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Abstract

The majority of today's students in online higher education are millennials and have grown up using technology. Therefore, there is a need to determine if their expectations from online learning are different from previous contextual studies and whether or not these vary across gender. This study used a mixed method approach, using focus groups, followed by online surveys of 834 undergraduate students from the University of Mauritius enrolled in an online course. Using factor analysis and structural equation modelling, the study found no significant differences based on gender for millennials, but identified three significant antecedents of student satisfaction for both males and females: university reputation; physical facilities; and instructor empathy. (HRK / Abstract übernommen)