

FRANKLIN
MAKES POSSIBLE

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.*



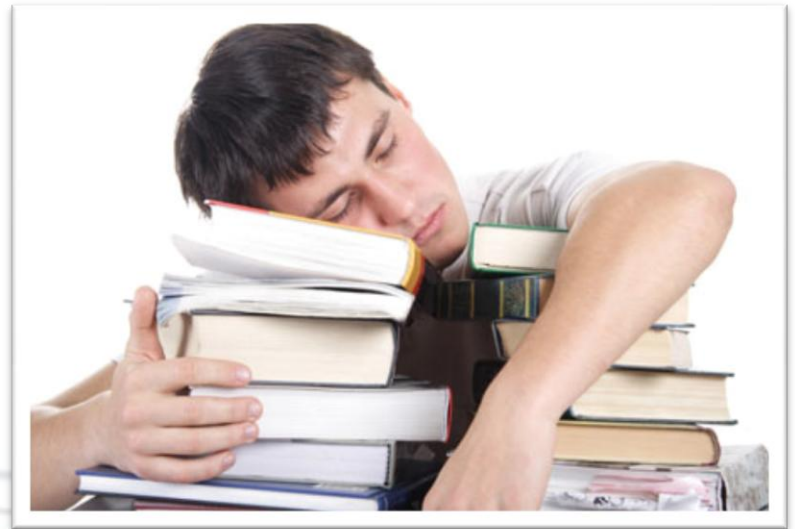
Why

- 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

	F2F	OL	HY
Synchronous contact	4	0	2
Outside activities	1	5	3
Readings	2	2	2
Assessments	3	3	3
Total	10	10	10



How

- Hardware



How

- Software

The screenshot shows the Elluminate Level software interface. The main window is titled "Whiteboard - Main Room (Scaled 119%)". The whiteboard content includes the title "Learning Activities" and a bullet point "• ArrayList Implementation". Below this, a diagram illustrates an ArrayList implementation. It shows a "data" object with a "length" property set to 5. To the right, an array of 8 slots is shown, indexed 0 to 7. The first five slots (0-4) contain the values 3, 1, 4, 1, and 5, respectively. The last three slots (5-7) contain "null". Hand-drawn circles and arrows highlight the "data" object and the array structure. The interface also features a "Participants" list on the left with 7 participants, a "Chat" window with messages, and an "Audio" control panel at the bottom. The Franklin University logo and website URL "www.franklin.edu" are visible in the bottom right corner of the whiteboard area. A session timer at the bottom right indicates "In session for 1 hour, 6 minutes."

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?

