Factors Influencing Students’ Preference to Online Learning: Development of an Initial Propensity Model

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Purpose
The intent of this research is to determine which factors influence student’s preference for online learning; develop an initial propensity model that could be used to predict a student’s preference of online learning; and demonstrate procedures to develop a propensity model.

Background
The prevalence of online learning systems increased in recent years. A number of factors could influence the online student learning environment and proclivity. Propensity models use scores to predict the likelihood of enrollment in online courses based upon intrinsic and extrinsic factors.

The results of the analyses provide evidence that student preference for an online learning environment is related to technological efficacy, previous enrollment in online courses, full-time employment, and favor for self-paced learning. Developing a functional propensity model requires four steps: identifying the treatment condition; recognize a set of possible variables; determine variables that will be included in the model; and finalize the model.

Implications and Recommendations
First, several factors relate to student learning: efficacy, experience, and preference. Additionally these factors could potentially impact one another. Secondly these factors could have two impact levels: directly or indirectly. Finally, this model is relevant for student propensity and the development of an effective online learning environment.

Citation

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