ANA 525 Week 5 Reflection

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| **Original Code** | **New Code(s)** | **Reason for the change in code** |
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| Online Learning Experience | First-time Online Learner, Flexibility of Online Learning | Initially, I used a descriptive-focused coding strategy, simply labeling the general experience. After collaborating with Nitin and Reeb, I shifted to a more interpretation-focused approach. This allowed me to analyze the nuances of different online learning experiences, distinguishing between first-time learners and the flexibility aspect that many participants emphasized. The interpretation-focused strategy helped uncover underlying themes in participants' experiences. |
| Effective Instructor Behaviors | Proactive Online Teaching Strategies, Personalized Instructor Engagement | My original code used a descriptive-focused approach, broadly categorizing instructor behaviors. Through discussions with Dan, I transitioned to an interpretation-focused strategy. This shift allowed me to delve deeper into the data, interpreting specific strategies and types of engagement that participants found effective, rather than just describing general behaviors. |
| Communication Preference | Preferred Communication Tools, Student-Instructor Communication Dynamics | I initially used a descriptive-focused coding strategy, simply listing communication preferences. After reviewing team members' work, particularly Nitin's, I adopted an interpretation-focused approach. This allowed me to not only describe the tools preferred but also interpret the dynamics of communication, providing a richer understanding of how interaction occurs in online learning environments. |
| Challenges of Online Learning | Online Learning Challenges, Self-Discipline in Online Learning | My original code was descriptive-focused, broadly labeling challenges. Collaborating with Reeb inspired me to use a more interpretation-focused approach. This allowed me to analyze and interpret the specific types of challenges mentioned by participants, revealing a distinction between general online learning challenges and those specifically related to self-discipline. |