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The effect of instructor scaffolding strategies on medical students' learning emotion and satisfaction in cloud-based virtual classroom

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This study investigated the characteristics of medical students' perceptions of instructor scaffolding strategies, learning emotion and satisfaction, and the relationships between them in cloud-based online learning environments in the mainland of China. The results from a sample of 213 medical students showed high levels of students' perceived instructor scaffolding strategies, learning emotion and satisfaction, and revealed no significant difference in students' perceptions of instructor scaffolding strategies, learning emotion and satisfaction among those with different demographic characteristics such as gender and grade. Instructor-student interaction and student interaction had positive effects on student learning emotion and satisfaction, and instructor-student interaction seemed to contribute more to predict the positive effect on learning emotion and satisfaction.

Keywords: s Instructor scaffolding strategies, Student learning emotion, Student satisfaction, Cloud-based virtual classroom