

NARRATIVE

Hybrid and Conventional Editions of Humanities 3112: A Comparison

Presented by Professor Serena Anderlini-D'Onofrio, PhD

As a complement to the Proposal:

A Hybrid Edition of an Existing Humanities Course

In partial fulfillment of the requirements of the Protocol of February 2016

1. General Information

Course: Humanities 3112

Topic: Western cultures and their global effects

Period: 1500 to the present

Approach: Thematic

Theme: Practices of Love

1. The comparison of a presential and a hybrid edition of the course Humanities 3112 as referred above reveals the following:
 - I. A hybrid section of Humanities 3112 can be organized in LEARNING MODULES more effectively than a presential one. This organization can promote student centered learning and expand overall time effort.
 - II. Thanks to the availability of online content material, a hybrid section of Humanities 3112 can devote more presential hours to active learning. This includes student leadership and participatory class discussion.

2. This comparison is based on my experience teaching the class in the following styles:
 - I. As fully presential from 2005 to 2012,
 - II. As presential with the 25 % online time allowed in the Spring of 2015, and
 - III. As presential with the 25 % online time allowed plus the series on nine one-hour videos that cover the historical lectures of the course, from 1500 to the present, in the Spring of 2016.

3. By and large, the comparison confirms the results of research in this area, as published by a UC Santa Cruz, a UC System flagship campus for hybrid courses, also known as blended. As the UCSC Office of Academic Affairs explains:

Faculty who have taught hybrid or fully online courses generally comment on two benefits:

- I. The technology, when used well, permits new opportunities for student learning and can improve learning outcomes; and,
- II. Faculty are less consumed by preparing and reviewing lecture materials and have increased time for interaction with their students.¹

2. Learning Modules

Learning modules organize clusters that include historical and cultural/literary content. In relation to these, it is important to specify the following:

- I. The narrative I present here compares the two modalities of teaching in relation to the more effective use of the LEARNING MODULE that can be obtained in a hybrid edition.
- II. This use of the LEARNING MODULE is organized around the nine online history lecture series that structures the hybrid edition, for a total of NINE MODULES.
- III. In any edition of the course, the estimated total time effort a successful student is expected to put in for each learning module includes attendance time, study time, homework time, and exam time.
- IV. In a hybrid edition between 25 and 75 percent of this time effort can happen online.
- V. In the four sections I currently teach, students easily enroll in the LMS in use and perform the assigned tasks. The vast majority has easy access to high-speed internet and wi-fi and uses it with agility and flexibility, often from the comfort of their home. Only one student in these four groups inquired about how to get it.

¹ <http://academicaffairs.ucsc.edu/online-education/faqs.html>, retrieved on March 23, 2016

- VI. As a result of this flexibility, in a hybrid section of H-Humanities 3112, I can expect each student to put in an average of SEVEN hours total time effort for each module, with a below average of FIVE and an above average of NINE.² This exceeds the total time effort per module one might expect in a presential edition.
- VII. Also, in a hybrid edition, for each module, I can devote a full 75-minute period or longer to presential class discussion of assigned reading with student leadership. This is because much of the history content is covered and tested periodically in the online lectures on video.

3. Background

- I. The Humanities 3112 course I propose for hybrid benefits from the availability of the series of nine one-hour videos that cover the historical lectures of the course, from 1500 to the present.
- II. These videos were professionally produced as a result of a public private alliance between UPRM and my non-profit, 3WK. The alliance was based on a nine-credit *Tarea Especial* offered to me by the College of Arts and Sciences, and a \$ 6300 donation to cover the production costs. This was done in the spirit of the Strategic Plan, Objective # 3: Diversifying the institution’s sources of income.
- III. The videos represent an optimized version of the corresponding presential lectures.
- IV. The videos lend themselves to multiple uses. For example:
 - 1) They can be attended online on You Tube by students individually or in small groups
 - 2) They can be attended presentially when screened in the classroom
 - 3) They can be used as a visual learning tool, to review content and prepare for examinations.
- V. The Lectures on video are the basis for the ongoing online examinations. Exams include

² See projected chart below.

- 1) Assessment questions, to assess students’ understanding of the syllabus and course objectives
- 2) Content questions, to assess comprehension of course content
- 3) Recapitulation questions, to sustain review and ongoing learning
- 4) Interrelation questions, to assess integration literary and historical learning.

VI. These intend to accomplish the following:

VII. Testing the ongoing progress of each student and groups of students toward course objectives

- 1) Firming up key content and information,
- 2) Recapitulating and reviewing course modules and segments
- 3) Establishing correlations between areas of historical and literary/cultural analysis.

VIII. Each one-hour Lecture corresponds to a 45-minute exam.

4. Comparison

My experience points to TWO significant differences between a hybrid and a presential edition of this course

1. In a hybrid edition more presential time can be devoted to participatory class discussion of the literary texts assigned for the course.
 - I. These discussions are lead by groups of students form via the LMS. The discussion leaders are interviewed in class about the correlations between the assigned reading and the historical era under study.
 - II. For example, while reading Shelley’s “Ode to the West Wind,” correlations are explored between the “west wind” and the winds of change blown by the French Revolution and the Romantic Movement. All students are responsible for reading the assigned texts and those who participate in the discussion earn participation points.
 - III. For each MODULE in the course, this interactive presential time is gained on two counts:

1. The lecture that covers the historical aspects is delivered online, with students putting in time effort time by
 - a) Attending the lecture online
 - b) Using the online lectures as a visual study tool
 - c) Reviewing and preparing for the related examination.
 2. The examination that tests the learning outcomes that result from a given lecture is also given online. Advantages of this include
 - a) The examination can be much more extensive than would be possible in class, with each lecture being combined with a 45 minute examination ranging between 40 and 50 points.
 - b) Each examination can be closely monitored for ongoing assessment of learning outcomes, including statistical data like average score, highest score, lowest score, standard deviation, average time, and discrimination index.³
 - c) The effectiveness of each exam in achieving established objectives can be monitored very closely for learning outcomes
 - d) Each examination prepares students with concepts, analytical tools, and background information that are put to use in the text discussions done in presential class time.
2. In a hybrid edition the total time effort hours each student can reasonably put in higher than in a presential edition.
- I. The total effort time in a course sums up:
 - 1) Presential time attendance in class
 - 2) Online attendance time
 - 3) Study, review, and preparation time outside of class, either individually or in small group projects
 - 4) Testing and assessment time.
 - II. In a hybrid edition, students can devote more time to the work of the course on the following counts:
 1. In a hybrid edition, students can take a 45-minute test at the completion of each LEARNING MODULE, averagely every 10 days.

³ The above list includes the statistical data made available by most open source LMS, including Canvas and NEO.

This would be impossible in class, or it would severely cut on discussion time for the assigned readings.

2. In a hybrid edition, students are expected to attend online lectures for one hour, then study and review each one of them, then take the first attempt on the test, then review again, then take the second attempt. This will double or triple the amount of effort time dedicated to each lecture compared to what might be expected from classroom delivery.
3. In a hybrid edition, students can devote to class a lot more spare time in their day thanks to the flexibility of the hybrid technology. For example, they can watch a video while taking care of simple chores. They can take an exam at a time consonant with their personal biorhythms.
4. In a hybrid edition, students can use the LMS to get autonomously organized in small groups to prepare for leading a class discussion of the readings assigned to the group.
5. In a hybrid edition, students typically come to class eager to participate.
6. This is a result of various factors, including:
 - I. They leave the anxiety of testing at home or in their digital study hub.
 - II. They have access to all the tools necessary to absorb the background information that sparkles discussion in class.
 - III. Students appreciate the flexibility and learning opportunities offered by the hybrid technology.
 - IV. Classroom time becomes per se more interactive and students learn by leading and participating rather than by passively listening.

5. Visualization Charts

Based on existing materials, I can organize a hybrid section of H-Humanities 3112 around NINE MODULES, one for each existing history lecture in the online video series.

1. Each module will require a total time effort from each student. This total time effort per module is roughly estimated at 7:00:00 hours for an average student. An above average student would likely put in some 9:00:00 hours per module, while a below average student would put in 5:00:00 hours.

2. It is clear to me that, in consideration of our current facilities, it not be reasonable to expect of students this kind of presential time effort.
3. However, when the majority of this time effort is made more agile and flexible by the hybrid modality, student are eager to pitch in.
4. In addition to the modules, the course offers a bouquet of class activities including: brief capacitation workshops for the LMS in use, visual presentations for the arts, screenings of course related films, in-class assessment time, participation in campus activities, and more.
5. Table # 1 lists the elements that compose each module from the perspective of student centered learning, along with their purposes, and estimated time effort for a range of students.

Elements of a Module		Estimate time effort in minutes			
Type of time effort	Purpose	Standard	Low	Average	High
Online attendance	First time viewing of the lecture	60			
Presential attendance	Participatory class discussion of period-related readings, with students leadership	75			
Study online	Study and review of the history video and textbook		80	120	160
Study conventional	Close reading of assigned literary texts		80	120	160
Group meeting	Group organization of leadership role in participatory class discussion *		10	15	20
Exam	Online examination related to module		40	65	90
		135	210	320	430
	Standard time added in		345	455	565

* Each student participates in at least TWO such groups.

Based on the projections of Table # 1, the total time effort per student in a hybrid section of Humanities 3112 can be estimated as follows:

TABLE # 2 - ESTIMATE TIME EFFORT PER MODULE AND PER SERIES OF MODULES			
Total time effort	Below average	Average	Above Average
Each module, in minutes	345	455	565
Each module, in hours	5:45:00	7:35:00	9:25:00
Nine modules, in minutes	3,105	4,095	5,085
Nine modules, in hours	51:45:00	68:15:00	84:45:00

The projections of Table # 2 show that hybrid sections of Humanities 3112, **explicitly coded as H-Humanities 3112**, can offer UPRM students new opportunities for learning and improve learning outcomes, including active learning, student participation, and total time effort.

6. Conclusion

The results of this narrative comparison show that there are substantial benefits to the implementation of my proposal to offer my sections of Humanities 3112 as hybrids coded as H-Humanities 3112. Benefits for UPRM students include the availability of new opportunities for learning and the potential to improve learning outcomes in the areas active learning, student participation, total time effort and much more.

This narrative analysis was developed in response to the recommendations found in the Protocol issued in February 2016 by the Curriculum Committee of the Humanities Department for the submission of proposals for hybrid editions of current courses.

The results are provisional and can be corroborated, evaluated, and adjusted when the proposed first hybrid sections of the course are taught.

Obviously, the litmus test will actual hybrid sections of H-Humanities 3112.

Thanks for your consideration.