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## **"I Would Prefer In-person Classes.": Student Preferences, Study Habits, and Characteristics**

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# “I would prefer in-person classes.”: Student Preferences, Study Habits, and Characteristics



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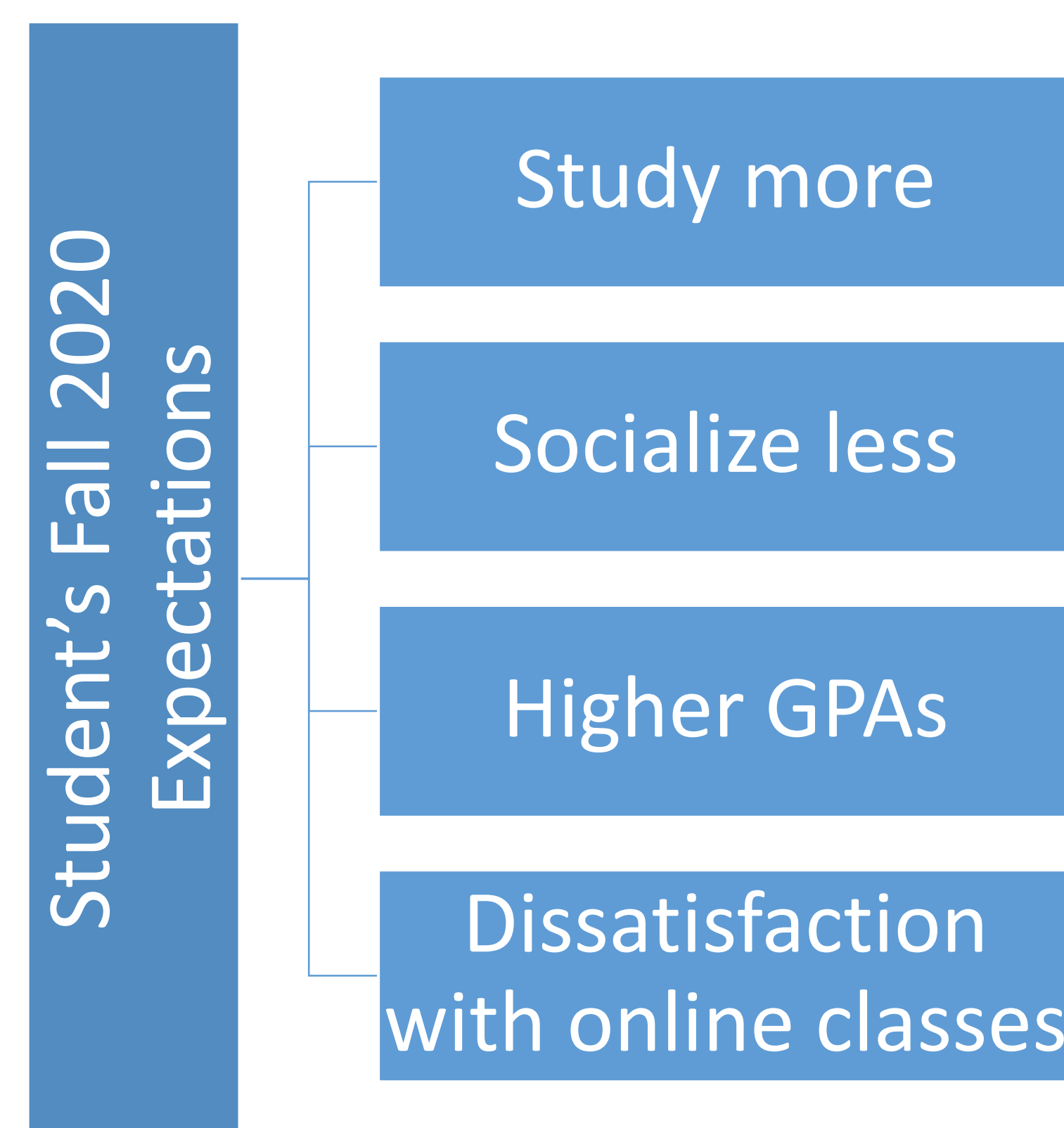
## Literature Review

- There are many benefits to students and instructors working together as partners in their education (Schwartz et al., 2017; Souers et al., 2007).
- It is particularly important that educators be responsive to student needs during times of stress, such as the transition to college and the current global pandemic (Alipuria, 2007; Son et al., 2020).
- The considerable unrest caused by the current political climate and health crisis within the United States has also created considerable stress among students, making it even more important for educators to listen to their concerns and respond to their needs (Son et al., 2020).
- Purpose: to examine freshmen students' characteristics, study habits, and preferences as they transitioned into an unprecedented first semester of college

## Methods

- Early in the Fall 2020 semester, students (n = 125; 103 female; 90 freshmen; 107 Caucasian) data on:
  - classroom preferences
  - locus of control (Rotter, 1966)
  - self-regulation (Brown et al., 1999)
  - proclivity to become distracted by their cell phone
  - study habits (Study Process Questionnaire, Biggs et al., 2001)

## Results



- Students reported expecting to study more, socialize less, and earn higher GPAs this semester. They were also dissatisfied with online classes vs. in-person.
- Students with lower self-regulation were more likely to have an external locus of control, use more surface learning strategies, have a lower GPA, and become more distracted by their cell phone during class (all r's >.18, all p's<.04).

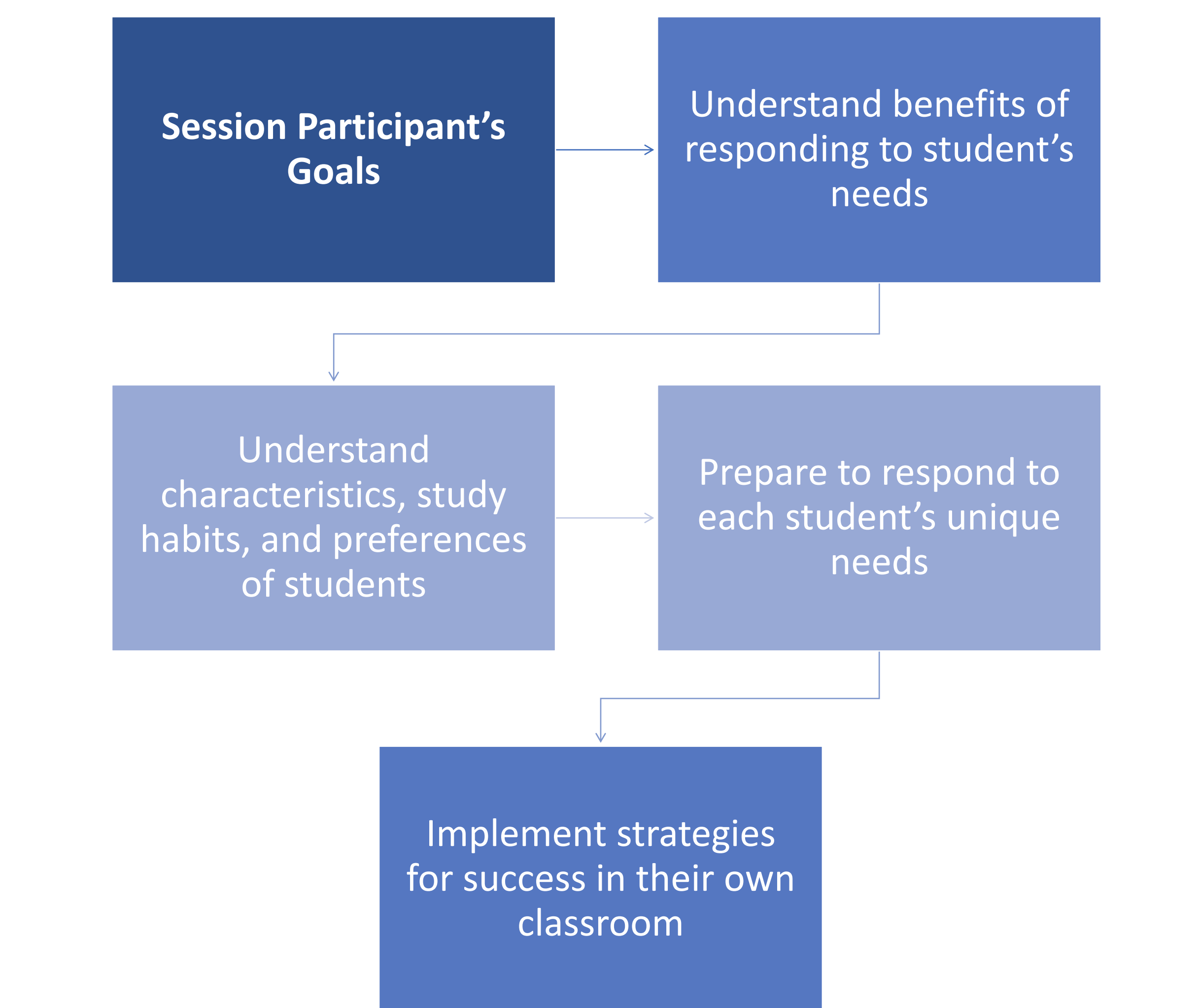
## Table 1. Self-Regulation Predicts Several Academic Outcomes

	Self-Regulation	Locus of Control	Expected GPA	Cell Phone Distraction	Phone Use in Class
Self-Regulation	1	-.352**	.210*	-.229*	-.218**
Locus of Control	-.352**	1	-.042	0.1	.176*
Expected GPA	.21*	-.042	1	-.195*	-.232**
Cell Phone Distraction	-.229**	0.1	-.195*	1	.425**
Phone Use in Class	-.218**	.176*	-.232**	.425**	1

\*\* . p < 0.01; \* . p < 0.05

## Implications and Outcomes

- Instructors should be mindful of students' unique needs during this unprecedented time. One such need is the need for greater encouragement of self-regulation.
- Suggestions for encouraging learning:
  - increasing scaffolding in order to improve self-regulated learning (Shih et al., 2010)
  - open lines of communication in order to build faculty-student and student-student relationships to benefit academic achievement (Lundberg, 2014)
  - provide opportunities for interaction that can be achieved in person or virtually, depending on student needs (i.e., collaborative projects in google suite, alternative discussion board assignments for those who cannot attend synchronous discussions, etc)



References available upon request