



*The Impact of Instructor Behaviour and Course Structure on Learning Effectiveness
in Higher Education*

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Chapter 1. Introduction

1.1 Genesis

In higher education student's learning experiences are influenced by many factors, however, two of the most important factors are the instructor's behavior and the course structure. An instructor's approach to teaching, engaging, or any other method can make a great difference in how the students learn. Similarly, the way the course is designed from the pace and to the point of the course, plays an important role in how well the students will learn.

In every class, there are those who succeed due to the motivation they receive because of how engaging and approachable the instructors are or how clear and well-organized the course materials are. While others fail due to the course outline being confusing or the instructor did not teach the course well. With this observation, one question occurred to us: How do instructor behavior and course structure affect learning effectiveness in higher education, and what factors have strong and weak correlations?

Therefore, this report is designed to analyze the teaching methods and course design and their influence on learning effectiveness. By figuring out the behavior and course elements that will most effectively improve learning effectiveness, this report seeks to have a better understanding of the key factors that influence learning effectiveness in higher education.

1.2 Problem Description

In higher education, creating an environment that allows effective learning is a challenge that is influenced by many factors. While teaching methods and course structure are recognized as important, there are specific influences of the instructor's behavior and course structure on learning outcomes that are not fully understood. While the instructor's style of teaching and the structure of the course are an important factor affecting the learning experience, the exact nature of this relationship is not yet well understood. Due to these uncertainties, it makes it hard to identify which aspect of an instructor's behavior and course design are the closest linked with effective learning.

1.3 Hypothesis

1. Instructor Behavior, such as engagement style, how clearly they communicate the topic, and approachability, shows a positive significant correlation with learning effectiveness in higher education.

2. Course structure, such as how clear the objectives of the course are, clean organization, and clear pacing, will significantly influence how the students retain the information being taught by the instructor, thus impacting learning effectiveness.

3. A combination of supportive instructors and well-structured courses will result in a higher level of learning effectiveness compared to either factor alone.