

Hybrid-Course Students at NAU End-of-Course Results

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Total N = 149

Freshman n = 29

Sophomore n = 38

Junior n = 28

Senior n = 21

Graduate n = 16

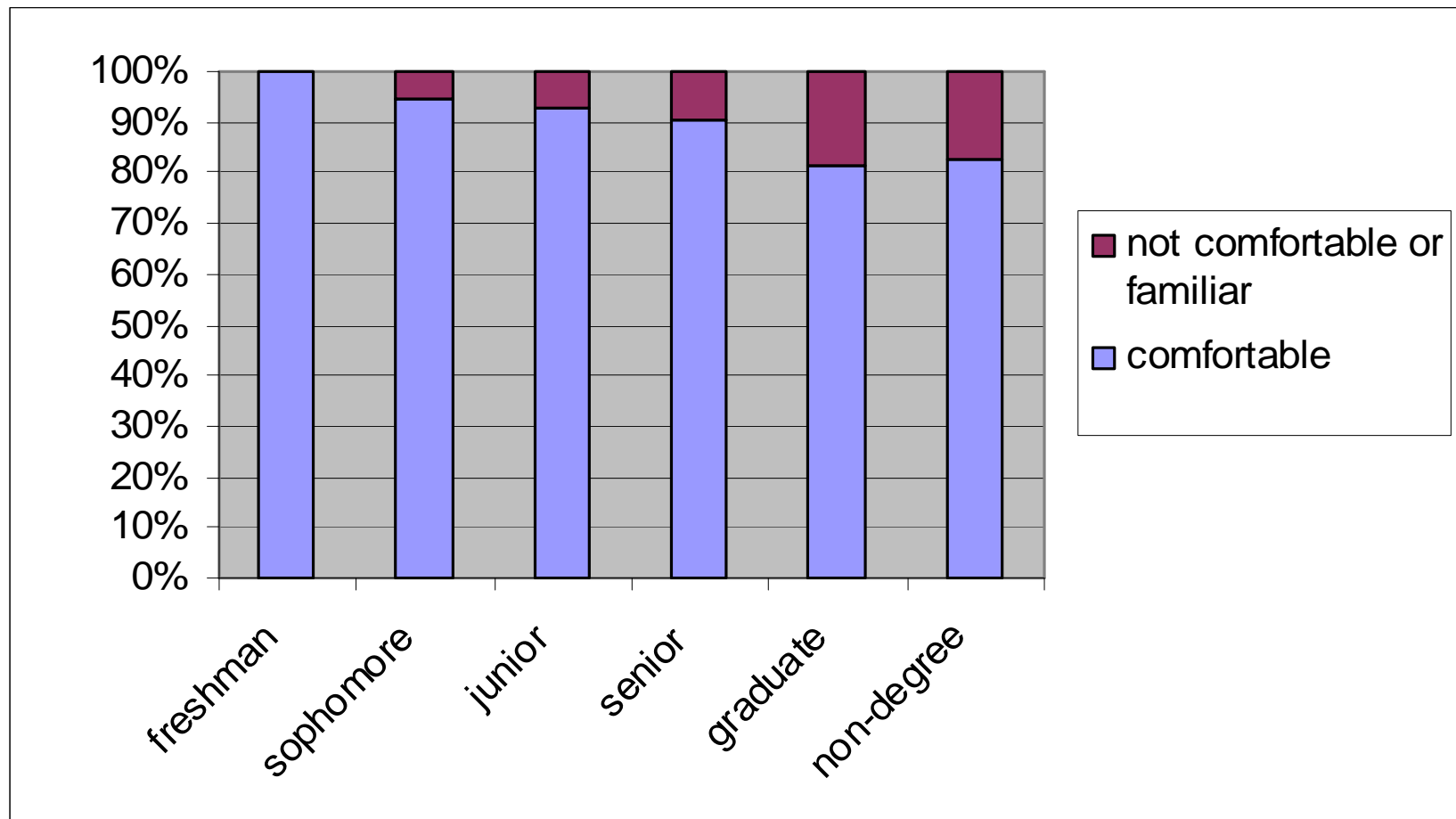
Non-degree

seeking n = 17

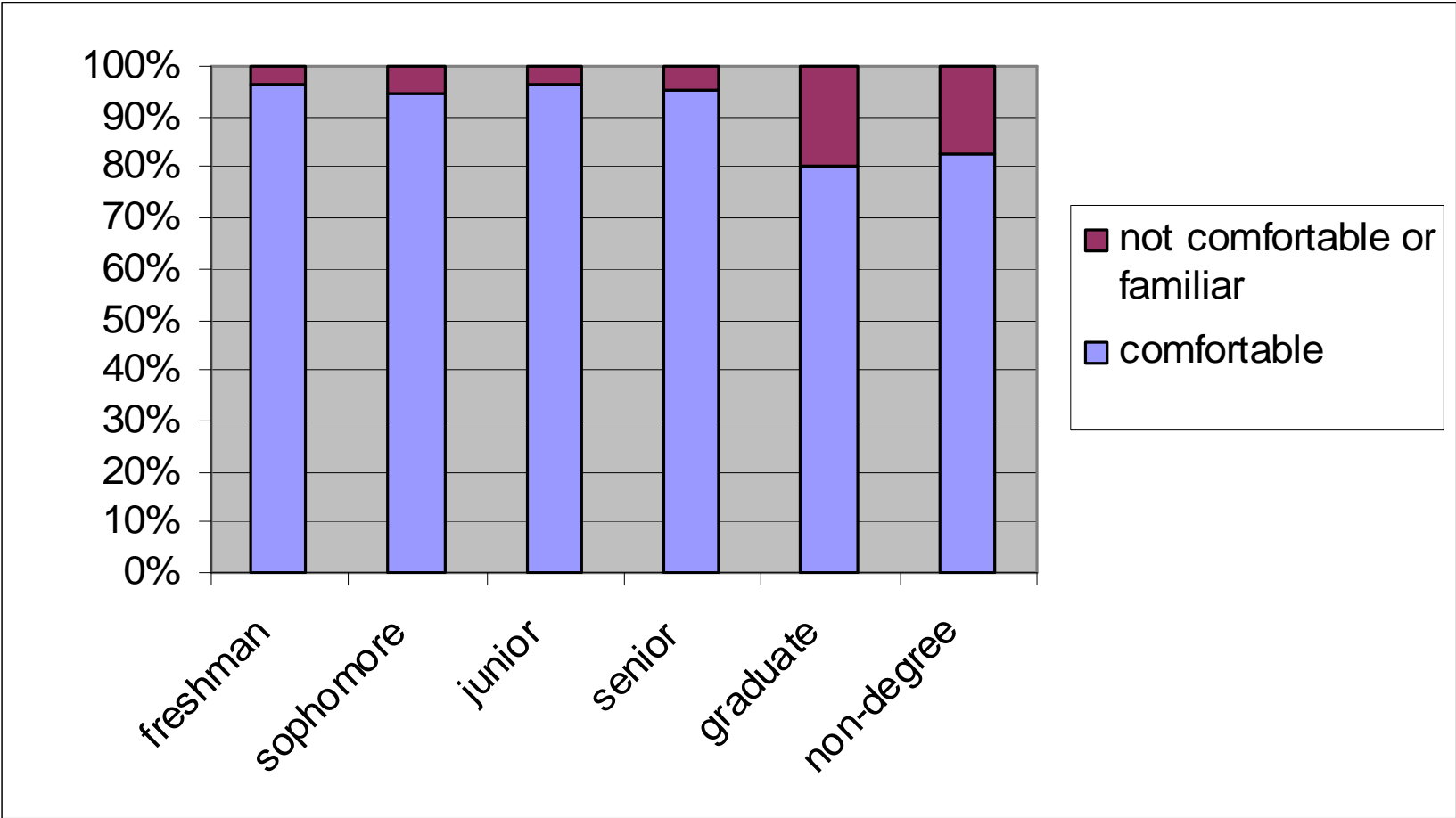
Purpose of the Survey

- Increased technological skills for online learning (comfort level with technology)
- Change in learning preferences (perception of effective university-level learning)
- Change in learner autonomy (opinion of teaching/learning responsibilities)

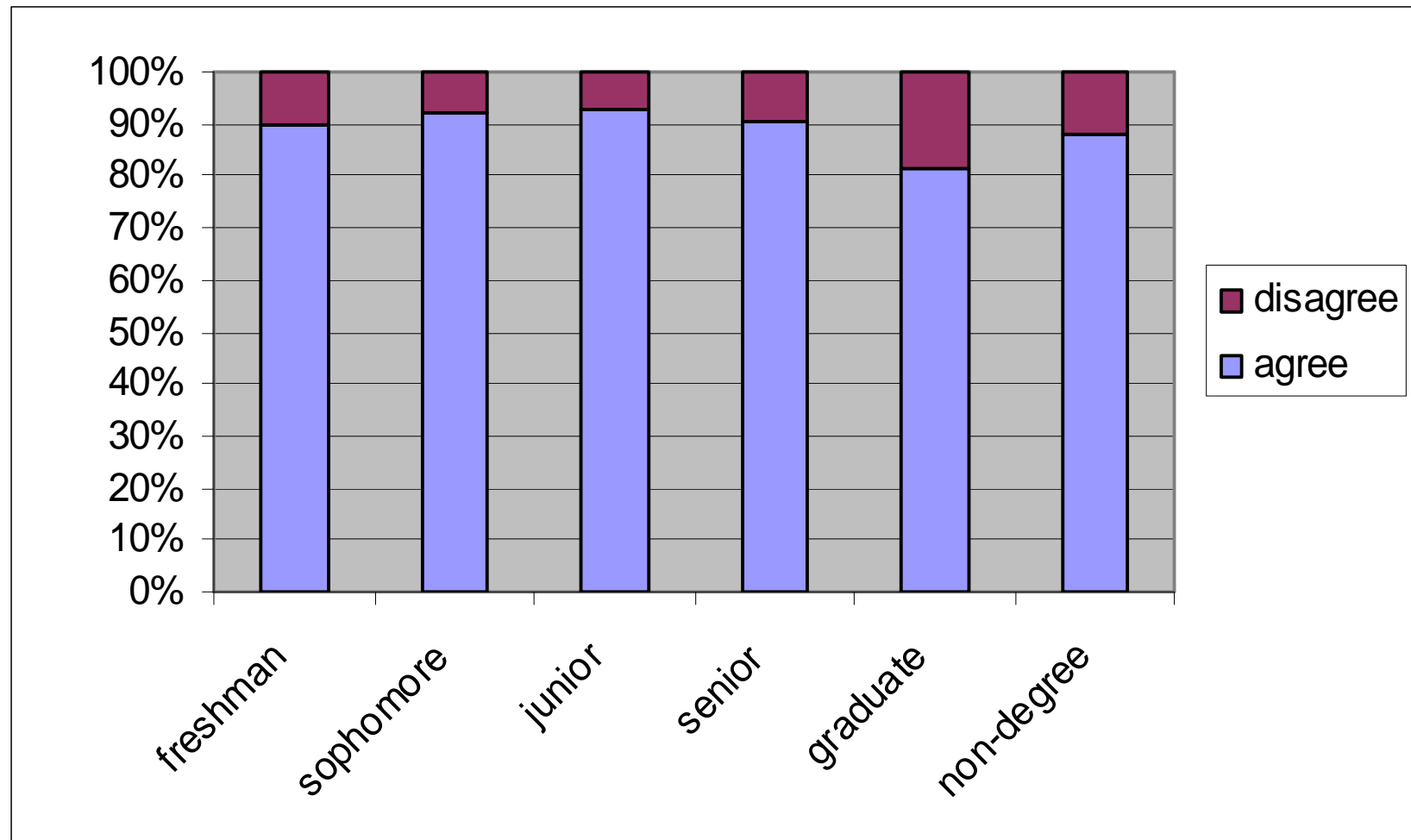
Comfort level with sending attachments



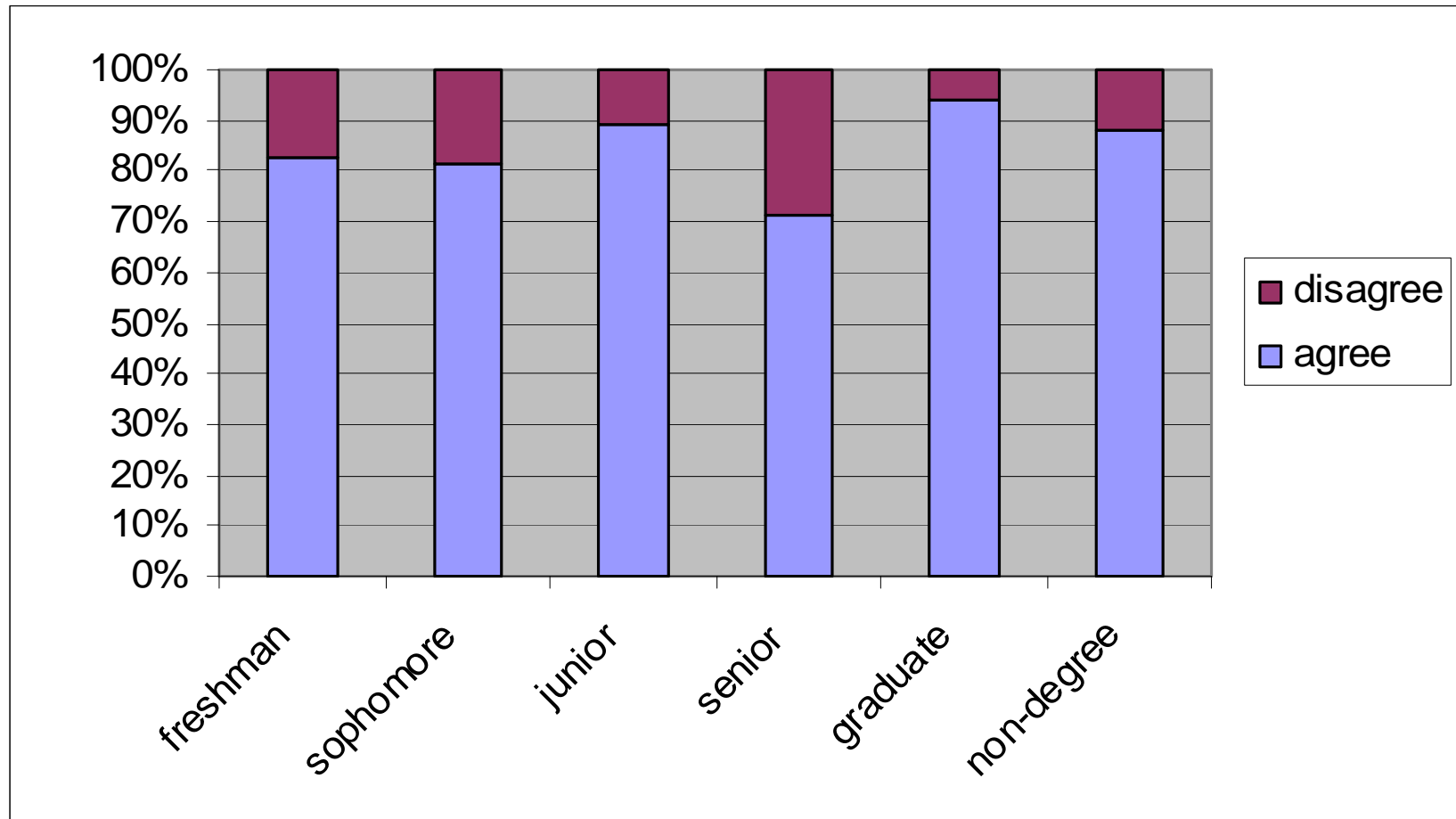
Comfort level navigating a website or course that is online



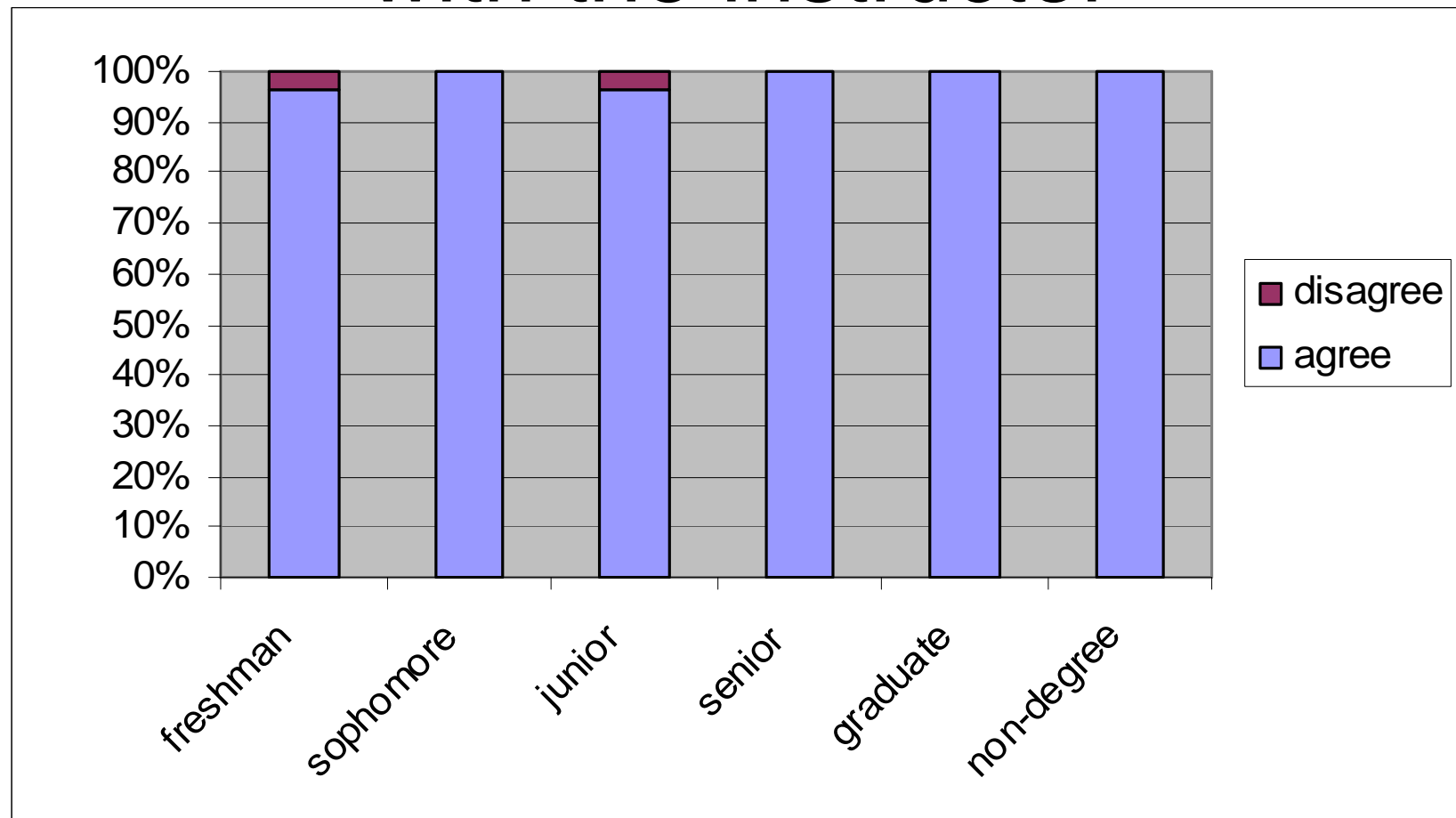
Learning university-level course content is effectively done through lectures



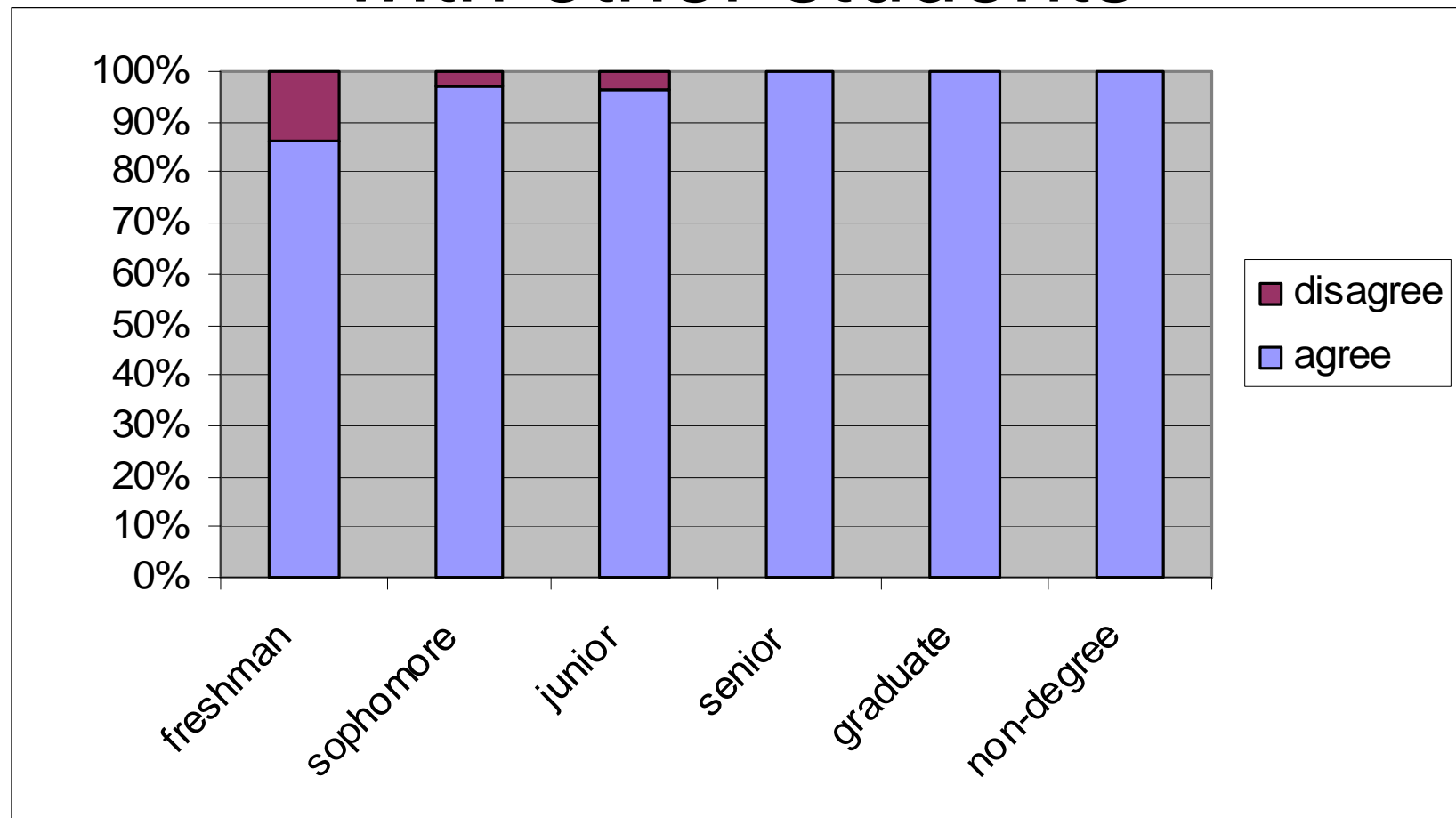
Learning university-level course content is effectively done through reading



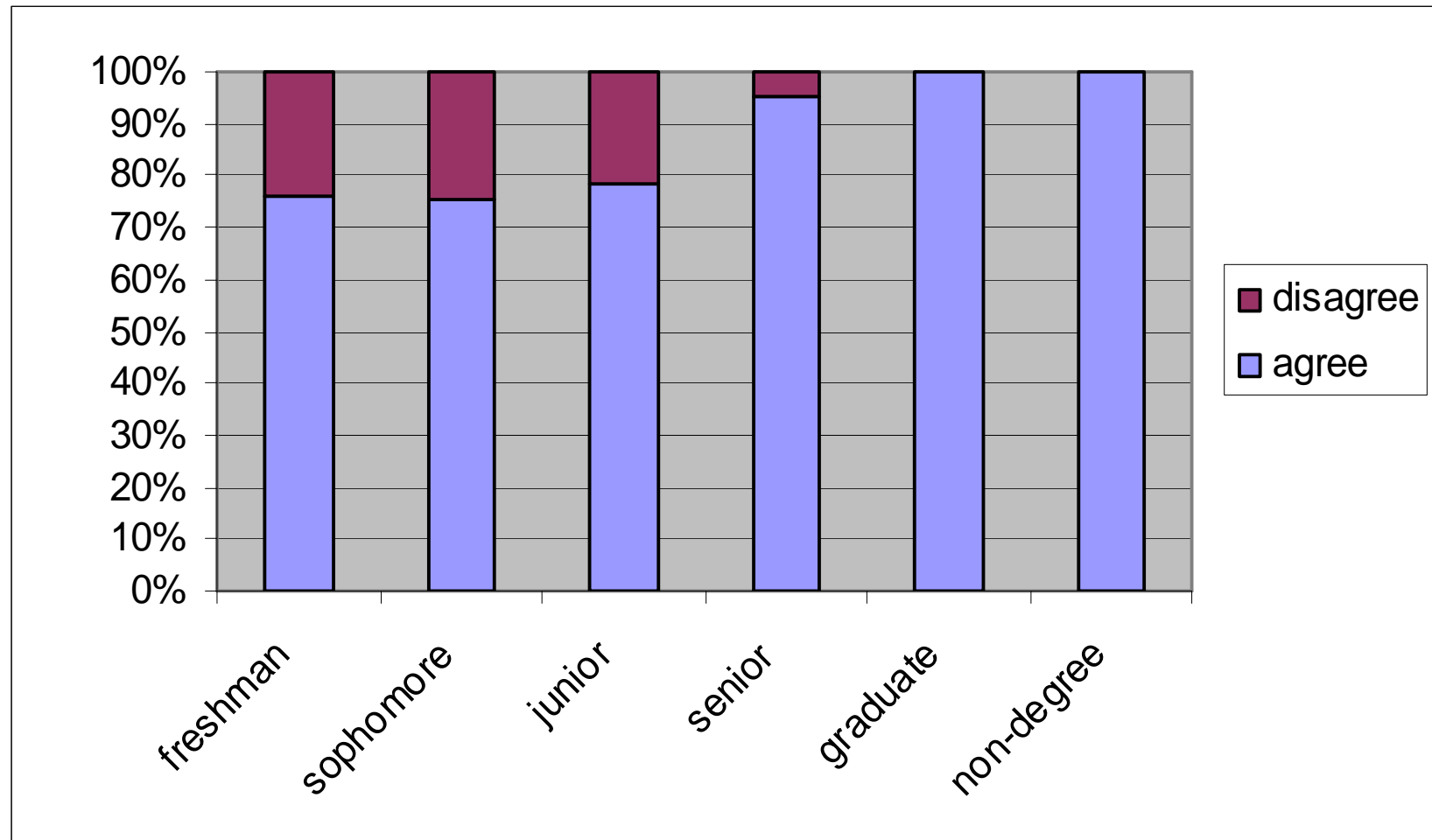
Learning university-level course content is effectively done through discussions with the instructor



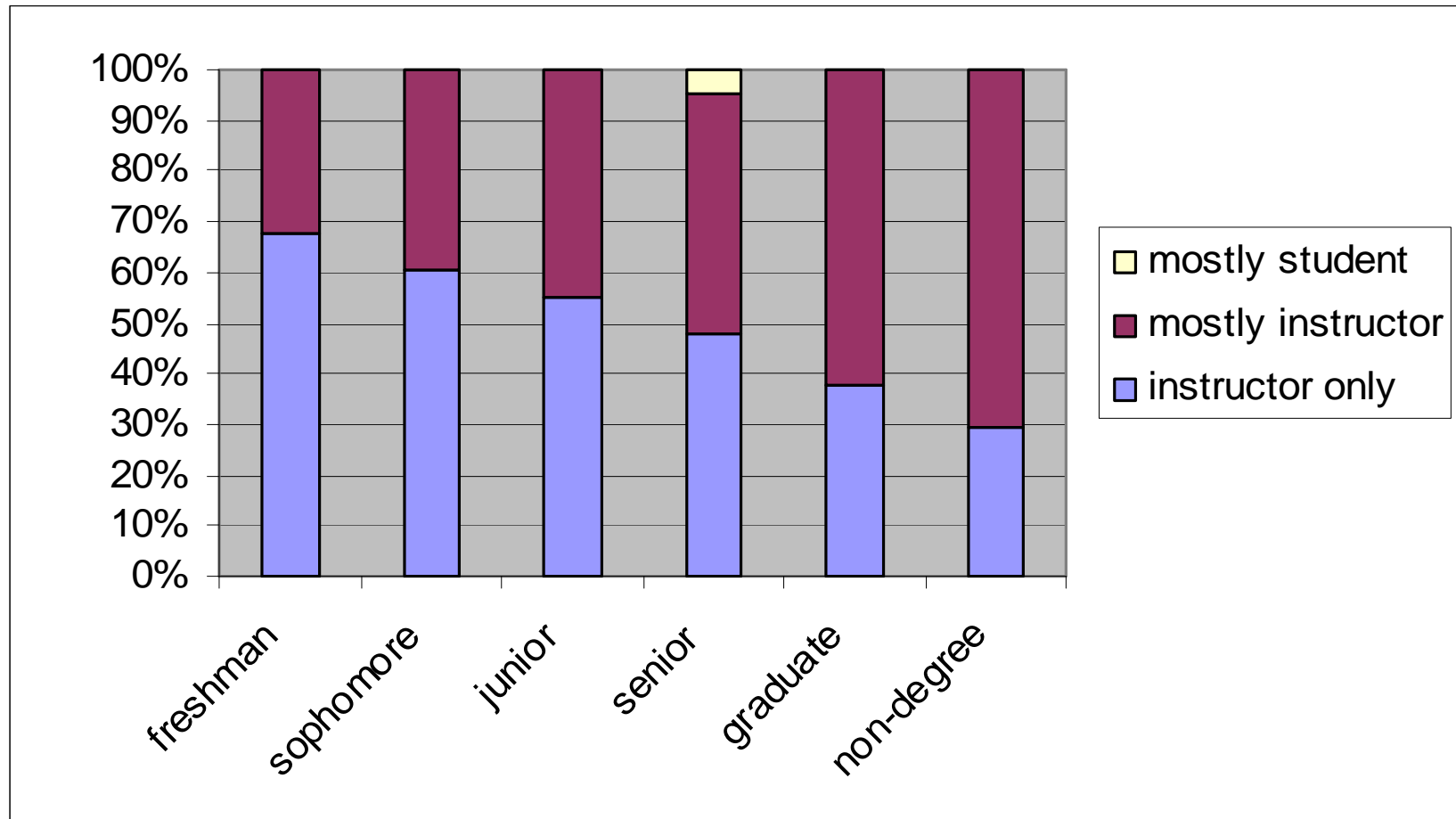
Learning university-level course content is effectively done through discussions with other students



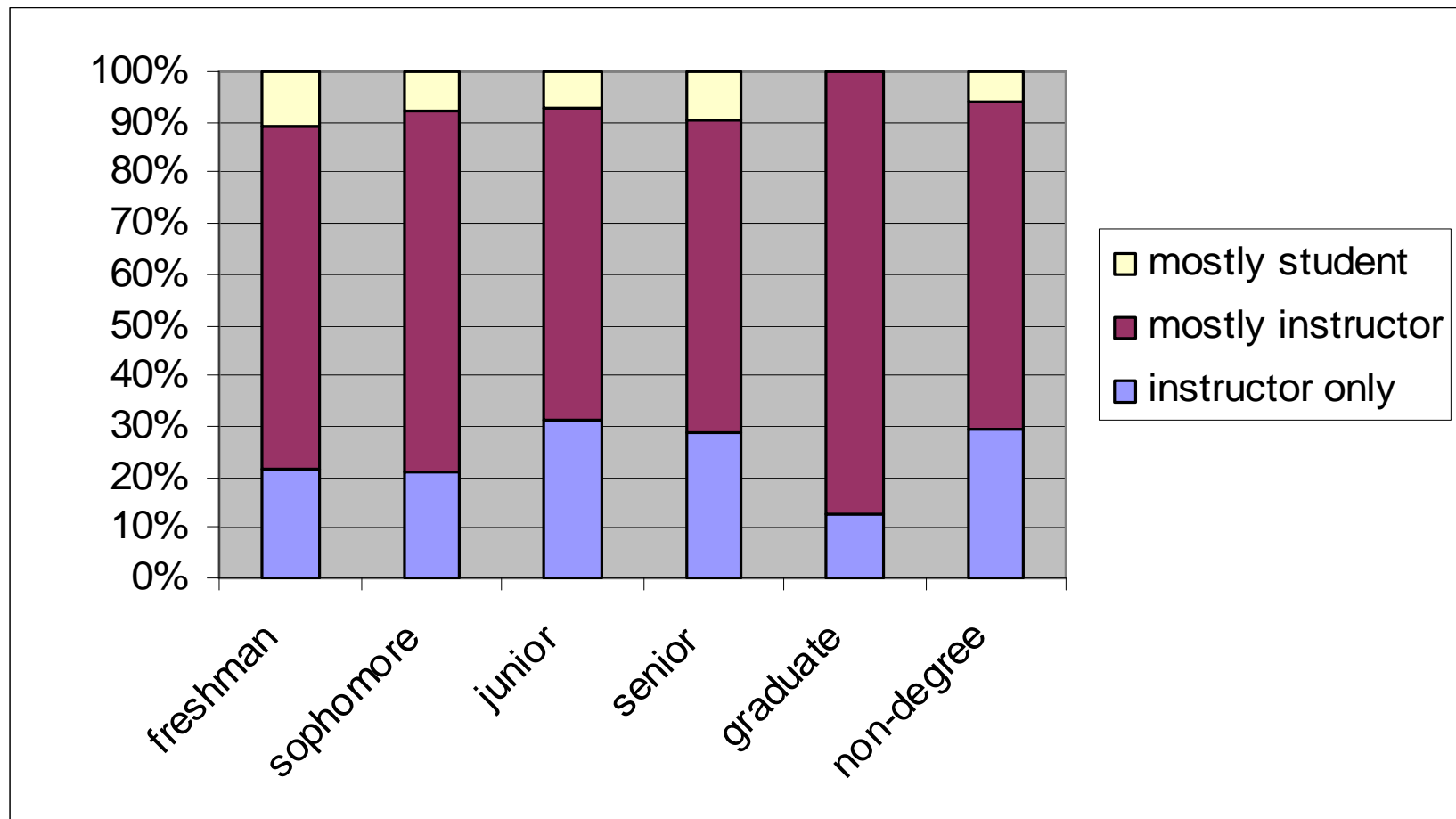
Learning university-level course content is effectively done through group projects



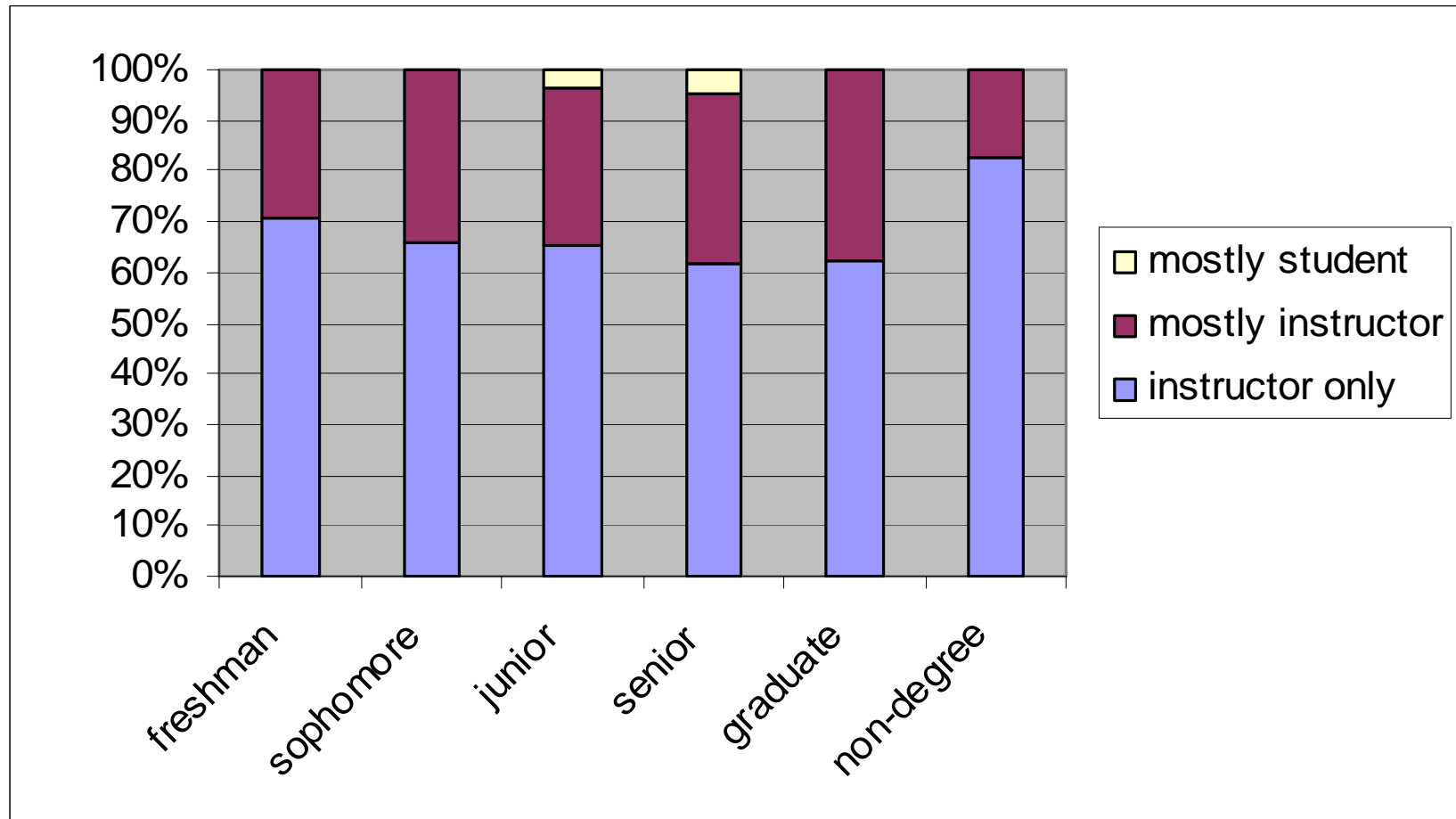
Who is responsible for presenting course content?



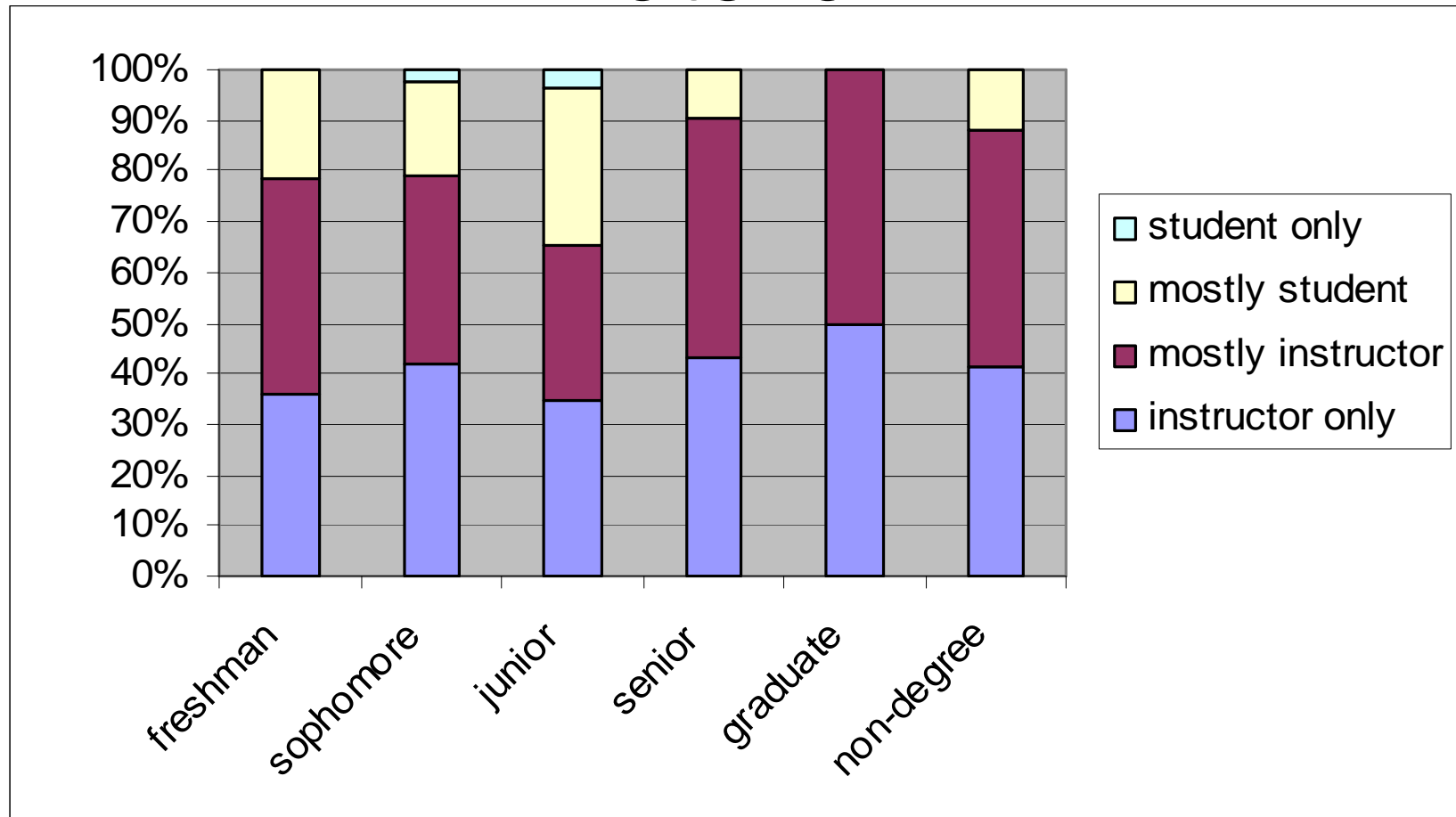
Who is responsible for moderating/leading discussions?



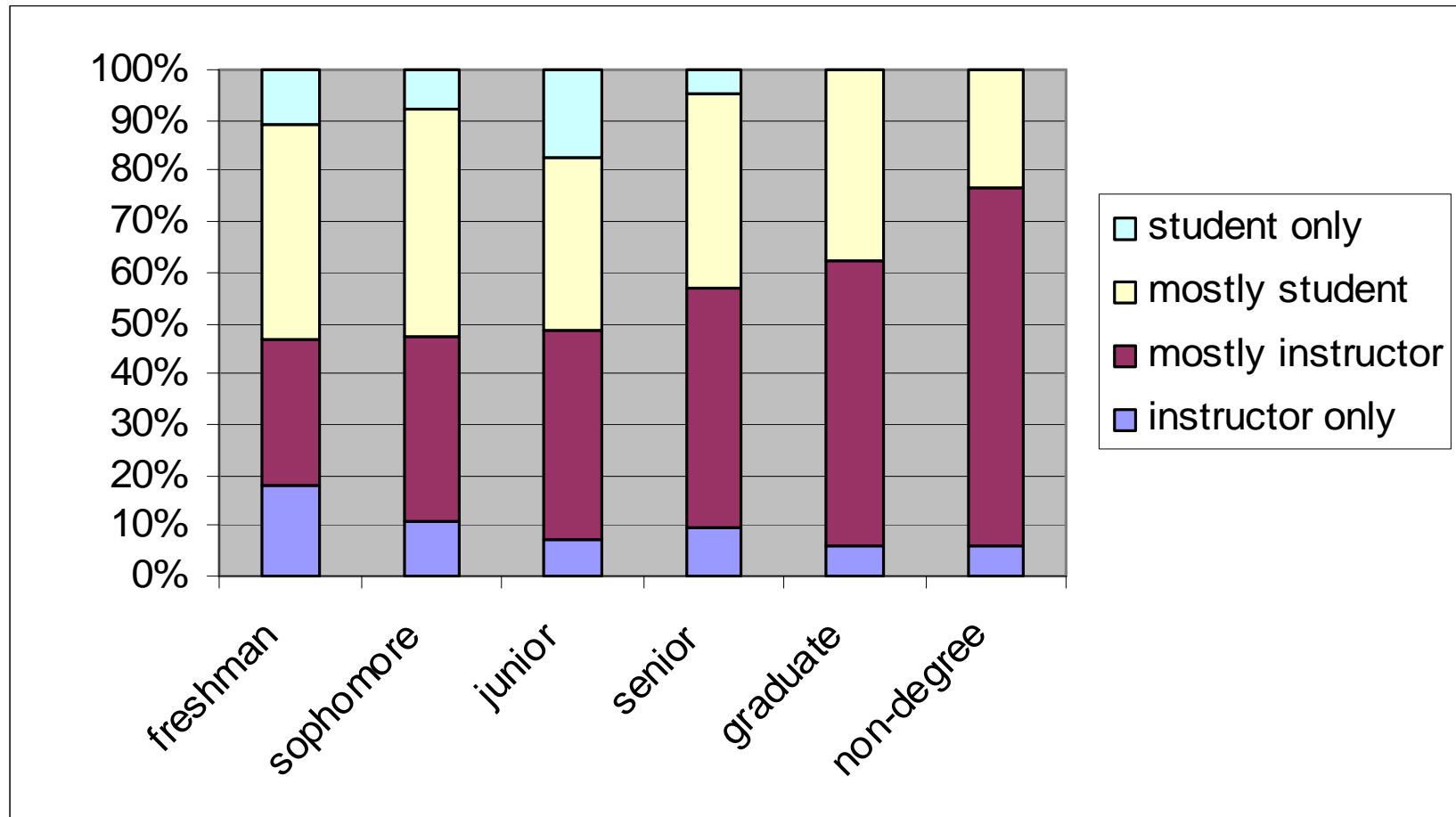
Who is responsible for coming up with course assignments?



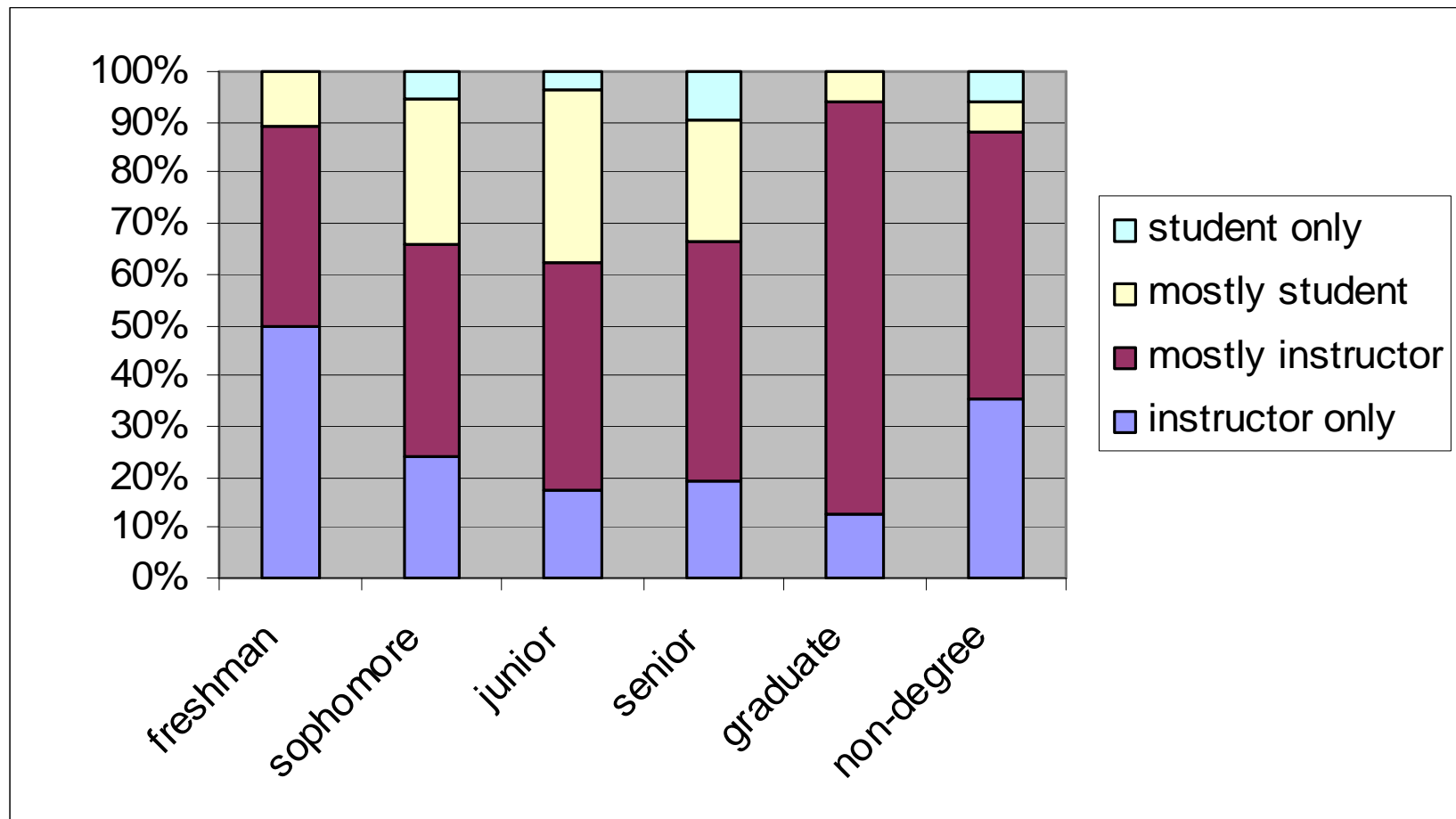
Who is responsible for preparing questions about course content and material?



Who is responsible for evaluating course effectiveness?



Who is responsible for evaluating student learning?



Summary of Findings

- Students' technical skills needed for online learning increased for most groups.
- Students' perception of lecture effectiveness decreased slightly, while reading effectiveness increased slightly.
- Students' perception of discussions with peers and group projects increased greatly except in the Freshman group.

Summary of Findings con't.

- Little change in students' perceptions of teaching/learning responsibilities, indicating that they still are not ready for autonomous learning models.
- Online and hybrid teaching should implement and encourage student-centered methods to a greater extent so that NAU students continue to develop as autonomous life-long learners.

A SPECIAL THANKS TO...

Dr. Jim Pinto, Economics

Dr. Jim Reed, Sociology

Dr. Tom Rogers, Construction Management

Dr. Jeff Shamatha, Math Education

And their students