Table 7 - Sample of Research Involving Student Experience and Perceptions of Online Learning: Chapter 3 - Research on Online Learning

Topic: Student Experience and Perceptions of Online Learning	Author	Description/Procedures	Results	Instructional Strategies/Activities Suggested by Study
Comparison of Students' and Tutors' Experiences and Learning Outcomes of Internet-Based and More Conventionally Delivered Distance Education Courses	Carswell, Thomas, Petre, Price & Richards (2000)	▪ Mixed method qualitative analysis and Quasi-experimental comparison of traditional and Internet-based courses ▪ Virtually identical course with the exception of delivery format ▪ Used email, conferencing and Web forms ▪ 300 Internet students; 150 conventional students that had tutors who also had Internet students; 50 conventional students who had tutors who only dealt with conventional students ▪ Examined differences in reported experiences among groups ▪ Analyzed background experience and learning style questionnaire and final grades	▪ Internet and conventional instruction groups were similar in personal attributes and learning outcome ▪ Internet population had slightly higher rate of attrition (not completing course) than conventional group ▪ Conventional students recorded an increased preference for the theorist (analytical, prefer to maximize certainty and dislike irrelevance) learning style over the Internet students ▪ Return of assignment feedback was reported to be faster by Internet students than conventional students (1 week vs. 2 weeks) ▪ Internet students contacted their tutors more often (on average 20 times vs. 5 times for conventional students) ▪ No significant differences in learning outcomes ▪ Internet perceived as more robust and reliable model for getting answers to questions ▪ Students perceived increased interaction with tutors and other students ▪ Extended learning experience through problem sharing and gaining internet expertise	▪ Provide instruction using the Internet to support faster response, interaction and feedback to students ▪ Expect an increase of communication between the instructor and individual students in an Internet based course ▪ Internet courses can extend learning beyond course material in providing opportunities for sharing problems related to content and increase online expertise

Table 7 - Sample of Research Involving Student Experience and Perceptions of Online Learning: Chapter 3 - Research on Online Learning

Topic: Student Experience and Perceptions of Online Learning	Author	Description/Procedures	Results	Instructional Strategies/Activities Suggested by Study
Consistency, Contact and Communication in the Virtual Classroom	Swan, Shea, Fredericksen, Pickett, Pelz & Maher (2000)	▪ Quantitative and qualitative analysis of online survey responses of 1,108 students in 73 courses ▪ Examined relationships among reported student satisfaction and perceived learning, interaction with faculty and peers and course attributes ▪ Used Lotus Notes in all courses	▪ Students chose online courses for reasons related to conflicts in personal schedule (37%), family responsibilities (15%) over distance or lack of transportation (12%) ▪ Students who perceived high levels of interaction with the instructor and their peers reported higher levels of satisfaction and learning over those who students who thought they had less interaction ▪ Students who reported higher levels of activity also reported higher levels of satisfaction and learning ▪ Online courses were generally small with one third having ten or fewer students, one half of courses between 11 and 20 students and only 4 percent having more than 30 students ▪ Few courses had multiple links to external sites (26% with less than 10 links) and 41% of the courses with no outside links ▪ Two thirds of the courses did not link by association within the course ▪ 74% of courses had weekly assignments ▪ Three quarters of courses had 10-50% of course grades based on contribution to online discussions ▪ The greater the percentage of course grade based on online discussions, students felt more satisfied, experienced more interaction and they learned more ▪ The greater the percentage of the grade based on cooperative work, the less the students felt they learned ▪ The greater the consistency across modules, the more satisfied students were and the more they thought they learned ▪ The lower the number of modules in a course the more students felt they learned	▪ Smaller classes of 11-20 students may be optimal to support interaction in online courses ▪ Interaction with instructors is critical to the success of online courses ▪ Interaction with peers is also important to consider when designing courses ▪ Creating active learning opportunities, reducing the number of outside links and providing a greater percentage of grades on online discussion participation may impact student perception of courses ▪ A smaller number of modules that are consistent in design may influence student's perception of their learning

Table 7 - Sample of Research Involving Student Experience and Perceptions of Online Learning: Chapter 3 - Research on Online Learning

Topic: Student Experience and Perceptions of Online Learning	Author	Description/Procedures	Results	Instructional Strategies/Activities Suggested by Study
Students' Frustration with a Web-based Distance Education Course	Hara & Kling (1999)	▪ Qualitative case study examining issues of frustration for students in a Web-based course ▪ In-depth study of 4 of 6 graduate students Interviews, observations of students interacting with Web site with talk aloud protocols, course transcripts, emails communication	▪ Student perspectives on sources of frustration were generally related to technological problems, minimal and non-timely feedback from instructor and ambiguous instructions for assignments ▪ These frustrations so overwhelmed a few of the students that they reported they would not be interested in taking an online course in the future because of these problems ▪ Computer competence may impact frustration levels as one student with little computer experience expressed extreme frustration with a synchronous learning activity, while another student with additional computer experience expressed positive reaction to the same assignment ▪ Students expressed anxiety related to falling behind in course messages, dealing with information overload and spending more time online than expected ▪ Lack of physical presence of the instructor contributed to frustration in feelings of inadequate amount and lack of immediate of feedback on students progression in course, ▪ Inappropriate prerequisite information and time pressure contributed to some students feeling of frustration with the course ▪ Ambiguous instructions on the Web created frustration - instructor perceived instructions as flexible while students felt they were ambiguous and needed additional clarification Students felt they were guessing what the instructor wanted and did not always communicate their frustration to the instructor	▪ Technology support needs to be provided for online learning contexts ▪ Instructors should consider increasing frequency and timeliness of feedback in a Web-based course to prevent student frustration ▪ Adequate assessment of computer competence and prerequisite skills of students should be conducted prior to the start of online course ▪ Instructors in Web-based courses should take care not to overwhelm students with large amounts of messages online Directions and instructions in the online context need to be clear and unambiguous

Table 7 - Sample of Research Involving Student Experience and Perceptions of Online Learning: Chapter 3 - Research on Online Learning

References:

Carswell, L., Thomas, P., Petre, M., Price, B., & Richards, M. (2000). Distance education via the Internet: The student experience, *British Journal of Educational Technology*, 31(1), 29-46.

Hara, N. & Kling, R. (1999). Student's frustrations with a Web-based distance education course, *First Monday* [On-line]. Available: http://www.firstmonday.dk/issues/issue4_12/hara/index.html

Swan, K., Shea, P., & Fredericksen. (2000). Building knowledge building communities: consistency, contact and communication in the virtual classroom, *Journal of Educational Computing Research* 23(4), 359-383.