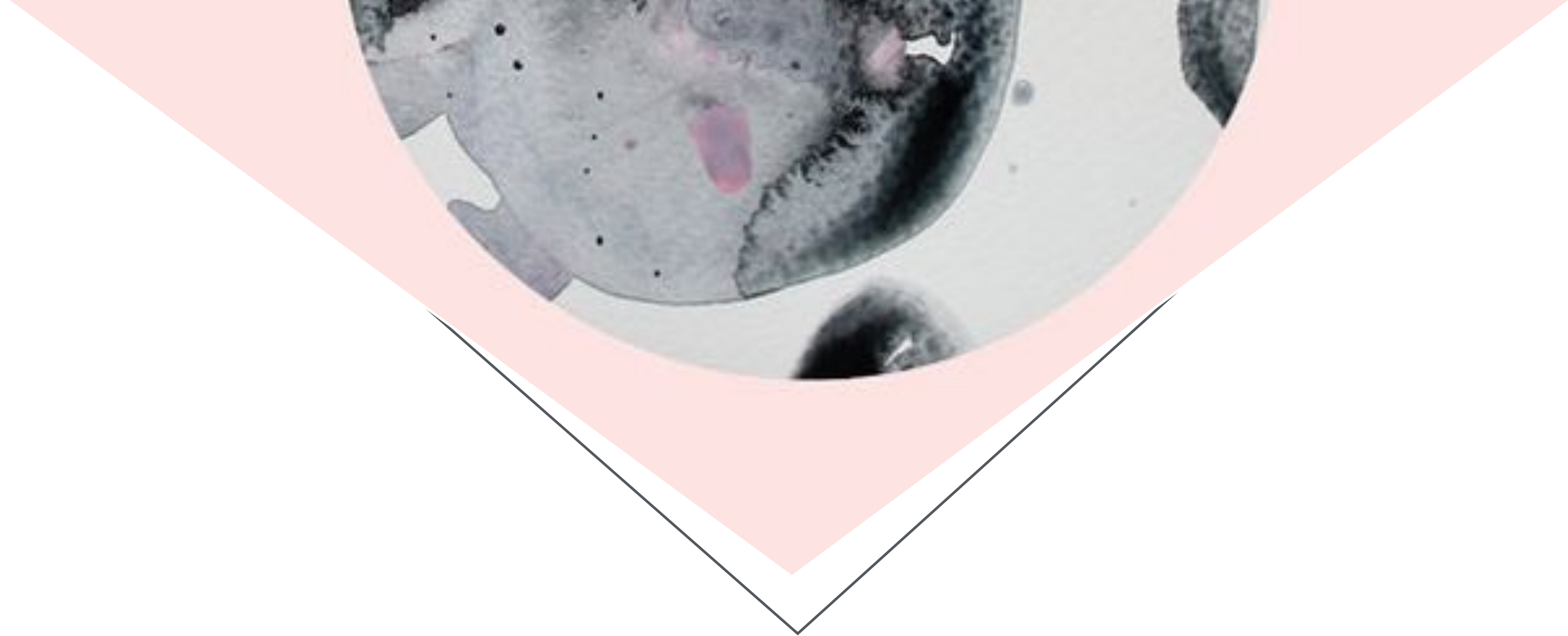




# IDDC

## IIT DELHI

Under the guidance of Dr. Prof. Jyoti Kumar  
Duration : 7th May, 2016 to 9th June, 2016

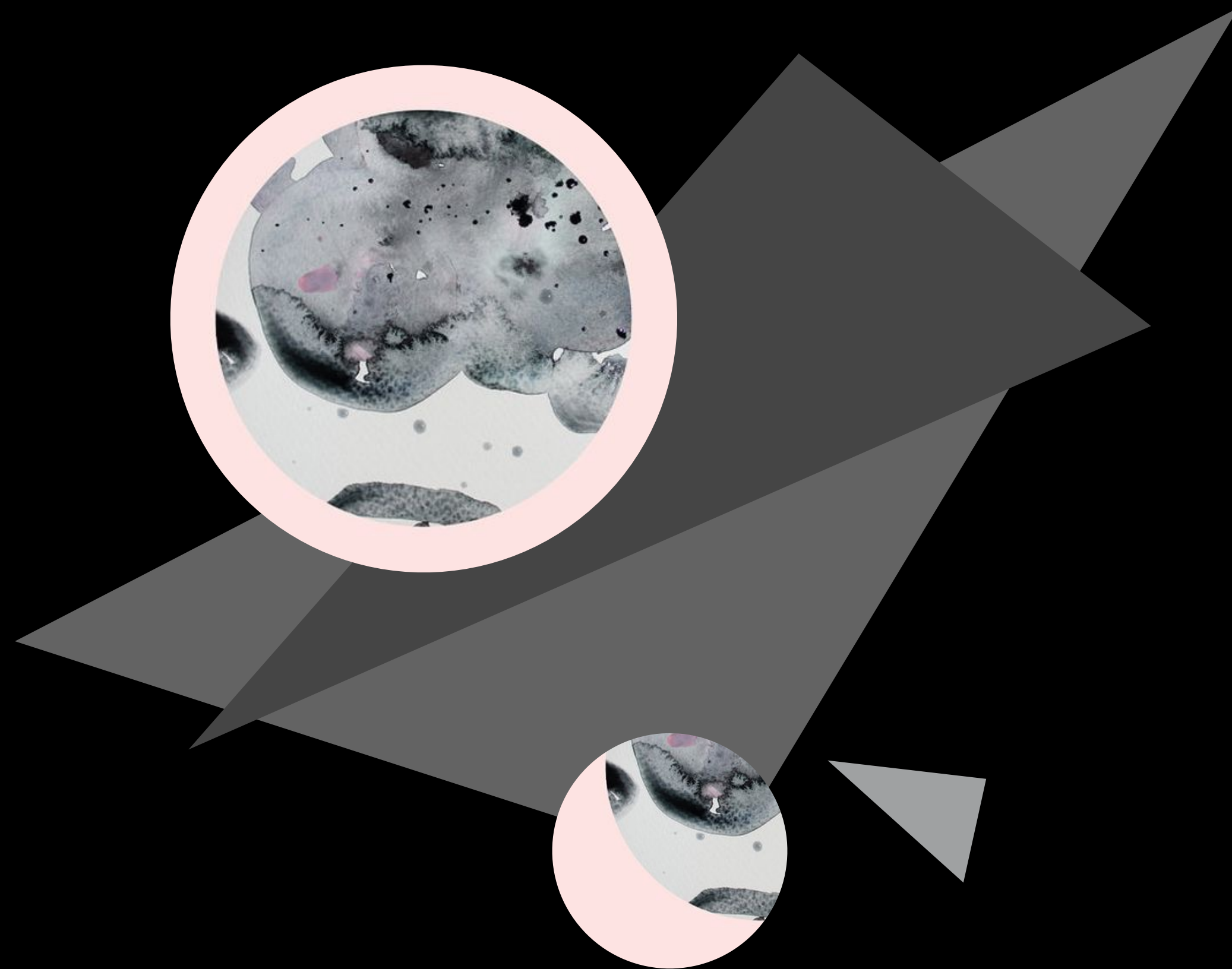


# WHAT MOTIVATES ONLINE LEARNING?

A COMPARATIVE STUDY OF ONLINE AND OFFLINE MOTIVATIONS

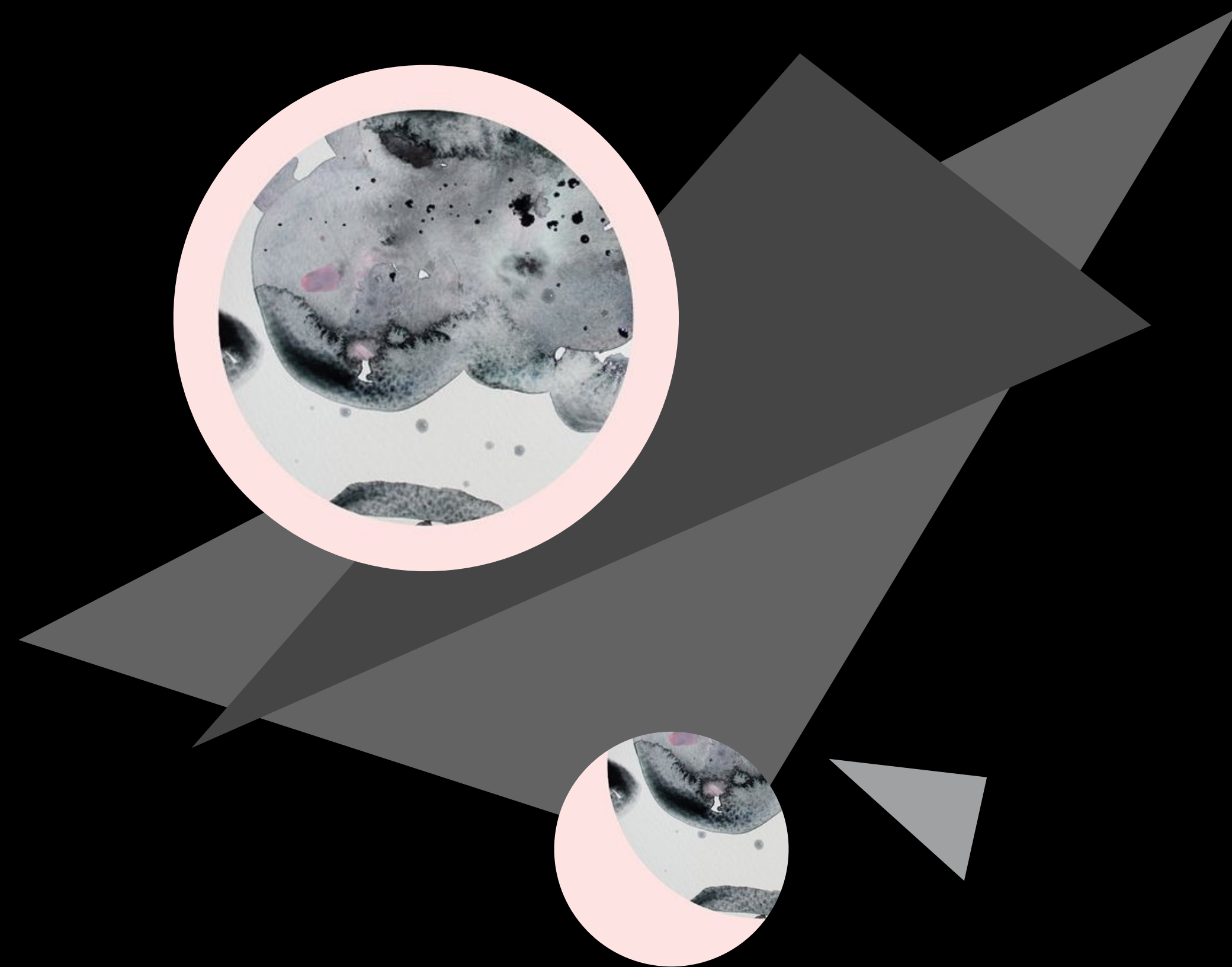


RESEARCH PAPER PRESENTATION  
NUPUR AGGARWAL



# THE PROCESS :

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# NEED FINDING

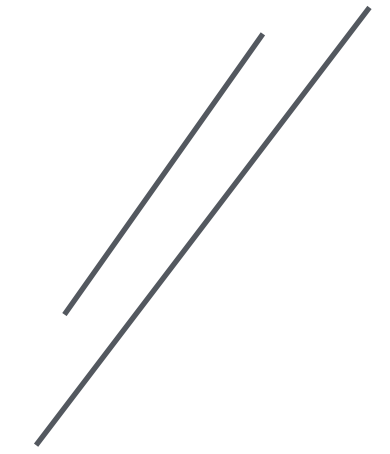


E-learning is a potential way forward for the developing world  
where the numbers of aspirant learners  
far outnumber the resources.



# ONLINE

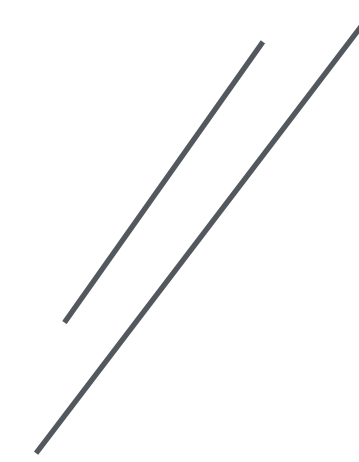
## VS OFFLINE LEARNING



- Online courses are Increasing instructional productivity
- Online learning is Reducing costs without potentially sacrificing educational quality
- Offline is argued to better in terms of valuable person-to-person interactions



# NEED



## WHY THIS STUDY?

- There is a need of literature reporting the differences in user preference between the online and offline modes.
- Not much literature has been published about the attitude and motivations, especially on the basis of first hand user reports.



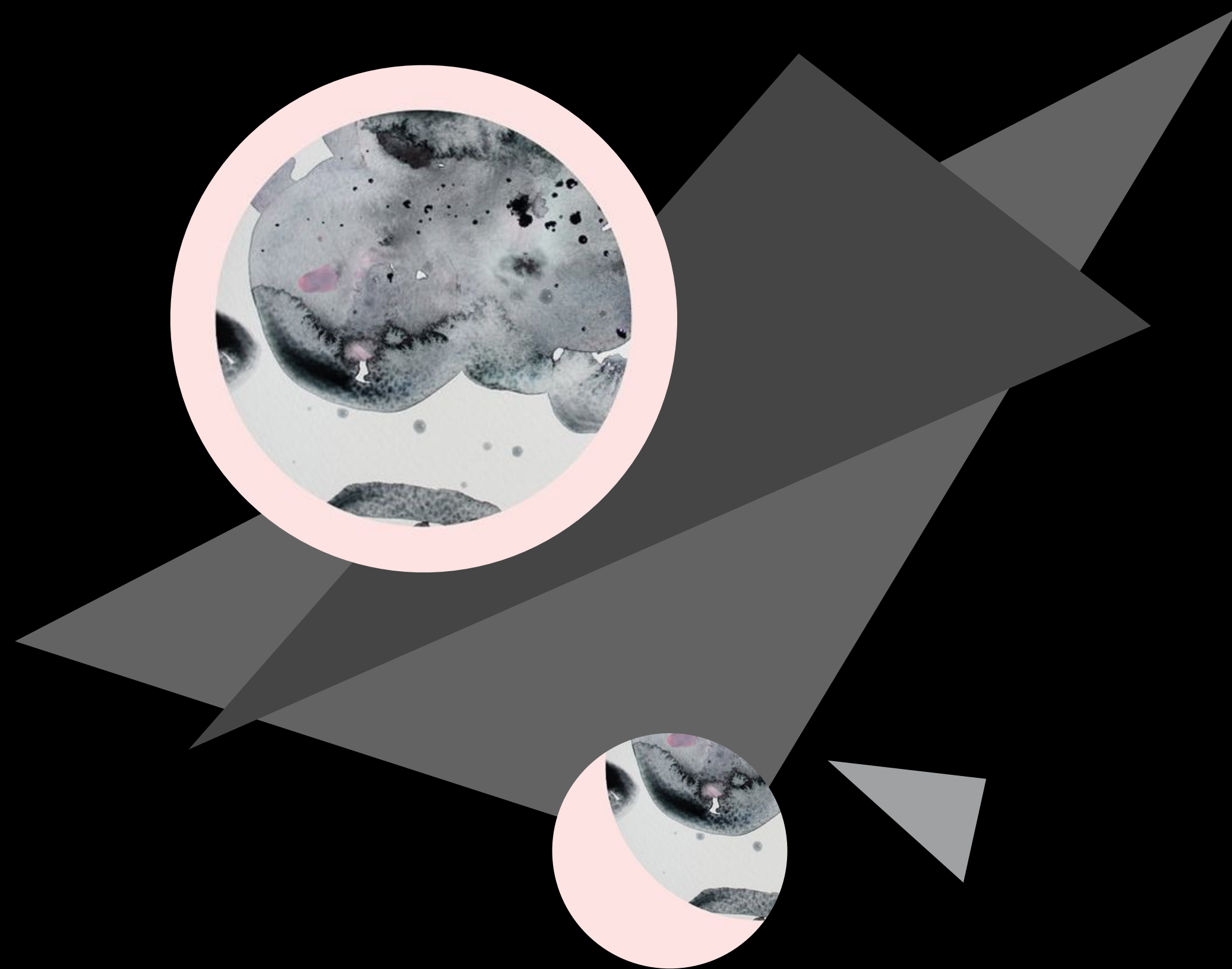


# MOTIVATION

## AND APPRAISAL

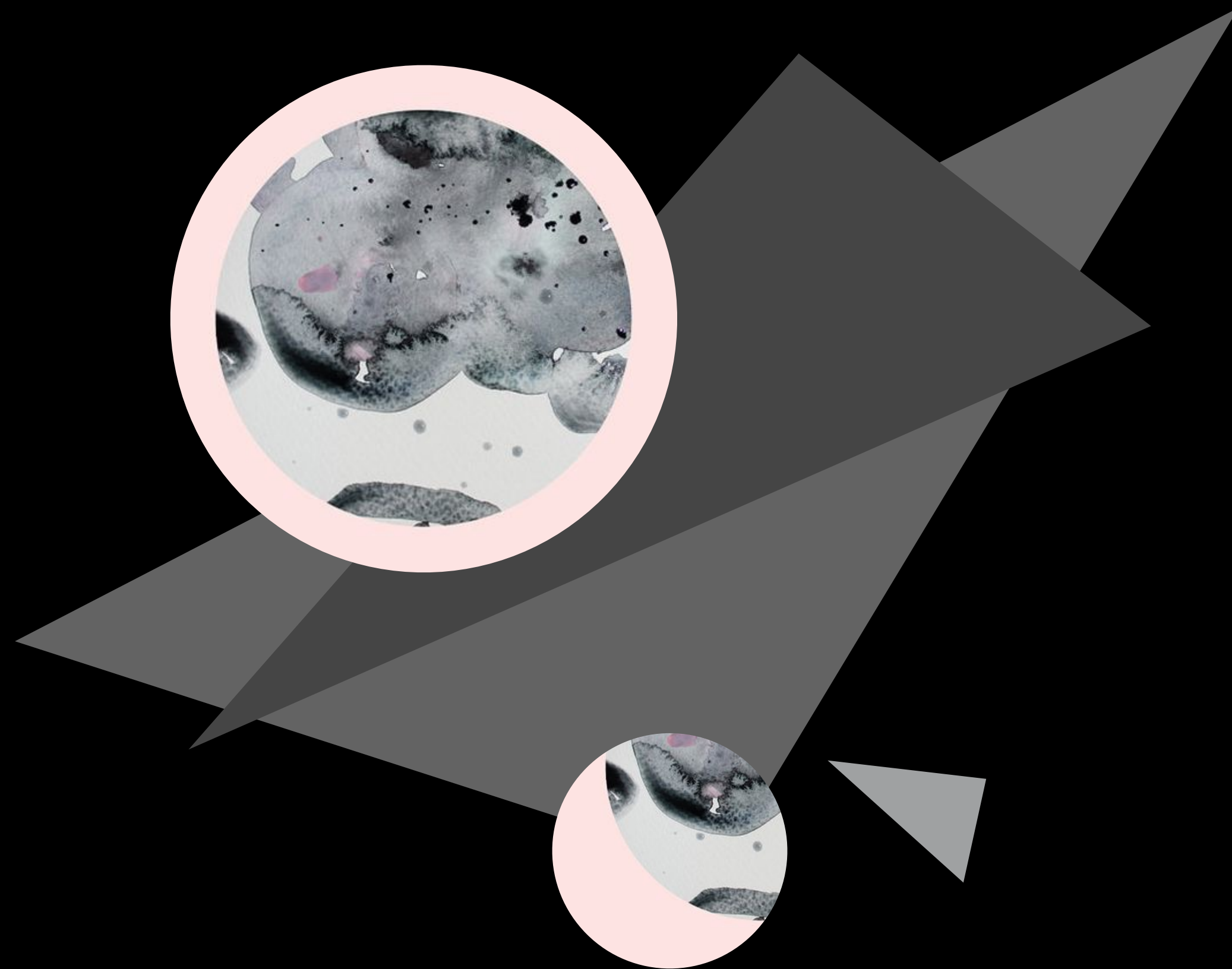
- The motivation-appraisal theory says that individuals perform an action under a certain motivation.
- If the motivation gets fulfilled by the action then there is a positive appraisal leading to a positive emotion
- Aim to identify the motivations for repeated actions of online learning





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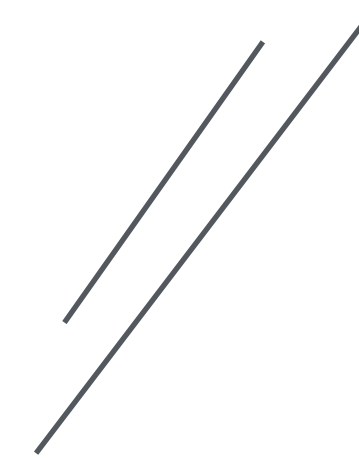
# LITERATURE REVIEW





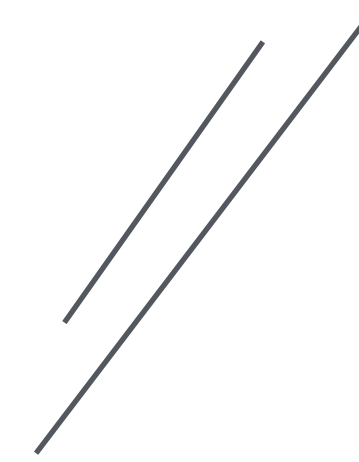


# UNDERSTANDING STUDENT MOTIVATION, BEHAVIOURS, AND PERCEPTIONS IN MOOCS



SAIJING ZHENG, MARY BETH ROSSON, PATRICK C.  
SHIH, AND JOHN M. CARROLL

Reports motivations such as “Fulfilling current needs” and “Preparing for the future” and Factors influencing retention rates.



# THE MEASUREMENT OF MEANING

OSGOOD, C. E., P. H. TANNENBAUM, AND G. J. SUCI.

- Semantic differential method was reported by Osgood to measure the connotative meanings.
- Uses bipolar scales
- The attitudes are categorised as evaluation, potency and activity.

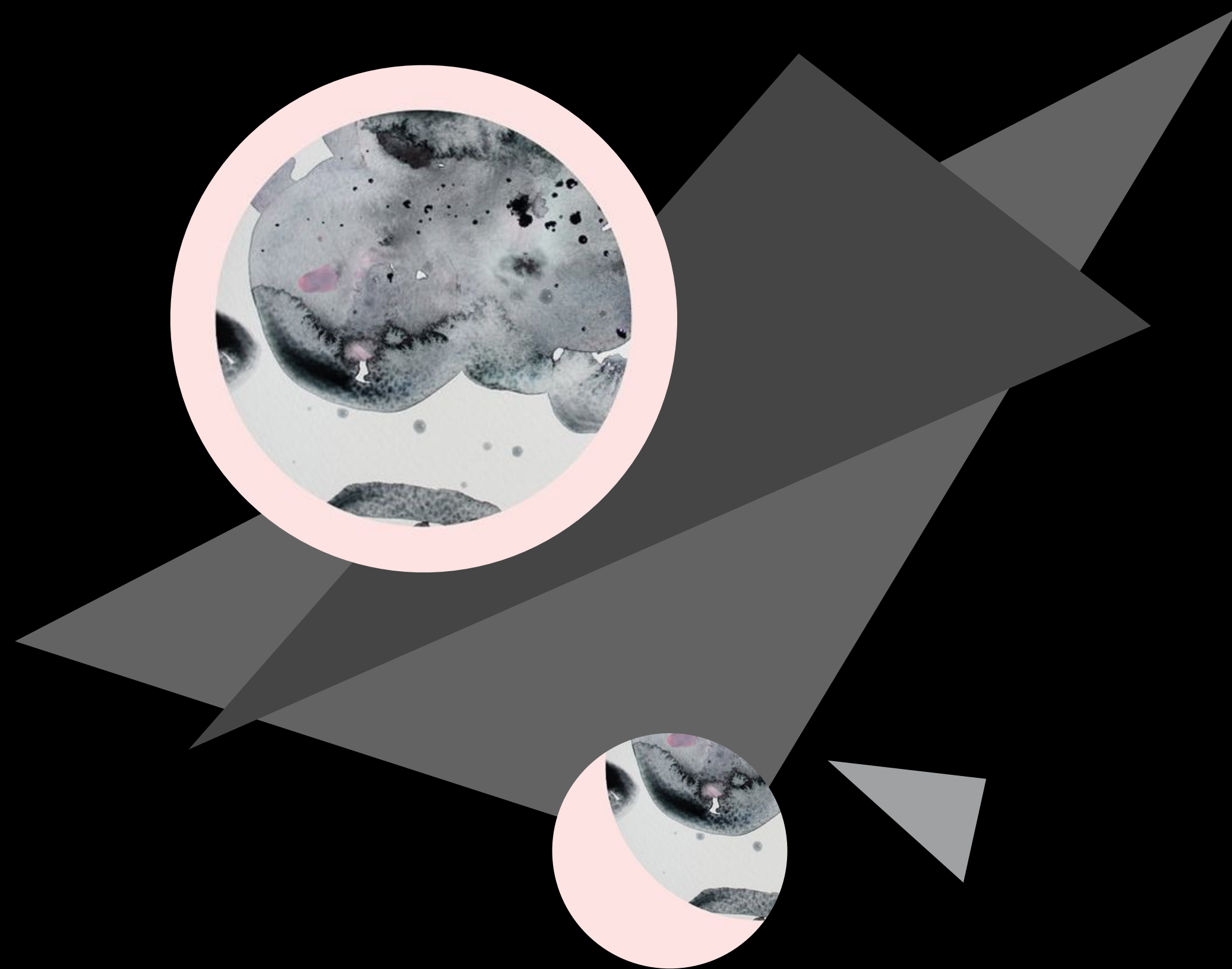


# INTERVIEW AS A METHOD FOR QUALITATIVE RESEARCH

VALENZUELA, D. AND SHRIVASTAVA, P. 2002

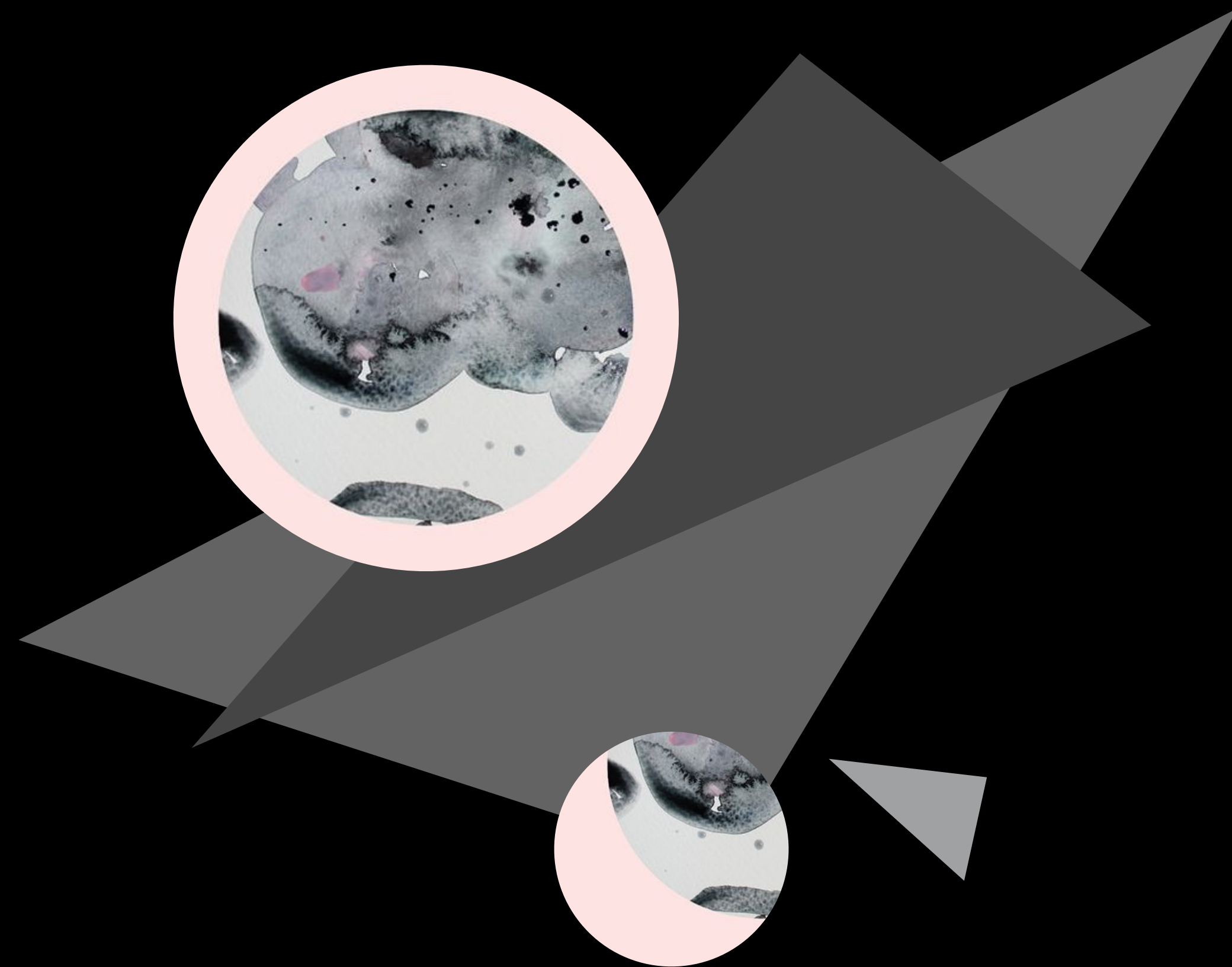
- Protocol for Qualitative Interviews
- Open ended and closed ended questions
- Deep probing interviews





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# SEMANTIC DIFFERENTIAL





5. hard  
6. fast  
7. heavy  
8. problematic  
9. good  
10. difficult  
11. simple  
12. sad  
13. friendly  
14. excitable  
15. sociable  
16. wise  
17. lax  
18. emotional  
19. dull  
20. right

- This scale is used for measuring connotative meanings, which can reflect an individual attitude towards objects or situations.
- Total of 20 items were created to measure the felt connotative meanings
- Users were asked to rate these items on a bipolar 7-point scale, separately for online and offline learning
- The scales were created to include items from all the three subcategories of the Osgood analysis



Dull-Vibrant  
Excitable-Calm  
Sad-Happy  
Unpleasant-Pleasant  
Right-Wrong  
Good-Bad  
Wise-Foolish  
Friendly-Unfriendly  
Sociable-Unsociable

## EVALUATIVE

# BIPOLAR SCALES

EVALUATIVE, POTENCY AND ACTIVITY

## ACTIVITY

Difficult-Easy  
Fast-Slow  
Exciting-Boring  
Simple-Complex  
Active-passive  
Demanding-Undemanding  
Emotional-Unemotional  
Problematic-Unproblematic

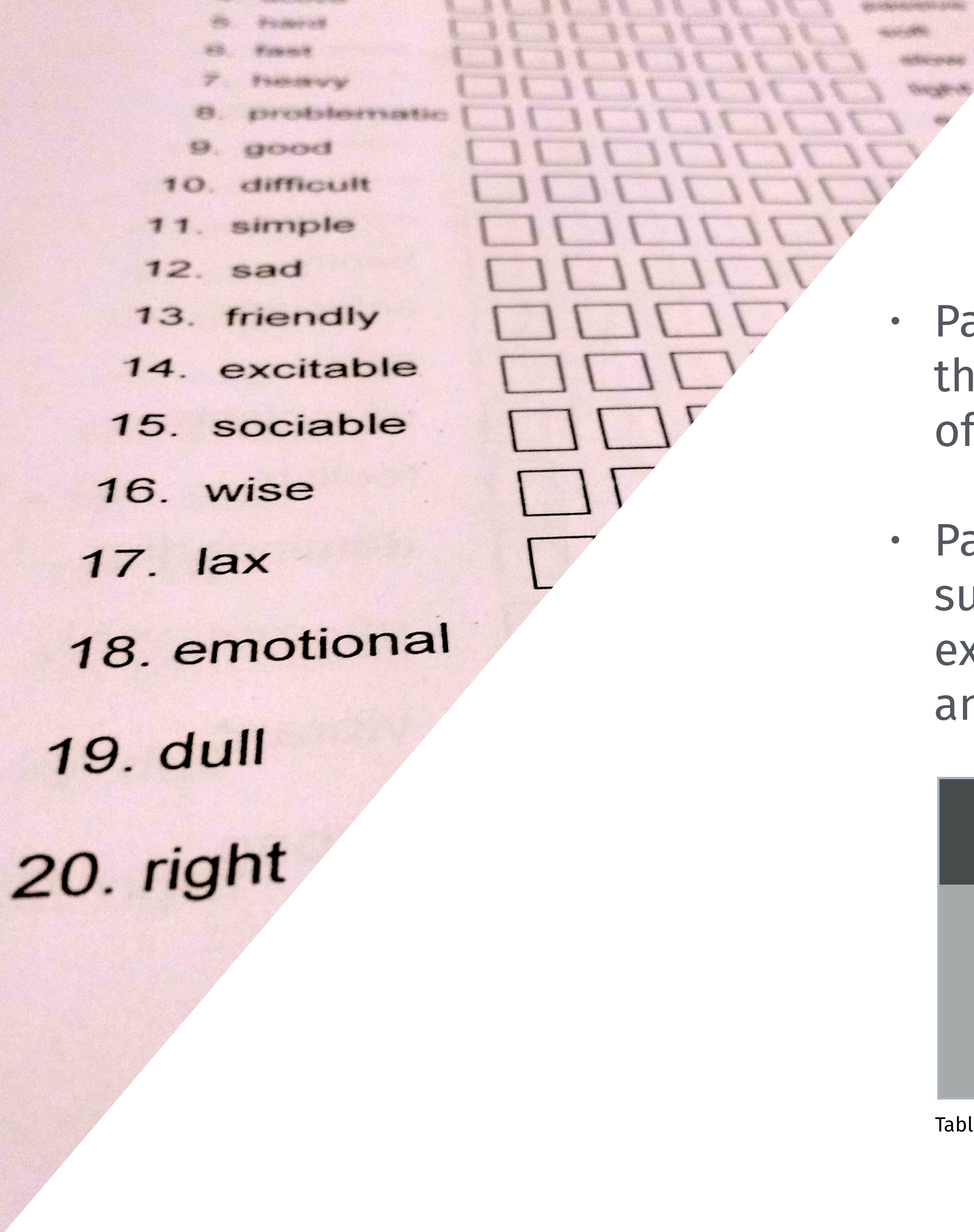
## POTENCY

Hard-Soft  
Heavy - Light  
Lax-Domineering

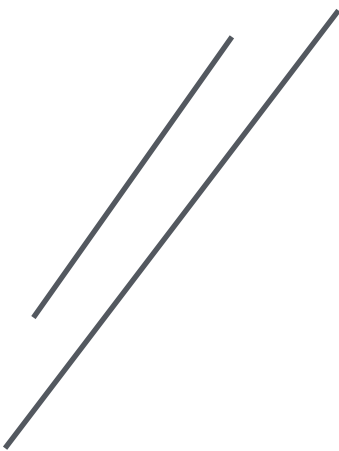
More scales of 'Evaluative' category followed by 'Activity' category were used as 'attitude' is suggested to be measured by the evaluative category more than other two.

Activity category was used to understand the 'e-learning task experiences'.





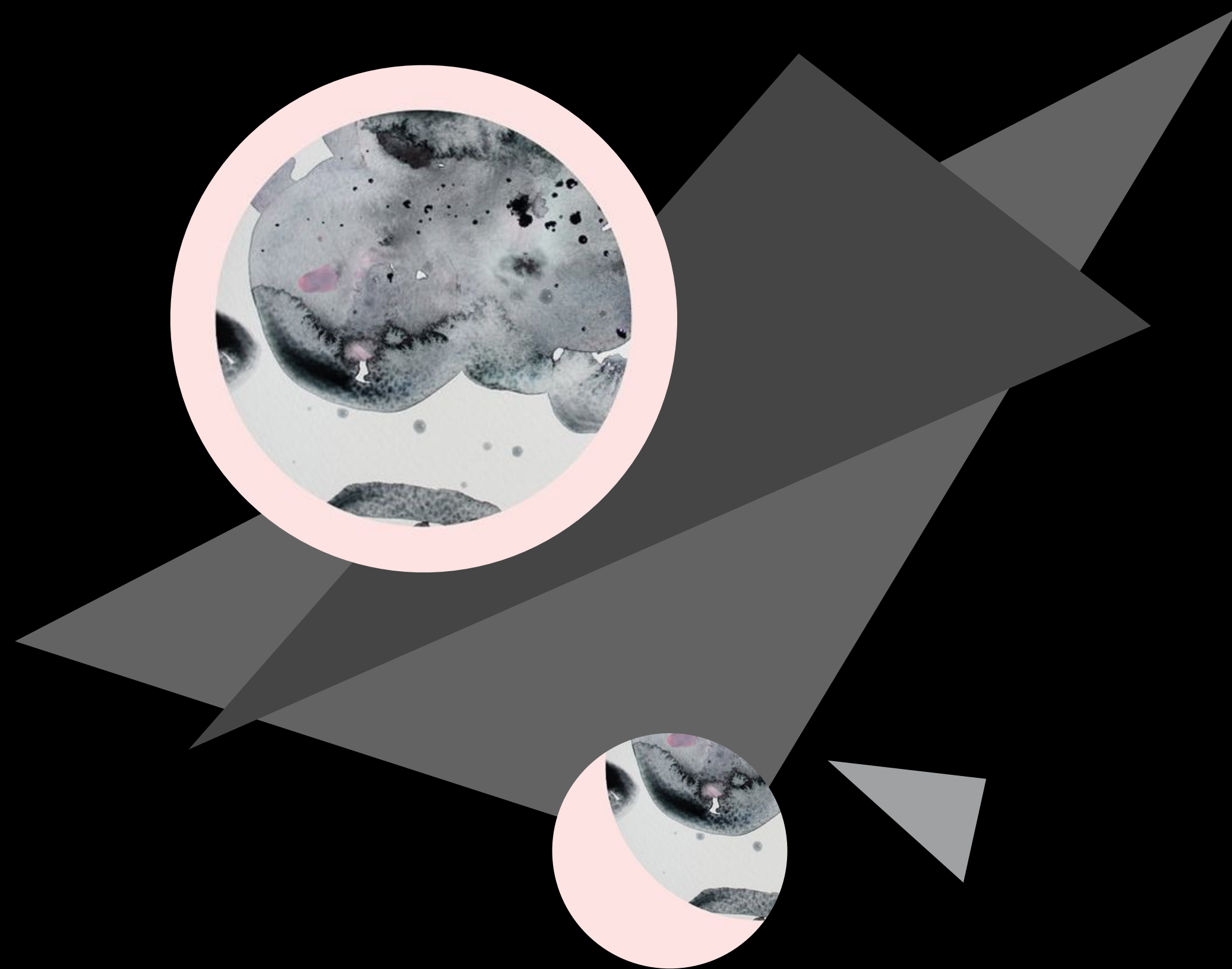
- Participants were selected on the basis of their prior experiences with online and offline learning.
- Participant selection filtered in the subjects who had some recent prior experience of learning from both online and offline mediums.



	No. of Participants	Age Range
Males	12	18-52
Females	21	6-51

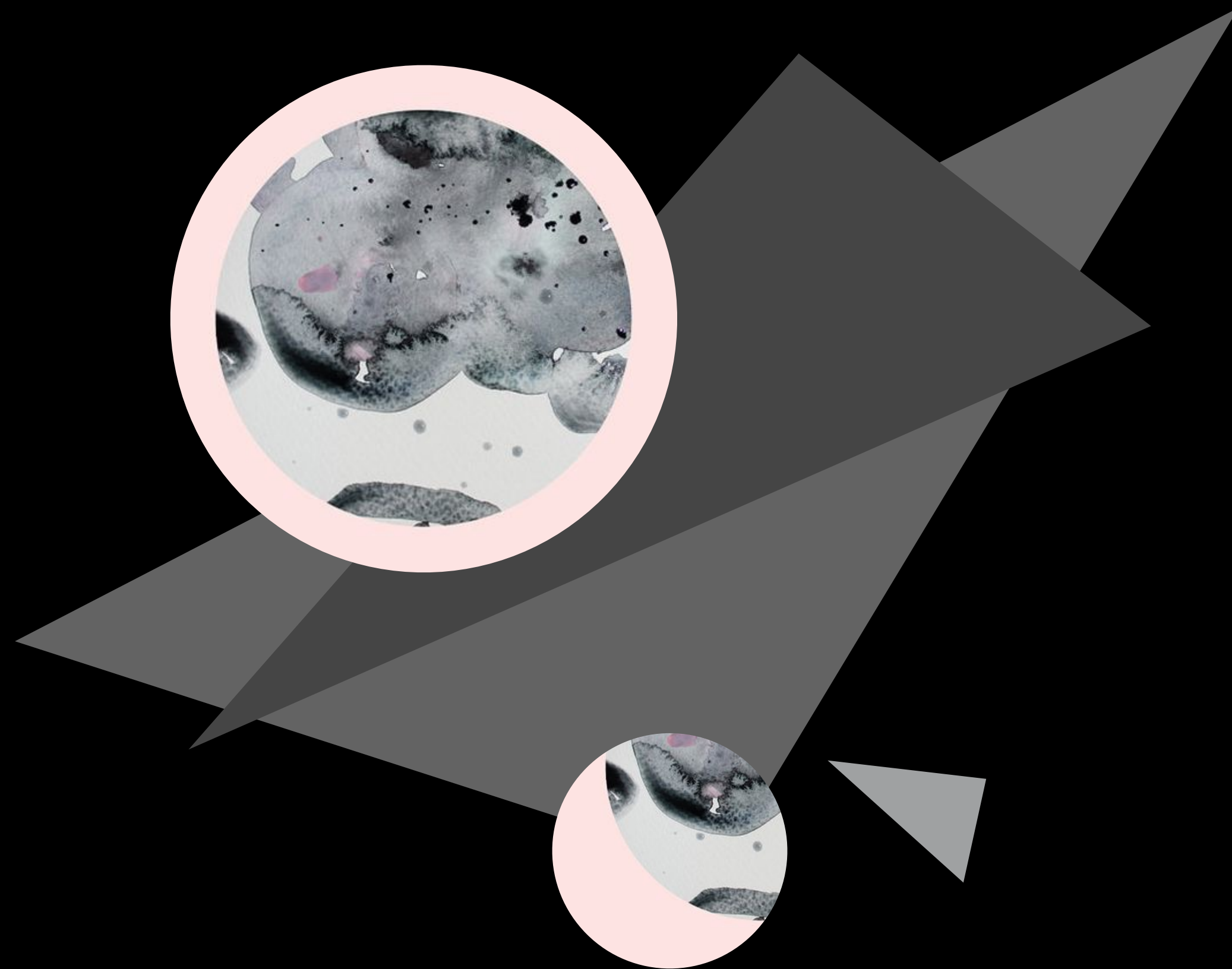
Table 1: Participant Profiles for Semantic Differential Study





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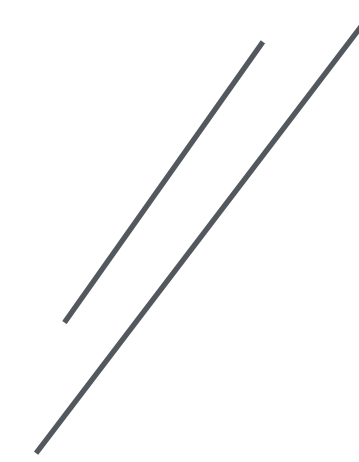
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# FINDINGS

- The participants did perceive the two modes of learning as different on most of the scales, based on the ratings received
- ANOVA was performed to check the variations within the online and offline scale ratings and the F values and P values for comparison of each pair

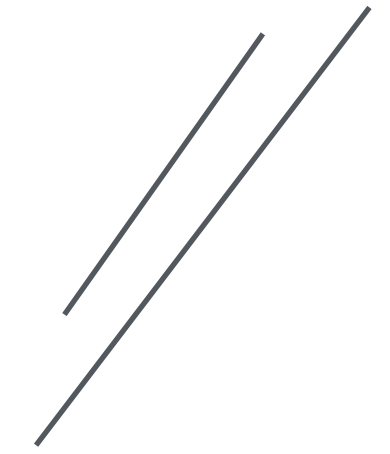






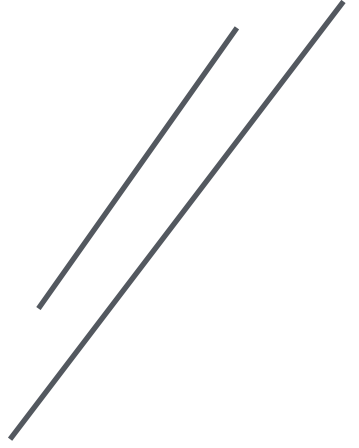
# FINDINGS

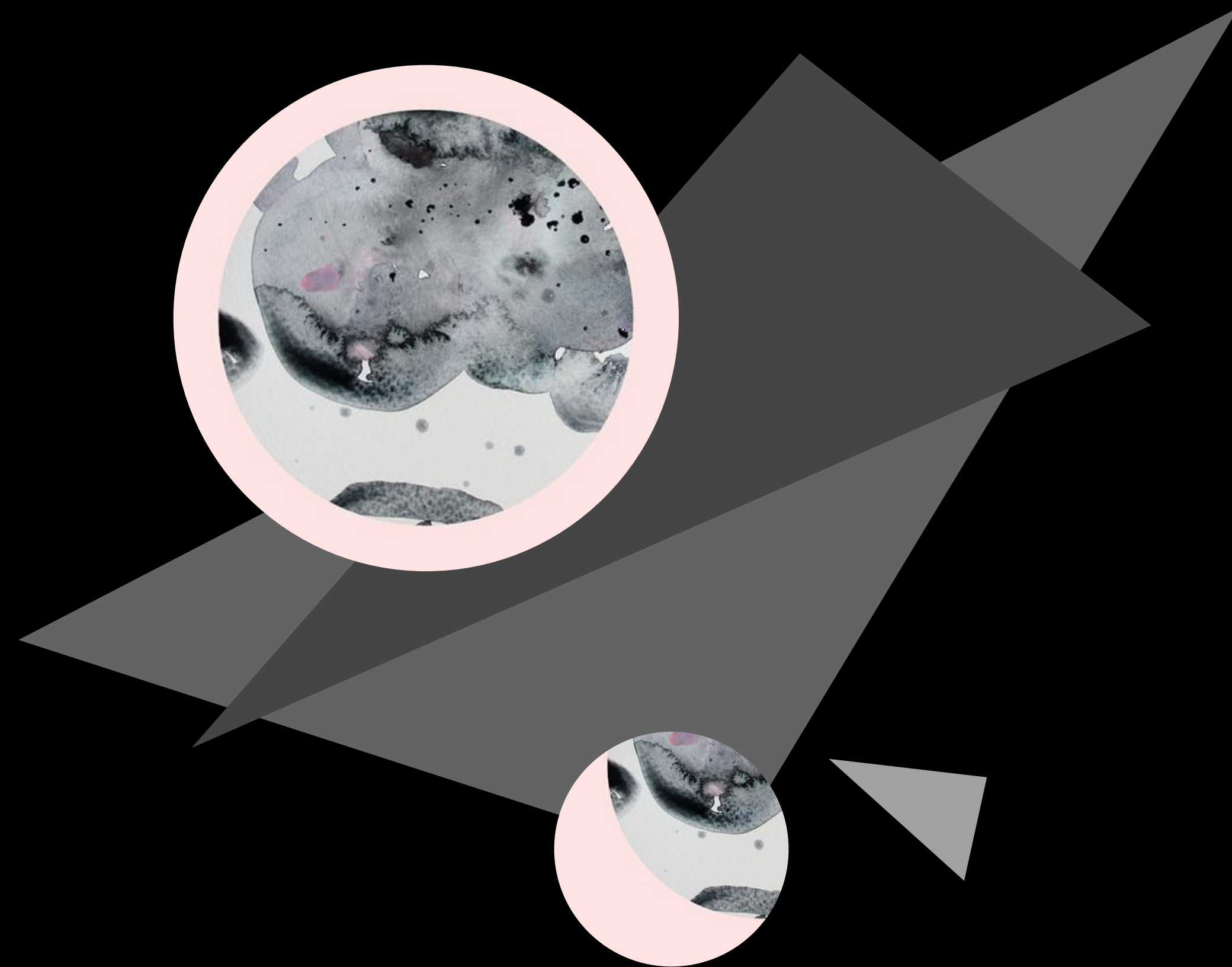
- As the ratings were on 7 point scale where the first item on the left of the pair represented 1 and the right item represented 7. So in the ‘emotional-unemotional’ scale, mean of 5.67 indicates that most of the participants found online mode of learning as more ‘unemotional’ (closer to 7 than 1) offline as more ‘emotional’ (mean as 2.67, closer to 1).





# FINDINGS

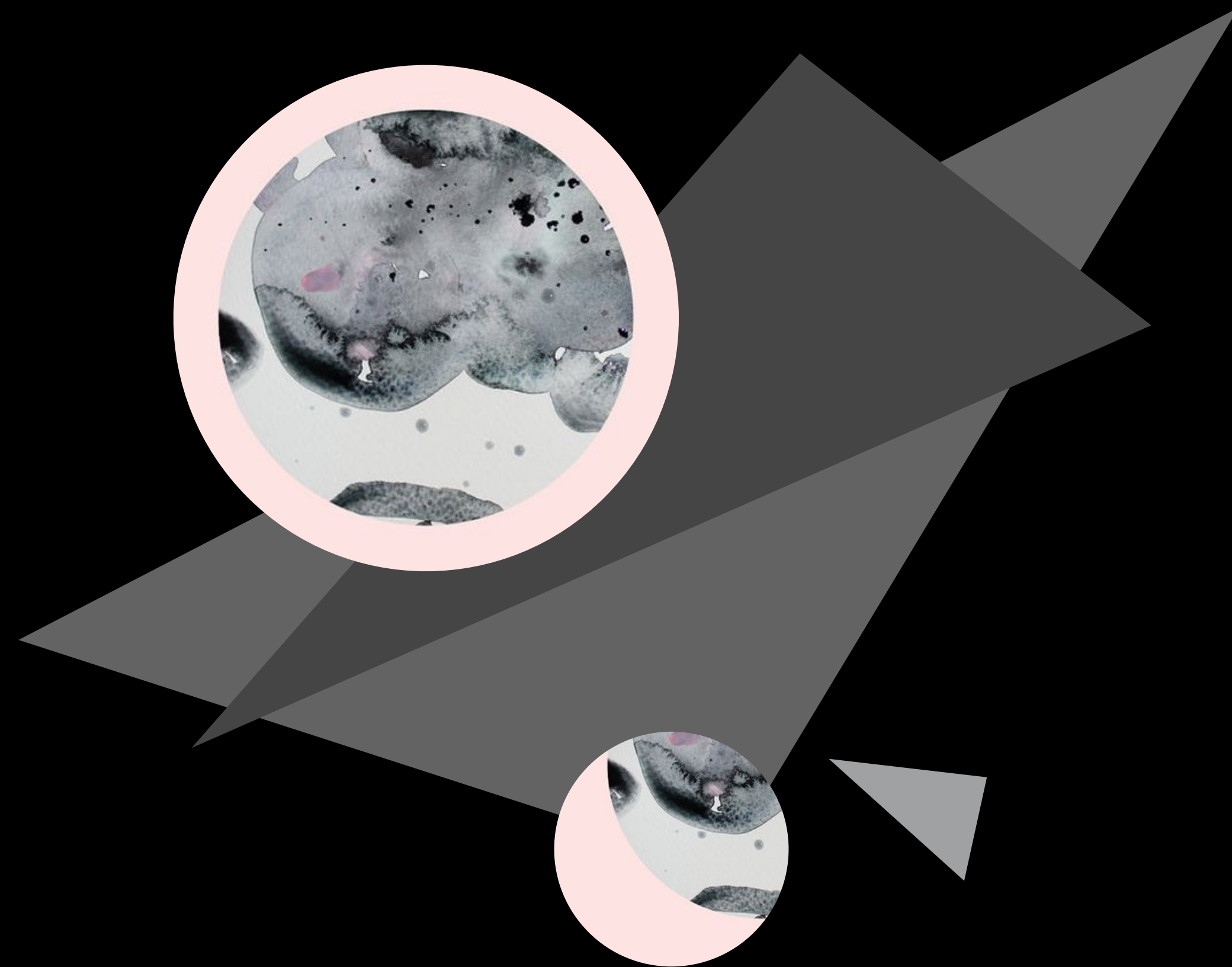
- To sum up the findings from semantic differential ratings, it was observed that participants found the online learning as more **‘unemotional’, ‘Unsociable’, ‘Passive’, ‘Dull’, ‘Friendly’, ‘Hard’, ‘Bad’, ‘Foolish’** and **‘Undemanding’**.
- 



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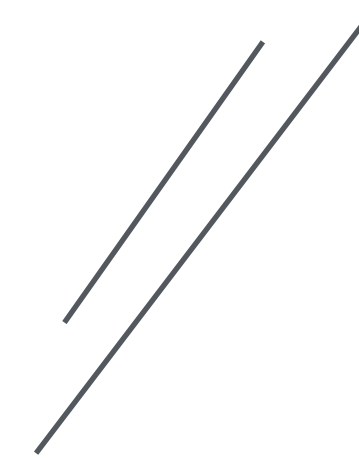
# QUALITATIVE INTERVIEWS



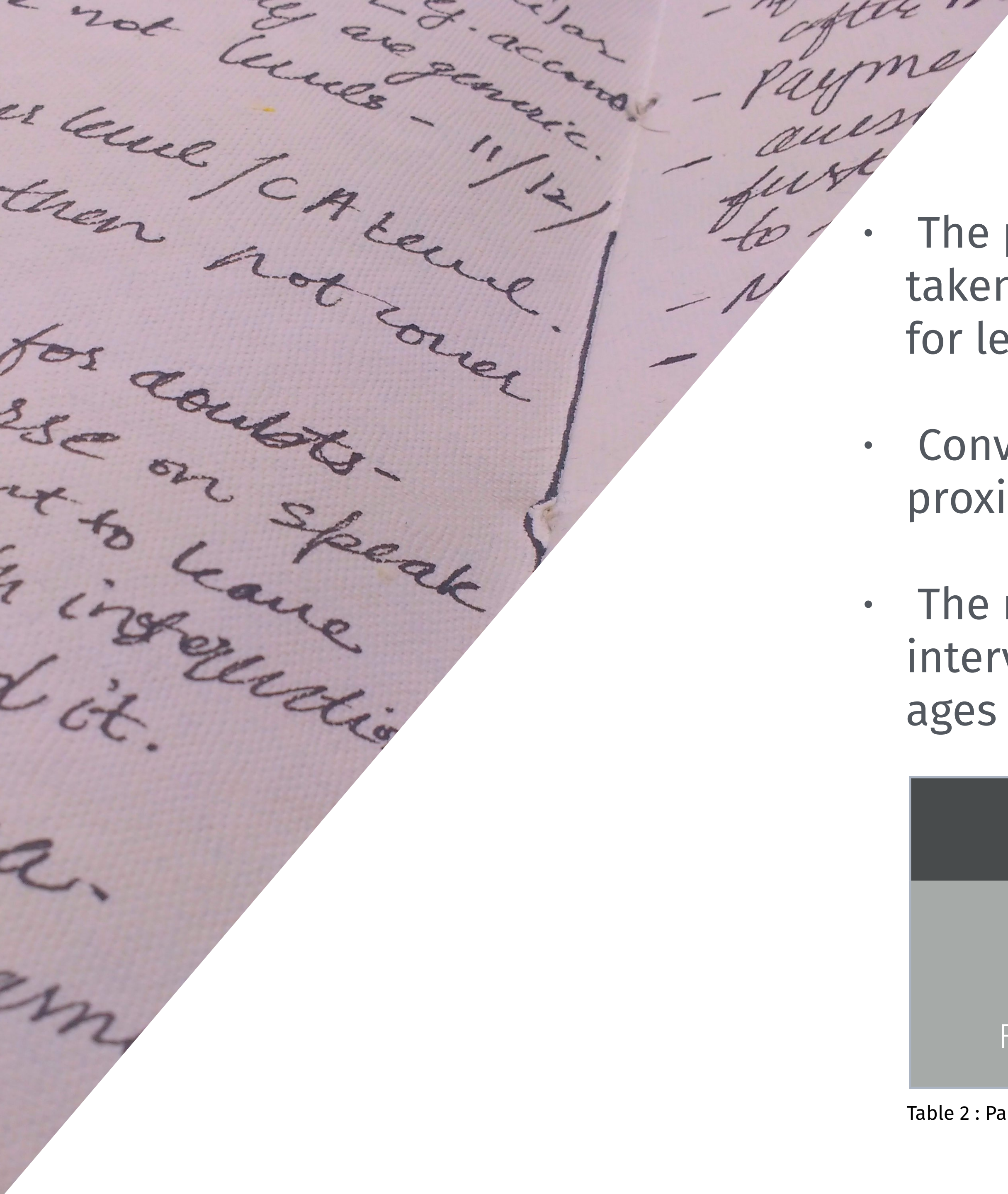


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- This paper has used the open ended deep probing methods inspired by the psychoanalytic interview techniques.
- The interview started with some close ended questions, followed by open ended discussions
- This required the necessary skill at interviewing by the researchers and the researchers practiced this sufficiently till gained confident to conduct the interviews.







- The prerequisite for participant recruitment : taken a course or watched tutorial videos online for learning purpose within last 3 months.
- Convenient sampling based on residential proximity
- The majority of participants in the open ended interviews were middle aged women, from the ages of 29 to 51

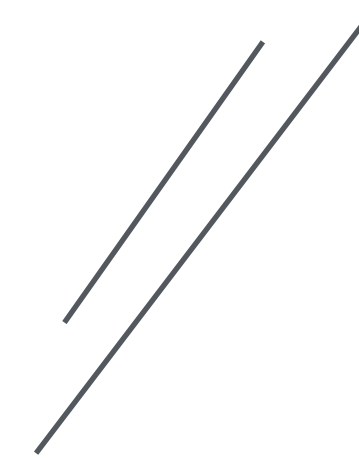
	No. of Participants	Age Range
Males	5	23-24
Females	10	29-58

Table 2 : Participant Profiles for Qualitative Interviews

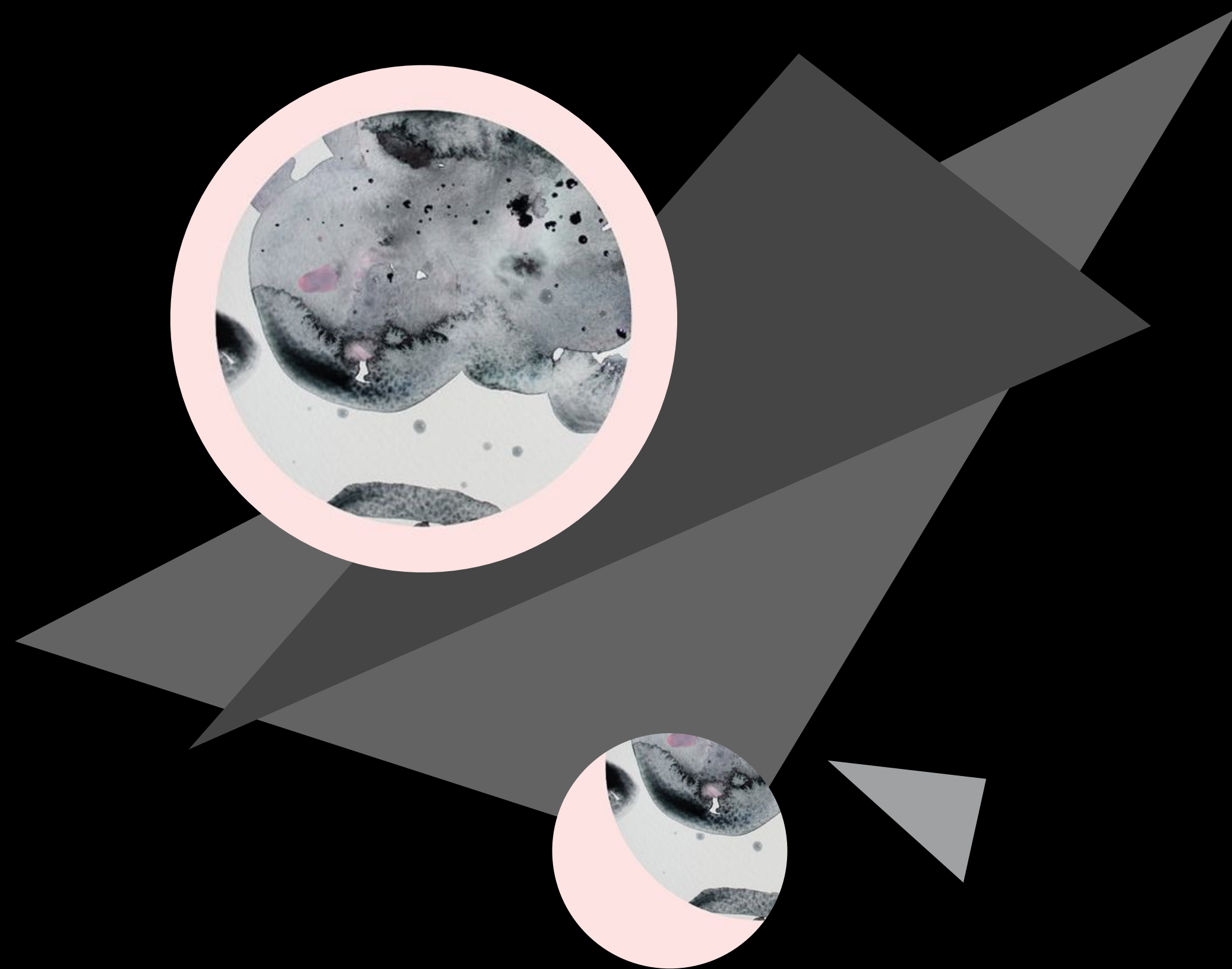


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- Individual interviews of about one hour with each participant
- It was ensured that the participants were involved and enjoyed sharing their experiences.
- The interviewer did note taking.
- There were no observers involved in this interview.

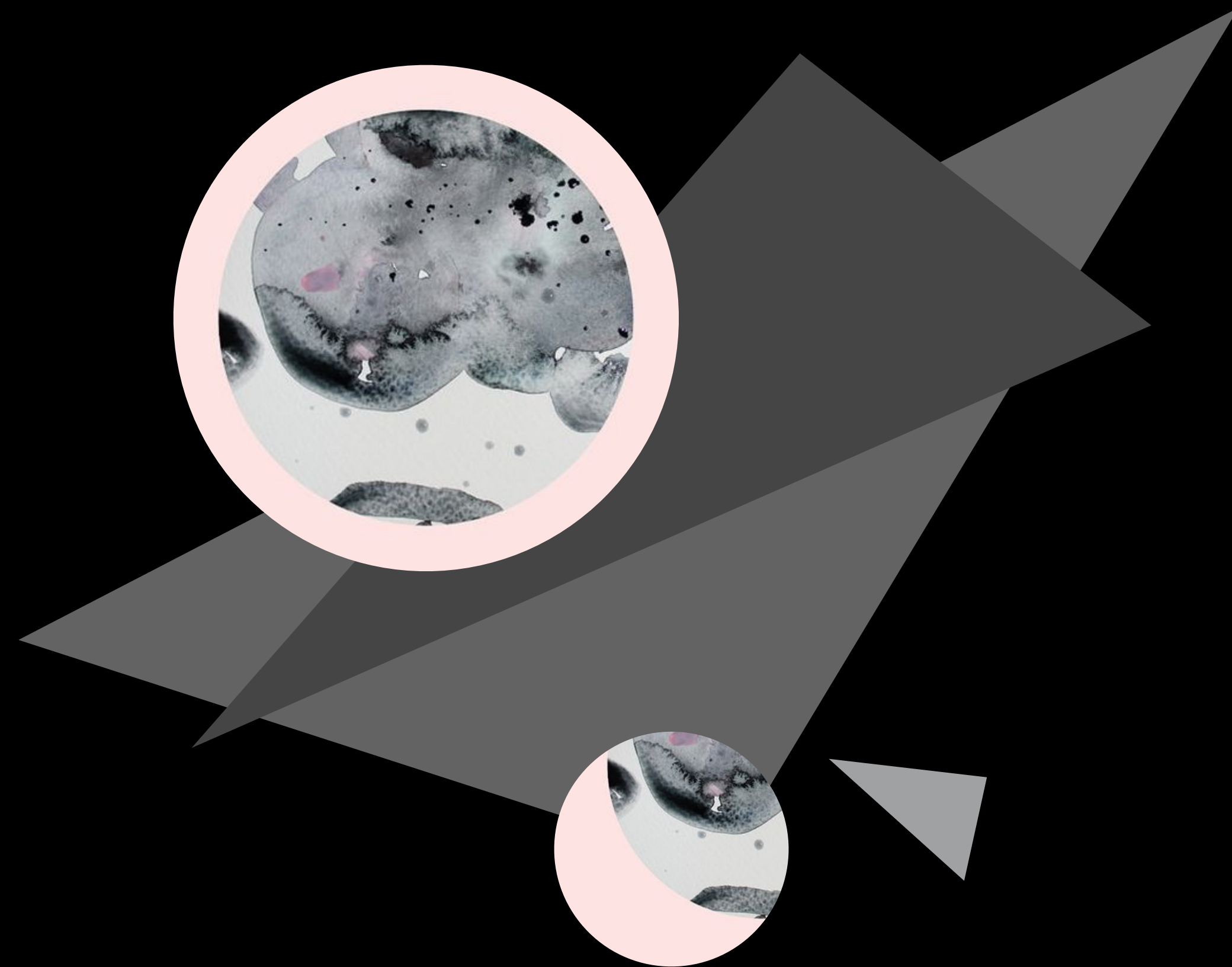






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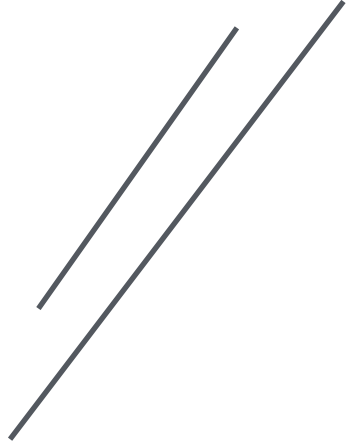


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# FINDINGS

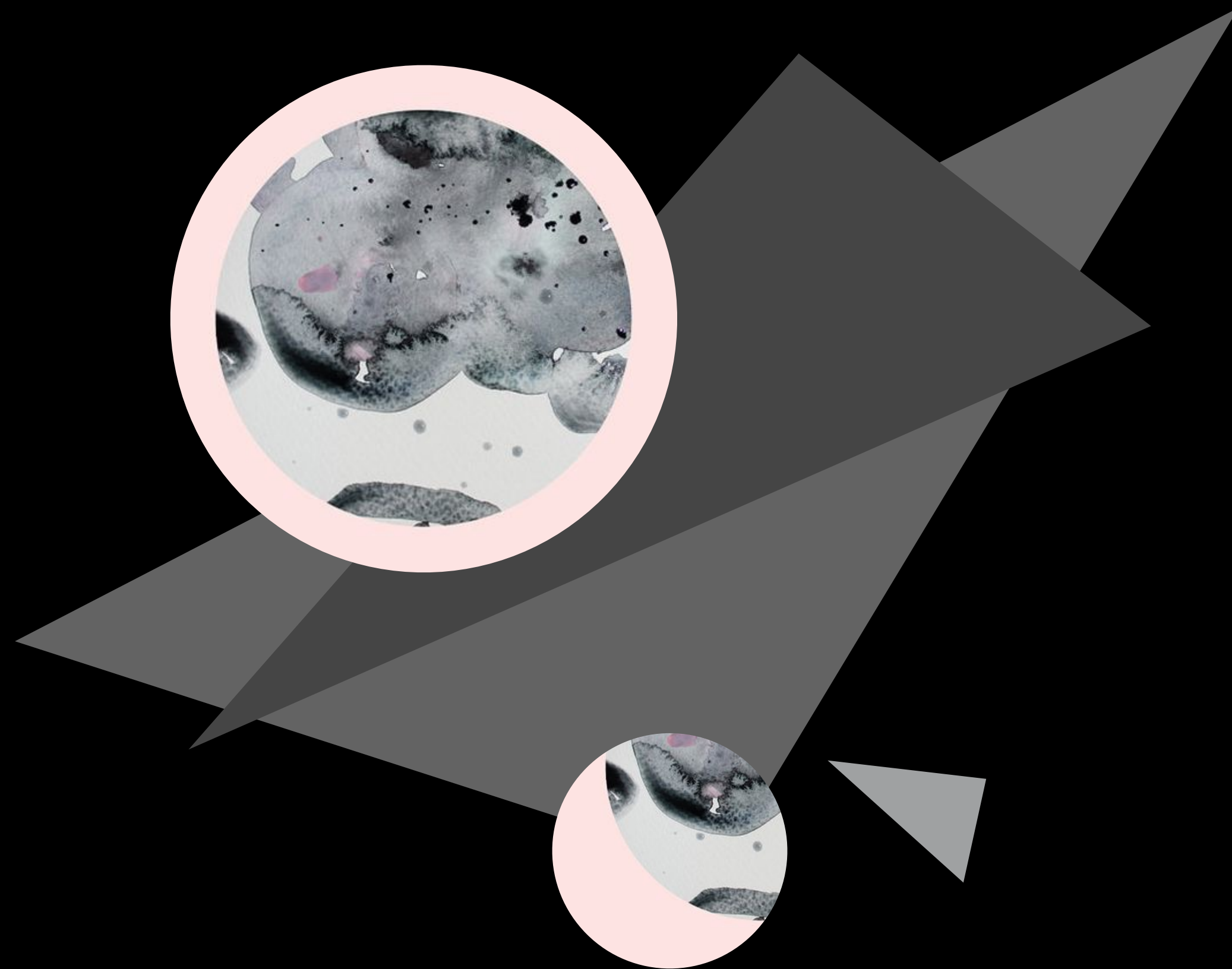
- Total of 29 recurring themes were observed in the responses from 15 participants
  - The verbalisations were tabulated and the number of occurrence of the same feeling or intent were counted
  - The felt intensity of each description was evaluated on a scale of 10 where 10 represented maximum intensity of 'felt emotion'.
  - The themes were categorised into 11 motivations
- 





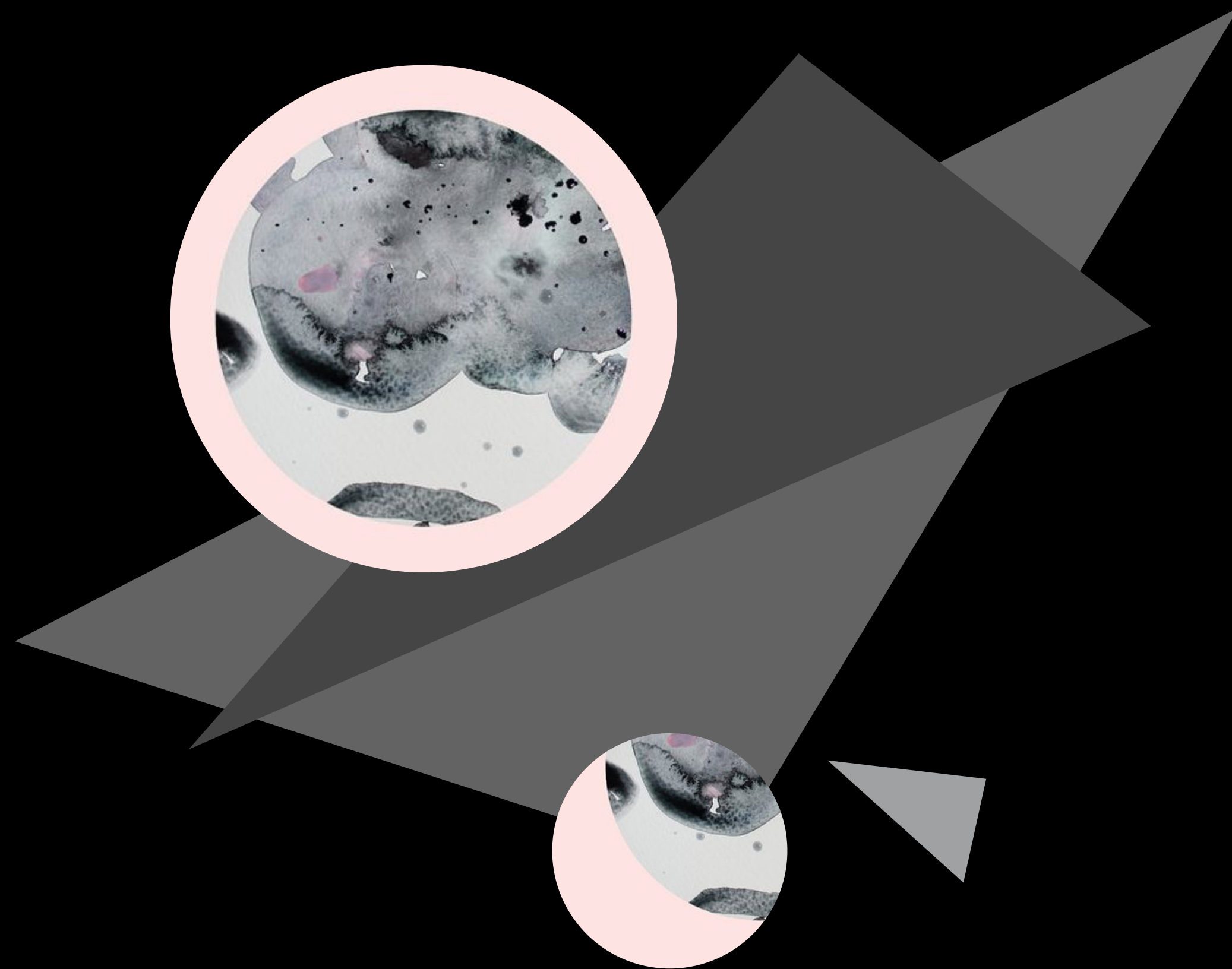
# FINDINGS

- **Freedom in learning** the way one wanted, occurred maximum no. of times, six times
- It was followed by '**Efficacy**' (five times), the feeling that one will be able to perform better
- **Authenticity** (three times), the feeling that online stuff is more authentic
- **Ease of use** (three times).
- Interesting motivations like '**secretive learning**' as no one would get to know that I have learnt while I master something
- Learning as '**escapism and entertainment**' were also observed.



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# TITLE OF THE VIDEO

Step 1

Step 2

Step 3

Step 4

Step 5

## QUESTIONS & SOLUTIONS

All categories

Category 1

Category 2

Q.

A.

Q.

A.

POST A QUESTION

## What your friends are saying about this :

+1 Recommended this

"Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum " - Friend 1

"Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum " - Friend 1

## Watch alternative ways to do it by different experts :

CHAT WITH THE TEACHER

# TITLE OF THE VIDEO

CONGRATULATIONS! DONE WITH STEP 2!

Take a break

Auto redirecting in 05:00 s...

Or

Continue to step 3...

Step 1

Step 2

Step 3

Step 4

Step 5

## QUESTIONS & SOLUTIONS

All categories

Category 1

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Q.

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"Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum " - Friend 1

"Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum Lorem Ipsum " - Friend 1

## Watch alternative ways to do it by different experts :



THANKS