Distance Education and Student Perceptions: A Case Study

J. D. Thompson and C. J. Smith

ABSTRACT

This study examines the affective perceptions of students enrolled in a distance-learning course. The purpose of this study was to compare the affective perceptions of students in a distance-learning course to those in a traditional classroom setting.

The results indicate that students in the distance-learning course had higher levels of satisfaction and lower levels of perceived workload than students in the traditional classroom setting. This suggests that distance learning can provide a positive educational experience for students who may not be able to attend traditional classroom settings.

The implications of these findings are discussed, including the potential for distance learning to expand access to higher education for diverse populations.

REFERENCES


course employment/satisfaction. From the list of survey, menu
environment, course employment/satisfaction, course content, and overall
the course was ranked the four criteria. These were physical learning
environment, course employment/satisfaction, course content, and overall
reasons. The four criteria were physical learning environment, course
employment/satisfaction, course content, and overall satisfaction.

Possible criteria for the physical learning environment were
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satisfaction of the physical learning environment.

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Dana Meets

Research Question 2.4 and 2 students to determine whether the

Institute teaches in an educational setting of 88.3% and requires the

Dana Meets 630 and 96.2% of those in the study to

by this point was used to measure the instruction was

The survey instrument used a six-point Likert scale to measure

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<th>Course Structure</th>
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<td>3.34</td>
<td>3.32</td>
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<td>Course Director</td>
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<td>2.94</td>
<td>2.72</td>
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<tr>
<td>Whether the instructor spoke</td>
<td>3.18</td>
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<td>2.96</td>
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<td>Easy to see</td>
<td>2.79</td>
<td>2.51</td>
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<td>The final grade was appropriate</td>
<td>3.01</td>
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<td>2.85</td>
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<td>Overall Cluster Mean</td>
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<tr>
<td>Overall Cluster Mean</td>
<td>3.42</td>
<td>3.34</td>
<td>3.32</td>
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Table 1 (continued)
Discussion

There was a significant difference between the traditional and remote groups. The remote group scored significantly higher on the VSI distance learning program. It should be noted that although the results should not be considered a measure of the success of failure of the overall course effectiveness, satisfaction cluster, performance cluster, and student-teacher cluster.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0.05</td>
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Table 2: Overall Cluster Mean and Adjusted ANCOVA Means

By Group with ANCOVA P and d Values

Table 3: Paired t-Tests for the Physical Learning Environment and Environment Satisfaction Cluster.

The findings of this study support other distance education research.
References


There are other factors that contribute to student persistence in distance learning. These factors include the student's social and academic network, the support from their peers, and the level of support they receive from their instructors. The model used in this study to explain the factors affecting persistence in distance learning included the following variables: academic performance, social network, and academic achievement. The model explained 80% of the variance in student persistence.

The results of this study suggest that there are significant predictors of student persistence in distance learning. Students who have strong social support from their peers and instructors, and who are academically successful, are more likely to persist in distance learning programs.

Introduction

We conducted a study to examine the factors that influence student persistence in distance learning programs. We found that academic performance, social support, and academic achievement were significant predictors of student persistence. These factors were included in a logistic regression model, which explained 80% of the variance in student persistence.

Abstract

Nancy K. Fenton

Pharmaceutical Education: Program A Case in Persistence in a Distance Learning Environment

The results of this study suggest that there are significant predictors of student persistence in distance learning. Students who have strong social support from their peers and instructors, and who are academically successful, are more likely to persist in distance learning programs.