The Role of Task Value and Online Learning Strategies in an Introductory Computer Programming Course

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Abstract

The online learning environment continues to challenge the design of courses and their facilitation, and it requires learners to pick up newer strategies for regulating the learning process. This study focuses on identifying ways by which the task value of an online introductory programming course influences students' self-regulated learning skills. The task value of a course is the result of the perceived importance, utility, and interest of students who attend the course. Online learning strategies focus on self-regulated learning skills such as goal setting, environment restructuring, task strategies, time management, help-seeking, and self-evaluation. This study shows a relationship between the task value of the course and the self-regulated online learning skills employed by students. More specifically, this study indicates a relationship between a student's interest in the course contents and the reported ability to self-evaluate and seek-help during their online learning process. In addition, the survey results indicated that the course design features that ranks the highest in stimulating a students' interest in the course includes the online learning facilitation strategies and a hands-on learning process.

Keywords: Task-Value, Self-Regulated Learning, Computer-Programming, Self-Evaluation, Interest, Help-Seeking

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