

## Literature Review Chart

<b>Author(s) and Year</b>	<b>Method</b>	<b>Purpose of study</b>	<b>Sample</b>	<b>Research type/aspect</b>
Hara, N. & Kling, R. (1999)	Qualitative	Analyze why students' persistent frustrations in web-based distance education are not found in the literature and discuss whether these frustrations inhibit their educational opportunities.	6 graduate students enrolled in a distance education course	Case study/learner experiences
Lan, W.; Tallent-Runnels, M. K.; Fryer, W. Thomas, J. Cooper, S. & Wang, W. (2003)	Quantitative	Determine whether students' technical problems affect their evaluations of instructors	202 undergraduates	Survey/institutional and administrative factors
Murphy, E. & Coleman, E. (2004)	Qualitative	Provide insight into the challenges that a group of learners experienced with online discussions	20 graduate students in a master of education information technology program	Case Study/learning environment; learner perceptions
Parker, D. & Gemino, A. (2001)	Quantitative	Investigate whether there is significant difference in student scores between two formats of a course: online and traditional	In the traditional course format: 107 students; in the online course format: 128 students	Causal comparative/learners' outcomes
Valenta, A.; Therriault, D.; Dieter, M.; & Mrtek, R. (2001)	Mixed-method	Identify and categorize opinions of a specific university's students in order to improve understanding of their acceptance of or resistance to the application of technology to learning.	Seventy-four university students: 30 male; 44 female; average age 36 (adult learners)	Q-methodology/student perception

## Direct Quotations

- Hara & Kling (1999): “Students’ frustrations were found in three interrelated sources: Lack of prompt feedback, ambiguous instructions on the Web, and technical problems” (p.1)
- Lan et al. (2003): “Obstacles to the development of online instruction could also be institutional. In many studies, researchers found that lack of institution-supported training for faculty members to teach online was a major factor that hindered the development of online education in higher education (p. 366)... This study confirmed some faculty members’ suspicion that they could be blamed for the technology problems their students experience in online courses. Although the relationship between the students’ experience with technology problems in the online course and the teaching evaluation was not strong, it may be sufficient enough to support faculty members’ reluctance to teach online courses” (p.371).
- Murphy & Coleman (2004): “Challenges related to students’ behavior included domination of the discussion by individual students or groups of students resulting in feelings of exclusion, frustration and inadequacy. Text-only communication caused difficulties related to misinterpretation and conveying and deriving intent. Challenges related to the purpose and value of the discussion resulted from low quality and high quantities of postings to meet grade requirements. Technical features that presented challenges included the inability to delete messages” (p.1 ).
- Parker & Gemino (2001): “In a course comprised of both conceptual material and the application of techniques, the students performed overall equally well in either place-based or virtual format. Their degree of learning, however, differed significantly between conceptual and technique-based material. Implications are promising, showing that there are relative strengths to be exploited in both place-based and virtual formats” (p.64).
- Valenta et al. (2001): “Three opinion types were identified in this study: Students who identified with issues of Time and Structure in Learning, Social Interaction in Learning, and convenience in Learning. These opinions can be used to aid educators in reaching their students and increasing the effectiveness of their online courses....The three opinion types identified through this study, however, correlate closely with results reported in the literature. All three groups of students, representing the three opinion types, shared a belief in the importance of being able to work at home” (p. 120).