

STUDENT PERCEPTIONS OF CONNECTEDNESS IN THE UNDERGRADUATE GENERAL EDUCATION HEALTH CLASSROOM

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A connected university classroom is one in which students perceive a supportive and cooperative environment. Perceived connectedness is positively associated with undergraduate students' grades, affective learning, willingness to express themselves, and behavioral intent. The more students feel connected, the more likely they are to be self-motivated, and to appreciate and use what they learn in class. The purpose of this study was to broadly investigate student perceptions of connectedness in the context of the undergraduate general education health classroom. Data was collected via anonymous online survey, based upon the Classroom Community Scale (Rovai, 2002) and the Connected Classroom Climate Inventory (Dwyer, et al., 2004). Findings from this research offer a foundational understanding of how undergraduate students experience connectedness, what perceived benefits they gain from increased connectedness, and what specifically the teacher and students do to support increased connectedness.

