



THE DISPARITY BETWEEN PERCEIVED LEARNING AND GRADES IN CLASSROOM-BASED VS. ONLINE EDUCATION: A CASE-STUDY OF NAGOYA UNIVERSITY STUDENTS

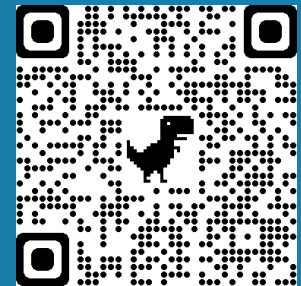
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This talk presents the results of a large-scale autobiographical study of undergraduate students regarding their educational and psychological experiences during the Fall 2019 (classroom-based education) and Spring 2020 (online education) semesters. Main findings indicate that while grades often improved from Fall 2019 to Spring 2020, perceived learning (i.e., how much students felt they actually learned) tended to decrease. However, this disparity was ameliorated by (a) interactivity in online education and (b) individual differences in the ability to cope with psychological stress. Implications of the findings for the future of online education at Nagoya University will be discussed.

JULY 2, 2021, 15:00- 15:30

Online ZOOM Meeting

<https://us02web.zoom.us/j/82560790360>



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