

Who, what, how, and why: Scottish education practitioners and online professional learning. Appendices

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Appendix A: CFA ‘loading’ scale

“Loadings” indicate how much of the variation in observed statements is accounted for by latent factors. In figures throughout the report, loadings and so strength of relationships are indicated using arrows as in table 1.

Table 1: strengths of relationship between responses and factors

Loading Scale	Strength between Response & Factor	relationship Survey	Key
0.7 and above	Strong		
0.5 – 0.69	Medium		
0.4 – 0.49	Weak		

Appendix B: CFA correlation between factors

Correlations between factors are categorised as per Field (2009), as shown in table 2.

Table 2: Correlation between factors.

+ r values	Correlation between Factors
0.8 – 1.0	High
0.6 – 0.79	Moderately high
0.4 – 0.59	Moderate
0.2 – 0.39	Low
0.0 – 0.19	Negligible

Appendix C: CFA error values

Within CFA errors stem from the extent to which the latent factors can successfully explain the reasoning behind the survey responses (and any correlations between errors should they emerge). Errors below 0.5 may not be inherently problematic but could require further investigation to fully understand the underlying reasoning behind responses.

Table 3: Error values

Error Values	Degree success in explaining response-factor relationship	Key
More than 0.74	Possible failure	*
0.51 – 0.74	Requires further investigation	*
Less than 0.5	Relative success	*

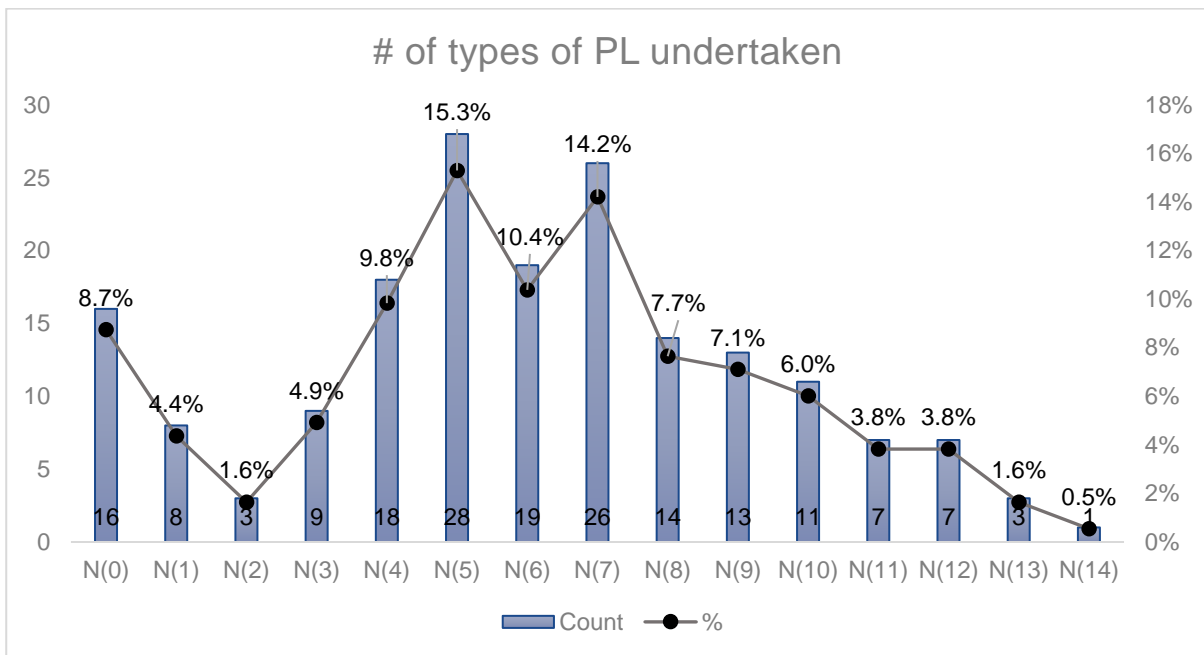
Appendix D: Reflections on the survey methodology

As with any analysis process, some limitations of the research tool emerged which are worth reflecting on for designing and implementing future surveys.

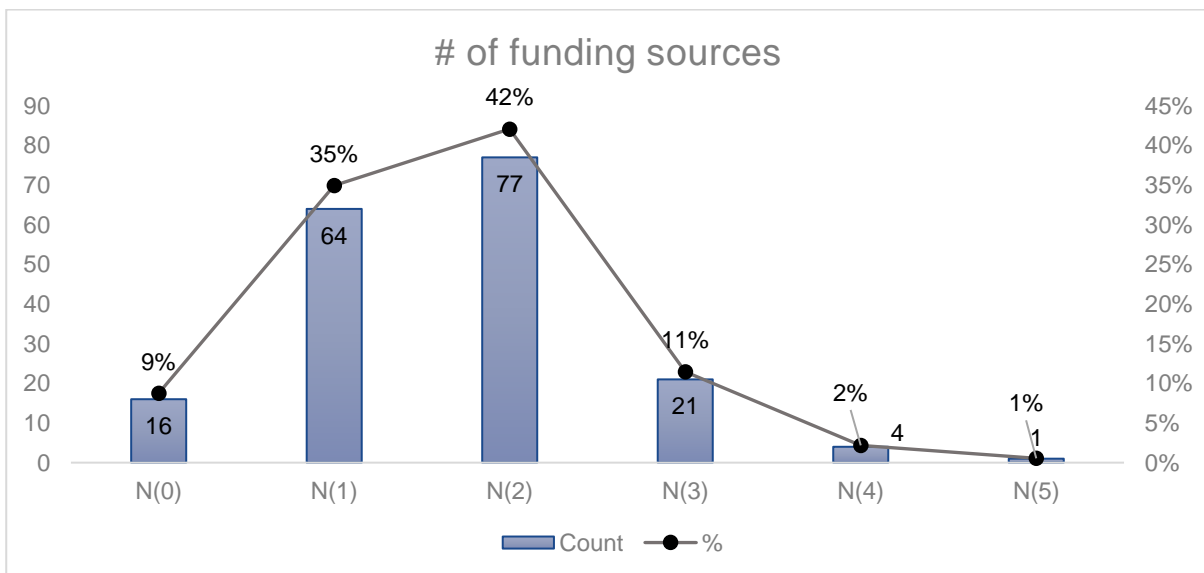
Firstly, we recognise the difficulties in the survey not being representative of the wider education practitioner population. As noted by Cohen et al. (2000), while online surveys can facilitate ease of distribution to a geographically dispersed population, generalizing findings can be problematic as the sample group is not always representative of the wider population from which they have been drawn. Arguably, the population who completed the survey tells us more about the reach of the OU Schools Engagement Group network, which is interesting in itself. Further research could be undertaken to target respondent demographics with the aim of either arriving at a more representative sample or determining the effects of the latent factors of certain groups.

To ensure the validity of the research the survey had to accurately measure the latent factors through the observed responses. In some instance, poorly worded or ambiguous survey statements could have led to errors when measuring latent factors. While analysis indicates the accuracy of some questions (for example, Q17) scrutiny of others indicates reframing the response selections could enhance validity. For example, Q18b asks respondents to reflect on the “types of online PL [they] have engaged in over the last 12 months?” However, there is some ambiguity in the choices or how participants would interpret the choices.

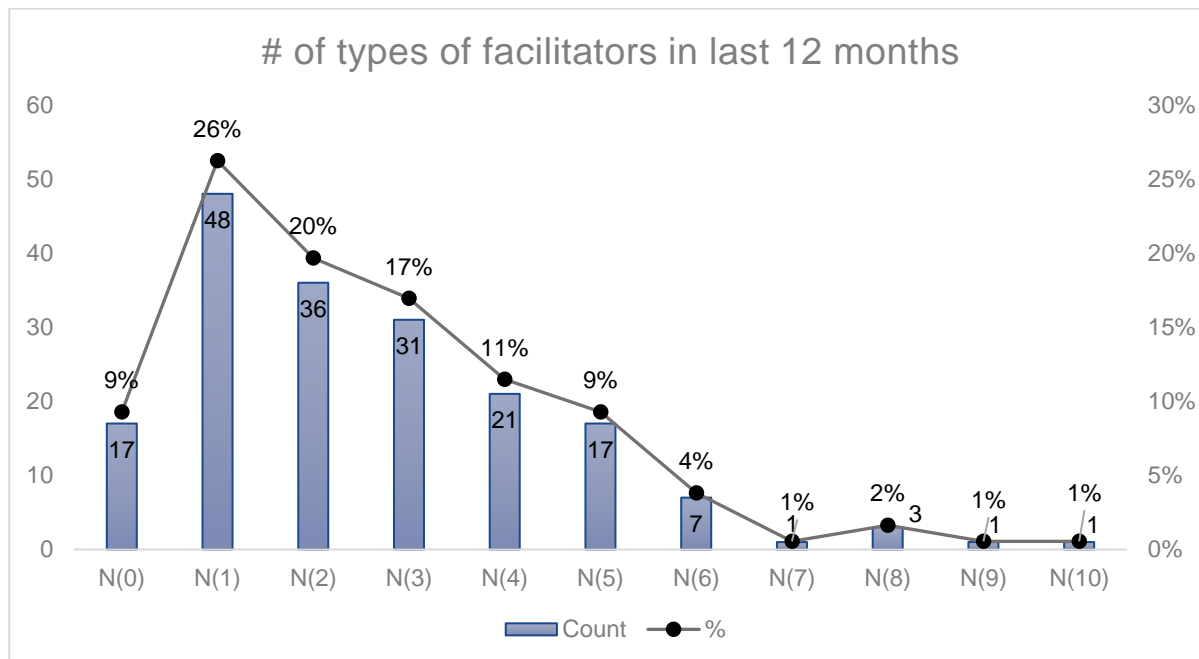
Appendix E: Q16: Number (n) of types of professional learning in the last 12 months



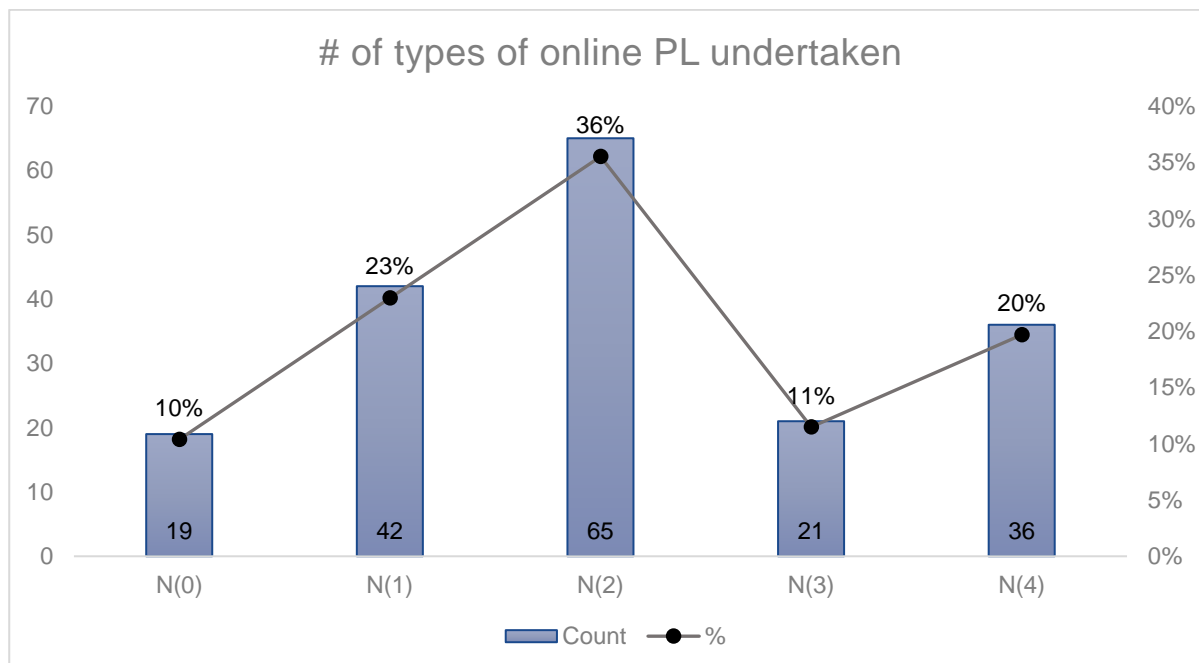
Appendix F: Q16c: Number (n) of funding streams utilised for professional learning in the last 12 months



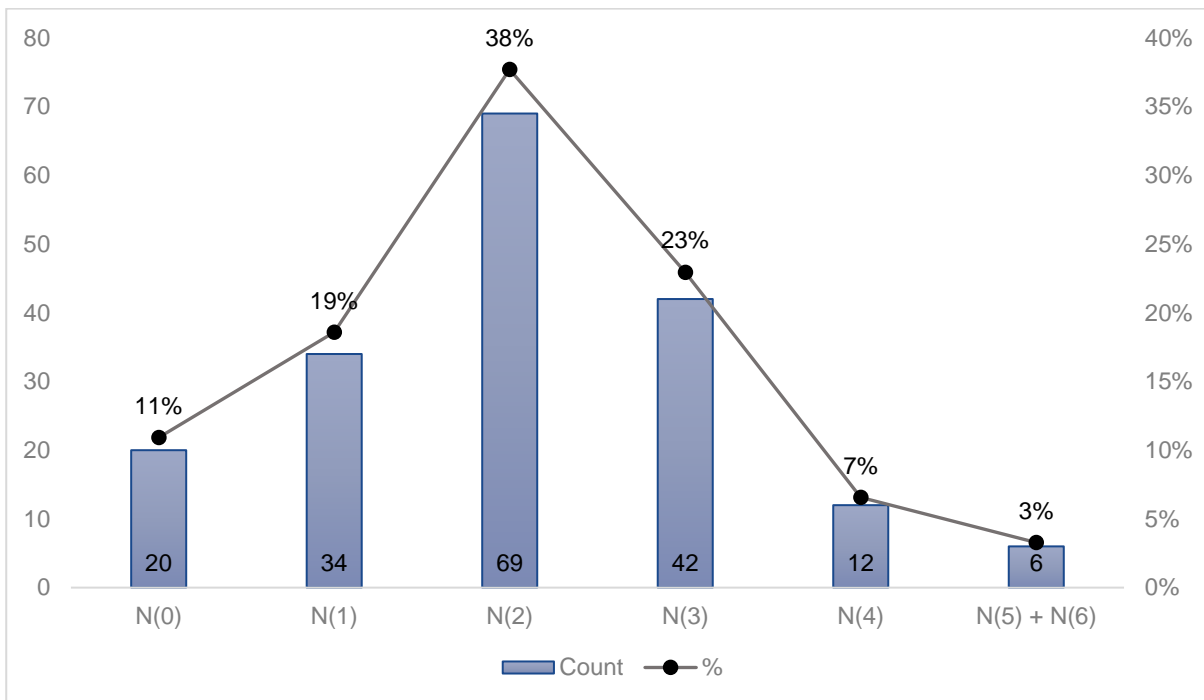
Appendix G: Q18: Number (n) of different facilitators of online professional learning utilised



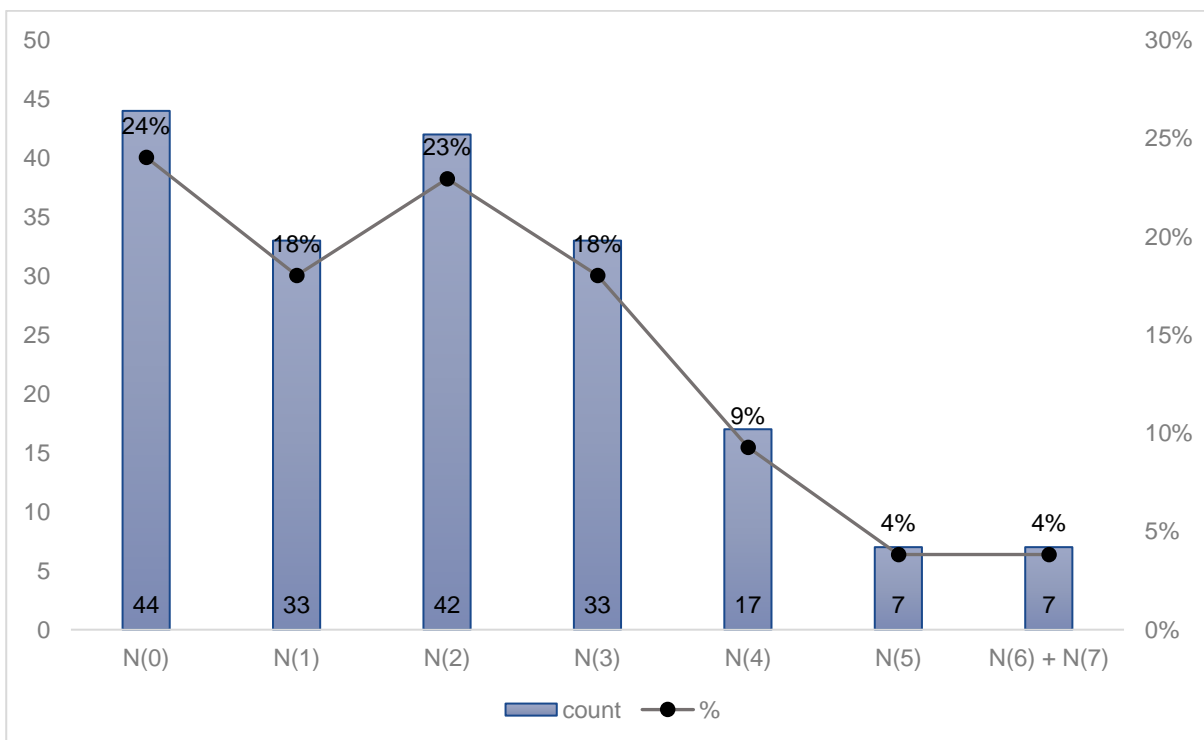
Appendix H: Q18b Number (n) of types of online professional learning (asynchronous, synchronous etc.)



Appendix I: Q18e: Number (n) of types of synchronous platforms used.



Appendix J: Q18h. Number (n) of asynchronous platforms used.



Appendix K: Q19a. Number (n) reasons why online professional learning does not currently meet needs

