

Blended Learning in a Large Enrollment General Education Course

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Outline

- Blended Learning in Large Classes
 - What is it?
 - Why utilize it?
- Course Design
 - Modifying the blended model for large enrollments
 - Benefits & Challenges
- Evaluation
 - Student learning outcomes
 - Teaching methods and materials

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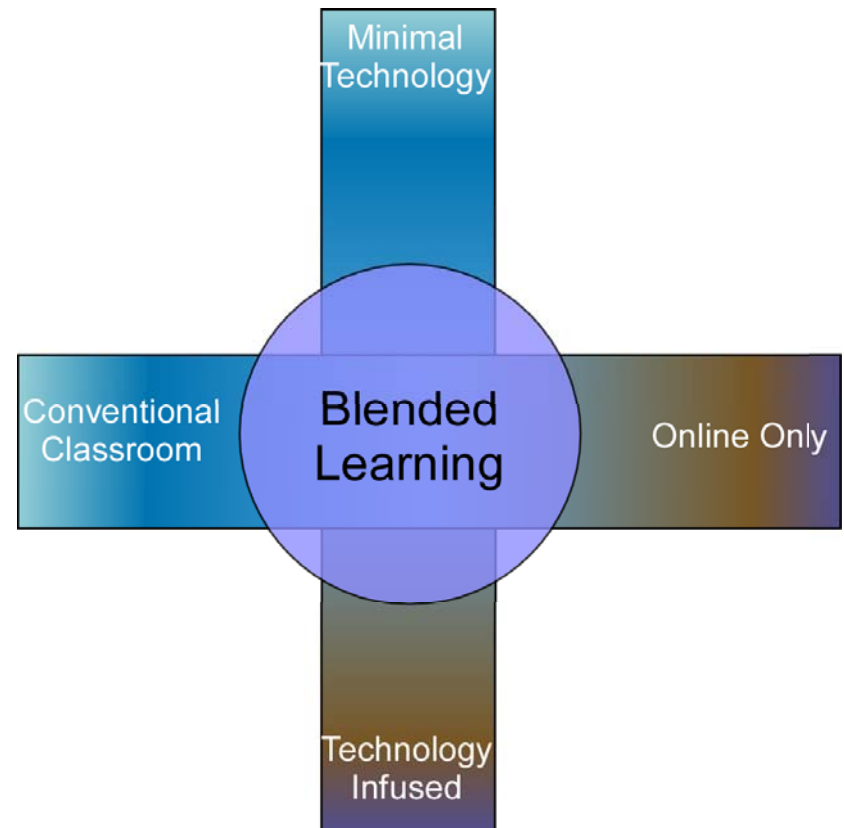
What is Blended Learning?

- A.k.a. hybrid learning
- Combination of multiple approaches to learning

Blended e-Learning:

1. Integrates online with traditional face-to-face class activities in a planned, pedagogically valuable manner; and
2. Online activity replaces a portion of face-to-face time

(Sloan-C, 2005)





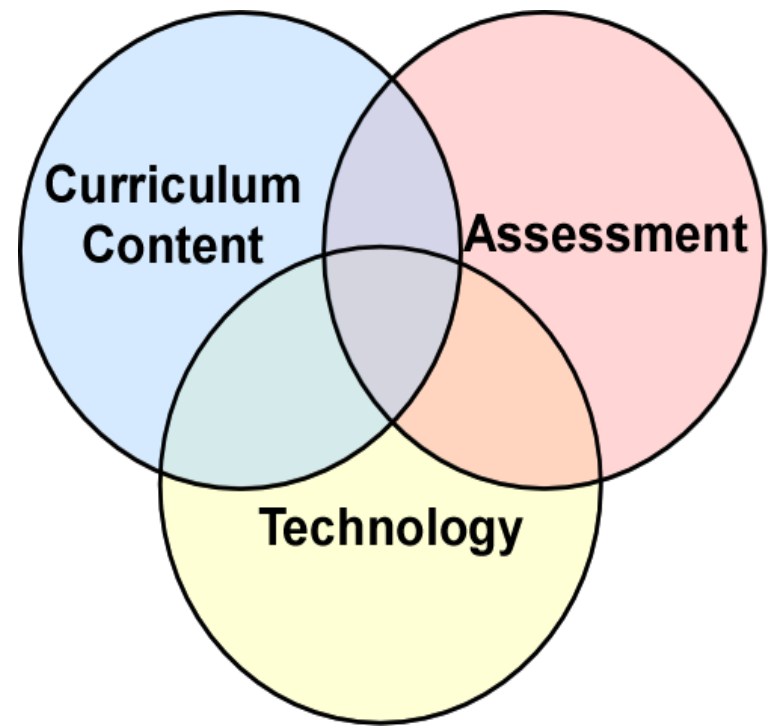
Why Blended e-Learning?

- Student-centered (Hannafin & Land, 1997)
- Increased student/instructor interaction (Schwartzman & Tuttle, 2002)
- Improvement in students':
 - Time management (Riffell & Sibley, 2003)
 - Group work (Schweizer et al., 2003)
 - Motivation (Cameron, 2003)
- Reduce overhead costs* (Twigg, 2003)

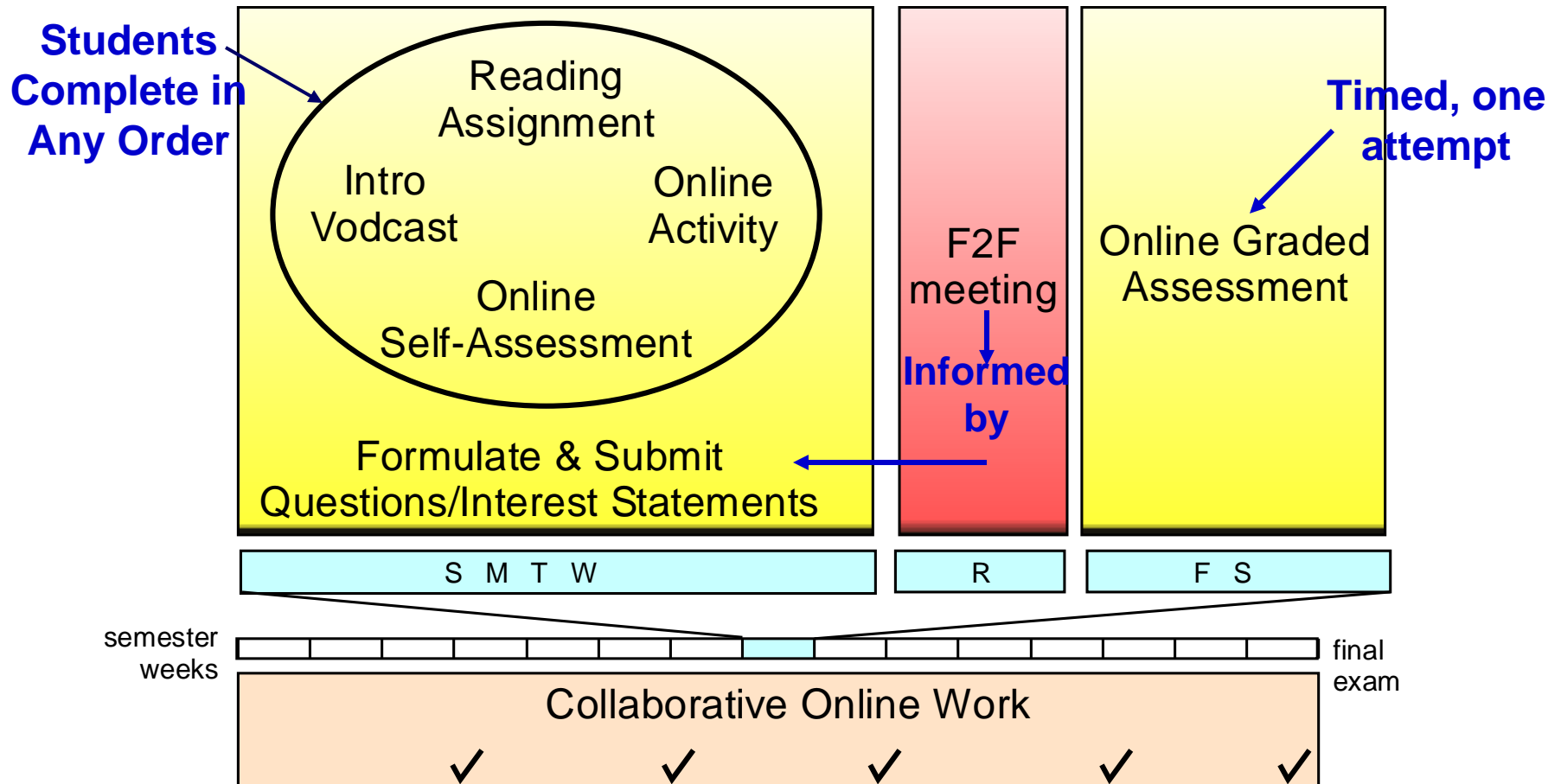
Blended Design in Large Classes

- Class of 100 students (non-majors)
- How do we:
 - Facilitate learning (asynchronous online)
 - Create community
- Design & structure are key
(Stein, 2004; Lohr & Ku 2003;
Laster, 2003)

- Weekly submissions 20%
- Weekly Quizzes 30%
- Group Project 25%
- Final Exam 25%



Curriculum Design: Semester Work Overview





Assessment of Course Design

Successes

- Scholarship-driven design
- Utilizing existing media
- Input from campus Ed Tech experts
- Well received

Challenges

- Scaling up to large numbers
- Access
- Engagement
- Meeting “off-hour” demands
- Administrative issues
- Synergy between Designer and Instructor



Evaluation Metrics

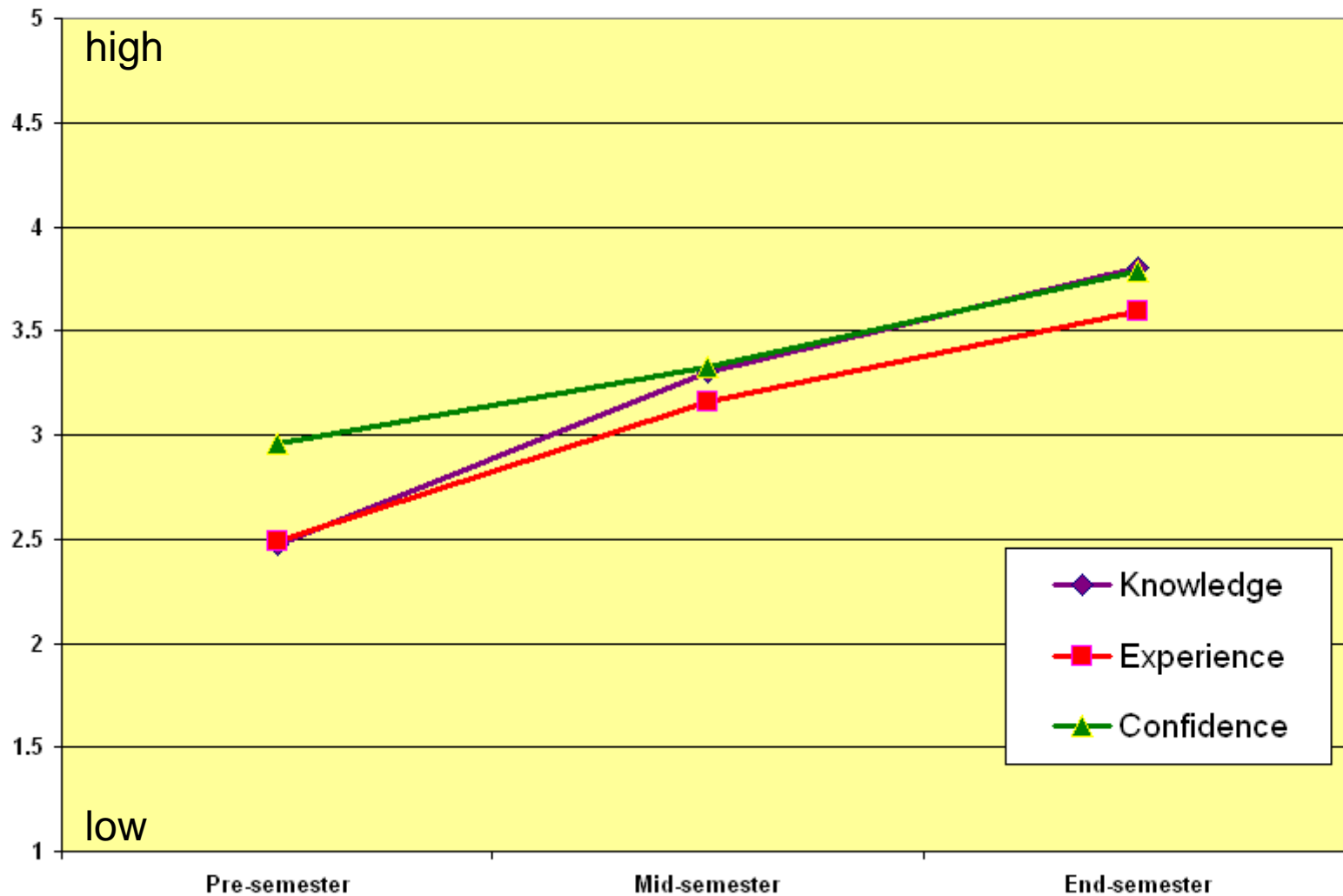
- Student Outcomes examined via:
 - Online quizzes
 - Focus groups (CTE)
 - End of semester course eval.
 - Final exam scores / course grades
 - **Participant Perception Indicator (PPI)**

Participant Perception Indicator

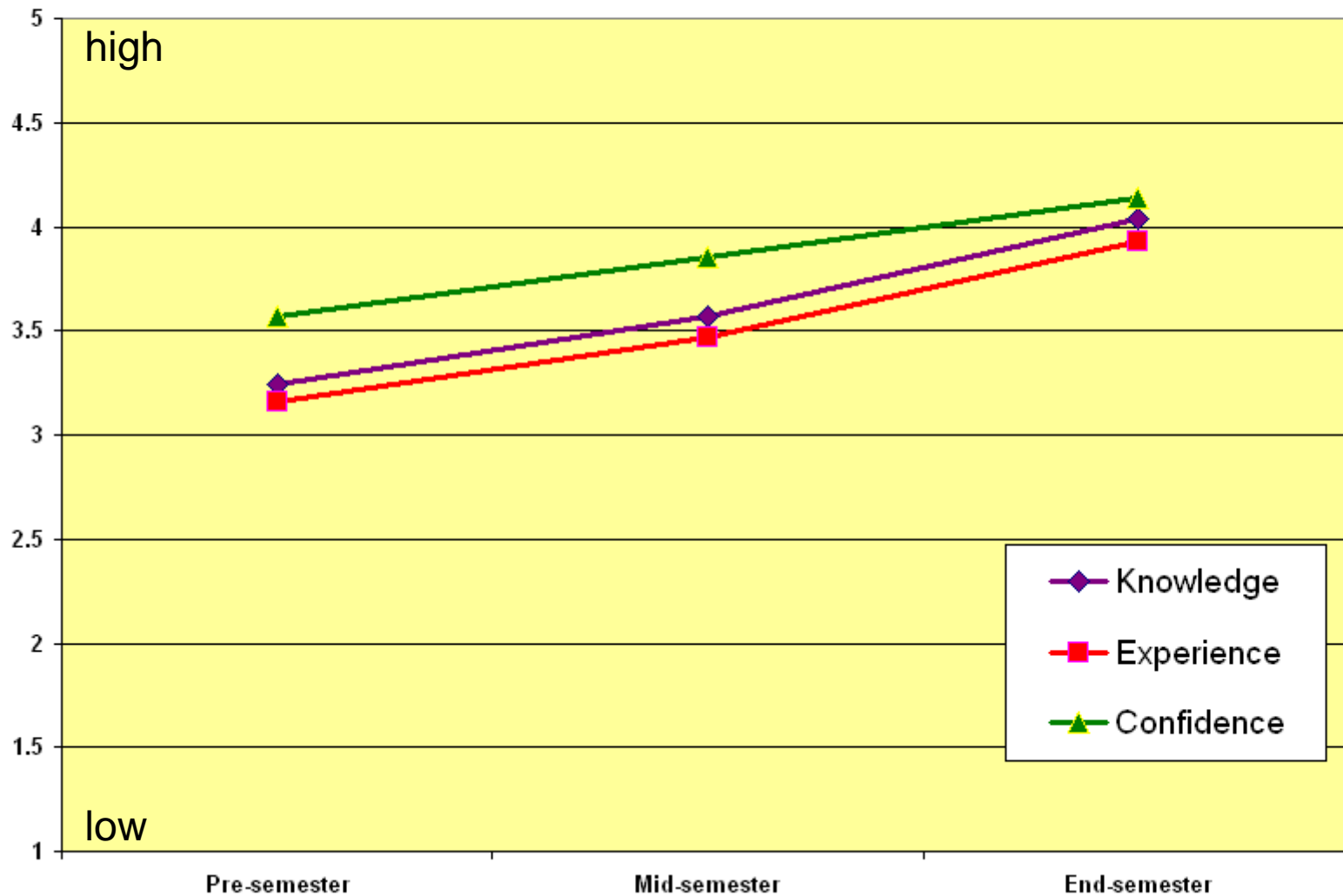
- Evaluation tool for courses with technology
(Berger & Carlson, 1988; Berger & Barritt, 1998; Berger et al. 1999)
- Queries students on:
 - Knowledge of...
 - Experience with...
 - Confidence in...
- 10 Questions focused on:
 - Content
 - Technology
 - Teamwork

| EXAMPLE | knowledge | | | | | experience | | | | | confidence | | | | |
|--|-----------|---|---|------|---|------------|---|---|------|---|------------|---|---|------|---|
| | low | | | high | | low | | | high | | low | | | high | |
| 1) Trusting contributions of teammates | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

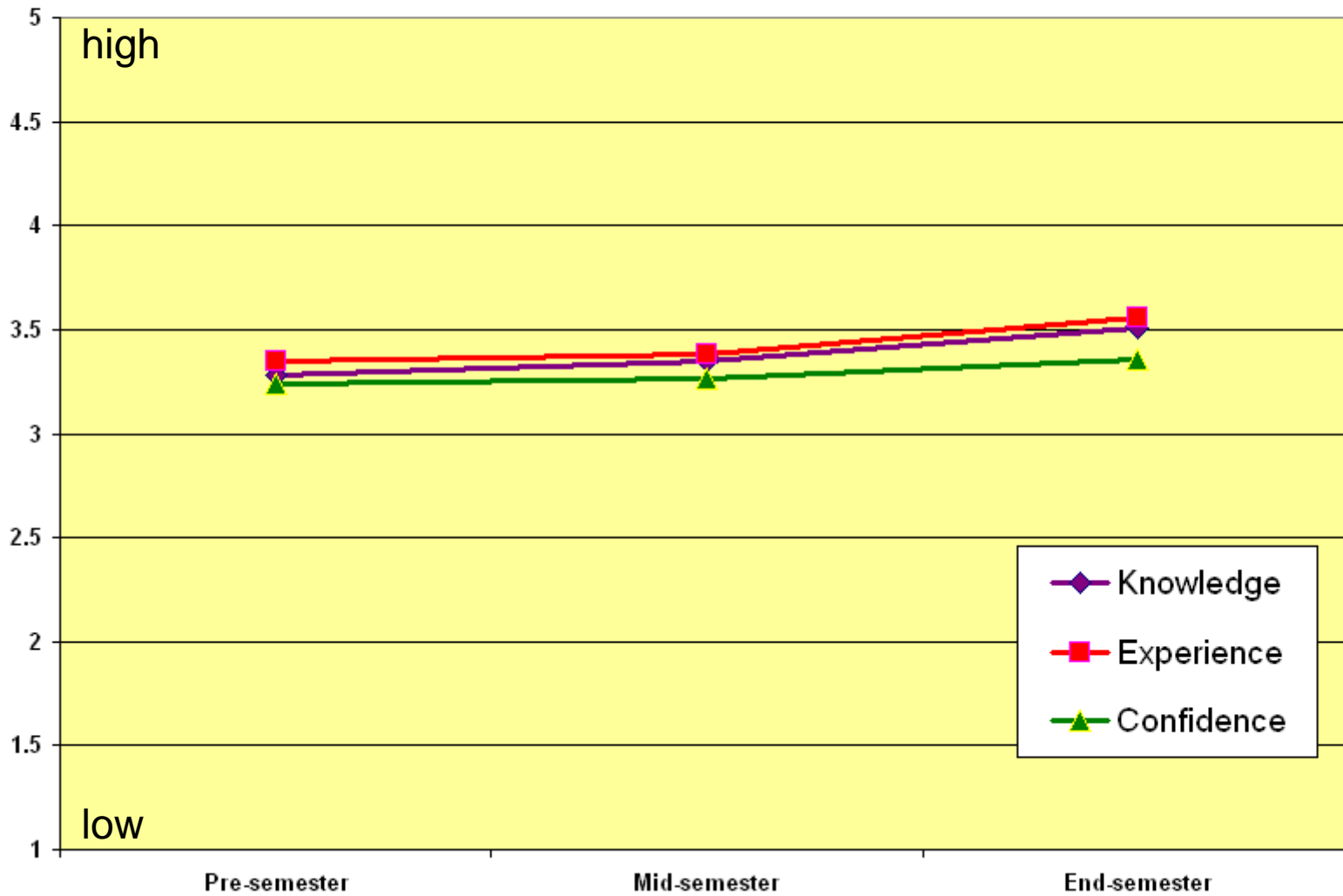
Self Perceptions - Course Content



Self Perceptions - Technology



Self Perceptions - Teamwork





Learning Outcomes

- **Content level gains** were equivalent to traditional lecture sections
- Students improved in use of **technology** in knowledge, confidence and experience
- Little improvement in perceptions of **teamwork**



Future Work

- Modify group project and face-to-face meeting to enhance teamwork skills
- Assess instructor-dependence of results
- Compare blended, traditional lecture and fully online versions of class.

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