

The Effect of Engagement and Perceived Course Value on Deep and Surface Learning Strategies

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Abstract

This study investigated the relationships among perceived course value, student engagement, deep learning strategies, and surface learning strategies. The study relied on constructs from previous studies to measure course value, engagement, surface learning strategy, and deep learning strategy. Statistically significant findings were observed between perceived course value, student engagement, and deep learning strategy. Surface learning strategies occur when the student's perceived value of the course is low. These findings suggest that deep learning strategies occur when students are engaged in the learning process and their perceived value of the course content is high. While there is much research to support the finding that engagement is a way to help students learn, the findings of this study show that course value has a greater positive influence on deep learning and surface learning strategies than engagement. By understanding and enhancing perceived value and engagement, the ultimate goal of enhancing deep learning should result.

Keywords: learning styles, deep learning, surface learning, student engagement, course value, education (relevance)

Biographies



Kevin Floyd is an assistant professor of Information Technology in the School of Information Technology at Macon State College. He teaches in the areas of web development, web programming, and application development. His current research interests are in the areas of open source technologies, web accessibility, and student learning and engagement strategies.

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Dr. Susan J. Harrington is a professor in the School of the Information Technology at Macon State College, Macon, Ga. From 1994-2005, she was a professor of Information Systems at Georgia College & State University and from 1986-1994, a professor at Kent State University – Stark campus. She also has 13 years of information systems experience in large organizations where she was a systems analyst, project manager, and manager. Her interests include ethical decision making in organizations, IT adoption and diffusion, telecommuting, information requirements analysis, trust, and corporate culture. She has published in *MIS Quarterly*, *e-Service Journal*, *IEEE Transactions on Professional Communication*, *Journal of Business Ethics*, *DATA BASE for Advances in Information Systems*, *Information & Organisation*, and *Academy of Management Executive*, as well as other management journals.



Julie Santiago is an Assistant Professor in the School of Information Technology at Macon State College. She is currently pursuing her Ed.D. at Georgia Southern University. Her areas of teaching specialization include programming, software security and information systems management.