Student interest is often associated with student motivation, self-regulation, goal setting and self-efficacy, which students need to be successful in online classes. During the COVID-19 pandemic, introductory geoscience courses were taught online. We hypothesized that student interest in online labs would correlate to success in learning concepts from those labs.

Self-reported student interest and learning data from two online labs were collected from students at three Universities. University 1 and 2 have similar demographic profiles and University 3 is a Hispanic Serving Institution (HSI). Data included surveys that measured perceived interest after each lab and pre- and post- content surveys were used to assess learning at the beginning and end of the semester.

Results show that interest did not correlate to learning gains at any of the institutions. Learning data suggests that students at University 3 (HSI) had less prior knowledge than students at the other institutions. We infer that prior exposure may influence interest and learning. Other variables contributing to self-regulated learning skills may better explain observed patterns. Identifying these factors may help in designing online labs to help students succeed and pursue geoscience.