

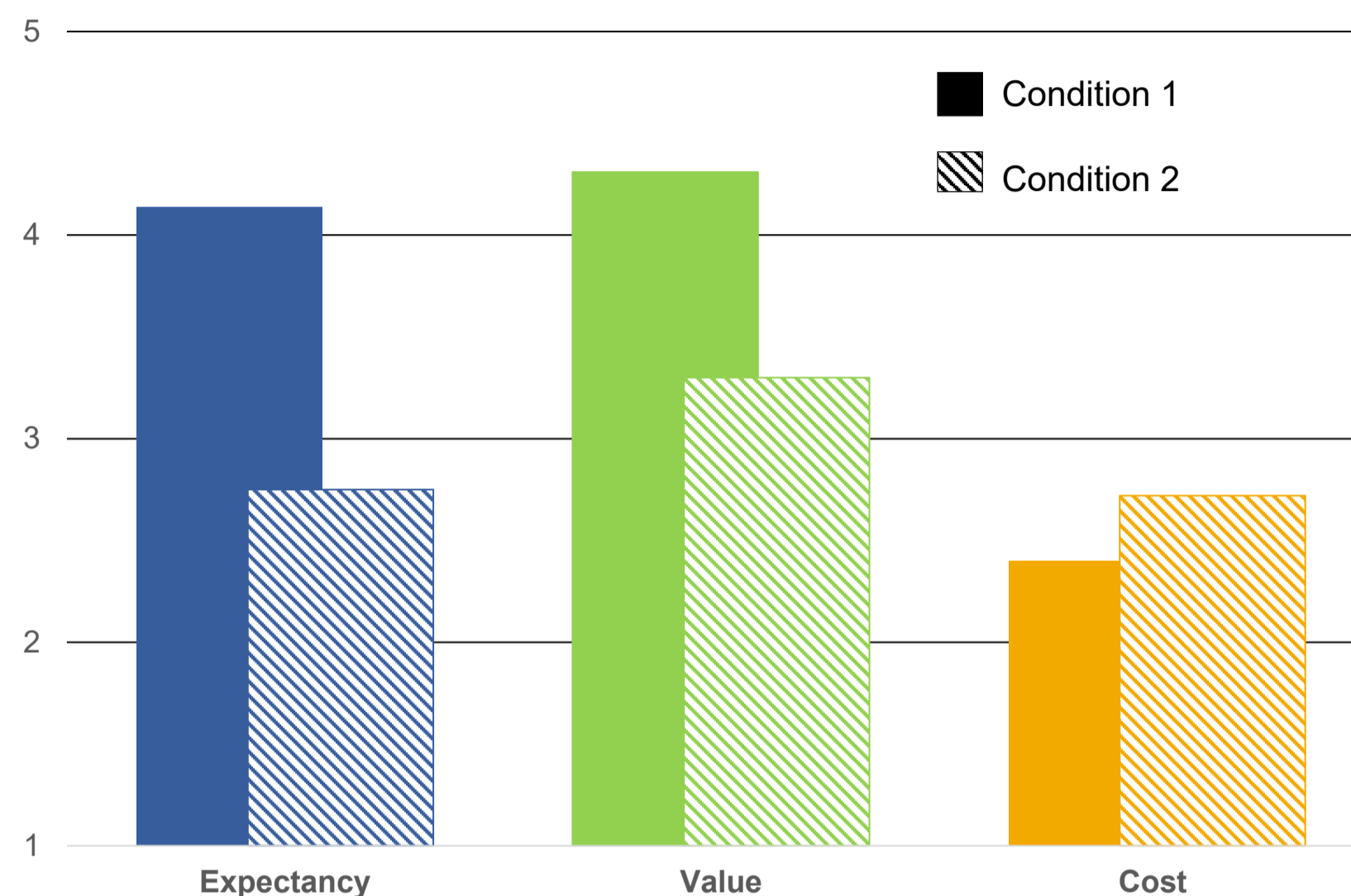


INTRODUCTION

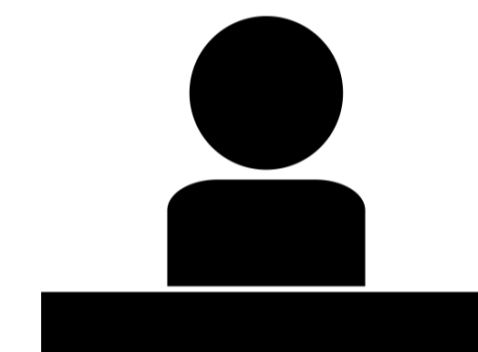
- During the Winter 2020 semester, universities across Canada were required to adjust to the COVID-19 pandemic.
- This change provides an opportunity to examine students' motivation and perceived success in a course under two different learning conditions:
 - Traditional Face-to Face (Condition 1 or C1)
 - Remote Learning (Condition 2 or C2)
- To examine motivation, we drawn on Expectancy-Value Theory (EVT) which suggests that three main subjective beliefs underpin student motivation (Eccles & Wigfield, 2020).
 - Expectancy**, does the student believe they can be successful at the task?
 - Value**, does the student associate value with the task?
 - Cost**, what are the perceived barriers to completing the task (e.g., time, effort)?



DIFFERENCES ON EXPECTANCY, VALUE AND COST ITEMS



Expectancy and **Value** positively predicted students perceptions of success in their courses.



METHOD

- We used a single online survey to collect self-report data from a sample of Canadian undergraduate students (n = 118).
- These participants...
 - ...ranged in age from 18 to 41 (M = 22.21).
 - ... identified as women (79%), men (17%) and non-binary (4.2%).
 - ...were at various stages of their program with 31% in their first year, 31% second year, 14% third year, 19% fourth year and 5% in their fifth year or higher.
 - ... had various class sizes, with 5-25 students (30%), 26-50 (13%), 51-99 (13%) and 100+ (44%).
- Likert scale questions used to assess student **motivation** and **perceptions of success** in the traditional and remote learning contexts.
 - Perception of success: "I felt successful in the class."
 - Motivation items provided in speech bubbles.

RESULTS

- We performed three **paired-samples t-tests** to compare student's perceptions of **expectancy**, **value**, and **cost** between C1 and C2.
- Compared to C1, students perceived...
 - lower expectancy** $t(117) = 10.09, p < .001$,
 - lower value** $t(117) = 8.76, p < .001$, and
 - higher cost** $t(117) = -2.65, p = .009$,
 - ... in the remote learning format (C2).
- We performed a **step-wise regression** to predict student perceived success in a course.
 - In Step 1, we controlled for demographics.
 - In Step 2, we controlled for expectancy, value, and cost variables at C1.
 - In Step 3, we included expectancy, value, and cost variables at C2.
 - The model explained 25% of the variance, $F(10, 105) = 4.90, p < .001$.
 - Only **expectancy** and **value** at C2 positively predicted perceived success.

DISCUSSION

- These results provide timely information for instructors as they continue to wrestle with how to deliver their courses during the pandemic.
- Recommendations for instructors as they design their online learning environments:
 - Expectancy**: Provide students with additional online resources (e.g., step-by-step guides, short videos, "resource bank."; Rao et al., 2021).
 - Value**: Draw on utility-value: connections between tasks and future goals (Eccles, & Wigfield, (2020).
 - Giving choice (Rosenzweig et al., 2020) and connections to own lives (Hulleman et al., 2017) is important.
 - Cost**: Be mindful of time costs as students must navigate online learning platforms.
 - Could be additional psychological, or emotional costs as a result of the pandemic (Radovic, 2020).

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