

## DISCUSSANT'S REMARKS

Discussant: Matt Baker, Texas Tech University

### DISTANCE DELIVERY: IMPACT ON LEARNING

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I will begin by saying that the Introduction and Theoretical Framework for this study were conceptually sound and well presented. The author does a nice job of codifying the knowledge base of *Delivery Systems* in Agricultural Education. The purpose of this study was to examine student perceptions of the effectiveness of an active learning, distance delivered asynchronous web based course compared to that of a face-to-face lecture based course. This quasi-experimental design clearly is a good example of the "Max" component of Kerlinger's "MaxMinCon" principle. Certainly this study maximized experimental variance by utilizing the two groups that served as the independent variable.

In terms of the Methodology, it would have strengthened the results of the study had the unidimensionality of the 10 items measuring Learning Outcomes and the four items measuring Communication been established using factor analysis or principle components analysis. In addition, had the author reported the internal consistency of the instrument, the level of evidence to support the major hypothesis would have been strengthened. This would have allowed the researcher to conduct two statistical analyses (one for each construct – Learning Outcomes and Communication) rather than 12. The danger in conducting multiple t-tests is in substantially inflating the alpha level. In terms of the Population and Sample, the composition of the control group was unclear. Did the author use a Post then Pre Evaluation Design on the same group of students who were taking two courses concurrently? In addition to the treatment group, did the author use a second group of students who were enrolled in a traditional lecture course?

The author did an excellent job in discussing the study findings and relating the findings back to the theoretical framework undergirding the study.