



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

Sanne Unger, Shara B. Goudreau, Alanna Lecher, Carrie Simpson

Palm Beach Tech

2018

**LYNN**  
UNIVERSITY



# INTRODUCTION

- Online courses:
  - Pros?
  - Cons?
- Traditional courses:
  - Pros?
  - Cons?



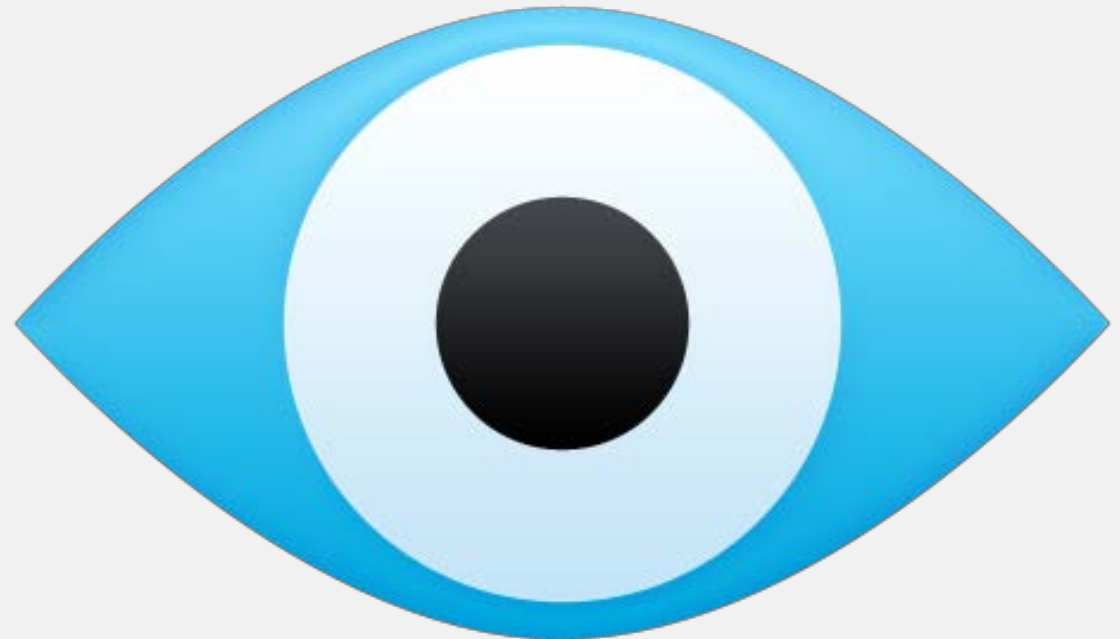
# THESIS STATEMENT

Hybrid or blended courses  
provide the best of both  
worlds



# PREVIEW

- Definitions
- Benefits for students with learning differences
- Research results
- Practical applications



# BLENDED COURSES

Aka “hybrid learning”

One weekly classroom meeting

Independent work rest of the week

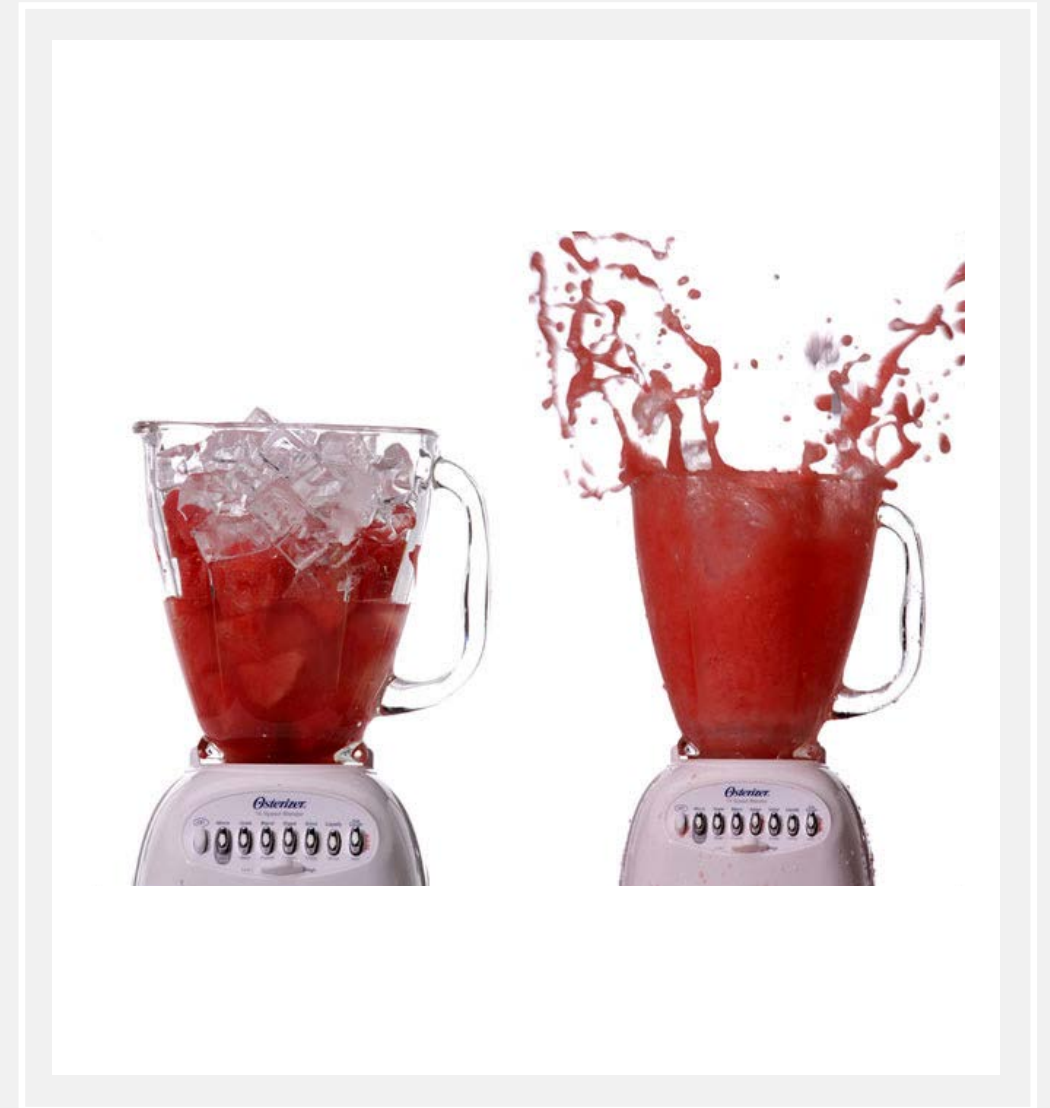
Using technology

- 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

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

EVERY SEMESTER IN CLASS ASSIGNMENTS  
WERE RATED SIGNIFICANTLY ( $P < 0.05$ )  
HIGHER THAN OUT OF CLASS ASSIGNMENTS

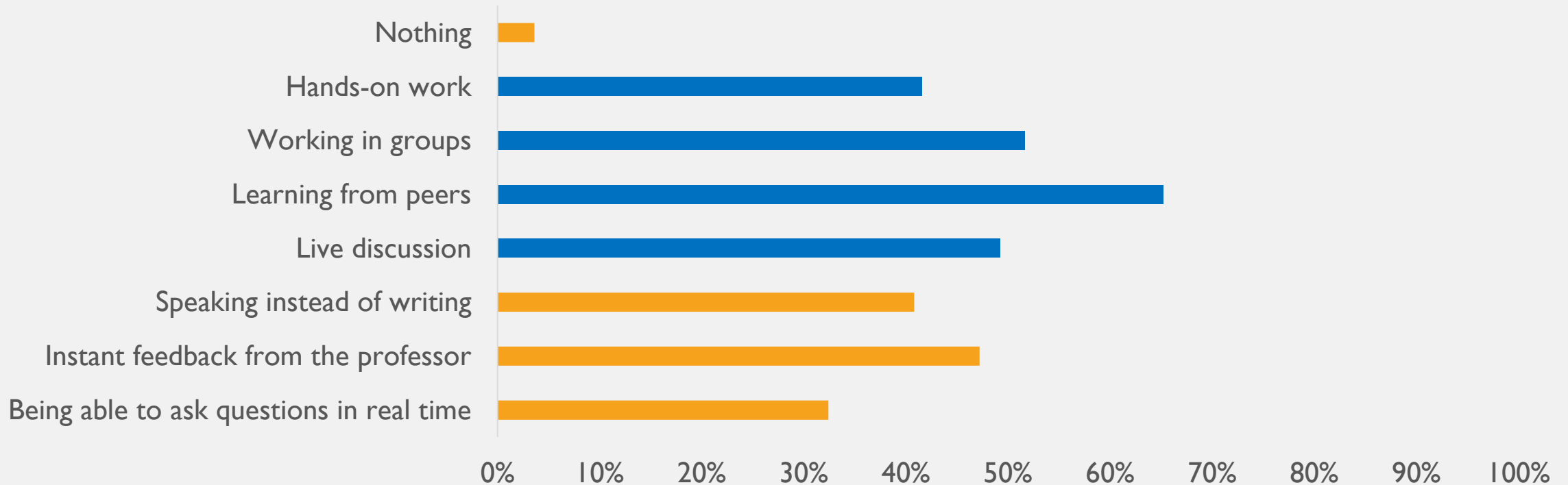




THE MOST COMMONLY CITED LIKES WERE LEARNING FROM PEERS, WORKING IN GROUPS, AND LIVE DISCUSSION.

BLUE BARS: IF STUDENTS RATED THE ASSIGNMENT HIGHER, THEY WERE MORE LIKELY TO SELECT THAT "LIKE".

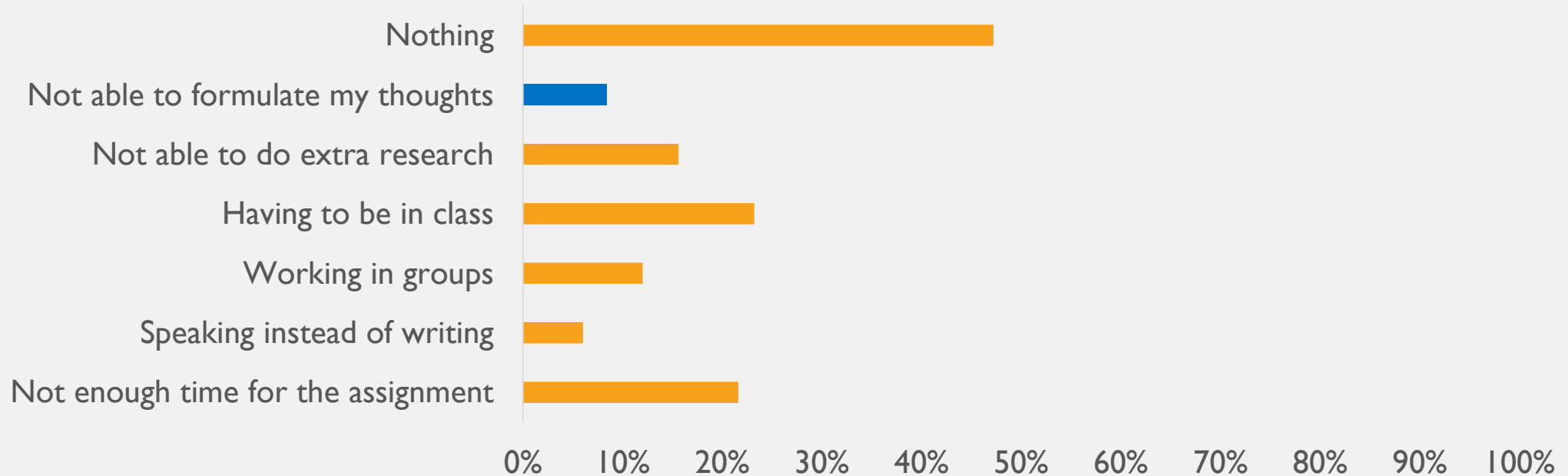
### In Class Likes



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”.

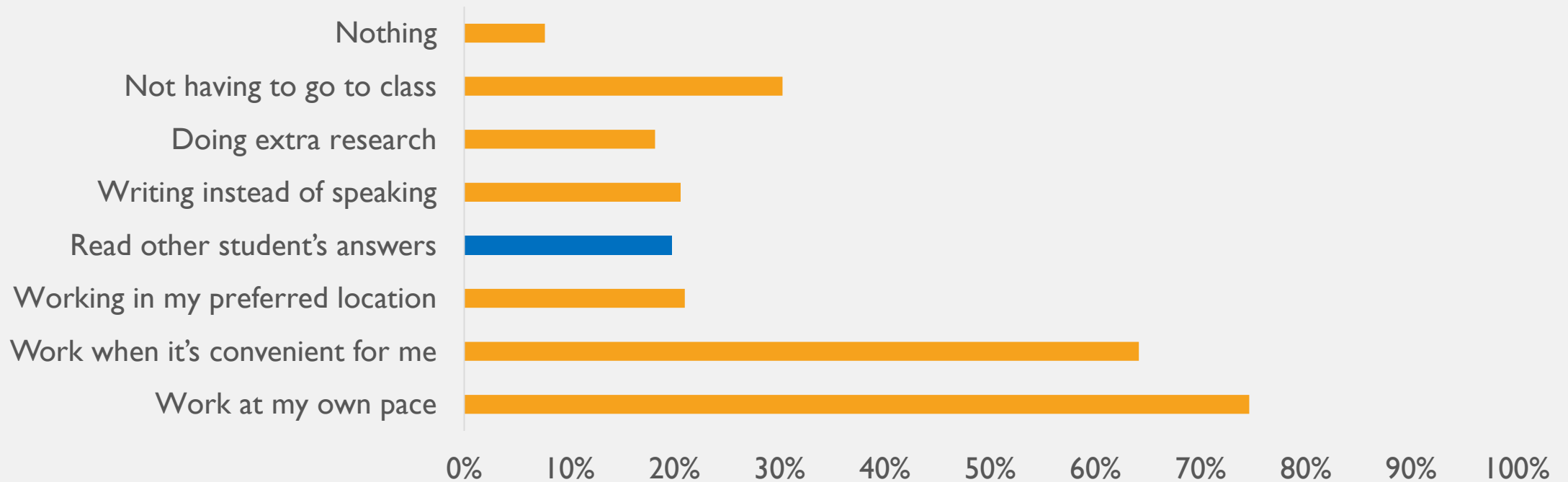
### In Class Dislikes



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".

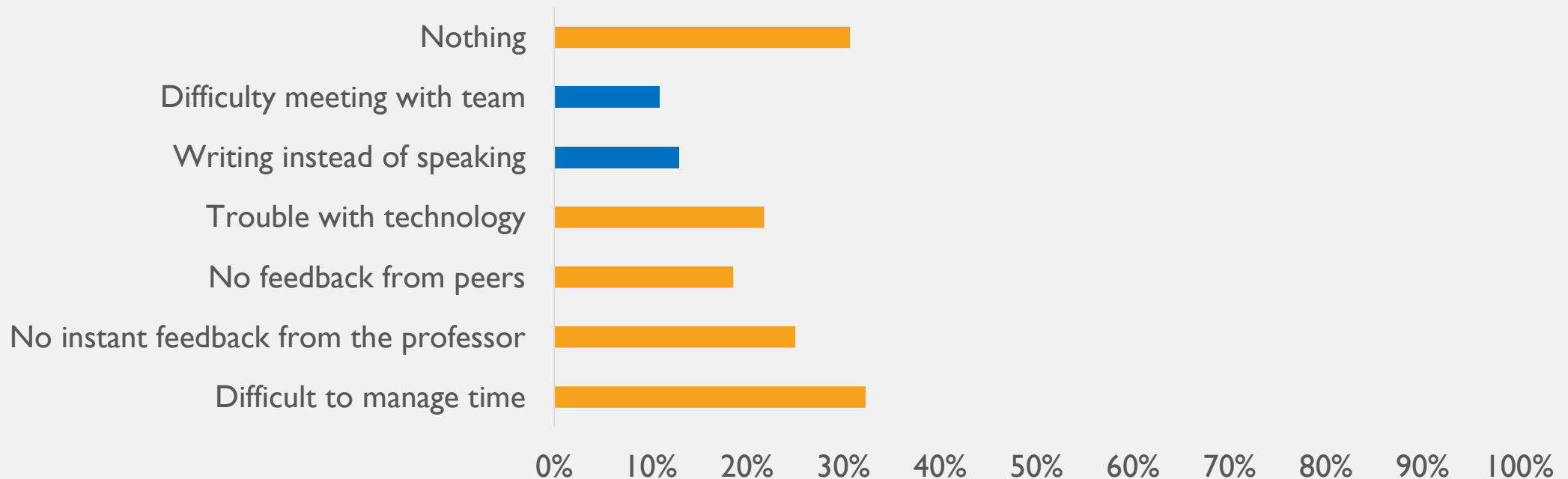
### Out of Class Likes



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



# 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

## Buddha 1: Nirvana (3pm)



In Buddhism a transcendent state in which there is neither suffering, desire, nor sense of self, and the subject is released from the effects of karma and the cycle of death and rebirth. It represents the final goal of Buddhism.



"Right efforts will be his steps; right thoughts his breath; and right contemplation will give him the peace that follows in his footsteps."

## Buddha 4: The wheel (4.30pm)

Your names: Mohammed AlAmir, Polina Bogdanova, Gabriel's boginsky, Joey Gatten



"By the practice of loving kindness I have obtained liberation of heart, and thus I am assured that I shall never return in repeated births, I have even now attained Nirvana."

"And when the doctrine was propounded, the venerable Kondariya, the eldest one among the five bhikkhus, discerned the truth with his mental eye, and he said: 'Truly, O Buddha, and Lord, thou hast found the truth!' Then the other bhikkhus too, joined him and exclaimed: 'Truly, thou art the Buddha, thou hast found the truth!'"

Excerpt from  
Buddhism  
Lorenz, 2000

This material may be protected by copyright.



## Buddha 3: Suffering in Buddhism vs. other religions (3pm)



Important: Only 1 user can edit this page at a time.

Go to Help on your task.

Suffering occurs in many different religions. Types of suffering because of religion include feeling disconnected from work/life, and death. This is obviously explained in Buddhism such as the 4th Noble Truth. In Christianity, there is an awareness of going to hell for those who do not believe in the Lord of lords. In Islam, there is a belief in the Hellfire of Hell for those who do not believe in Allah. Buddhism is one of the few still existing religions that still have individuals who still suffer pain to transcend and escape hell.

Edited a short while ago.

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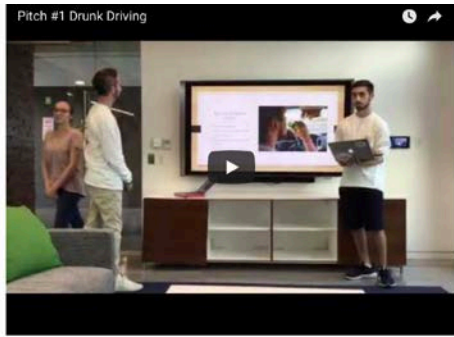
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SHOW ALL 15 REPLIES

**Ashley De Venuto**  
Feb 12, 2018

I think people need to know about this topic. I like the fact that you added statistics into your research pitch. I like that you would give the participants a choice of either an in-depth interview or a survey. I like that you have both risks and benefits. You should add your consent form so we could see it. Other than that, I really liked your research pitch.

**Jordan Verladeiro**  
Feb 12, 2018

Great topic guys! This is super relevant because there are so many issues with drinking and driving with students in college. At a school like Lynn, you can even go into more detail about how different the student body is and since it is international, in some countries there is no law about drinking and driving and how does that affect students like that when they come into the US?

(1 reply)



SHOW ALL 15 REPLIES

**Suzanne Wainwright**  
Feb 12, 2018

Hello, I think your topic is very important and cannot wait to see how the final product turns out. The only criticism I have is the lack of information that will eventually be part of your essay, like ideas of questions you might ask.

**Shelvia Fitch**  
Feb 12, 2018

Very interesting topic. You guys did a great job presenting and have very good research questions. I would like to hear more about punishments for harassment at the workplace. It would be good to know just how severe the punishment is for harassment so people won't do it as much.

**Marla Olor-Cebaleros**  
Feb 13, 2018

This is a very interesting topic, but one that you have to be very cautious about since a lot of people can feel ashamed or embarrassed about this. Confidentiality is very important here, and I also think that the questions will have to be written in a very cautious way so that the person who is going to be interviewed can answer them in a comfortable way.



SHOW ALL 15 REPLIES

**Daniela Casadei**  
Feb 12, 2018

Internet piracy is a fascinating project! The capabilities of the internet definitely make otherwise protected content vulnerable. I wonder if the test subjects will admit to conduct that violates copyright laws though? However, if you are able to learn more about why people do pirate content, it could be useful in finding more effective ways to prevent this conduct.

**Suzanne Wainwright**  
Feb 12, 2018

Good idea, Diana. Where different countries are concerned, if you do go that route, make sure your literature study addresses rules, laws, and enforcement in those countries as well.

**Suzanne Wainwright**  
Feb 12, 2018

Good point, back.

# 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



The screenshot shows a video lecture slide with a dark background. At the top, the word "Results" is written in white. Below it, there is a horizontal line. On the left side, there is a photograph of several hands holding up colorful letters that spell out "Result". On the right side, there is a list of bullet points, each preceded by a small square icon. At the bottom of the slide, there is a blue progress bar and a control panel with various icons.

**Results**

- Read the Results section
- Pay attention to:
  - sub headers and sub-sub headers
  - use of quotes from the interviews
  - answer to the "so what?" question