A Conceptual E-learning Model of Kinesiology and Perceived Online Courses by College Students

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By reviewing the history of e-learning literature, it is not difficulty to observe how successful of e-learning courses and programs across the subject matters of science, language, history, and many other scientific oriented courses. However, questions such as "Is e-learning platform suitable for college Kinesiology, Sport Study, Recreation, Physical Education, and Leisure Study?" and "What are the subject matters that students want to take via e-learning?" etc. are still largely unknown questions for many educators. In the information age today, we are experiencing a variety of demands for physical wellness and health education from many sources. How an e-learning educational programming for Kinesiology and health education can be adequately developed to meet such challenges is still one of the widely discussed topics today among educators. This paper describes an e-learning model for Kinesiology based on an international survey result and the taxonomy of Kinesiology.

INTRODUCTION

E-learning is one of most referred learning platforms for distance education via the Internet, which also is a very popular means to reach students in anywhere at anytime. By reviewing the history of e-learning literature, it is not difficulty to observe how successful of e-learning courses and programs across the subject matters of science, language, history, and many other scientific oriented programs and courses (Casey, et al., 2015). However, questions such as "Is e-learning platform suitable for college Kinesiology, Sport Study, Recreation, Physical Education, and Leisure Study?" and "What are the courses that students want to take on those subject matters?" etc. are still largely unknown questions for many educators (Staiano & Calvert, 2011). In the information age today, we are experiencing a variety of demands for physical wellness, human performance, and health education from college level institutes as well as public wellness and fitness centers. How an e-learning educational programming for Kinesiology and physical education can be adequately developed to meet such challenges is still one of the widely discussed topics today among educators. The purpose of this study are (1) to design a conceptual e-learning model for Kinesiology and Physical Education and (2) ascertain the prospective students' attitudes toward e-learning platform and subject matters within the taxonomy of Kinesiology. Students' perspectives toward e-learning courses and programs that address human performance and wellness topics are also described and discussed (Jakkola, et al., 2015).

METHOD

Kinesiology, Sport Study, Recreation, Physical Education, and Leisure Study as the traditional study for human performance as well as emerging wellness and quality of life studies needs to be theoretically described in order to have a better understanding of its attributes and characters. Is it important to define an e-learning model for Kinesiology? The answer is worth pursuing. A well-defined model will not only reveal the attributes of Kinesiology, but it will also provide guidance for developing new, or modifying existed, online or in-classroom courses and programs. By doing so, the Kinesiology profession will also stand to benefit in two-fold: first, by clarifying the vagueness of the definition of Kinesiology, and secondly, by identifying the attributes and characters for its e-learning programs and courses (Lund, & Tannehill, 2014).

Since its emergence as a distinct discipline more than few decades ago, Kinesiology has been broadly and narrowly included in many college's curricula. This interdisciplinary field is expanding in response to the increasing demands from the various educational, industrial, and research institutes for physically fit graduates, skilled personnel in Sports, Sport Psychology, Recreation and Leisure Study, Wellness and Health, and Kinesiology. The development of portable e-learning academic courses and programs for such areas has become a major discussion topic among many colleges and universities (Baumgartner, et al., 2015).

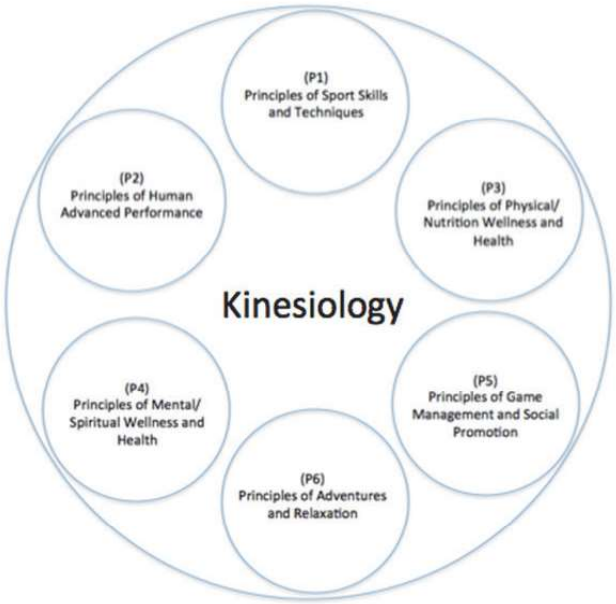
Comprehension of such a diverse discipline like Kinesiology requires a paradigm shift when attempting to define its attributes and characters. A simple approach would be to tolerate a reasonable amount of imprecision and uncertainty in defining a contemporary e-learning model for Kinesiology. The results may not be perfect; nevertheless, a reasonable concept model may lead to a theoretical resolution for the understanding of Kinesiology. With a clear described e-learning model, academic programming may also easily adopt the evolving new trends into the curriculum for applying new discipline into a broad sphere of the real world reality.

In order to appreciate what is e-learning Kinesiology, it would be beneficial to first take a look at its attributes and characters. By doing so, we will have a better perception for the scopes of Kinesiology, which will help us envision the upcoming challenges and prospective outcomes for the educational adventures via e-learning.

Although there is a variety of definition for Kinesiology, they are comparable at their root level since they are all dealing with human body. Generally speaking, there are six attributes that Kinesiology normally deals with. They are Principles of Sport Skills and Techniques; Principles of Human Advanced

Performance; Principles of Physical/Nutrition Wellness and Health; Principles of Mental/Spiritual Wellness and Health; Principles of Game Management and Social Promotion; and Principles of Adventures and Relaxation. Figure 1 depicts the conceptual taxonomy of Kinesiology.

FIGURE 1
CONCEPTUAL TAXONOMY OF KINESIOLOGY



The above taxonomy is the foundation for the study of Kinesiology. This taxonomy does not only illustrates the domains of Kinesiology: (i.e. $U_{1\text{-}6} \in (\{uP1\}\ \{uP2\}\ \{uP3\}\ \{uP4\}\ \{uP5\}\ \{uP6\})$, but it also depicts the relationship among the six attributes. Each of the attributes is a distinct subject area for study, which should be the emphasis for the academic courses and curriculum for e-learning.

Furthermore, each of these six attributes has five possible quantum characters in terms of purposes for human to participate in physical activities. They are:

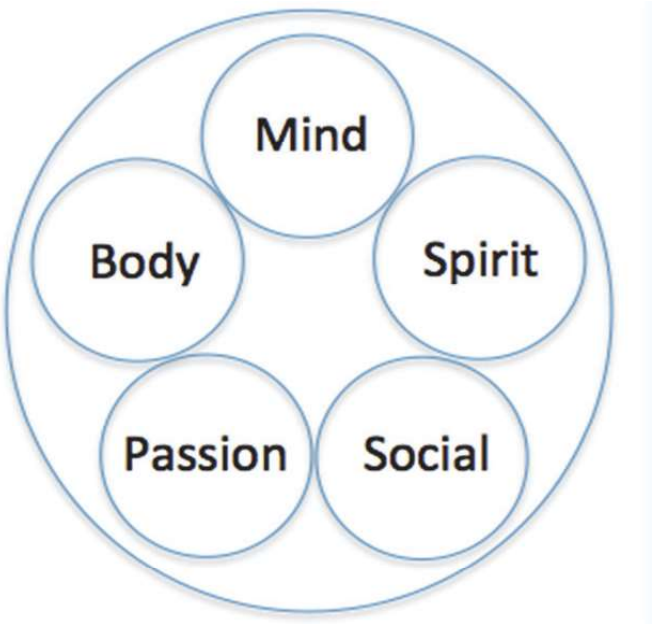
1. For Cognitive Understanding (Mind)
2. For Physical Health (Body)
3. For Mental Health (Spirit)
4. For Challenges and Achievements (Passion)
5. For Social Bonding and Connection (Social)

These five characters delineate the ingredients of e-learning course for each attribute of Kinesiology as shown in Figure 2:

The Semantic Differential method will be utilized to construct the surveys scales in order to determine college students' perspective toward the attributes and characters of Kinesiology via e-learning (Baumgartner, et al., (2015). Semantic Differential scale is one of the most popular methods for assessing human perspective toward a subject matter in the field of human psychology, which is very similar to the pain assessment in nursing, in which 10 is the most painful and 1 is the least pain by patient's self rating. The self-rating offers individual's own feeling and perspective toward pain. In the same fashion, when the

subjects about Kinesiology via e-learning are presented to the individual, the self-rating will reflect the feeling of this individual toward the subject matter.

FIGURE 2
FIVE ATTRIBUTES OF KINESIOLOGY



$\{uP1\} \in (\{Mind\}\{Body\}\{Spirit\}\{Passion\}\{Social\})$
$\{uP2\} \in (\{Mind\}\{Body\}\{Spirit\}\{Passion\}\{Social\})$
$\{uP3\} \in (\{Mind\}\{Body\}\{Spirit\}\{Passion\}\{Social\})$
$\{uP4\} \in (\{Mind\}\{Body\}\{Spirit\}\{Passion\}\{Social\})$
$\{uP5\} \in (\{Mind\}\{Body\}\{Spirit\}\{Passion\}\{Social\})$
$\{uP6\} \in (\{Mind\}\{Body\}\{Spirit\}\{Passion\}\{Social\})$

There are two parts in Semantic Differential Scale: part one is a statement that tests the targeted participant's feeling toward it; and part two is a series of paired bipolar adjectives with seven-point scale. The scales measure subject's feeling toward the statement, which will be quantified from 1, the most negative, to 7 the most positive feeling toward the statement by the meaning of polarized adjectives. Point 4 represents neutral perspective toward the statement. The average of the scores represents the overall feeling toward the assessed statement and is used for statistical analysis.

For this study, the paired bipolar adjectives were chosen according to three major factors of Semantic Dimensions: Evaluation, Potency, and Activity as shown in Table 1:

TABLE 1
SEMANTIC DIMENSIONS

EVALUATION	POTENCY	ACTIVITY
Good ←→ Bad	Deep ←→ Shallow	Happy ←→ Sad
Valuable ←→ Worthless	Strong ←→ Weak	Active ←→ Passive

Eight perspective statements will be constructed for assessment of student's perspectives toward e-learning. Appendix illustrates the survey instrument.

RESULTS

Study participants were students enrolled in Kinesiology classes in two universities. The students completed the survey for their attitudes toward taking online courses in Kinesiology (4 questions) as well as the purposes for taking Kinesiology classes (5 questions). Using semantic differential rating scale 1 to 7 (1 is least and 7 is more favorable). Overall attitude toward taking online courses in Kinesiology was calculated by summing the four area-specific attitude questions. The students also provided background information on gender, years in the university, level of computer competence, and majors of study.

A total of 370 students (77% females) completed the survey (94% response rate) from the two participating universities. Majority of the study participants (91%) were freshman or sophomore. Only 8.9% of the participant reported having above average computer competence. Most of the participating students are majored in Science (69.2%) and Engineering (24.6%). Table 2 shows the characteristics of the study participants.

Table 3 shows the survey results on student's attitude on taking online courses in Kinesiology in comparing with the difference based on students' background information. The following are the summarized significant findings:

Male students had more favorable attitude on taking online Kinesiology courses on mental health as well as overall attitude toward taking online Kinesiology courses than female students.

Students in Science majors had more favorable attitude on taking online Kinesiology courses on wellness and nutrition, and mental health as well as overall attitude toward taking online Kinesiology courses than students in Engineering and Non-Science majors.

Sophomore students had more favorable attitude on taking online Kinesiology courses on mental health as well as overall attitude toward taking online Kinesiology courses than other students.

Finally it is important to notice that the attitude on taking online Kinesiology courses did not differ among self-reported levels of computer competence in the students.

Table 4 shows the comparisons between student's purposes for taking courses in Kinesiology and their background information. The following are the summarized significant findings:

Students with average computer competence reported taking Kinesiology courses for the purposes of improving physical health and mental health compared to the students with above average computer competence, and taking Kinesiology courses for the purposes of developing habits compared to students with beginner computer competence.

Students in Science majors reported taking Kinesiology courses for the purposes of improving mental health, developing habits, and developing social bonding and connections compared to students in Engineering majors.

Sophomore students were more likely to take Kinesiology courses for the purposes of improving mental health and developing habits than other Junior/Senior year students.

Overall the students were less interested in taking Kinesiology course for purpose of learning sport and exercise skills.

Table 5 shows the correlations between the purposes of taking Kinesiology courses and attitudes toward taking online courses in Kinesiology. The significant findings:

Students reported taking Kinesiology courses for the purposes of learning sport and exercise skills, improving mental health, developing habits, and developing social bonding and connections had more favorable overall attitude toward taking online courses in Kinesiology.

Students reported taking Kinesiology courses for the purposes of improving mental health seemed to have more favorable attitude toward taking online courses in Kinesiology.

Students interested in taking Kinesiology for improving physical health has less favorable attitude toward taking online courses in Kinesiology.

TABLE 2
CHARACTERISTICS OF STUDY PARTICIPANTS

Independent Variable		# Students	%
Total Participants		370	
Participating Universities	# 1	134	36.2
	# 2	236	63.8
Subject Gender	Female	286	77.3
	Male	84	22.7
Subject Years in College	Freshman	185	50
	Sophomore	151	40.8
	Junior	20	5.4
	Senior	14	3.8
Self-Rated Computer Competence	Beginner	174	47
	Average	163	44.1
	Above Average	33	8.9
Subject's Majors	Economic/Business	2	0.5
	Engineering	91	24.6
	Science	256	69.2
	Education	2	0.5
	Architecture	3	0.8
	Other	16	4.3

TABLE 3
COMPARISONS OF ATTITUDES ON TAKING ONLINE COURSES IN KINESIOLOGY

Variables*			Taking courses on sport skills online	Taking wellness and nutrition courses online	Taking mental health courses online	Taking management and promotion of sports and exercise courses online	Overall attitude toward online courses in kinesiology
University	1	Mean	4.29	4.55 **a**	4.5 **a**	4.52	4.46 **a**
		SD	1.07	1.08	1.12	1.06	0.88
	2	Mean	4.47	4.92 **a**	4.96 **a**	4.68	4.75 **a**
		SD	1.28	1.16	1.18	1.21	0.97
	Total	Mean	4.4	4.78	4.79	4.62	4.65
		SD	1.21	1.15	1.18	1.16	0.95
Gender	Female	Mean	4.31 **a**	4.73	4.71 **a**	4.58	4.58 **a**
		SD	1.14	1.12	1.14	1.11	0.89
	Male	Mean	4.73 **a**	4.98	5.06 **a**	4.76	4.88 **a**
		SD	1.37	1.23	1.27	1.3	1.11
	Total	Mean	4.4	4.78	4.79	4.62	4.65
		SD	1.21	1.15	1.18	1.16	0.95
Self-reported computer competence	Beginner	Mean	4.36	4.72	4.73	4.53	4.58
		SD	1.2	1.08	1.14	1.13	0.89
	Average	Mean	4.45	4.89	4.91	4.71	4.74
		SD	1.26	1.22	1.21	1.2	1.02
	Above average	Mean	4.43	4.61	4.56	4.66	4.56
		SD	0.99	1.08	1.19	1.1	0.92
	Total	Mean	4.4	4.78	4.79	4.62	4.65
		SD	1.21	1.15	1.18	1.16	0.95
Study Majors	Engineering	Mean	4.28	4.59 **a**	4.50 **a**	4.53	4.47 **a**
		SD	1.11	1.07	1.09	1.05	0.86
	Science	Mean	4.47	4.88 **a, b**	4.91 **a**	4.67	4.73 **a**
		SD	1.26	1.17	1.21	1.22	0.99
	Non-Science	Mean	4.12	4.44 **b**	4.6	4.4	4.39 **a**
		SD	0.86	0.98	1.02	0.87	0.75
	Total	Mean	4.4	4.78	4.79	4.62	4.65
		SD	1.21	1.15	1.18	1.16	0.95
Years in the University	Freshman	Mean	4.35	4.81	4.73 **a**	4.55	4.61
		SD	1.35	1.21	1.28	1.23	1.01
	Sophomore	Mean	4.47	4.85	4.96 **a, b**	4.75	4.76
		SD	1.06	1.06	1.08	1.1	0.91
	Junior/Senior	Mean	4.36	4.39	4.37 **b**	4.42	4.39
		SD	1.04	1.08	0.94	1.01	0.75
	Total	Mean	4.4	4.78	4.79	4.62	4.65
		SD	1.21	1.15	1.18	1.16	0.95

* One-way F test $p < .05$, 2-sided test; same letters denotes groups are significantly different

TABLE 4
COMPARISONS IN ATTITUDES TOWARD TAKING ONLINE COURSES IN KINESOLOGY

Variables			Purpose of taking kinesiology courses is to learn sport and exercise skills	Purpose of taking kinesiology courses is to improve physical health	Purpose of taking kinesiology courses is to improve mental health	Purpose of taking kinesiology courses is to develop passion in active habits	Purpose of taking kinesiology courses is to develop social bonding
University	1	Mean	4.38	5.33	4.74 a*	4.77 a*	4.64
		SD	1.03	1.14	1.04	1.12	1.04
	2	Mean	4.58	5.51	5.08 a*	5.33 a*	4.83
		SD	1.36	1.23	1.26	1.19	1.19
	Total	Mean	4.51	5.44	4.96	5.13	4.76
		SD	1.25	1.2	1.2	1.19	1.14
Gender	Female	Mean	4.44	5.47	4.95	5.1	4.73
		SD	1.27	1.2	1.21	1.18	1.14
	Male	Mean	4.74	5.36	4.98	5.23	4.88
		SD	1.16	1.19	1.16	1.23	1.14
	Total	Mean	4.51	5.44	4.96	5.13	4.76
		SD	1.25	1.2	1.2	1.19	1.14
Self-reported computer competence	Beginner	Mean	4.43	5.3	4.76	4.95 a*	4.63
		SD	1.25	1.2	1.16	1.21	1.07
	Average	Mean	4.63	5.70 a*	5.24 a*	5.32 a*	4.9
		SD	1.29	1.14	1.21	1.18	1.24
	> Average	Mean	4.36	4.92 a*	4.60 a*	5.09	4.77
		SD	1.04	1.18	1.05	1.08	0.91
	Total	Mean	4.51	5.44	4.96	5.13	4.76
		SD	1.25	1.2	1.2	1.19	1.14
Study Majors	Engineering	Mean	4.41	5.28	4.83	4.79	4.75
		SD	1.12	1.12	1.08	1.08	0.96
	Science	Mean	4.57	5.51	5.05 a*	5.31 a*	4.83 a*
		SD	1.32	1.22	1.24	1.19	1.16
	Non-Science	Mean	4.33	5.36	4.47 a*	4.45 a*	4.09 a*
		SD	0.91	1.21	1.03	1.16	1.34
	Total	Mean	4.51	5.44	4.96	5.13	4.76
		SD	1.25	1.2	1.2	1.19	1.14
Years in the University	Freshman	Mean	4.47	5.49	4.95	5.11	4.8
		SD	1.36	1.25	1.27	1.26	1.19
	Sophomore	Mean	4.55	5.42	5.08 a*	5.24 a*	4.72
		SD	1.21	1.19	1.12	1.12	1.13
	Junior/Senior	Mean	4.57	5.25	4.43 a*	4.68 a*	4.76
		SD	0.71	0.92	0.96	1.03	0.88
	Total	Mean	4.51	5.44	4.96	5.13	4.76
		SD	1.25	1.2	1.2	1.19	1.14

* One-way F test $p < .05$, 2-sided test; same letters denotes groups are significantly different.

TABLE 5
CORRELATIONS BETWEEN PURPOSE OF TAKING KINESIOLOGY COURSES AND THE ATTITUDE ON TAKING ONLINE KINESIOLOGY COURSES

	Attitude on taking courses on sport skills online via Internet	Attitude on taking courses on wellness and nutrition online via Internet	Attitude on taking courses on mental health online via the Internet	Attitude on taking courses on management and promotion of sports and exercise online via Internet	Attitude toward online courses in Physical Education
The purpose of taking Physical Education courses is to learn sport and exercise skills	.414**	.345**	.376**	.494**	.502**
The purpose of taking Physical Education courses is to improve physical health	.185**	.404**	.344**	.374**	.401**
The purpose of taking Physical Education courses is to improve mental health	.316**	.431**	.516**	.493**	.540**
The purpose of taking Physical Education courses is to develop habits	.248**	.424**	.474**	.419**	.480**
The purpose of taking Physical Education courses is to develop social bonding and connections	.361**	.406**	.401**	.500**	.513**

** Correlation is significant at 0.01 level (2-tailed).

DISCUSSION

Although Figure 2 illustrates the equal balanced knowledge and skill sets among the five possible characters of Kinesiology, the survey results suggest that student with different gender, experience in college, and their majors show different favoritism toward certain area of e-learning study in Kinesiology: such as most of college students are in favor of taking Kinesiology courses for improving physical and mental health and for the purposes of developing active habits, and not for learning sport skills. Therefore, the e-learning curriculum for Kinesiology should address these needs, and to offer more courses to reflect these needs among Mind, Spirit, Passion, and Social wellness.

As illustrated in Table 3, male students had more favorable attitude on taking online Kinesiology courses on mental health as well as overall attitude toward taking online Kinesiology courses than female students; Students in Science majors had more favorable attitude on taking online Kinesiology courses on wellness and nutrition, and mental health as well as overall attitude toward taking online Kinesiology courses than students in Engineering and Non-Science majors; and Sophomore students had more favorable attitude on taking online Kinesiology courses on mental health as well as overall attitude toward taking online Kinesiology courses than other students. Therefore, the e-learning curriculum for Kinesiology should address more on wellness, nutrition, and mental health.

Surprisingly, the survey result reveals that college students with different self-reported computer competence all have the favorite attitude to take online Kinesiology courses.

Applying F-expert system (if-then) rules, a well-known concept in the field of knowledge-based systems, to the concept model of e-learning for Kinesiology, the proportion of the knowledge from the five characters of Kinesiology could be skewed to construct different scenarios to that college students have more favoritism.

CONCLUSION

This study proposed a newly constructed concept model for e-learning in Kinesiology. The survey results suggest that college student have favorite attitude toward certain areas of Kinesiology, especially for physical and mental health and knowledge in wellness and nutrition. The survey also indicates that college students have least favorite attitude toward learning sport skill course online.

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APPENDIX

Instruction to Semantic Differential Scale

Please first read each statement in the box, and then circle a number on each row of paired adjectives scale that is the best represent how you feel about the statement. Please complete every row and don't leave any blanks as example shown below:

"Sports always create excitement for me."

How do you feel about this statement?

For example:

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good

Please Circle The Facts Related to You Below:

Your Gender is:	Female	Male		
Your Year in College is:	1 year	2 years	3 years	4 years
Your Computer Skill is:	Beginner	Average	> Average	
Your Major Area is:	Arts	Business	Engineering	Sciences
	Education	Sports	Design	Other : _____

Survey Questions:

Sport skill courses taught online via the Internet.

How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good

Physical wellness and nutrition courses taught online via the Internet.

How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good

Mental and spiritual health courses taught online via the Internet.

How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good

Game management and social promotion courses taught online via Internet.

How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good

Study Kinesiology is for cognitively understanding of sport skills.

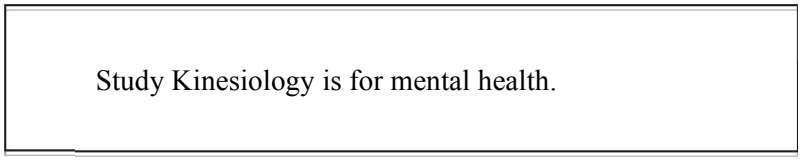
How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good

Study Kinesiology is for physical health.

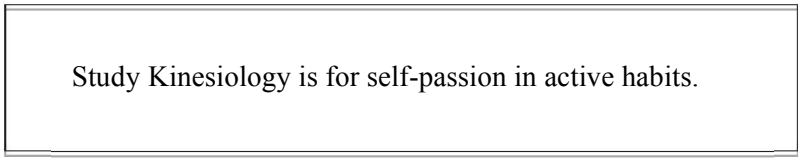
How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good



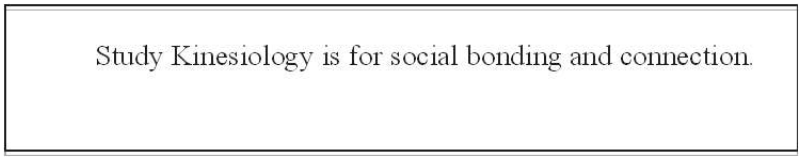
How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good



How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good



How do you feel about this statement?

Valuable: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Worthless
Shallow: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Deep
Sad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Happy
Strong: |___**7**___|___**6**___|___**5**___|___**4**___|___**3**___|___**2**___|___**1**___| :Weak
Bad: |___**1**___|___**2**___|___**3**___|___**4**___|___**5**___|___**6**___|___**7**___| :Good