HYBRID ELECTRONIC CLASSROOM: EVIDENCE DRIVEN DESIGN

Sarah M. Ginsberg, Ed.D., CCC-SLP
Eastern Michigan University

Agenda

- Hybrid electronic classrooms
- Literature
- Hybrid study
- Course design implications

Hybrid Electronic Classrooms

- Distance learning=100% online education
- Hybrid=combination of Face-to-Face (F2F) and Online experiences
  - Use online platform (Blackboard, eCollege, Course Compass)
  - Minimal university guidance
  - Little research compared to distance learning

Technology Fears

- 25-50% of adults, including university students, are "computerphobic"
- Computer anxiety is evident
  - More in lower socio-economic groups
  - In males and females
  - Across ages
- Anxiety is highest in association with high stakes, such as grades

  - (Chien, 2008; Conrad, 2002; Saade & Kira, 2007)

Social Presence

□ "The measure of the feeling of community that a learner experiences in an online environment."

  ▫ Based on 100% distance learning

  ▫ Highly correlated with increased student satisfaction

  ▪ (Gunawardena, 1995; Gunawardena, 1997; Wise, Juyu, Duffy, Del Valle, 2004)

Teacher Transparency

- Teacher 's communication gives students insight into his nature and what he is trying to accomplish through his teaching, creating a sense of transparency for students
  - Students are able to articulate teacher's philosophy and goals for education
  - Associated with student satisfaction and motivation

    - (Ginsberg, 2007a; Ginsberg, 2007b; Ginsberg, 2007c)

Hybrid Study

- Research Question
  - What contributes to student satisfaction in a hybrid format class?

- Study Design
  - Qualitative
  - 19 undergraduates
    - 10/19 had previous online course experience
  - Data = Pre & Post-course reflective essays
    - Anonymous
    - Semi-open ended

Pre-Course: Anticipation Themes

- Specific Concerns
  - Technology failures
    - "I am concerned . . . because we lose internet access in my house sometimes."

  - Faculty communication
    - "[Previous] teacher was not always monitoring the eCompanion website as closely as she should have been."

    - Past professor "hardly ever checked his email . . . It was hard to communicate with him."

  - Learning styles
    - "I am hesitant about the online portion of this class since I am an auditory learner."

Hybrid Study Course Format

- Online
  - Prior to F2F meeting
  - Read textbook chapter
 - Optional review exercises
  - 1 group activity per week

- Face-to-Face
  - 1/2 normal time, once per week
  - Focus on active learning, minimal lecture
  - Assessment activities

Post-Course: Reaction Themes

- Threaded Discussions Online
  - "I thought it was pretty cool how we could all respond to each other's comments and learn from each person's material presented."

- Teacher's Online Communication
  - "My instructor was very efficient in answering our emails. She also gave her opinion and posted follow-up questions on the online discussion."
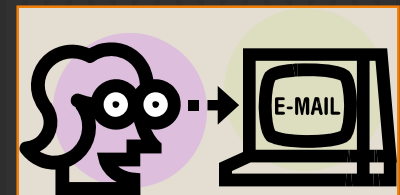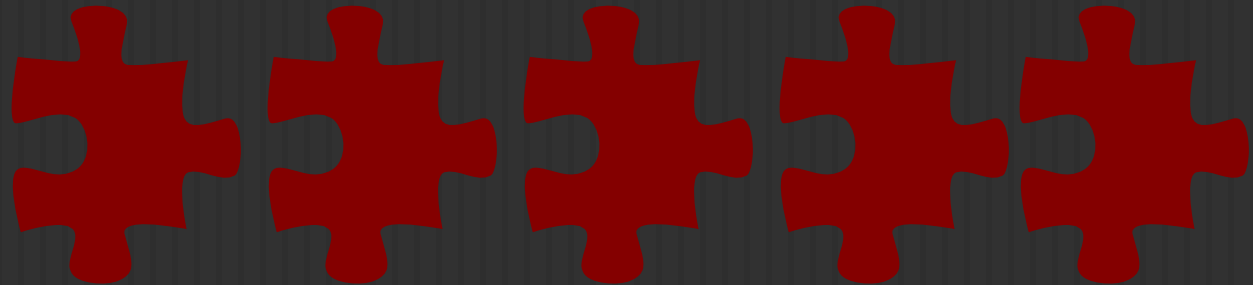
Post-Course: Reaction Themes

- Connecting Contexts
  - "We were able to take the ideas that we had from the threaded discussions and bring them into the classroom."

  - I recognized "the 'nitty-gritty' aspect of the class was taken care of in the book and online, so class was able to focus more on broad subjects and directly relate the issues to our future classrooms."

    - (Ginsberg, 2008)

Hybrid Course Design Implications

- Clear Connections Between F2F & Online
  - Create an integrated syllabus
    - Integrate learning environments
    - Show relationship between learning activities
    - Make goals, processes, deadlines clear

Sample Integrated Syllabus

	Learning Outcome	In Class	Reading	Online	Assessment
7/9	Identify relevant patient medical history info	***Normal Swallow*** *-Animated Swallow* *-Discuss swallowing explanations* (last week's material)	**Clinical Exam** Logemann p. 135-167 Pediatric Feeding & Swallowing	**Clinical Exam** -Create Case Hx (small group)	Writeboard
7/16	Conduct clinical dysphagia examination	**Clinical Exam** -Review Hx Protocols -Trial Feeding or Not -Instrumental Exam Overview	**Instrumental Exams** Logemann Ch. 3, 4, p. 168-185 Pneumonia: Factors Beyond Aspiration	**Instrumental Exams** -Video Clip practice (individual)	Mock clinical exam
7/23	Interpret instrumental exam results	**Instrumental Exams** -VFSS & FEES Practice *Quiz 1*	**Instrumental Exams** Logemann Ch. 9, 10 Rosenbek Scale Article	**Instrumental Exams** -Video Clip practice (individual) -Rosenbek Scale Drawings	Test

Critical Elements

- First Week Anxiety
  - Plan for it
    - Exploration activities
      - Low/no penalty for failure
      - Generous time frame
  - Discuss course design first day of class

  - Learning Styles
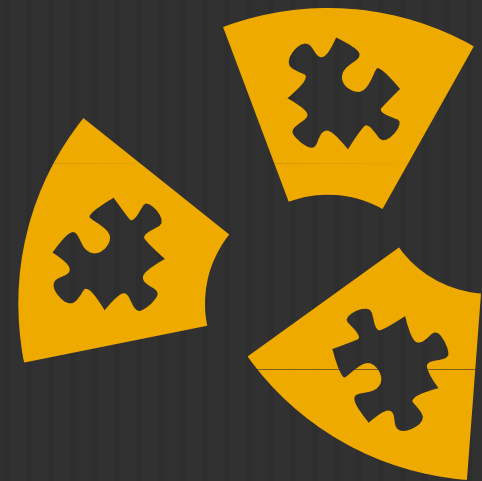   - Discuss relationship to course design

Critical Elements

- Online Component
  - User friendly navigation
  - Clearly labeled
  - Adequate tech support
  - Match syllabus labels
  - Free

- How easy is it for you to use?

Critical Elements

- Online Collaborative Learning
  - Group size
  - Group members
  - Examples
    - Virtual whiteboard
    - Threaded discussions
   - Chat Rooms

Critical Elements

- Teacher Communication Online
  - Presence in group discussions
  - Timely responses
  - Formal and informal emails
  - Feedback
  - Message length

Finally. . .

- "Without the hybrid portion of this class, our class as a whole would not have performed as well."

- Connections are Critical
  - Learning Objectives to Activities
  - Online to Classroom
  - Students to Students
  - Faculty to Students

- Thank you!
  - sarah.ginsberg@emich.edu
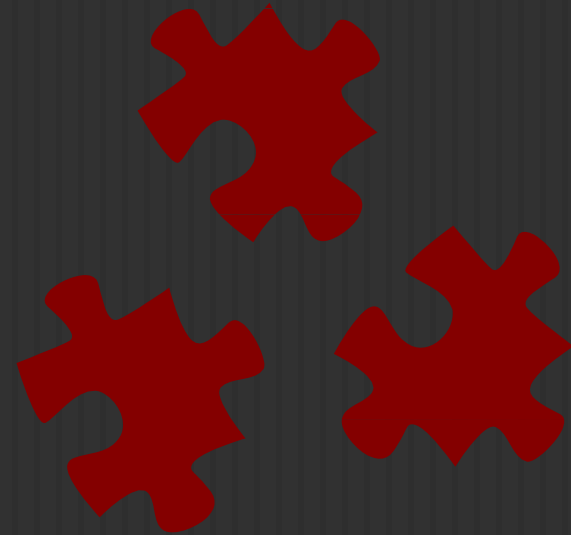
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Power-deFur & Dudding
ASHA Academic-Researcher Town Meeting 2008

- **Objective**

  This project was created in response to the shortage of qualified speech language pathologists across the country and specifically in the public schools of Virginia.

  Hampton University, James Madison University, Longwood University and the University of Virginia have teamed together to be able to provide access to an accredited Masters degree in speech language pathology through distance education technologies.

DLVE-SLP
Distance Learning in Virginia Educating Speech Language Pathologists

HAMPTON UNIVERSITY
JAMES MADISON UNIVERSITY
LONGWOOD UNIVERSITY
UNIVERSITY *of* VIRGINIA

- **Targeted Applicant**

  This project is designed for persons interested in earning a Masters degree in speech language pathology on a part time basis through online technology. "Career changers" and educators are encouraged to apply.

  This project is supported by a grant from the Virginia Department of Education, so Virginia state residents are given first priority.

DLVE-SLP
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HAMPTON UNIVERSITY

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LONGWOOD UNIVERSITY

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Organizing and implementing collaboration across four universities

DLVE-SLP
Distance Learning in Virginia Educating Speech Language Pathologists

HAMPTON UNIVERSITY

JAMES MADISON UNIVERSITY

LONGWOOD UNIVERSITY

UNIVERSITY of VIRGINIA

- Two years of planning to identify and commit to a common goal:
- Creation of a high quality collaborative graduate program that did not effect our on campus programs

VDOE planning grant critical!

Curriculum

- Realized there are multiple ways to sequence the curricula

- DLVE-SLP courses aligned with courses at each university – to be equivalent to university's program

- Each university may have additional courses

- Admission
  - Students first granted "candidacy" to DLVE-SLP
    - Affiliation with a Virginia local school district
    - Completion of prerequisite courses
  - Students then meet admission requirements of the university

- **Tuition and fees**
  - Student enrolls in his/her university's courses
  - Tuition and fees flow to each university for its cohort
  - VDOE grant pays faculty to teach course

DLVE-SLP
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HAMPTON UNIVERSITY

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- Courses taught by faculty across collaborating universities
  - No effect on faculty load in existing program
- Course belongs to DLVE and faculty member
- On-line standard course evaluation

- Clinical education
  - Grant allocates .5 FTE per 6 students to manage clinical education and advising requirements for cohort
  - First clinical experience is on campus during 2nd summer

DLVE-SLP
Distance Learning in Virginia Educating
Speech Language Pathologists

HAMPTON UNIVERSITY
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- Accreditation
  - Academic and clinical requirements equivalent to on-campus programs for ASHA
    - Each university submitted substantive change form for CAA
  - Meet state and regional accreditation agency requirements

DLVE-SLP
Distance Learning in Virginia Educating Speech Language Pathologists

HAMPTON UNIVERSITY
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LONGWOOD UNIVERSITY
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- Continuing process of collaboration
- Program directors and on-site coordinators meet 3 – 4 times/year

Technology

- Course delivery
- Access to information databases and resources
- E- Supervision
- Instructor training and support

Technology Course Delivery

- Shared platform

- Asynchronous and synchronous components

- Negotiated access by for participants

Technology

- Access to information databases and resources
  - cd-roms
  - Shared access to library systems
  - Mechanism for delivery of materials

Technology

- E-supervision
  - Live, real-time supervision
  - At a distance
  - Employing digital videoconferencing
  - Using Internet connection

DEMO

Technology

- Instructor training and support
  - Pedagogy of online learning
  - Hands on training of hardware and software
  - One year preparation and stipend
  - Ongoing support

Power-deFur & Dudding
ASHA Academic-Researcher Town Meeting 20

Sampler of technologies...

Instructional methods	Technology employed
Narrated lectures	Powerpoint™, Camstasia ™, Producer ™
Office hours	Blackboard ™ classroom, Elluminate ™
Discussion groups and journaling	Blackboard ™
Instructional videos	Camtasia ™, streaming servers
Case Study Analysis	Camtasia ™, Producer ™
Lab experiments	Camtasia ™, RLOs and produced simulations

For more information….

DLVE website www.dlve-slp.org

Carol Dudding, PI

duddincc@jmu.edu

Lissa Power deFur - Longwood Univ

powerdefurea@longwood.edu

Instructional Technology and Pedagogy:
The View From the Dark Side

Doug Martin, Ph.D.

Researcher/Academic Town Meeting

ASHA 2008 - Chicago, IL

So Why Me?

- I am a technoholic…

- Formerly Manager of Instructional Design for UCit

- Did I learn anything that could be of use to the assembled academics?

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What I Learned….

- About IT professionals…we're talking a different culture here
- About faculty interacting with IT professionals…
- About higher ed. administrators…

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Lesson #1

- 'Boys and their toys'
- '**Solutions In Search of A Problem**' mentality
- Examples?
  - Podcasting

Lesson # 2

- Leveraged investment….templates and a cautionary tail….

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Lesson #2

Lesson # 2

- Leveraged investment….templates and a cautionary tail

- **'When the only tool you have is a hammer then everything begins to look like a nail'**

- Does a 'one size fits all' mentality get us to where we want to be?

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Lesson #3

- **'…blah, blah, blah…providing a high quality educational experience…blah, blah, blah…'**

- Does quality matter and are we hitting the target?
  - Do we really know?
  - Do we really care?

- Maybe in today's educational environment it matters more than it used to?

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OK, so the point is…

- **'You've got to be very careful if you don't know where you're going, because you might not get there.'**
  - Is the path to where we're going different for CSD than other disciplines?
  - Are we prepared to get there?
  - Do we need help, who's going to provide it and what should we expect?
  - Where do we go from here…

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