ENGAGING, PERSONALIZED, AND VIRTUAL: HOW STUDENTS THRIVE IN BLENDED COURSES

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2018

LYNN UNIVERSITY
• Online courses:
  • Pros?
  • Cons?
• Traditional courses:
  • Pros?
  • Cons?
THESIS STATEMENT

Hybrid or blended courses provide the best of both worlds
• Definitions
• Benefits for students with learning differences
• Research results
• Practical applications
Aka “hybrid learning”
One weekly classroom meeting
Independent work rest of the week
Using technology
  - Online discussions
  - Video lectures
  - Independent research
  - iBooks / eBooks
LEARNING DIFFERENCES (LD)

- Attention Deficit Hyperactivity Disorder (ADHD)
- Executive function deficits
- Specific learning disability (reading, writing, math)
- Autism Spectrum Disorder

- Benefits and challenges
  - Time Management

- Opportunities for different learning styles
  - Technology
  - Engagement through different modes:
    - Kinesthetic
    - Verbal
    - Visual
    - Auditory
    - Intrapersonal
    - Interpersonal
  - Sensory and setting
  - Processing time
RESEARCH

• Qualitative phase
  • Open-ended survey questions
  • Scoring questions
    • 1-5
  • Yes / no

• Quantitative phase
  • Closed-ended survey questions
  • Based on analysis of qualitative phase
  • Same scoring questions
EVERY SEMESTER IN CLASS ASSIGNMENTS WERE RATED SIGNIFICANTLY ($P < 0.05$) HIGHER THAN OUT OF CLASS ASSIGNMENTS
The most commonly cited likes were learning from peers, working in groups, and live discussion.

Blue bars: if students rated the assignment higher, they were more likely to select that “like”.

In Class Likes

- Nothing
- Hands-on work
- Working in groups
- Learning from peers
- Live discussion
- Speaking instead of writing
- Instant feedback from the professor
- Being able to ask questions in real time
The most commonly cited dislikes were nothing, having to be in class, and not enough time for the assignment.

Blue bar: If students rated an assignment lower, they were more likely to select that “dislike”.

In Class Dislikes

- Nothing
- Not able to formulate my thoughts
- Not able to do extra research
- Having to be in class
- Working in groups
- Speaking instead of writing
- Not enough time for the assignment
The most commonly cited likes were work at my own pace and work when it’s convenient for me.

Blue bar: if students rated the assignment higher, they were more likely to select that “like”.

Out of Class Likes

- Nothing
- Not having to go to class
- Doing extra research
- Writing instead of speaking
- Read other student’s answers
- Working in my preferred location
- Work when it’s convenient for me
- Work at my own pace
The most commonly cited dislikes were nothing, having to be in class, and not enough time for the assignment.

Blue bars: if students rated the assignment lower, they were more likely to select that “dislike”.

Out of Class Dislikes

- Nothing
- Difficulty meeting with team
- Writing instead of speaking
- Trouble with technology
- No feedback from peers
- No instant feedback from the professor
- Difficult to manage time
PRACTICES

• Speaking / writing
• Research, speak, and continue online
• Discussions: in-class vs online
• Video lectures
PSY100 Human Behavior

Learning Objectives: Identity

- Explain the differences between sex, gender, and sexual orientation
- Define race and ethnicity

Assignment:

- Create a self-portrait made up of objects, symbols and/or imagery that represents key elements of your identity. You may create these self-portraits using whatever medium you choose, including graphic software on the computer, magazine cut-outs, drawing, 3-D sculpture, modeling clay, song/spoken, poem/written and so forth. Convey how the symbols represent the different aspects of your identity by presenting, writing, or submitting a recorded explanation in Canvas.
RESEARCH, SPEAK, AND CONTINUE ONLINE

Student groups
Unique topic for each group
In-class, time-pressured assignment
  20 minutes of research
  3-minute presentation to class
After class:
  Continue discussion online
Topics not mentioned
Contributions from other groups
DISCUSSIONS: IN-CLASS VS ONLINE

- Students love interacting with each other
  - In-class:
    - Maximize interaction through live discussions
    - Lots of instant feedback
  - Out-of-class:
    - Online discussion boards
    - Provide regular feedback
VIDEO LECTURES

- PowerPoint or Keynote slides
- Narrated
- With / without your face
- Embed
  - Questions
  - Assignments
  - Tasks