

Student Online Emotional Engagement

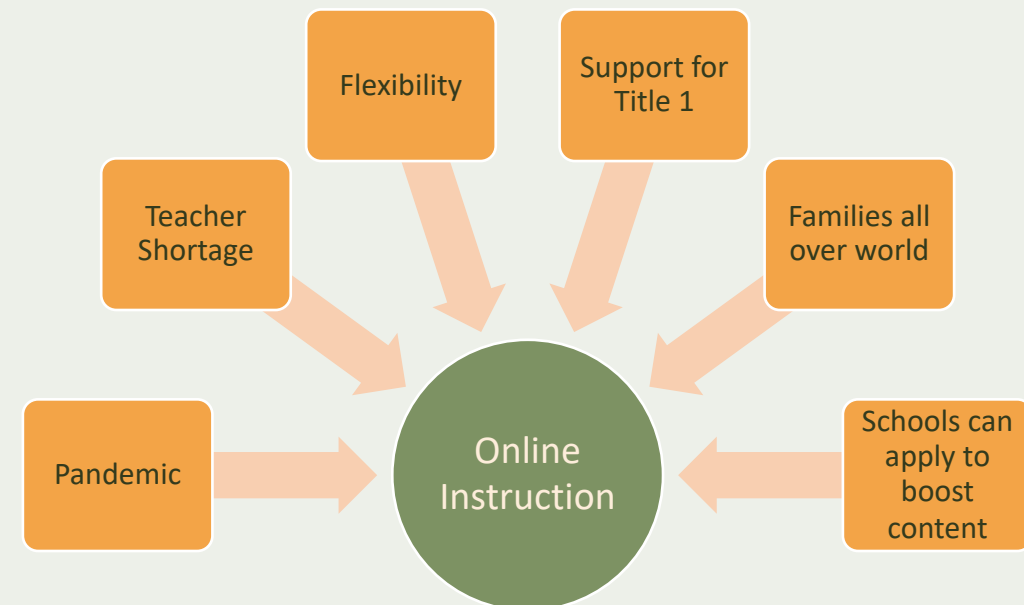
How do students connect in the online learning environment?

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See full paper here:

Introduction



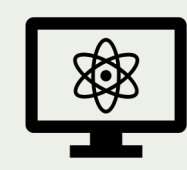
How does the type of online learning, impact students' emotional engagement in the online science class?	Are students confident in reaching out for help? How do they reach out?
	How do students view their connection to their class based on their identity?
	How does the teacher view their connection to their class?

Methodology

Situation A



- Virtual Teacher with students in class
- Teacher on screen, students in class, adult in classroom to manage
- 12th Grade Physical Science
- Title 1 School
- 31 Students
- School in North Carolina
- Class is 80% Black, 15% Hispanic, and 5% White
- Assignment submissions, group work, partner work
- Students required to put money down for 1 to 1 technology
- School signs up for program for classrooms without teachers.
- $N=16$



Situation B

- Asynchronous teacher and students
- Teacher has office hours, chat hours, and virtual communications
- 9th Grade Biology
- Private School
- Over 300 students
- Students all over the United States and World
- Assignment submissions, virtual lab work, and discussions
- Both auto and teacher graded
- All students pay for tuition unless covered by district
- $N=18$

Research Instruments

Student Survey

Survey given once
Qualitative and
quantitative questions
Voluntary

Frequency Data

Weekly count data on
how students reach out
for help
Generalized and Specific
to each Situation

Teacher Journaling

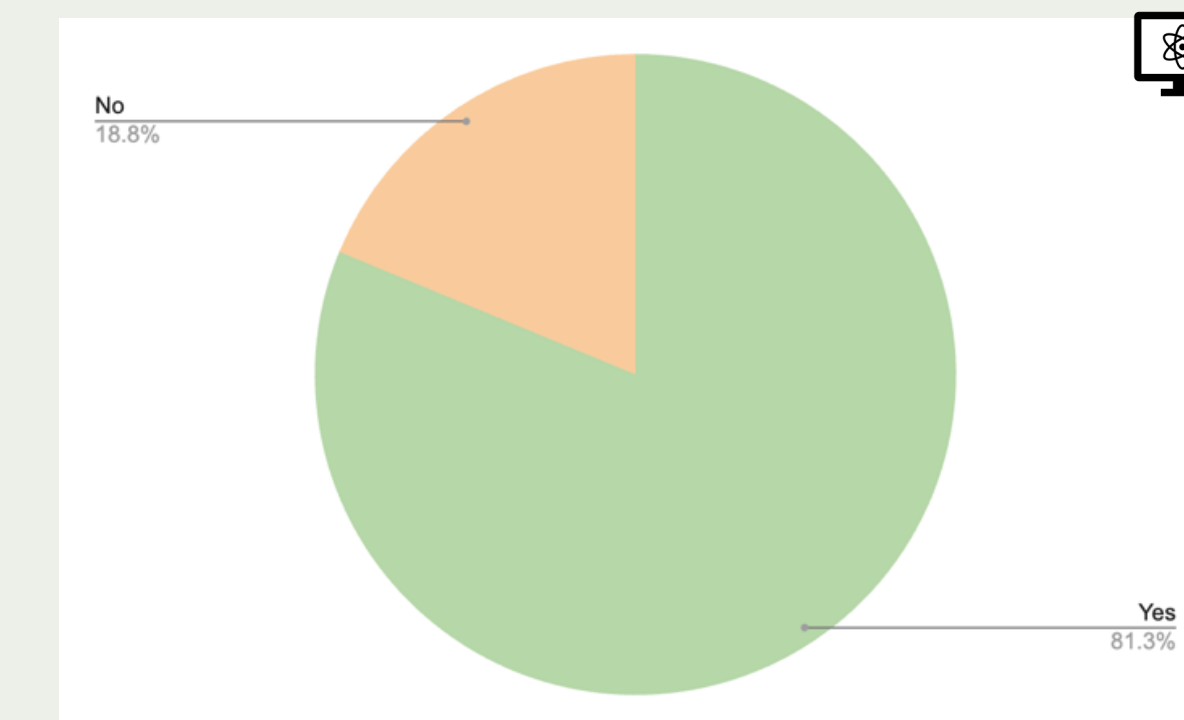
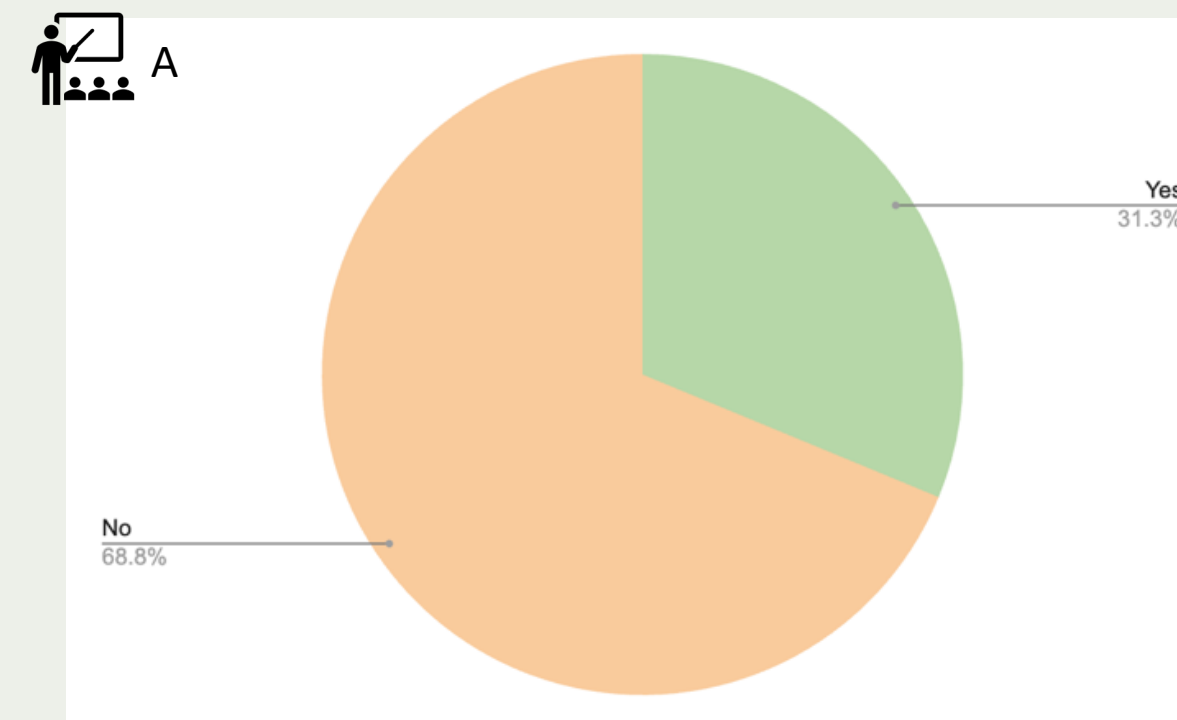
Qualitative and
quantitative reflection
questions
Completed Weekly

Findings

Online Support of Learning

How does the type of online learning impact students?
Do students feel that their environment support their learning?

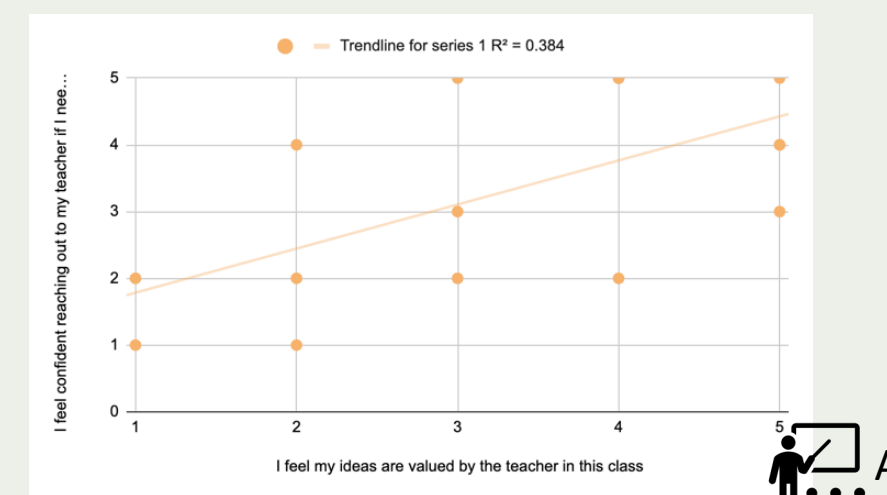
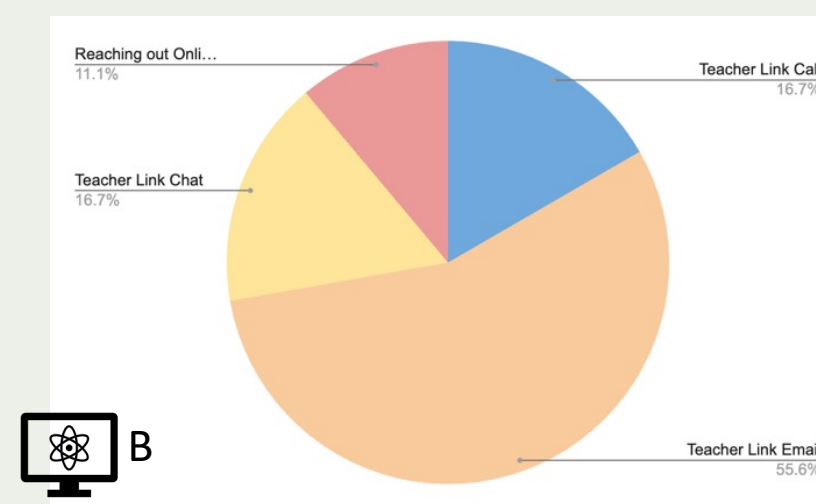
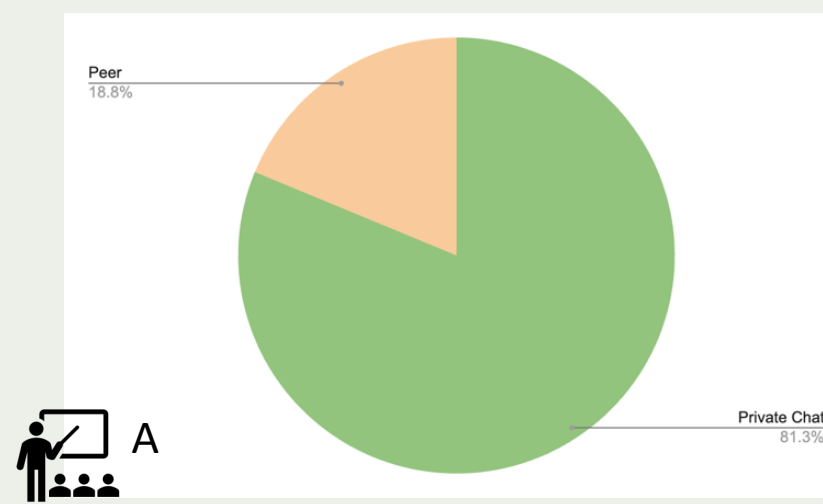
- Situation A showed 68.8% respondents saying *No* their learning environment does not support. While 81.3% said *Yes* in Situation B. $N=32$, $p < 0.05$



Communication Preferences

Do students feel confident in reaching out for help?
How do they reach out in their online learning environments?

- Private and nonverbal most preferred in both formats.
- Situation A student ideas being valued and confidence in reaching out for help, $p < 0.05$

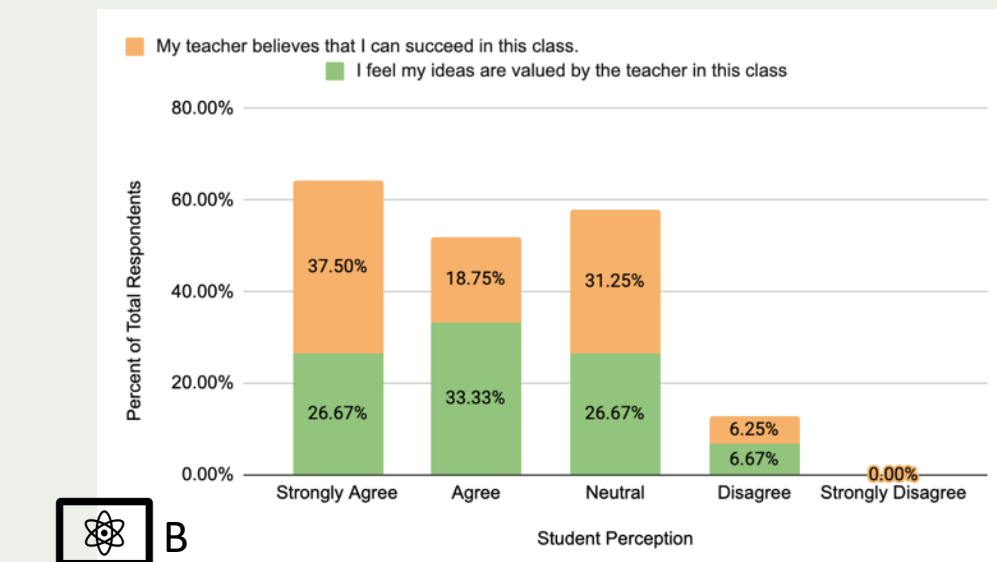
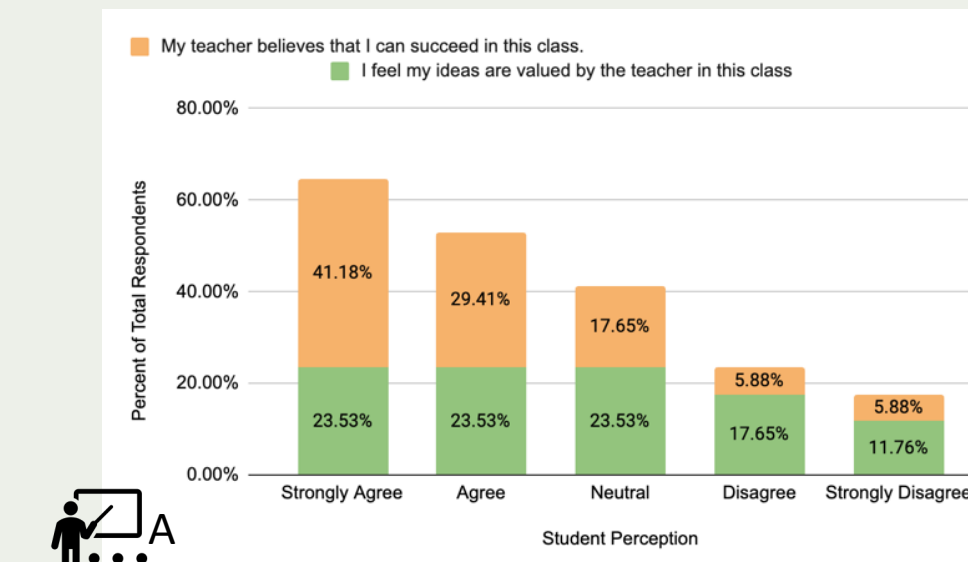


Student-Teacher Connection

How do students view their connection with the teacher?

How does the teacher view their connection with the students?

- Significant difference in student perception of teacher mentorship, $N=63$, $p = .0087$



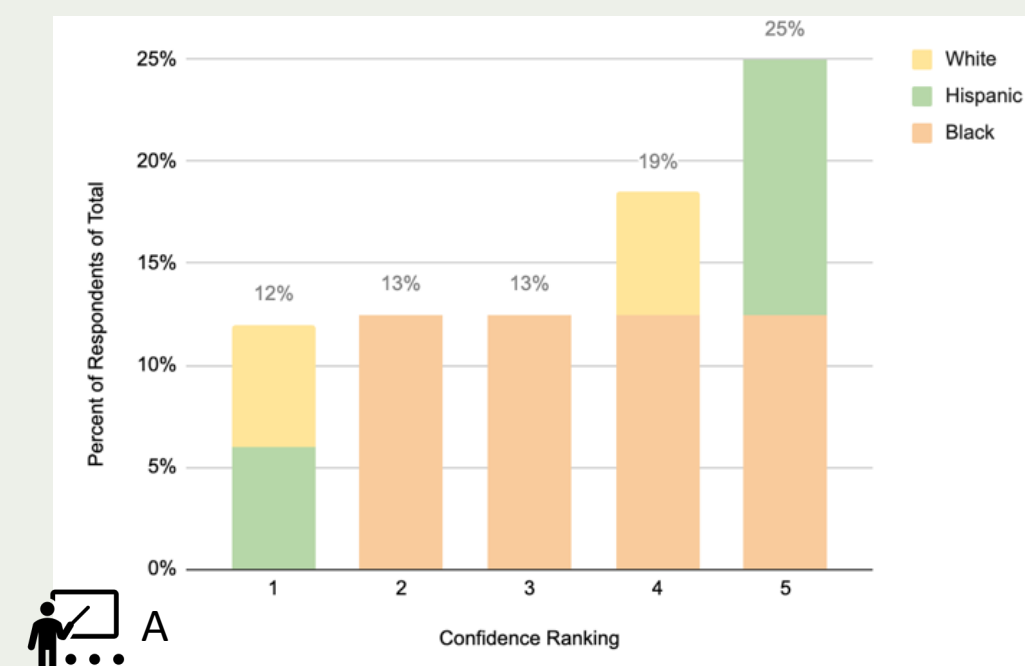
Teacher Averages on Overall Rating and Connection

	Rating of Day	Connection with Students
Situation A	3.2	4.2
Situation B	2.7	2.5

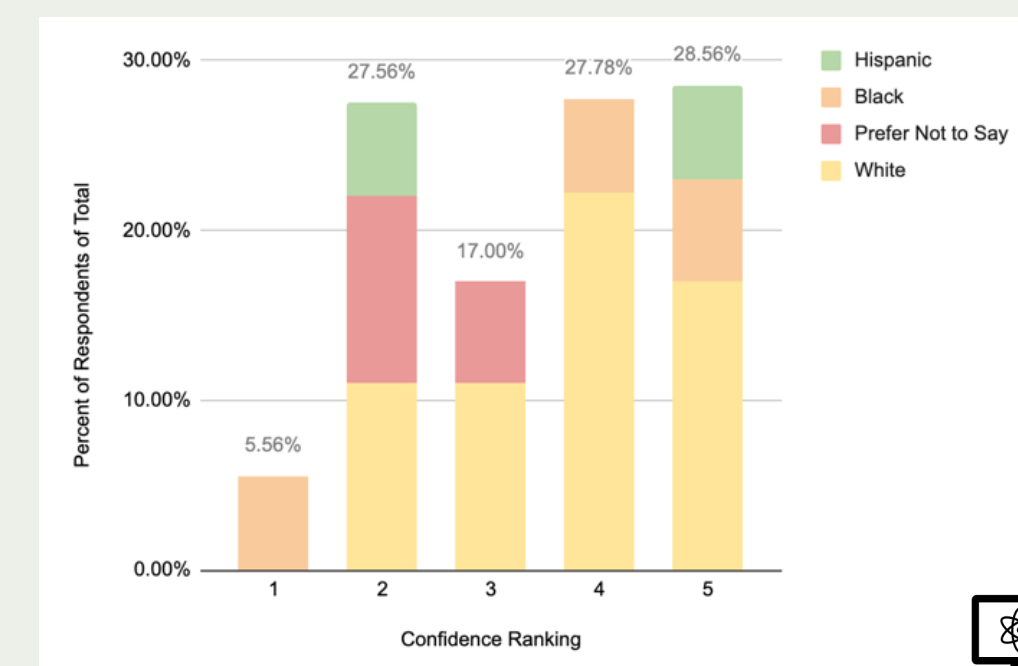
Student Self-Identified Identity

How does student identity play a role in their views?

- Students ranked their confidence and provided identity markers.



Hispanic = 18.75% of Respondents
Black = 50% of Respondents
White = 12.25% of Respondents
3 did not respond



Hispanic = 11.1% of Respondents
Black = 16.7% of Respondents
White = 61.1% of Respondents
3 did not respond

Situation A

- More Teacher viewed connection
- Valued ideas = confidence in asking for help

Situation B

- Teacher Mentorship is stronger
- Perceived Support of Learning