STUDENT EVALUATION OF HYBRID COURSES

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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
• 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
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 there is no class discussion.”
TIME MANAGEMENT

• Being in class forces students to be engaged
  – "you don't 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 stead 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

• Likes
  – Work at my own pace (64%)
  – Work when it’s convenient (48%)*

• Dislikes
  – Difficult to manage time (30%)

* 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
REFERENCES


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
PROBLEMS ENCOUNTERED

• Timing of the survey:
  – At the end of class: too little time
  – Outside of class: too few participate

• Processing data