

University Student Place Attachment during the Pandemic

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Abstract

Knowing how students are attached to their universities, classes, and teachers can help develop new ways for engaging students as higher education uses technology to deliver classes. This study examines three different learning delivery methods utilized during the COVID-19 Pandemic. The delivery methods used were socially distanced face-to-face in an on-campus classroom, fully remote using Zoom with the teacher and students not collocated, and hybrid where some students attended on-campus in a socially distanced face-to-face classroom and some attended remote via Zoom. All classes were delivered synchronously and the remote and hybrid classes had Zoom recordings that were posted on the course management system. This research found that there is a positive relationship between place attachment and learning intention and satisfaction for socially distanced face-to-face learners. It also found that place attachment is mediated by technology issues for students learning with fully remote delivery. It is important to make sure that the technology used to deliver instruction supports student learning and when there are problems it has a negative impact on their learning intention and satisfaction. Place attachment impacts student learning intention and satisfaction, but other factors like individual student differences, teaching methods, and curriculum are involved as well and need further study.

Keywords: Place attachment, learning intention/satisfaction, technology issues mediation