High Frequency of Online Interaction Relates to Classroom Satisfaction

by

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Types of Courses Surveyed

- All classes studied were mainstreamed , RIT online courses

Student Demographics

- N = 1266
- 593 full time, 673 part time
- 769 undergraduate, 497 graduate
- 53 deaf, 35 HH, 1178 hearing

Categories of Survey Questions

1. Amount and Quality of Interactions with Peers
2. Communication with Instructor(s)
3. Perceived Learning that Occurred
4. Overall Satisfaction

Likert Scale for Responses

1. Not Applicable
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

Open Ended Questions

- "What did you like best about this course?"
- "Please share any comments or suggestions you have for making RIT's fully online courses better."
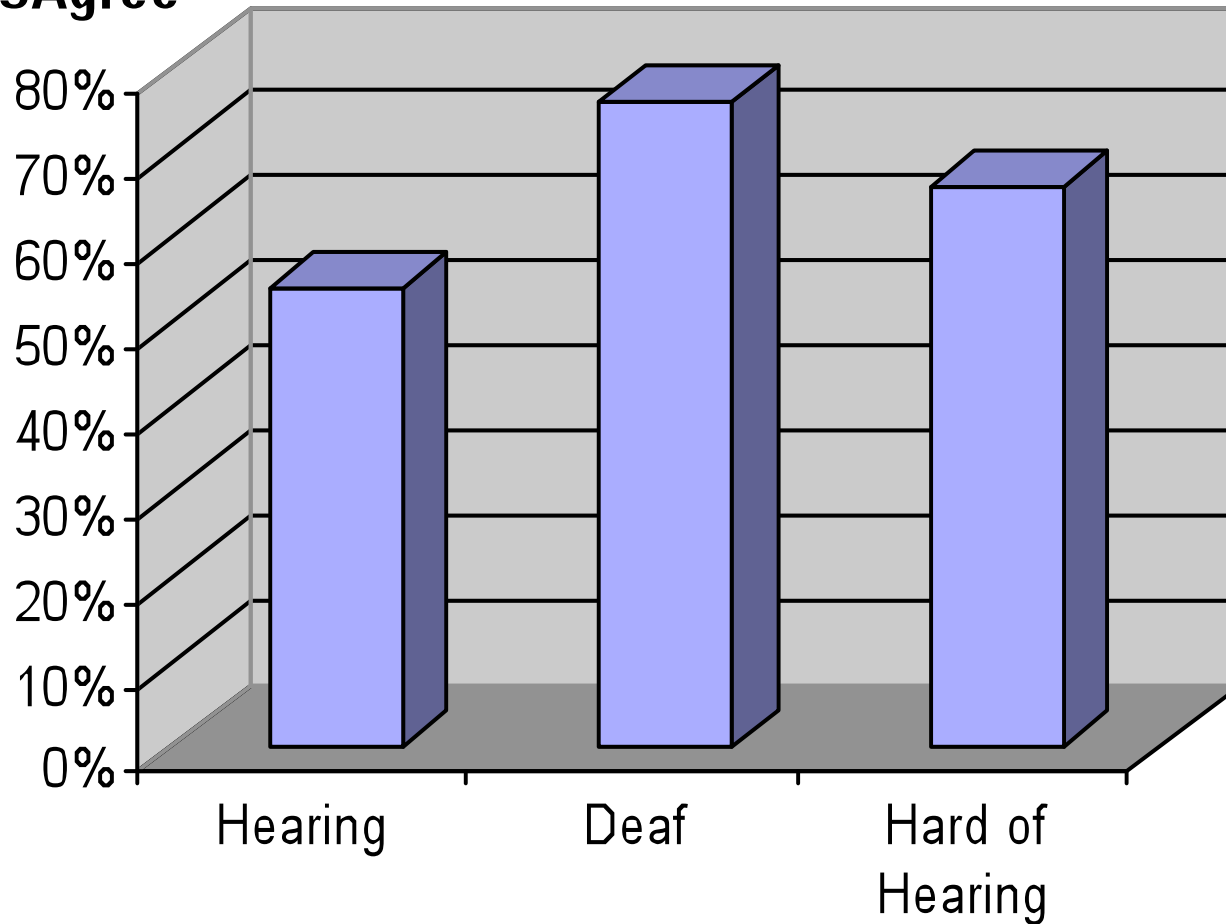
1. Amount and Quality of Interactions with Peers

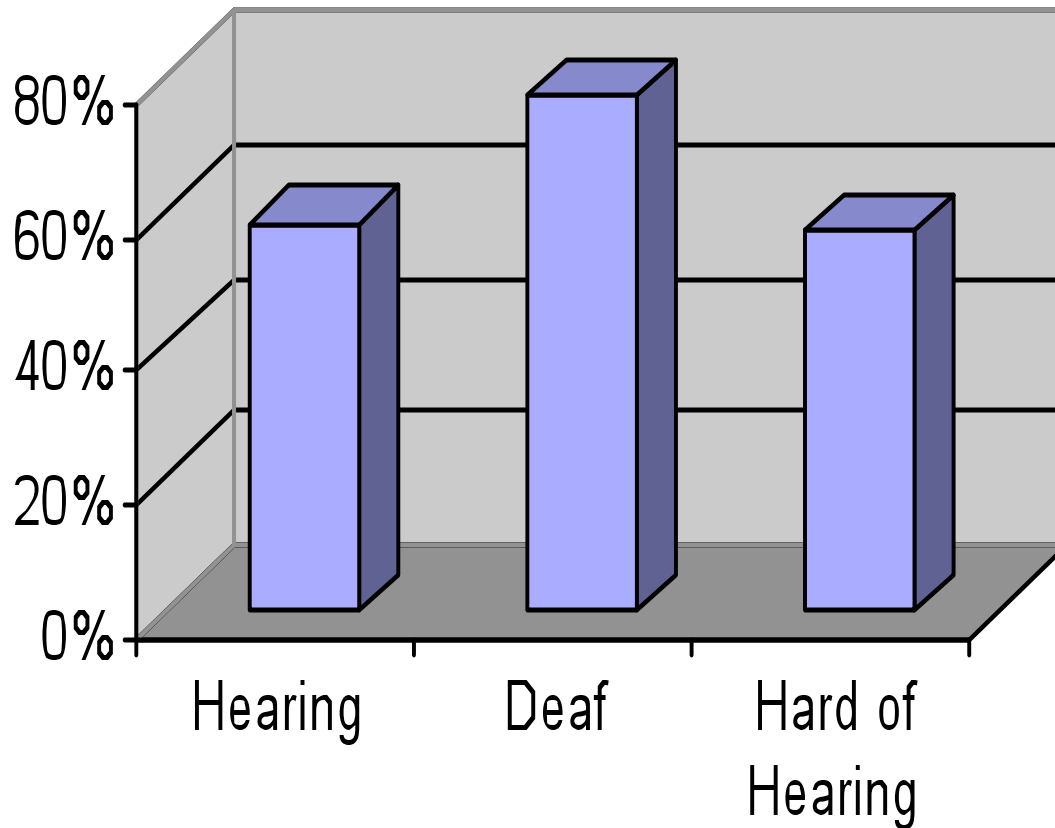# I know my classmates better than I do in most courses

Agree SAgree

60%
40%
20%
0%

Hearing   Deaf   Hard of
                   Hearing
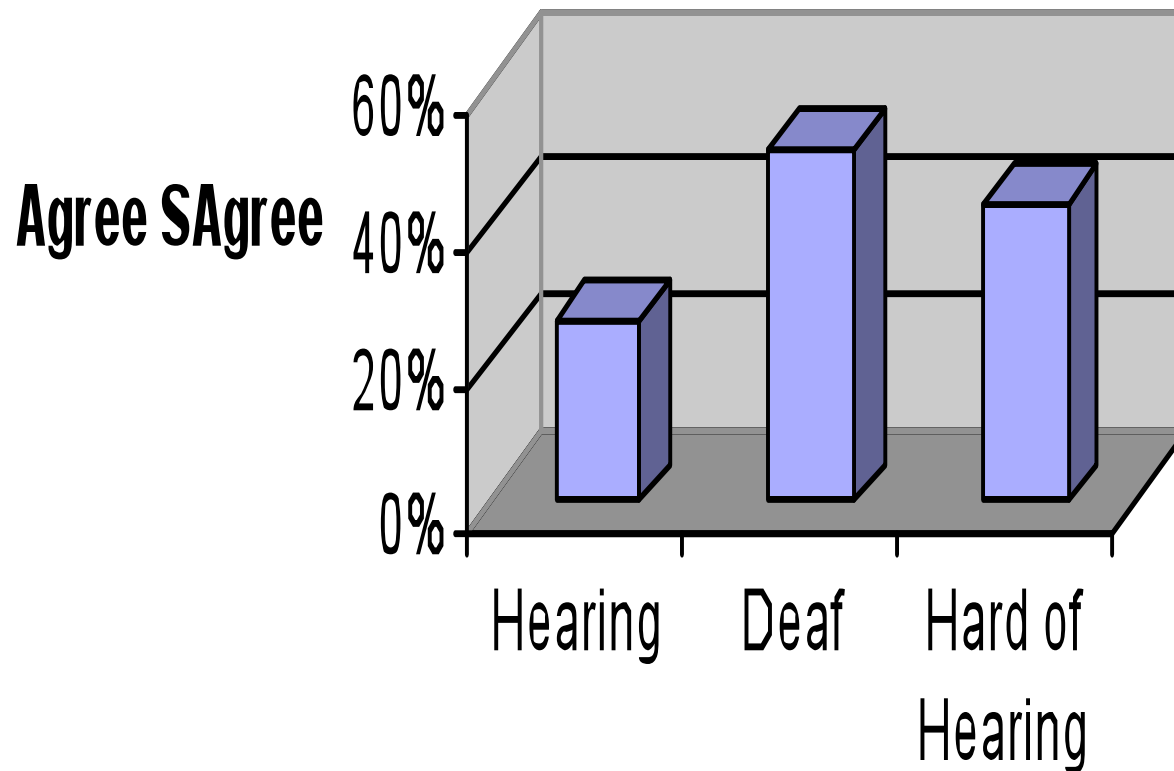
My ability to communicate my ideas improved because of the online interactions in this course

Agree SAgree

The online interactions I had with othe students helped me learn more about the course content

Agree SAgree

1. Amount and Quality of Interactions with Peers

- Following are open ended responses to the question "What did you like best about this course?"

1. Amount and Quality of Interactions with Peers

- "What I liked best about this course was that it was easier for me to participate in discussions without getting behind due to a delay through an interpreter. I was on the same 'playing field' which was nice."

- "Ability to communicate ideas on the discussion board without any communication barrier."

1. Amount and Quality of Interactions with Peers

- "I love the way the discussions involve the whole class and part of it is because the teacher requires us to make meaningful comments and our own thoughts to the question."

- "Written English, because sometimes I could communicate with other team members online with written English better than with an interpreter."

1. Amount and Quality of Interactions with Peers

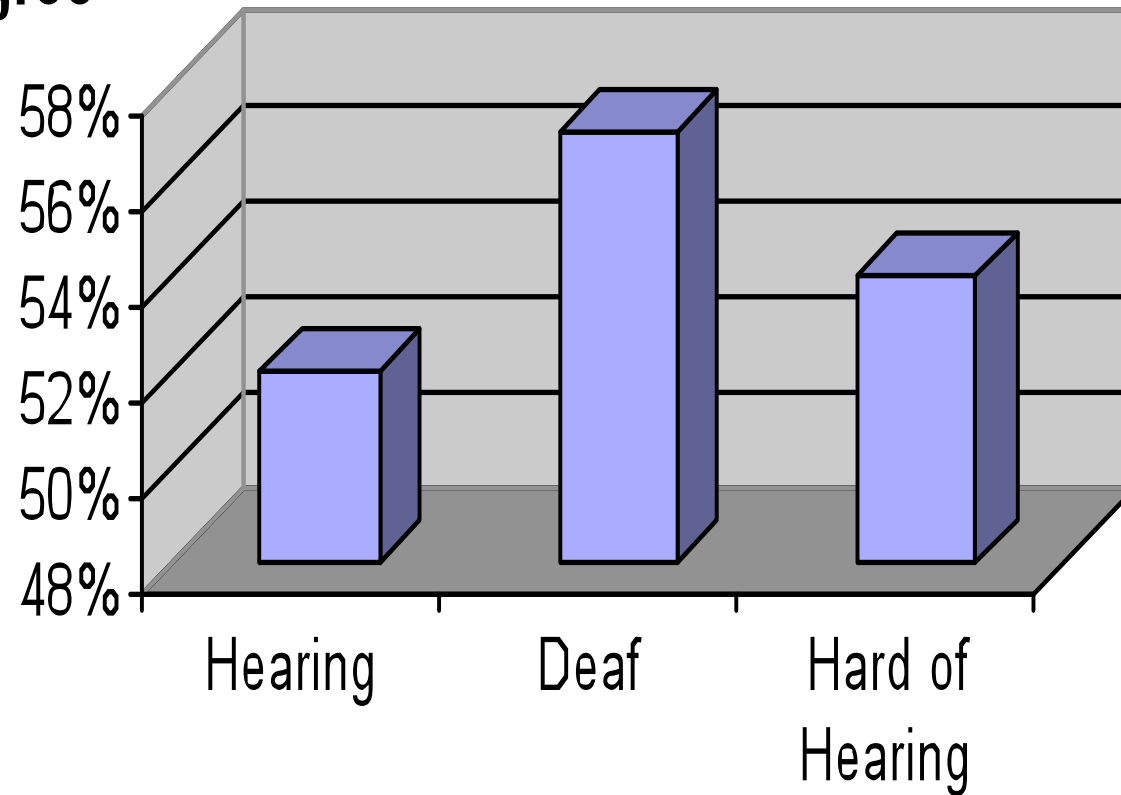- I like the fact that we have equal access to communication!

"On the Internet, nobody knows you're a dog."
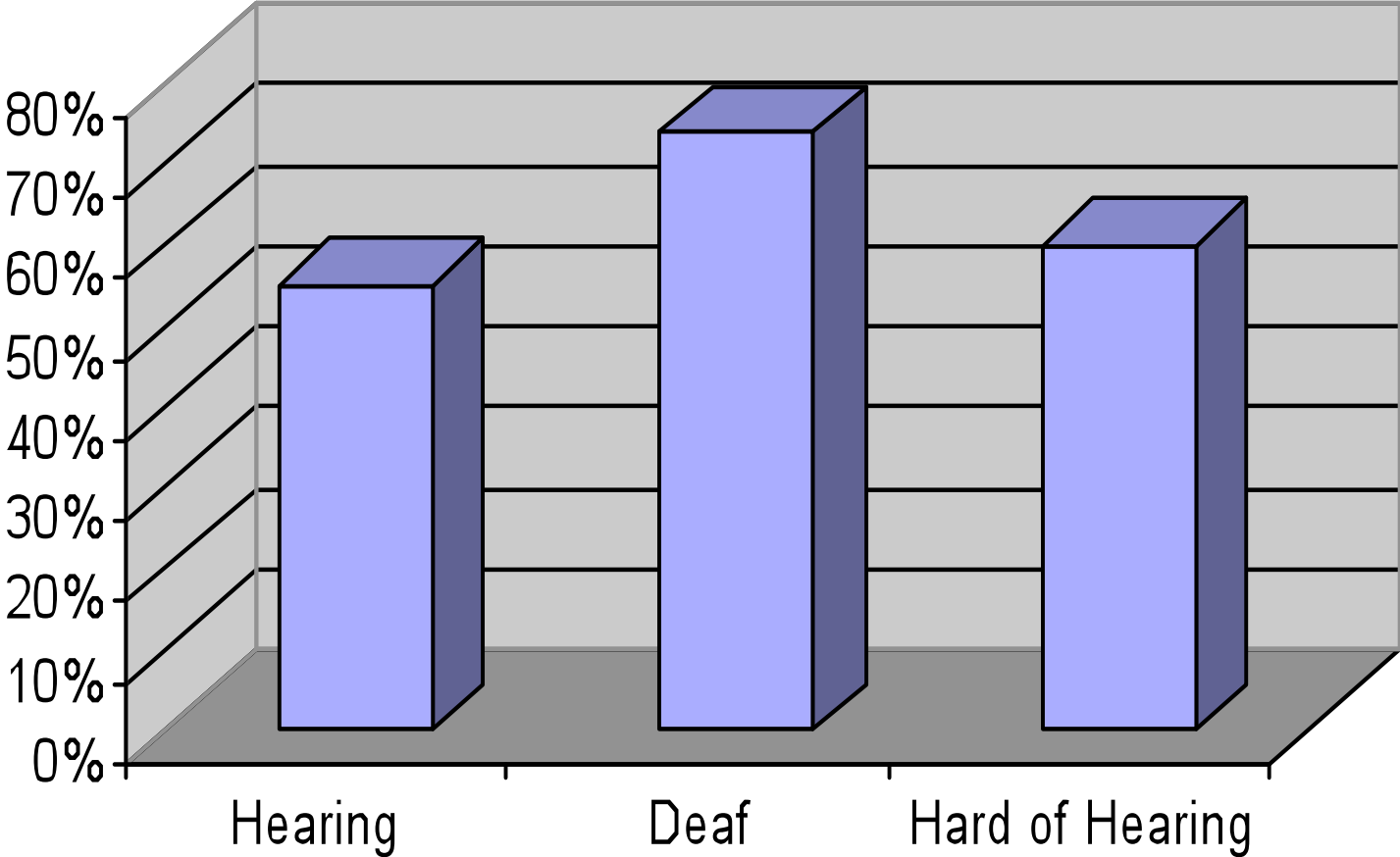
2. Communication with Instructor(s)

I know my Instructor better than I do in most courses

Agree SAgree

Chart showing percentages for "Agree SAgree":
- Hearing: approximately 52%
- Deaf: approximately 57%
- Hard of Hearing: approximately 55%

Y-axis: 48%, 50%, 52%, 54%, 56%, 58%

I was able to express my ideas more clearly because of the online interactions

Agree SAgree

2. Communication with Instructor(s)

- "Good interaction with the professor"
- "I loved how everyone was so involved in the discussions online, and hearing their experiences and so forth. It was very interesting, and I also enjoyed hearing from the professor as well."
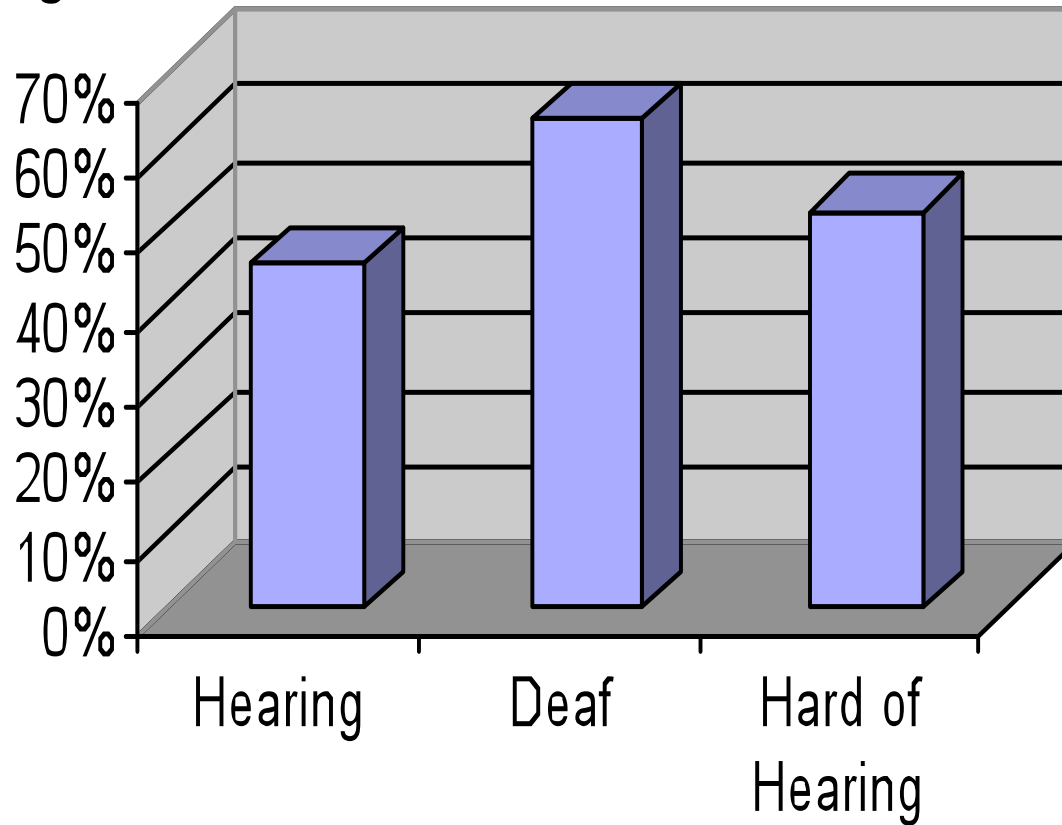
2. Communication with Instructor(s)

- "I like the tools and I really like the quick positive feedback of the professor. He seems to check in regularly and is extremely quick to return homework, project and exams with constructive comments."

3. Perceived Learning that Occurred

I learned more in this course than I do in most courses

Agree SAgree
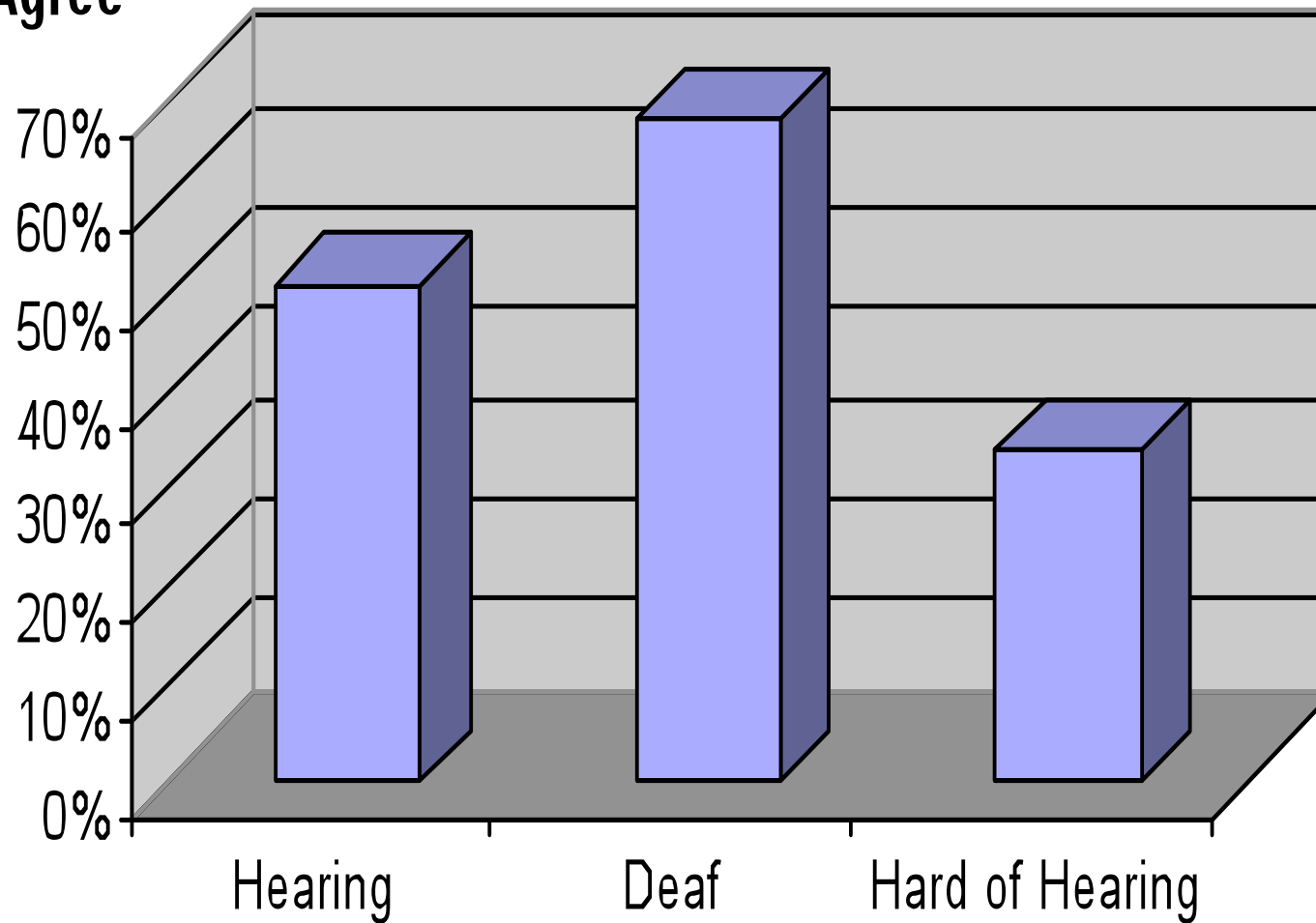
3. Perceived Learning that Occurred

- "I learned from someone's leadership experience."

- "Self review tests. Albeit a hassle, it is a nice way to study for the test and to learn what is actually relevant to the subject."
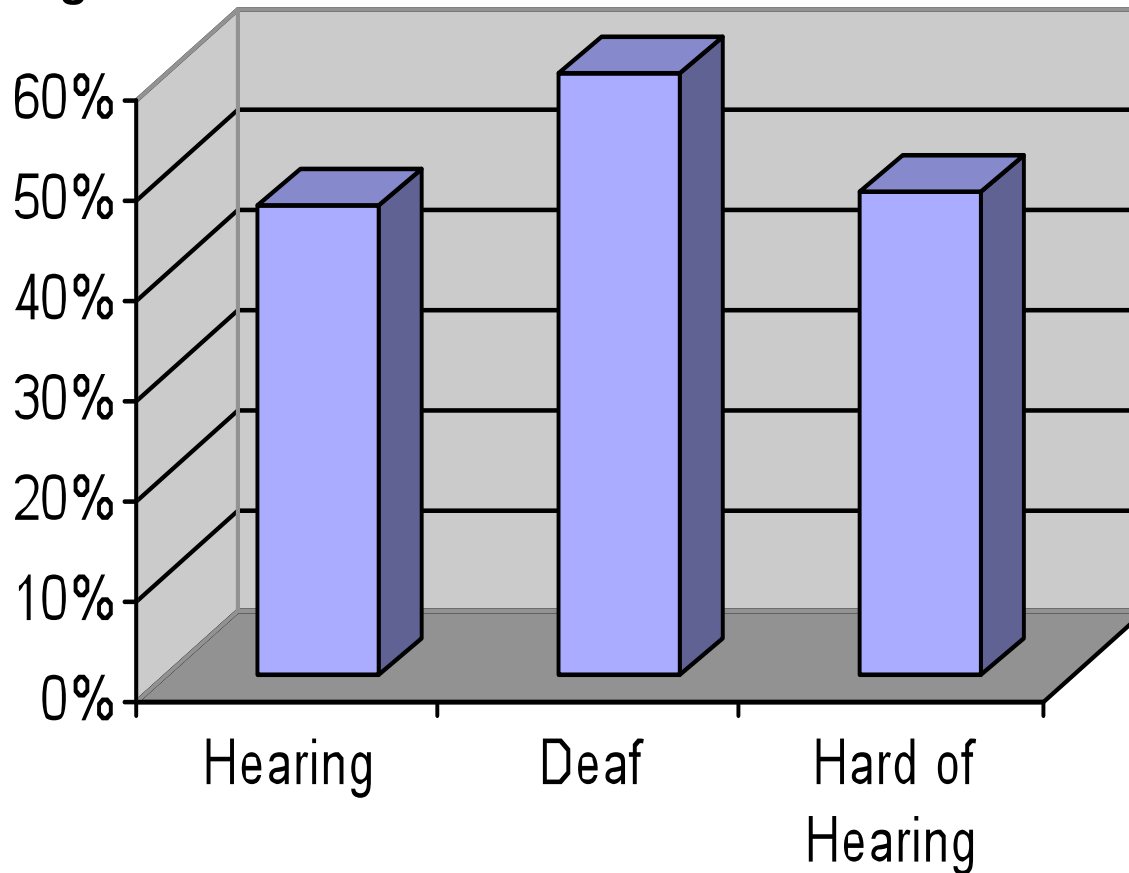
4. Overall Satisfaction

This course is more work than most courses

Agree SAgree

I am more satisfied with this course than I am with most courses

Agree SAgree

4. Overall Satisfaction

- "Flexibility that is not possible in classroom. For example, if the class has a scheduled discussion and I miss it, it is already recorded for me to read later"

- 'The fact that I am able to do my homework and studies anytime I want to."

4. Overall Satisfaction

- "The fact that I can work on this course at any time, it makes it easier to keep up given my schedule."
- "The syllabus is very organized and stable so that way, it is good to mesh with a busy schedule."

4. Overall Satisfaction

- "I liked studying at my own pace."
- "I'm deaf and going to a 'physical' classroom makes it difficult to communicate with others, and I especially like not having to listen instructors /professors talk nonstop during a class. I prefer to read than listening to the droning of professors."

Video from Students in *Systems of Psychology*, a blended course developed and taught by Dr. Peter Hauser

http://online.rit.edu/students/blended/stories/success_stories.cfm

Conclusions

- Students like the flexibility of learning at their own pace, at their own place, and on their own schedule.

- Perceived increase in learning occurred due to online components

- Online options helped "level the playing field" for communication

- Online text base interaction is a cost effective and already available tool for all universities

Further Research in this Area

- Online Learning - Fasse & Starenko in conjunction with NTID - Long & Mallory
- Measuring <u>quantity</u> of online interactions among mainstreamed blended/online classes and its effect on classroom satisfaction and learning
- "Heavy Hitters" further analyze Q1-Q4 interactions (examples)

Contact Us With Questions

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- http://people.rit.edu/jrmnet/ Past and future studies and papers on this and related topics.

Q & A/Discussions