

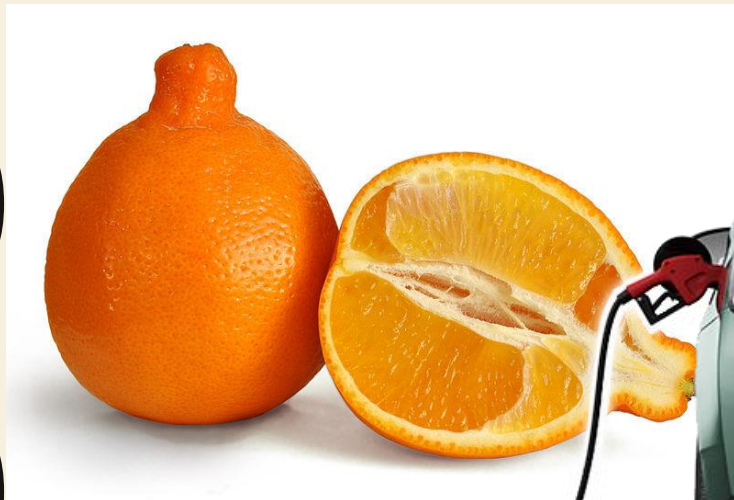
STUDENT EVALUATION OF HYBRID COURSES

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**IOSSBR
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INTRODUCTION

What do you get when you mix two great things?



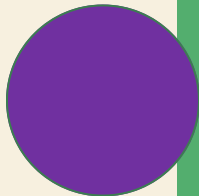
INTRODUCTION



MAIN FINDINGS

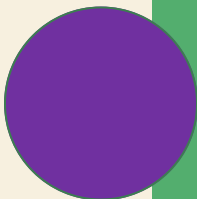


- Students in hybrid courses appreciate
 - direct interaction in face-to-face class time
 - flexibility of out-of-class course components
- ...even though challenges are
 - showing up for class
 - time management of out-of-class work



PREVIEW

- Background of hybrid courses
- Research methods
 - Qualitative part
 - Quantitative part
- Results
 - Qualitative
 - Quantitative
- Implications for educational practices

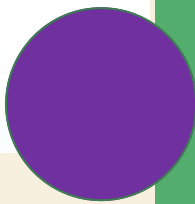


HYBRID COURSES

- Aka “blended learning”
- One weekly classroom meeting*
- Independent work rest of the week*
- Using technology*
 - Online discussions
 - Video lectures
 - Independent research
 - iBooks/eBooks
- One of the fastest growing trends for students and professors**

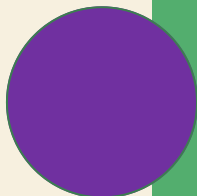
* Caulfield, 2011

** Means, Toyama, Murphy, Bakia and Jones, 2010



RESEARCH GOALS

- Student experience
- Matching assignments to in-class or out-of-class
- Learning differences
- Adjustment throughout the semester
 - Students
 - Instructors



This week's in-class assignment: Brainstorm about new topic

How would you rate this week's in-class assignment?

1 2 3 4 5

Not at all interesting Very interesting

What did you LIKE about doing this assignment in class instead of online?

- Learning from peers
- Instant feedback from professor
- Speaking instead of writing
- Live discussion
- Working in groups
- Being able to ask questions in real time
- Hands-on work
- Nothing
- Other:

What did you DISLIKE about doing this assignment in class instead of online?

- Not enough time to for the assignment
- Speaking instead of writing
- Working in groups
- Having to be in class
- Not able to do extra research
- Not able to formulate my thoughts
- Nothing
- Other:

Would you have preferred to do this assignment online?

- Yes
- No
- No preference

METHOD: SURVEYS

Fall 2014, Spring 2015:

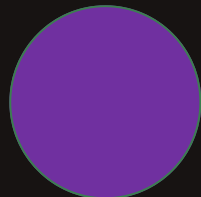
Open-ended questions

Qualitative data

Spring 2015, Fall 2015:


Closed-ended questions

Quantitative data

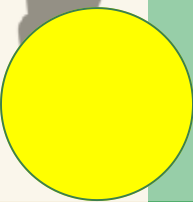


PARTICIPANTS

- Fall 2014:
 - 5 courses
 - 70 students
 - 3 instructors
- Spring 2015:
 - 3 courses
 - 45 students
 - 2 instructors
- Fall 2015:
 - 3 courses
 - 45 students
 - 2 instructors

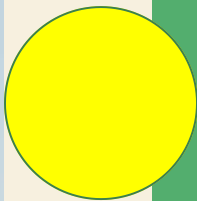


Each class surveyed 7-10 times per semester
Total of 438 responses over 3 semesters



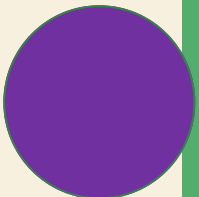
FINDINGS : QUALITATIVE DATA

- Student interaction
- Hands on learning
- Preference for speaking or writing
- Instant feedback
- Time management
- Location
- Doing research
- Trouble with technology



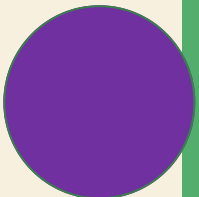
STUDENT INTERACTION

- Students appreciate sharing with their peers
 - "We can bounce ideas off our peers and talk about aspects of characters our peers may have noticed."
 - "I was able to speak my mind where everyone can hear me."
 - "I learned the value of working with other classmates."
 - "I like how I can work with other people to find answers more quickly and share our own insights to gain a deeper understanding."
 - "Great way to get class started."



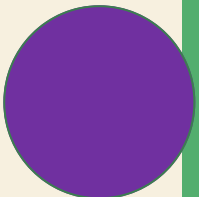
HANDS ON LEARNING

- Students show extreme interest in being active in the classroom
 - "It's fun to see other student's presentations."
 - "We have to do it, we don't have a choice."
 - "I liked that Professor Simpson helped us get started."
 - "I have learned that in writing we do make errors. We had an interesting peer share this week and I believe it was actually good to see mistakes and have someone else review and edit."



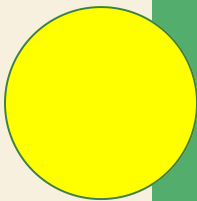
SPEAKING VS WRITING

- Some students prefer speaking in class
 - “Face to face discussions”
 - “Being able to have a verbal conversation about what was going on in all of our different lives and cultures”
- Other students prefer writing online
 - “Better to just post what we have instead of shouting in class”
 - “We got more time to write our responses and explain ourselves”
 - “I like that I can do outside research before I submit my response.”
 - “I have more time to formulate my response”



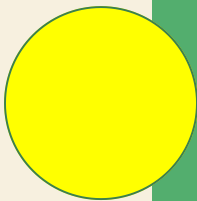
INSTANT FEEDBACK

- Students crave feedback
 - From peers
 - From instructor
- "More input from students and more time with the professor for clarifying any confusion"
- "Allows us to ask question"
- "Being able to use examples from people in class"
- "Disadvantage [of online] is their is no class discussion."



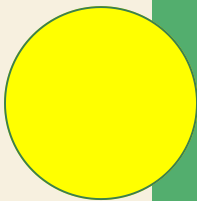
TIME MANAGEMENT

- Being in class forces students to be engaged
 - "you dont rely on yourself to do this on your own. in class you are required to do it in class"
 - "It is easier to do things in class and on a strict time schedule"
- Being online has pros and cons
 - "Advantage:more time to complete it"
 - "Focus deeply in the reading on your own time instead of rushing into a certain time limit"
 - "I always forget"



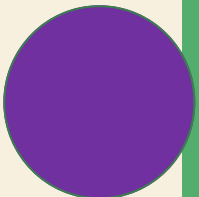
LOCATION

- In-class: having to come to class
 - “Having to be in class instead of home or wherever you want.)”
- Out-of-class: choosing your own work space
 - “Was able to do it in a comfortable quiet place felt more relaxed and a classroom”
 - “that we can do research and watch the video calmly at home”



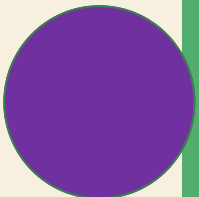
DOING RESEARCH

- Students enjoy doing extra research
- Online components allow time for this
 - “I liked doing my own research. This way I have a lot more time to work on the assignments out of class too.”
 - “advantage: more time to research and look into the topic”
 - “We got to do our own research and put our own opinions in the discussion”



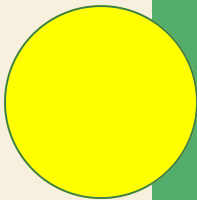
TROUBLE WITH TECHNOLOGY

- Out-of-class assignments rely on technology
- Students experienced trouble
 - “I don't like to use the iPad or a lot of technology and I learn and can connect more in class.”
 - “the disadvantage is [...] relying on technology to work all the time”
 - “I'd prefer to do this in class because of the technology use, which took more time than the assignment itself”

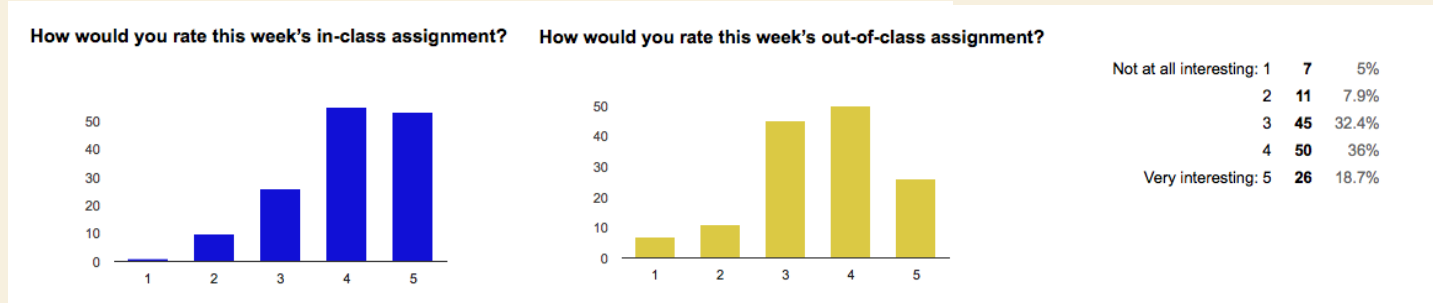


RESULTS: QUANTITATIVE DATA

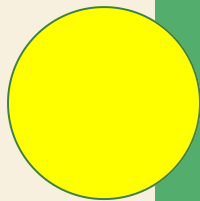
- Created answer options based on qualitative results
- Distributions



OVERALL RATINGS

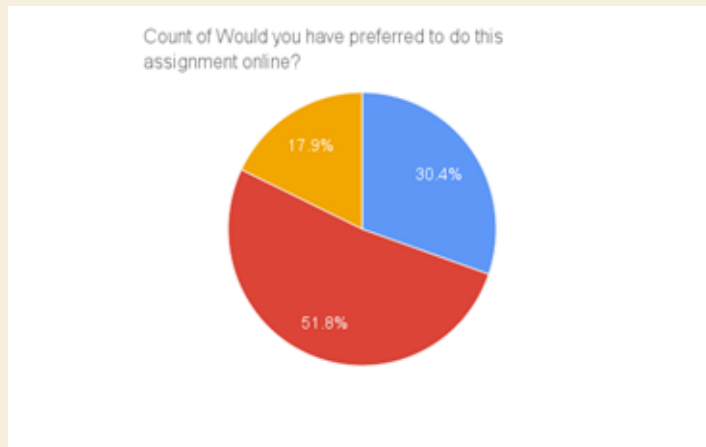


- In-class assignments (4.0) rated higher than online assignments (3.6)
- Preferred in-class (said “yes” to “would you have preferred this assignment in class”):
 - In-class assignments: 4.1
 - Out-of-class assignments: 3.36
- Preferred out-of-class (“yes” to “would you have preferred this assignment online”):
 - In-class assignments: 3.4
 - Out-of-class assignments: 3.13



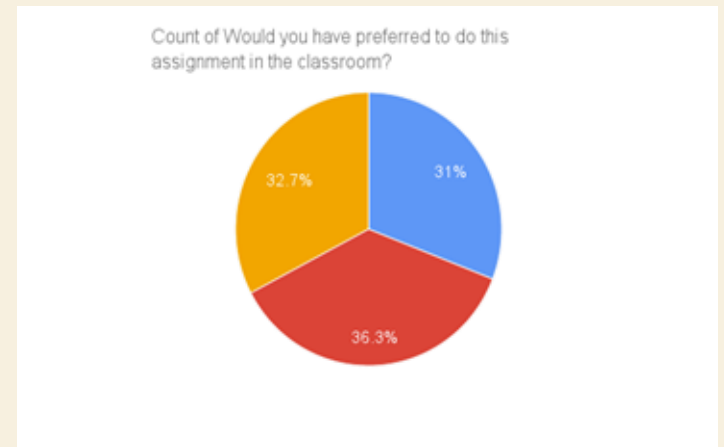
ASSIGNMENT PREFERENCE

Would you have preferred to do this assignment online?

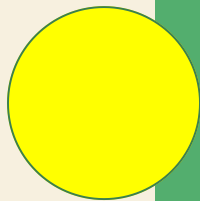


No: 51.8%
Yes: 17.9%
No preference: 30.4%

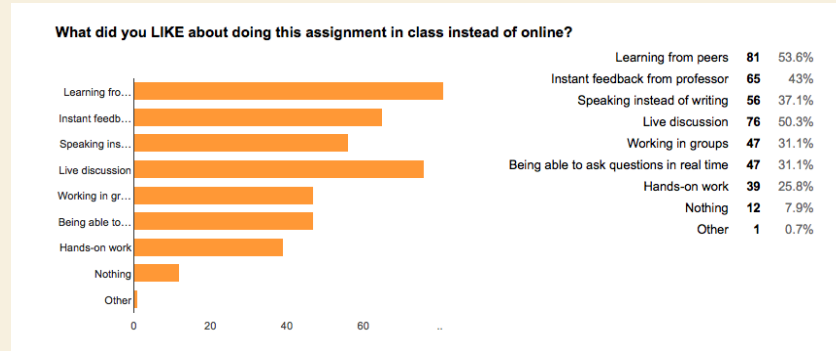
Would you have preferred to do this assignment in the classroom?



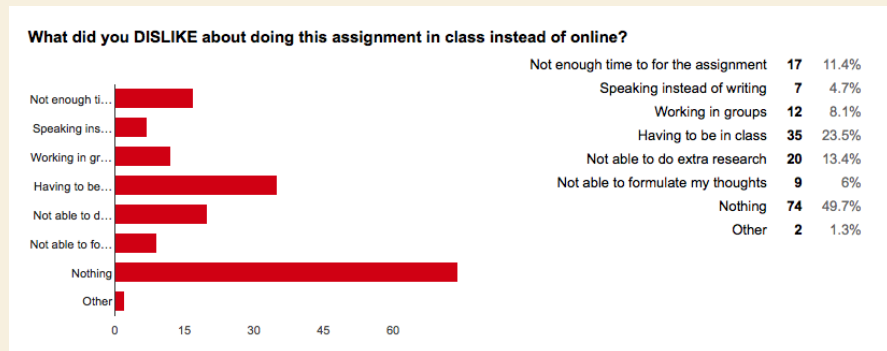
No: 36.3%
Yes: 32.7%
No preference: 31%



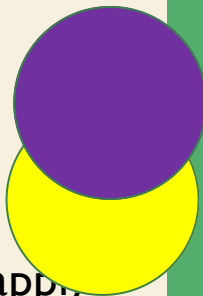
BEST AND WORST OF IN-CLASS



- Likes:
 - Learning from peers (54%)
 - Live discussion (50%)*
- Dislikes:
 - Having to be in class (24%)
 - Not able to do extra research (13%)

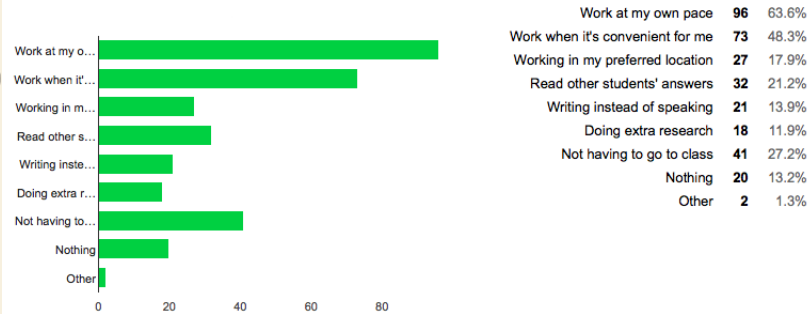


* Percentages add up to >100 because respondents can check all answers that apply



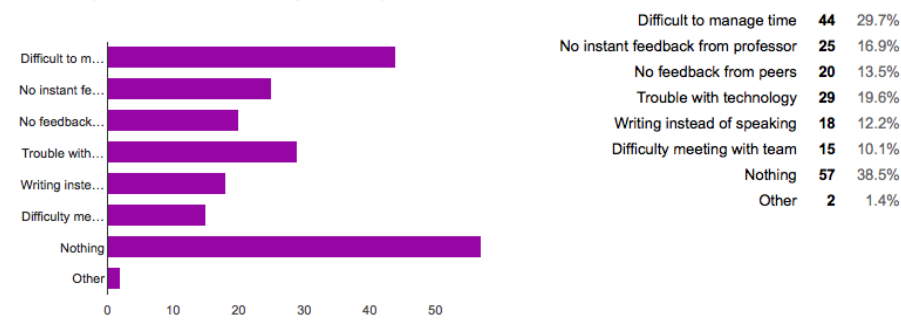
BEST AND WORST OF OUT-OF-CLASS

What did you LIKE about doing this assignment outside class instead of in the classroom?



- Likes
 - Work at my own pace (64%)
 - Work when it's convenient (48%)*
- Dislikes
 - Difficult to manage time (30%)

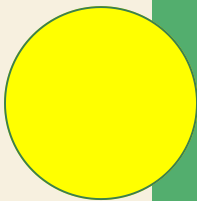
What did you DISLIKE about doing this assignment outside class instead of in the classroom?



* Percentages add up to >100 because respondents can check all answers that apply

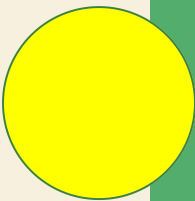
MOST SURPRISING OUTCOMES

- Students value each other's feedback more than the instructor's feedback
- Students like doing extra research
 - They miss the ability to do it in class
 - They like the opportunity out-of-class



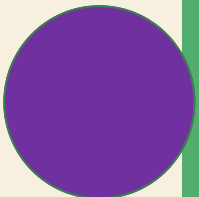
RECOMMENDATIONS

- Maximize student interaction in classroom
- Send frequent reminders for out-of-class work



FUTURE CONSIDERATIONS

- Courses
- Spend more time familiarizing students with technology
- Help students manage their time and workflow (apps, technology, etc.)
- Online discussion for feedback and collaboration
- Research
- Develop standardized templates to be used across all courses
- Code the student feedback categorically
- Time for students to take survey



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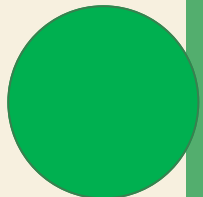
CONCLUSION

HYBRID COURSES

- Provide students with structure in class and online
- Some students had preference to work alone while others preferred classroom collaboration.
- Provide assignments and formats for different learning styles
- Visual/Hearing/Kinesthetic or tactile learners
- Some students preferred speaking while others preferred writing
- Autonomy to begin an assignment and take a break then come back to it

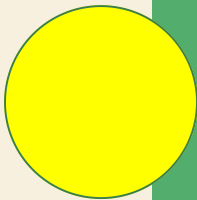
STUDENTS

- Valued professor and peer feedback, discussion, and collaboration
- Enjoyed the freedom to work independently outside of class
- Felt challenged with the new content, technology, and format of hybrid courses
- Work in preferred location



METHOD OF ANALYSIS

- Qualitative data:
 - Analyzed answers to open-ended questions
 - Found distinct patterns
- Quantitative data:
 - General patterns
 - Quantitative support for patterns found



OPPORTUNITIES OF HYBRID COURSES

- Flip the classroom
- Active class sessions
- Facilitate
 - independent learning experience
 - collaborative learning experience
- Lead to other innovations*
 - Create own re-usable materials



* Benítez Velásquez, 2012; Yang et al., 2014; Babb, Stewart and Johnson, 2010; Colucci and Koppel, 2010; Chenowith, Ushida and Murday, 2006

HYBRIDS AT LYNN

- Lynn's iPad initiative
- Efficient use of classroom space
- 2nd year of running hybrids
 - Fall 2014 was rollout: 6 were run
 - AY 2015-2016: 19 total on ground



LYNN
UNIVERSITY

PROBLEMS ENCOUNTERED

- Timing of the survey:
 - At the end of class: too little time
 - Outside of class: too few participate
- Processing data

