

RESEARCH ARTICLE

Learners' Interests, Attitudes, and Compliance to Modular Distance Learning During Pandemic

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ABSTRACT. Students and teachers no longer engage in face-to-face instruction; instead, they follow the Basic Education Learning Continuity Plan (BE – LCP). The majority of schools have adopted the Modular Distance Learning modality, which allows students to study at their own pace. Thus, this study looks into the compliance, interests, and attitudes of 100 Senior High students who participated in modular remote learning. A survey and deductive topic analysis were used as research tools. In order to gather information about their study habits, interest, attitudes, and compliance with the learning modules, they were requested to complete an original survey questionnaire. The study's conclusions demonstrated that the modules' lessons' comprehension, complexity, and presentation all work to maintain respondents' attention. The learners' environment and parental support allow them to keep a positive outlook throughout the process. The students complied with requirements, completing assignments with less oversight and even forgoing sleep when necessary to do some assignments right away. The findings showed that rather than whining, students always tried their hardest to complete their assignments. This required them to adapt to a completely different style of learning. Every student is a unique individual with unique skills and interests, and our goal is to support each learner's independence and ability to think for themselves. This keeps parents informed about their children's endeavors and can offer resources, support, and encouragement. The government may help students by stepping up and virtualizing already-existing programs, as well as by enlisting the help of other organizations to organize joint activities that will enhance the current mode. This study is crucial because it will act as a foundation for future enhancements to the current curricula at the schools and policies on the use of modular distant learning.

KEYWORDS: *Interests, Attitudes, Compliance, Modular Distance Learning, Learners, COVID-19 Pandemic*

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Introduction

During a pandemic, education through modular learning is a fantastic transition that requires learners to be adaptable. The circumstance provides teachers with a mirror on how to function and gather students' interests, attitudes, and compliance to guarantee that learning never ends. This study looks into these novel learning approaches that are unmatched in the industry. It

gathers information on learners' performances as they progress toward modular distance learning during the pandemic in order to evaluate learners' compliance, interests, and attitudes. The novel coronavirus disease known as COVID-19 first surfaced in December 2019 at Wuhan, China's Huanan Seafood Market. In a matter of months, it spread throughout the world and became a public health emergency (Wikipedia, 2020). Numerous individuals have been impacted, and countless more are either ill or losing their lives due to the disease's spread. A global economic crisis, travel restrictions, and school closures were some of the COVID-19 outbreak's consequences. To stop the virus's spread and prevent infections, the majority of nations have temporarily closed their educational facilities (Tria, 2020). The main issues that the students have faced because of the numerous activities, distractions, and lack of focus have been self-studying, poor internet connections, sleep deprivation, and not having enough time to complete all of the modules. Students' and teachers' in-person participation during the pandemic had a major impact on their interest in, attitudes toward, and compliance with modular distance learning.

An article that illustrates the students' opinions regarding distance learning was published in Fidalgao (2020). According to their research, certain Institutions of Higher Education (IHE) that do not offer Distance Education (DE) find it difficult to manage the processes necessary to deliver such courses and programs. Their research revealed that time management, motivation, and English language proficiency were the primary concerns of students regarding these kinds of programs. A number of students indicated interest in taking classes via distance education in spite of their reservations.

Emphasizing the needs of students through the use of a student-centered approach to assess attitudes about online learning is one of the study's goals. Recognizing that internal variables and individual student variances will affect satisfaction prediction is one aspect of this. Many researchers in this field have found the same result in relation to this goal. Sun (2008) found that a significant factor in predicting learners' happiness with e-learning was their fear of computers. This poll defined contentment with e-learning as students' overall happiness with the e-learning course in which they were enrolled, and computer anxiety as feelings of worry and discomfort when using computers. Additionally, Holley (2010) used a biographical narrative method to examine students' accounts of their online learning experiences. According to the student narratives, students' expectations of controlling their "learning environments," their educational experiences, and their ability to handle technology all contributed to their involvement with online learning.

Additionally, the school's teachers have been suspended. The Philippines is presently undergoing a shift to a new standard in education, and the success of this shift may be attributed to the educators' ongoing innovations and the active participation of other stakeholders. The Department of Education launched Modular Distance Learning to ensure educational continuity and help each school continue to meet its goal of giving every Filipino learner a quality education. It is the teacher's responsibility to monitor the students' progress. In addition to other channels, students can get in touch with the teacher via phone, text message, email, or instant messaging. When possible, the instructor will visit the homes of students who need extra help or remediation (Llego, n.d.). Printed Modules will be given out by instructors or local government representatives to kids, parents, and guardians. With the advent of non-traditional learning environments, parents are now partners with educators. Parents are vital as facilitators in the family. Their main responsibility in modular learning is to guide and build a relationship with the child. FlipScience, (2020). Self-directed learning is facilitated by the use of modules. The ability of students to learn more effectively on their own is one benefit of using modules in the classroom. Pupils actively

engage in comprehending the subjects covered in the module. They develop a sense of accountability as they finish the module's tasks. With little to no assistance from others, the pupils advance on their own. They are growing more confident and learning how to learn (Nardo, 2017). Additional advantages of modular education include better curricular material adaptation, increased student autonomy and choice, and increased diversity and flexibility for staff members and teachers.

In a letter to Education Secretary Leonor Briones, Zamboanga City Mayor Maria Isabelle Climaco-Salazar expressed concerns from parents regarding the mixed modular learning program's potential negative psychological and mental consequences on their children. Salazar claims that youngsters suffer when they don't have social connections. In light of the ongoing coronavirus disease epidemic of 2019 (Covid-19), the Department of Education (DepEd, 2020) is now offering self-learning modules with alternative learning delivery modes to ensure that basic education is accessible. Schools without internet access receive the modules printed out, but households with gadgets and devices can access them online or offline. Salazar claims that the majority of parents worry that their kids are suffering because they don't have enough social connections or opportunity to interact with peers and teachers. The mayor continued by stating that some students are impacted since they are unable to complete their assignments on time. Sun Star Zamboanga, 2021 Because of this, during the pandemic, every student in Zamboanga City, The Covid-19, found it difficult to keep their interests, attitudes, and compliance with modular distance learning. Pandemics are now a major global health concern with educational ramifications. This study aims to examine the challenges that learners encounter while enrolled in modular distance learning with respect to interest, attitudes, and compliance. The results of this study could be used to enhance current educational initiatives and provide suggestions for introducing modular remote learning.

Research Questions

The study will explore the research questions surrounding the Learners' Interests, Attitudes, and Compliance to Modular Distance Learning During Pandemic shaping the future of education.

1. What is the demographic profile of the respondents?
 - A. Age
 - B. Gender
 - C. Grade Level
2. What is the level of interest of students in modular learning approaches?
3. What is the attitude of students towards modular learning approaches?
4. What is the level of compliance of learners on modular distance learning?
5. Is there a significant difference in terms of the level of interests, attitudes, and level of compliance on the modular distance learning when respondents are grouped according to their demographic profile?

Literature

According to DepEd (2020), there were 21,344,915 pupils enrolled in public and private schools for the 2020–2021 academic year. The enrollment from the previous year is up 76%. 201–2020 saw 20,147,020 students enrolled in public schools, or 88% of the total. DepEd thanked the public, in particular the parents of the students, who think that the school can securely provide educational opportunities through a variety of learning delivery modalities despite the COVID-19 pandemic's hurdle.

Level of interest of student's academic performance in modular learning

Lukwekwe (2015) came to the conclusion that social presence played a significant role in increasing student interest in his study of his performance in open and distance learning. By using social presence, instructors may better explain subjects and motivate students to improve their academic performance. Factors such as inadequate supervision, unfamiliarity with the study method, and challenges transitioning from traditional classroom instruction to independent learning contribute to students' academic program failure.

Identifying student attitudes and learning styles in distance education.

According to Therriault et al. (2019), time and structure are vital to students so they can work at home when and when they want to, according to their studies titled Identifying Student Attitudes and Learning Styles in Distance Education. Students understand that it calls for initiative, self-control, and active learning. The results show that social connection is critical for initiating feedback, speech inflection, and teacher monitoring. Technology will aid in the delivery of instructional content to learners, providing flexibility and time management.

Factors affecting the attitudes of students towards learning.

In their study Student Attitudes toward Distance Education: Focusing on Context and Effective Practices, Smidt et al. (2014) learn about taking blended learning classes. These courses might offer the best of both worlds, but more information is needed to make a firm judgment on this. Students do, however, have excellent opinions about these classes. In order to compensate for the lack of in-person engagement, distance education must emphasize interaction and rapport building, particularly between students and instructors online. Urge the class to establish personal connections with both the teacher and one another. In this context, synchronous audiovisual communication can play a major role. It is intended that by doing this, students will become less inclined to preferentially agree with the contributions made by their peers during asynchronous discussions. It is essential to have very precise and unambiguous standards for all jobs and assignments. Timely responses to emails and feedback are essential.

Factors that affect the compliance of modular distance learning.

Albor et al. (2021) state that using modules for schools and families without technology is the most appropriate way to implement the DepEd's Learning Continuity Plan (LCP). According to Dangle and Sumaong's (2020) poll, 79% of parents said they have no trouble adhering to the deadline for retrieving and turning in their kids' modules.

Conceptual Framework



Figure 1. Conceptual Framework

Research Methodology

This chapter systematically demonstrates the quantitative research design, research instruments, population and sampling techniques, research procedures, and statistical treatment of data that will be used to conduct the study.

1. Population and Sampling Design

Quantitative research was used to elicit data for the learner's interests, attitudes, and compliance to modular distance learning during the pandemic. The study included a total of 100 respondents from senior high school students for the research purpose aspect of the study, broken

down with 55 respondents were female student respondents with ages 16-18 years old and ages 19-22 years old, and the remaining 45 of the sample were male student respondents with ages 16-18 years old and ages 19-22 years old from School A and selected schools.

2. Instruments

The research used in Learners Interests, Attitudes and Compliance to Modular Distance Learning during Pandemic Survey with 18 statements using the scale of Always (4), Often (3), Sometimes (2), and Never (1). The researchers conducted a validity test before data collection and processing, resulting in a 0.748 Chronbach's Alpha for the questionnaire.

The research used an original instrument, Learners Interests, Attitudes, and Compliance to Modular Distance Learning during Pandemic Survey with 3 categories and 18 statements.

3. Data Gathering procedure

A survey questionnaire was created by the researcher specifically for the chosen participants. Following the instrument's validation, the researchers wrote to the good offices of the chosen institutions to request permission to use Google Forms for an online survey. The responders complete the online survey form after receiving permission. Every participant filled up and signed the Google forms that the researcher provided. The relevance of their response to the study is explained to the respondents by the researcher, who also asks them to be completely honest in their responses. The researcher selects the sampling units based on subjective judgment and uses quantitative data. This approach of selecting a sample is deemed most suited by the researcher, as the study aims to ascertain the Learner's Interests, Attitudes, and Compliance to Modular Distance Learning during Pandemic. The data was gathered by the researchers using a survey questionnaire that asked about the respondents' age, gender, year level, and status as students. The survey's second, third, and fourth sections were used to identify the issues that the respondents faced. Following the respondents' responses to the survey, the researchers will review, tabulate, decipher, and evaluate the information received. Then, using that information, the researcher will draw conclusions and suggest more research.

4. Data Analysis

Data gathered were analyzed using frequency distribution, Mean, Standard Deviation, t-test, and ANOVA for all descriptive data.

Results

1. Results on the demographic profile of the respondents based on age, gender, and grade level of the Respondents.

Table 1.0

Demographic		Frequency	Percentage
Age	16-18	60	60%
	19-22	40	40%
Gender	Male	45	45%
	Female	55	55%
Grade Level	11	27	27%
	12	73	73%

Table 1.0 shows that the age of learners from 16-18 responded 60% out of 100 respondents and 40% for 19-22 years old. For the gender, 45% of males and 55% of females responded. With regards to the grade level, only 27% from grade 11 responded and 73% from grade 12.

2. What is the level of interests, attitudes, and compliance of students in modular distance learning approaches?

Table 2.0

Category		Mean Score	Remarks
Interest	Male	2.5371	Low
	Female	2.4758	Low
Attitudes	Male	2.8373	Moderate
	Female	2.7847	Moderate
Compliance	Male	2.8593	Moderate
	Female	2.9033	Moderate

Scale: 1.00-1.49 Very Low; 1.50-2.49 Low; 2.50-3.49 Moderate; 3.50-4.49 High; 4.50-5.00 Very High

Table 2.0 shows the level of interest, attitudes, and compliance of a student's academic performance in modular learning. Remarks of interest show that the respondents are experiencing difficulties with concentration concerning their studies. The mean score of 2.5371 and 2.4758 male and female respectively indicates that the respondents more likely don't feel like doing the module or got no time in reading and answering their modules.

The level of attitudes with the mean score of 2.8373 and 2.7847 male and female respectively, shows the respondents moderately agree to the situation that this pandemic measures their attitudes towards learning during a pandemic. It has been observed in the population or to the respondents that their positive mindset in doing their tasks is not normally distributed which gives significant responses in their studies.

The level of compliance for learners appears the mean score of 2.8893 and 2.9033 male and female respectively shows that respondents moderately agree on the level of undertaking their requirements. This shows that understanding their lesson with less supervision, finishing the tasks with minimum quality, willing to sleep at night just to accomplish the tasks, and being responsible for the tasks given indicates that respondents moderately adhere to their obligations.

3. Is there a significant difference in terms of the level of interests, attitudes, and level of compliance on the modular distance learning when respondents are grouped according to their demographic profile?

Table 3.0

Results on the Demographic Profile Responses. (Significant at 0.05)

Demographics		Significant	Remarks
Age	Interest	0.173	Not significant
	Attitudes	0.256	Not significant
	Compliance	0.845	Not significant
Gender	Interest	0.002	Significant
	Attitudes	0.198	Not Significant
	Compliances	0.846	Not Significant
Grade Level	Interest	0.234	Not Significant
	Attitude	0.302	Not significant
	Compliance	0.139	Not Significant

Table 3.0 shows the result on the demographic profile responses of the learners in terms of the level of interests, attitudes, and compliance on the modular distance learning when respondents are grouped according to their demographic profile. The table shows that there is no significant difference in terms of age and grade level in the level of interest, attitudes, and compliance. However in terms of gender, the table shows that there is a significant difference in the level of

interest which makes the responses of their interest is real or does not attribute to the chance however, the students still give attention to their modular tasks and able to accomplish despite the heavy load tasks given by their teacher that they have persevered towards their studies amidst pandemic.

Data suggested different difficulties when the respondents were grouped according to their demographic profile. It shows that all of these difficulties were encountered and observed regardless of the age of number, gender, and grade level of the respondents.

Discussion

What is the level of interests, attitudes, and compliance of students in modular distance learning approaches?

Research has shown that, depending on an individual's age, gender, and grade level, their degree of interests, attitudes, and compliance are assessed as low for interest and moderate for attitudes and compliance. The degree of interest indicates that students may have learning problems, which lowers their zeal. This theory is consistent with Chavez's (2020) findings. Due to their lack of confidence in both material and the most recent developments in educational methods, educators who have come from this gap in teacher preparation are less happy with their own professional advancement. It tends to be near the mean, which helps to explain the results. Where the responses are statistically dispersed, there exist variations in the respondents' responses. These results clarify that the respondents' thoughts drive their interest to become proactive in responding to the new style of learning, which is one aspect that would affect their ability to adjust to the new condition in their studies. This concept is in line with Chavez's study from 2023, which examined how teachers currently evaluate their students' academic performance, how to carry out these assessments in a way that complies with health protocols, and how to maintain the integrity and quality of these assessments in spite of challenges in the classroom.

One of the things that may also have a significant impact on students' success is their study habits. If those in charge of this issue ignore it, it may have a more detrimental impact on students' academic achievement (Ebele & Olofu, 2017). Because their study habits facilitate the acquisition of pertinent and useful knowledge, students who aspire to succeed in life must have strong study habits. As a result, pupils who lack these skills would do poorly in the classroom (Kaur & Pathania, 2015).

This study is supported by Bem's (1972) Self-Perception Theory. According to the theory, people perceive other people's behavior based on how they understand themselves, and most of the time, people act under the influence of other people rather than acting out of their own free choice as one might think. This concept is in line with Chavez's (2023) conclusions, which suggest that the government might help impacted women by offering training programs, assisting with home entrepreneurship, supporting independent wage earners, providing financial management and tax benefits, and endorsing industry compatibility. It is crucial that this study identify the precise economic impacts of the epidemic and support their efforts by giving them access to practical financial instruments and initiatives. These results demonstrate that respondents' attitudes and compliance levels were somewhat reflective of the attitudes of their surroundings or of other people. As a result, respondents' modest comments about their attitudes and compliance levels were reflected.

Results on the Demographic Profile Responses. (Significant at 0.05)

Though compliance and interest were acquired with enthusiasm, the results of the demographic profile replies based on age and grade level do not indicate a significant relationship. However, answering the modules honestly and with a positive outlook still has significance.

Additionally, it shows that they are accountable for their assigned responsibilities as students, which includes using modular distance learning. However, the degree of curiosity becomes noteworthy when considering gender. It makes sense that they don't feel like doing the modules and are being lazy when answering and reading the questions. This theory is consistent with V. Chavez's findings (2023). The usage of modular distance education and online learning modalities were their academic adaptive tactics. The respondents' health insecurities included melancholy, anxiety, trepidation, and worry. They used open communication with others, followed government guidelines, and complied with health protocols as adaptive measures. Additionally, it is clear from this amount of engagement that they are having trouble with the modular distance learning, which lowers their interest. As a result, suggestions and potential treatments will be made to increase their level of interest in modular distance learning.

Conclusion

Students now have to adapt to an entirely new style of learning because of the Covid-19 Pandemic. Particularly in this modular kind of distant learning where modifications and adaptation to the novel circumstances are still being worked out. Students are having varying degrees of difficulty with modular distance learning, particularly with regard to motivation levels based on gender. As a result, we came to some conclusions about this topic and offered some advice to reinforce these comments and give their education a purpose and a sense of accomplishment. Additionally, depending on the student's age and grade level, individual learning can aid in the development of several noteworthy and independent qualities. Additionally, in more contemporary methods, children appreciate times during which they can explore their interests and pique their curiosities. It follows that, in spite of the change in the mode of instruction, their desire to pursue further education did not have any negative effects; rather, it opened up new opportunities. This theory is consistent with what Murro (2023) found. The government could assist the parents by providing them with the tools they need to work well together as collaborators in the new modality. These tools could include learner management techniques, methods for delivering learning modules, and remote instructional support to close the learning gap and enhance programs that explore livelihood and entrepreneurial opportunities. These factors make it seem like minor adjustments to do in order to enhance their academic performance at home. This approach is in line with Chavez's (2023) findings, which highlight abilities that may be handled on an individual basis, such as self-motivation and adaptability, as well as the necessity of overcoming the demands of technology by adjusting to organizational and customer needs. These characteristics of human resources become the guiding principles for thriving in a pre- and post-pandemic environment, and they serve as the foundation for HEI programs that are tailored to the demands of the labor force and industry. In fact, the study's findings will support the community, stakeholders, and school in their efforts to raise kids' levels of interest, compliance, and attitudes in the new normal settings and maintain higher standards of education.

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