

## Learning in an online context

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### Abstract

The task of learning is conditioned by several factors. Some are extrinsic and others are intrinsic to the learner. How one positions oneself in relation to it can condition one's own learning. Beliefs about learning and the context in which it takes place have consequences and their prior knowledge may help to adapt the strategies to the task. Our study aimed to find out how a group of students position themselves in the online learning environment. Our sample consists of 163 online students, 80.4% female and 19.6% male. The average age is 39.4 years (SD 8.29). We used a questionnaire composed of 2 parts. The first one characterizing the sample and the second one consisting of a set of 8 questions. 96.9% of the students claimed to have computer knowledge and these helped or helped a lot their performance in studies. The answers were given on a scale of 1 to 7 (1- Totally false for me and 7 - Totally true for me). The mean score of the answers is 5 except for question 6. The application of the T-test allows us to state that there are significant differences between men and women in terms of how they perceive online learning. Men show a more confident feeling towards online learning than women. In conclusion, we can confirm that, despite the gender differences, this group of students has a high degree of confidence in the education system they attend, which may provide them with greater stability in the pursuit of their studies.

**Keywords:** online environment, adults learning, beliefs, lifelong learning, learning strategies