

APPENDIX 3. (DP 2)–PERCEPTION SURVEY

Survey on Preferences for Ungraded Online Courses by CELC

1. The Centre for English Language Communication (NUS) would like to design some ungraded online courses to enhance students' communication skills needed for the university and the workplace. What topics/ areas would you be interested in?

2. How likely would you be interested in taking up the following courses?

Mark only one oval per row.

	Highly likely	Likely	Not likely	Definitely not
Writing (publishing) for various online platforms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (publishing) for blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies for academic writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How likely would you engage in the following materials and activities?

Mark only one oval per row.

	Highly likely	Likely	Not likely	Definitely not
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion Forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What type of videos do you prefer?

Mark only one oval per row.

	I love this!	I like this.	I don't like this.	I hate this.
Video lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos in a more informal setting (e.g. interviews in a park)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voice-over PowerPoint slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Animated videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hand-drawn videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How long do you think each video should be?

Mark only one oval.

- 1-3 mins
- 4-6 mins
- 6-10 mins
- 10-20 mins
- It doesn't matter.

6. Is online interaction with the instructor and/or peers important?

Mark only one oval.

- Extremely important
- Quite important
- Of little importance
- Not important

7. Comments (if any):

8. From which platform(s)/ avenue(s) do you usually obtain information about various courses and programmes (academic or otherwise) in NUS?

9. How frequently do you visit these platforms in a typical semester?

	At least once a week	At least once a month	At least once every two months	Never, or just once per semester
NUS main webpage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NUS faculty webpage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IVLE corporate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NUS Media Web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NUS YouTube/ Facebook/ Instagram/ Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CELC website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Which faculty are you from?

Thank you for your time.
Your participation is greatly appreciated.