



Leveraging Technology to Support
Course Satisfaction, Engagement,
and Inquiry in the Online
Asynchronous Learning
Environment

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What we know

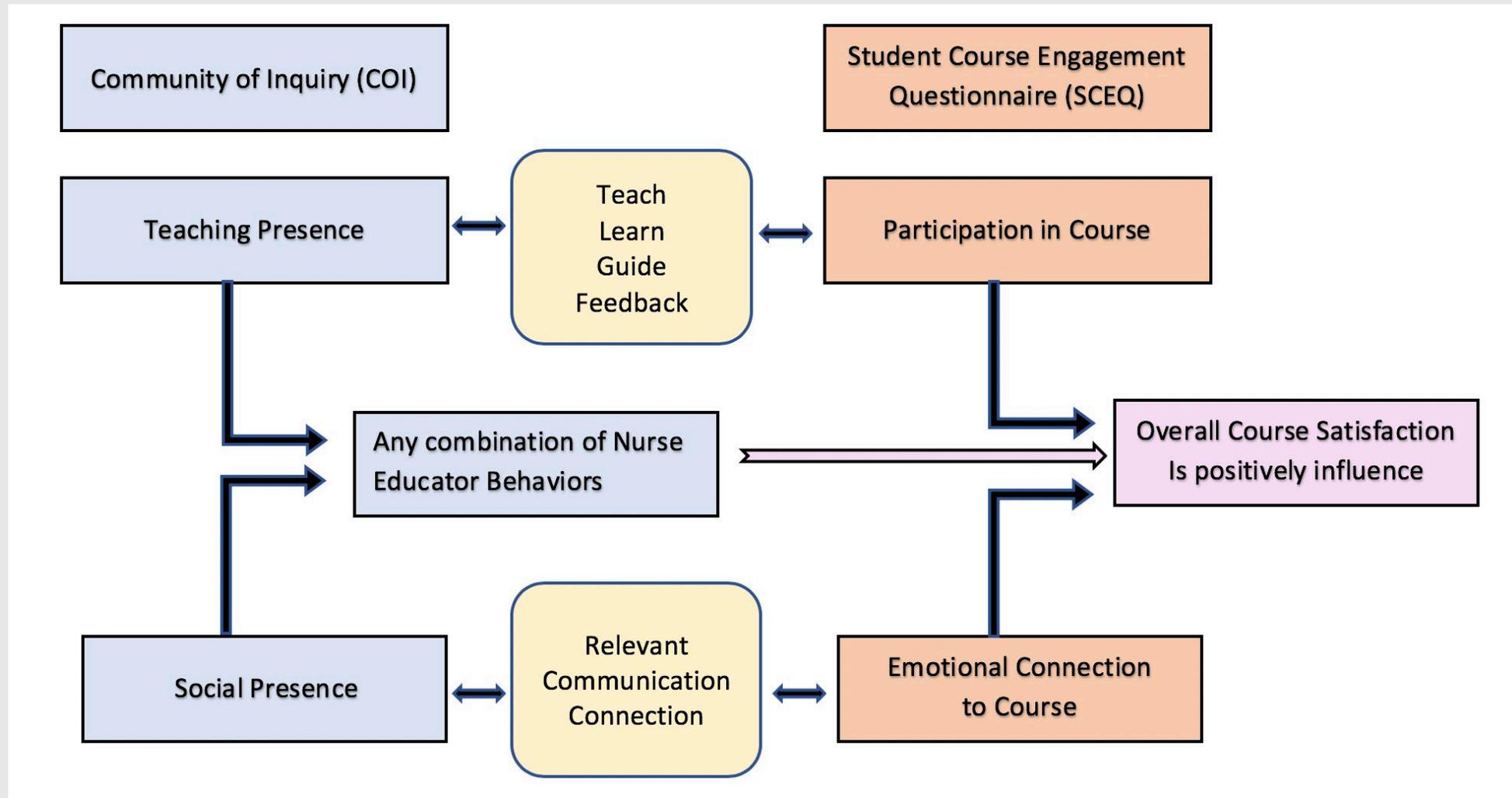
- Intentional effort is needed to engage students (Luo & Kalman, 2018)
- It is challenging to engage students and learn new technology (Sechman, 2018)
- Many faculty only attempt basic features of the learning management system (Smadi, Parker, Gillham, & Mueller, 2019)

What we wanted to know

Is there a relationship between student engagement, teaching and social presence, and overall course satisfaction within the graduate student population
(Masters in Nursing Education)?

Faculty Behaviors Influence on Student's Satisfaction

(Garrison, Anderson, and Archer, 2000; Handelsman, Briggs, Sullivan, Towler, 2005)



Three types of interventions

- Hudgins: Faculty-created YouTube and Adobe Spark videos to provide weekly course announcements, general academic feedback, and social commentary (*Teaching & Social Presence*)
- Little: YouTube videos with only weekly announcements (*Social Presence*)
- CNE faculty: No use of any videos with all announcements and feedback in written format (*Control*)

Results

- Convenience sampling
- 64 students chose to participate, with 56 surveys being retained for analysis
- Response break down:
 - Teaching and Social Presence (n = 26, 46%)
 - Social Presence group (n = 19, 34%)
 - Control (n = 11, 20%)

What we discovered

- RQ 1: Do students reported a higher degree of engagement in the course indicated a subsequent increase in course satisfaction?
 - MANOVA test revealed no statistically significant difference between the sample groups when investigating their relationship between course engagement (SCEQ and satisfaction, $p = .54$)

What we discovered - continued

- RQ 2: Is there a relationship between course satisfaction, social presence, teaching presence, and engagement between the sample groups?
 - A one-way ANOVA revealed no statistically significant difference between the sample groups when investigating their relationship between course satisfaction ($p = .83$), social presence ($p = .72$), teaching presence ($p = .83$), and engagement (participation subscale $p = .61$; emotional engagement subscale $p = .44$)

Why does finding nothing matter?

	N	Avg Satisfaction
Little	19	4.05
Control	11	4.06
Hudgins	26	4.19

- Our findings demonstrate that every effort made by faculty positively impacted student's course satisfaction
- Everything we do, whether big or small strategies to engage our students, matters
- Educators should not have an all-or-nothing approach to their efforts

Next Steps



Continue

- Continue dissemination of findings through publication

Replicate

- Replicate study across levels of programs

Include

- Include a multi-state sample

Conduct

- Conduct a comparative study with students in online programs vs. residential programs using engagement methods such as Kahoot!, Poll Everywhere, etc.

References

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