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

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INTRODUCTION

• Online courses:
  • Pros?
  • Cons?

• Traditional courses:
  • Pros?
  • Cons?
THEESIS STATEMENT

Hybrid or blended courses provide the best of both worlds
• Definitions
• Benefits for students with learning differences
• Research results
• Practical applications
BLENDDED COURSES

Aka “hybrid learning”
One weekly classroom meeting
Independent work rest of the week
Using technology
  Online discussions
  Video lectures
  Independent research
  iBooks / eBooks
• 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

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 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
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

- Work at my own pace: 70%
- Work when it’s convenient for me: 60%
- Working in my preferred location: 20%
- Writing instead of speaking: 10%
- Doing extra research: 30%
- Reading other student’s answers: 20%
- Not having to go to class: 50%
- Nothing: 0%
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
**SPEAKING / WRITING**

- 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