Mixing it up: Hybrid learning

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Who

- Franklin University
  - Former YMCA school of commerce
  - Now urban commuter and online
  - Serving predominantly working adults
  - A big small school
    - 1,000 technology students
    - 65-85% online!
What

• Face-to-face delivery
What

• Face-to-face delivery
• Online delivery – 100% computer mediated communications
  – Asynchronous (self-paced)
  – Partially asynchronous (lock-step)
  – Synchronous
What

- Hybrid delivery
  - Many views of hybrid courses
    - A face-to-face course with some online supplements or activities.
    - A face-to-face course that sometimes meets online
    - A course that mixes face-to-face and online students *in the same section*.
Why

• Side effects of 65-85% online
  – Students prefer some form of hybrid
  – Perceptions of quality in asynchronous online
  – Student preferences
  – It’s hard to run face-to-face classes!
Why

• e³-learning
  – Effective
  – Efficient
  – Engaging
Why

- e³-learning
  - Effective – “Helped me to learn.”
  - Efficient – “Used my time well.”
  - Engaging – “Held my interest.”
Where & When

• Four sections of two different classes over a 2 year period
  – 15-week, 4-credits
  – Java based
  – 40% face-to-face students
  – 60% online students
How

• Course design
  – Self-paced pre- and post-class learning activities.
  – Synchronous time spent:
    • Discussing solutions to pre-class activities
    • Doing live-coding demonstrations via application share
    • Answering questions
How

- Course design
  - Time allocation

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How

- Hardware
How

• Software
Results

• Effective – “Helped me to learn.”
  – Synchronous sessions (live)
  – Live coding demonstrations
  – Recordings (for both)

• Futile
  – Live video feed of the classroom
Results

• Engaging – “Held my interest”
  – Instructor interactions
  – Live demonstrations
  – Recordings

• Boring
  – Student-student interactions
  – Video feed
Results

• Efficient – “Used my time well”
  – Synchronous sessions (live)
  – Post-class activities
  – Instructor interactions

• Wasteful
  – Student-student interactions
  – Video feed
Results

• Lower drop-rate in the online
• Both populations preferred hybrid over just plain face-to-face or online.
Results

- Pitfalls
  - Online student scheduling
  - Teacher training
  - Split attention
  - Outages
Questions?