

Students' Perceptions of the Best and Worst Practices in Online Classes



IUPUC
OFFICE OF STUDENT
RESEARCH

INDIANA UNIVERSITY-PURDUE UNIVERSITY
COLUMBUS



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Introduction

Many instructors have teaching strategies that they use in face-to-face classes that might not be effective for online classes. Online classes are a different environment than face-to-face classes and requires a different set of teaching strategies.

Project Purpose

The purpose of this research is to identify IUPUC student's perceptions of online classes. This research will uncover which teaching strategies students feel are most helpful in online classes.

Review of Literature

Online classes are becoming increasingly popular. In 2013 at least 7.1 million students nationally were taking one or more online classes. (Allen & Seaman, 2014). The growth of online education means that the quality needs to improve to meet the needs of students. (Sheehy, 2013).

Methodology

- Quantitative Research
- Online Survey through Survey Monkey
- 1900 IUPUC undergraduate and graduate students

Survey Questions

* Why do you take online classes? Check all that apply.

- Flexible with my schedule
- No need to commute to campus
- Learn better in an online environment
- Course only taught online in the needed semester
- Online courses are easier
- Online courses require less time dedication
- Other

* Have you ever had any issues with technology in your online classes? (Check all that apply)

- No
- Yes, downloading materials
- Yes, listening to audio
- Yes, watching videos
- Yes, other technology

* How effective are the following teaching strategies for helping you participate and stay engaged in online classes?

	Not used in my online classes	Ineffective	Slightly Ineffective	Moderately Effective	Effective	Very Effective
PowerPoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PowerPoints with audio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion Forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Live Chatroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes/Exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Projects/assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual projects/ assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned Readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results

Results of this survey included the findings of students' prior experiences with online classes. By having a free response question, this survey identified the main problems that students see with online classes. The two largest problems were lack of instructor engagement and group work in an online class.

Teaching strategies perceived to be the most effective for:

Teaching Strategy	Strategy	Percentage
Improving oral and written communication skills	Individual projects/assignments	59.71%
Increasing participation and engagement	Individual projects/assignments	65.00%
Developing team work skills	Group projects/assignments	38.57%
Learning the course material	Individual projects/assignments	67.63%
Developing critical thinking skills	Individual projects/assignments	56.12%

References

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