ODLEP
Optimizing Distance Learning Educational Programs

Optimizing **D**istance **L**earning **E**ducational **P**rograms

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RESEARCH QUESTIONNAIRE

- Six institutions across four countries have dispatched the questionnaire to their institutions' students.
- The questionnaire records:
  - Students' Learning Preferences
  - Distance Education Experience
  - Personality Traits and Facets of Students
- Responses Collected:
  - Students: 646
- Crosstab analysis associated learning preferences and gender.

STUDENTS' GENDER AND LEARNING PREFERENCES (Part 2)

The ODLEP project is funded by I.K.Y., the Erasmus+ National Agency in Greece (**Erasmus+ Programme Cooperation Partnership in Higher Education Key Action 2, Project reference No: 2022-1-EL01-KA220-HED-000089152**). The project is focusing on the students' learning preferences. The questionnaire currently is available in two platforms and four languages. In this context, the survey questionnaires are implemented on two platforms, which namely are: Google Forms and Lime survey. 646 responses from students in the partners' countries were collected. Research is still collecting answers. Students have presented their own learning preferences and the study managed to associate the learning preferences with the students' gender.

STUDENTS' GENDER AND LEARNING PREFERENCES

Towards the effort to optimize distance learning our research project focused on students' attributes and their learning preferences. In this context, questionnaire survey participants, more specifically university students, evaluated various learning styles and preferences. Through the provided answers it became possible to associate the gender of the students with the learning preferences and styles. The crosstab analysis took place for categorical data. A five-point Likert scale was implemented. The replies included: Not at All, Slightly, Moderately, Very, and Completely. The following statements summarize the main findings of the analyses:

- Female students tend to respond with "Not at All" to the statement "I have preference for tasks, projects, and situations that allow working with competing approaches, with multiple aspects or goals that are equally important.", while male students tend to respond to the statement with "Very".
- Female students tend to respond with "Not at All" / "Slightly" to the statement "I have preference for tasks, projects, and situations that lend themselves to great flexibility of approaches, and to trying anything when, where, and how I please (work asystematic or even antisystematic).", while male students tend to respond to the statement with "Very".
- Female students tend to respond with "Not at All" / "Slightly" to the statement "I have a preference for tasks, projects, and situations that allow working with others in a group or interacting with others at different stages of progress. I do not enjoy working alone.", while male students tend to respond to the statement with "Very".
- Female students tend to respond with "Slightly" to the statement "I have a preference for tasks, projects, and situations that involve unfamiliarity, going beyond existing rules or procedures, and maximization of change. I like new challenges and I thrive on ambiguity", while male students tend to respond to the statement with "Very".
- Female students tend to respond with "Not at All" / "Slightly" to the statement "I have a preference for tasks, projects, and situations that require adherence to and observance of existing rules and procedures. I like to minimize change and avoid ambiguity.", while male students tend to respond to the statement with "Very".

PROJECT WEBSITE:

https://websites.auth.gr/odlep/about/