751
   2  Statement 2                                                          2
1.751
```

```
    3   Statement 3                                                        3
1.751
    4   Statement 4                                                        4
1.751
   11   Statement 11                                                      11
1.313
   22   Statement 22                                                      22
1.313
   25   Statement 25                                                      25
1.313
   35   Statement 35                                                      35
1.313
   39   Statement 39                                                      39
1.313
   40   Statement 40                                                      40
1.313
    5   Statement 5                                                        5
0.875
   44   Statement 44                                                      44
0.875
   47   Statement 47                                                      47
0.875
   51   Statement 51                                                      51
0.875
   56   Statement 56                                                      56
0.875
   59   Statement 59                                                      59
0.875
   60   Statement 60                                                      60
0.875
   21   Statement 21                                                      21
0.438
   24   Statement 24                                                      24
0.438
    7   Statement 7                                                        7
0.438
   26   Statement 26                                                      26
0.438
   29   Statement 29                                                      29
0.438
    8   Statement 8                                                        8
0.438
    9   Statement 9                                                        9
0.438
   13   Statement 13                                                      13
0.438
   28   Statement 28                                                      28
0.000
    6   Statement 6                                                        6
0.000
   30   Statement 30                                                      30
0.000
   31   Statement 31                                                      31
0.000
```

```
 33  Statement 33                                                    33
0.000
 34  Statement 34                                                    34
0.000
 37  Statement 37                                                    37
0.000
 38  Statement 38                                                    38
0.000
 41  Statement 41                                                    41
0.000
 43  Statement 43                                                    43
0.000
 32  Statement 32                                                    32
-0.438
 10  Statement 10                                                    10
-0.438
 42  Statement 42                                                    42
-0.438
 48  Statement 48                                                    48
-0.438
 49  Statement 49                                                    49
-0.438
 50  Statement 50                                                    50
-0.438
 16  Statement 16                                                    16
-0.438
 17  Statement 17                                                    17
-0.438
```

```
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```

```
Normalized Factor Scores -- For Factor    4

 No.  Statement                                                     No.
Z-SCORES

 45  Statement 45                                                    45
-0.875
 46  Statement 46                                                    46
-0.875
 20  Statement 20                                                    20
-0.875
 19  Statement 19                                                    19
-0.875
 14  Statement 14                                                    14
-0.875
```

```
 52  Statement 52                                               52
-0.875
 18  Statement 18                                               18
-0.875
 36  Statement 36                                               36
-1.313
 53  Statement 53                                               53
-1.313
 55  Statement 55                                               55
-1.313
 15  Statement 15                                               15
-1.313
 57  Statement 57                                               57
-1.313
 27  Statement 27                                               27
-1.313
 12  Statement 12                                               12
-1.751
 58  Statement 58                                               58
-1.751
 54  Statement 54                                               54
-1.751
 23  Statement 23                                               23
-1.751



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Normalized Factor Scores -- For Factor    5

 No.  Statement                                              No.
Z-SCORES

 11  Statement 11                                               11
1.956
 36  Statement 36                                               36
1.802
  3  Statement 3                                                 3
1.737
  4  Statement 4                                                 4
1.737
 18  Statement 18                                               18
1.493
 12  Statement 12                                               12
1.338
 23  Statement 23                                               23
1.119
```

```
  56  Statement 56                                                         56
1.119
  55  Statement 55                                                         55
1.055
  25  Statement 25                                                         25
0.901
  33  Statement 33                                                         33
0.901
  34  Statement 34                                                         34
0.901
  17  Statement 17                                                         17
0.837
  24  Statement 24                                                         24
0.837
  47  Statement 47                                                         47
0.810
   6  Statement 6                                                           6
0.746
  52  Statement 52                                                         52
0.746
  40  Statement 40                                                         40
0.682
  21  Statement 21                                                         21
0.592
  32  Statement 32                                                         32
0.502
  20  Statement 20                                                         20
0.463
  15  Statement 15                                                         15
0.463
   9  Statement 9                                                           9
0.463
  16  Statement 16                                                         16
0.373
  49  Statement 49                                                         49
0.309
   2  Statement 2                                                           2
0.245
   8  Statement 8                                                           8
0.245
  42  Statement 42                                                         42
0.219
  44  Statement 44                                                         44
0.219
  29  Statement 29                                                         29
0.154
  48  Statement 48                                                         48
0.064
  19  Statement 19                                                         19
0.000
  54  Statement 54                                                         54
-0.064
  14  Statement 14                                                         14
-0.090
```

```
 57  Statement 57                                                57
-0.154
 50  Statement 50                                                50
-0.309
 60  Statement 60                                                60
-0.373
 27  Statement 27                                                27
-0.437
 13  Statement 13                                                13
-0.463
 53  Statement 53                                                53
-0.528
 28  Statement 28                                                28
-0.592
 31  Statement 31                                                31
-0.592
 26  Statement 26                                                26
-0.592




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Normalized Factor Scores -- For Factor    5

 No.  Statement                                                 No.
Z-SCORES

 22  Statement 22                                                22
-0.618
 51  Statement 51                                                51
-0.682
 30  Statement 30                                                30
-0.746
  1  Statement 1                                                  1
-0.837
 41  Statement 41                                                41
-0.901
 37  Statement 37                                                37
-0.965
 35  Statement 35                                                35
-0.991
 59  Statement 59                                                59
-1.184
 10  Statement 10                                                10
-1.210
 58  Statement 58                                                58
-1.274
```

```
  46  Statement 46                                                    46
-1.428
  38  Statement 38                                                    38
-1.428
  45  Statement 45                                                    45
-1.428
   7  Statement 7                                                      7
-1.493
  43  Statement 43                                                    43
-1.583
   5  Statement 5                                                      5
-1.956
  39  Statement 39                                                    39
-2.111
```

```
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```

```
Descending Array of Differences Between Factors   1 and   2

 No.  Statement                                                     No.
Type   1  Type   2  Difference

  20  Statement 20                                                    20
1.114    -1.554      2.667
  41  Statement 41                                                    41
1.313    -1.097      2.410
  46  Statement 46                                                    46
0.183    -2.071      2.255
  55  Statement 55                                                    55
1.586    -0.579      2.165
  53  Statement 53                                                    53
1.472    -0.609      2.081
  56  Statement 56                                                    56
1.536    -0.214      1.749
  42  Statement 42                                                    42
0.127    -1.401      1.528
  40  Statement 40                                                    40
1.463     0.000      1.463
  17  Statement 17                                                    17
1.193    -0.243      1.436
  19  Statement 19                                                    19
0.864    -0.518      1.382
  58  Statement 58                                                    58
-0.417    -1.767       1.350
  35  Statement 35                                                    35
0.144    -1.188      1.332
   3  Statement 3                                                      3
1.885     0.822      1.063
```

```
 37  Statement 37                                                 37
-0.418    -1.463       1.045
 23  Statement 23                                                 23
 1.356     0.366       0.990
 49  Statement 49                                                 49
 0.357    -0.456       0.814
 60  Statement 60                                                 60
 1.019     0.214       0.805
 31  Statement 31                                                 31
-0.494    -1.188       0.694
 24  Statement 24                                                 24
 0.885     0.214       0.672
 45  Statement 45                                                 45
 0.207    -0.456       0.663
 38  Statement 38                                                 38
-0.577    -1.097       0.520
  2  Statement 2                                                   2
-0.378    -0.884       0.506
 50  Statement 50                                                 50
 0.872     0.427       0.445
 26  Statement 26                                                 26
 1.418     0.974       0.443
 54  Statement 54                                                 54
 0.066    -0.304       0.370
 29  Statement 29                                                 29
 0.587     0.304       0.283
 10  Statement 10                                                 10
 0.700     0.456       0.243
  8  Statement 8                                                   8
 0.324     0.091       0.233
 43  Statement 43                                                 43
 0.534     0.304       0.230
 27  Statement 27                                                 27
 0.870     0.731       0.139
 22  Statement 22                                                 22
-0.097    -0.214       0.117
 48  Statement 48                                                 48
-0.767    -0.822       0.055
 32  Statement 32                                                 32
-0.531    -0.579       0.049
  7  Statement 7                                                   7
-0.336    -0.275      -0.061
 59  Statement 59                                                 59
-1.615    -1.401      -0.214
 57  Statement 57                                                 57
-0.786    -0.518      -0.268
 34  Statement 34                                                 34
-1.340    -1.036      -0.304
 16  Statement 16                                                 16
 0.363     0.670      -0.307
 14  Statement 14                                                 14
-1.693    -1.249      -0.444
 33  Statement 33                                                 33
 0.395     0.884      -0.488
```

```
 28  Statement 28                                                          28
0.386     0.945      -0.559
 47  Statement 47                                                          47
0.628     1.249      -0.621
 21  Statement 21                                                          21
-1.976    -1.311      -0.665
```

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Descending Array of Differences Between Factors   1 and   2

```
 No.  Statement                                                           No.
Type  1  Type   2  Difference

 44  Statement 44                                                          44
0.895     1.615      -0.719
 36  Statement 36                                                          36
-0.243     0.731      -0.974
 13  Statement 13                                                          13
-0.983     0.000      -0.983
  4  Statement 4                                                            4
0.191     1.188      -0.997
 18  Statement 18                                                          18
-1.406    -0.243      -1.163
 51  Statement 51                                                          51
-0.067     1.097      -1.164
  6  Statement 6                                                            6
-1.180     0.091      -1.270
 39  Statement 39                                                          39
-1.607    -0.304      -1.303
 52  Statement 52                                                          52
-0.353     1.097      -1.450
 25  Statement 25                                                          25
-1.334     0.243      -1.577
  1  Statement 1                                                            1
-0.018     1.767      -1.785
 11  Statement 11                                                          11
-0.480     1.401      -1.881
 12  Statement 12                                                          12
-0.587     1.401      -1.989
 30  Statement 30                                                          30
-0.686     1.340      -2.026
  9  Statement 9                                                            9
-1.307     1.036      -2.342
  5  Statement 5                                                            5
-1.686     1.311      -2.997
 15  Statement 15                                                          15
-1.572     2.071      -3.644
```

```
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Descending Array of Differences Between Factors   1 and   3

 No.  Statement                                                  No.
Type   1  Type   3  Difference

 23  Statement 23                                                 23
1.356   -1.561      2.917
 55  Statement 55                                                 55
1.586   -1.026      2.613
 53  Statement 53                                                 53
1.472   -1.113      2.585
 24  Statement 24                                                 24
0.885   -1.316      2.201
 56  Statement 56                                                 56
1.536   -0.289      1.825
  2  Statement 2                                                   2
-0.378   -2.140       1.762
 17  Statement 17                                                 17
1.193   -0.492      1.684
 46  Statement 46                                                 46
0.183   -1.316      1.499
 10  Statement 10                                                 10
0.700   -0.781      1.480
  1  Statement 1                                                   1
-0.018   -1.402       1.385
 40  Statement 40                                                 40
1.463    0.087      1.376
 16  Statement 16                                                 16
0.363   -0.983      1.346
 41  Statement 41                                                 41
1.313    0.000      1.313
 35  Statement 35                                                 35
0.144   -1.113      1.258
 50  Statement 50                                                 50
0.872   -0.289      1.161
 20  Statement 20                                                 20
1.114    0.043      1.070
 11  Statement 11                                                 11
-0.480   -1.272       0.792
 19  Statement 19                                                 19
0.864    0.202      0.662
 51  Statement 51                                                 51
-0.067   -0.622       0.554
 58  Statement 58                                                 58
-0.417   -0.911       0.493
```

```
  47  Statement 47                                                   47
0.628     0.159        0.469
  12  Statement 12                                                   12
-0.587    -1.026        0.439
  30  Statement 30                                                   30
-0.686    -1.113        0.427
  31  Statement 31                                                   31
-0.494    -0.868        0.374
  26  Statement 26                                                   26
1.418     1.070        0.348
  52  Statement 52                                                   52
-0.353    -0.622        0.268
  33  Statement 33                                                   33
0.395     0.246        0.150
  45  Statement 45                                                   45
0.207     0.130        0.076
  28  Statement 28                                                   28
0.386     0.333        0.053
   8  Statement 8                                                     8
0.324     0.289        0.035
  49  Statement 49                                                   49
0.357     0.376       -0.019
  42  Statement 42                                                   42
0.127     0.246       -0.119
  27  Statement 27                                                   27
0.870     1.070       -0.200
  13  Statement 13                                                   13
-0.983    -0.781       -0.202
  37  Statement 37                                                   37
-0.418    -0.202       -0.216
   3  Statement 3                                                     3
1.885     2.140       -0.255
  60  Statement 60                                                   60
1.019     1.402       -0.383
  29  Statement 29                                                   29
0.587     1.070       -0.483
  25  Statement 25                                                   25
-1.334    -0.824       -0.510
  43  Statement 43                                                   43
0.534     1.113       -0.579
  14  Statement 14                                                   14
-1.693    -1.070       -0.623
   7  Statement 7                                                     7
-0.336     0.289       -0.625
  18  Statement 18                                                   18
-1.406    -0.737       -0.669
```

```
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Descending Array of Differences Between Factors   1 and   3

```
 No.  Statement                                                        No.
Type  1  Type  3  Difference

 59  Statement 59                                                       59
-1.615    -0.911     -0.705
 44  Statement 44                                                       44
0.895     1.605      -0.709
 54  Statement 54                                                       54
0.066     0.911      -0.845
 38  Statement 38                                                       38
-0.577     0.289      -0.866
 22  Statement 22                                                       22
-0.097     0.781      -0.877
 32  Statement 32                                                       32
-0.531     0.492      -1.022
 34  Statement 34                                                       34
-1.340     0.000      -1.340
  9  Statement 9                                                         9
-1.307     0.289      -1.596
  5  Statement 5                                                         5
-1.686     0.000      -1.686
  4  Statement 4                                                         4
0.191     1.894      -1.703
 36  Statement 36                                                       36
-0.243     1.561      -1.805
 15  Statement 15                                                       15
-1.572     0.405      -1.977
  6  Statement 6                                                         6
-1.180     0.983      -2.163
 48  Statement 48                                                       48
-0.767     1.605      -2.372
 57  Statement 57                                                       57
-0.786     1.605      -2.391
 21  Statement 21                                                       21
-1.976     0.781      -2.757
 39  Statement 39                                                       39
-1.607     1.316      -2.923
```

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Descending Array of Differences Between Factors   1 and   4

```
 No.  Statement                                                        No.
Type  1  Type  4  Difference
```

```
 23  Statement 23                                                      23
1.356    -1.751       3.106
 55  Statement 55                                                      55
1.586    -1.313       2.899
 53  Statement 53                                                      53
1.472    -1.313       2.785
 27  Statement 27                                                      27
0.870    -1.313       2.183
 20  Statement 20                                                      20
1.114    -0.875       1.989
 54  Statement 54                                                      54
0.066    -1.751       1.816
 19  Statement 19                                                      19
0.864    -0.875       1.739
 17  Statement 17                                                      17
1.193    -0.438       1.630
 58  Statement 58                                                      58
-0.417    -1.751       1.333
 41  Statement 41                                                      41
1.313     0.000       1.313
 50  Statement 50                                                      50
0.872    -0.438       1.310
 12  Statement 12                                                      12
-0.587    -1.751       1.163
 10  Statement 10                                                      10
0.700    -0.438       1.137
 45  Statement 45                                                      45
0.207    -0.875       1.082
 36  Statement 36                                                      36
-0.243    -1.313       1.070
 46  Statement 46                                                      46
0.183    -0.875       1.059
 26  Statement 26                                                      26
1.418     0.438       0.980
 16  Statement 16                                                      16
0.363    -0.438       0.801
 49  Statement 49                                                      49
0.357    -0.438       0.795
 56  Statement 56                                                      56
1.536     0.875       0.661
 42  Statement 42                                                      42
0.127    -0.438       0.565
 43  Statement 43                                                      43
0.534     0.000       0.534
 57  Statement 57                                                      57
-0.786    -1.313       0.527
 52  Statement 52                                                      52
-0.353    -0.875       0.522
 24  Statement 24                                                      24
0.885     0.438       0.448
 33  Statement 33                                                      33
0.395     0.000       0.395
 28  Statement 28                                                      28
0.386     0.000       0.386
```

```
 40  Statement 40                                                     40
1.463     1.313        0.150
 29  Statement 29                                                     29
0.587     0.438        0.149
 60  Statement 60                                                     60
1.019     0.875        0.144
  3  Statement 3                                                       3
1.885     1.751        0.134
 44  Statement 44                                                     44
0.895     0.875        0.020
 32  Statement 32                                                     32
-0.531    -0.438       -0.093
  8  Statement 8                                                       8
0.324     0.438        -0.114
 47  Statement 47                                                     47
0.628     0.875        -0.247
 15  Statement 15                                                     15
-1.572    -1.313       -0.259
 48  Statement 48                                                     48
-0.767    -0.438       -0.329
 37  Statement 37                                                     37
-0.418     0.000       -0.418
 31  Statement 31                                                     31
-0.494     0.000       -0.494
 18  Statement 18                                                     18
-1.406    -0.875       -0.531
 38  Statement 38                                                     38
-0.577     0.000       -0.577
 30  Statement 30                                                     30
-0.686     0.000       -0.686
  7  Statement 7                                                       7
-0.336     0.438       -0.774
```

```
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Descending Array of Differences Between Factors   1 and   4

 No.  Statement                                                      No.
Type  1  Type  4  Difference

 14  Statement 14                                                     14
-1.693    -0.875       -0.818
 51  Statement 51                                                     51
-0.067     0.875       -0.943
 35  Statement 35                                                     35
0.144     1.313        -1.169
  6  Statement 6                                                       6
-1.180     0.000       -1.180
```

```
  34  Statement 34                                                    34
-1.340     0.000      -1.340
  22  Statement 22                                                    22
-0.097     1.313      -1.410
  13  Statement 13                                                    13
-0.983     0.438      -1.421
   4  Statement 4                                                      4
0.191     1.751       -1.559
   9  Statement 9                                                      9
-1.307     0.438      -1.744
   1  Statement 1                                                      1
-0.018     1.751       -1.768
  11  Statement 11                                                    11
-0.480     1.313      -1.793
   2  Statement 2                                                      2
-0.378     1.751       -2.128
  21  Statement 21                                                    21
-1.976     0.438      -2.414
  59  Statement 59                                                    59
-1.615     0.875      -2.491
   5  Statement 5                                                      5
-1.686     0.875      -2.562
  25  Statement 25                                                    25
-1.334     1.313      -2.647
  39  Statement 39                                                    39
-1.607     1.313      -2.920
```

```
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Descending Array of Differences Between Factors   1 and   5

 No.  Statement                                                      No.
Type   1  Type   5  Difference

  41  Statement 41                                                    41
1.313    -0.901       2.214
  43  Statement 43                                                    43
0.534    -1.583       2.117
  26  Statement 26                                                    26
1.418    -0.592       2.009
  53  Statement 53                                                    53
1.472    -0.528       2.000
  10  Statement 10                                                    10
0.700    -1.210       1.910
  45  Statement 45                                                    45
0.207    -1.428       1.635
  46  Statement 46                                                    46
0.183    -1.428       1.612
```

```
  60  Statement 60                                                          60
1.019    -0.373       1.392
  27  Statement 27                                                          27
0.870    -0.437       1.308
  50  Statement 50                                                          50
0.872    -0.309       1.181
   7  Statement 7                                                            7
-0.336    -1.493        1.156
  35  Statement 35                                                          35
0.144    -0.991       1.135
  28  Statement 28                                                          28
0.386    -0.592       0.978
  19  Statement 19                                                          19
0.864     0.000       0.864
  58  Statement 58                                                          58
-0.417    -1.274        0.856
  38  Statement 38                                                          38
-0.577    -1.428        0.852
   1  Statement 1                                                            1
-0.018    -0.837        0.819
  40  Statement 40                                                          40
1.463     0.682       0.781
  44  Statement 44                                                          44
0.895     0.219       0.677
  20  Statement 20                                                          20
1.114     0.463       0.650
  51  Statement 51                                                          51
-0.067    -0.682        0.615
  37  Statement 37                                                          37
-0.418    -0.965        0.547
  55  Statement 55                                                          55
1.586     1.055       0.531
  22  Statement 22                                                          22
-0.097    -0.618        0.521
  39  Statement 39                                                          39
-1.607    -2.111        0.503
  29  Statement 29                                                          29
0.587     0.154       0.433
  56  Statement 56                                                          56
1.536     1.119       0.416
  17  Statement 17                                                          17
1.193     0.837       0.356
   5  Statement 5                                                            5
-1.686    -1.956        0.270
  23  Statement 23                                                          23
1.356     1.119       0.236
   3  Statement 3                                                            3
1.885     1.737       0.147
  54  Statement 54                                                          54
0.066    -0.064       0.130
  31  Statement 31                                                          31
-0.494    -0.592        0.098
   8  Statement 8                                                            8
0.324     0.245       0.079
```

```
 30  Statement 30                                                    30
-0.686    -0.746      0.060
 24  Statement 24                                                    24
0.885     0.837      0.049
 49  Statement 49                                                    49
0.357     0.309      0.049
 16  Statement 16                                                    16
0.363     0.373     -0.010
 42  Statement 42                                                    42
0.127     0.219     -0.092
 47  Statement 47                                                    47
0.628     0.810     -0.182
 59  Statement 59                                                    59
-1.615    -1.184     -0.432
 33  Statement 33                                                    33
0.395     0.901     -0.505
 13  Statement 13                                                    13
-0.983    -0.463     -0.520
```

ONE PERCEPTION DOESN'T FIT ALL

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Descending Array of Differences Between Factors   1 and   5

 No. Statement   No.
Type   1 Type   5 Difference

   2 Statement 2   2
-0.378   0.245   -0.623
  57 Statement 57   57
-0.786   -0.154   -0.632
  48 Statement 48   48
-0.767   0.064   -0.831
  32 Statement 32   32
-0.531   0.502   -1.032
  52 Statement 52   52
-0.353   0.746   -1.100
   4 Statement 4   4
0.191   1.737   -1.546
  14 Statement 14   14
-1.693   -0.090   -1.603
   9 Statement 9   9
-1.307   0.463   -1.770
  12 Statement 12   12
-0.587   1.338   -1.925
   6 Statement 6   6
-1.180   0.746   -1.926
  15 Statement 15   15
-1.572   0.463   -2.036
  36 Statement 36   36
-0.243   1.802   -2.045
  25 Statement 25   25
-1.334   0.901   -2.234
  34 Statement 34   34
-1.340   0.901   -2.241
  11 Statement 11   11
-0.480   1.956   -2.436
  21 Statement 21   21
-1.976   0.592   -2.568
  18 Statement 18   18
-1.406   1.493   -2.899

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Descending Array of Differences Between Factors   2 and   3

```
 No.  Statement                                                  No.
Type   2  Type   3  Difference

   1  Statement 1                                                  1
1.767    -1.402      3.169
  11  Statement 11                                                11
1.401    -1.272      2.674
  30  Statement 30                                                30
1.340    -1.113      2.453
  12  Statement 12                                                12
1.401    -1.026      2.428
  23  Statement 23                                                23
0.366    -1.561      1.927
  51  Statement 51                                                51
1.097    -0.622      1.719
  52  Statement 52                                                52
1.097    -0.622      1.719
  15  Statement 15                                                15
2.071     0.405      1.667
  16  Statement 16                                                16
0.670    -0.983      1.653
  24  Statement 24                                                24
0.214    -1.316      1.529
   5  Statement 5                                                  5
1.311     0.000      1.311
   2  Statement 2                                                  2
-0.884    -2.140      1.256
  10  Statement 10                                                10
0.456    -0.781      1.237
  47  Statement 47                                                47
1.249     0.159      1.090
  25  Statement 25                                                25
0.243    -0.824      1.067
  13  Statement 13                                                13
0.000    -0.781      0.781
   9  Statement 9                                                  9
1.036     0.289      0.747
  50  Statement 50                                                50
0.427    -0.289      0.716
  33  Statement 33                                                33
0.884     0.246      0.638
  28  Statement 28                                                28
0.945     0.333      0.612
  53  Statement 53                                                53
-0.609    -1.113      0.505
  18  Statement 18                                                18
-0.243    -0.737      0.494
  55  Statement 55                                                55
-0.579    -1.026      0.447
  17  Statement 17                                                17
-0.243    -0.492      0.249
```

```
 56  Statement 56                                                         56
-0.214    -0.289      0.076
 44  Statement 44                                                         44
1.615     1.605       0.010
 35  Statement 35                                                         35
-1.188    -1.113      -0.075
 40  Statement 40                                                         40
0.000     0.087      -0.087
 26  Statement 26                                                         26
0.974     1.070      -0.096
 14  Statement 14                                                         14
-1.249    -1.070      -0.179
  8  Statement 8                                                           8
0.091     0.289      -0.198
 31  Statement 31                                                         31
-1.188    -0.868      -0.320
 27  Statement 27                                                         27
0.731     1.070      -0.339
 59  Statement 59                                                         59
-1.401    -0.911      -0.490
  7  Statement 7                                                           7
-0.275     0.289      -0.564
 45  Statement 45                                                         45
-0.456     0.130      -0.587
  4  Statement 4                                                           4
1.188     1.894      -0.706
 19  Statement 19                                                         19
-0.518     0.202      -0.720
 46  Statement 46                                                         46
-2.071    -1.316      -0.756
 29  Statement 29                                                         29
0.304     1.070      -0.766
 43  Statement 43                                                         43
0.304     1.113      -0.809
 36  Statement 36                                                         36
0.731     1.561      -0.830
 49  Statement 49                                                         49
-0.456     0.376      -0.832
```

```
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 No.  Statement                                                        No.
Type   2  Type   3  Difference

 58  Statement 58                                                       58
-1.767    -0.911      -0.856
```

```
   6  Statement 6                                                          6
0.091      0.983      -0.892
  22  Statement 22                                                        22
-0.214      0.781      -0.994
  34  Statement 34                                                        34
-1.036      0.000      -1.036
  32  Statement 32                                                        32
-0.579      0.492      -1.071
  41  Statement 41                                                        41
-1.097      0.000      -1.097
  60  Statement 60                                                        60
0.214      1.402      -1.189
  54  Statement 54                                                        54
-0.304      0.911      -1.215
  37  Statement 37                                                        37
-1.463     -0.202      -1.260
   3  Statement 3                                                          3
0.822      2.140      -1.318
  38  Statement 38                                                        38
-1.097      0.289      -1.386
  20  Statement 20                                                        20
-1.554      0.043      -1.597
  39  Statement 39                                                        39
-0.304      1.316      -1.620
  42  Statement 42                                                        42
-1.401      0.246      -1.647
  21  Statement 21                                                        21
-1.311      0.781      -2.091
  57  Statement 57                                                        57
-0.518      1.605      -2.123
  48  Statement 48                                                        48
-0.822      1.605      -2.427




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Descending Array of Differences Between Factors   2 and   4

 No.  Statement                                                          No.
Type   2  Type   4  Difference


  15  Statement 15                                                        15
2.071    -1.313      3.384
  12  Statement 12                                                        12
1.401    -1.751      3.152
  23  Statement 23                                                        23
0.366    -1.751      2.116
  27  Statement 27                                                        27
0.731    -1.313      2.044
```

```
 36  Statement 36                                                              36
0.731    -1.313      2.044
 52  Statement 52                                                              52
1.097    -0.875      1.972
 54  Statement 54                                                              54
-0.304   -1.751      1.446
 30  Statement 30                                                              30
1.340     0.000      1.340
 16  Statement 16                                                              16
0.670    -0.438      1.108
 28  Statement 28                                                              28
0.945     0.000      0.945
 10  Statement 10                                                              10
0.456    -0.438      0.894
 33  Statement 33                                                              33
0.884     0.000      0.884
 50  Statement 50                                                              50
0.427    -0.438      0.865
 57  Statement 57                                                              57
-0.518   -1.313      0.795
 44  Statement 44                                                              44
1.615     0.875      0.740
 55  Statement 55                                                              55
-0.579   -1.313      0.734
 53  Statement 53                                                              53
-0.609   -1.313      0.704
 18  Statement 18                                                              18
-0.243   -0.875      0.632
  9  Statement 9                                                                9
1.036     0.438      0.598
 26  Statement 26                                                              26
0.974     0.438      0.537
  5  Statement 5                                                                5
1.311     0.875      0.435
 45  Statement 45                                                              45
-0.456   -0.875      0.419
 47  Statement 47                                                              47
1.249     0.875      0.374
 19  Statement 19                                                              19
-0.518   -0.875      0.358
 43  Statement 43                                                              43
0.304     0.000      0.304
 51  Statement 51                                                              51
1.097     0.875      0.222
 17  Statement 17                                                              17
-0.243   -0.438      0.195
  6  Statement 6                                                                6
0.091     0.000      0.091
 11  Statement 11                                                              11
1.401     1.313      0.088
  1  Statement 1                                                                1
1.767     1.751      0.016
 58  Statement 58                                                              58
-1.767   -1.751     -0.016
```

```
 49  Statement 49                                                            49
-0.456    -0.438      -0.019
 29  Statement 29                                                            29
0.304     0.438      -0.133
 32  Statement 32                                                            32
-0.579    -0.438      -0.142
 24  Statement 24                                                            24
0.214     0.438      -0.224
  8  Statement 8                                                              8
0.091     0.438      -0.347
 14  Statement 14                                                            14
-1.249    -0.875      -0.374
 48  Statement 48                                                            48
-0.822    -0.438      -0.384
 13  Statement 13                                                            13
0.000     0.438      -0.438
  4  Statement 4                                                              4
1.188     1.751      -0.563
 60  Statement 60                                                            60
0.214     0.875      -0.662
 20  Statement 20                                                            20
-1.554    -0.875      -0.678
  7  Statement 7                                                              7
-0.275     0.438      -0.713
```

```
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```

```
Descending Array of Differences Between Factors   2 and   4

 No.  Statement                                                             No.
Type   2 Type   4  Difference

  3  Statement 3                                                              3
0.822     1.751      -0.929
 42  Statement 42                                                            42
-1.401    -0.438      -0.964
 34  Statement 34                                                            34
-1.036     0.000      -1.036
 25  Statement 25                                                            25
0.243     1.313      -1.070
 56  Statement 56                                                            56
-0.214     0.875      -1.089
 38  Statement 38                                                            38
-1.097     0.000      -1.097
 41  Statement 41                                                            41
-1.097     0.000      -1.097
 31  Statement 31                                                            31
-1.188     0.000      -1.188
```

```
 46  Statement 46                                                        46
-2.071    -0.875      -1.196
 40  Statement 40                                                        40
0.000     1.313      -1.313
 37  Statement 37                                                        37
-1.463     0.000      -1.463
 22  Statement 22                                                        22
-0.214     1.313      -1.527
 39  Statement 39                                                        39
-0.304     1.313      -1.617
 21  Statement 21                                                        21
-1.311     0.438      -1.748
 59  Statement 59                                                        59
-1.401     0.875      -2.277
 35  Statement 35                                                        35
-1.188     1.313      -2.501
  2  Statement 2                                                          2
-0.884     1.751      -2.634
```

```
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Descending Array of Differences Between Factors   2 and   5

 No.  Statement                                                         No.
Type  2  Type  5  Difference

  5  Statement 5                                                          5
1.311   -1.956      3.267
  1  Statement 1                                                          1
1.767   -0.837      2.604
 30  Statement 30                                                        30
1.340   -0.746      2.086
 43  Statement 43                                                        43
0.304   -1.583      1.887
 39  Statement 39                                                        39
-0.304    -2.111     1.806
 51  Statement 51                                                        51
1.097   -0.682      1.779
 10  Statement 10                                                        10
0.456   -1.210      1.666
 15  Statement 15                                                        15
2.071     0.463      1.608
 26  Statement 26                                                        26
0.974   -0.592      1.566
 28  Statement 28                                                        28
0.945   -0.592      1.537
 44  Statement 44                                                        44
1.615     0.219      1.396
```

```
   7  Statement 7                                                    7
-0.275    -1.493       1.218
  27  Statement 27                                                  27
0.731    -0.437       1.169
  45  Statement 45                                                  45
-0.456    -1.428       0.972
  50  Statement 50                                                  50
0.427    -0.309       0.736
  60  Statement 60                                                  60
0.214    -0.373       0.587
   9  Statement 9                                                    9
1.036     0.463       0.572
  13  Statement 13                                                  13
0.000    -0.463       0.463
  47  Statement 47                                                  47
1.249     0.810       0.439
  22  Statement 22                                                  22
-0.214    -0.618       0.404
  52  Statement 52                                                  52
1.097     0.746       0.351
  38  Statement 38                                                  38
-1.097    -1.428       0.331
  16  Statement 16                                                  16
0.670     0.373       0.297
  29  Statement 29                                                  29
0.304     0.154       0.150
  12  Statement 12                                                  12
1.401     1.338       0.063
  33  Statement 33                                                  33
0.884     0.901      -0.017
  53  Statement 53                                                  53
-0.609    -0.528      -0.081
   8  Statement 8                                                    8
0.091     0.245      -0.154
  41  Statement 41                                                  41
-1.097    -0.901      -0.196
  35  Statement 35                                                  35
-1.188    -0.991      -0.197
  59  Statement 59                                                  59
-1.401    -1.184      -0.218
  54  Statement 54                                                  54
-0.304    -0.064      -0.240
  57  Statement 57                                                  57
-0.518    -0.154      -0.363
  58  Statement 58                                                  58
-1.767    -1.274      -0.493
  37  Statement 37                                                  37
-1.463    -0.965      -0.498
  19  Statement 19                                                  19
-0.518     0.000      -0.518
   4  Statement 4                                                    4
1.188     1.737      -0.550
  11  Statement 11                                                  11
1.401     1.956      -0.555
```

```
  31  Statement 31                                                          31
-1.188    -0.592       -0.596
  24  Statement 24                                                          24
 0.214     0.837       -0.623
  46  Statement 46                                                          46
-2.071    -1.428       -0.643
   6  Statement 6                                                            6
 0.091     0.746       -0.655
  25  Statement 25                                                          25
 0.243     0.901       -0.658




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Descending Array of Differences Between Factors   2 and   5

 No.  Statement                                                            No.
Type   2  Type   5  Difference

  40  Statement 40                                                          40
 0.000     0.682       -0.682
  23  Statement 23                                                          23
 0.366     1.119       -0.754
  49  Statement 49                                                          49
-0.456     0.309       -0.765
  48  Statement 48                                                          48
-0.822     0.064       -0.886
   3  Statement 3                                                            3
 0.822     1.737       -0.915
  36  Statement 36                                                          36
 0.731     1.802       -1.070
  17  Statement 17                                                          17
-0.243     0.837       -1.080
  32  Statement 32                                                          32
-0.579     0.502       -1.081
   2  Statement 2                                                            2
-0.884     0.245       -1.128
  14  Statement 14                                                          14
-1.249    -0.090       -1.159
  56  Statement 56                                                          56
-0.214     1.119       -1.333
  42  Statement 42                                                          42
-1.401     0.219       -1.620
  55  Statement 55                                                          55
-0.579     1.055       -1.634
  18  Statement 18                                                          18
-0.243     1.493       -1.736
  21  Statement 21                                                          21
-1.311     0.592       -1.902
```

```
  34  Statement 34                                                          34
-1.036     0.901       -1.936
  20  Statement 20                                                          20
-1.554     0.463       -2.017




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Descending Array of Differences Between Factors   3 and   4

 No.  Statement                                                            No.
Type   3  Type   4  Difference

  57  Statement 57                                                          57
1.605    -1.313       2.918
  36  Statement 36                                                          36
1.561    -1.313       2.874
  54  Statement 54                                                          54
0.911    -1.751       2.662
  27  Statement 27                                                          27
1.070    -1.313       2.383
  48  Statement 48                                                          48
1.605    -0.438       2.043
  15  Statement 15                                                          15
0.405    -1.313       1.718
  43  Statement 43                                                          43
1.113     0.000       1.113
  19  Statement 19                                                          19
0.202    -0.875       1.078
  45  Statement 45                                                          45
0.130    -0.875       1.006
   6  Statement 6                                                            6
0.983     0.000       0.983
  32  Statement 32                                                          32
0.492    -0.438       0.929
  20  Statement 20                                                          20
0.043    -0.875       0.919
  58  Statement 58                                                          58
-0.911    -1.751        0.840
  49  Statement 49                                                          49
0.376    -0.438       0.814
  44  Statement 44                                                          44
1.605     0.875       0.729
  12  Statement 12                                                          12
-1.026    -1.751        0.724
  42  Statement 42                                                          42
0.246    -0.438       0.683
  26  Statement 26                                                          26
1.070     0.438       0.632
```

```
 29  Statement 29                                                      29
1.070     0.438        0.632
 60  Statement 60                                                      60
1.402     0.875        0.527
  3  Statement 3                                                        3
2.140     1.751        0.389
 21  Statement 21                                                      21
0.781     0.438        0.343
 28  Statement 28                                                      28
0.333     0.000        0.333
 38  Statement 38                                                      38
0.289     0.000        0.289
 55  Statement 55                                                      55
-1.026    -1.313        0.287
 52  Statement 52                                                      52
-0.622    -0.875        0.254
 33  Statement 33                                                      33
0.246     0.000        0.246
 53  Statement 53                                                      53
-1.113    -1.313        0.200
 23  Statement 23                                                      23
-1.561    -1.751        0.189
 50  Statement 50                                                      50
-0.289    -0.438        0.149
  4  Statement 4                                                        4
1.894     1.751        0.143
 18  Statement 18                                                      18
-0.737    -0.875        0.138
 39  Statement 39                                                      39
1.316     1.313        0.003
 34  Statement 34                                                      34
0.000     0.000        0.000
 41  Statement 41                                                      41
0.000     0.000        0.000
 17  Statement 17                                                      17
-0.492    -0.438       -0.054
  7  Statement 7                                                        7
0.289     0.438       -0.149
  9  Statement 9                                                        9
0.289     0.438       -0.149
  8  Statement 8                                                        8
0.289     0.438       -0.149
 14  Statement 14                                                      14
-1.070    -0.875       -0.195
 37  Statement 37                                                      37
-0.202     0.000       -0.202
 10  Statement 10                                                      10
-0.781    -0.438       -0.343
 46  Statement 46                                                      46
-1.316    -0.875       -0.440
```

```
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Descending Array of Differences Between Factors   3 and   4

 No.  Statement                                              No.
Type   3  Type   4  Difference

  22  Statement 22                                            22
0.781     1.313     -0.532
  16  Statement 16                                            16
-0.983    -0.438     -0.545
  47  Statement 47                                            47
0.159     0.875     -0.716
  31  Statement 31                                            31
-0.868     0.000     -0.868
   5  Statement 5                                              5
0.000     0.875     -0.875
  30  Statement 30                                            30
-1.113     0.000     -1.113
  56  Statement 56                                            56
-0.289     0.875     -1.165
  13  Statement 13                                            13
-0.781     0.438     -1.218
  40  Statement 40                                            40
0.087     1.313     -1.226
  51  Statement 51                                            51
-0.622     0.875     -1.497
  24  Statement 24                                            24
-1.316     0.438     -1.753
  59  Statement 59                                            59
-0.911     0.875     -1.786
  25  Statement 25                                            25
-0.824     1.313     -2.137
  35  Statement 35                                            35
-1.113     1.313     -2.426
  11  Statement 11                                            11
-1.272     1.313     -2.585
   1  Statement 1                                              1
-1.402     1.751     -3.153
   2  Statement 2                                              2
-2.140     1.751     -3.890



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```

```
Descending Array of Differences Between Factors   3 and   5

 No.  Statement                                                    No.
Type   3  Type   5  Difference

 39  Statement 39                                                   39
1.316    -2.111        3.426
 43  Statement 43                                                   43
1.113    -1.583        2.696
  5  Statement 5                                                     5
0.000    -1.956        1.956
  7  Statement 7                                                     7
0.289    -1.493        1.782
 60  Statement 60                                                   60
1.402    -0.373        1.776
 57  Statement 57                                                   57
1.605    -0.154        1.759
 38  Statement 38                                                   38
0.289    -1.428        1.718
 26  Statement 26                                                   26
1.070    -0.592        1.662
 45  Statement 45                                                   45
0.130    -1.428        1.559
 48  Statement 48                                                   48
1.605     0.064        1.541
 27  Statement 27                                                   27
1.070    -0.437        1.507
 22  Statement 22                                                   22
0.781    -0.618        1.399
 44  Statement 44                                                   44
1.605     0.219        1.386
 54  Statement 54                                                   54
0.911    -0.064        0.975
 28  Statement 28                                                   28
0.333    -0.592        0.924
 29  Statement 29                                                   29
1.070     0.154        0.915
 41  Statement 41                                                   41
0.000    -0.901        0.901
 37  Statement 37                                                   37
-0.202    -0.965        0.763
 10  Statement 10                                                   10
-0.781    -1.210        0.429
  3  Statement 3                                                     3
2.140     1.737        0.402
 58  Statement 58                                                   58
-0.911    -1.274        0.363
 59  Statement 59                                                   59
-0.911    -1.184        0.273
  6  Statement 6                                                     6
0.983     0.746        0.237
 19  Statement 19                                                   19
0.202     0.000        0.202
```

```
  21  Statement 21                                                            21
0.781     0.592        0.189
   4  Statement 4                                                              4
1.894     1.737        0.157
  46  Statement 46                                                            46
-1.316    -1.428       0.113
  49  Statement 49                                                            49
0.376     0.309        0.067
  51  Statement 51                                                            51
-0.622    -0.682       0.060
   8  Statement 8                                                              8
0.289     0.245        0.044
  42  Statement 42                                                            42
0.246     0.219        0.027
  50  Statement 50                                                            50
-0.289    -0.309       0.020
  32  Statement 32                                                            32
0.492     0.502       -0.010
  15  Statement 15                                                            15
0.405     0.463       -0.059
  35  Statement 35                                                            35
-1.113    -0.991      -0.122
   9  Statement 9                                                              9
0.289     0.463       -0.174
  36  Statement 36                                                            36
1.561     1.802       -0.240
  31  Statement 31                                                            31
-0.868    -0.592      -0.276
  13  Statement 13                                                            13
-0.781    -0.463      -0.317
  30  Statement 30                                                            30
-1.113    -0.746      -0.367
  20  Statement 20                                                            20
0.043     0.463       -0.420
   1  Statement 1                                                              1
-1.402    -0.837      -0.566
  53  Statement 53                                                            53
-1.113    -0.528      -0.586
```

```
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Descending Array of Differences Between Factors   3 and   5

 No.  Statement                                                             No.
Type   3  Type   5  Difference

  40  Statement 40                                                            40
0.087     0.682       -0.595
```

```
  47  Statement 47                                                        47
0.159     0.810      -0.652
  33  Statement 33                                                        33
0.246     0.901      -0.655
  34  Statement 34                                                        34
0.000     0.901      -0.901
  14  Statement 14                                                        14
-1.070    -0.090      -0.980
  17  Statement 17                                                        17
-0.492     0.837      -1.328
  16  Statement 16                                                        16
-0.983     0.373      -1.356
  52  Statement 52                                                        52
-0.622     0.746      -1.368
  56  Statement 56                                                        56
-0.289     1.119      -1.409
  25  Statement 25                                                        25
-0.824     0.901      -1.725
  55  Statement 55                                                        55
-1.026     1.055      -2.082
  24  Statement 24                                                        24
-1.316     0.837      -2.152
  18  Statement 18                                                        18
-0.737     1.493      -2.230
  12  Statement 12                                                        12
-1.026     1.338      -2.365
   2  Statement 2                                                          2
-2.140     0.245      -2.385
  23  Statement 23                                                        23
-1.561     1.119      -2.681
  11  Statement 11                                                        11
-1.272     1.956      -3.228




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Descending Array of Differences Between Factors   4 and   5

 No.  Statement                                                          No.
Type   4  Type   5  Difference

  39  Statement 39                                                        39
1.313    -2.111      3.424
   5  Statement 5                                                          5
0.875    -1.956      2.831
   1  Statement 1                                                          1
1.751    -0.837      2.587
  35  Statement 35                                                        35
1.313    -0.991      2.304
```

```
 59  Statement 59                                           59
0.875    -1.184      2.059
 22  Statement 22                                           22
1.313    -0.618      1.931
  7  Statement 7                                             7
0.438    -1.493      1.930
 43  Statement 43                                           43
0.000    -1.583      1.583
 51  Statement 51                                           51
0.875    -0.682      1.557
  2  Statement 2                                             2
1.751     0.245      1.506
 38  Statement 38                                           38
0.000    -1.428      1.428
 60  Statement 60                                           60
0.875    -0.373      1.249
 26  Statement 26                                           26
0.438    -0.592      1.030
 37  Statement 37                                           37
0.000    -0.965      0.965
 13  Statement 13                                           13
0.438    -0.463      0.901
 41  Statement 41                                           41
0.000    -0.901      0.901
 10  Statement 10                                           10
-0.438    -1.210      0.772
 30  Statement 30                                           30
0.000    -0.746      0.746
 44  Statement 44                                           44
0.875     0.219      0.657
 40  Statement 40                                           40
1.313     0.682      0.631
 28  Statement 28                                           28
0.000    -0.592      0.592
 31  Statement 31                                           31
0.000    -0.592      0.592
 45  Statement 45                                           45
-0.875    -1.428      0.553
 46  Statement 46                                           46
-0.875    -1.428      0.553
 25  Statement 25                                           25
1.313     0.901      0.412
 29  Statement 29                                           29
0.438     0.154      0.283
  8  Statement 8                                             8
0.438     0.245      0.193
 47  Statement 47                                           47
0.875     0.810      0.065
  4  Statement 4                                             4
1.751     1.737      0.013
  3  Statement 3                                             3
1.751     1.737      0.013
  9  Statement 9                                             9
0.438     0.463     -0.026
```

```
  50  Statement 50                                                        50
-0.438    -0.309       -0.129
  21  Statement 21                                                        21
0.438      0.592       -0.154
  56  Statement 56                                                        56
0.875      1.119       -0.244
  24  Statement 24                                                        24
0.438      0.837       -0.399
  58  Statement 58                                                        58
-1.751    -1.274       -0.477
  48  Statement 48                                                        48
-0.438     0.064       -0.502
  11  Statement 11                                                        11
1.313      1.956       -0.643
  42  Statement 42                                                        42
-0.438     0.219       -0.656
   6  Statement 6                                                          6
0.000      0.746       -0.746
  49  Statement 49                                                        49
-0.438     0.309       -0.747
  14  Statement 14                                                        14
-0.875    -0.090       -0.785
  53  Statement 53                                                        53
-1.313    -0.528       -0.785
```

```
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Descending Array of Differences Between Factors   4 and   5

```
 No.  Statement                                                          No.
Type   4  Type   5  Difference

  16  Statement 16                                                        16
-0.438     0.373       -0.811
  19  Statement 19                                                        19
-0.875     0.000       -0.875
  27  Statement 27                                                        27
-1.313    -0.437       -0.876
  33  Statement 33                                                        33
0.000      0.901       -0.901
  34  Statement 34                                                        34
0.000      0.901       -0.901
  32  Statement 32                                                        32
-0.438     0.502       -0.939
  57  Statement 57                                                        57
-1.313    -0.154       -1.159
  17  Statement 17                                                        17
-0.438     0.837       -1.274
```

```
 20  Statement 20                                                        20
-0.875      0.463       -1.339
 52  Statement 52                                                        52
-0.875      0.746       -1.622
 54  Statement 54                                                        54
-1.751     -0.064       -1.687
 15  Statement 15                                                        15
-1.313      0.463       -1.776
 18  Statement 18                                                        18
-0.875      1.493       -2.368
 55  Statement 55                                                        55
-1.313      1.055       -2.368
 23  Statement 23                                                        23
-1.751      1.119       -2.870
 12  Statement 12                                                        12
-1.751      1.338       -3.089
 36  Statement 36                                                        36
-1.313      1.802       -3.115
```

```
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Factor Q-Sort Values for Each Statement


Factor Arrays

No.  Statement                                                          No.
1       2       3       4       5

  1  Statement 1                                                          1
1       4      -5       4      -3
  2  Statement 2                                                          2
-2      -3      -5       4       1
  3  Statement 3                                                          3
4       2       4       4       4
  4  Statement 4                                                          4
1       3       4       4       4
  5  Statement 5                                                          5
-5       3       1       2      -5
  6  Statement 6                                                          6
-4       1       3      -1       2
  7  Statement 7                                                          7
-2      -2       1       1      -5
  8  Statement 8                                                          8
1       1       1       1       1
  9  Statement 9                                                          9
-5       3       1       1       2
 10  Statement 10                                                        10
2       2      -2      -2      -5
```

```
 11  Statement 11                                                        11
-2      4      -5      3      4
 12  Statement 12                                                        12
-3      4      -4     -5      3
 13  Statement 13                                                        13
-4      1      -2      1     -2
 14  Statement 14                                                        14
-5     -5      -5     -4      1
 15  Statement 15                                                        15
-5      4       2     -5      2
 16  Statement 16                                                        16
2       2      -3     -2      1
 17  Statement 17                                                        17
3      -1      -2     -2      2
 18  Statement 18                                                        18
-5     -1      -2     -4      4
 19  Statement 19                                                        19
2      -2       1     -4      1
 20  Statement 20                                                        20
3      -5       1     -4      2
 21  Statement 21                                                        21
-5     -5       2      1      2
 22  Statement 22                                                        22
1       1       2      3     -3
 23  Statement 23                                                        23
3       2      -5     -5      3
 24  Statement 24                                                        24
3       1      -5      1      2
 25  Statement 25                                                        25
-5      1      -3      3      3
 26  Statement 26                                                        26
3       3       3      1     -2
 27  Statement 27                                                        27
2       2       3     -5     -2
 28  Statement 28                                                        28
2       2       2     -1     -2
 29  Statement 29                                                        29
2       1       3      1      1
 30  Statement 30                                                        30
-3      3      -5     -1     -3
 31  Statement 31                                                        31
-2     -5      -3     -1     -2
 32  Statement 32                                                        32
-2     -3       2     -2      2
 33  Statement 33                                                        33
2       2       1     -1      3
 34  Statement 34                                                        34
-5     -3       1     -1      3
 35  Statement 35                                                        35
1      -5      -5      3     -4
 36  Statement 36                                                        36
-1      2       3     -5      4
 37  Statement 37                                                        37
-2     -5      -1     -1     -4
```

```
 38  Statement 38                                                    38
-3    -4      1     -1     -5
 39  Statement 39                                                    39
-5    -2      3      3     -5
 40  Statement 40                                                    40
4     1      1      3      2
 41  Statement 41                                                    41
3    -4      1     -1     -3
 42  Statement 42                                                    42
1    -5      1     -2      1
 43  Statement 43                                                    43
2     1      3     -1     -5
 44  Statement 44                                                    44
3     4      4      2      1
```

```
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Factor Arrays

No.  Statement                                                       No.
1     2      3      4      5

 45  Statement 45                                                    45
1    -2      1     -4     -5
 46  Statement 46                                                    46
1    -5     -5     -4     -5
 47  Statement 47                                                    47
2     3      1      2      2
 48  Statement 48                                                    48
-3    -3      4     -2      1
 49  Statement 49                                                    49
1    -2      2     -2      1
 50  Statement 50                                                    50
2     2     -2     -2     -2
 51  Statement 51                                                    51
1     3     -2      2     -3
 52  Statement 52                                                    52
-2     3     -2     -4      2
 53  Statement 53                                                    53
4    -3     -5     -5     -2
 54  Statement 54                                                    54
1    -2      2     -5      1
 55  Statement 55                                                    55
4    -3     -4     -5      3
 56  Statement 56                                                    56
4     1     -2      2      3
 57  Statement 57                                                    57
-3    -2      4     -5     -1
```

ONE PERCEPTION DOESN'T FIT ALL

```
 58  Statement 58                                                    58
-2     -5      -3      -5      -5
 59  Statement 59                                                    59
-5     -5      -3       2      -5
 60  Statement 60                                                    60
3      1       3       2      -2



Variance =  9.321  St. Dev. =  3.053



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Factor Q-Sort Values for Statements sorted by Consensus vs. Disagreement
(Variance across normalized Factor Scores)


Factor Arrays

No.  Statement                                                      No.
1     2       3       4       5

  8  Statement 8                                                     8
1     1       1       1       1
 29  Statement 29                                                   29
2     1       3       1       1
 33  Statement 33                                                   33
2     2       1      -1       3
 47  Statement 47                                                   47
2     3       1       2       2
 49  Statement 49                                                   49
1    -2       2      -2       1
 31  Statement 31                                                   31
-2    -5      -3      -1      -2
  3  Statement 3                                                     3
4     2       4       4       4
 32  Statement 32                                                   32
-2    -3       2      -2       2
 28  Statement 28                                                   28
2     2       2      -1      -2
 50  Statement 50                                                   50
2     2      -2      -2      -2
 58  Statement 58                                                   58
-2    -5      -3      -5      -5
 13  Statement 13                                                   13
-4     1      -2       1      -2
 44  Statement 44                                                   44
3     4       4       2       1
 14  Statement 14                                                   14
-5    -5      -5      -4       1
```

```
 37  Statement 37                                                      37
-2     -5      -1     -1     -4
 19  Statement 19                                                      19
2      -2       1     -4      1
 40  Statement 40                                                      40
4       1       1      3      2
 16  Statement 16                                                      16
2       2      -3     -2      1
 45  Statement 45                                                      45
1      -2       1     -4     -5
 42  Statement 42                                                      42
1      -5       1     -2      1
  4  Statement 4                                                        4
1       3       4      4      4
 60  Statement 60                                                      60
3       1       3      2     -2
 38  Statement 38                                                      38
-3     -4       1     -1     -5
  7  Statement 7                                                        7
-2     -2       1      1     -5
 26  Statement 26                                                      26
3       3       3      1     -2
 17  Statement 17                                                      17
3      -1      -2     -2      2
 22  Statement 22                                                      22
1       1       2      3     -3
 10  Statement 10                                                      10
2       2      -2     -2     -5
 56  Statement 56                                                      56
4       1      -2      2      3
 51  Statement 51                                                      51
1       3      -2      2     -3
 46  Statement 46                                                      46
1      -5      -5     -4     -5
  6  Statement 6                                                        6
-4      1       3     -1      2
 52  Statement 52                                                      52
-2      3      -2     -4      2
  9  Statement 9                                                        9
-5      3       1      1      2
 24  Statement 24                                                      24
3       1      -5      1      2
 34  Statement 34                                                      34
-5     -3       1     -1      3
 41  Statement 41                                                      41
3      -4       1     -1     -3
 54  Statement 54                                                      54
1      -2       2     -5      1
 30  Statement 30                                                      30
-3      3      -5     -1     -3
 59  Statement 59                                                      59
-5     -5      -3      2     -5
 48  Statement 48                                                      48
-3     -3       4     -2      1
```

```
 43   Statement 43                                                           43
2      1       3      -1     -5
 27   Statement 27                                                           27
2      2       3      -5     -2
 20   Statement 20                                                           20
3     -5       1      -4      2
```

```
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```

Factor Arrays

```
No.   Statement                                                            No.
1      2       3      4      5

 35   Statement 35                                                           35
1     -5      -5      3     -4
 53   Statement 53                                                           53
4     -3      -5     -5     -2
 57   Statement 57                                                           57
-3    -2       4     -5     -1
 18   Statement 18                                                           18
-5    -1      -2     -4      4
 25   Statement 25                                                           25
-5     1      -3      3      3
 21   Statement 21                                                           21
-5    -5       2      1      2
 36   Statement 36                                                           36
-1     2       3     -5      4
 55   Statement 55                                                           55
4     -3      -4     -5      3
 11   Statement 11                                                           11
-2     4      -5      3      4
 12   Statement 12                                                           12
-3     4      -4     -5      3
  2   Statement 2                                                             2
-2    -3      -5      4      1
  1   Statement 1                                                             1
1      4      -5      4     -3
 23   Statement 23                                                           23
3      2      -5     -5      3
  5   Statement 5                                                             5
-5     3       1      2     -5
 15   Statement 15                                                           15
-5     4       2     -5      2
 39   Statement 39                                                           39
-5    -2       3      3     -5
```

Factor Characteristics

```
                                         Factors

                              1        2        3        4
5

No. of Defining Variables     7        2        2        1
2

Average Rel. Coef.          0.800    0.800    0.800    0.800
0.800

Composite Reliability       0.966    0.889    0.889    0.800
0.889

S.E. of Factor Scores       0.186    0.333    0.333    0.447
0.333
```

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Standard Errors for Differences in Normalized Factor Scores

(Diagonal Entries Are S.E. Within Factors)

Factors	1	2	3	4	5
1	0.263	0.382	0.382	0.484	0.382
2	0.382	0.471	0.471	0.558	0.471
3	0.382	0.471	0.471	0.558	0.471
4	0.484	0.558	0.558	0.632	0.558
5	0.382	0.471	0.471	0.558	0.471

Distinguishing Statements for Factor 1

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

```
                                  Factors

                              1          2          3
4               5
```

No. Statement	No.	RNK	SCORE	RNK	SCORE	RNK	SCORE	RNK	SCORE	RNK	SCORE
53 Statement 53	... 53	4	1.47*	-3	-0.61	-5	-1.11	-5	-1.31	-2	-0.53
41 Statement 41	... 41	3	1.31*	-4	-1.10	1	0.00	-1	0.00	-3	-0.90
4 Statement 4	... 4	1	0.19*	3	1.19	4	1.89	4	1.75	4	1.74
46 Statement 46	... 46	1	0.18	-5	-2.07	-5	-1.32	-4	-0.88	-5	-1.43
35 Statement 35	... 35	1	0.14	-5	-1.19	-5	-1.11	3	1.31	-4	-0.99
1 Statement 1	... 1	1	-0.02	4	1.77	-5	-1.40	4	1.75	-3	-0.84
36 Statement 36	... 36	-1	-0.24	2	0.73	3	1.56	-5	-1.31	4	1.80
11 Statement 11	... 11	-2	-0.48	4	1.40	-5	-1.27	3	1.31	4	1.96
6 Statement 6	... 6	-4	-1.18	1	0.09	3	0.98	-1	0.00	2	0.75
9 Statement 9	... 9	-5	-1.31*	3	1.04	1	0.29	1	0.44	2	0.46

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Distinguishing Statements for Factor 2

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

Factors

		1		2		3		4		5	
No. Statement	No.	RNK	SCORE	RNK	SCORE	RNK	SCORE	RNK	SCORE	RNK	SCORE
15 Statement 15	... 15	-5	-1.57	4	2.07*	2	0.40	-5	-1.31	2	0.46
30 Statement 30	... 30	-3	-0.69	3	1.34	-5	-1.11	-1	0.00	-3	-0.75
39 Statement 39	... 39	-5	-1.61	-2	-0.30*	3	1.32	3	1.31	-5	-2.11

Distinguishing Statements for Factor 3

(P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

```
                                      Factors

                                 1           2           3
4          5
 No. Statement              No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

  48 Statement 48           ... 48   -3 -0.77    -3 -0.82     4  1.60*   -
2 -0.44     1  0.06
  57 Statement 57           ... 57   -3 -0.79    -2 -0.52     4  1.60*   -
5 -1.31    -1 -0.15
  54 Statement 54           ... 54    1  0.07    -2 -0.30     2  0.91    -
5 -1.75     1 -0.06
  11 Statement 11           ... 11   -2 -0.48     4  1.40    -5 -1.27
3  1.31     4  1.96
  24 Statement 24           ... 24    3  0.89     1  0.21    -5 -1.32*
1  0.44     2  0.84
   2 Statement 2            ...  2   -2 -0.38    -3 -0.88    -5 -2.14*
4  1.75     1  0.24
```

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Distinguishing Statements for Factor 4

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

```
                                      Factors

                                 1           2           3
4          5
 No. Statement              No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE   RNK SCORE

   2 Statement 2            ...  2   -2 -0.38    -3 -0.88    -5 -2.14
4  1.75*    1  0.24
  35 Statement 35           ... 35    1  0.14    -5 -1.19    -5 -1.11
3  1.31    -4 -0.99
  59 Statement 59           ... 59   -5 -1.62    -5 -1.40    -3 -0.91
2  0.88*   -5 -1.18
  36 Statement 36           ... 36   -1 -0.24     2  0.73     3  1.56    -
5 -1.31     4  1.80
```

```
  54 Statement 54              ... 54    1  0.07    -2 -0.30     2  0.91     -
5 -1.75*    1 -0.06
```

Distinguishing Statements for Factor 5

 (P < .05 ; Asterisk (*) Indicates Significance at P < .01)

Both the Factor Q-Sort Value and the Normalized Score are Shown.

```
                              Factors

                               1         2         3
4           5
 No. Statement                No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE    RNK SCORE

  18 Statement 18             ... 18   -5 -1.41    -1 -0.24    -2 -0.74     -
4 -0.88     4  1.49*
   7 Statement 7              ...  7   -2 -0.34    -2 -0.27     1  0.29
1  0.44    -5 -1.49*
  43 Statement 43             ... 43    2  0.53     1  0.30     3  1.11     -
1  0.00    -5 -1.58*
```

```
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```

Consensus Statements -- Those That Do Not Distinguish Between ANY Pair
of Factors.

All Listed Statements are Non-Significant at P>.01, and Those Flagged With
an * are also Non-Significant at P>.05.

```
                                    Factors

                               1         2         3
4           5
 No.  Statement               No.  RNK SCORE   RNK SCORE   RNK SCORE
RNK SCORE    RNK SCORE

   8* Statement 8             ...  8    1  0.32     1  0.09     1  0.29
1  0.44     1  0.24
  29* Statement 29            ... 29    2  0.59     1  0.30     3  1.07
1  0.44     1  0.15
  31  Statement 31            ... 31   -2 -0.49    -5 -1.19    -3 -0.87
-1  0.00    -2 -0.59
```

```
  33* Statement 33            ... 33    2  0.40     2  0.88     1  0.25
-1  0.00      3  0.90
  47  Statement 47            ... 47    2  0.63     3  1.25     1  0.16
2  0.88      2  0.81
  49  Statement 49            ... 49    1  0.36    -2 -0.46     2  0.38
-2 -0.44      1  0.31


QANALYZE was completet at 11:01:30
```

Addendum H

FACTOR Q-SORT VALUES FOR THE ONLINE FACILITATORS

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=7	n=2	n=2	n=1	n=2
1	Apply innovative ideas to keep learners motivated throughout the course.	1	4	-5	4	-3
2	Attune yourself to the group dynamics.	-2	-3	-5	4	1
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	2	4	4	4
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1	3	4	4	4
5	Collate marks for assignments, tests, and group discussions.	-5	3	1	2	-5
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-4	1	3	-1	2
7	Conclude the discussion by summarising main discussion points.	-2	-2	1	1	-5
8	Confirm understanding of the content through continuous questioning.	1	1	1	1	1
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	-5	3	1	1	2
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	2	2	-2	-2	-5
11	Create a friendly environment in which a climate for learning is promoted.	-2	4	-5	3	4
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-3	4	-4	-5	3
13	Direct subject matter questions to the subject matter expert.	-4	1	-2	1	-2
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	-5	-5	-4	1
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	-5	4	2	-5	2

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=7	n=2	n=2	n=1	n=2
16	Encourage interaction between learners and the facilitator.	2	2	-3	-2	1
17	Encourage learners to collaborate with each other to generate solutions to problems.	3	-1	-2	-2	2
18	Encourage learners to introduce themselves to each other.	-5	-1	-2	-4	4
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	2	-2	1	-4	1
20	Encourage learners to share their knowledge and experience with each other.	3	-5	1	-4	2
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-5	-5	2	1	2
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	1	1	2	3	-3
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	3	2	-5	-5	3
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	3	1	-5	1	2
25	Explain to learners how to access the online course via the learning management system (LMS).	-5	1	-3	3	3
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	3	3	3	1	-2
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	2	2	3	-5	-2
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	2	2	-1	-2
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	2	1	3	1	1
30	Help learners connect content with prior knowledge and experience.	-3	3	-5	-1	-3
31	Identify discussion points that the learners have not considered before.	-2	-5	-3	-1	-2
32	Inform learners about meeting times and virtual office hours.	-2	-3	2	-2	2

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=7	n=2	n=2	n=1	n=2
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	2	2	1	-1	3
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-5	-3	1	-1	3
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	1	-5	-5	3	-4
36	Introduce yourself as facilitator with e-mail address and telephone number.	-1	2	3	-5	4
37	Invite external subject matter experts to contribute towards learners' discussions.	-2	-5	-1	-1	-4
38	Invite subject matter experts to provide content-based explanations when required.	-3	-4	1	-1	-5
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-5	-2	3	3	-5
40	Listen to and address learners' complaints.	4	1	1	3	2
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	3	-4	1	-1	-3
42	Make learners aware that they can learn from one another.	1	-5	1	-2	1
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	2	1	3	-1	-5
44	Motivate learners by means of constant and timeous feedback.	3	4	4	2	1
45	Praise independent thinking, but do not allow one learner to dominate the scene.	1	-2	1	-4	-5
46	Praise the discussant behaviour you seek.	1	-5	-5	-4	-5
47	Provide clear, concise instructions to learners	2	3	1	2	2
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	-3	4	-2	1
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	1	-2	2	-2	1
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	2	2	-2	-2	-2
51	Provide ongoing guidance to learners.	1	3	-2	2	-3
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-2	3	-2	-4	2

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=7	n=2	n=2	n=1	n=2
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	4	-3	-5	-5	-2
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	1	-2	2	-5	1
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	4	-3	-4	-5	3
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	4	1	-2	2	3
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-3	-2	4	-5	-1
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-2	-5	-3	-5	-5
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	-5	-3	2	-5
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	3	1	3	2	-2

FACTOR Q-SORT VALUES FOR THE ONLINE LEARNERS

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=3	n=3	n=2	n=4	n=2
1	Apply innovative ideas to keep learners motivated throughout the course.	1	1	3	4	3
2	Attune yourself to the group dynamics.	2	-5	4	-5	2
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	-2	-3	-3	2
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	-3	4	4	2
5	Collate marks for assignments, tests, and group discussions.	2	1	-5	-5	-5
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-5	2	2	4	-5

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=3	n=3	n=2	n=4	n=2
7	Conclude the discussion by summarising main discussion points.	2	2	2	-4	3
8	Confirm understanding of the content through continuous questioning.	4	3	3	-2	3
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	4	2	3	3	4
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	1	2	-3	1	3
11	Create a friendly environment in which a climate for learning is promoted.	3	-2	-3	-5	1
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	3	-2	-5	-5	1
13	Direct subject matter questions to the subject matter expert.	3	-2	1	-5	-5
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	1	-5	-5	-5	2
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	3	3	4	4	-3
16	Encourage interaction between learners and the facilitator.	2	1	-5	3	2
17	Encourage learners to collaborate with each other to generate solutions to problems.	3	1	4	1	1
18	Encourage learners to introduce themselves to each other.	-5	-2	2	1	1
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	3	2	4	-2	-4
20	Encourage learners to share their knowledge and experience with each other.	2	1	1	1	-3
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	3	-5	-3	2	-1
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	3	3	-3	2	2
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	1	-3	-5	2	2
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	1	-3	1	-2	-2

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=3	n=3	n=2	n=4	n=2
25	Explain to learners how to access the online course via the learning management system (LMS).	2	-2	-2	3	-5
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	2	1	3	1	-2
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	2	1	2	-2	-2
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	1	2	2	-2
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	4	2	-2	-3	-5
30	Help learners connect content with prior knowledge and experience.	-1	1	3	2	-5
31	Identify discussion points that the learners have not considered before.	-2	4	2	1	-5
32	Inform learners about meeting times and virtual office hours.	1	-3	-5	2	1
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	1	4	-4	4	-3
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-3	-4	-5	2	-4
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-2	-5	3	-3	-3
36	Introduce yourself as facilitator with e-mail address and telephone number.	1	-5	-3	3	4
37	Invite external subject matter experts to contribute towards learners' discussions.	-3	2	2	-4	4
38	Invite subject matter experts to provide content-based explanations when required.	1	4	1	-2	3
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-3	2	-2	2	3
40	Listen to and address learners' complaints.	1	1	-5	1	1
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-2	3	2	1	-3
42	Make learners aware that they can learn from one another.	-3	-5	-4	-2	1
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-2	-1	-2	1	3

No	Element	Factors (Subgroups)				
		Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
		n=3	n=3	n=2	n=4	n=2
44	Motivate learners by means of constant and timeous feedback.	-2	1	-2	2	1
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-5	-5	1	-2	-5
46	Praise the discussant behaviour you seek.	-5	-4	1	-3	-5
47	Provide clear, concise instructions to learners	-2	3	1	3	1
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	4	1	3	4
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-2	4	-1	1	2
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	3	1	-1	-2
51	Provide ongoing guidance to learners.	1	2	-5	-5	-2
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-4	3	1	-2	1
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-5	-2	3	1	4
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-5	-5	1	-3	2
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-5	-2	-2	-5	-2
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	2	3	-2	3	2
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-5	2	-5	2	2
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	-3	1	-5	-5
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	-5	1	-5	-2
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-4	-5	3	3	1

Addendum I

NORMALISED FACTOR SCORES FOR SUBGROUP 1 OF THE ONLINE FACILITATORS

No	Task/Statement	Z-score
3	Be available for learners and make your presence known so that learners don't feel isolated.	1.885
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	1.586
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	1.536
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	1.472
40	Listen to and address learners' complaints.	1.463
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	1.418
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	1.356
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	1.313
17	Encourage learners to collaborate with each other to generate solutions to problems.	1.193
20	Encourage learners to share their knowledge and experience with each other.	1.114
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	1.019
44	Motivate learners by means of constant and timeous feedback.	0.895
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	0.885
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	0.872
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	0.870
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	0.864
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	0.700
47	Provide clear, concise instructions to learners	0.628
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	0.587
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	0.534
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	0.395

No	Task/Statement	Z-score
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.386
16	Encourage interaction between learners and the facilitator.	0.363
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	0.357
8	Confirm understanding of the content through continuous questioning.	0.324
45	Praise independent thinking, but do not allow one learner to dominate the scene.	0.207
4	Clarify learner and facilitator expectations in the introductory phase of the course.	0.191
46	Praise the discussant behaviour you seek.	0.183
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	0.144
42	Make learners aware that they can learn from one another.	0.127
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	0.066
1	Apply innovative ideas to keep learners motivated throughout the course.	-0.018
51	Provide ongoing guidance to learners.	-0.067
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-0.097
36	Introduce yourself as facilitator with e-mail address and telephone number.	-0.243
7	Conclude the discussion by summarising main discussion points.	-0.336
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-0.353
2	Attune yourself to the group dynamics.	-0.378
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-0.417
37	Invite external subject matter experts to contribute towards learners' discussions.	-0.418
11	Create a friendly environment in which a climate for learning is promoted.	-0.480
31	Identify discussion points that the learners have not considered before.	-0.494
32	Inform learners about meeting times and virtual office hours.	-0.531
38	Invite subject matter experts to provide content-based explanations when required.	-0.577
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-0.587
30	Help learners connect content with prior knowledge and experience.	-0.686
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-0.767
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-0.786
13	Direct subject matter questions to the subject matter expert.	-0.983
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-1.180
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	-1.307
25	Explain to learners how to access the online course via the learning management system (LMS).	-1.334
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-1.340
18	Encourage learners to introduce themselves to each other.	-1.406
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the	-1.572

No	Task/Statement	Z-score
	courseware before the start of the course.	
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-1.607
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-1.615
5	Collate marks for assignments, tests, and group discussions.	-1.686
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-1.693
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-1.976

NORMALISED FACTOR SCORES FOR SUBGROUP 2 OF THE ONLINE FACILITATORS

No	Task/Statement	Z-score
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	2.071
1	Apply innovative ideas to keep learners motivated throughout the course.	1.767
44	Motivate learners by means of constant and timeous feedback.	1.615
11	Create a friendly environment in which a climate for learning is promoted.	1.401
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	1.401
30	Help learners connect content with prior knowledge and experience.	1.340
5	Collate marks for assignments, tests, and group discussions.	1.311
47	Provide clear, concise instructions to learners.	1.249
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1.188
51	Provide ongoing guidance to learners.	1.097
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	1.097
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1.036
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	0.974
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.945
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	0.884
3	Be available for learners and make your presence known so that learners don't feel isolated.	0.822
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	0.731
36	Introduce yourself as facilitator with e-mail address and telephone number.	0.731
16	Encourage interaction between learners and the facilitator.	0.670

No	Task/Statement	Z-score
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	0.456
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	0.427
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	0.366
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	0.304
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	0.304
25	Explain to learners how to access the online course via the learning management system (LMS).	0.243
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	0.214
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	0.214
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	0.091
8	Confirm understanding of the content through continuous questioning.	0.091
13	Direct subject matter questions to the subject matter expert.	0.000
40	Listen to and address learners' complaints.	0.000
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-0.214
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	-0.214
17	Encourage learners to collaborate with each other to generate solutions to problems.	-0.243
18	Encourage learners to introduce themselves to each other.	-0.243
7	Conclude the discussion by summarising main discussion points.	-0.275
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-0.304
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-0.304
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-0.456
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-0.456
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-0.518
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-0.518
32	Inform learners about meeting times and virtual office hours.	-0.579
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-0.579
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-0.609
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-0.822
2	Attune yourself to the group dynamics.	-0.884
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-1.036

No	Task/Statement	Z-score
38	Invite subject matter experts to provide content-based explanations when required.	-1.097
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-1.097
31	Identify discussion points that the learners have not considered before.	-1.188
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-1.188
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-1.249
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-1.311
42	Make learners aware that they can learn from one another.	-1.401
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-1.401
37	Invite external subject matter experts to contribute towards learners' discussions.	-1.463
20	Encourage learners to share their knowledge and experience with each other.	-1.554
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-1.767
46	Praise the discussant behaviour you seek.	-2.071

NORMALISED FACTOR SCORES FOR SUBGROUP 3 OF THE ONLINE FACILITATORS

No	Task/Statement	Z-score
3	Be available for learners and make your presence known so that learners don't feel isolated.	2.140
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1.894
44	Motivate learners by means of constant and timeous feedback.	1.605
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	1.605
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	1.605
36	Introduce yourself as facilitator with e-mail address and telephone number.	1.561
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	1.402
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	1.316
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	1.113
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	1.070
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	1.070
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	1.070
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	0.983

No	Task/Statement	Z-score
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	0.911
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	0.781
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	0.781
32	Inform learners about meeting times and virtual office hours.	0.492
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	0.405
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	0.376
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.333
7	Conclude the discussion by summarising main discussion points.	0.289
8	Confirm understanding of the content through continuous questioning.	0.289
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	0.289
38	Invite subject matter experts to provide content-based explanations when required.	0.289
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	0.246
42	Make learners aware that they can learn from one another.	0.246
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	0.202
47	Provide clear, concise instructions to learners	0.159
45	Praise independent thinking, but do not allow one learner to dominate the scene.	0.130
40	Listen to and address learners' complaints.	0.087
20	Encourage learners to share their knowledge and experience with each other.	0.043
5	Collate marks for assignments, tests, and group discussions.	0.000
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	0.000
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	0.000
37	Invite external subject matter experts to contribute towards learners' discussions.	-0.202
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-0.289
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	-0.289
17	Encourage learners to collaborate with each other to generate solutions to problems.	-0.429
51	Provide ongoing guidance to learners.	-0.622
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-0.622
18	Encourage learners to introduce themselves to each other.	-0.737
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-0.781
13	Direct subject matter questions to the subject matter expert.	-0.781
25	Explain to learners how to access the online course via the learning management system (LMS).	-0.824
31	Identify discussion points that the learners have not considered before.	-0.868
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-0.911

No	Task/Statement	Z-score
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-0.911
16	Encourage interaction between learners and the facilitator.	-0.983
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-1.026
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-1.026
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-1.070
30	Help learners connect content with prior knowledge and experience.	-1.113
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-1.113
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-1.113
11	Create a friendly environment in which a climate for learning is promoted.	-1.272
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-1.316
46	Praise the discussant behaviour you seek.	-1.316
1	Apply innovative ideas to keep learners motivated throughout the course.	-1.402
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-1.561
2	Attune yourself to the group dynamics.	-2.140

NORMALISED FACTOR SCORES FOR SUBGROUP 4 OF THE ONLINE FACILITATORS

No	Statement	Z-score
1	Apply innovative ideas to keep learners motivated throughout the course.	1.751
2	Attune yourself to the group dynamics.	1.751
3	Be available for learners and make your presence known so that learners don't feel isolated.	1.751
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1.751
11	Create a friendly environment in which a climate for learning is promoted.	1.313
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	1.313
25	Explain to learners how to access the online course via the learning management system (LMS).	1.313
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	1.313
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	1.313
40	Listen to and address learners' complaints.	1.313
5	Collate marks for assignments, tests, and group discussions.	0.875
44	Motivate learners by means of constant and timeous feedback.	0.875
47	Provide clear, concise instructions to learners	0.875
51	Provide ongoing guidance to learners.	0.875
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	0.875

No	Statement	Z-score
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	0.875
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	0.875
7	Conclude the discussion by summarising main discussion points.	0.438
8	Confirm understanding of the content through continuous questioning.	0.438
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	0.438
13	Direct subject matter questions to the subject matter expert.	0.438
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	0.438
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	0.438
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	0.438
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	0.438
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	0.000
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.000
30	Help learners connect content with prior knowledge and experience.	0.000
31	Identify discussion points that the learners have not considered before.	0.000
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	0.000
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	0.000
37	Invite external subject matter experts to contribute towards learners' discussions.	0.000
38	Invite subject matter experts to provide content-based explanations when required.	0.000
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	0.000
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	0.000
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-0.438
16	Encourage interaction between learners and the facilitator.	-0.438
17	Encourage learners to collaborate with each other to generate solutions to problems.	-0.438
32	Inform learners about meeting times and virtual office hours.	-0.438
42	Make learners aware that they can learn from one another.	-0.438
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-0.438
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-0.438
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-0.438
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-0.875
18	Encourage learners to introduce themselves to each other.	-0.875

No	Statement	Z-score
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-0.875
20	Encourage learners to share their knowledge and experience with each other.	-0.875
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-0.875
46	Praise the discussant behaviour you seek.	-0.875
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-0.875
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	-1.313
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-1.313
36	Introduce yourself as facilitator with e-mail address and telephone number.	-1.313
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-1.313
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-1.313
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-1.313
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-1.751
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-1.751
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-1.751
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-1.751

NORMALISED FACTOR SCORES FOR SUBGROUP 5 OF THE ONLINE FACILITATORS

No	Task/Statement	Z-score
11	Create a friendly environment in which a climate for learning is promoted.	1.956
36	Introduce yourself as facilitator with e-mail address and telephone number.	1.802
3	Be available for learners and make your presence known so that learners don't feel isolated.	1.737
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1.737
18	Encourage learners to introduce themselves to each other.	1.493
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	1.338
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	1.119
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	1.119
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	1.055
25	Explain to learners how to access the online course via the learning management system (LMS).	0.901
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	0.901

No	Task/Statement	Z-score
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, email, etc.	0.901
17	Encourage learners to collaborate with each other to generate solutions to problems.	0.837
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	0.837
47	Provide clear, concise instructions to learners	0.810
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	0.746
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	0.746
40	Listen to and address learners' complaints.	0.682
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	0.592
32	Inform learners about meeting times and virtual office hours.	0.502
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	0.463
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	0.463
20	Encourage learners to share their knowledge and experience with each other.	0.463
16	Encourage interaction between learners and the facilitator.	0.373
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	0.309
2	Attune yourself to the group dynamics.	0.245
8	Confirm understanding of the content through continuous questioning.	0.245
42	Make learners aware that they can learn from one another.	0.219
44	Motivate learners by means of constant and timeous feedback.	0.219
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	0.154
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	0.064
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	0.000
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-0.064
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-0.090
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-0.154
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-0.309
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-0.373
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-0.437
13	Direct subject matter questions to the subject matter expert.	-0.463
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-0.528
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	-0.592

No	Task/Statement	Z-score
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	-0.592
31	Identify discussion points that the learners have not considered before.	-0.592
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-0.618
51	Provide ongoing guidance to learners.	-0.682
30	Help learners connect content with prior knowledge and experience.	-0.764
1	Apply innovative ideas to keep learners motivated throughout the course.	-0.837
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-0.901
37	Invite external subject matter experts to contribute towards learners' discussions.	-0.965
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-0.991
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-1.184
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-1.210
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-1.274
38	Invite subject matter experts to provide content-based explanations when required.	-1.428
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-1.428
46	Praise the discussant behaviour you seek.	-1.428
7	Conclude the discussion by summarising main discussion points.	-1.493
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-1.583
5	Collate marks for assignments, tests, and group discussions.	-1.956
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-2.111

NORMALISED FACTOR SCORES FOR SUBGROUP 1 OF THE ONLINE LEARNERS

No	Task/Statement	Z-score
4	Clarify learner and facilitator expectations in the introductory phase of the course.	2.164
3	Be available for learners and make your presence known so that learners don't feel isolated.	1.891
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	1.688
8	Confirm understanding of the content through continuous questioning.	1.623
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1.587
11	Create a friendly environment in which a climate for learning is promoted.	1.431
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	1.392
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	1.259
17	Encourage learners to collaborate with each other to generate solutions to problems.	1.173
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the	1.082

No	Task/Statement	Z-score
	courseware before the start of the course.	
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	1.028
13	Direct subject matter questions to the subject matter expert.	0.926
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	0.900
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.851
7	Conclude the discussion by summarising main discussion points.	0.772
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	0.723
2	Attune yourself to the group dynamics.	0.606
5	Collate marks for assignments, tests, and group discussions.	0.579
25	Explain to learners how to access the online course via the learning management system (LMS).	0.562
16	Encourage interaction between learners and the facilitator.	0.541
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	0.504
20	Encourage learners to share their knowledge and experience with each other.	0.476
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	0.476
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	0.450
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	0.450
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	0.306
1	Apply innovative ideas to keep learners motivated throughout the course.	0.302
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	0.010
32	Inform learners about meeting times and virtual office hours.	-0.081
36	Introduce yourself as facilitator with e-mail address and telephone number.	-0.091
38	Invite subject matter experts to provide content-based explanations when required.	-0.156
51	Provide ongoing guidance to learners.	-0.246
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-0.269
40	Listen to and address learners' complaints.	-0.348
30	Help learners connect content with prior knowledge and experience.	-0.385
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-0.440
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-0.440
31	Identify discussion points that the learners have not considered before.	-0.578
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-0.606
47	Provide clear, concise instructions to learners	-0.606
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-0.632
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-0.653
44	Motivate learners by means of constant and timeous feedback.	-0.659

No	Task/Statement	Z-score
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-0.697
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-0.738
42	Make learners aware that they can learn from one another.	-0.854
37	Invite external subject matter experts to contribute towards learners' discussions.	-0.862
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-0.900
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-0.975
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-1.001
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-1.066
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-1.103
18	Encourage learners to introduce themselves to each other.	-1.222
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-1.238
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-1.238
46	Praise the discussant behaviour you seek.	-1.275
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-1.329
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-1.394
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-1.779
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-1.907

NORMALISED FACTOR SCORES FOR SUBGROUP 2 OF THE ONLINE LEARNERS

No	Task/Statement	Z-score
31	Identify discussion points that the learners have not considered before.	1.705
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	1.621
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	1.485
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	1.445
38	Invite subject matter experts to provide content-based explanations when required.	1.405
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	1.387
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	1.280
47	Provide clear, concise instructions to learners	1.196
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	1.182
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	1.171

No	Task/Statement	Z-score
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	1.127
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	1.098
8	Confirm understanding of the content through continuous questioning.	1.046
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1.003
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	0.984
7	Conclude the discussion by summarising main discussion points.	0.907
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	0.896
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	0.809
51	Provide ongoing guidance to learners.	0.783
37	Invite external subject matter experts to contribute towards learners' discussions.	0.607
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	0.523
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	0.468
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	0.457
30	Help learners connect content with prior knowledge and experience.	0.358
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	0.329
44	Motivate learners by means of constant and timeous feedback.	0.234
40	Listen to and address learners' complaints.	0.194
5	Collate marks for assignments, tests, and group discussions.	0.084
16	Encourage interaction between learners and the facilitator.	-0.055
1	Apply innovative ideas to keep learners motivated throughout the course.	-0.110
17	Encourage learners to collaborate with each other to generate solutions to problems.	-0.124
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	-0.153
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-0.165
20	Encourage learners to share their knowledge and experience with each other.	-0.329
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-0.373
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-0.387
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-0.402
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-0.425
18	Encourage learners to introduce themselves to each other.	-0.454
3	Be available for learners and make your presence known so that learners don't feel isolated.	-0.520
25	Explain to learners how to access the online course via the learning management system (LMS).	-0.549
11	Create a friendly environment in which a climate for learning is promoted.	-0.561
13	Direct subject matter questions to the subject matter expert.	-0.578
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-0.633

No	Task/Statement	Z-score
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-0.699
4	Clarify learner and facilitator expectations in the introductory phase of the course.	-0.740
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-0.824
32	Inform learners about meeting times and virtual office hours.	-0.827
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-0.922
46	Praise the discussant behaviour you seek.	-0.926
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-1.072
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-1.240
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-1.367
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-1.459
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-1.474
2	Attune yourself to the group dynamics.	-1.485
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-1.639
36	Introduce yourself as facilitator with e-mail address and telephone number.	-1.691
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-1.749
42	Make learners aware that they can learn from one another.	-1.774

NORMALISED FACTOR SCORES FOR SUBGROUP 3 OF THE ONLINE LEARNERS

No	Task/Statement	Z-score
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	1.919
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1.774
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	1.693
2	Attune yourself to the group dynamics.	1.629
17	Encourage learners to collaborate with each other to generate solutions to problems.	1.629
1	Apply innovative ideas to keep learners motivated throughout the course.	1.403
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1.322
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	1.322
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	1.177
30	Help learners connect content with prior knowledge and experience.	1.113
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	1.113
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	1.113

No	Task/Statement	Z-score
8	Confirm understanding of the content through continuous questioning.	1.032
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.806
18	Encourage learners to introduce themselves to each other.	0.678
7	Conclude the discussion by summarising main discussion points.	0.516
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	0.516
37	Invite external subject matter experts to contribute towards learners' discussions.	0.435
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	0.435
31	Identify discussion points that the learners have not considered before.	0.371
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	0.307
13	Direct subject matter questions to the subject matter expert.	0.290
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	0.290
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	0.290
46	Praise the discussant behaviour you seek.	0.226
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	0.226
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	0.209
58	Thank the learners for their contribution, no matter whether correct or incorrect.	0.162
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	0.162
20	Encourage learners to share their knowledge and experience with each other.	0.145
45	Praise independent thinking, but do not allow one learner to dominate the scene.	0.081
38	Invite subject matter experts to provide content-based explanations when required.	0.064
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	0.000
47	Provide clear, concise instructions to learners	-0.064
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-0.145
25	Explain to learners how to access the online course via the learning management system (LMS).	-0.290
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	-0.290
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-0.371
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-0.371
44	Motivate learners by means of constant and timeous feedback.	-0.516
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-0.516
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	-0.516
3	Be available for learners and make your presence known so that learners don't feel isolated.	-0.597
11	Create a friendly environment in which a climate for learning is promoted.	-0.597
36	Introduce yourself as facilitator with e-mail address and telephone number.	-0.661
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-0.742

No	Task/Statement	Z-score
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-0.823
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-0.968
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	-1.032
42	Make learners aware that they can learn from one another.	-1.032
16	Encourage interaction between learners and the facilitator.	-1.113
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-1.177
32	Inform learners about meeting times and virtual office hours.	-1.322
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-1.403
40	Listen to and address learners' complaints.	-1.484
5	Collate marks for assignments, tests, and group discussions.	-1.548
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-1.548
51	Provide ongoing guidance to learners.	-1.629
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-1.629
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-2.064

NORMALISED FACTOR SCORES FOR SUBGROUP 4 OF THE ONLINE LEARNERS

No	Task/Statement	Z-score
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	2.240
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	1.984
1	Apply innovative ideas to keep learners motivated throughout the course.	1.931
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1.928
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	1.781
16	Encourage interaction between learners and the facilitator.	1.354
47	Provide clear, concise instructions to learners	1.224
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	1.077
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	0.997
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	0.990
25	Explain to learners how to access the online course via the learning management system (LMS).	0.899
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	0.793
36	Introduce yourself as facilitator with e-mail address and telephone number.	0.772

No	Task/Statement	Z-score
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	0.700
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	0.574
32	Inform learners about meeting times and virtual office hours.	0.537
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	0.526
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	0.525
44	Motivate learners by means of constant and timeous feedback.	0.389
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	0.302
30	Help learners connect content with prior knowledge and experience.	0.296
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	0.169
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	0.168
18	Encourage learners to introduce themselves to each other.	0.151
20	Encourage learners to share their knowledge and experience with each other.	0.142
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	0.068
31	Identify discussion points that the learners have not considered before.	0.067
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	0.044
17	Encourage learners to collaborate with each other to generate solutions to problems.	0.037
40	Listen to and address learners' complaints.	0.021
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	0.010
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-0.015
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-0.107
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-0.121
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-0.124
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-0.142
38	Invite subject matter experts to provide content-based explanations when required.	-0.158
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-0.234
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-0.291
42	Make learners aware that they can learn from one another.	-0.312
8	Confirm understanding of the content through continuous questioning.	-0.327
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-0.401
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-0.515
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	-0.561
3	Be available for learners and make your presence known so that learners don't feel isolated.	-0.593

No	Task/Statement	Z-score
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-0.610
46	Praise the discussant behaviour you seek.	-0.617
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-0.658
7	Conclude the discussion by summarising main discussion points.	-0.679
37	Invite external subject matter experts to contribute towards learners' discussions.	-0.707
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-1.101
13	Direct subject matter questions to the subject matter expert.	-1.188
11	Create a friendly environment in which a climate for learning is promoted.	-1.203
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-1.406
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-1.459
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-1.463
5	Collate marks for assignments, tests, and group discussions.	-1.879
51	Provide ongoing guidance to learners.	-1.911
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-1.944
2	Attune yourself to the group dynamics.	-1.968

NORMALISED FACTOR SCORES FOR SUBGROUP 5 OF THE ONLINE LEARNERS

No	Statement	Z-score
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	1.871
36	Introduce yourself as facilitator with e-mail address and telephone number.	1.813
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	1.754
37	Invite external subject matter experts to contribute towards learners' discussions.	1.695
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1.462
7	Conclude the discussion by summarising main discussion points.	1.403
8	Confirm understanding of the content through continuous questioning.	1.403
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	1.286
1	Apply innovative ideas to keep learners motivated throughout the course.	1.227
38	Invite subject matter experts to provide content-based explanations when required.	1.169
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	0.994
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	0.936
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	0.877
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	0.877

No	Statement	Z-score
3	Be available for learners and make your presence known so that learners don't feel isolated.	0.818
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	0.701
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	0.642
4	Clarify learner and facilitator expectations in the introductory phase of the course.	0.585
16	Encourage interaction between learners and the facilitator.	0.585
2	Attune yourself to the group dynamics.	0.409
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	0.350
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	0.350
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	0.350
11	Create a friendly environment in which a climate for learning is promoted.	0.292
17	Encourage learners to collaborate with each other to generate solutions to problems.	0.292
47	Provide clear, concise instructions to learners	0.235
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	0.235
44	Motivate learners by means of constant and timeous feedback.	0.117
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	0.000
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	0.000
32	Inform learners about meeting times and virtual office hours.	-0.059
40	Listen to and address learners' complaints.	-0.117
42	Make learners aware that they can learn from one another.	-0.117
18	Encourage learners to introduce themselves to each other.	-0.176
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-0.235
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	-0.292
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-0.350
51	Provide ongoing guidance to learners.	-0.350
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-0.350
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-0.409
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	-0.409
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-0.468
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-0.585
20	Encourage learners to share their knowledge and experience with each other.	-0.701
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	-0.877
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	-0.877

No	Statement	Z-score
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-0.936
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-0.936
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-0.994
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-0.994
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	-1.110
30	Help learners connect content with prior knowledge and experience.	-1.110
13	Direct subject matter questions to the subject matter expert.	-1.169
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-1.227
31	Identify discussion points that the learners have not considered before.	-1.227
25	Explain to learners how to access the online course via the learning management system (LMS).	-1.462
5	Collate marks for assignments, tests, and group discussions.	-1.636
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-1.813
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-1.871
46	Praise the discussant behaviour you seek.	-1.871

Addendum J

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 1 OF THE ONLINE FACILITATORS

The areas highlighted in blue in the following tables, denote those statements that are higher than average of the other subgroups. The remaining statements are either equal to or below the average of the other subgroups.

Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01)		Factor 1 n=7		Factor 2 n=2		Factor 3 n=2		Factor 4 n=1		Factor 5 n=2	
No	Statement	RNK	Z	RNK	Z	RNK	Z	RNK	Z	RNK	Z
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	4	1.47	-3	-0.61	-5	-1.11	-5	-1.31	-2	-0.53
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	3	1.31	-4	-1.10	1	0.00	-1	0.00	-3	-0.90
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1	0.19	3	1.19	4	1.89	4	1.75	4	1.74
46	Praise the discussant behaviour you seek.	1	0.18	-5	-2.07	-5	-1.32	-4	-0.88	-5	-1.43
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	1	0.14	-5	-1.19	-5	-1.11	3	1.31	-4	-0.99
1	Apply innovative ideas to keep learners motivated throughout the course.	1	-0.02	4	1.77	-5	-1.40	4	1.75	-3	-0.84
36	Introduce yourself as facilitator with e-mail address and telephone number.	-1	-0.24	2	0.73	3	1.56	-5	-1.31	4	1.80
11	Create a friendly environment in which a climate for learning is promoted.	-2	-0.48	4	1.40	-5	-1.27	3	1.31	4	1.96
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-4	-1.18	1	0.09	3	0.98	-1	0.00	2	0.75
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	-5	-1.31	3	1.04	1	0.29	1	0.44	2	0.46

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 2 OF THE ONLINE FACILITATORS

No	Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01) — Statement	Factor 1 n=7 RNK	Z	Factor 2 n=2 RNK	Z	Factor 3 n=2 RNK	Z	Factor 4 n=1 RNK	Z	Factor 5 n=2 RNK	Z
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	-5	-1.57	4	2.07	2	0.40	-5	-1.31	2	0.46
30	Help learners connect content with prior knowledge and experience.	-3	-0.69	3	1.34	-5	-1.11	-1	0.00	-3	-0.75
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-5	-1.61	-2	-0.30	3	1.32	3	1.31	-5	-2.11

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 3 OF THE ONLINE FACILITATORS

No	Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01) — Statement	Factor 1 n=7 RNK	Z	Factor 2 n=2 RNK	Z	Factor 3 n=2 RNK	Z	Factor 4 n=1 RNK	Z	Factor 5 n=2 RNK	Z
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	-0.77	-3	-0.82	4	1.60	-2	-0.44	1	0.06
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-3	-0.79	-2	-0.52	4	1.60	-5	-1.31	-1	-0.15
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	1	0.07	-2	-0.30	2	0.91	-5	-1.75	1	-0.06
11	Create a friendly environment in which a climate for learning is promoted.	-2	-0.48	4	1.40	-5	-1.27	3	1.31	4	1.96
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	3	0.89	1	0.21	-5	-1.32	1	0.44	2	0.84
2	Attune yourself to the group dynamics.	-2	-0.38	-3	-0.88	-5	-2.14	4	1.75	1	0.24

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 4 OF THE ONLINE FACILITATORS

Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01)		Factor 1 n=7		Factor 2 n=2		Factor 3 n=2		Factor 4 n=1		Factor 5 n=2	
No	Statement	RNK	Z	RNK	Z	RNK	Z	RNK	Z	RNK	Z
2	Attune yourself to the group dynamics.	-2	-0.38	-3	-0.88	-5	-2.14	4	1.75	1	0.24
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	1	0.14	-5	-1.19	-5	-1.11	3	1.31	-4	-0.99
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	-1.62	-5	-1.40	-5	-0.91	2	0.88	-5	-1.18
36	Introduce yourself as facilitator with email address and telephone number.	-1	-0.24	2	0.73	3	1.56	-5	-1.31	4	1.80
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	1	0.07	-2	-0.30	2	0.91	-5	-1.75	1	-0.06

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 5 OF THE ONLINE FACILITATORS

Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01)		Factor 1 n=7		Factor 2 n=2		Factor 3 n=2		Factor 4 n=1		Factor 5 n=2	
No	Statement	RNK	Z	RNK	Z	RNK	Z	RNK	Z	RNK	Z
18	Encourage learners to introduce themselves to each other.	-5	-1.41	-1	-0.24	-2	-0.74	-4	-0.88	4	1.49
7	Conclude the discussion by summarising main discussion points.	-2	-0.34	-2	-0.27	1	0.29	1	0.44	-5	-1.49
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	2	0.53	1	0.30	3	1.11	-1	0.00	-5	-1.58

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 1 OF THE ONLINE LEARNERS

The areas highlighted in purple in the following tables, denote the distinguishing characteristics for each subgroup.

No	Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01) — Statement	Factor 1 n=3 RNK	Z	Factor 2 n=3 RNK	Z	Factor 3 n=2 RNK	Z	Factor 4 n=4 RNK	Z	Factor 5 n=2 RNK	Z
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	1.89	-2	-0.52	-3	-0.60	-3	-0.59	2	0.82
11	Create a friendly environment in which a climate for learning is promoted.	3	1.43	-2	-0.56	-3	-0.60	-5	-1.20	1	0.29
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	3	1.26	-2	-0.42	-5	-1.55	-5	-1.10	1	0.00
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	1	0.45	4	1.45	-4	-1.03	4	1.98	-3	-0.88
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	-0.70	4	1.62	1	0.29	3	0.99	4	1.87
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-4	-1.00	3	1.39	1	0.23	-2	-0.14	1	0.23

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 2 OF THE ONLINE LEARNERS

No	Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01) — Statement	Factor 1 n=3 RNK	Z	Factor 2 n=3 RNK	Z	Factor 3 n=2 RNK	Z	Factor 4 n=4 RNK	Z	Factor 5 n=2 RNK	Z
31	Identify discussion points that the learners have not considered before.	-2	-0.58	4	1.71	2	0.37	1	0.07	-5	-1.23
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-4	-1.00	3	1.39	1	0.23	-2	-0.14	1	0.23

Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01)		Factor 1 n=3		Factor 2 n=3		Factor 3 n=2		Factor 4 n=4		Factor 5 n=2	
No	**Statement**	**RNK**	**Z**	**RNK**	**Z**	**RNK**	**Z**	**RNK**	**Z**	**RNK**	**Z**
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	-0.65	3	1.18	1	0.29	-1	-0.12	-2	-0.35
51	Provide ongoing guidance to learners.	1	-0.25	2	0.78	-5	-1.63	-5	-1.91	-2	-0.35
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	2.16	-3	-0.74	4	1.77	4	1.93	2	0.59
36	Introduce yourself as facilitator with e-mail address and telephone number.	1	-0.09	-5	-1.69	-3	-0.66	3	0.77	4	1.81

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 3 OF THE ONLINE LEARNERS

Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01)		Factor 1 n=3		Factor 2 n=3		Factor 3 n=2		Factor 4 n=4		Factor 5 n=2	
No	**Statement**	**RNK**	**Z**	**RNK**	**Z**	**RNK**	**Z**	**RNK**	**Z**	**RNK**	**Z**
2	Attune yourself to the group dynamics.	2	0.61	-5	-1.49	4	1.63	-5	-1.97	2	0.41
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-2	-0.44	-5	-1.46	3	1.11	-3	-0.66	-3	-0.94
46	Praise the discussant behaviour you seek.	-5	-1.27	-4	-0.96	1	0.23	-3	-0.62	-5	-1.87
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	-1.39	-3	-0.82	1	0.16	-5	-1.94	-5	-1.81
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	2	0.50	3	1.17	-2	-0.52	3	0.79	2	0.88
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	3	1.39	3	1.28	-3	-0.82	2	0.17	2	0.35
16	Encourage interaction between learners and the facilitator.	2	0.54	1	-0.05	-5	-1.11	3	1.35	2	0.59
40	Listen to and address learners' complaints.	1	-0.35	1	0.19	-5	-1.48	1	0.02	1	-0.12
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-3	-0.90	-4	-0.92	-5	-2.06	2	0.57	-4	-0.99

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 4 OF THE ONLINE LEARNERS

No	Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01) Statement	Factor 1 n=3		Factor 2 n=3		Factor 3 n=2		Factor 4 n=4		Factor 5 n=2	
		RNK	Z	RNK	Z	RNK	Z	RNK	Z	RNK	Z
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-5	-1.78	2	0.46	2	0.31	4	1.78	-5	-1.23
36	Introduce yourself as facilitator with e-mail address and telephone number.	1	-0.09	-5	-1.69	-3	-0.66	3	0.77	4	1.81
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-3	-0.90	-4	-0.92	-5	-2.06	2	0.57	-4	-0.99
8	Confirm understanding of the content through continuous questioning.	4	1.62	3	1.05	3	1.03	-2	-0.33	3	1.40
7	Conclude the discussion by summarising main discussion points.	2	0.77	2	0.91	2	0.52	-4	-0.68	3	1.40

DISTINGUISHING CHARACTERISTICS OF SUBGROUP 5 OF THE ONLINE LEARNERS

No	Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01) Statement	Factor 1 n=3		Factor 2 n=3		Factor 3 n=2		Factor 4 n=4		Factor 5 n=2	
		RNK	Z	RNK	Z	RNK	Z	RNK	Z	RNK	Z
36	Introduce yourself as facilitator with e-mail address and telephone number.	1	-0.09	-5	-1.69	-3	-0.66	3	0.77	4	1.81
37	Invite external subject matter experts to contribute towards learners' discussions.	-3	-0.86	2	0.61	2	0.43	-4	-0.71	4	1.70
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-2	-0.44	-1	-0.37	-2	-0.37	1	0.01	3	0.94
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	1.89	-2	-0.52	-3	-0.60	-3	-0.59	2	0.82

Group 1 Statements significantly different than overall mean @ p<0.5 (bold @<0.01)		Factor 1 n=3		Factor 2 n=3		Factor 3 n=2		Factor 4 n=4		Factor 5 n=2	
No	**Statement**	RNK	Z	RNK	Z	RNK	Z	RNK	Z	RNK	Z
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	2.16	-3	-0.74	4	1.77	4	1.93	2	0.59
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-4	-0.97	-5	-1.07	3	1.32	3	1.08	1	0.00
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	3	1.08	3	1.10	4	1.92	4	2.24	-3	-0.88
25	Explain to learners how to access the online course via the learning management system (LMS).	2	0.56	-2	-0.55	-2	-0.29	3	0.90	-5	-1.46

Addendum K

No	Statement	Score	Note
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	High
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	4	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	4	High
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	4	High
40	Listen to and address learners' complaints.	4	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	3	High
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	3	High
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	3	High
17	Encourage learners to collaborate with each other to generate solutions to problems.	3	High
20	Encourage learners to share their knowledge and experience with each other.	3	High
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	3	High
44	Motivate learners by means of constant and timeous feedback.	3	High
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	3	High
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	2	High
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	2	High
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	2	High
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	2	High
47	Provide clear, concise instructions to learners	2	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	2	High
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	2	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	2	High

No	Statement	Score	Note
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	High
16	Encourage interaction between learners and the facilitator.	2	High
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	1	High
8	Confirm understanding of the content through continuous questioning.	1	High
45	Praise independent thinking, but do not allow one learner to dominate the scene.	1	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	1	High
46	Praise the discussant behaviour you seek.	1	High
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	1	High
42	Make learners aware that they can learn from one another.	1	High
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	1	High
1	Apply innovative ideas to keep learners motivated throughout the course.	-1	Low
51	Provide ongoing guidance to learners.	-1	Low
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-1	Low
36	Introduce yourself as facilitator with e-mail address and telephone number.	-1	Low
7	Conclude the discussion by summarising main discussion points.	-2	Low
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-2	Low
2	Attune yourself to the group dynamics.	-2	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-2	Low
37	Invite external subject matter experts to contribute towards learners' discussions.	-2	Low
11	Create a friendly environment in which a climate for learning is promoted.	-2	Low
31	Identify discussion points that the learners have not considered before.	-2	Low
32	Inform learners about meeting times and virtual office hours.	-2	Low
38	Invite subject matter experts to provide content-based explanations when required.	-3	Low
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-3	Low
30	Help learners connect content with prior knowledge and experience.	-3	Low
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	Low
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-3	Low
13	Direct subject matter questions to the subject matter expert.	-4	Low
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-4	Low
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	-5	Low
25	Explain to learners how to access the online course via the learning management system (LMS).	-5	Low
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-5	Low
18	Encourage learners to introduce themselves to each other.	-5	Low
15	Distribute courseware, well in advance – learners must have time to familiarise themselves	-5	Low

No	Statement	Score	Note
	with the courseware before the start of the course.		
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-5	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	Low
5	Collate marks for assignments, tests, and group discussions.	-5	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	Low
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 2 OF THE ONLINE FACILITATORS

No	Statement	Score	Note
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	4	High
1	Apply innovative ideas to keep learners motivated throughout the course.	4	High
44	Motivate learners by means of constant and timeous feedback.	4	High
11	Create a friendly environment in which a climate for learning is promoted.	4	High
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	4	High
30	Help learners connect content with prior knowledge and experience.	3	High
5	Collate marks for assignments, tests, and group discussions.	3	High
47	Provide clear, concise instructions to learners	3	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	3	High
51	Provide ongoing guidance to learners.	3	High
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	3	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	3	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	3	High
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	2	High
3	Be available for learners and make your presence known so that learners don't feel isolated.	2	High
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	2	High
36	Introduce yourself as facilitator with e-mail address and telephone number.	2	High
16	Encourage interaction between learners and the facilitator.	2	High

No	Statement	Score	Note
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	2	High
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	2	High
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	2	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	1	High
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	1	High
25	Explain to learners how to access the online course via the learning management system (LMS).	1	High
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	1	High
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	1	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	1	High
8	Confirm understanding of the content through continuous questioning.	1	High
13	Direct subject matter questions to the subject matter expert.	1	Average
40	Listen to and address learners' complaints.	1	Average
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	1	Low
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	1	Low
17	Encourage learners to collaborate with each other to generate solutions to problems.	-1	Low
18	Encourage learners to introduce themselves to each other.	-1	Low
7	Conclude the discussion by summarising main discussion points.	-2	Low
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-2	Low
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-2	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-2	Low
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-2	Low
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-2	Low
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-2	Low
32	Inform learners about meeting times and virtual office hours.	-3	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-3	Low
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-3	Low
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	Low

No	Statement	Score	Note
2	Attune yourself to the group dynamics.	-3	Low
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, email, etc.	-3	Low
38	Invite subject matter experts to provide content-based explanations when required.	-4	Low
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-4	Low
31	Identify discussion points that the learners have not considered before.	-5	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-5	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	Low
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-5	Low
42	Make learners aware that they can learn from one another.	-5	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	Low
37	Invite external subject matter experts to contribute towards learners' discussions.	-5	Low
20	Encourage learners to share their knowledge and experience with each other.	-5	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	Low
46	Praise the discussant behaviour you seek.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 3 OF THE ONLINE FACILITATORS

No	Statement	Score	Note
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	High
44	Motivate learners by means of constant and timeous feedback.	4	High
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	4	High
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	4	High
36	Introduce yourself as facilitator with e-mail address and telephone number.	3	High
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	3	High
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	3	High
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	3	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	3	High

No	Statement	Score	Note
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	3	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	3	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	3	High
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	2	High
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	2	High
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	2	High
32	Inform learners about meeting times and virtual office hours.	2	High
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	2	High
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	2	High
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	High
7	Conclude the discussion by summarising main discussion points.	1	High
8	Confirm understanding of the content through continuous questioning.	1	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1	High
38	Invite subject matter experts to provide content-based explanations when required.	1	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	1	High
42	Make learners aware that they can learn from one another.	1	High
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	1	High
47	Provide clear, concise instructions to learners	1	High
45	Praise independent thinking, but do not allow one learner to dominate the scene.	1	High
40	Listen to and address learners' complaints.	1	High
20	Encourage learners to share their knowledge and experience with each other.	1	High
5	Collate marks for assignments, tests, and group discussions.	1	Average
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	1	Average
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	1	Average
37	Invite external subject matter experts to contribute towards learners' discussions.	-1	Low
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	Low
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	-2	Low
17	Encourage learners to collaborate with each other to generate solutions to problems.	-2	Low
51	Provide ongoing guidance to learners.	-2	Low
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-2	Low
18	Encourage learners to introduce themselves to each other.	-2	Low

No	Statement	Score	Note
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-2	Low
13	Direct subject matter questions to the subject matter expert.	-2	Low
25	Explain to learners how to access the online course via the learning management system (LMS).	-3	Low
31	Identify discussion points that the learners have not considered before.	-3	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-3	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-3	Low
16	Encourage interaction between learners and the facilitator.	-3	Low
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-4	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-4	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	Low
30	Help learners connect content with prior knowledge and experience.	-5	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-5	Low
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-5	Low
11	Create a friendly environment in which a climate for learning is promoted.	-5	Low
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-5	Low
46	Praise the discussant behaviour you seek.	-5	Low
1	Apply innovative ideas to keep learners motivated throughout the course.	-5	Low
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-5	Low
2	Attune yourself to the group dynamics.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 4 OF THE ONLINE FACILITATORS

No	Statement	Score	Note
1	Apply innovative ideas to keep learners motivated throughout the course.	4	High
2	Attune yourself to the group dynamics.	4	High
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	High
11	Create a friendly environment in which a climate for learning is promoted.	3	High
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	3	High
25	Explain to learners how to access the online course via the learning management system (LMS).	3	High

No	Statement	Score	Note
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	3	High
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	3	High
40	Listen to and address learners' complaints.	3	High
5	Collate marks for assignments, tests, and group discussions.	2	High
44	Motivate learners by means of constant and timeous feedback.	2	High
47	Provide clear, concise instructions to learners.	2	High
51	Provide ongoing guidance to learners.	2	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	2	High
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	2	High
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	2	High
7	Conclude the discussion by summarising main discussion points.	1	High
8	Confirm understanding of the content through continuous questioning.	1	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	1	High
13	Direct subject matter questions to the subject matter expert.	1	High
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	1	High
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	1	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	1	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	1	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-1	Average
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	-1	Average
30	Help learners connect content with prior knowledge and experience.	-1	Average
31	Identify discussion points that the learners have not considered before.	-1	Average
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	-1	Average
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-1	Average
37	Invite external subject matter experts to contribute towards learners' discussions.	-1	Average
38	Invite subject matter experts to provide content-based explanations when required.	-1	Average
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-1	Average
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-1	Average
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-2	Low
16	Encourage interaction between learners and the facilitator.	-2	Low
17	Encourage learners to collaborate with each other to generate solutions to problems.	-2	Low

No	Statement	Score	Note
32	Inform learners about meeting times and virtual office hours.	-2	Low
42	Make learners aware that they can learn from one another.	-2	Low
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-2	Low
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-2	Low
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-4	Low
18	Encourage learners to introduce themselves to each other.	-4	Low
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-4	Low
20	Encourage learners to share their knowledge and experience with each other.	-4	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-4	Low
46	Praise the discussant behaviour you seek.	-4	Low
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-4	Low
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	-5	Low
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-5	Low
36	Introduce yourself as facilitator with e-mail address and telephone number.	-5	Low
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-5	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-5	Low
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-5	Low
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-5	Low
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-5	Low
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-5	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 5 OF THE ONLINE FACILITATORS

No	Statement	Score	Note
11	Create a friendly environment in which a climate for learning is promoted.	4	High
36	Introduce yourself as facilitator with e-mail address and telephone number.	4	High
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	High

No	Statement	Score	Note
18	Encourage learners to introduce themselves to each other.	4	High
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	3	High
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	3	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	3	High
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	3	High
25	Explain to learners how to access the online course via the learning management system (LMS).	3	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	3	High
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	3	High
17	Encourage learners to collaborate with each other to generate solutions to problems.	2	High
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	2	High
47	Provide clear, concise instructions to learners	2	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	2	High
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	2	High
40	Listen to and address learners' complaints.	2	High
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	2	High
32	Inform learners about meeting times and virtual office hours.	2	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	2	High
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	2	High
20	Encourage learners to share their knowledge and experience with each other.	2	High
16	Encourage interaction between learners and the facilitator.	1	High
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	1	High
2	Attune yourself to the group dynamics.	1	High
8	Confirm understanding of the content through continuous questioning.	1	High
42	Make learners aware that they can learn from one another.	1	High
44	Motivate learners by means of constant and timeous feedback.	1	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	1	High
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	1	High
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	1	Average
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	1	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	1	Low

No	Statement	Score	Note
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-1	Low
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	Low
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-2	Low
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-2	Low
13	Direct subject matter questions to the subject matter expert.	-2	Low
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-2	Low
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	-2	Low
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	-2	Low
31	Identify discussion points that the learners have not considered before.	-2	Low
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-3	Low
51	Provide ongoing guidance to learners.	-2	Low
30	Help learners connect content with prior knowledge and experience.	-3	Low
1	Apply innovative ideas to keep learners motivated throughout the course.	-3	Low
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-3	Low
37	Invite external subject matter experts to contribute towards learners' discussions.	-4	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-4	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	Low
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-5	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	Low
38	Invite subject matter experts to provide content-based explanations when required.	-5	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-5	Low
46	Praise the discussant behaviour you seek.	-5	Low
7	Conclude the discussion by summarising main discussion points.	-5	Low
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-5	Low
5	Collate marks for assignments, tests, and group discussions.	-5	Low
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 1 OF THE ONLINE LEARNERS

No	Statement	Score	Note
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	High
3	Be available for learners and make your presence known so that learners don't feel isolated.	4	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	4	High
8	Confirm understanding of the content through continuous questioning.	4	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	4	High
11	Create a friendly environment in which a climate for learning is promoted.	3	High
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	3	High
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	3	High
17	Encourage learners to collaborate with each other to generate solutions to problems.	3	High
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	3	High
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	3	High
13	Direct subject matter questions to the subject matter expert.	3	High
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	3	High
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	High
7	Conclude the discussion by summarising main discussion points.	2	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	2	High
2	Attune yourself to the group dynamics.	2	High
5	Collate marks for assignments, tests, and group discussions.	2	High
25	Explain to learners how to access the online course via the learning management system (LMS).	2	High
16	Encourage interaction between learners and the facilitator.	2	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	2	High
20	Encourage learners to share their knowledge and experience with each other.	2	High
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	2	High
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	1	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	1	High
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	1	High
1	Apply innovative ideas to keep learners motivated throughout the course.	1	High
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	1	High
32	Inform learners about meeting times and virtual office hours.	1	Low
36	Introduce yourself as facilitator with e-mail address and telephone number.	1	Low
38	Invite subject matter experts to provide content-based explanations when required.	1	Low

No	Statement	Score	Note
51	Provide ongoing guidance to learners.	1	Low
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	1	Low
40	Listen to and address learners' complaints.	1	Low
30	Help learners connect content with prior knowledge and experience.	-1	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-2	Low
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-2	Low
31	Identify discussion points that the learners have not considered before.	-2	Low
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-2	Low
47	Provide clear, concise instructions to learners	-2	Low
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-2	Low
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	Low
44	Motivate learners by means of constant and timeous feedback.	-2	Low
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	-3	Low
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-3	Low
42	Make learners aware that they can learn from one another.	-3	Low
37	Invite external subject matter experts to contribute towards learners' discussions.	-3	Low
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-3	Low
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-4	Low
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-4	Low
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-5	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-5	Low
18	Encourage learners to introduce themselves to each other.	-5	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-5	Low
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-5	Low
46	Praise the discussant behaviour you seek.	-5	Low
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-5	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	Low
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-5	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 2 OF THE ONLINE LEARNERS

No	Statement	Score	Note
31	Identify discussion points that the learners have not considered before.	4	High
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	4	High
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	4	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	4	High
38	Invite subject matter experts to provide content-based explanations when required.	4	High
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	3	High
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	3	High
47	Provide clear, concise instructions to learners	3	High
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	3	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	3	High
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	3	High
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	3	High
8	Confirm understanding of the content through continuous questioning.	3	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	2	High
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	2	High
7	Conclude the discussion by summarising main discussion points.	2	High
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	2	High
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	2	High
51	Provide ongoing guidance to learners.	2	High
37	Invite external subject matter experts to contribute towards learners' discussions.	2	High
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	2	High
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	2	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	2	High
30	Help learners connect content with prior knowledge and experience.	1	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	1	High
44	Motivate learners by means of constant and timeous feedback.	1	High
40	Listen to and address learners' complaints.	1	High
5	Collate marks for assignments, tests, and group discussions.	1	High

No	Statement	Score	Note
16	Encourage interaction between learners and the facilitator.	1	Low
1	Apply innovative ideas to keep learners motivated throughout the course.	1	Low
17	Encourage learners to collaborate with each other to generate solutions to problems.	1	Low
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	1	Low
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	1	Low
20	Encourage learners to share their knowledge and experience with each other.	1	Low
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-1	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-2	Low
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	-2	Low
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-2	Low
18	Encourage learners to introduce themselves to each other.	-2	Low
3	Be available for learners and make your presence known so that learners don't feel isolated.	-2	Low
25	Explain to learners how to access the online course via the learning management system (LMS).	-2	Low
11	Create a friendly environment in which a climate for learning is promoted.	-2	Low
13	Direct subject matter questions to the subject matter expert.	-2	Low
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	-3	Low
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-3	Low
4	Clarify learner and facilitator expectations in the introductory phase of the course.	-3	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-3	Low
32	Inform learners about meeting times and virtual office hours.	-3	Low
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-4	Low
46	Praise the discussant behaviour you seek.	-4	Low
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	-5	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-5	Low
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-5	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-5	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	Low
2	Attune yourself to the group dynamics.	-5	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	Low

No	Statement	Score	Note
36	Introduce yourself as facilitator with e-mail address and telephone number.	-5	Low
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-5	Low
42	Make learners aware that they can learn from one another.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 3 OF THE ONLINE LEARNERS

No	Statement	Score	Note
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	4	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	High
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	4	High
2	Attune yourself to the group dynamics.	4	High
17	Encourage learners to collaborate with each other to generate solutions to problems.	4	High
1	Apply innovative ideas to keep learners motivated throughout the course.	3	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	3	High
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	3	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	3	High
30	Help learners connect content with prior knowledge and experience.	3	High
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	3	High
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	3	High
8	Confirm understanding of the content through continuous questioning.	3	High
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	High
18	Encourage learners to introduce themselves to each other.	2	High
7	Conclude the discussion by summarising main discussion points.	2	High
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	2	High
37	Invite external subject matter experts to contribute towards learners' discussions.	2	High
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	2	High
31	Identify discussion points that the learners have not considered before.	2	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	2	High
13	Direct subject matter questions to the subject matter expert.	1	High
48	Provide constructive individual feedback to the learners regarding their marks for	1	High

No	Statement	Score	Note
	assignments, tests, and group discussions.		
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	1	High
46	Praise the discussant behaviour you seek.	1	High
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	1	High
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	1	High
58	Thank the learners for their contribution, no matter whether correct or incorrect.	1	High
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	1	High
20	Encourage learners to share their knowledge and experience with each other.	1	High
45	Praise independent thinking, but do not allow one learner to dominate the scene.	1	High
38	Invite subject matter experts to provide content-based explanations when required.	1	High
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	1	Average
47	Provide clear, concise instructions to learners	1	Low
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	-1	Low
25	Explain to learners how to access the online course via the learning management system (LMS).	-2	Low
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	-2	Low
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	-2	Low
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	-2	Low
44	Motivate learners by means of constant and timeous feedback.	-2	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-2	Low
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	-2	Low
3	Be available for learners and make your presence known so that learners don't feel isolated.	-3	Low
11	Create a friendly environment in which a climate for learning is promoted.	-3	Low
36	Introduce yourself as facilitator with e-mail address and telephone number.	-3	Low
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	-3	Low
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	-3	Low
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-3	Low
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	-4	Low
42	Make learners aware that they can learn from one another.	-4	Low
16	Encourage interaction between learners and the facilitator.	-5	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	Low
32	Inform learners about meeting times and virtual office hours.	-5	Low
23	Establish an instructional bond and rapport with the learners that will reinforce their	-5	Low

No	Statement	Score	Note
	sense of commitment to specific learning objectives of the course.		
40	Listen to and address learners' complaints.	-5	Low
5	Collate marks for assignments, tests, and group discussions.	-5	Low
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-5	Low
51	Provide ongoing guidance to learners.	-5	Low
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	-5	Low
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 4 OF THE ONLINE LEARNERS

No	Statement	Score	Note
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	4	High
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	4	High
1	Apply innovative ideas to keep learners motivated throughout the course.	4	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	4	High
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	4	High
16	Encourage interaction between learners and the facilitator.	3	High
47	Provide clear, concise instructions to learners	3	High
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	3	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	3	High
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	3	High
25	Explain to learners how to access the online course via the learning management system (LMS).	3	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	3	High
36	Introduce yourself as facilitator with e-mail address and telephone number.	3	High
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	2	High
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	2	High
32	Inform learners about meeting times and virtual office hours.	2	High
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	2	High

No	Statement	Score	Note
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	2	High
44	Motivate learners by means of constant and timeous feedback.	2	High
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	2	High
30	Help learners connect content with prior knowledge and experience.	2	High
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	2	High
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	2	High
18	Encourage learners to introduce themselves to each other.	1	High
20	Encourage learners to share their knowledge and experience with each other.	1	High
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	1	High
31	Identify discussion points that the learners have not considered before.	1	High
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	1	High
17	Encourage learners to collaborate with each other to generate solutions to problems.	1	High
40	Listen to and address learners' complaints.	1	High
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	1	High
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	1	Low
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	1	Low
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	1	Low
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-1	Low
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	-2	Low
38	Invite subject matter experts to provide content-based explanations when required.	-2	Low
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-2	Low
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-2	Low
42	Make learners aware that they can learn from one another.	-2	Low
8	Confirm understanding of the content through continuous questioning.	-2	Low
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-2	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-2	Low
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	-3	Low
3	Be available for learners and make your presence known so that learners don't feel isolated.	-3	Low
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	-3	Low

No	Statement	Score	Note
46	Praise the discussant behaviour you seek.	-3	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-3	Low
7	Conclude the discussion by summarising main discussion points.	-4	Low
37	Invite external subject matter experts to contribute towards learners' discussions.	-4	Low
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	-5	Low
13	Direct subject matter questions to the subject matter expert.	-5	Low
11	Create a friendly environment in which a climate for learning is promoted.	-5	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-5	Low
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	-5	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-5	Low
5	Collate marks for assignments, tests, and group discussions.	-5	Low
51	Provide ongoing guidance to learners.	-5	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	Low
2	Attune yourself to the group dynamics.	-5	Low

SUMMARY PROFILE FOR SUBGROUP 5 OF THE ONLINE LEARNERS

No	Statement	Score	Note
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	4	High
36	Introduce yourself as facilitator with e-mail address and telephone number.	4	High
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	4	High
37	Invite external subject matter experts to contribute towards learners' discussions.	4	High
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	4	High
7	Conclude the discussion by summarising main discussion points.	3	High
8	Confirm understanding of the content through continuous questioning.	3	High
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	3	High
1	Apply innovative ideas to keep learners motivated throughout the course.	3	High
38	Invite subject matter experts to provide content-based explanations when required.	3	High
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	3	High
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	3	High
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	2	High
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	2	High
3	Be available for learners and make your presence known so that learners don't feel	2	High

No	Statement	Score	Note
	isolated.		
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	2	High
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	2	High
4	Clarify learner and facilitator expectations in the introductory phase of the course.	2	High
16	Encourage interaction between learners and the facilitator.	2	High
2	Attune yourself to the group dynamics.	2	High
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	2	High
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	2	High
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	2	High
11	Create a friendly environment in which a climate for learning is promoted.	1	High
17	Encourage learners to collaborate with each other to generate solutions to problems.	1	High
47	Provide clear, concise instructions to learners	1	High
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	1	High
44	Motivate learners by means of constant and timeous feedback.	1	High
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	1	Average
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	1	Average
32	Inform learners about meeting times and virtual office hours.	1	Low
40	Listen to and address learners' complaints.	1	Low
42	Make learners aware that they can learn from one another.	1	Low
18	Encourage learners to introduce themselves to each other.	1	Low
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	-1	Low
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	-2	Low
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	-2	Low
51	Provide ongoing guidance to learners.	-2	Low
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	-2	Low
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	-2	Low
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	-2	Low
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	-2	Low
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	-2	Low
20	Encourage learners to share their knowledge and experience with each other.	-3	Low

No	Statement	Score	Note
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	-3	Low
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	-3	Low
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	-3	Low
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	-3	Low
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	-4	Low
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	-4	Low
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	-5	Low
30	Help learners connect content with prior knowledge and experience.	-5	Low
13	Direct subject matter questions to the subject matter expert.	-5	Low
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	-5	Low
31	Identify discussion points that the learners have not considered before.	-5	Low
25	Explain to learners how to access the online course via the learning management system (LMS).	-5	Low
5	Collate marks for assignments, tests, and group discussions.	-5	Low
58	Thank the learners for their contribution, no matter whether correct or incorrect.	-5	Low
45	Praise independent thinking, but do not allow one learner to dominate the scene.	-5	Low
46	Praise the discussant behaviour you seek.	-5	Low

Addendum L

Name: Discourse Managers

More important	Role	Less important	Role
Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator
Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist	Collate marks for assignments, tests, and group discussions.	Administrator
Encourage interaction between learners and the facilitator.	Conversationalist	Inform learners about meeting times and virtual office hours.	Administrator
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator
Encourage learners to share their knowledge and experience with each other.	Guide	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator
Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide	Conclude the discussion by summarising main discussion points.	Conversationalist
Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide	Identify discussion points that the learners have not considered before.	Guide

More important	Role	Less important	Role
Provide clear, concise instructions to learners	Guide	Provide ongoing guidance to learners.	Guide
Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide	Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide
Praise the discussant behaviour you seek.	Guide	Help learners connect content with prior knowledge and experience.	Guide
Make learners aware that they can learn from one another.	Guide	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Introduce yourself as facilitator with e-mail address and telephone number.	Host
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager	Create a friendly environment in which a climate for learning is promoted.	Host
Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host
Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager	Encourage learners to introduce themselves to each other.	Host
Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager	Attune yourself to the group dynamics.	Host
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager
Motivate learners by means of constant and timeous feedback.	Motivator	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager

More important	Role	Less important	Role
Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager
Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer	Apply innovative ideas to keep learners motivated throughout the course.	Motivator
Confirm understanding of the content through continuous questioning.	Quality Assurer	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator
Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer
Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer	Direct subject matter questions to the subject matter expert.	Supporter
Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter	Explain to learners how to access the online course via the learning management system (LMS).	Supporter
Encourage learners to collaborate with each other to generate solutions to problems.	Supporter	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter	Invite external subject matter experts to contribute towards learners' discussions.	Supporter
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter	Invite subject matter experts to provide content-based explanations when required.	Supporter
Listen to and address learners' complaints.	Supporter		
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter		

ROLE CATEGORISATION FOR SUBGROUP 2 OF THE ONLINE FACILITATORS

Name: Assimilators

More important	Role	Less important	Role
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator	Inform learners about meeting times and virtual office hours.	Administrator
Collate marks for assignments, tests, and group discussions.	Administrator	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Encourage interaction between learners and the facilitator.	Conversationalist	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator
Help learners connect content with prior knowledge and experience.	Guide	Conclude the discussion by summarising main discussion points.	Conversationalist
Provide clear, concise instructions to learners	Guide	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist
Provide ongoing guidance to learners.	Guide	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist
Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide	Identify discussion points that the learners have not considered before.	Guide
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide
Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide	Encourage learners to share their knowledge and experience with each other.	Guide

More important	Role	Less important	Role
Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide
Create a friendly environment in which a climate for learning is promoted.	Host	Praise the discussant behaviour you seek.	Guide
Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host	Make learners aware that they can learn from one another.	Guide
Introduce yourself as facilitator with e-mail address and telephone number.	Host	Encourage learners to introduce themselves to each other.	Host
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager	Attune yourself to the group dynamics.	Host
Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager
Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager
Apply innovative ideas to keep learners motivated throughout the course.	Motivator	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager
Motivate learners by means of constant and timeous feedback.	Motivator	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager

More important	Role	Less important	Role
Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Confirm understanding of the content through continuous questioning.	Quality Assurer	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer
Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
Explain to learners how to access the online course via the learning management system (LMS).	Supporter	Encourage learners to collaborate with each other to generate solutions to problems.	Supporter
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter	Invite subject matter experts to provide content-based explanations when required.	Supporter
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter	Invite external subject matter experts to contribute towards learners' discussions.	Supporter

ROLE CATEGORISATION FOR SUBGROUP 3 OF THE ONLINE FACILITATORS

Name: Event Managers

More important	Role	Less important	Role
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Inform learners about meeting times and virtual office hours.	Administrator	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator

More important	Role	Less important	Role
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist	Encourage interaction between learners and the facilitator.	Conversationalist
Conclude the discussion by summarising main discussion points.	Conversationalist	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Identify discussion points that the learners have not considered before.	Guide
Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide	Encourage learners to collaborate with each other to generate solutions to problems.	Guide
Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide	Provide ongoing guidance to learners.	Guide
Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide	Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide
Provide clear, concise instructions to learners	Guide	Help learners connect content with prior knowledge and experience.	Guide
Encourage learners to share their knowledge and experience with each other.	Guide	Praise the discussant behaviour you seek.	Guide
Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide	Encourage learners to introduce themselves to each other.	Host
Make learners aware that they can learn from one another.	Guide	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Introduce yourself as facilitator with e-mail address and telephone number.	Host	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Create a friendly environment in which a climate for learning is promoted.	Host

More important	Role	Less important	Role
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager	Attune yourself to the group dynamics.	Host
Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager
Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager
Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager
Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager	Apply innovative ideas to keep learners motivated throughout the course.	Motivator
Motivate learners by means of constant and timeous feedback.	Motivator	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator
Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer
Confirm understanding of the content through continuous questioning.	Quality Assurer	Direct subject matter questions to the subject matter expert.	Supporter
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer	Explain to learners how to access the online course via the learning management system (LMS).	Supporter
Ensure that the learners are familiar	Supporter	Invite external subject matter experts	Supporter

More important	Role	Less important	Role
with all the online learning tools that they will use for the duration of the course.		to contribute towards learners' discussions.	
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter		
Invite subject matter experts to provide content-based explanations when required.	Supporter		
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter		
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter		
Listen to and address learners' complaints.	Supporter		

ROLE CATEGORISATION FOR SUBGROUP 4 OF THE ONLINE FACILITATORS

Name: Data Inspectors

More important	Role	Less important	Role
Collate marks for assignments, tests, and group discussions.	Administrator	Inform learners about meeting times and virtual office hours.	Administrator
Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist	Encourage interaction between learners and the facilitator.	Conversationalist
Conclude the discussion by summarising main discussion points.	Conversationalist	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist
Provide clear, concise instructions to learners	Guide	Encourage learners to collaborate with each other to generate solutions to problems.	Guide
Provide ongoing guidance to learners.	Guide	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know	Guide

More important	Role	Less important	Role
		and what you need to know?"	
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Encourage learners to share their knowledge and experience with each other.	Guide
Create a friendly environment in which a climate for learning is promoted.	Host	Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide
Attune yourself to the group dynamics.	Host	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide
Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager	Praise the discussant behaviour you seek.	Guide
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Make learners aware that they can learn from one another.	Guide
Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager	Encourage learners to introduce themselves to each other.	Host
Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager	Introduce yourself as facilitator with e-mail address and telephone number.	Host
Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host
Apply innovative ideas to keep learners motivated throughout the course.	Motivator	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Motivate learners by means of constant and timeous feedback.	Motivator	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager
Confirm understanding of the content through continuous questioning.	Quality Assurer	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the	Quality Assurer	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment	Motivator

More important	Role	Less important	Role
learner discovers knowledge.		to specific learning objectives of the course.	
Direct subject matter questions to the subject matter expert.	Supporter	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator
Explain to learners how to access the online course via the learning management system (LMS).	Supporter	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer
Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer
Listen to and address learners' complaints.	Supporter	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Supporter
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter

ROLE CATEGORISATION FOR SUBGROUP 5 OF THE ONLINE FACILITATORS

Name: Hosts

More important	Role	Less important	Role
Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Inform learners about meeting times and virtual office hours.	Administrator	Collate marks for assignments, tests, and group discussions.	Administrator
Encourage interaction between learners and the facilitator.	Conversationalist	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator

More important	Role	Less important	Role
Encourage learners to collaborate with each other to generate solutions to problems.	Guide	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist
Provide clear, concise instructions to learners	Guide	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist
Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist
Encourage learners to share their knowledge and experience with each other.	Guide	Conclude the discussion by summarising main discussion points.	Conversationalist
Make learners aware that they can learn from one another.	Guide	Identify discussion points that the learners have not considered before.	Guide
Create a friendly environment in which a climate for learning is promoted.	Host	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide
Introduce yourself as facilitator with e-mail address and telephone number.	Host	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide
Encourage learners to introduce themselves to each other.	Host	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide
Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host	Provide ongoing guidance to learners.	Guide
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Help learners connect content with prior knowledge and experience.	Guide
Attune yourself to the group dynamics.	Host	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Praise the discussant behaviour you seek.	Guide

More important	Role	Less important	Role
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager
Motivate learners by means of constant and timeous feedback.	Motivator	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager
Confirm understanding of the content through continuous questioning.	Quality Assurer	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Apply innovative ideas to keep learners motivated throughout the course.	Motivator
Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Supporter	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer
Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer
Explain to learners how to access the online course via the learning management system (LMS).	Supporter	Direct subject matter questions to the subject matter expert.	Supporter

More important	Role	Less important	Role
Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter	Invite external subject matter experts to contribute towards learners' discussions.	Supporter
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter	Invite subject matter experts to provide content-based explanations when required.	Supporter
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter		
Listen to and address learners' complaints.	Supporter		
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter		

ROLE CATEGORISATION FOR SUBGROUP 1 OF THE ONLINE LEARNERS

Name: The Independents

More important	Role	Less important	Role
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Collate marks for assignments, tests, and group discussions.	Administrator	Inform learners about meeting times and virtual office hours.	Administrator
Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator
Conclude the discussion by summarising main discussion points.	Conversationalist	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist
Encourage interaction between learners and the facilitator.	Conversationalist	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist

More important	Role	Less important	Role
Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist
Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide	Identify discussion points that the learners have not considered before.	Guide
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Provide ongoing guidance to learners.	Guide
Encourage learners to share their knowledge and experience with each other.	Guide	Help learners connect content with prior knowledge and experience.	Guide
Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide	Provide clear, concise instructions to learners	Guide
Create a friendly environment in which a climate for learning is promoted.	Host	Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide
Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Praise the discussant behaviour you seek.	Guide
Attune yourself to the group dynamics.	Host	Make learners aware that they can learn from one another.	Guide
Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager	Introduce yourself as facilitator with e-mail address and telephone number.	Host
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Encourage learners to introduce themselves to each other.	Host
Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Apply innovative ideas to keep learners motivated throughout the course.	Motivator	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager

More important	Role	Less important	Role
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager
Confirm understanding of the content through continuous questioning.	Quality Assurer	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager
Direct subject matter questions to the subject matter expert.	Supporter	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager
Encourage learners to collaborate with each other to generate solutions to problems.	Supporter	Motivate learners by means of constant and timeous feedback.	Motivator
Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Explain to learners how to access the online course via the learning management system (LMS).	Supporter	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer
		Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
		Invite subject matter experts to provide content-based explanations when required.	Supporter
		Invite external subject matter experts to contribute towards learners'	Supporter

More important	Role	Less important	Role
		discussions.	
		Listen to and address learners' complaints.	Supporter

ROLE CATEGORISATION FOR SUBGROUP 2 OF THE ONLINE LEARNERS

Name: Quality Seekers

More important	Role	Less important	Role
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Collate marks for assignments, tests, and group discussions.	Administrator	Inform learners about meeting times and virtual office hours.	Administrator
Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator
Conclude the discussion by summarising main discussion points.	Conversationalist	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator
Identify discussion points that the learners have not considered before.	Guide	Encourage interaction between learners and the facilitator.	Conversationalist
Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist
Provide clear, concise instructions to learners	Guide	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist
Provide ongoing guidance to learners.	Guide	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide
Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide
Help learners connect content with prior knowledge and experience.	Guide	Encourage learners to share their knowledge and experience with each other.	Guide
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Praise the discussant behaviour you seek.	Guide

More important	Role	Less important	Role
Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide	Make learners aware that they can learn from one another.	Guide
Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Encourage learners to introduce themselves to each other.	Host
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager	Create a friendly environment in which a climate for learning is promoted.	Host
Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Motivate learners by means of constant and timeous feedback.	Motivator	Introduce yourself as facilitator with e-mail address and telephone number.	Host
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator	Be available for learners and make your presence known so that learners don't feel isolated.	Host
Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer	Attune yourself to the group dynamics.	Host
Confirm understanding of the content through continuous questioning.	Quality Assurer	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager
Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager

More important	Role	Less important	Role
Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter	Apply innovative ideas to keep learners motivated throughout the course.	Motivator
Invite subject matter experts to provide content-based explanations when required.	Supporter	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator
Invite external subject matter experts to contribute towards learners' discussions.	Supporter	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter	Direct subject matter questions to the subject matter expert.	Supporter
Listen to and address learners' complaints.	Supporter	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
		Encourage learners to collaborate with each other to generate solutions to problems.	Supporter
		Explain to learners how to access the online course via the learning management system (LMS).	Supporter
		Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter
		Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter

ROLE CATEGORISATION FOR SUBGROUP 3 OF THE ONLINE LEARNERS

Name: Reward Pursuers

More important	Role	Less important	Role
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator	Collate marks for assignments, tests, and group discussions.	Administrator
Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator	Inform learners about meeting times and virtual office hours.	Administrator
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator
Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator
Conclude the discussion by summarising main discussion points.	Conversationalist	Encourage interaction between learners and the facilitator.	Conversationalist
Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist	Provide clear, concise instructions to learners	Guide
Identify discussion points that the learners have not considered before.	Guide	Provide ongoing guidance to learners.	Guide
Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Make learners aware that they can learn from one another.	Guide
Help learners connect content with prior knowledge and experience.	Guide	Create a friendly environment in which a climate for learning is promoted.	Host
Facilitate learning events that take place in real time (where learners are logged on at the same time)	Guide	Introduce yourself as facilitator with e-mail address and telephone number.	Host

More important	Role	Less important	Role
and set the tone of the discussion.			
Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host
Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide	Be available for learners and make your presence known so that learners don't feel isolated.	Host
Encourage learners to share their knowledge and experience with each other.	Guide	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager
Praise the discussant behaviour you seek.	Guide	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager
Encourage learners to introduce themselves to each other.	Host	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager
Thank the learners for their contribution, no matter whether correct or incorrect.	Host	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager
Attune yourself to the group dynamics.	Host	Motivate learners by means of constant and timeous feedback.	Motivator
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator
Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer
Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer
Apply innovative ideas to keep learners motivated throughout the course.	Motivator	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator	Explain to learners how to access the online course via the learning management system (LMS).	Supporter

More important	Role	Less important	Role
Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter
Confirm understanding of the content through continuous questioning.	Quality Assurer	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter
Praise independent thinking, but do not allow one learner to dominate the scene.	Quality Assurer	Listen to and address learners' complaints.	Supporter
Direct subject matter questions to the subject matter expert.	Supporter		
Encourage learners to collaborate with each other to generate solutions to problems.	Supporter		
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter		
Invite external subject matter experts to contribute towards learners' discussions.	Supporter		
Invite subject matter experts to provide content-based explanations when required.	Supporter		

ROLE CATEGORISATION FOR SUBGROUP 4 OF THE ONLINE LEARNERS

Name: Protocol Supporters

More important	Role	Less important	Role
Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator	Collate marks for assignments, tests, and group discussions.	Administrator

More important	Role	Less important	Role
Inform learners about meeting times and virtual office hours.	Administrator	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator
Encourage interaction between learners and the facilitator.	Conversationalist	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist
Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist	Conclude the discussion by summarising main discussion points.	Conversationalist
Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	Conversationalist	Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide
Identify discussion points that the learners have not considered before.	Guide	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide
Provide clear, concise instructions to learners	Guide	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide
Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide	Provide ongoing guidance to learners.	Guide
Help learners connect content with prior knowledge and experience.	Guide	Praise the discussant behaviour you seek.	Guide
Encourage learners to share their knowledge and experience with each other.	Guide	Make learners aware that they can learn from one another.	Guide
Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	Host
Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide	Create a friendly environment in which a climate for learning is promoted.	Host
Introduce yourself as facilitator with e-mail address and telephone	Host	Thank the learners for their contribution, no matter whether	Host

More important	Role	Less important	Role
number.		correct or incorrect.	
Encourage learners to introduce themselves to each other.	Host	Be available for learners and make your presence known so that learners don't feel isolated.	Host
Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager	Attune yourself to the group dynamics.	Host
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager
Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager
Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager
Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Apply innovative ideas to keep learners motivated throughout the course.	Motivator	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer
Motivate learners by means of constant and timeous feedback.	Motivator	Confirm understanding of the content through continuous questioning.	Quality Assurer
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Direct subject matter questions to the subject matter expert.	Supporter

More important	Role	Less important	Role
Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
Explain to learners how to access the online course via the learning management system (LMS).	Supporter	Invite subject matter experts to provide content-based explanations when required.	Supporter
Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter	Invite external subject matter experts to contribute towards learners' discussions.	Supporter
Encourage learners to collaborate with each other to generate solutions to problems.	Supporter	Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter		
Listen to and address learners' complaints.	Supporter		

ROLE CATEGORISATION FOR SUBGROUP 5 OF THE ONLINE LEARNERS

Name: The Dependents

More important	Role	Less important	Role
Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Manager	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	Administrator
Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Manager	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	Administrator
Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	Conversationalist	Direct subject matter questions to the subject matter expert.	Supporter
Conclude the discussion by summarising main discussion points.	Conversationalist	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Manager

More important	Role	Less important	Role
Encourage interaction between learners and the facilitator.	Conversationalist	Collate marks for assignments, tests, and group discussions.	Administrator
Confirm understanding of the content through continuous questioning.	Quality Assurer	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	Quality Assurer
Encourage learners to collaborate with each other to generate solutions to problems.	Supporter	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	Supporter
Provide clear, concise instructions to learners	Guide	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	Conversationalist
Provide tips and guidelines to assist learners in achieving the learning outcomes.	Guide	Identify discussion points that the learners have not considered before.	Guide
Introduce yourself as facilitator with e-mail address and telephone number.	Host	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	Supporter
Invite external subject matter experts to contribute towards learners' discussions.	Supporter	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	Guide
Invite subject matter experts to provide content-based explanations when required.	Supporter	Provide ongoing guidance to learners.	Guide
Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Manager	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	Guide
Clarify learner and facilitator expectations in the introductory phase of the course.	Supporter	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	Guide
Create a friendly environment in which a climate for learning is promoted.	Host	Encourage learners to share their knowledge and experience with each other.	Guide
Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	Quality Assurer	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	Guide
Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Manager	Help learners connect content with prior knowledge and experience.	Guide

More important	Role	Less important	Role
Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Manager	Explain to learners how to access the online course via the learning management system (LMS).	Supporter
Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	Guide	Inform learners about meeting times and virtual office hours.	Administrator
Apply innovative ideas to keep learners motivated throughout the course.	Motivator	Encourage learners to introduce themselves to each other.	Host
Be available for learners and make your presence known so that learners don't feel isolated.	Host	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	Supporter
Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Motivator	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	Administrator
Motivate learners by means of constant and timeous feedback.	Motivator	Thank the learners for their contribution, no matter whether correct or incorrect.	Host
Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Motivator	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Manager
Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	Quality Assurer	Praise independent thinking, but do not allow one learner to dominate the scene.	Motivator
Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	Quality Assurer	Praise the discussant behaviour you seek.	Guide
Attune yourself to the group dynamics.	Host	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Manager
Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	Administrator	Listen to and address learners' complaints.	Supporter
		Make learners aware that they can learn from one another.	Guide
		Follow-up and provide answers and guidance to unsolved matters or concerns.	Supporter

Addendum M

UNIQUE TASK AND ROLE SELECTIONS BY THE ONLINE FACILITATORS

| No | MOST Important Elements | Subgroups | | | | | | Total |
		Roles	G1	G2	G3	G4	G5	
5	Collate marks for assignments, tests, and group discussions.	A	0	1	0	1	0	2
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	A	0	0	0	0	0	0
32	Inform learners about meeting times and virtual office hours.	A	0	0	1	0	1	2
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	A	0	0	0	0	1	1
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	A	0	0	0	1	0	1
7	Conclude the discussion by summarising main discussion points.	C	0	0	1	1	0	2
16	Encourage interaction between learners and the facilitator.	C	1	1	0	0	1	3
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	C	1	0	0	0	0	1
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	C	1	0	0	0	0	1
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	C	1	1	1	1	0	4
17	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	G	1	0	1	0	0	2
19	Encourage learners to share their knowledge and experience with each other.	G	1	0	1	0	1	3
20	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	G	1	1	1	1	0	4

No	MOST Important Elements	Subgroups							Total
		Roles	G1	G2	G3	G4	G5		
26	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	G	1	1	1	0	0		3
27	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	G	1	1	1	0	0		3
28	Help learners connect content with prior knowledge and experience.	G	0	1	0	0	0		1
30	Identify discussion points that the learners have not considered before.	G	0	0	0	0	0		0
31	Make learners aware that they can learn from one another.	G	1	0	1	0	1		3
42	Praise the discussant behaviour you seek.	G	1	0	0	0	0		1
46	Provide clear, concise instructions to learners	G	1	1	1	1	1		5
47	Provide ongoing guidance to learners.	G	0	1	0	1	0		2
51	Provide tips and guidelines to assist learners in achieving the learning outcomes.	G	0	1	0	0	1		2
52	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	G	0	0	1	0	0		1
57	Attune yourself to the group dynamics.	H	0	0	0	1	1		2
2	Be available for learners and make your presence known so that learners don't feel isolated.	H	1	1	1	1	1		5
3	Create a friendly environment in which a climate for learning is promoted.	H	0	1	0	1	1		3
11	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	H	0	1	0	0	1		2
12	Encourage learners to introduce themselves to each other.	H	0	0	0	0	1		1
18	Introduce yourself as facilitator with e-mail address and telephone number.	H	0	1	1	0	1		3
36	Thank the learners for their contribution, no matter whether correct or incorrect.	H	0	0	0	0	0		0
58	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Ma	0	1	1	0	1		3
1	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Ma	0	0	1	1	0		2
6	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Ma	1	1	0	1	1		4
22	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Ma	1	0	0	1	0		2

No	MOST Important Elements	Roles	G1	G2	G3	G4	G5	Total
24	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Ma	0	0	1	1	0	2
35	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Ma	1	1	1	0	0	3
39	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Ma	1	0	1	0	0	2
43	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Ma	1	0	0	1	1	3
54	Apply innovative ideas to keep learners motivated throughout the course.	Mo	0	1	0	1	0	2
56	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Mo	1	1	0	0	1	3
23	Motivate learners by means of constant and timeous feedback.	Mo	1	1	1	1	1	5
44	Praise independent thinking, but do not allow one learner to dominate the scene.	Mo	1	0	1	0	0	2
45	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Mo	0	0	1	0	1	2
48	Confirm understanding of the content through continuous questioning.	QA	1	1	1	1	1	5
8	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	QA	0	1	1	1	1	4
9	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	QA	1	1	0	0	0	2
10	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	QA	1	0	1	0	1	3
49	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	QA	1	1	0	0	0	2
50	Encourage learners to collaborate with each other to generate solutions to problems.	S	1	0	0	0	1	2
4	Clarify learner and facilitator expectations in the introductory phase of the course.	S	1	1	1	1	1	5
13	Direct subject matter questions to the subject matter expert.	S	0	0	0	1	0	1
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	S	0	1	1	0	1	3

No	MOST Important Elements	Roles	G1	G2	G3	G4	G5	Total
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	S	0	0	1	1	1	3
25	Explain to learners how to access the online course via the learning management system (LMS).	S	0	1	0	1	1	3
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	S	1	1	1	1	1	5
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	S	1	1	1	0	1	4
37	Invite external subject matter experts to contribute towards learners' discussions.	S	0	0	0	0	0	0
38	Invite subject matter experts to provide content-based explanations when required.	S	0	0	1	0	0	1
40	Listen to and address learners' complaints.	S	1	0	1	1	1	4
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	S	1	0	0	0	1	2

No	LEAST Important Elements	Roles	G1	G2	G3	G4	G5	Total
5	Collate marks for assignments, tests, and group discussions.	A	1	0	0	0	1	2
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	A	1	1	1	1	1	5
32	Inform learners about meeting times and virtual office hours.	A	1	1	0	1	0	3
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	A	1	1	0	0	0	2
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	A	1	1	1	0	1	4
7	Conclude the discussion by summarising main discussion points.	C	1	1	0	0	1	3
16	Encourage interaction between learners and the facilitator.	C	0	0	1	1	0	2
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	C	0	1	0	0	1	2
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	C	0	1	1	1	1	4

No	LEAST Important Elements	Roles	Subgroups					Total
			G1	G2	G3	G4	G5	
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	C	0	0	0	0	1	1
17	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	G	0	1	0	1	0	2
19	Encourage learners to share their knowledge and experience with each other.	G	0	1	0	1	0	2
20	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	G	0	0	0	0	1	1
26	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	G	0	0	0	1	1	2
27	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	G	0	0	0	0	1	1
28	Help learners connect content with prior knowledge and experience.	G	1	0	1	0	1	3
30	Identify discussion points that the learners have not considered before.	G	1	1	1	0	1	4
31	Make learners aware that they can learn from one another.	G	0	1	0	1	0	2
42	Praise the discussant behaviour you seek.	G	0	1	1	1	1	4
46	Provide clear, concise instructions to learners	G	0	0	0	0	0	0
47	Provide ongoing guidance to learners.	G	1	0	1	0	1	3
51	Provide tips and guidelines to assist learners in achieving the learning outcomes.	G	1	1	1	1	0	4
52	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	G	1	0	0	1	1	3
57	Attune yourself to the group dynamics.	H	1	1	1	0	0	3
2	Be available for learners and make your presence known so that learners don't feel isolated.	H	0	0	0	0	0	0
3	Create a friendly environment in which a climate for learning is promoted.	H	1	0	1	0	0	2
11	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	H	1	0	1	1	0	3
12	Encourage learners to introduce themselves to each other.	H	1	1	1	1	0	4
18	Introduce yourself as facilitator with e-mail address and telephone number.	H	1	0	0	1	0	2
36	Thank the learners for their contribution, no matter whether correct or incorrect.	H	1	1	1	1	1	5

ONE PERCEPTION DOESN'T FIT ALL

No	LEAST Important Elements	Roles	Subgroups					Total
			G1	G2	G3	G4	G5	
58	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Ma	1	0	0	0	0	1
1	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Ma	1	1	0	0	1	3
6	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Ma	0	0	1	0	0	1
22	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Ma	0	1	1	0	1	3
24	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Ma	1	1	0	0	1	3
35	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Ma	0	0	0	0	1	1
39	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Ma	0	1	0	1	1	3
43	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Ma	0	1	1	0	0	2
54	Apply innovative ideas to keep learners motivated throughout the course.	Mo	1	0	1	0	1	3
56	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Mo	0	0	1	1	0	2
23	Motivate learners by means of constant and timeous feedback.	Mo	0	0	0	0	0	0
44	Praise independent thinking, but do not allow one learner to dominate the scene.	Mo	0	1	0	1	1	3
45	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Mo	1	1	0	1	0	3
48	Confirm understanding of the content through continuous questioning.	QA	0	0	0	0	0	0
8	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	QA	1	0	0	0	0	1
9	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	QA	0	0	1	1	1	3
10	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	QA	0	1	0	1	0	2
49	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	QA	0	0	1	1	1	3

No	LEAST Important Elements	Roles	Subgroups					Total
			G1	G2	G3	G4	G5	
50	Encourage learners to collaborate with each other to generate solutions to problems.	S	0	1	1	1	0	3
4	Clarify learner and facilitator expectations in the introductory phase of the course.	S	0	0	0	0	0	0
13	Direct subject matter questions to the subject matter expert.	S	1	0	1	0	1	3
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	S	1	0	0	1	0	2
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	S	1	1	0	0	0	2
25	Explain to learners how to access the online course via the learning management system (LMS).	S	1	0	1	0	0	2
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	S	0	0	0	0	0	0
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	S	0	0	0	0	0	0
37	Invite external subject matter experts to contribute towards learners' discussions.	S	1	1	1	0	1	4
38	Invite subject matter experts to provide content-based explanations when required.	S	1	1	0	0	1	3
40	Listen to and address learners' complaints.	S	0	0	0	0	0	0
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	S	0	1	1	1	0	3

UNIQUE TASK AND ROLE SELECTIONS BY THE ONLINE LEARNERS

No	MOST Important Elements	Roles	G1	G2	G3	G4	G5	Total
5	Collate marks for assignments, tests, and group discussions.	A	1	1	0	0	0	2
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	A	1	0	1	0	1	3
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	A	1	1	0	1	0	3
32	Inform learners about meeting times and virtual office hours.	A	0	0	0	1	0	1
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	A	0	0	0	1	0	1

No	MOST Important Elements	Subgroups						Total
		Roles	G1	G2	G3	G4	G5	
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	A	0	0	1	0	0	1
7	Conclude the discussion by summarising main discussion points.	C	1	1	1	0	1	4
16	Encourage interaction between learners and the facilitator.	C	1	0	0	1	1	3
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	C	0	1	1	0	0	2
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	C	0	0	1	1	1	3
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	C	0	0	1	1	0	2
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	G	1	1	1	0	0	3
20	Encourage learners to share their knowledge and experience with each other.	G	1	0	1	1	0	3
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	G	1	1	1	1	0	4
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	G	1	0	1	0	0	2
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	G	1	0	1	1	0	3
30	Help learners connect content with prior knowledge and experience.	G	0	1	1	1	0	3
31	Identify discussion points that the learners have not considered before.	G	0	1	1	1	0	3
42	Make learners aware that they can learn from one another.	G	0	0	0	0	0	0
46	Praise the discussant behaviour you seek.	G	0	0	1	0	0	1
47	Provide clear, concise instructions to learners	G	0	1	0	1	1	3
51	Provide ongoing guidance to learners.	G	0	1	0	0	0	1
52	Provide tips and guidelines to assist learners in achieving the learning outcomes.	G	0	1	1	0	1	3
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	G	0	1	0	1	1	3
2	Attune yourself to the group dynamics.	H	1	0	1	0	1	3
3	Be available for learners and make your presence	H	1	0	0	0	1	2

No	MOST Important Elements	Roles	G1	G2	G3	G4	G5	Total
	known so that learners don't feel isolated.							
11	Create a friendly environment in which a climate for learning is promoted.	H	1	0	0	0	1	2
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	H	1	0	0	0	0	1
18	Encourage learners to introduce themselves to each other.	H	0	0	1	1	0	2
36	Introduce yourself as facilitator with e-mail address and telephone number.	H	0	0	0	1	1	2
58	Thank the learners for their contribution, no matter whether correct or incorrect.	H	0	0	1	0	0	1
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Ma	0	1	1	1	0	3
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Ma	1	1	0	1	1	4
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Ma	1	0	0	0	0	1
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Ma	0	0	1	0	0	1
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Ma	0	1	0	1	1	3
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Ma	0	0	0	1	1	2
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Ma	0	0	1	0	1	2
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Ma	1	1	0	1	1	4
1	Apply innovative ideas to keep learners motivated throughout the course.	Mo	1	0	1	1	1	4
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Mo	1	0	0	1	1	3
44	Motivate learners by means of constant and timeous feedback.	Mo	0	1	0	1	1	3
45	Praise independent thinking, but do not allow one learner to dominate the scene.	Mo	0	0	1	0	0	1
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Mo	0	1	1	1	1	4

No	MOST Important Elements	Subgroups							Total
		Roles	G1	G2	G3	G4	G5		
8	Confirm understanding of the content through continuous questioning.	QA	1	1	1	0	1		4
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	QA	1	1	1	1	1		5
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	QA	0	1	0	0	1		2
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	QA	0	1	0	0	1		2
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	QA	0	1	1	0	0		2
4	Clarify learner and facilitator expectations in the introductory phase of the course.	S	1	0	1	1	1		4
13	Direct subject matter questions to the subject matter expert.	S	1	0	1	0	0		2
17	Encourage learners to collaborate with each other to generate solutions to problems.	S	1	0	1	1	1		4
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	S	1	0	0	1	0		2
25	Explain to learners how to access the online course via the learning management system (LMS).	S	1	0	0	1	0		2
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	S	1	1	0	0	0		2
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	S	1	1	0	1	0		3
37	Invite external subject matter experts to contribute towards learners' discussions.	S	0	1	1	0	1		3
38	Invite subject matter experts to provide content-based explanations when required.	S	0	1	1	0	1		3
40	Listen to and address learners' complaints.	S	0	1	0	1	0		2
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	S	0	0	0	0	0		0

No	LEAST Important Elements	Subgroups							Total
		Roles	G1	G2	G3	G4	G5		
5	Collate marks for assignments, tests, and group discussions.	A	0	0	1	1	1		3
14	Distribute a list of all the learners' contact details with the aim of encouraging them to provide support to each other.	A	0	1	1	1	0		3

No	LEAST Important Elements	Roles	G1	G2	G3	G4	G5	Total
				Subgroups				
15	Distribute courseware, well in advance – learners must have time to familiarise themselves with the courseware before the start of the course.	A	0	0	0	0	1	1
32	Inform learners about meeting times and virtual office hours.	A	1	1	1	0	1	4
34	Inform the learners where to communicate with each other, e.g. chat room, discussion forum, e-mail, etc.	A	1	1	1	0	1	4
59	Track learner participation by establishing how many times they login, partake in conversation, hand in assignments, post on bulletin boards, etc.	A	1	1	0	1	1	4
7	Conclude the discussion by summarising main discussion points.	C	0	0	0	1	0	1
16	Encourage interaction between learners and the facilitator.	C	0	1	1	0	0	2
41	Maintain momentum of the interaction between learners, e.g. sending regular content-related messages and inviting the learners to share their opinion.	C	1	0	0	1	1	3
53	Raise the level of discussion by elaborating on the topic in more detail and depth (add a new cognitive level to the old discussion).	C	1	1	0	0	0	2
60	Use innovative ideas to stimulate lively discussions amongst learners, e.g. asking open-ended questions such as "why", introducing different viewpoints, communicating observations, etc.	C	1	1	0	0	0	2
19	Encourage learners to often reflect on what the have learnt, e.g. "Did you close the gap between what you know and what you need to know?"	G	0	0	0	1	1	2
20	Encourage learners to share their knowledge and experience with each other.	G	0	1	0	0	1	2
26	Facilitate learners' discussions in a direction that will help them discover the answer on their own.	G	0	0	0	0	1	1
27	Facilitate learning events that do not take place in real time (where learners are not logged on at the same time), e.g. posting weekly discussion topics to the bulletin board.	G	0	1	0	1	1	3
28	Facilitate learning events that take place in real time (where learners are logged on at the same time) and set the tone of the discussion.	G	0	1	0	0	1	2
30	Help learners connect content with prior knowledge and experience.	G	1	0	0	0	1	2
31	Identify discussion points that the learners have not considered before.	G	1	0	0	0	1	2
42	Make learners aware that they can learn from one another.	G	1	1	1	1	1	5
46	Praise the discussant behaviour you seek.	G	1	1	0	1	1	4
47	Provide clear, concise instructions to learners	G	1	0	1	0	0	2
51	Provide ongoing guidance to learners.	G	1	0	1	1	1	4
52	Provide tips and guidelines to assist learners in	G	1	0	0	1	0	2

No	LEAST Important Elements	Subgroups						Total
		Roles	G1	G2	G3	G4	G5	
	achieving the learning outcomes.							
57	Suggest the pace for learning activities, e.g. "By now you should be at least busy with module two, as we have a discussion on the content next week Wednesday".	G	1	0	1	0	0	2
2	Attune yourself to the group dynamics.	H	0	1	0	1	0	2
3	Be available for learners and make your presence known so that learners don't feel isolated.	H	0	1	1	1	0	3
11	Create a friendly environment in which a climate for learning is promoted.	H	0	1	1	1	0	3
12	Create an informal, supportive atmosphere by being pleasant and positive when welcoming learners to the course.	H	0	1	1	1	0	3
18	Encourage learners to introduce themselves to each other.	H	1	1	0	0	1	3
36	Introduce yourself as facilitator with e-mail address and telephone number.	H	1	1	1	0	0	3
58	Thank the learners for their contribution, no matter whether correct or incorrect.	H	1	1	0	1	1	4
6	Communicate course policies in terms of, e.g. late assignments, scholastic dishonesty and tracking of participation on discussions, consequences of not responding to messages.	Ma	1	0	0	0	1	2
22	Ensure that the subject matter expert respond to the questions from the learners within an agreed time.	Ma	0	0	1	0	0	1
24	Establish and maintain a learning community by encouraging learners to support each other within the learning environment.	Ma	0	1	0	1	1	3
35	Intervene diplomatically in situations that threaten to undermine course cohesiveness.	Ma	1	1	0	1	1	4
39	Keep to the procedural rules, e.g. format of assignments, handing in of assignments, taking of tests, taking re-exams, etc.	Ma	1	0	1	0	0	2
43	Manage the virtual classroom environment by, e.g. addressing learner problems; keeping the technical support staff and subject matter experts up to date with the learning events.	Ma	1	1	1	0	0	3
54	Reach consensus among the learners regarding recommended standards for online communication conventions and virtual interaction (netiquette).	Ma	1	1	0	1	0	3
56	Respond to e-mail communications within an agreed time period, e.g. 24 hours.	Ma	0	0	1	0	0	1
1	Apply innovative ideas to keep learners motivated throughout the course.	Mo	0	1	0	0	0	1
23	Establish an instructional bond and rapport with the learners that will reinforce their sense of commitment to specific learning objectives of the course.	Mo	0	1	1	0	0	2
44	Motivate learners by means of constant and timeous feedback.	Mo	1	0	1	0	0	2

No	LEAST Important Elements	Subgroups						Total
		Roles	G1	G2	G3	G4	G5	
45	Praise independent thinking, but do not allow one learner to dominate the scene.	Mo	1	1	0	1	1	4
48	Provide constructive individual feedback to the learners regarding their marks for assignments, tests, and group discussions.	Mo	1	0	0	0	0	1
8	Confirm understanding of the content through continuous questioning.	QA	0	0	0	1	0	1
9	Construct learning material (e.g. assignments, discussion topics and live chats) in such a manner that the learner discovers knowledge.	QA	0	0	0	0	0	0
10	Continuously assess progress of the learners with the aim of rectifying problem areas as soon as possible.	QA	1	0	1	1	0	3
49	Provide corrective feedback to the learners, with the aim of building learner confidence without degrading their efforts.	QA	1	0	1	1	0	3
50	Provide feedback on learners' content-related discussions with the aim of encouraging further discussions among the learners.	QA	1	0	0	1	1	3
4	Clarify learner and facilitator expectations in the introductory phase of the course.	S	0	1	0	0	0	1
13	Direct subject matter questions to the subject matter expert.	S	0	1	0	1	1	3
17	Encourage learners to collaborate with each other to generate solutions to problems.	S	0	1	0	0	0	1
21	Ensure that the learners are familiar with all the online learning tools that they will use for the duration of the course.	S	0	1	1	0	1	3
25	Explain to learners how to access the online course via the learning management system (LMS).	S	0	1	1	0	1	3
29	Follow-up and provide answers and guidance to unsolved matters or concerns.	S	0	0	1	1	1	3
33	Inform learners in advance about their assignments to avoid misunderstandings and to focus progress in the right direction.	S	0	0	1	0	1	2
37	Invite external subject matter experts to contribute towards learners' discussions.	S	1	0	0	1	0	2
38	Invite subject matter experts to provide content-based explanations when required.	S	1	0	0	1	0	2
40	Listen to and address learners' complaints.	S	1	0	1	0	1	3
55	Respond daily to the postings on the discussion forum in order to be able to guide the learners through their learning experience.	S	1	1	1	1	1	5