

# Development of E-learning in Lifelong Learning in Japan

—Based on a comparative survey of Computer Mediated Learning in  
Japan and Canada—

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This part consists of two parts. Part I presents a survey of Computer Mediated Learning within lifelong learning in Japan and Canada. Part II presents the concrete plans stemming from the results of the survey and examine the development of e-learning within lifelong learning in Japan. Kyoto Lifelong Network Development Council has started pioneering work with e-learning for adult learners. These programs are being developed gradually and are expected to diversify to accommodate the various needs of adult learners.

## I. Adult Learners and Computer Mediated Communication: Comparison of the data from Japan and Canada

This paper is based on two surveys: “What the higher institution should be toward the higher learning needs in Japan” (Nishioka 2003) and “Adult Learners’ Media Preferences in Canada” (Wisenberg 2003). The surveys were conducted as part of a research project funded by the Research Institution of Bukkyo University entitled “The Role of higher institutions in higher learning needs in Japan.”

There has been much research into the requirements of lifelong learning. The results show that these requirements have become greater and more diverse. Our surveys here are focused on C.M.L (Computer Mediated Learning) in lifelong learning in Japan and in Canada. The purpose of the Japanese survey is to assess the readiness, ability, willingness, possibility of using C.M.L. in Japan. The purpose of the Canadian survey is to assess Canadian adult learners’ media preferences including C.M.L. The result of Japanese survey is written as a paper “What the

higher institution should be toward the higher learning needs in Japan” by Shoko Nishioka and “Adult Learners’ Media Preferences in Canada” by Faye Wiesenbergl both in Bulletin of the Research Institute of Bukkyo University 12 (March, 2003).

## I-1. Methodology, Data Collection and Subjects

### Methodology

The data is collected in both countries by questionnaire. The questionnaire was completed voluntarily in both countries. The questionnaire is different in each country with some same questions for comparison.

The quantitative data for this paper was analyzed using SPSS(12.0) by Hiratoshi Kaneda.

### Data collection

Japan: 2001 September 1～2001 October 31

Canada: 2001 October 26～2001 November 7

### Subjects

Japan: Students of the Bukkyo University Faculty of Correspondence; students of adult education programs at Galleria Kameoka in Kameoka City Kyoto; adults visitors to Kameoka City Library; visitors to Yamagata Lifelong Learning Festival. Total 875 subjects. Eventually only 539 subjects were used for comparison because of shortage of subjects over age 50 in Canada.

Canada: Adult learners enrolled in non-academic courses for adults in the Faculty of Continuing Education, Calgary University. Total 120 subjects.

Subject number and percentage by sex and age:

Figure 1. Subjects Divided by Sex

	sex					
	male		female		total	
Japan	163	30.4%	373	69.6%	536	100.0%
Canada	18	15.1%	101	84.9%	119	100.0%
total	181	27.6%	474	72.4%	655	100.0%

Figure 2. Subjects Divided by Age

	age					
	up to 19 yrs		between 20 and 49 yrs		total	
Japan	35	6.5%	501	93.5%	536	100.0%
Canada	2	1.7%	118	98.3%	120	100.0%
total	37	5.6%	619	94.4%	656	100.0%

I-2. Data comparison was carried out according to four factors:

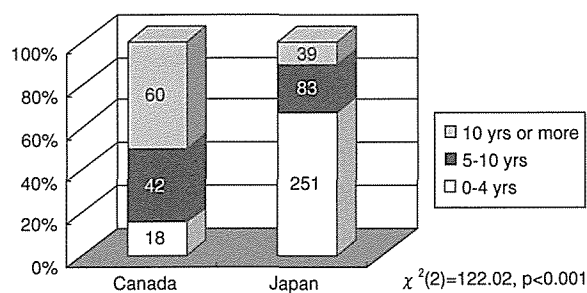
- 1.computer experience
- 2.study method preferences
- 3.course purpose preference
- 4.emphasis on interaction of discussion

### I-2-1. About computer

#### 1) Length of computer experience

Compared questions: Japan F-6, Canada: Section 1-6

Figure 3. Length of computer experience

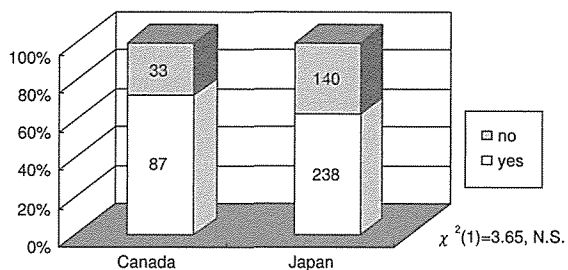


Result : Canadian adult learners have used computers for much longer than Japanese.

#### 2) Use computers at work

Compared questions: Japan Q1, Canada Section 1-7

Figure 4. Use of computers at work

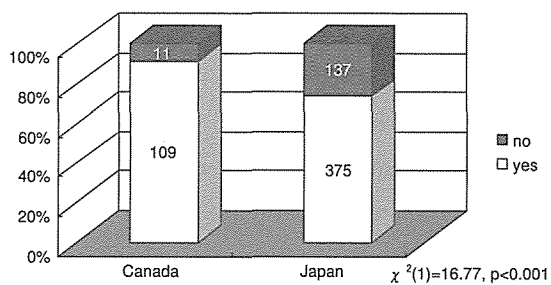


Result : No significant difference. Both countries used computers at work.

### 3) Use of computers at home

Compared questions: Japan Q2, Canada Sction1-7

Figure 5. Use of computers at home

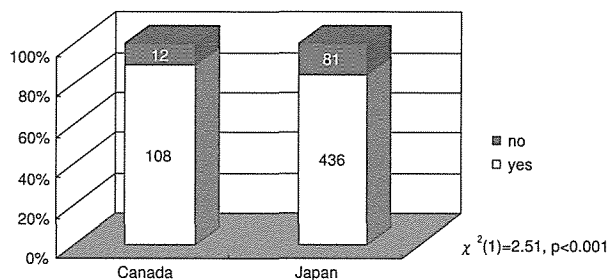


Result: More Canadians used computers at home than Japanese.

### 4) Use computers for word processing

Compared questions: Japan Q3, Canada Sction1-8

Figure 6. Use of computers for word processing

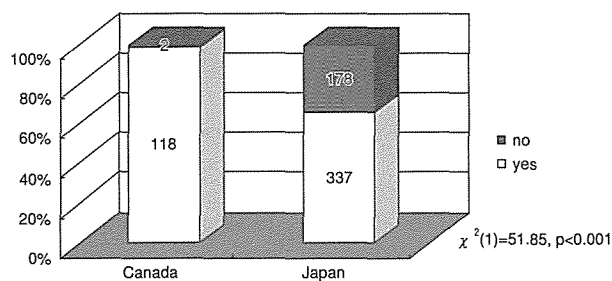


Result : No significant difference. Both countries use computers for word processing.

#### 5) Use of computers for e-mail

Compared questions: Japan Q4, Canada Section1-8

Figure 7. Use of computers for e-mail

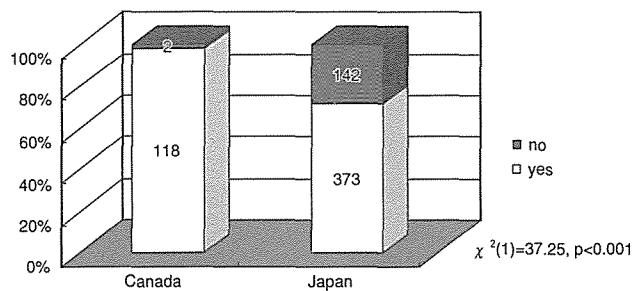


Result: More Canadians used computers for e-mail than Japanese.

#### 6) Use of computers for internet access

Compared questions: Japan Q5, Canada Section1-8

Figure 8. Use of computers for internet access

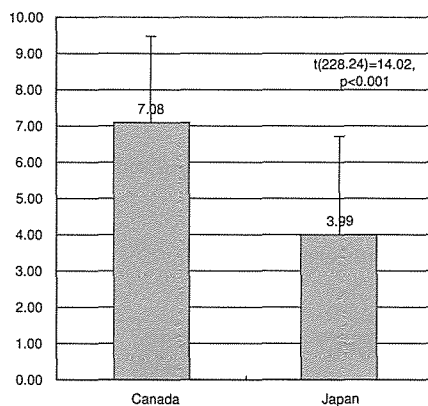


Results : More Canadians used computers for internet access than Japanese.

#### 7) Computer confidence

Compared questions: Japan Q7, Canada Section1-9

Figure 9. Computer confidence



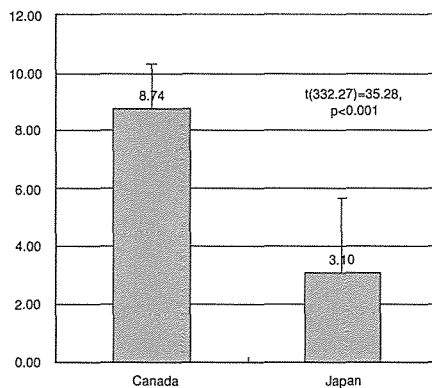
Result : The Canadian had more confidence about computer skill than the Japanese.

This may result from of the difference in length of computer experience (Fig.3) and from having computers at home (Fig.5) and using the function of computer.

#### 8) Confidence in English reading/writing skills

Compared questions: Japan Q8, Canada Section1-9

Figure 10. Confidence in English reading/writing skills



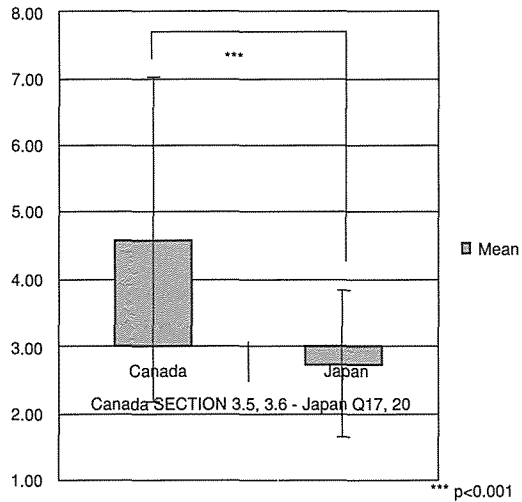
Result : Japanese adult learners showed less confidence in English/writing skills.

#### I.-2.-2. Study method preferences

##### 1) Study method preferences: correspondence (by mail)/ internet/computer

Compared questions: Japan Q17 and Q20, Canada Section3-5

Figure 11-1. Study method preferences: correspondence (by mail)/ internet/computer



Result : The Canadians showed more enthusiasm for correspondence (by mail)/ internet/computer than the Japanese did.

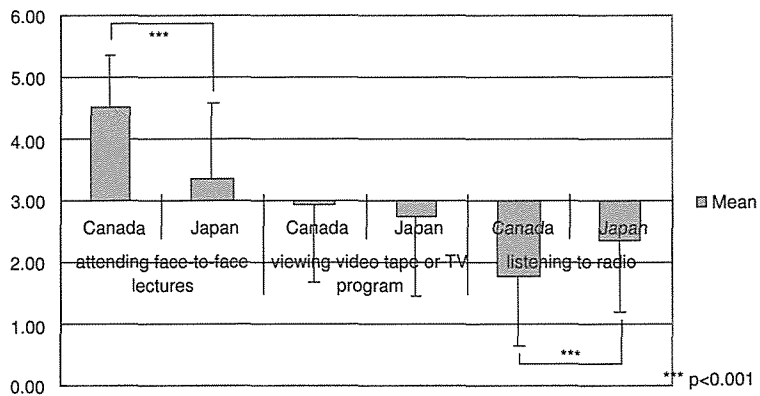
## 2) Study method preferences: face to face, video or TV, radio

Compared questions: Japan Q15 and Q16, Canada Section3-1;

Japan Q18, Canada Section3-3;

Japan Q19, Canada Section 3-4

Figure 11-2. Study method preferences: face to face, video or TV, radio



Result: Significant differences in attending face-to-face lectures, listening to radio. The Canadians favored these two ways more than the Japanese did.

### I-2-3. Course purpose preferences

Courses directly related to work and courses to increase qualifications

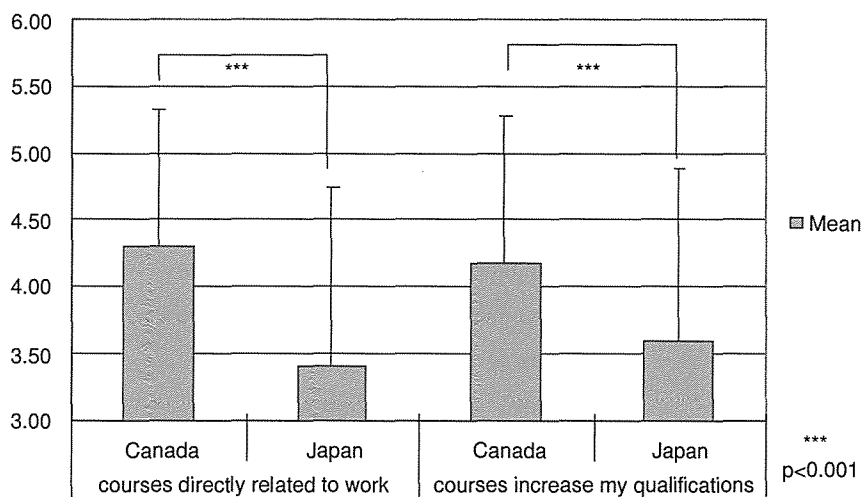
Courses directly related to work

Compared questions: Japan Q31, Canada Section5-1

Courses to increase qualifications

Compared questions: Japan Q33, Canada Section5-2

Figure 12. Courses directly related to work and courses to increase qualifications



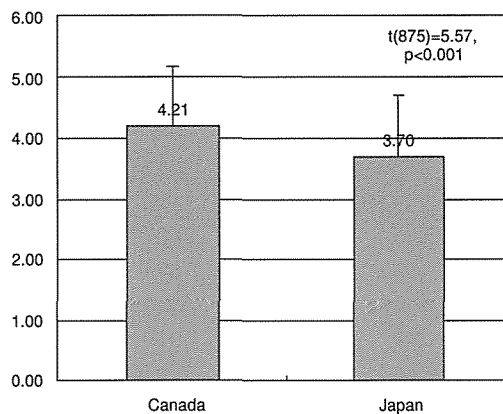
Result : The Canadians preferred courses related to work and increase qualifications to the Japanese.

### I-2-4. Importance of discussion in face to face/internet courses

Compared questionnaire: Japan:Q50 and Q53, Canada Section 6-8



Figure 13. Importance of discussion in face to face/internet courses



Result : The Canadians place higher importance on discussion in both face to face and internet courses.

### I-3. Discussion of findings

The data suggest significant differences between Japan and Canada in terms of computer use among adult learners. Overall, Japanese adult learners are less accustomed to using computers than their Canadian counterparts. Both use computers at work, but the Japanese adult learners use computers less at home, less for e-mail and less for internet access. The tremendous difference in computer use for e-mail is largely attributable to the popularity in Japan of cellular phones for e-mail. At the time of data collection, cellular phone function differs between Japan and Canada and the Japanese use e-mail by cellular phone more than the Canadians (figure 14).

Japanese adult learners showed less confidence in using PC than the Canadians. This may be the result of the difference in a) length of experience and b) home usage of PCs.

Japanese adult learners showed less confidence in English reading and writing skills than the Canadians. This is as might be expected. This result indicates difficulty for Japanese learners in using existing English language E-learning pro-

Figure 14. College Students Who Have Cellular Phones (%)

cellular phone(%)	May~June/1999 (Japan)	May~June/2001 (Japan)	March~April/2001 (UBC)
use	86.9	97.1	30.0
ever used	1.5	0.6	46.2
never used	11.2	2.2	19.2
N.A.	0.3	0.1	4.6
total	100.0	100.0	100.0

PC (%) e-mail	May~June/1999 (Japan)	May~June/2001 (Japan)	March~April/2001 (UBC)
use	67.8	78.1	95.4
ever used	6.1	9.6	3.8
never used	25.3	12.2	0.8
N.A.	0.8	0.1	0.0
total	100.0	100.0	100.0

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grams and implies a need for Japanese language programs to be developed.

Regarding study method preferences, Japanese learners showed less enthusiasm than Canadians for correspondence courses, internet learning, attending face-to-face lectures, and listening to radio, although there was no significant difference in enthusiasm for viewing video or TV programs. In Japan, studying via TV programs is popular and adults are already familiar with it, whereas it is relatively difficult to find computer mediated learning (CML)/ E-learning in Japan.

Japanese adult learners showed comparatively little favor towards courses related to work and qualifications. This may be explained by the Japanese lifelong employment system whereby Japanese workers tend to receive vocational training 'in-house' and not in external institutions.

Other data similarly indicate that the dominant purpose of lifelong learning is not related to work or to increased qualifications. According to a survey of public opinion conducted by the minister's secretariat, office of public information, the purpose of lifelong learning was given as: hobbies 53.3%, social reasons 39.1%, health 37.5%, preparation for retirement 34.4%, as opposed to vocational development 16.7%, and professional enquiry 16.6%.②

Japanese learners place less importance on discussion in both face to face and internet courses. Discussion does not form a regular part of their mainstream education so Japanese adult learners are generally unused to the idea of discussion as

a learning tool.

Data indicate that Japanese are less used to computer key board operation. To avoid complicated key operation, broadband and animation (video) may be utilised. The number of internet users in Japan is third in the world, behind U.S.A. and China. The percentage of users per capita in Japan is 55.3%, ranking 21st in the world in 2005. In terms of broadband usage however Japan is one of the top countries in the world at 36.2% of house holds and the spread rate of broadband is increasing, creating an environment appropriate for education by animation (video).③

The next section considers the development of E-learning within lifelong learning in Japan.

## II. Development of E-learning in Lifelong Learning in Japan

In Canada, higher education institutes offer E-learning programs for adult lifelong learners. Some programs are for university level credits, some are for non-credit programs, and others are vocational. These programs are use “Blackboard” and “Web CT” E-learning systems and require advanced computer skills, including keyboard skills.

In Japan, E-learning for adult learners has not yet been fully developed. Following is an outline of an E-learning development initiative in Kyoto Prefecture; a collaboration between municipalities and institutes of higher education.

In order to develop adult E-learning, Kyoto Prefectural Government has initiated a program based on the results of the above survey. This program is somewhat different from that existing in Canada. It has four particular features: 1) avoidance of complicated key operation (as Japanese adult learners are not used to computers) 2) use of broadband and animation/video (again avoiding complicated key operation) 3) liberal arts curriculum (ie non vocational) 4) face to face class availability. This pilot project is being developed continually in order to meet diverse needs.

Kyoto Prefectural Lifelong Learning Council was founded December 28, 1990.

By order of the Governor of Kyoto the council formulated a basic plan for development of lifelong learning, named the “Kyoto OWN Plan”. All projects concerning lifelong learning in Kyoto are devised according to this basic plan. On May 16 1996, the Governor further instructed the council to devise a system to promote lifelong learning; the council formed a working group of seven members. After investigation of the existing state and administration of lifelong learning in Kyoto, the working group reported, at the 6th Kyoto Lifelong Learning Council Meeting on December 3 1997, the necessity of forming a network of the lifelong learning institutions and groups in Kyoto. After further investigation, the working group produced a report entitled “Building up the Main Organization to Promote Lifelong Learning” which was presented, discussed and accepted at the 7th Kyoto Lifelong Learning Council Meeting on December 16 1999. The report pointed out firstly that Kyoto Prefecture is large, having a long north to south axis, with higher education and other learning institutions concentrated in the southern portion, and secondly, that local governments, education committees and other educational organizations each provide learning opportunities in their own manner. Consequently, in order to provide lifelong learning opportunities effectively and equally to all areas, it is important to form a network.

As a result Kyoto Lifelong Network Development Council was established on November 25 2002. Shoko Nishioka of Bukkyo University was elected President of both the Council and of a new Promotion Committee formed by the Council to start the following three projects:

1. High Tech Information Promotion Project (E-learning)
2. Citizens Vocational Skills Development Project
3. Evaluation and Accreditation System.

The High Tech Information Promotion Project commenced on May 18 2004. Members of the project considered the characteristics of Japanese adult learners and the degree of diffusion of broadband in Japan.

#### High Tech Information Promotion Project (E-learning) programs

##### Program 1 (pilot project)

The first E-learning pilot program was launched on July 10 2004. It was pro-

vided to adult learners resident in Kyoto who had registered with the Promotion Committee. Its content was formulated by a team at Doshisha Women's College directed by Prof. Takao Kawata.

Title: "The Real Face of Shinsengumi - The Lightning Soldiers of the last days of Edo" (The Shinsengumi is a popular historical topic, and the subject of a drama broadcast by NHK TV that year.)

Part 1: "Introduction to course and E-learning Systems" Face to face lecture at Doshisha Women's College, July 7, 2:00 ~4:00 p.m.

Part 2: "Tama, Hometown of the Shinsengumi" July 20 2:00 ~4:00 p.m.

The third: "Why did they come to Kyoto? How did Kyoto People view them?" July 30 2:00 ~4:00 p.m.

Part 3: "Why did they come to Kyoto? How did Kyoto People view them?" on July 30, 2:00 ~4:00 p.m.

Part 4: "The Ikedaya Incident and the actions" August 10, 2:00 ~4:00 p.m.

Part 5: "What was the Shinsengumi? Summary and Q & A" August 20, 2:00 ~4:00p.m.

Part 6: "Fieldtrip to Shinsengumi-related sites" August 28 9:30 a.m.

E-learners could access the program Parts 2-6 via ineternet at any time until end December 2004.

Following this pilot program, further programs have been developed. Program 2 to 4 were provided between March 1 and September, 21, 2005, and more programs are being planned by Uji and Joyo City Governments.

## Program 2

The second E-learning program was launched March 1 2005 and could be accessed online at any time until end July 2005. Its content was again formulated by the team at Doshisha Women's College, this time in cooperation with Uji City Government.

Title: "Essential Sites of Genji Monogatari - Investigating Uji Jyu-jo"

Part 1: "And so to Uji" March 1

Part 2: "Uji Love Story"

Part 3: "who are the main characters?"

Part4: “ First-hand Experience! Genji Monogatari” Face to face lecture at Genji Monogatari Museum, Uji City

Program 3

Title: “Message from Inside the Buddha – Buddha (Amida Nyorai Zo) rolls back the mist on eight-hundred years of Japanese History”

Launched: July 7 2005.

Provided by: Doshisha Women’s College team in cooperation with Uji City and Joyo City.

Program 4

Title: “The tale of Beautiful Uji from Yoshitsune to the Fairy Train”

Launched: September 21 2005.

Provided by: Doshisha Women’s College team in cooperation with Uji City and Joyo City.

Besides these liberal arts programs, the Promotion Committee has provided a new vocational program in combination with the Citizens Vocational Skills Development Project. This program was entitled “Modern Business English in the Internet Age - Brush-up Your English Writing Skills”. The first to twelfth lessons are each one and half hours of E-learning; the thirteenth to fifteenth lessons are each four hours of face to face lectures.

As outlined above, E-learning programs are being gradually developed in Kyoto. At the first stage, a new E-learning program was made by the team directed by Professor Takao Kawata at Doshisha Women’ s College. The program was provided by the Promotion Committee to residents of Kyoto. At the second stage, a second program was produced by co-operation between two organizations in Kyoto Lifelong Network. This was provided in Uji City. It is hoped that such co-operation between city (province) government and higher education institutes will give rise to E-learning programs that match the specific needs of each city. At the third stage, two cities (provinces) and a higher education institute produced and provided two E-learning programs in Uji City and Joyo City. At the fourth stage, not only liberal arts but also vocational E-learning programs were made.

Further tasks and prospects are as follows:

1) Uji City and Joyo City are in the southern part of Kyoto. Co-operation with

northern Kyoto is desirable in order to cater specifically for North Kyoto residents.

- 2) So far adult learners have taken these pilot E-learning courses free of charge. For continued provision of E-learning courses, it is envisaged that a recipient payment scheme must be devised.
- 3) It is necessary to create a more effective match making system between city governments and higher education institutes.
- 4) The creation of links between E-learning and the tourist industry will provide incentives for local governments to become involved and, it is hoped, eventually lead to regional co-operation.

We expect to develop this pioneering work to suit the needs of adult learners in Kyoto and to then be able to provide similar programs more widely.

## NOTES

- ①Hidenori Tomita, "Comparison Research of Japan and Canada on media use" Journal of the Faculty of Sociology at Bukkyo University 35 (March, 2003)
- ②Report of "Public Opinion Poll on Lifelong Learning in May 2005" by Office of Public Information, Minister's Secretariat, Cabinet Office, Government of Japan  
<http://www8.cao.go.jp/jurvey/h17/h17-gakushu/index.html> 2005/09/13
- ③Editorial supervision, Association of internet, A white Paper of internet 2005  
Impress Corporation, 2005. pp30-31

## APPENDIX I: Translation of Japanese Questionnaire

Please write the appropriate figure in each box

F-1. Sex: ① male ②female . . . . . → [                      ]

F-2. Age: . . . . . → [                      ]

F-3. Education Level Attained: . . . . . → [                      ]

①junior high school ②high school ③junior college ④bachelors degree

⑤masters degree ⑥ special (vocational) college ⑦other schools

. . . . . → [                      ]

F-4. Occupation (students with occupation, please indicate ⑤ and occupation):

①independent ②office worker ③civil servant ④professional (medical doctor, licensed accountant etc) ⑤student ⑥out of work ⑦other→ [                      ]

F-5. Residence: [                      ] state, [                      ] city, zip code [ 〒                      ] - [                      ]

F-6. When did you start to use computers regularly? [                      ] year [                      ] month

F-7. Is there a higher education institute near your home or workplace?

Questions about computers; Please circle an appropriate number.

1. (Employed persons) Is there your computer at your workplace? ①yes ②no
2. Do you have a computer at home? . . . . . → ①yes ②no

Questions about use of computers; Please circle an appropriate number.

- |   | Never | seldom | sometimes | often |
|---|-------|--------|-----------|-------|
| 3. use of computers for word processing | ①     | ②      | ③         | ④     |
| 4. use of computers for e-mail          | ①     | ②      | ③         | ④     |
| 5. use of computers for internet access | ①     | ②      | ③         | ④     |

How would you evaluate your ability? Please write points (out of 10) in each box.

6. computer ability . . . . . → [      ] points
7. computer confidence . . . . . → [      ] points
8. confidence in English reading/writing . . . . . → [      ] points

Questions about lifelong learning; Please circle an appropriate number.

- | I have studied  | never | seldom | sometimes | often |
|---|-------|--------|-----------|-------|
| 9. non-credit courses at university                       | ①     | ②      | ③         | ④     |
| 10. courses, classes, seminars other than at a university | ①     | ②      | ③         | ④     |
| 11. by correspondence (by mail)                           | ①     | ②      | ③         | ④     |
| 12. by television   | ①     | ②      | ③         | ④     |
| 13. by radio  | ①     | ②      | ③         | ④     |
| 14. by internet/computer                                  | ①     | ②      | ③         | ④     |

- | In future I would like to study                           | not at all ← |   | → very much |   |   |
|---|--------------|---|-------------|---|---|
| 15. non-credit courses at university                      | ①            | ② | ③           | ④ | ⑤ |
| 16. courses, classes, seminars other than at a university | ①            | ② | ③           | ④ | ⑤ |
| 17. correspondence (by mail)                              | ①            | ② | ③           | ④ | ⑤ |
| 18. television  | ①            | ② | ③           | ④ | ⑤ |
| 19. radio   | ①            | ② | ③           | ④ | ⑤ |
| 20. internet/computer                                     | ①            | ② | ③           | ④ | ⑤ |
| 21. regular university credit courses                     | ①            | ② | ③           | ④ | ⑤ |
| 22. regular graduate school credit courses                | ①            | ② | ③           | ④ | ⑤ |
| 23. university lectures                                   | ①            | ② | ③           | ④ | ⑤ |
| 24. university sports facilities                          | ①            | ② | ③           | ④ | ⑤ |

If you can take courses through the internet, please answer Q25-Q39. Please indicate your level of interest in the following questions.

- |   | not at all ← |   | → very much |   |   |
|---|--------------|---|-------------|---|---|
| 25. non-credit courses at university                    | ①            | ② | ③           | ④ | ⑤ |
| 26. courses, classes, seminars other than at university | ①            | ② | ③           | ④ | ⑤ |
| 27. regular credit courses of Japanese university       | ①            | ② | ③           | ④ | ⑤ |
| 28. regular credit courses of Japanese graduate school  | ①            | ② | ③           | ④ | ⑤ |
| 29. courses of university abroad in English             | ①            | ② | ③           | ④ | ⑤ |
| 30. courses of graduate school abroad in English        | ①            | ② | ③           | ④ | ⑤ |
| 31. courses directly related to work at university      | ①            | ② | ③           | ④ | ⑤ |



32. courses directly related to work at graduate school      ①      ②      ③      ④      ⑤

Please indicate your level of agreement with the following statements.

	not at all ←				→ very much
33. Courses increase qualifications in a specific/ profession at university	①	②	③	④	⑤
34. Courses increase qualifications in a specific/ profession at graduate school	①	②	③	④	⑤
35. Students learn mainly from teacher at university	①	②	③	④	⑤
36. Students learn mainly from each other at university	①	②	③	④	⑤
37. Teachers have responsibility on what/ how students learn at university	①	②	③	④	⑤
38. Students have responsibility on what/ how they learn at university	①	②	③	④	⑤
39. How much can you pay for e-learning study for a year? [      ] thousand yen					

In E-learning courses (internet courses), what do you think of face to face lectures ? Please circle an appropriate number.

On an E-learning course I would like to

	not at all ←				→ very much
40 . attend face to face lectures	①	②	③	④	⑤
41. get knowledge in face to face lectures	①	②	③	④	⑤
42. build a learning relationship with the teacher in face to face lectures	①	②	③	④	⑤
43. sense the personality of the teacher in face to face lectures	①	②	③	④	⑤
44. build a learning relationship with other students in face to face lectures	①	②	③	④	⑤

What is attractive about learning by internet/computer? Please circle an appropriate number.

	not at all ←				→ very much
45. We can repeat lectures we like, by video	①	②	③	④	⑤
46. We can take courses when we have time	①	②	③	④	⑤
47. We do not have to go to the school	①	②	③	④	⑤
48. We can exchange opinions by e-mail	①	②	③	④	⑤
49. We can have discussions through 'chat' (internet conversation system)	①	②	③	④	⑤

Questions about discussion; What do you think of discussion? Please circle an appropriate number.

	not at all ←				→ very much
50. Discussion is necessary in face to face lectures	①	②	③	④	⑤
51. I can express my opinion in discussion	①	②	③	④	⑤
52. I like discussion.	①	②	③	④	⑤
53. Discussion through the internet is necessary for learning by internet/computer	①	②	③	④	⑤

**APPENDIX II:****Canadian Question naire Cross-Cultural Survey of Adult Learners****Introduction**

This survey is to find out more about how adult learners like to learn. It is part of a cross-cultural study comparing two similar groups of Canadian and Japanese adult learners, being conducted by Dr. Faye Wiesenber (Faculty of Continuing Education, University of Calgary) and Professor Shoko Nishioka (Bukkyo University, Kyoto, Japan). The results of this study will be available sometime in 2003.

If you have any questions about this survey, please contact Dr. Wiesenber at the University of Calgary.

**SECTION 1: General information**

Please circle the appropriate response for you.

1. Sex:                      male              female
2. Age:                      up to 19 yrs                      between 20 & 49 yrs                      over 50 yrs
3. Status:                      full-time student              part-time student              adult learner
4. Employment:              full-time                      part-time not employed
5. Residence:              city of Calgary                      outside city of Calgary
6. I have been using a computer for:                      0-4 yrs                      5-10 yrs              10 yrs or more
7. I use a computer at:              work                      home                      other (specify: \_\_\_\_\_)
8. I use a computer for:              word processing              email                      to access the internet
9. On a scale of 1 (not at all) to 5 (somewhat) to 10 (very), please indicate how confident you are about:  
    your computer skills \_\_\_\_\_ your English reading & writing skills \_\_\_\_\_

**SECTION 2: How I take courses/learn**

On a scale of 1 (not at all) to 5 (sometimes) to 10 (very often) please indicate how often you take courses/learn in the following ways:

1. face-to-face at this university/other locations \_\_\_\_\_
2. by correspondence (regular mail) \_\_\_\_\_
3. by television \_\_\_\_\_
4. by radio \_\_\_\_\_
5. by internet/computer \_\_\_\_\_

**SECTION 3: When/Where I like to learn/ study**

On a scale of 1 (not at all) to 5 (somewhat) to 10 (very) please indicate your level of interest in studying in the following ways:

1. attending face-to-face lectures \_\_\_\_\_
2. discussing course materials face-to-face \_\_\_\_\_
3. viewing a video tape or TV program \_\_\_\_\_
4. listening to the radio \_\_\_\_\_

5. studying at home/work by correspondence or internet/computer\_\_\_\_\_
6. discussing course materials by internet/computer\_\_\_\_\_

#### **SECTION 4: How confident I am using different mediums to learn**

On a scale of 1 (not at all) to 5 (somewhat) to 10 (very) please indicate your level of confidence in learning in the following ways:

1. face-to-face at the university/other locations\_\_\_\_\_
2. by correspondence (by mail)\_\_\_\_\_
3. by television\_\_\_\_\_
4. by radio\_\_\_\_\_
5. by internet/computer\_\_\_\_\_

#### **SECTION 5: Interest in different kinds of courses**

On a scale of 1 (not at all) to 5 (somewhat) to 10 (very) please indicate your level of interest in taking these different kinds of courses:

1. directly related to the work that I now do/want to do in the future\_\_\_\_\_
2. that increase my qualifications in a specific field/profession\_\_\_\_\_
3. that increase my ability to enter a university program\_\_\_\_\_
4. that are for my own personal enjoyment/development\_\_\_\_\_

#### **SECTION 6: Nature of teaching/learning**

On a scale of 1 (not at all) to 5 (somewhat) to 10 (very) please indicate your level of interest in taking courses conducted in the following ways:

1. the teacher tells us what we need to know (is the expert)\_\_\_\_\_
2. the teacher guides us in learning from each other (all learners have expertise)\_\_\_\_\_
3. the teacher is in control of what/how I learn\_\_\_\_\_
4. I am in control of what/how I learn\_\_\_\_\_
5. I study both face-to-face and by internet/computer\_\_\_\_\_
6. I can build learning relationships with the other students\_\_\_\_\_
7. I can build a learning relationship with the teacher\_\_\_\_\_
8. discussion is considered a necessary/important part of the course (face-to-face or by computer)\_\_\_\_\_

#### **Its Your turn!**

Please tell us whatever you like about how, when, and where you have experienced your most enjoyable and/or worthwhile learning. We are interested in improving how we offer our courses, and use the internet/computers to make learning more enjoyable and convenient for all of our adult learners.

THANK YOU for your time and thoughts...we appreciate your participation in this study.