

## Online Learning Readiness Assessment

Dr. Malcolm Knowles, considered by many to be the father of adult education, once said:

In a world of accelerating change, which we have now entered, the traditional way of learning, students passively listening to a teacher lecturing, is no longer appropriate. In this new kind of world, learning must be life-long and most of it must take place outside of classrooms, in real-life situations (1999).

Erskine Seminary strongly believes in the value of life-long learning. We also believe that courses taken online provide students with the highest theological education possible. Listed below you will find statements that describe components of distance education and self-directed learning. This self-assessment is not a scientific tool but is designed to give you a perspective on the skills and competencies needed for success in theological distance education. At Erskine Seminary, we believe that theological distance education is a system of learning and teaching in theologically-based courses characterized by telecommunication interaction between student to student as well as student to instructor in which the majority of interface is separated in time and place. Rate each description below based on the scale provided.

Remember, a self-assessment is just that! It is not a diagnosis.

1. Strongly Disagree   2. Disagree   3. Neutral   4. Agree   5. Strongly Agree

1. \_\_\_\_ I prefer to take control of my own learning
2. \_\_\_\_ Most people consider me a self-motivated person
3. \_\_\_\_ I do not have a problem completing tasks without feedback or input
4. \_\_\_\_ I am self-confident about my skills as a learner
5. \_\_\_\_ I enjoy solving problems
6. \_\_\_\_ I enjoy learning about many new things

7. \_\_\_\_ I am the kind of student who can figure out what needs to be done from the directions that are given regardless of how clear they are.
8. \_\_\_\_ I prefer working alone than in a group setting
9. \_\_\_\_ I can easily set goals and objectives for my learning tasks
10. \_\_\_\_ I enjoy reflecting on meaningful learning experiences
11. \_\_\_\_ I can function as a learner without face-to-face contact with the professor even though it may not be my preferred mode of learning.
12. \_\_\_\_ I believe that the experiences adults bring to the classroom are valuable for learning.
13. \_\_\_\_ I manage my time well.
14. \_\_\_\_ I believe that the professor is a facilitator for learning.
15. \_\_\_\_ I am comfortable with computer technology.
16. \_\_\_\_ I am aware of my preferred style of learning but can easily adapt to other ways
17. \_\_\_\_ I know what it takes to get tasks completed.
18. \_\_\_\_ I am not easily discouraged when technology gets in the way of learning
19. \_\_\_\_ I have above-average facility in navigating the Internet.
20. \_\_\_\_ In most learning situations I enjoy challenging requirements.

\_\_\_\_\_ **Total**

### **Evaluating The Results**

**Total** the values you used to rate yourself. The highest number you can get is 100. The higher your score, the more likely your success in self-directing learning opportunities like online courses. The evaluation summaries below may help you in determining your readiness for taking an online course:

- 100 - 75: You should be well-suited for taking courses online. You are self-aware and should easily navigate courses taken at a distance.
- 74 – 55: You should do fairly well in taking courses online. Establishing goals and setting timelines will be necessary for you.
- 54 – 25: You may be more suited to an on-campus course but participation in online group settings should prove valuable to you.
- 24 and below: You would benefit by taking some assessments of your learning prior to taking an online class.