



## Gap in Literature

Email, identified as a good dialogue space (Doherty and Mayer, 2003)

With tele-teaching become crucial

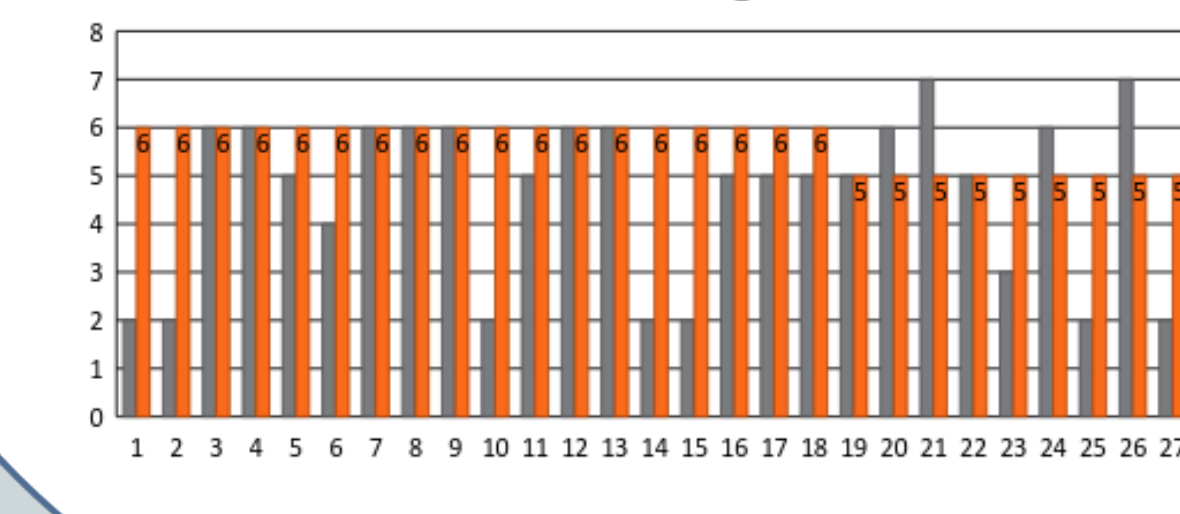
Email identified as critical for active participation in student learning (Chizmer and Williams, 1996; Griffin, 1998)

But multiple misperceptions of tone and meaning (O'Kane and Hargie, 2007)

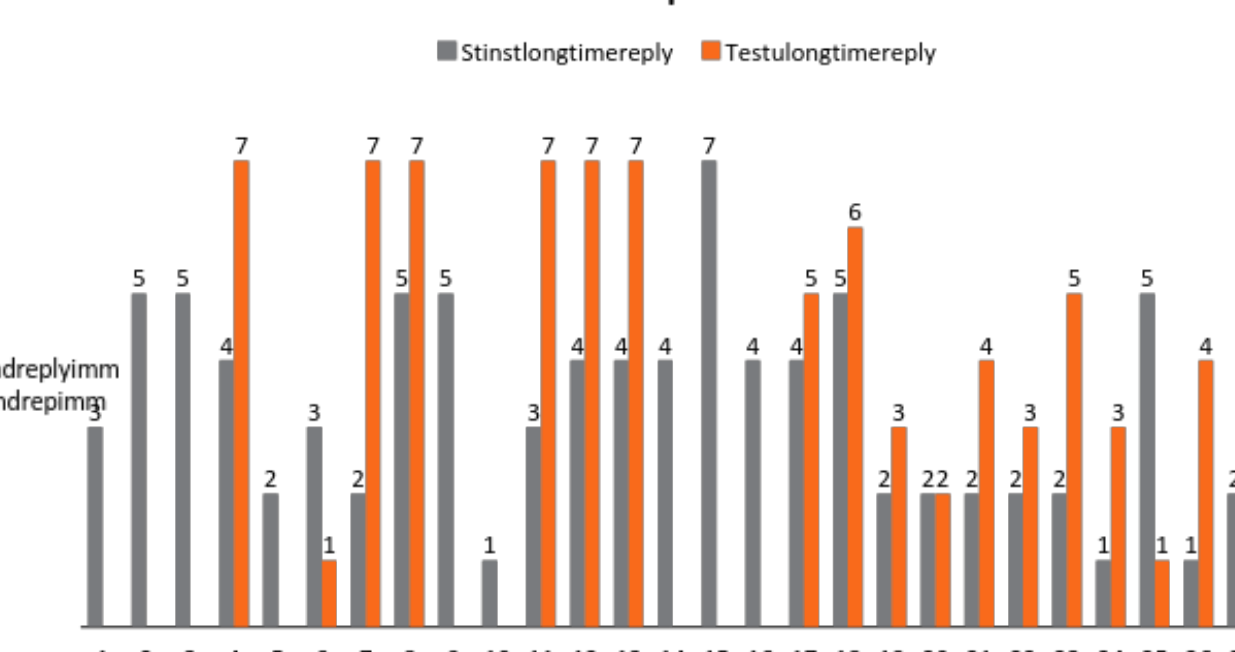
That dissonance in student-teacher perception is yet to be addressed

## Results and Discussion

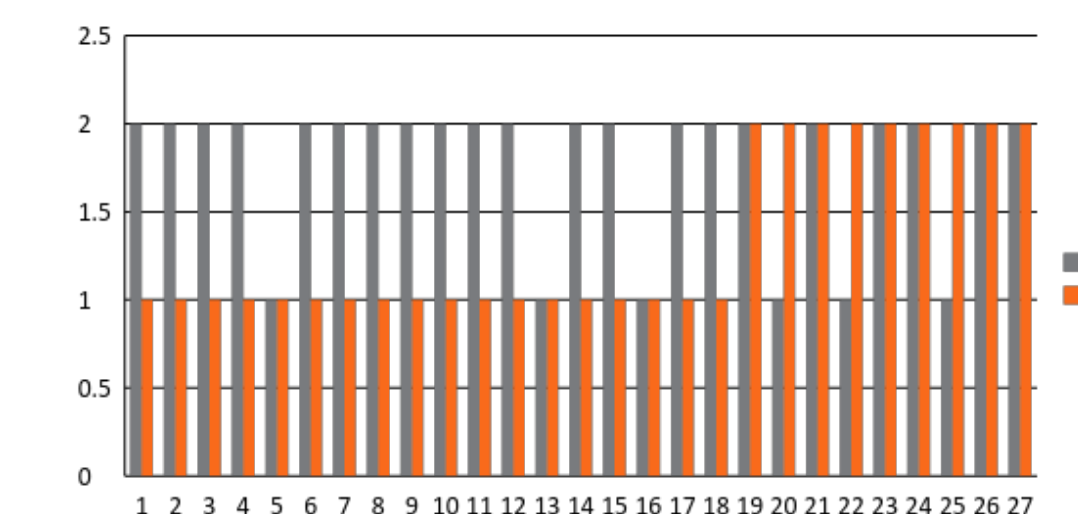
Perceived Difference found between Student-Teacher Immediacy of Response 0.006 significance



Perceived Difference found between Student-Teacher Length of Time to Respond= 0.025



Perceived Difference found between Student-Teacher use of Smartphones versus laptops for sending and receiving emails= 0.003



## Initial Exploratory Studies

The study tested differences between Student-Teacher Perception of one another's email competency- with respect to:

1. Length of email viewed as a bad or good sign
2. Response time
3. Self-report of immediacy in replying

Finally, the medium used to send and receive emails was also compared

## Model of Role of Perceptions in Student-Teacher Email Communication

Competency of email

Information Overload (Lengthy emails)  
Only Texts- no emotive cues and non-existent non-verbal cues  
Length of time taken to respond

Perceptions of Receiver- Negative

Sender who then becomes the receiver

Dysfunctional Impulsivity

Receiver's response: Poor grammar, vocabulary, written expression, harsher tone and ambiguous

Receiver already engaged in other tasks and medium used to receive and send emails- results in attentional impulsive behavior and reduced mental sharpness increasing the dysfunctional

Receiver who then becomes the Sender

Perceptions of Receiver- Negative

Dysfunctional Impulsivity

Receiver's response: Poor grammar, vocabulary, written expression, harsher tone and ambiguous

Receiver already engaged in other tasks and medium used to receive and send emails- results in attentional impulsive behavior and reduced mental sharpness increasing the dysfunctional

Student Grades

## Key Findings & Planning Next Steps

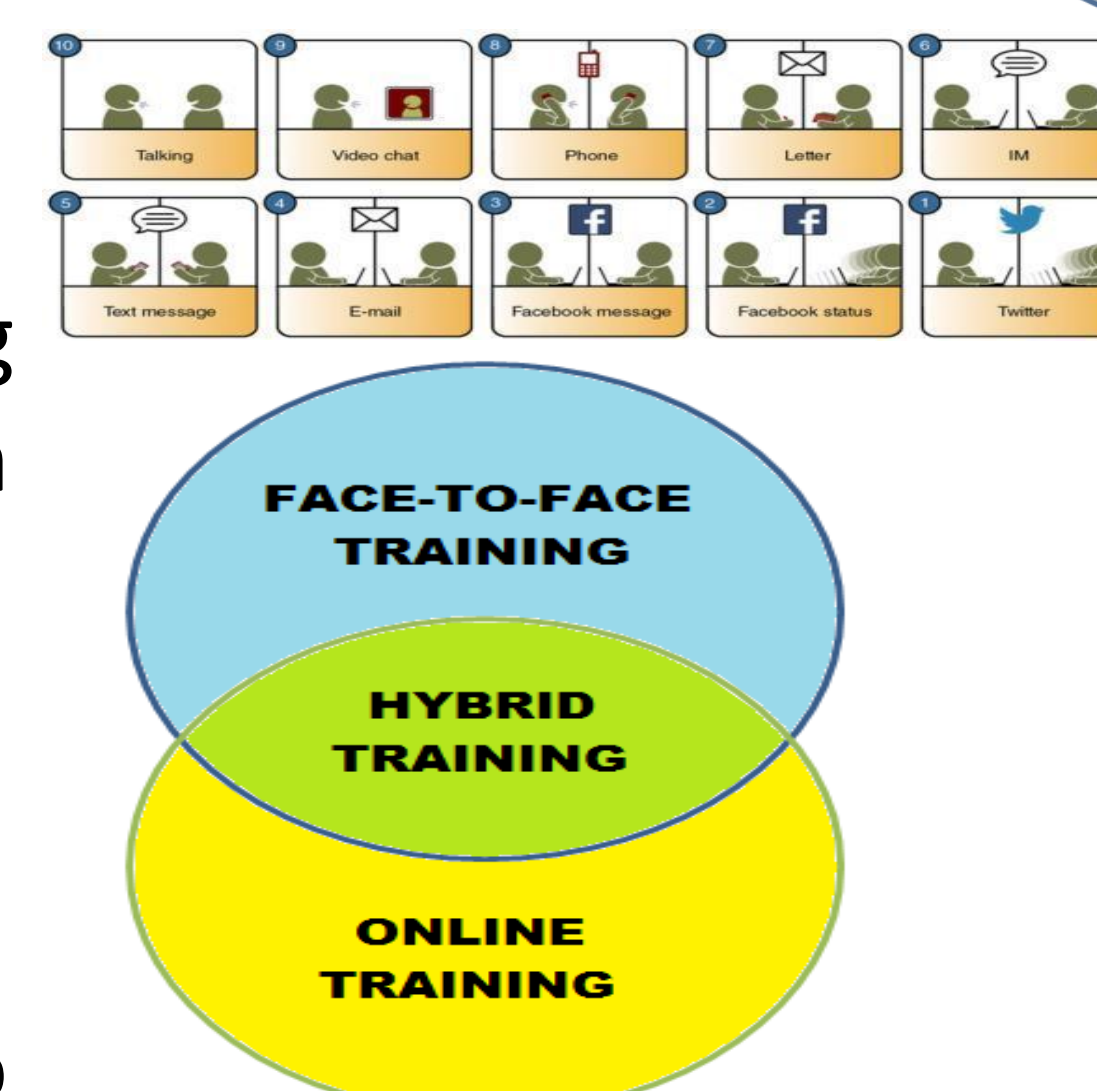
Significant differences were found between student teacher perception of how quickly each responded to one another's emails but the perception that teacher

In addition to collecting further data from 100% online classes, we intend to develop a module on email etiquette addressing the differences in stigmas, misperceptions between student-teacher email communication

**Hypotheses : We intend to explore Causal Relationships**

## Sample

Face to Face Classroom  
Hybrid Training (combination of Face to Face and Online Learning)  
100% Online Learning Classroom  
Sample taken from faculty and students in Anisfield School of Business- **45%** response rate  
Further research will include participants throughout Ramapo College



## Limitations and Further Research

### Limitations

The study does not take into consideration the characteristics of the instructor and student (personalities, attitudes, emotional intelligence)  
The study does not take into consideration the field of study, its ease or difficulty in grasping the concepts, the interests of the students, the expertise of the instructor  
The study does not take into consideration if the students have taken the instructors' classes before this course.

### Future Research

Focusing on Developing a quasi-experimental study-to control for multiple individual and contextual characteristics related to student-teacher email communication