



Higher Education, Online Learning, and College Student Performance: Effects of Instructional Objectives on Self-Regulation and Students' Performance in Online and Non-Online Classes

Manfred Straehle

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Many studies have investigated web-based learning in higher education and the effects it has on academic performance including self-regulation (Janicki & Liegle, 2001; MacDonald, Stodel, Farres, Breithaupt, & Gabriel, 2001; McKeachie, 1999). The purpose of this book is to examine the relationship between instructional objectives as it affects academic self-regulation and academic performance among undergraduate students enrolled in a web-based class and a non-web-based class. This presentation also included an in-depth review of the literature concerning online and face-to-face learning, higher education outcomes, instructional objectives, and self-regulation all occurring in higher education. Results of the study indicated that there were no interactions between instructional objectives and course delivery (online versus face to face learning). When course delivery was further examined it did have an affect on course performance. On the other hand, further analysis revealed that the quality of instructional objectives had no affect on course performance and self-regulation. The discussion section reviews limitations and directions for future studies.

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