Student individual differences, reactions, and learning in a molecular biochemistry course using web technology

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Student individual differences, reactions, and learning were examined in a course that incorporates student collaboration and web technology. As expected, attitudes toward interactive technology positively impacted learning, and males reported higher levels of computer efficacy than did females. Gender differences in computer efficacy were unrelated to differences in learning gain. In addition, self-monitoring interacted with gender to influence learning gain, such that male learning gain tended to decrease as levels of self-monitoring increased; female learning gain was unrelated to self-monitoring.