

Today's Panelists

Faculty Panel

- John Strong, Department of Religious Studies
- Michele Williams, Department of Psychology
- Lora Hobbs, Department of Religious Studies

Missouri State Online Staff

- Gary Rader, Director for Missouri State Online
- Nancy Gordon, Instructional Designer
- Mike Fisher, Production Manager

Why Blended/Hybrid vs. another format?

- **Current Trends and Research**
 - Blended modes of learning provide optimal opportunities for student engagement
 - Blended course design can create a more effective and engaging learning environment.*
 - Blended Courses = Proven Benefit to Students and Faculty

* Levesque-Bristol (2009). Motivation in the Classroom: Self-Determination Theory as a Framework to Design Effective Learning Environments. FCTL presentation, 2009.

Engaging Students ...

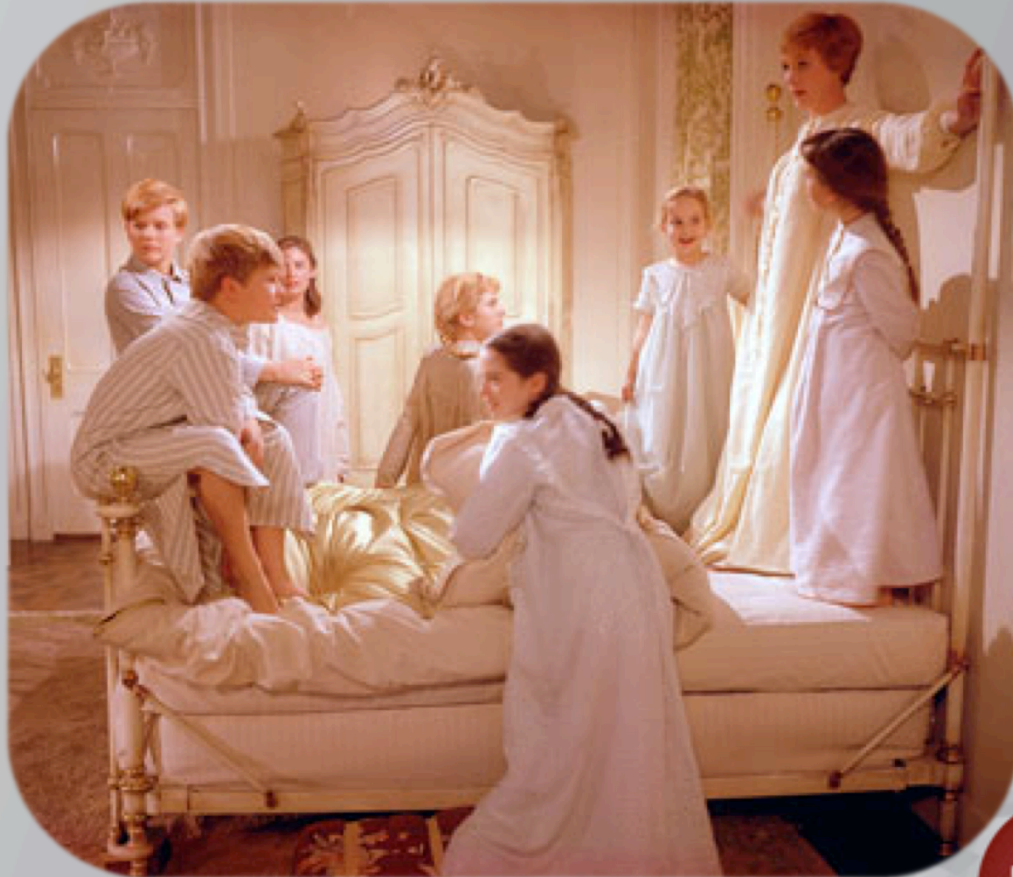
Goals and Outcomes of Hybrid Courses: REL 101 and 570/675

John T. Strong
Religious Studies

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A few of my favorite things ...

- General Education!
- Teaching students to be CURIOUS!!



Challenges and Goals ...

- Challenges:
 - I wanted to do a better job in promoting curiosity
 - Lectures were one-sided (and other issues with logistics)
- Goals:
 - Create more two-way interaction in class
 - Promote CURIOSITY!

Approach to a Hybrid Class...

- Face-to-face class: Tuesdays
- Lecture segments/podcasts via Blackboard
 - Weekly quizzes (32% of the grade)

Approach to a Hybrid Class:

Tuesdays ...

- REL 101: Group discussion
- REL 570/675: Learning Communities

In each case:
The classroom discussion was designed to
connect with the online lecture segments

Approach to a Hybrid Class:

Online Lecture Content (replacing Thursdays) ...

- Online “lecture segments” (e.g., “podcasts”)
- Weekly or bi-weekly quizzes over this material

Approach to a Hybrid Class ...

Course Schedule

This schedule guides you only as follows:

- It tells you which session(s) you should be accessing on a given week
- It tells you when exams and aspects of your term paper will be due

Date—Week Of:	To Be Discussed in the Tuesday Class Period of this Week	Session Topic for this week (see the folder on the course web page)	To Be Turned In This Week
January 11	Intro to the class	Geography	
January 18	Geography	History of Ancient Israel	
January 25	History of Ancient Israel	Writing in the Ancient World	
February 1	Gen 1 and 2 (item #1 of the "Authorship Worksheet")	Deuteronomy	Term paper topics to be due February 2 nd .
February 8	Worksheet on Deuteronomy	Deuteronomistic History	
February 15	Deuteronomistic History	Joshua and Judges	
February 22	The Judges Cycle	Ancient Near Eastern Literature: The Cosmos, Kingship, and the Good Life	
March 1	First Written Exam	Introduction to the Priestly Literature	Term paper bibliography is due, Thursday, March 4 th .

Please note: The week of March 1 is busy with items due—specifically the first written exam and your bibliographies. Also, the lecture segments for this week run long (about 2 hours), since it will not take the full 50 minutes to complete the written exam. For these reasons, the quiz over the Introduction to the Priestly Literature will not be until March 19–22nd. Be aware that there will be two online quizzes that weekend, one

Approach to a Hybrid Class ...

Blackboard Folders ...

The screenshot shows a Blackboard Academic Suite interface. The browser tabs include 'Blackboard Academic Suite' and 'REL 101 - Palestine-TerrainCl...'. The page header features the Missouri State University logo and navigation links: Home, Help, and Logout. The left sidebar contains a 'My Blackboard' section with buttons for Announcements, Course Information, Course Documents, and My Grades. Below this is a 'Tools' section with links for Communication, Course Tools, Course Map, Control Panel, Refresh, and Detail View. The main content area displays the course title 'REL570-REL675-SP10-001: ARCHAEOLOGY AND THE OLD TESTAMENT/HEBREW BIBLE (REL570-REL675-SP10-001)' and the breadcrumb 'COURSE DOCUMENTS > THE MIDDLE BRONZE AGES'. The course title is followed by a folder icon and the text 'The Middle Bronze Ages'. Below this, there are four items listed: 1. 'Students Guide to the Lecture Segments on the Middle Bronze Ages' with a link icon and '(32.49 Kb)'. A red arrow points from this item to a callout box labeled 'Link to students guide'. 2. 'Reading Assignments:' with a link icon and 'Link to Mazar, "Fortifications" (10.809 Mb)'. A red arrow points from this item to a callout box labeled 'Reading Assignments'. 3. 'Powerpoint Presentations from the Lecture Segments on the Middle Bronze Ages' with a folder icon. A red arrow points from this item to a callout box labeled 'Powerpoint Slides'. 4. 'Quiz 03 Announcement' with a link icon and '(21.835 Kb)'. A red arrow points from this item to a callout box labeled 'Quiz announcement / information'. The text of the items includes: 'The lecture segments in this Students Guide total 150 minutes, which equals the equivalent of two weeks of lecture time. Thus, the materials in this folder will cover two weeks of course work. Please refer to the Course Schedule.' and 'Note: If you right click on the link, and choose "Open in a new window", the Students Guide will open in a new browser window, so that when you click on one of the lecture segment links, you will have more room to see the powerpoint slide.' and 'Mazar, pp. 151-227. This will be due for the first Tuesday class period, when we are covering the Middle Bronze Age. In addition, read the article, also by Amihai Mazar, "The Fortification of Cities in the Ancient Near East." See the link above. We will discuss this the second Tuesday class period, when we are covering the Middle Bronze Age.'

Link to students guide

Reading Assignments

Powerpoint Slides

Quiz announcement / information

Approach to a Hybrid Class ...

Students Guides ...

Missouri State University
John T. Strong
REL 570/675 – Archaeology and the Hebrew Bible

Guide for the Segments on
The Late Bronze Era

View the following segments:

Please note: On the quiz for this segment, I ask you to identify a lot of different photos and drawings—more than usual (e.g., what are they, where do they come from, their significance, etc.). Study the pictures presented in the powerpoint presentations to be prepared.

[Overview](#) [19:23 minutes]: As Mazar points out, after a period of large, independent city-states, Palestine was dominated by Egypt. This domination is reflected in the archaeological record.

- Demographics: I want to focus on Mazar's comments regarding the occupation of unwall cities during this period, especially as it compares with the situation during the MB IIB–C period.
- Be able to define Hapiru and Shasu
- Identify examples of Egyptian domination
- Who are the Sea Peoples?

[Temples](#) [28:42 minutes]: Temples in the Late Bronze Era show continuity with other, earlier temple styles seen in Palestine, but also reflect situation of that era.

Link to the segment

Thesis of the segment

Bullets point out study details

Quiz information

each of these segments on C

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Approach to a Hybrid Class ...

Mediasite Lecture Segments ...

Blackboard Academic Suite

Ur: The Shrine of Nanna

Slide 36 of 47

powered by mediasite

Guest lecturer on tabloid journalism in the ANE

Segment Title

Segment Thesis

Ur: The Shrine of Nanna

Dr. John T. Strong

Ur was the political capital of the Ur III kingdom, and has preserved 1) one of the best examples of a ziggurat, and 2) stunning evidence of the riches of the royal families during this time, found in the royal tombs.

2/5/2010 3:52 PM CST

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Assessing the course ...

- Student Evaluations
- FCTL Assessment: Student Motivation

Encourage student engagement
in order to foster
CURIOSITY!

FCTL Assessment ...

Example item:

Students felt competent to have "... serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values."

FCTL Assessment ...

Example item:

Students felt that they worked “... harder than you thought you could to meet an instructor’s standards or expectations.”

FCTL Assessment ...

Example Item:

Students came to class prepared, having read their readings and completed the assignments

My Experience ...

- Boat-load of work!
- Student engagement was increased, especially in REL 101!
- Student motivation was enhanced!
- Student learning was enhanced!
- Teaching students to be CURIOUS is rewarding!

Examination of the Blended Teaching Modality in large sections of Introduction to Psychology (PSY 121)

Outcomes of the delivery method on motivation and performance

Michele Williams
Psychology

Experiment 1: Background

- Two different instructors
 - Instructor A
 - Instructor B
- Each with a large blended and a traditional section of PSY121
 - $N > 100$

Experiment 1

Blended vs. Traditional Format

- Same materials available to both sections
 - Exploring Psychology PsychPortal (Worth Publishing)
- Both sections
 - 5 unit exams and a comprehensive final (600 points)
 - Extra Credit Research Participation (6 points possible)
- Blended section
 - Lost one lecture period every 2 weeks (approx. 1/3 of class lectures)
 - Assignments (265 possible points)
 - Online mastery quizzes, simulation assignments, and video discussion questions assigned for each chapter; discussion forum 4 times per semester
- Traditional section
 - Participation points based on in-class exposure and questions from video toolkit (145 points)

Experiment 1: Procedures

- Students self-selected sections without knowledge of class structure
 - Given opportunity during drop/add week to select a different section or instructor for any reason.
- Unit Exams given to each class on same day
- Administered Questionnaires to 1 blended & 1 traditional at 3 separate times
 - 1st: In class @ week 1
 - 2nd: Online @ week 9
 - 3rd: Online @ week 14

Experiment 1: Hypotheses

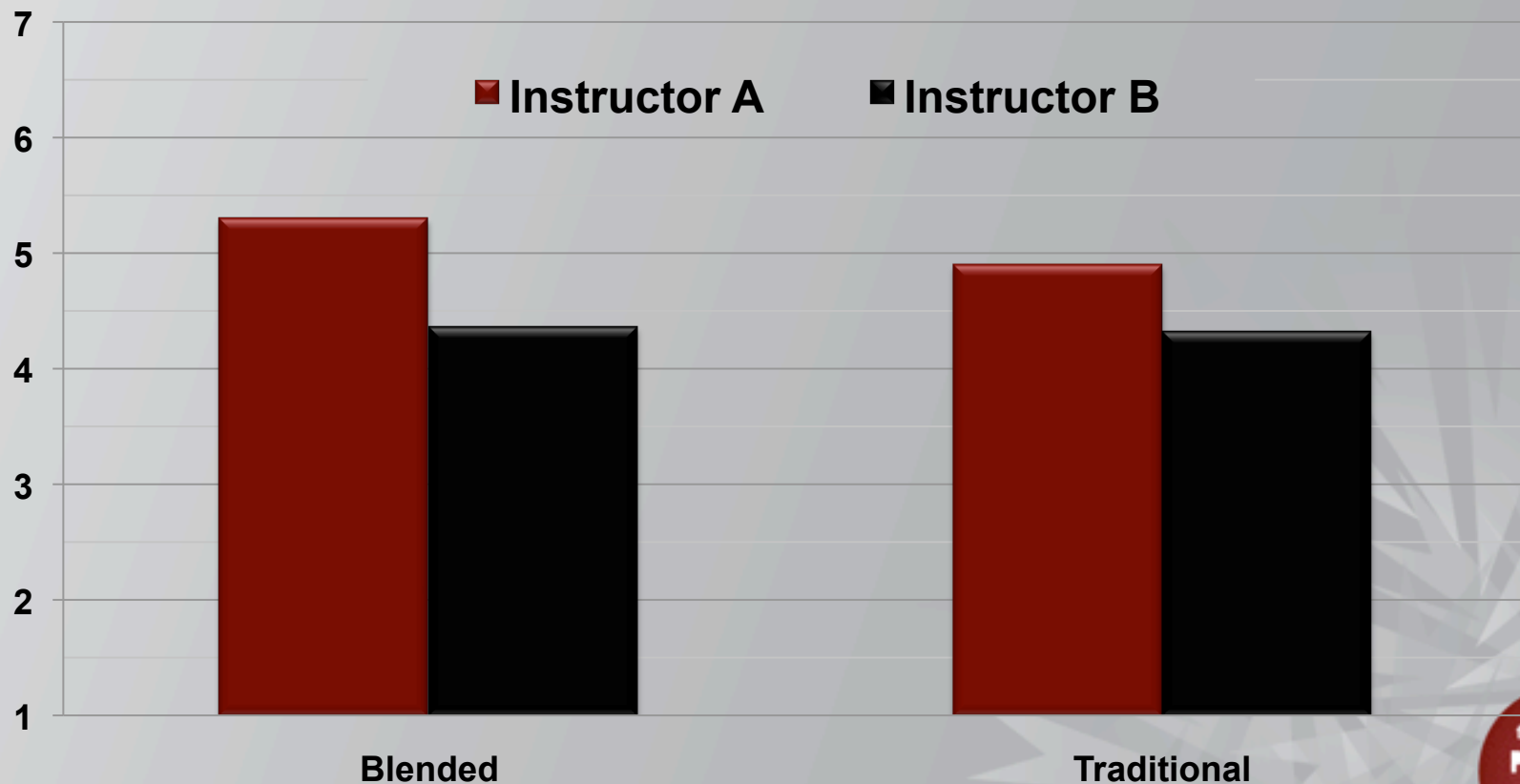
- H_1 : Students in blended course will perceive the learning climate as more autonomy supportive
- H_2 : Students in blended course will perform better, and be more engaged.

Experiment 1

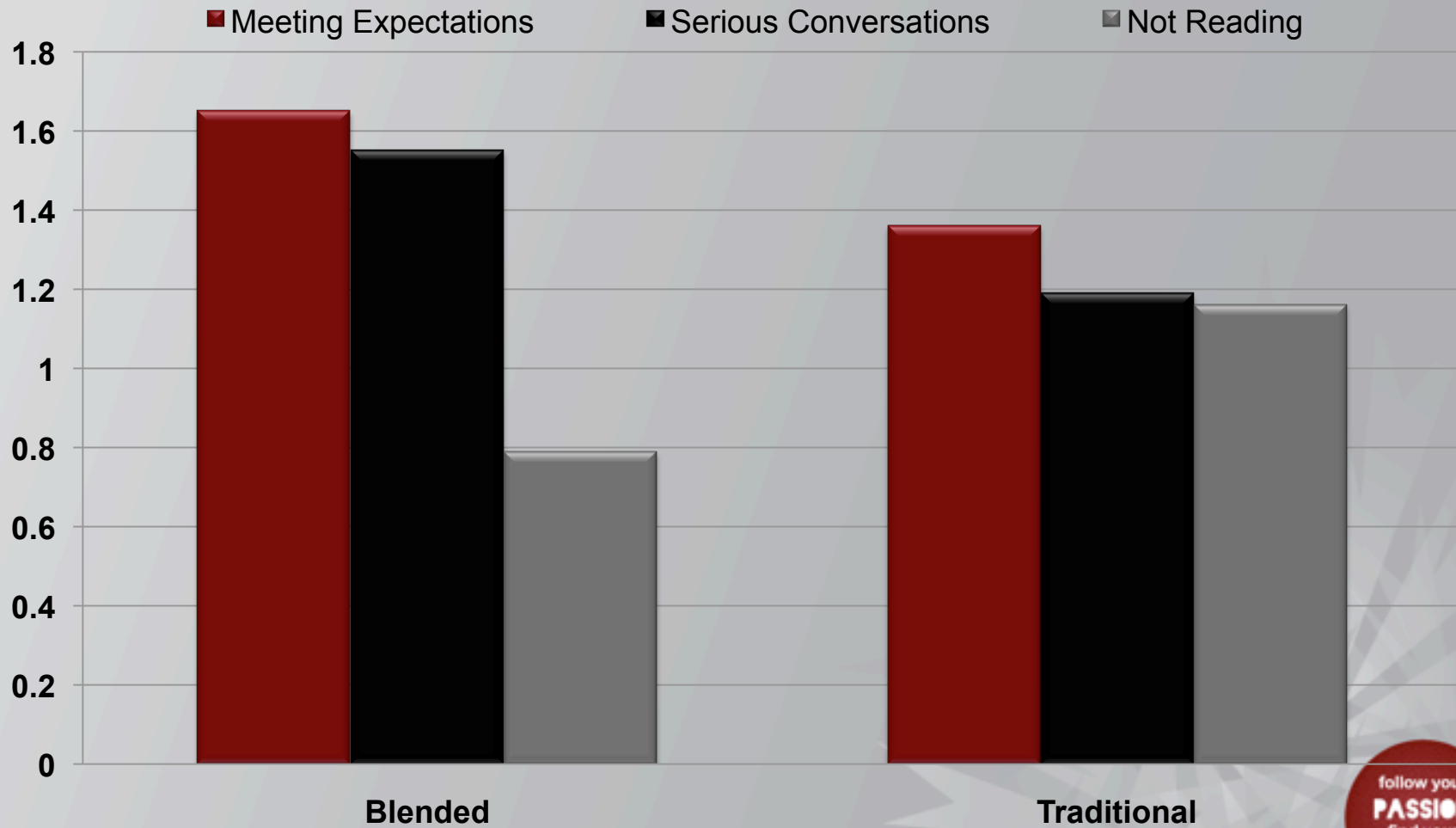
RESULTS

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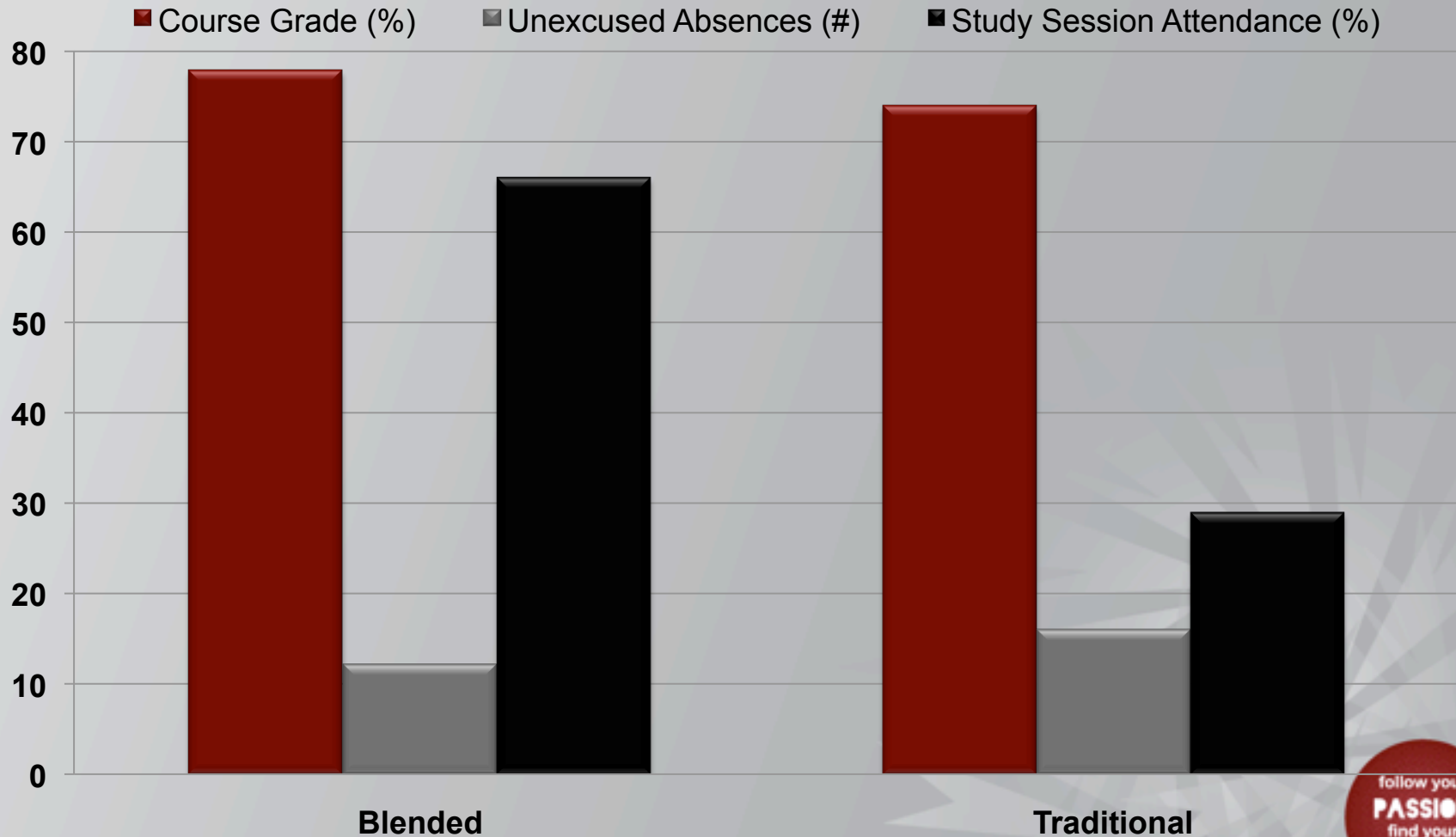
Impact on Autonomy Supportive Learning Climate



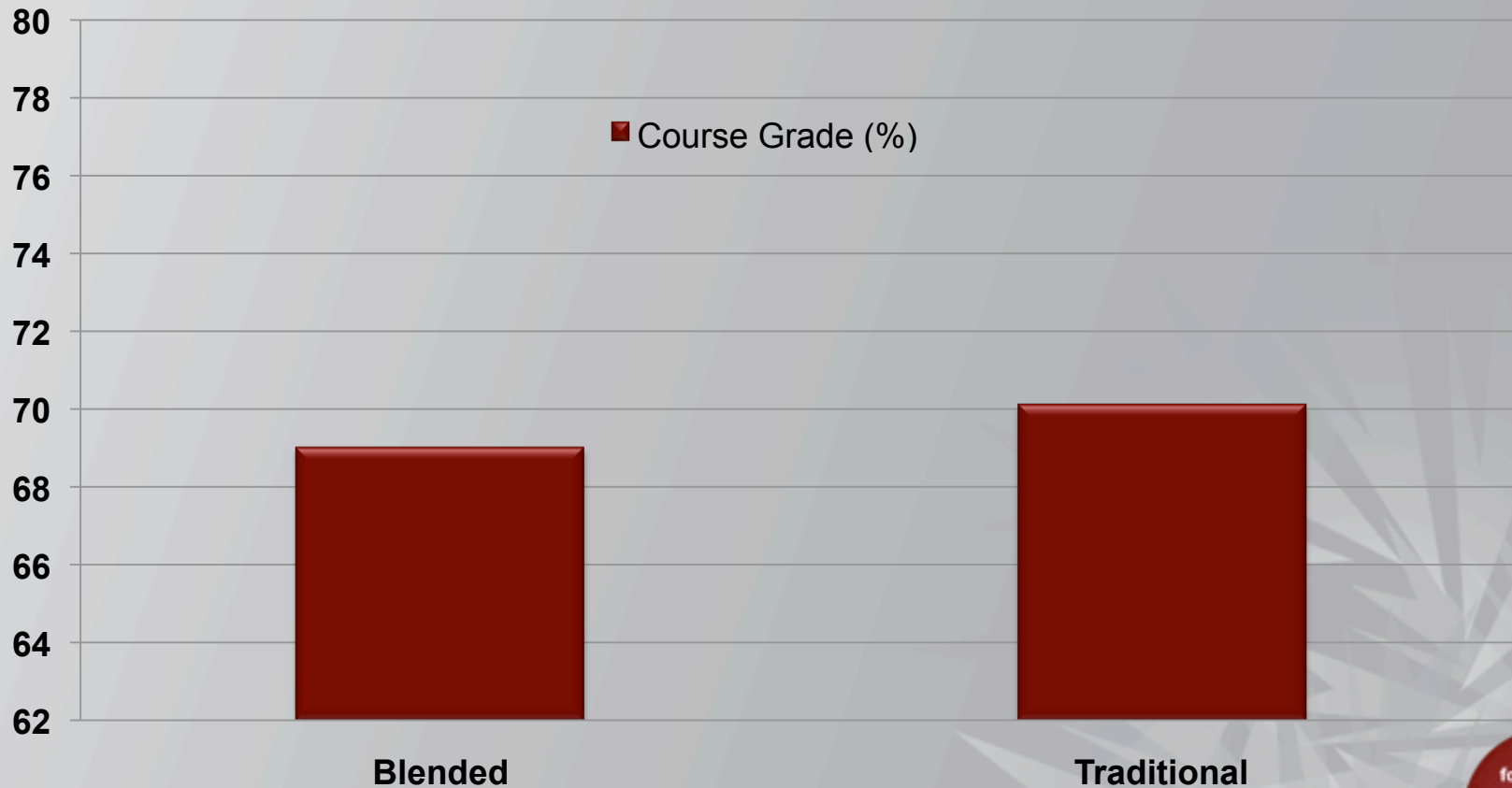
Impact on Engagement – Instructor A



Impact on Performance – Instructor A



Impact on Performance – Instructor B



Impact on Grade Distribution – Instructor A

Grade Distributions for Traditional vs. Blended PSY121

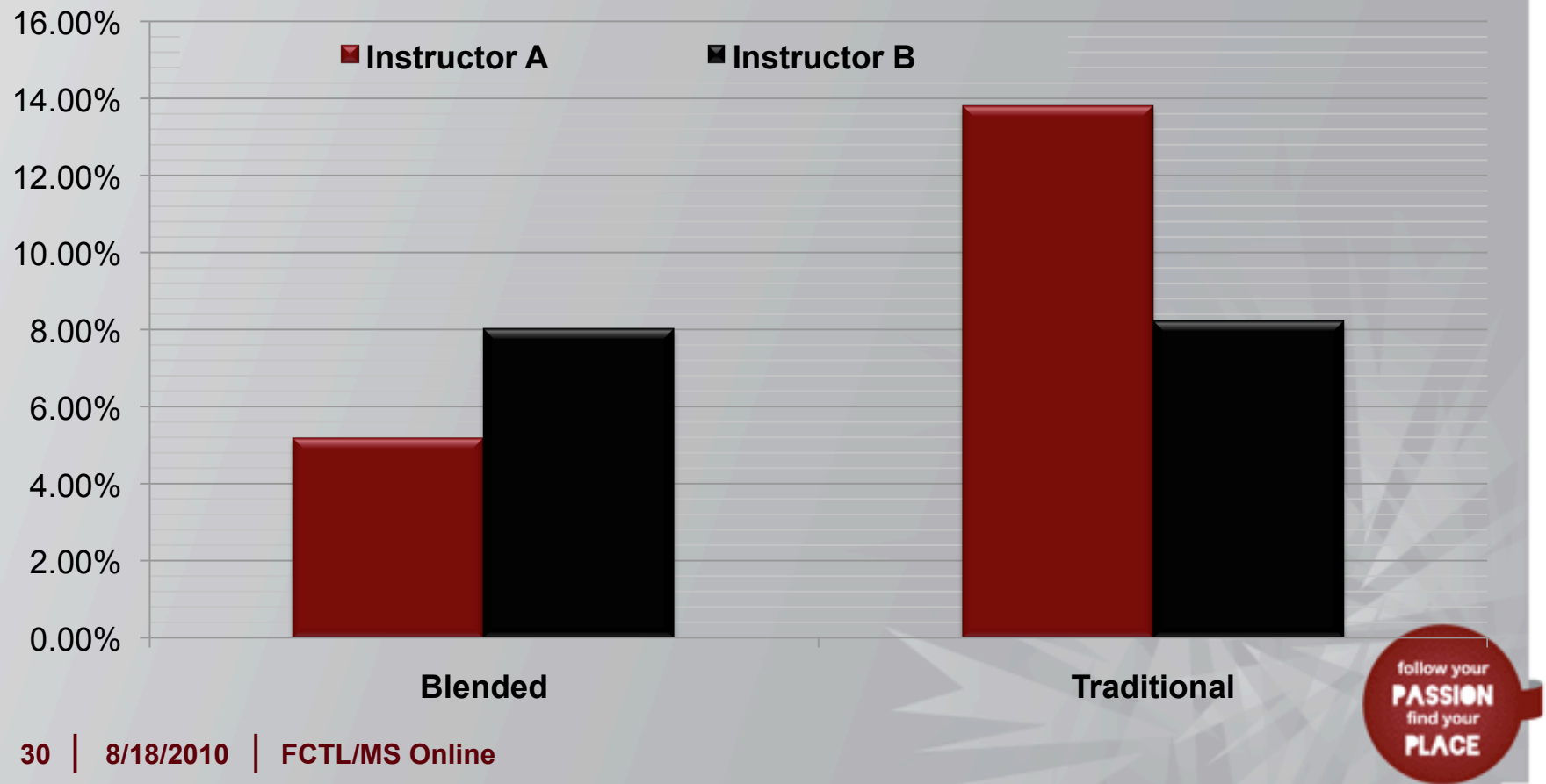
	A	B	C	D	F/N
Traditional	19 (12%)	30 (20%)	41 (27%)	35 (23%)	28 (18%)
Blended	25 (16%)	57 (37%)	37 (24%)	23 (15%)	13 (8%)
Total	44 (14%)	87 (28%)	78 (25%)	58 (19%)	41 (13%)

Impact on Grade Distribution – Instructor B

Grade Distributions for Traditional vs. Blended PSY121

	A	B	C	D	F/N
Traditional	5 (4%)	16 (12%)	17 (13%)	36 (27%)	58 (44%)
Blended	4 (3%)	20 (15%)	27 (20%)	40 (30%)	44 (33%)
Total	9 (3%)	36 (13%)	44 (17%)	76 (29%)	102 (38%)

Impact on Drop Rate – Instructors A & B



Experiment 2: Background

Comparison of 2 blended sections of PSY 121

- Fall 2010
- 1 blended section with assignments that are automatically graded (Sample size: 100)
- 1 blended section with assignments that have open-ended questions that are instructor-graded (Sample size: 83)
- Are automatically-graded assignments as effective as instructor-graded?

Experiment 2: Research Question

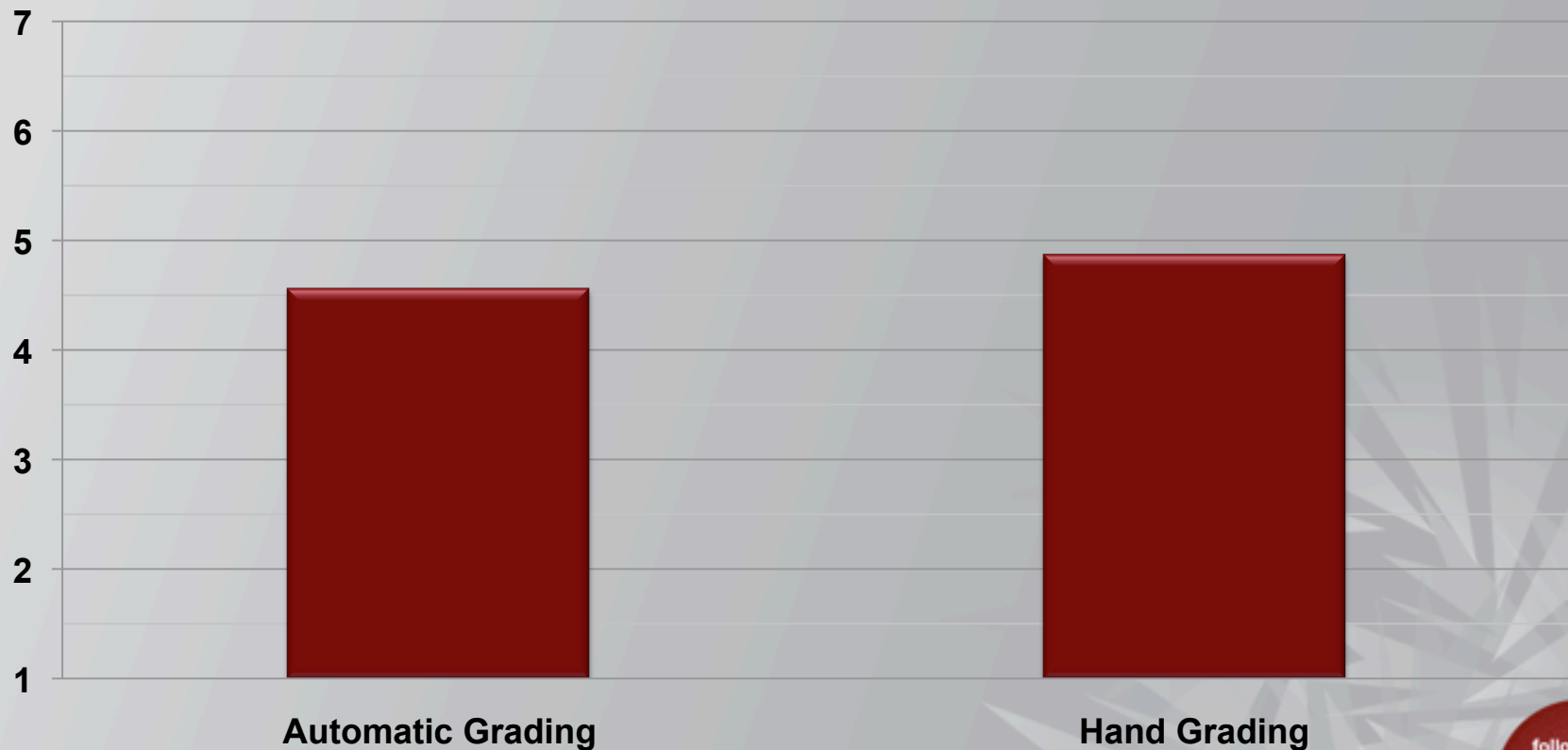
- Are automatically-graded assignments as effective as instructor-graded assignments?

Experiment 2

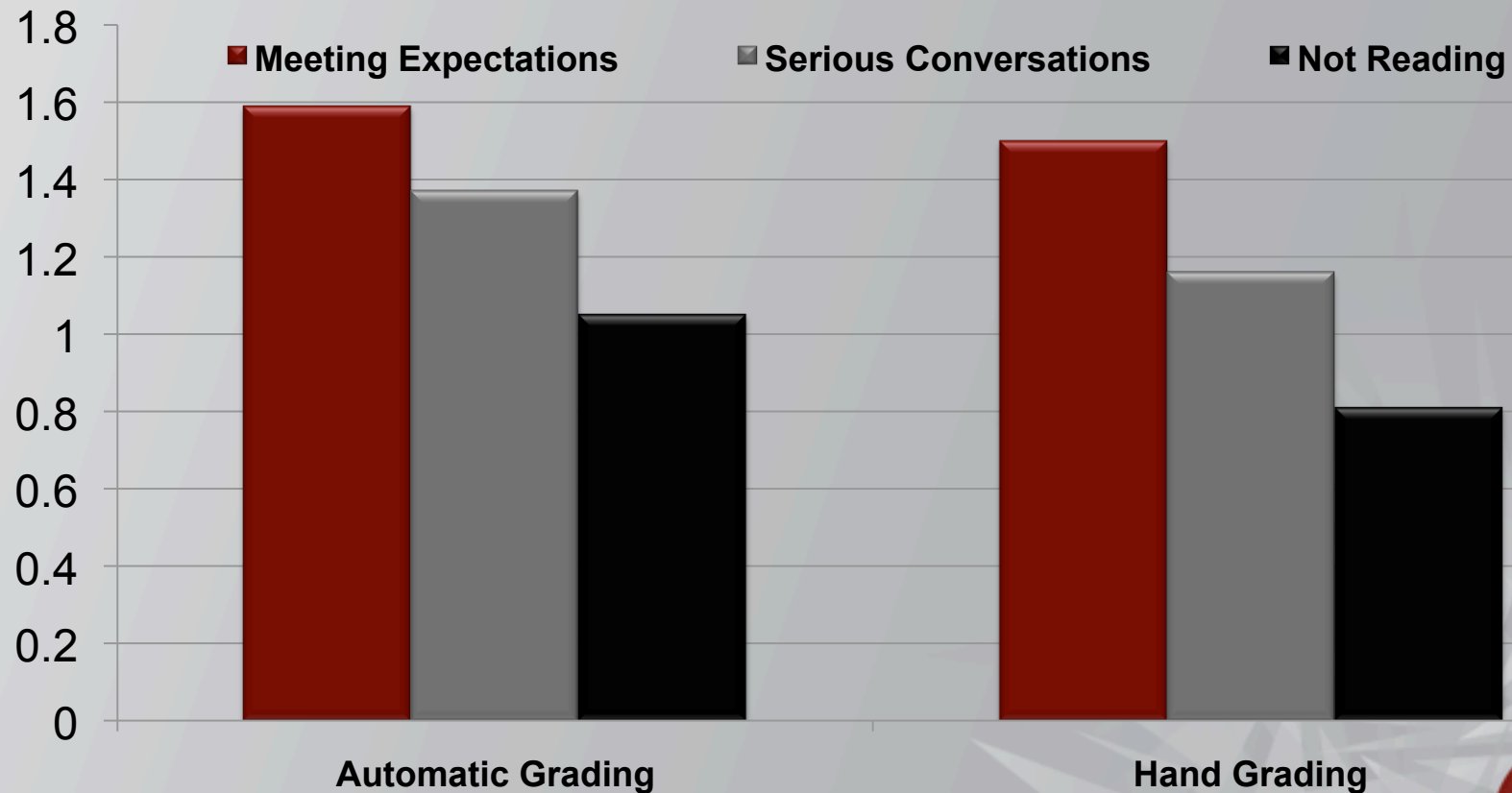
RESULTS

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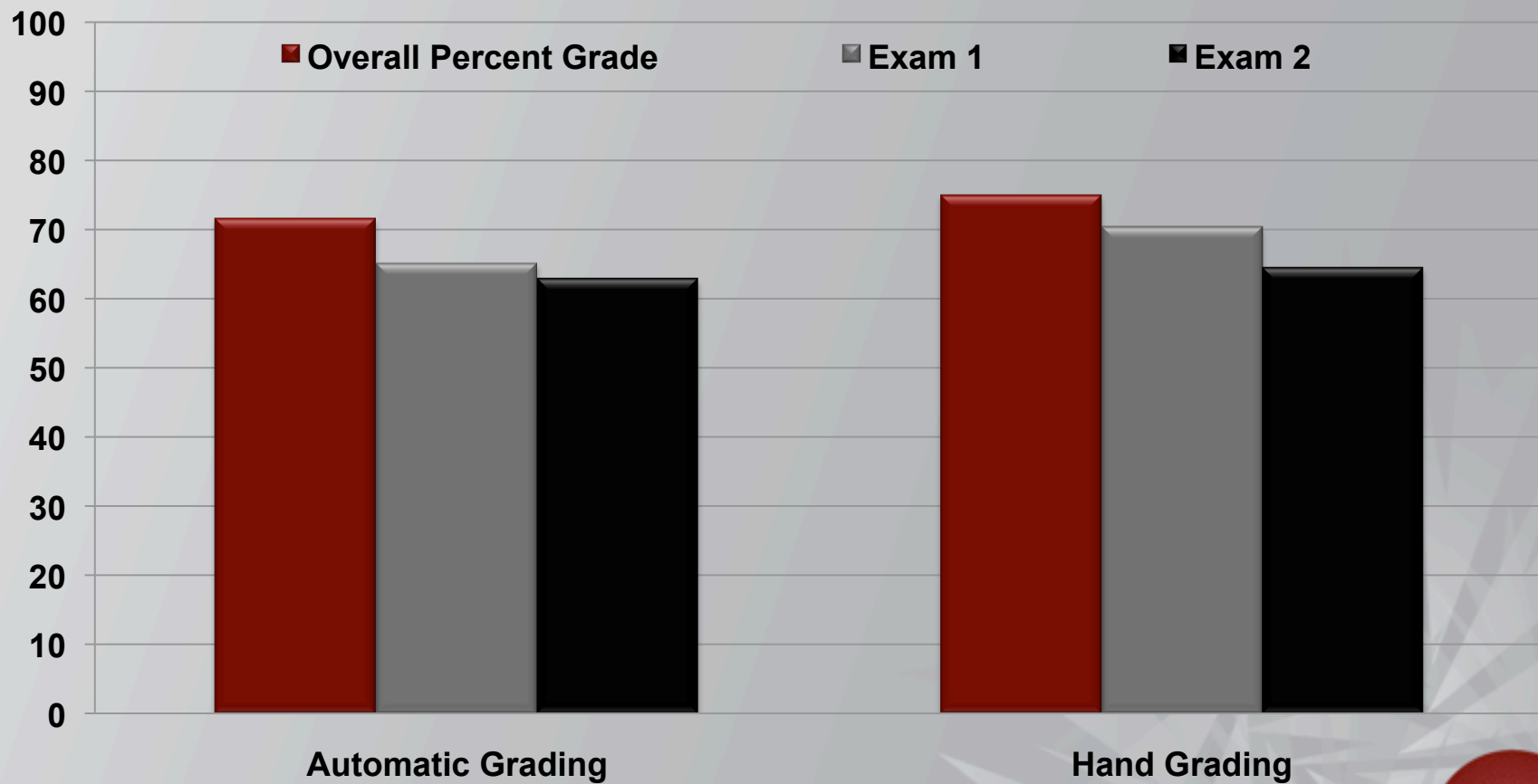
Impact on Autonomy Supportive Learning Climate



Impact on Engagement



Impact on Performance



Impact on Grade Distribution

Grade Distributions for PSY 121					
	A	B	C	D	F/N
Auto. Grading	6 (6%)	22 (22%)	29 (29%)	25 (25%)	17 (17%)
Hand Grading	11 (13%)	18 (22%)	21 (25%)	25 (30%)	8 (10%)
Auto. Grading w/ Reading	1 (6%)	2 (12%)	6 (35%)	4 (24%)	4 (24%)
Hand Grading w/ Reading	0 (0%)	6 (32%)	6 (32%)	6 (32%)	1 (5%)
Total	18 (8%)	48 (22%)	62 (28%)	60 (28%)	30 (14%)

“Hybrid Vigor”

**...in
livestock
production.**



“Hybrid Vigor” ...in education?

Introduction to Religion (REL 100)

Face-to-Face



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How can we substantiate ...

- Production?

- Effectiveness?

-Vigor?



Attraction & Convenience of the Hybrid Format

The questions were rated **1** (*Strongly Disagree*) to **5** (*Strongly Agree*):

	Means
The format of this hybrid course is conducive to my educational experience.	3.97
The format of this hybrid course is a format that is conducive to my schedule.	4.27
I would take another course that is based on this same hybrid format.	4.21
More courses should be offered in this hybrid format.	4.18
More lecture in our class meeting times would be helpful to me.	2.85
Coming to class twice a week, rather than replacing one class session with the video lectures, would be more productive for me.	2.72

Class Experience

The questions were rated **1** (*Strongly Disagree*) to **5** (*Strongly Agree*):

	Means	
	Hybrid	Seated
The class discussions are a useful part of my learning experience.	4.00	4.11
The QUALITY of discussion that occurs in our class sessions exceeds that of other courses I have taken.	3.91	3.77
The AMOUNT of discussion that occurs in our class sessions exceeds that of other courses I have taken.	3.70	3.70

Hybrid, n = 23 Seated, n = 64

Basic Needs Means

The scale ranged from **1** (*Strongly Disagree*) to **7** (*Strongly Agree*)

	Means	
	Hybrid	Seated
Learning Climate	5.87	5.75
Autonomy	5.42	5.25
Competence	5.21	5.11
Relatedness	4.76	4.80
Motivation Index*	9.80	9.55

Hybrid, n = 23 Seated, n = 64

*The Motivation Index ranges from -30 to +30

Learning Self-Regulation (Motivational) Means

The scale ranged from **1** (*Strongly Disagree*) to **7** (*Strongly Agree*)

Learning Self-Regulation	Means	
	Hybrid	Seated
Intrinsic (<i>enjoyment</i>)	5.08	4.78
Integration (<i>relevant to my life</i>)	5.76	4.85
Identification (<i>important</i>)	5.50	5.14
Introjection (<i>guilt, internal pressure</i>)	4.76	4.80
External Regulation (<i>have to do it</i>)	4.67	4.65
Amotivation (<i>don't know why</i>)	1.74	1.57

Hybrid, n = 23 Seated, n = 64

Conclusions

- ***Students like the blended / hybrid format.***
- Students would like to see more classes offered in this format.
- Students found class discussions more productive and useful in the blended format.
- Students came to class prepared for discussions.
- The blended format demonstrated substantial support of autonomy and competence and support of relatedness that was comparable to my seated course. The result?
A productive learning climate.
- The blended course was highest of all my courses on the internal motivation end of the self-determination scale.

Q&A

Panelists

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