

Exploring Adult Learners' Preferences toward Online Learning Environments: The Role of Internet Self-efficacy and Attitudes

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ABSTRACT One of the most challenging tasks faced by educators utilizing web technology today is improving the level of student satisfaction with the curriculum and learning environment. Therefore surveying adult learners' learning preferences linked to learning environments is very essential. This study explores the role of internet self-efficacy and attitudes toward online learning in adult learners' preferences toward online learning environments. The sample included 178 public employees enrolled in in-service master program at the Department of Public Policy and Management of a university in northern Taiwan. The three instruments employed to assess learners' Internet self-efficacy (ISS), attitudes toward online learning (AOL), and preferences toward online learning environments (POL) all revealed high reliability. The results indicated that public employees' internet self-efficacy and attitudes toward online learning were important predictors of their preferences toward online learning environments. Further researches into learners' preferences for online courses designed for in-service professional development, and suggestions about the format and content of online courses are strongly recommended.