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EXAMINING THE QUALITY OF COURSE REDESIGN IN RELATION TO STUDENTS' PERCEIVED LEARNING AND SATISFACTION

Abstract:

Online learning modality has become an indispensable part of higher education because it offers flexibility in time and space and allows learners to access and manage their learning anywhere. However, the feeling of isolation causes high student attrition rates in online learning that significantly impact quality and economic consequences in higher education. The quality of course content is a critical factor influencing student perception and satisfaction with their online courses. Providing well-structured and well-designed online courses can engage learners, improve their learning experiences, and facilitate achieving their academic goals. This study aims to ascertain the effectiveness of a revised online course in the master's program of health care administration. The community of inquiry serves as the theoretical foundation for this research study. A mixed-method research design is utilized to collect data from multiple sources for triangulation. The findings from this study confirm results generated from various empirical research projects. The limitations and future research are discussed. The implications for online education instructors, instructional designers, and administrators are also presented.

Keywords:

Content quality, course redesign, online learning, student success, the community of inquiry.

JEL Classification: I23