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Exploring learner to content interaction as a success factor in online courses

Tekeisha Denise Zimmerman

Abstract

Interaction plays a critical role in the learning process. For online course participants, interaction with content (learner-content interaction) is especially important because it can contribute to success outcomes and course completion. This study aims to examine the relationship between learner interaction and course grade to determine if this interaction type is a contributing success factor. In this study, student interaction with course content, including time spent reviewing online course materials, such as PowerPoint presentations and course videos and time spent completing weekly quizzes, were measured for 139 students in three sections of an online course ($N = 139$). The data were then correlated against grade earned in the course to determine if there was any relationship. Findings indicate a statistically significant negative relationship between the amount of time the learner spent with the content and weekly quiz grades ($r = -.71$). The study concludes that learners who spent more time interacting with course content achieve higher grades than those who spent less time with the content.

Keywords

interaction, online course, success, grades

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