



Assessment of Hybrid & Online Courses

Assessment Questions in Hybrid & Online Courses: An Introduction



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Models for Teaching & Learning with Technology



- Web-facilitated (< 20% online)
- Hybrid (30-80% online)
- Fully online (>80% online)



Why Offer Online & Hybrid Courses? Student Response

Students ask for them

In the 2010 Student Experience Survey:

- “I would like my college to offer more fully online courses.” – 44%
- “I would like my college to offer more hybrid courses.” – 48%

Improved access to courses

The 2010 Student Experience Survey:

- “I was not able to register for one or more courses.” - 39%
- “I was not able to register for the course because... No seats were available at any time.” (40%).

Why Offer Hybrid & Online Courses? University Priorities



PMP Indicator 1.4

Colleges will use technology to enrich courses and teaching.

Percentage of instructional (student) FTEs offered partially or totally online

Why Offer Hybrid & Online Courses? University Priorities

Percentage of FTEs fully online:

.6% (2006) 1.0% (2010)

Percentage of FTEs partially online:

1% (2006) 5.5% (2010)



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What we know about promoting learning

Good practice in undergraduate education:

- encourages contact between students and faculty
- develops reciprocity and cooperation among students
- encourages active learning
- gives prompt feedback
- emphasizes time on task
- communicates high expectations, and
- respects diverse talents and ways of learning.

Chickering&Gamson, 1987

<http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm>

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Student Learning: What Does the Research Tell Us?



U.S. Department of Education
Report (Sept. 2010) *Evaluation
of Evidence-Based Practices in
Online Learning: A Meta-
Analysis and Review of Online
Learning Studies.*

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

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U.S. Dept. of Education Meta-Analysis



More than 1000 empirical studies of online learning

- Contrasted online & face-to-face
- Measured student learning outcomes
- Used a rigorous design
- Adequate information to calculate effect size

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Student Learning: What Does the Research Tell Us?



- *Students in online conditions performed modestly better, on average, than those learning the same material through traditional face-to-face instruction.*
- *Instruction combining online and face-to-face elements (hybrid) had a larger advantage relative to purely face-to-face instruction than did purely online instruction.*
- *It is the combination of elements in the [online & hybrid] conditions, which are likely to include additional learning time and materials as well as additional opportunities for collaboration, that has proven effective*

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Student Learning: What Does the Research Tell Us?



- *Effectiveness of online learning demonstrated across a broad range of content areas & academic levels (undergraduate, graduate, professional)*
- *Hybrid vs online in same study produced the same learning outcomes*
- *Online learning enhanced by giving learners control of their interactions & promoting learner reflection*

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Looking Again at the Meta-Analysis



- Only 7 studies looked at semester-long online classes
- 5 of 7 were at selective universities
- Online had higher withdrawal rates, but equal learning outcomes
- Lower one-third of students did better in face-to-face

<http://ccrc.tc.columbia.edu/DefaultFiles/SendFileToPublic.asp?ft=pdf&FilePath=c:\Websites\ccrc tc columbia edu documents\332 796.pdf&fid=332 796&aid=47&RID=796&pf=Publication.asp?UID=796>

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What are the characteristics of good hybrid & online courses?

- Learners control use of course resources
- Learners reflect on course concepts and their understanding
- Prompt, informative feedback from instructor and peers
- Access to instructor explanations & demonstrations
- Many opportunities for practice
- Collaborative/interactive quality of learning experiences

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Questions & Comments?



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