

Research on Online Continuous Learning Willingness Based on Online Presence

Theory

Haoying Hu Na Zhao

Heilongjiang Engineering University Kulun Tourism College, Harbin, Heilongjiang 150000

Abstract: This paper explores the relationship between online presence and online continuous learning willingness. It analyzes the factors that influence online presence and how online presence can enhance learners' motivation and engagement in online learning. The study aims to provide insights for educators and designers to improve the effectiveness of online learning environments and promote continuous learning.

Keywords: online presence; online learning; continuous learning willingness; motivation

I. Introduction

In the digital age, online learning has become an increasingly popular way of acquiring knowledge and skills. However, maintaining learners' continuous learning willingness is a challenge. Online presence theory provides a useful framework for understanding how learners experience and interact with online learning environments. This paper investigates the role of online presence in influencing online continuous learning willingness.

II. Online Presence Theory

Online presence refers to the sense of being present and engaged in an online environment. It can be divided into three dimensions: social presence, cognitive presence, and teaching presence. Social presence refers to the degree to which learners feel connected and interact with others in the online learning community. Cognitive presence refers to the extent to which learners are engaged in critical thinking and reflection. Teaching presence refers to the role of the instructor in facilitating learning and providing guidance.

III. Factors Influencing Online Presence

A. Technology Factors

The quality of the online learning platform, including its usability, functionality, and stability, can affect learners' online presence. Features such as video conferencing, discussion forums, and collaborative tools can enhance social presence and cognitive presence.

B. Instructional Design Factors

Well-designed online courses that incorporate active learning strategies, such as problem-based learning and project-based learning, can increase cognitive presence. Clear learning objectives, feedback mechanisms, and interaction opportunities can also enhance online presence.

C. Learner Factors

Learners' personal characteristics, such as motivation, self-regulation, and prior knowledge, can influence their online presence. Learners who are highly motivated and self-regulated are more likely to engage actively in online learning and experience a higher degree of online presence.

IV. Relationship between Online Presence and Continuous Learning Willingness

A. Social Presence and Continuous Learning Willingness

A strong sense of social presence can enhance learners' motivation and engagement in online learning. When learners feel connected and supported by their peers and instructors, they are more likely to continue learning. Social presence can also promote collaborative learning and knowledge sharing, which can increase learners' satisfaction and motivation.

B. Cognitive Presence and Continuous Learning Willingness

Cognitive presence is essential for deep learning and critical thinking. When learners are engaged in meaningful discussions and reflection, they are more likely to develop a sense of ownership and responsibility for their learning. This can lead to increased motivation and a greater willingness to continue learning.

C. Teaching Presence and Continuous Learning Willingness

The presence of an effective instructor can provide guidance and support for learners. Instructors who are responsive to learners' needs and provide timely feedback can enhance learners' confidence and motivation. Teaching presence can also help create a positive learning environment and promote a culture of continuous learning.

V. Strategies to Enhance Online Presence and Online Continuous Learning Willingness

A. Technology Enhancement

Improve the quality of the online learning platform by adding more interactive features and enhancing its usability. Provide technical support to ensure that learners can access the platform smoothly.

B. Instructional Design Improvement

Design online courses that are engaging and interactive. Incorporate active learning strategies and provide opportunities for learners to collaborate and reflect. Provide clear learning objectives and feedback mechanisms to help learners stay on track.

C. Learner Support

Provide support and guidance to learners to help them develop self-regulation and motivation. Encourage learners to interact with each other and form learning communities. Provide opportunities for learners to share their experiences and knowledge.

VI. Conclusion

Online presence plays a crucial role in influencing online continuous learning willingness. By understanding the factors that influence online presence and implementing strategies to enhance it, educators and designers can create more effective online learning environments and promote continuous learning. Future research can further explore the relationship between online presence and other factors, such as learner satisfaction and learning outcomes, to provide more comprehensive insights into online learning.

Reference

- [1] Zhang Xiaodong Preparing first-year college students' academic transition: What is the value of complementary web-based learning[J] Computers & Education, 2021, 172.
- [2] Lavoué Élise, Ju Qinjie, Hallifax Stuart et al. Analyzing the relationships between learners' motivation and observable engaged behaviors in a gamified learning environment[J] International Journal of Human - Computer Studies, 2021, 154.
- [3] JIWIAT Ram, Zhang Zeyang (Leo) Adopting big data analytics (BDA) in business-to-business (B2B) organizations – Development of a model of needs[J] Journal of

Engineering and Technology Management, 2022, 63.

[4] Vidergor Hava E. Effects of digital escape room on gameful experience, collaboration, and motivation of elementary school students[J] Computers & Education, 2021, 166.

[5] Osman Mohamed ElTahir Non-GERD applications for the endoscopic suturing device[J] Gastrointestinal Endoscopy, 2001, 53(5).

[6] SIAH Chiew Jiat Rosalind, Ming Huang Chi, Sheng Ryan Poon Yuan et al. Nursing students' perceptions of online learning and its impact on knowledge level[J] Nurse Education Today, 2022, 112(prepublish).

[7] Zamzami Zainuddin Students' learning performance and perceived motivation in gamified flipped-class instruction[J] Computers & Education, 2018, 126.

[8] Blair Carolyn, Walsh Colm, Best Paul Immersive 360 videos in health and social care

education: a scoping review[J] BMC Medical Education, 2021, 21(1).

[9] J. Ferrer-Torregrosa, J. Torralba, M. A. Jimenez et al. ARBOOK: Development and Assessment of a Tool Based on Augmented Reality for Anatomy[J] Journal of Science Education and Technology, 2015, 24(1).

[10] Z. Weissman, R.Z. Yahel Communication courseware for college students[J] Computer Physics Communications, 1999, 121-122(C).

©2021. This article is copyrighted by the author and Hong Kong Science and Technology Publishing Group. This work is licensed under a Creative Commons Attribution 4.0 International License.

<http://creativecommons.org/licenses/by/4.0/>



Open Access