Capstone Course Redesign: A Case Study in An Online Academic Program

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ABSTRACT

The quality of course redesign is a key performance indicator for higher education institutions. The innovations in curriculum, instructional design, instructional delivery, and pedagogy should be student-centered so that the redesigned course will engage students and promote student learning. This research was intended to investigate the effectiveness of a revised capstone course in an online master’s program in healthcare administration. We examined the levels of student satisfaction with the course content, interaction with the instructors, and the overall experience in this redesigned capstone ePortfolio course. Multiple data sources were utilized to answer the research questions in the mixed methods study design. The results revealed that students rated high for the interactions between them and their instructors as well as how this revised capstone wrapped up as a whole. The challenges in the implementation of ePortfolio and solutions to the challenges were discussed. Research limitations and future research were also presented.

Keywords: ePortfolio, Healthcare Administration, High Impact Practices, Online Education

I. INTRODUCTION

With the advance in telecommunication technology, online education has become an alternative approach to taking a course or earning a degree. Because online learning offers flexible opportunities to increase access to education, enrollments in online courses or programs in higher education have increased (Alqurashi, 2019). Especially the outbreak of COVID-19 has forced educational institutions around the world to move the traditional classrooms to online modalities quickly (Baloran et al., 2021). A well-designed course for online learning can foster both student learning and student retention (Alqurashi, 2019). A quality online course should include pedagogical enhancements to improve the quality of e-learning. Research has shown that high-impact educational practices such as capstone courses and ePortfolios nurture student engagement and promote deep learning (Di Silvestro & Nadir, 2020; Kuo et al., 2013).

The structure of this article is as follows. First, the introduction underlines the importance of online learning and the quality of online courses. Second, the literature review will present theoretical frameworks regarding high-impact educational practices and the quality of online courses. Third, the research methods will outline the study setting and study design. Fourth, the results and discussions will be organized. Fifth, the research limitation and future research will be portrayed. The sixth and final section will discuss the best practices and practice implications based on the findings evidenced in this research study.

II. LITERATURE REVIEW

This research study draws upon literature discussing high-impact practices in relation to online learning. Thus, this section gives detailed descriptions and explanations of student satisfaction, the role of instructors in online Learning, course redesign, and high-impact practices. By the end of this section, three research questions will be formulated.

A. Student Satisfaction

Student satisfaction manifests in how students view their learning experience (Kuo et al., 2013). Higher education institutions have considered student satisfaction one of the most important indicators in determining the quality of their courses and programs (Alqurashi, 2019). It is well documented in the literature that student satisfaction with online learning is found to be highly associated with students’ commitment, determination, and motivation to complete an online degree (Alqurashi, 2019; Katsarou & Chatzipanagiotou, 2021). Student satisfaction strongly predicts learning achievement (Joo et al., 2019). Particularly it plays an imperative role in motivating the students to continue their learning in environments...
where students have more control over their learning processes (Joo et al., 2019). If students have a high level of satisfaction with their online learning experience, they appear to be engaged and motivated, contribute to an effective learning ambiance, and achieve at higher academic levels (Bayrak et al., 2020), which also confirms the effectiveness of online education (Katsarou & Chatzipanagiotou, 2021). Student satisfaction with online learning is a multifaceted term shaped by a broad range of factors, such as the quality of course design, perceived learning, and online interactions with instructor, peers, and content (Alqurashi, 2019; Baloran et al., 2021; Katsarou & Chatzipanagiotou, 2021). It is crucial to evaluate how students perceive their learning in terms of course design, delivery, and interactions with instructors, peers, and content so that the institutions and educators know how to enrich students’ learning experience and reduce attrition rates (Alqurashi, 2019).

B. The Role of Instructors in Online Learning

In an online learning environment, instructors play an influencing role in student satisfaction. Marrhich et al. (2021) argued that the role of instructors should focus on interaction, personalized feedback, and checking content understanding. In Alqurashi’s (2019) view, the role of the instructor is to offer assistance, guidance, motivation, and support to each student based on their individual needs, ensuring that students are making progress and practicing what they have learned. Similarly, the role of the instructor, as Morrison (2021) contended, is not just to teach content, but to create social interactions in the course from the beginning, to bring knowledge and personality into the course content, and respond to students’ concerns and questions on the course.

Course Facilitation is an essential element in online instruction (Ndoye, & Martin, 2021). Instructors can employ facilitation practices to achieve instructor presence and connections. These practices include posting announcements to communicate with students, participating in discussion boards, and responding to students’ questions promptly (Ndoye, & Martin, 2021). Katsarou and Chatzipanagiotou (2021) described student-instructor interaction as student- or instructor-initiated communications happening before, during, and immediately after instruction. Goh et al. (2017) added that the interactions between students and their instructor should not be limited to the delivery of information and knowledge; giving encouragement to students, providing timely responses to students, and facilitating open communications are also examples of student-instructor interactions. Moore (1989) described that student-instructor interactions are considered as the instructor’s attempts to motivate students and clarify the misunderstanding of course content students have. Such interactions will enhance the social relationship between students and their instructor, which results in socio-emotional exchange. Furthermore, positive interactions also influence students’ intrinsic and extrinsic motivation in the learning process (Goh et al., 2017). Student-instructor interactions in online discussion boards significantly affect correlate with learners’ academic performance and student satisfaction (Katsarou & Chatzipanagiotou, 2021). When students perceive high quality and quantity interactions with their instructors, it is more likely to have high student satisfaction and perceived learning (Alqurashi, 2019). Researchers have observed that the high quality student-to-instructor interactions promotes relatedness or a sense of connectedness and has the highest impact on students’ perception of satisfaction and overall success (Alqurashi, 2019; Weems-Landingham & Paternite, 2021).

Providing feedback in online education is considered a key instructor’s role because it can promote the regulation of learning (Katsarou & Chatzipanagiotou, 2021). Instructor feedback, such as showing support and encouraging students, has been demonstrated to positively shape student learning outcomes (Harder et al., 2021). In a study surveying 186 online graduate students, Espasa and Menses (2010) discovered a statistically significant relationship between the learning outcomes and instructor’s feedback to students as they measured student satisfaction and final grades. Similarly, Walker and Kelly (2007) conducted survey research with a sample of 304 online undergraduate and graduate students. They concluded that the prevalence, quality, and timeliness of instructor feedback is a significant predictor of overall course satisfaction. The findings of these two studies further underscore the critical role of student–instructor interactions in student satisfaction and academic achievement in online learning.

C. Course Redesign

The framework of students’ learning experiences in online education is rooted in Moore’s (1989) three types of interaction, which are learner-content interaction, learner-instructor interaction, and learner-learner interaction. Experience with course design is regarded as learner-content interaction. In an online learning environment, a wide variety of instructional materials can be provided through technology for students to interact with content, such as reading interactive texts, utilizing study guides, watching videos, interacting with multimedia or educational technology, and completing the assigned learning activities embedded with technology (Nandi et al., 2015). Evidence for learner-content interaction as a strong and significant predictor of student satisfaction can be found in empirical studies by researchers such as Alqurashi (2019), and Kuo et al., (2013).
The quality of course design is a key performance indicator for any higher education institutions. A substantial body of literature has investigated the effects of course redesign in recent years. Many researchers and scholars studied if and how the innovations in curriculum, instructional delivery, instructional design, or pedagogy can promote student learning (Krsmanovic, 2021). Scholarly inquiry has also been directed toward realizing the impacts of course redesign on student satisfaction. Das et al’s (2019) research conducted at a Vietnamese university provided evidence that changes in course curricula and instructional delivery brought about increases in intellectual engagement and student satisfaction with student’s learning experience.

In online education, keeping a course up to date can be more difficult (Krsmanovic, 2021). However, whether through modest tweaks or a total renovation, revising a course can help make it more competitive, effective, and memorable. Useful updating of a course curriculum should be student-centered to support and engage learners, which will boost their persistence in the course and their program of study to attain their degree (Wilson et al., 2018). The revised course should encourage active learning to improve student engagement and allow students to study at their own pace and personalize their learning experience (Das et al., 2019). Some examples of active learning strategies are case studies, debates, group project, role-playing, and problem-based learning (Collins & McLain, 2021). High levels of interactivity between students and their environment, including instructors, peers, and contents, will motivate students and improve their learning achievement and satisfaction (Kuo et al., 2013). Otherwise, poor learning outcomes coupled with student dissatisfaction and frustration are inescapable.

It is of importance that think more creatively about how to redesign a course that responds to a variety of learning styles and preferences (Das et al., 2019; Krsmanovic, 2021). As such, a better set of structure and activities work well with diverse types of students and lead to better, more cost-effective learning for all (Das et al., 2019). The innovative approaches to course redesign efforts described in the literature include technology and digital learning (Wilson et al., 2018), flipped classrooms (Das et al., 2019), project-based or problem-based learning (Joo et al., 2019; Krsmanovic, 2021), and high-impact practices (Collins & McLain, 2021). Course redesign aims to enable meaningful learning among students (Goh et al., 2017). Students will be able to talk about what they have learned, relate it to previous experiences, and apply the acquired knowledge and skills to their real-life situation. Thus, after implementing of a revised course, instructors need to evaluate how students perceive their learning to improve the quality of course redesign and delivery (Alqurashi, 2019; Buloran et al., 2021). Assessing student satisfaction and perceived learning will enable educational institutions and programs to uncover areas for further improvements and developments of online courses.

D. High Impact Practices

To improving student engagement and success, many higher education institutions have incorporate high-impact practices acknowledged by the Association of American Colleges and Universities (AACU). High-impact practices (HIPs) are a collection of teaching and learning strategies that have a higher impact on student learning and promote deep learning by enhancing student engagement (Kuh, 2008). Compared to those students who did not, students who participated in any of the impact practices demonstrated higher commitment and more desirable learning outcomes, which leads to increased retention, completion, and satisfaction rates (Watson et al., 2016). HIPs are necessary for helping educational institutions ensure access, equity, and quality of courses (Kuh, 2008; Watson et al., 2016). The 11 high-impact educational practices endorsed by AACU are capstone courses and projects, e-portfolios, first year seminars and experiences, collaborative assignments and projects, common intellectual experiences, learning communities, writing intensive courses, undergraduate research, diversity/global learning, service community-based learning, and internships (Kuh, 2008).

1. Capstone Courses and Projects

Capstone courses and projects use a student-centered pedagogy and allow students to integrate their prior learning with an application of that learning, leading to a final individual project (Kuh, 2008). Capstone courses and projects, as culminating experiences, are often used to assess a student’s education in the program. Students will be able to apply the knowledge they have gained through the program and address tough questions or problems in real-world situations. A capstone project enables students to incorporate the knowledge and skills gained during the program (Joo et al., 2019). Since students integrate concepts, theories, and practical experiences into a capstone project, the capstone project can be a living document for an employment portfolio.

2. ePortfolios

The e-portfolio can be defined as a collection of digitalized presentation of a learner’s best work in academic achievements, experiences, and progresses (Moore, 2019; Watson et al., 2016). ePortfolio houses students’ authentic and reflective evidence that reflects students’ interactive and individual characteristics. Evidence representing students’ learning related to courses taken and programs of study can be digital
artifacts, written reflections on formal and informal learning experiences, projects accomplished for class or extracurricular activities, research activities, certificates, and community engagement (Moore, 2019). Students create, collect, evaluate, interpret, reflect upon, and select their own work to target specific audiences and demonstrate evidence for lifelong learning and skills in an academic and professional context (di Silvestro & Nadir, 2020; Watson et al., 2016).

E. Research Questions

Literature has documented numerous research studies about capstone courses in higher education globally, but it primarily focuses on undergraduate or graduate courses and programs in brick-and-mortar higher education institutions (Linder & Hayes, 2018). Even though some research studies have been accomplished in online courses or programs, a notable gap has existed in the literature concerning two HIPs, ePortfolios and capstone courses and projects, in the master’s program of healthcare administration (MHA). Thus, this research intended to investigate students’ perception and experience in the revised capstone course integrated with an ePortfolio in an online MHA program. The following three specific research questions were derived:

1. Are there any differences in student satisfaction between the old version and revised version of capstone?
2. How satisfied are the students with their experience in the course contents of this revised course?
3. How do students perceive student-instructor interactions in the revised course?

III. RESEARCH METHODOLOGY

A. Study Setting

This study was conducted at a university in the southwestern United States. Established in 2009, the master’s program in healthcare administration (MHA) has only offered six-week asynchronous online courses to adult learners who wish to advance their career in healthcare administration. Since then, MHA has educated thousands of adult learners to make an impact on their organizations and the communities that the organizations serve.

Today’s healthcare environment is changing speedily. It is indisputable that the healthcare industry has experienced uncertainty and transformational changes after implementing the Patient Protection and Affordable Care Act of 2010. The changes in the healthcare industry require modifications to the healthcare administration curriculum (Love & Ayadi, 2015). The previous capstone course of MHA included two discussion boards and one written assignment every week. Employed a problem-solving approach, the capstone project in a 10- to 12-page paper provided the only opportunity for students to integrate their prior learning and demonstrate knowledge mastery in a real-world situation. Such a course design provided limited opportunities to cultivate student’s deep learning and meaningful engagement. It is imperative to revise the capstone course and equip MHA students with up-to-date knowledge and skills so that they will be able to take on more challenges in their workplace while facing the rapidly changing health care environment, for instance, the emerging COVID-19 pandemic. It is also critical that this revised course keep students engaged in the course material and develop the skills and knowledge they can apply to real-world situations.

The integration of active learning and use of multiple HIPs have been proven as beneficial educational modalities in understanding and applying concepts and theories of disciplines (Collins & McLain, 2021). The revised course includes problem-based case scenario discussion boards, ePortfolio, capstone project, and role-play assignments to facilitate active learning and meaningful engagement. Three video presentations are incorporated into three assignments, CEO of the Day, Capstone Project, and Job Interview Prep, in an attempt to enhance students’ oral presentation skills.

B. Study Design

The study utilized a mixed-methods design. Multiple data sources are used to examine the effectiveness of this revised course and the students’ learning outcomes. First, the 2-year data from the University’s standardized end-of-course survey were used to compare the old version of the capstone course and the revised version. This survey was sent to selected students via email and tallied by the assessment staff at the University. The ratings were on a five-point Likert-type scale from strongly disagree = 0, disagree = 1, neutral = 2, agree = 3, to strongly agree = 4. Analysis of Variance (ANOVA) was applied to determine whether students in two different versions of capstone courses showed any differences. There were 51 respondents in the old version and 106 respondents in the revised version. Second, an in-house survey was administrated by the end of the course for a year period after the revised course implemented. This survey was designed to gather students’ experiences and opinions about this revised course. The ratings were on a five-point Likert-type scale from strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, to strongly agree = 5. A total of 77 students responded to the in-house survey. Third, instructors’ observations and
qualitative analyses in the discussion boards and the artifacts were also included in the data sources.

IV. RESULTS AND DISCUSSIONS

The first research question explores the differences in student satisfaction between the old version and revised version of capstone. The results from the University’s standardized end-of-course survey were utilized to explain the difference, if any, of student’s attitudes, perceptions, and experiences in two different versions of this studied course. Table I displays students’ perceptions regarding the course with the end-of-course survey. There were no statistically significant differences between the old and revised versions among survey items. However, compared to students in the old version of the capstone, students in the revised version agreed more on course assignments requiring them to think critically. On the other hand, students in the revised version did not feel that instructions for completing assignments were clear and the course content (assignment/reading/student material) is engaging as students in the old version did. The students in the revised course were less likely to recommend this course to other students.

Unlike the old version of the capstone, the revised version of the capstone is considered an innovative course design in the MHA program. The traditional course design consists of two discussion boards and one written assignment per week. When students were used to this modality of curricula in previous 11 courses, many struggled with learning new pedagogical practices in the last course of the program. Especially, the revised course went live in September 2020. A large number of our students were frontline workers. They were suffering from the COVID-19 pandemic much more than other professionals. This is a main disturbing factor preventing our students from being out of their comfortable zone to learn new things.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Old (N=51)</th>
<th>Revised (N=106)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear instruction was given.</td>
<td>3.67</td>
<td>3.60</td>
<td>0.311</td>
</tr>
<tr>
<td>Assignment requires me to think critically.</td>
<td>3.63</td>
<td>3.71</td>
<td>0.585</td>
</tr>
<tr>
<td>Hard work is required to earn a good grade.</td>
<td>3.75</td>
<td>3.68</td>
<td>0.628</td>
</tr>
<tr>
<td>I would recommend this course to another student.</td>
<td>3.68</td>
<td>3.47</td>
<td>0.878</td>
</tr>
<tr>
<td>I would recommend this instructor to another student.</td>
<td>3.64</td>
<td>3.56</td>
<td>0.718</td>
</tr>
<tr>
<td>Instructions for completing assignments are clear.</td>
<td>3.52</td>
<td>3.39</td>
<td>0.550</td>
</tr>
<tr>
<td>The course content (assignment/reading/student material) is engaging.</td>
<td>3.61</td>
<td>3.51</td>
<td>0.435</td>
</tr>
<tr>
<td>The quality of my education experience has met my expectations.</td>
<td>3.65</td>
<td>3.64</td>
<td>0.892</td>
</tr>
</tbody>
</table>

The second research question explores the level of student satisfaction and experience with the course contents of this revised course. Table II shows the results of student-course content interactions. Students ranked case scenario-based discussion boards as the highest (93.33%), followed by CEO For a Day video presentation (89.61%), and the capstone project (89.61%), while e-Portfolio related questions were ranked as the lowest at 77.63% and 71.62%.

Students not only rated high on scenario-based discussion boards but also commented very positively. “I think that having students work on real life scenarios prepares us for better managing issues that we will see in the future.” “The discussions that involved case scenarios took a new approach of thinking for this course. It challenged my knowledge to discuss what I would do in a real life scenario in healthcare.” “These discussion boards made me do some critical thinking and research which I love to do.” “The scenarios are true to life experiences that a leader may experience.” “I have sister that works in healthcare as do I. She recently had an experience that I was able to draw from several discussion boards and peer feedback to help her through.”

Even though a student preferred to have a second option to work on the Capstone project, the rest voiced their feedback supportively. “I feel this was a nice culmination of the program taking all skills needed to be an effective leader. It helped use skills from all courses to devise a business model.” “The capstone project really helped me figure out my goal for my career and my next step on what I wanted to do.” “The Capstone project helped me utilize the knowledge and skills developed within the MHA program; furthermore, preparing me for my dream position in the healthcare field-CEO, Administrator, or Owner of a small behavioral health agency or small healthcare clinic.”

This was the first class in the MHA program to include ePortfolio. Our students were mid-age adult learners. Some students appreciated the benefits provided by ePortfolio; on the other hand, other students were struggling to get familiarized with this digital platform and upload evidence as required. Examples of positive comments: “The e-Portfolio helped me to see where my strengths and weaknesses lie.” “I really enjoyed the e-portfolio because it has made me reflect on my accomplishments.” “The ePortfolio streamlined my resume and was a real time "balanced scorecard.” “The e-folio was an amazing tool…” “…required a deeper thinking of skills and matching them to competencies.” These student’s verbal
comments resonate with Di Silvestro and Nadir’s (2020) study finding that ePortfolio nurtures reflective and deeper learning. Examples of negative comments: “I felt that the e-Portfolio was overwhelming and a bit cluttered with information.” “I had never done an e-Portfolio before and this was a real challenge. I felt frustrated at times.” “I will likely delete my ePortfolio account.”

When asked if this course enables me to wrap up the program as a whole, 89.47% of surveyed students either strongly agreed or agree with this statement as reveal in Table II. Written comments from students were very encouraging. “How it wrapped everything from the MHA program up together and set us to better prepare us to seek careers in the field.” “The wrap-up of the entire program, so refreshing and exciting!” “I felt the course helped me to grow and develop in my knowledge and become aware of areas which need improvement.” “A nice recap to all the work we have done in the masters program.” “Real life scenarios. Prepared us for our career.” “Honestly, there is nothing I didn’t like about this course. It was a great experience and better prepared me to move forward.”

<table>
<thead>
<tr>
<th>TABLE II: STUDENT SATISFACTION WITH COURSE CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Item</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Case scenario-based discussion boards prepared me to deal with critical issues in health care.</td>
</tr>
<tr>
<td>e-Portfolio helped me critically assess my academic work and my accomplishments.</td>
</tr>
<tr>
<td>CEO For a Day video presentation helped me come up with solutions to solve the organization’s issues.</td>
</tr>
<tr>
<td>The capstone Project helped me integrate the knowledge and skills developed within the MHA program.</td>
</tr>
<tr>
<td>The ePortfolio peer review helped me validate my competencies in healthcare administration.</td>
</tr>
<tr>
<td>Video interview assignment helped me build up my confidence in job interviews.</td>
</tr>
<tr>
<td>This course enables me to wrap up the program as a whole.</td>
</tr>
<tr>
<td>The instructions for learning activities were clear.</td>
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</table>

The third research question investigates students’ perceptions of student-instructor interactions in the revised course. As exhibited in Table III, 94.67% of surveyed students either strongly agreed or agreed that the instructor communicated effectively while 93.34% either strongly agreed or agreed that the instructor provided timely and useful feedback for improvement.

<table>
<thead>
<tr>
<th>TABLE III: STUDENT SATISFACTION WITH STUDENT-INSTRUCTOR INTERACTIONS</th>
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<tbody>
<tr>
<td>Survey Item</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>The instructor was knowledgeable concerning the subject matter.</td>
</tr>
<tr>
<td>The instructor communicated effectively in the classroom.</td>
</tr>
<tr>
<td>The instructor provided timely and useful feedback for improvement.</td>
</tr>
</tbody>
</table>

We also captured students’ written feedback. Here are some examples: “The instructor communicated effectively on a timely manner.” “The professor was very engaging and provided constructive criticism when needed and also shared additional information that was very helpful.” “The instructor always responded quickly and went out of her way to make sure I felt supported.” “The professor kept an open line of communication via announcements, emails, assignment feedback, etc.” “The instructor was available to any questions I had, and gave me useful feedback.” “Feedbacks from instructors encourage students to use critical thinking.” The students’ comments about their instructors in line with the findings from various empirical studies (Alqurashi, 2019; Espasa & Menses, 2010; Harder et al., 2021; Katsarou & Chatzipanagiotou, 2021; Walker & Kelly, 2007; Weems-Landingham & Paternite, 2021.)

V. RESEARCH LIMITATIONS

Similar to other research, this study is also subject to limitations. First, the research was completed in an online master’s program in healthcare administration at a university, which may have limited generalizability. Second, the United States has had the highest COVID-19 cases globally, and our students are mid-age healthcare professionals who have been impacted by the pandemic more than other professionals. Some students expressed their worry and fear in their journals when they were asked to create an ePortfolio in week one. The COVID-19 pandemic has dramatically impacted students’ perceptions and learning experiences about the capstone course, which further affected the results of this study. Consequently, it does not allow us to draw a fair conclusion about the effectiveness of ePortfolio. In response to this limitation, we have had implemented ePortfolio in another MHA course. For further research, a research project is recommended to compare the students’ experiences and perceptions about
the capstone ePortfolio course before and after the second course with the addition of ePortfolio.

VI. CONCLUSIONS

The main objective of this research study was to ascertain online MHA students’ perception and experience in the revised capstone ePortfolio course. The university’s standardized end-of-course survey results showed no statistically significant differences between the old and revised versions of the capstone course. The findings generated from the in-house survey revealed that students favored case scenario-based discussion, CEO For a Day video presentation, and the capstone project. The results also exhibited high satisfaction levels in the interaction between the students and their instructor. The findings indicate that MHA students appear to have great experiences in the revised course; however, their first experience creating and building ePortfolio may vary from one student to another.

The MHA program has implemented several strategies to enhance the student learning experience in this capstone ePortfolio course. To reduce the confusions among students, we made numerous minor changes to clarify the instructions for assignments. To strengthen the course facilitation, we provided additional documents to share the best practices among the instructors. To ease student’s anxiety, we created a job aid for creating and building ePortfolio. Furthermore, the MHA program has added ePortfolio to one additional course to enable students to be out of their comfort zone to embrace ePortfolio as their first baby step. Based on our experience in implementing and facilitating the capstone ePortfolio course, we suggest that higher education institutions and programs should integrate ePortfolio into various courses of a program, allow students to experience the benefits of ePortfolio, and capture the entire students’ learning experience while pursuing the degree.

CONFLICT OF INTEREST

There is no conflict of interest in the research project.

REFERENCES


DOI: http://dx.doi.org/10.24018/ejsocial.2022.2.3.257

Vol 2 | Issue 3 | May 2022


