

Online Graduate Students' Perspective on Engagement in Active Learning in the United States

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Abstract : As of 2017, many researchers in educational journals are still wondering if students are effectively and efficiently engaged in active learning in the online learning environment. The goal of this qualitative single case study and narrative research is to explore if students are actively engaged in their online learning. Seven online students in the United States from LinkedIn and residencies were interviewed for this study. Eleven online learning techniques from research were used as a framework. Data collection tools were used for the study that included a digital audiotape, observation sheet, interview protocol, transcription, and NVivo 12 Plus qualitative software. Data analysis process, member checking, and key themes were used to reach saturation. About 85.7% of students preferred individual grading. About 71.4% of students valued professor's interacting 2-3 times weekly, participating through posts and responses, having good internet access, and using email. Also, about 57.1% said students log in 2-3 times weekly to daily, professor's social presence helps, regular punctuality in work submission, and prefer assessments style of research, essay, and case study. About 42.9% appreciated syllabus usefulness and professor's expertise.

Keywords : class facilitation, course management, online teaching, online education, student engagement

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