

# OWPA: Why Delivery Matters-Checking in with Students

Catrina Mitchum, PhD | [catrinamitchum@arizona.edu](mailto:catrinamitchum@arizona.edu) | @trinamitchum

---

**Logistics:** You can create simple surveys and collect impromptu reflections using [Google Forms](#). Just be sure that your storage location is secure as you'll be collecting student information. Forms has a document collection question, which allows students to upload a document if you're in a situation where you can't add things to your course.

**Processing & Responding:** [This document](#) with suggestions on how to help process the answers for students who signed up for an online course (including common codes for the open ended questions). With smaller writing courses, it's easier to process all the open ended questions yourself. If you have larger sections, or a number of smaller sections, you might want to use something like a [word or phrase frequency counter](#) to help identify trends.

## Experiences & Expectations Survey

1. Name (and the survey automagically collects their emails)
2. Have you taken an online college course before?
  - 2b. How many courses have you taken?
  - 2c. What was your experience like?
3. How do you plan to access course materials?
  - Your computer (desktop/laptop)
  - A computer (desktop/laptop) that is owned by someone else (other's, family member, library, etc.)
  - Tablet
  - Smartphone
  - Other...
4. Are there any issues of access to technologies that you'd like me to know about?
5. What will your internet access be like?
  - I have reliable high speed internet
  - I have unreliable high speed internet (I lose access at least once a week)
  - I have reliable internet with speeds lower than 5mbps (it's tough to watch Netflix)
  - I have unreliable internet with speeds lower than 5mbps (I lose access at least once a week)
6. What other writing-focused classes have you taken at the college level? (Select all that apply)
  - Other Foundations Writing/Required Writing Course
  - Professional & Technical Writing Course
  - Advanced Writing Course
  - Writing Intensive Course
  - Other
7. Where and how long ago did you take those classes? What was your experience in these writing courses?

8. How would you describe yourself as a writer?
9. What is your greatest strength as a writer? (Try to think really expansively about yourself as a writer here--not just academic and professional writing, but also personal, creative, and social media writing.) What specific aspect(s) of your writing and/or writing process do you want to improve?
10. How much time to expect to spend on course work for this class?
  - 1-5 hours a week
  - 6-10 hours a week
  - 10-15 hours a week
  - 16+ hours a week
11. What potential hurdles or roadblocks do you foresee?
12. What questions or concerns do you have? Is there anything else you'd like me to know?

## References

Moore, M. (1993). Theory of transactional distance. In D. Keegan (Ed.) *Theoretical Principles of Distance Education*. New York: Routledge.

## Further Reading

Arbaugh, J. B. (2010). Sage, guide, both, or even more? An examination of instructor activity in online MBA courses. *Computers & Education*, 55(3), 1234–1244.

<https://doi.org/10.1016/j.compedu.2010.05.020>

Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of Student–Faculty Interactions in Developing College Students’ Academic Self-Concept, Motivation, and Achievement. *Journal of College Student Development*, 51(3), 332–342. <https://doi.org/10.1353/csd.0.01>

Kyei-Blankson, L., Ntuli, E. & Donnelly, H. (2019). Establishing the Importance of Interaction and Presence to Student Learning in Online Environments. *Journal of Interactive Learning Research*, 30(4), 539-560.

Luo, N., Zhang, M., & Qi, D. (2017). Effects of different interactions on students’ sense of community in e-learning environment. *Computers & Education*, 115, 153–160.

<https://doi.org/10.1016/j.compedu.2017.08.006>

Morris, L. V., & Finnegan, C. L. (2009). Best Practices in Predicting and Encouraging Student Persistence and Achievement Online. *Journal of College Student Retention: Research, Theory and Practice*, 10(1), 55–64. <https://doi.org/10.2190/CS.10.1.e>