

## **ABSTRACT**

**DISSERTATION:** An Evaluation of Immersive Learning at Ball State University: Relations between Immersive Learning and Self-Determination Factors

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This evaluation of Immersive Learning at Ball State University was twofold: to examine both the profile of immersive learning students and to explore the relations between immersive learning experiences and self-determination factors during the course of a semester. These self-determination factors included autonomy, competence, and relatedness. A comprehensive profile of both demographic and academic characteristics of the immersive learning student was defined through this study. The relations between self-determination factors and level of immersion were investigated. No statistically significant differences in perceived levels of autonomy or competence were noted throughout the semester between the three groups (full immersion experiences, partial immersion experiences, and no immersion experiences). However, perceptions of relatedness differed between students who engaged in fully immersive learning opportunities and those who participated in partially immersive experiences and courses without immersion; fully immersive experiences reported lower perceptions of relatedness. The Office of Immersive Learning would be prudent to continue evaluation efforts of immersive learning programs to expand upon successful practices and provide modifications of components that are not deemed effective.