Perception of teaching characteristics in an online environment with regard to some personality traits of students / Percepcija karakteristika nastave u online okružju s obzirom na neke osobi

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Abstract

The success of learning in an online environment can be related to some characteristics of teaching and personality traits of the students. Therefore, two research questions were posed: 1. What are the advantages of instruction in an online environment from the point of view of students with different personality traits (extraversion/introversion and the need for cognition)? 2. What are the disadvantages of instruction in an online environment from the point of view of students with different personality traits (extraversion/introversion and the need for cognition)?
The participants were 256 students from Zagreb and Zadar (79% female, average age: 25). Quantitative and qualitative methodology was used. The participants completed an online questionnaire that contained the Extraversion scale, the Need for Cognition Scale, and two open-ended questions about the advantages and disadvantages of instruction in an online environment. Based on the data from the personality scales, the participants were divided into four groups: 1. high introversion (n = 43), 2. high extraversion (n = 44), 3. low need for cognition (n = 37) and 4. high need for cognition (n = 42). The results of the thematic analysis within these groups showed that introverted students and students with a high need for cognition highlighted the independent organization of time and the availability of lecture recordings as advantages. Extraverted students highlighted fewer opportunities to participate in classes, to communicate with professors, and lack of direct contact as disadvantages. Students with a high need for cognition pointed out lower quality of instruction, less opportunity to discuss and communicate with professors as disadvantages, which resulted in lower engagement and motivation of these students. The results are in accordance with the theoretical framework and have practical implications in the context of teaching in an online environment.

Key words

extraversion; introversion; need for cognition

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Sažetak

Uspješnost učenja u online okružju može biti povezana s nekim karakteristikama nastave i osobinama ličnosti studenata. Stoga su postavljena dva istraživačka pitanja: 1. koje su prednosti i 2. koji su nedostatci nastave u online okružju sa stajališta studenata različitih osobina ličnosti (ekstraverzija/introverzija i potreba za spoznajom). U istraživanju je sudjelovalo 256 studenata iz Zagreba i Zadra (79 % studentice, prosječna dob: 25 godina). Korištena je kvantitativna i kvalitatativna metodologija. Sudionici su ispunili online upitnik koji je sadržavao podskalu ekstraverzije iz IPIP Junior S skale, Skalu potrebe za spoznajom i dva otvorena pitanja o prednostima i nedostatcima nastave u online okružju. Na temelju podataka iz skala ličnosti sudionici su podijeljeni u četiri skupine: 1. visoka introverzija (n = 43), 2. visoka ekstraverzija (n = 44), 3. niska potreba za spoznajom (n = 37) i 4. visoka potreba za spoznajom (n = 42). Unutar tih skupina analizirane su glavne teme u odgovorima o prednostima i nedostatcima nastave u online okružju. Rezultati tematske analize pokazali su da su introvertirani studenti i studenti s visokom potrebom za spoznajom kao prednosti istaknuli samostalnu organizaciju vremena i dostupnost snimki predavanja. Ekstravertirani studenti kao najveće nedostatke istaknuli su manje mogućnosti sudjelovanja u nastavi, slabiju mogućnost komunikacije s profesorima i nedostatak izravnoga kontakta. Studenti s visokom potrebom za spoznajom kao nedostatke istaknuli su nižu kvalitetu nastave, manju mogućnost raspravljanja i komunikacije s profesorima što kao posljedicu ima nižu uključenost i motivaciju ovih studenata. Rezutati su u skladu s teorijskim okvirom te imaju praktične implikacije u kontekstu poučavanja u online okružju.

Ključne riječi

ekstraverzija; introverzija; potreba za spoznajom

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