

A COMPARATIVE ANALYSIS OF STUDENT ENGAGEMENT, LEARNING, AND SATISFACTION IN LECTURE HALL AND ONLINE LEARNING SETTINGS

The current study involves a comparison of student levels of engagement, ability to learn autonomously, and interaction with peers and faculty in two different learning settings: a large lecture hall and online. Results suggests that learning mechanism drives the styles of learning and teaching practiced in traditional and online learning settings. Students in the online course were more reflective in their learning practices, spending more time independently preparing for the course, as well as being more involved in class discussions. By comparison, students from the traditional lecture hall reported being more collaborative in their learning with classmates. Implications for students, faculty, and administrators are discussed.

Outcomes of this work include practical applications and the following:

Two Professional Meeting presentations:

- “Impact of student expectations on experiences, performances, and satisfaction with an online class.” Presented with Susan Woollen at the Teaching and Learning Symposium. Normal, IL. (January 2008).
- “A Comparative Analysis of Student Engagement, Satisfaction, Success and Learning in Lecture Hall and Online Learning Settings.” Presented with Susan Woollen and Gail Humiston at the Academy of Criminal Justice Sciences Annual Conference in Cincinnati, OH. (March 2008).

Two Academic Article Submissions

- “A Comparative Analysis of Student Engagement, Learning, and Satisfaction in Lecture Hall and Online Learning Settings.” Submitted in April 2008 to *The Journal of Criminal Justice Education*.
- “Impact of student expectations on experiences, performances, and satisfaction with an online class.” To be submitted to *Educational Technology & Society* by July 2008.

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