Student Learning Experience During the Pandemic

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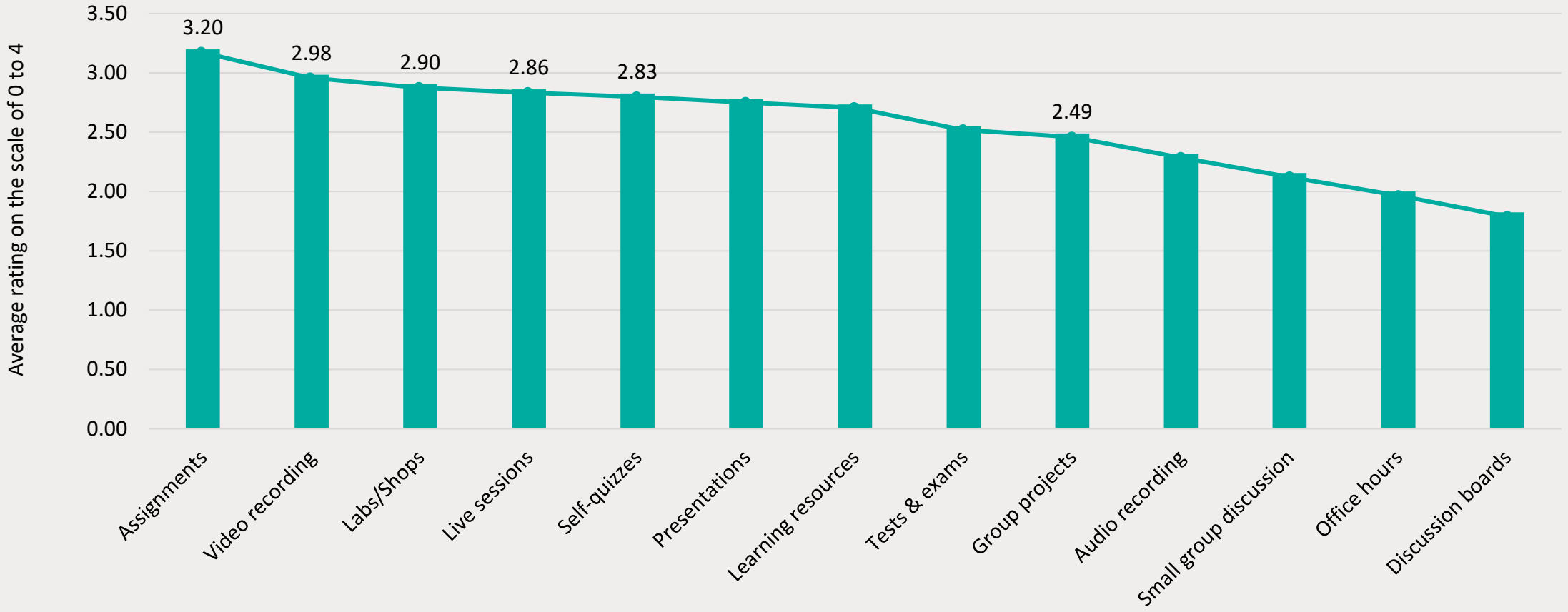
- Research objective
- Methodology
- Data

- 69% from full time technology programs, few from trades
- 61% had various levels of experience with online learning
- 72% learned fully online, among them:
  - 59% Completely or mostly synchronous
  - 31% An equal mix of synchronous and asynchronous
  - 10% completely or mostly asynchronous

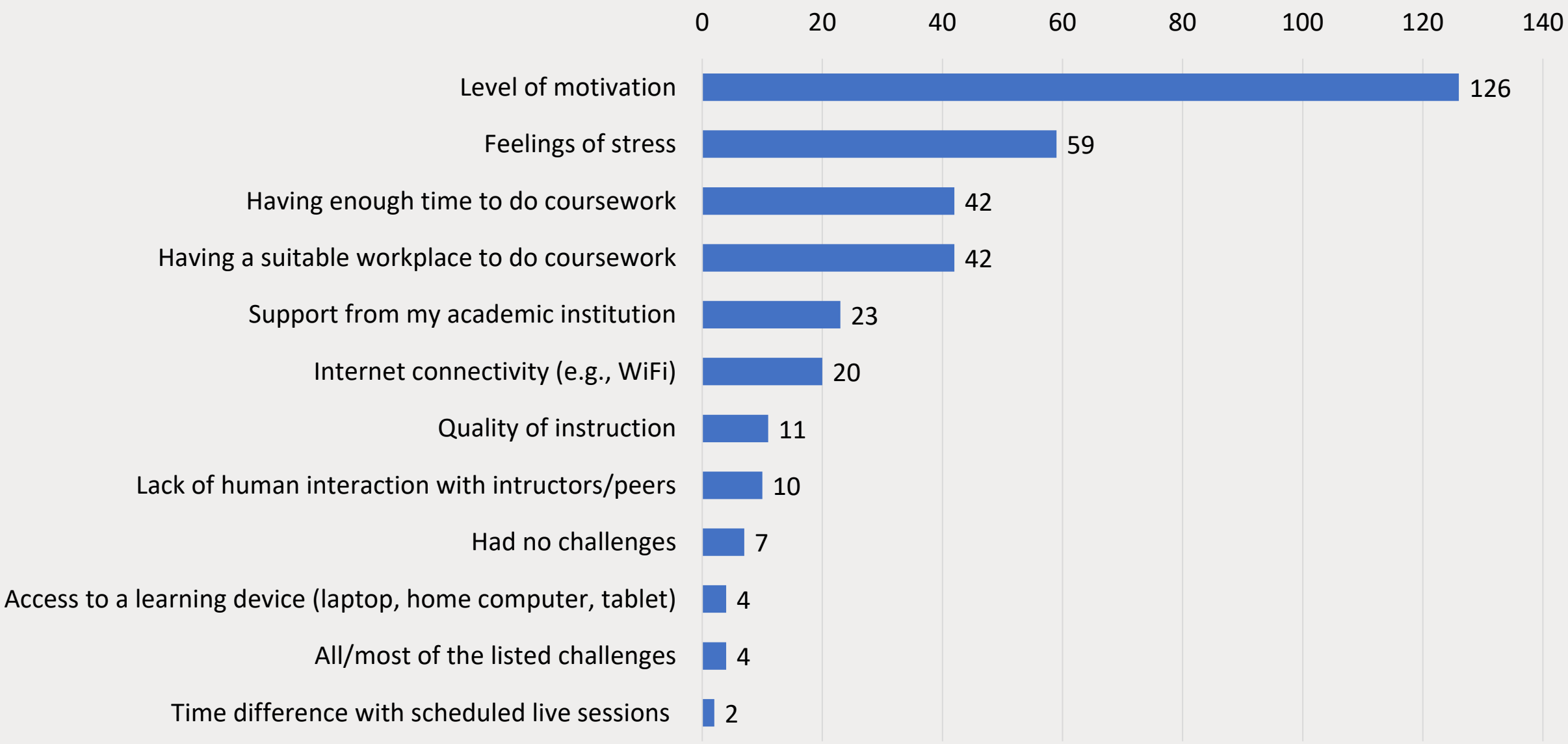
Course Components

Overall Rating of Course Components

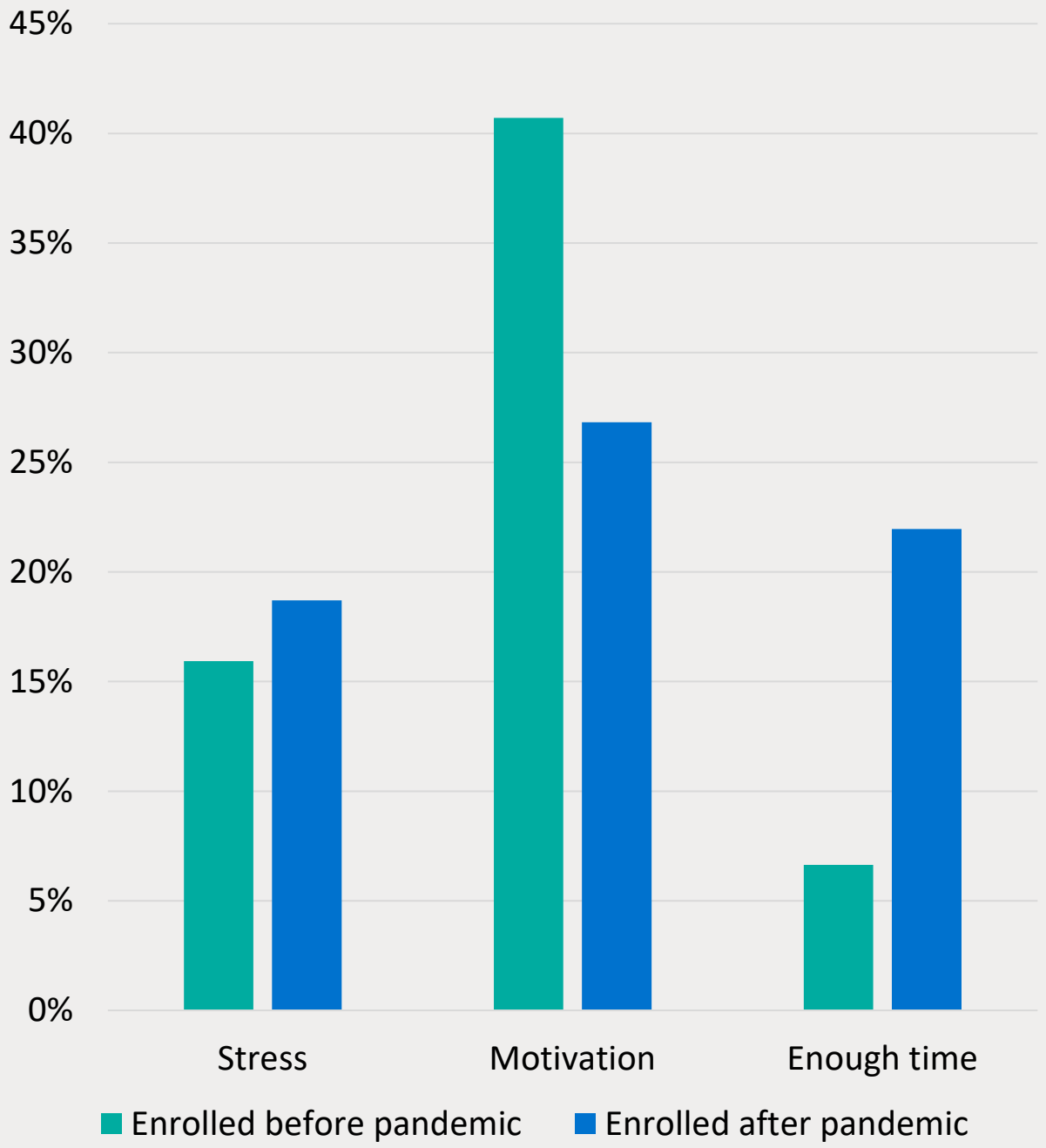
To what extent did the following course components help you learn during the pandemic? (ranging from 0=not at all to 4=a lot of help):



Most Challenging Aspect of Your Learning

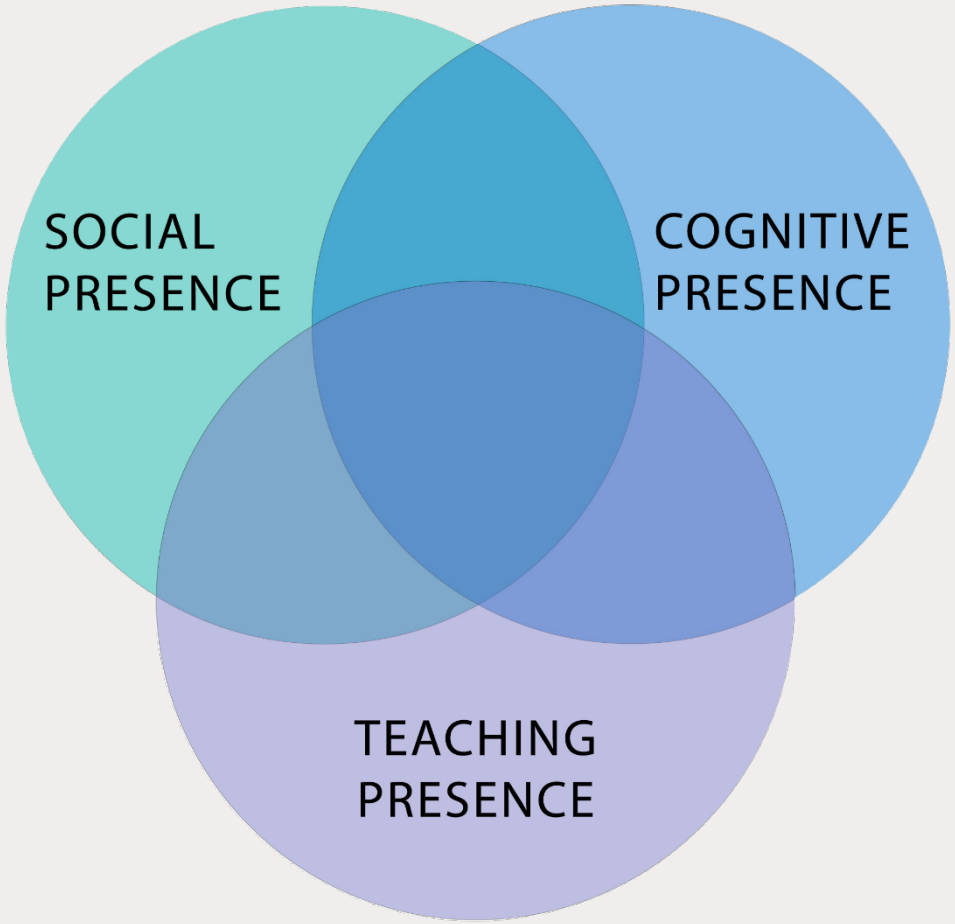


Time of Enrollment and Most Challenging Aspect of Your Learning



Community of Inquiry

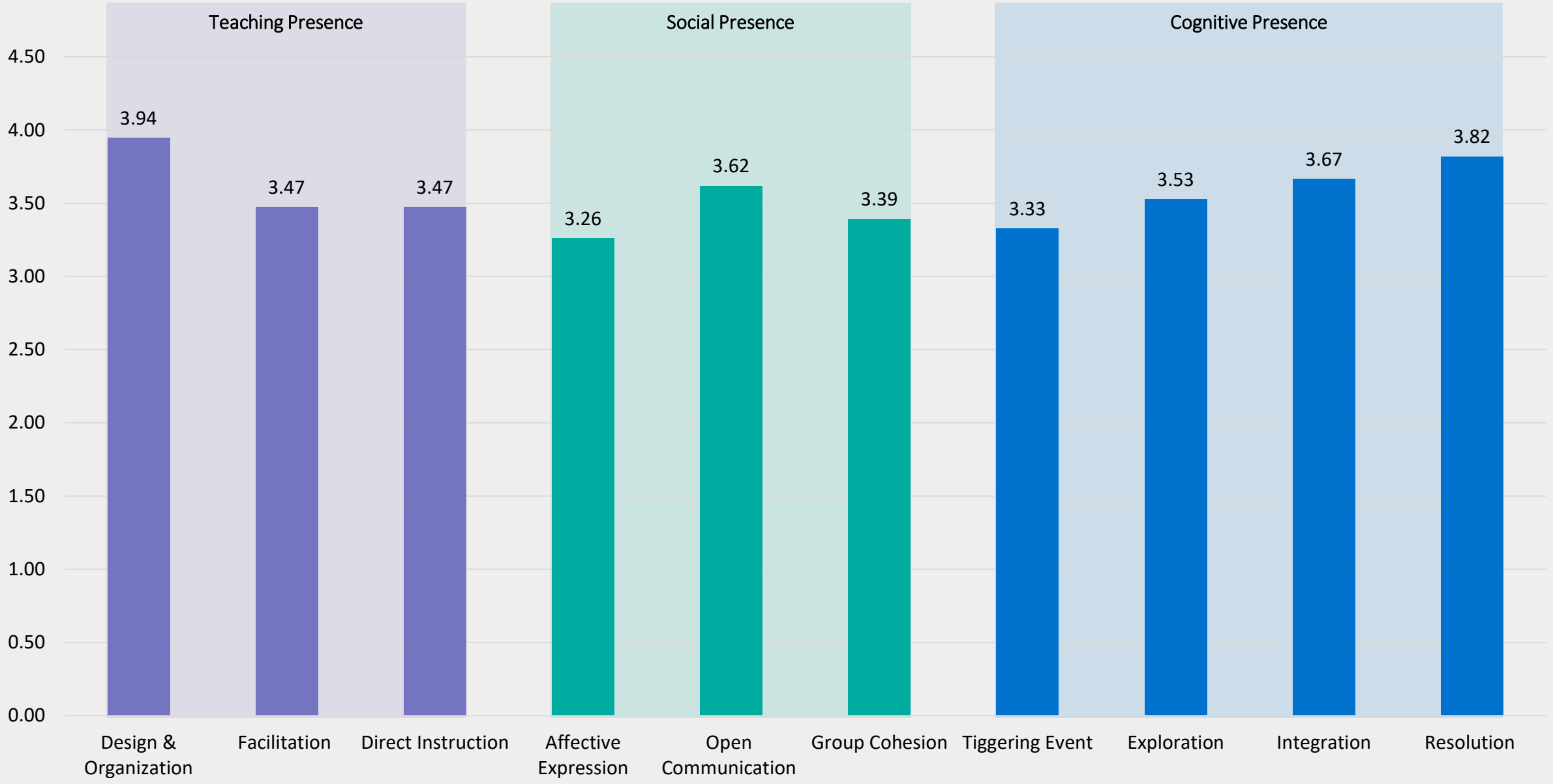
Community of Inquiry Framework



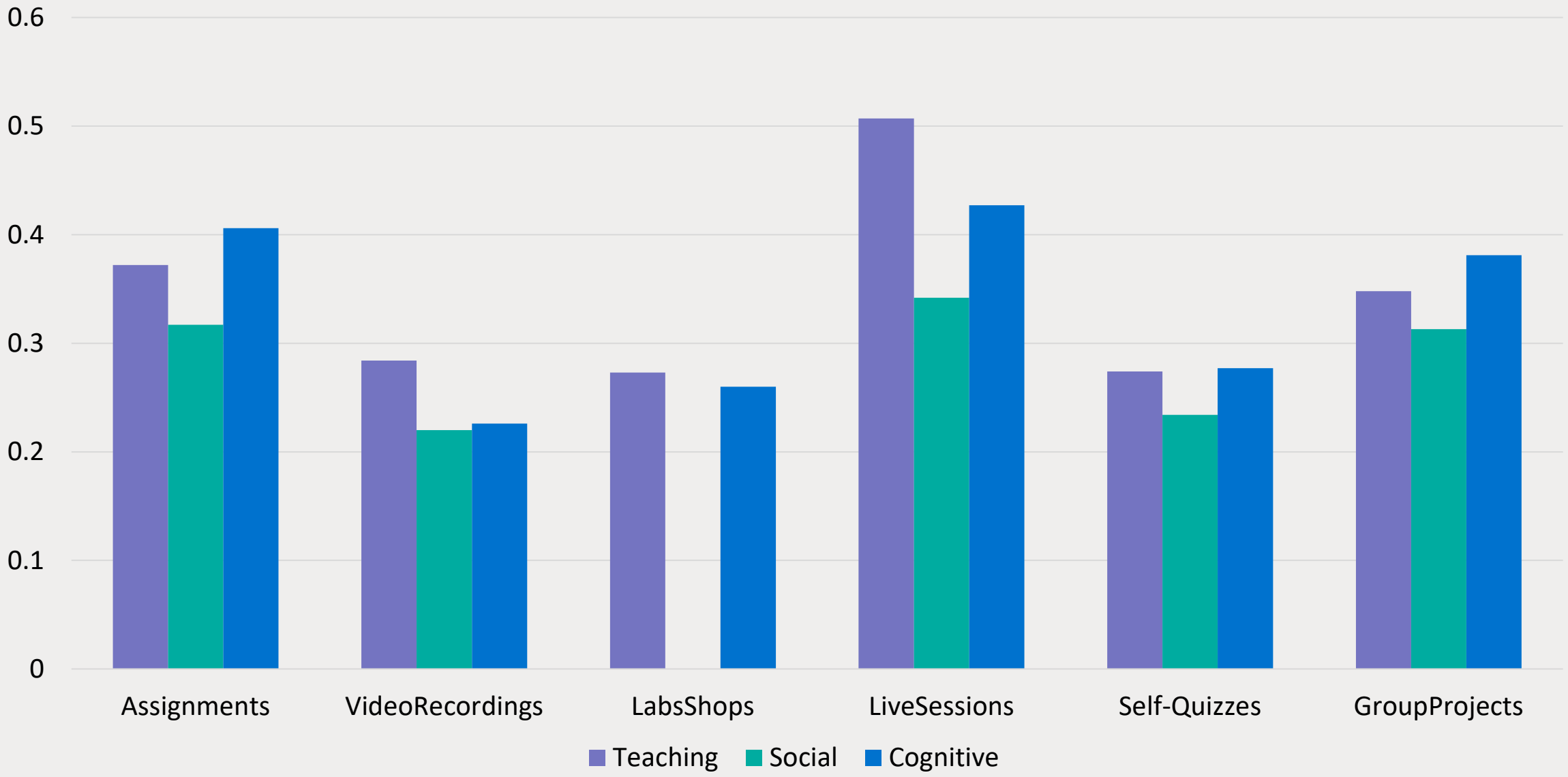
A well-established framework for assessing the design and delivery of online learning.

- ***Teaching presence*** provides structure and direction to the students' discourse.
- ***Social presence*** serves as the environment where students engage in productive and collaborative inquiry.
- ***Cognitive presence*** refers to students' construction of meaning by engaging in community discourse which challenges beliefs, considers alternative perspectives, and negotiate understanding.

Community of Inquiry Rating

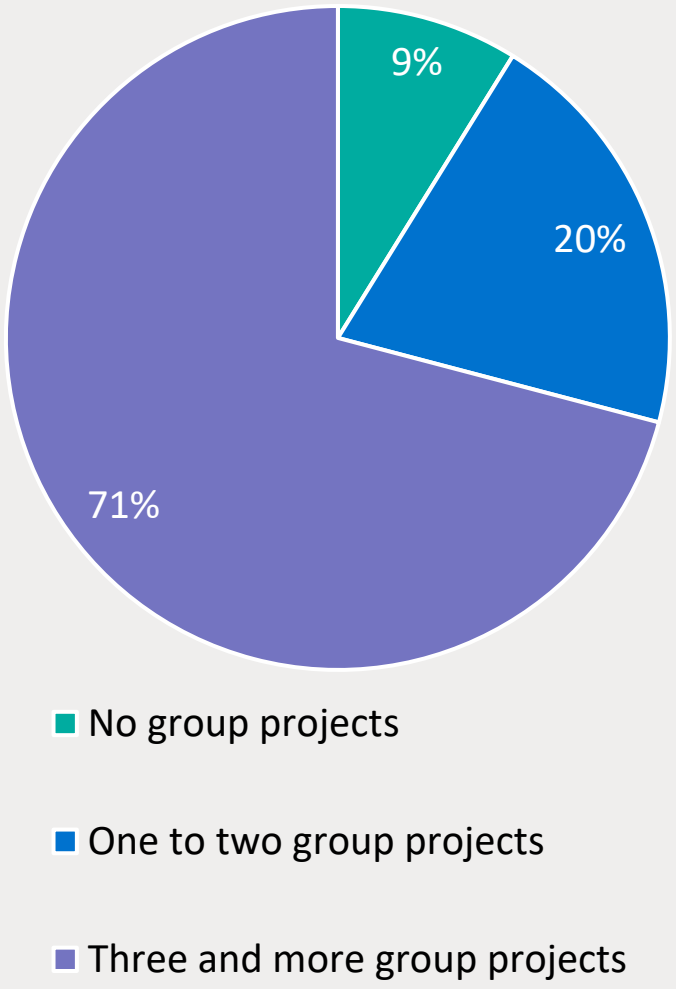


Correlations between Ratings of CoI and Selected Course Components



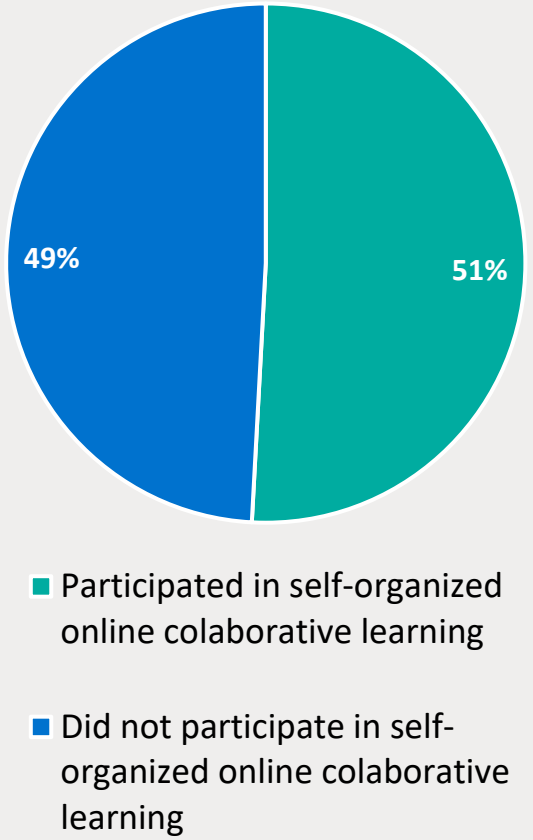
Collaborative Learning

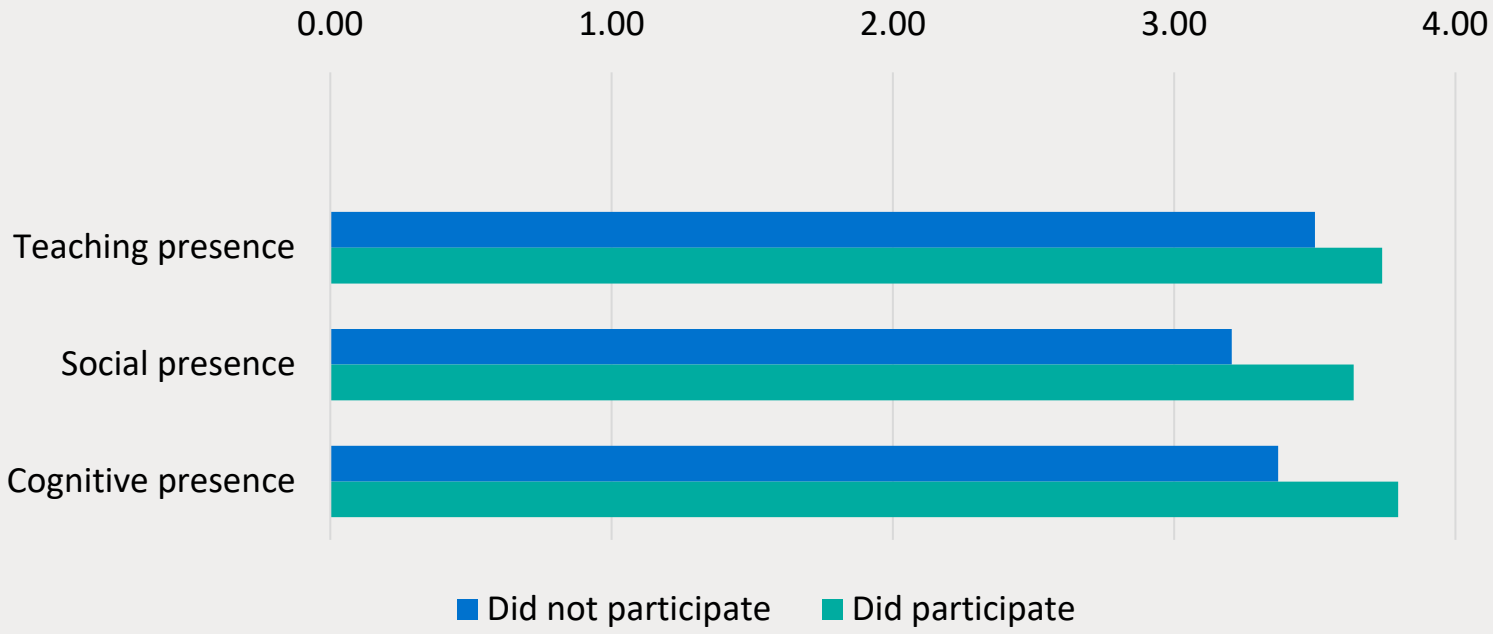
Group Projects



Respondents who had more group projects rated “group projects” higher as a course component (Three and more =2.67; One to two = 1.82).

Collaboration and Online Self-Organized Groups





Thank you!