

Age and Gender Differences of Students' Assessments of Online, Hybrid, and On-Ground Learning

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Abstract

Online learning has become a rapidly developing educational alternative. As a result, many universities deliver online courses across a variety of disciplines. However, few studies have evaluated students' perceptions of the effectiveness of online courses in computer and information systems. Furthermore, even fewer papers have examined how these perceptions vary with regard to age and gender. This paper presents an extension of a previous study conducted by the authors,

which surveyed students at two universities to examine online learning in computer and information system's curricula. This study examines if age and/or gender of students affect perceived effectiveness of on-ground instruction, online instruction and hybrid instruction and if prior effectiveness rating affect choice of online instruction.

Keywords: Online Learning, eLearning, Web-Based Learning, Technology-Enabled Learning, CIS Curricula