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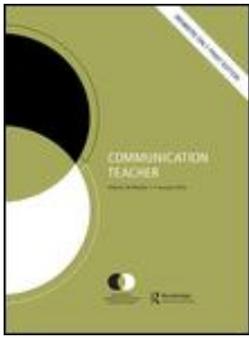


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Student perceptions of teaching effectiveness and learning achievement: A comparative examination of online and hybrid course delivery format

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ABSTRACT

Although a good deal of research has been published that compares the effectiveness of communication courses delivered in face-to-face and online formats, much less is known about the comparative effectiveness of fully online versus hybrid (a.k.a. blended, mixed mode) courses. Thus, this research project examined student perceptions of teaching effectiveness and learning achievement efficacy in online and hybrid basic communication courses. This two-part study assessed student perceptions ($N=136$) about halfway through the semester and again after finishing the course ($N=156$). The examination revealed several key conclusions. First, technology constraints must be overcome pedagogically for students to feel prepared in terms of course content comprehension, as well as formal speech construction and delivery. Second, when students enroll in hybrid courses unaware of the technology-enhanced delivery format, they may perceive an expectancy violation that reduces their motivation to attend to the material. Finally, although students value the opportunity to take fully online and hybrid courses, they desire more interaction with both peers and instructor in courses conducted fully online.

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Introduction

The number of courses being taught fully or partially online is increasing exponentially as college and university administrators attempt to respond to student needs/demands for formats that help them balance work, family, and school responsibilities (e.g. Allen & Seaman, 2014; Donnelly, Rizvi, & Summers, 2013; Lederman, 2018; Reed & Sork, 1990). In fact, data collected by the Online Learning Consortium (2015) revealed that 5.8 million students were taking at least one online course, and as many as 2.8 million were earning entire degrees online. Others report as many as seven million students taking online courses (Allen & Seaman, 2014), and as recently as 2018, one third of all students now take at least one online course (Lederman, 2018). Higher education administrators realize that online education is critical to their survival. Thus, as many as 70% of colleges and universities have begun to offer instructional design support services

and incentives to faculty willing to migrate their face-to-face courses into online ones (Herman, 2013).

The exploding number of online courses has brought with it a need to examine teaching and learning effectiveness in them, and many instructional communication scholars are beginning to fill that void (e.g. Harvey, 2000; Kaufmann, Sellnow, & Frisby, 2016; Kelly & Claus, 2015; Kim, Song, & Luo, 2016; Kleinman, 2005). Although a growing body of research is emerging focused on effective pedagogies for fully online courses, much less is known to date about the utility of courses delivered partially online and partially face to face. For the purposes of this study, we refer to such courses as hybrid (a.k.a. blended, mixed modes). Thus, this study extends the existing literature by comparing the affective learning perceptions of students enrolled in a basic speech course delivered fully online and in a hybrid format. More specifically, we examined student perceptions regarding the value of the course and perceived self-efficacy regarding content comprehension, speech construction, and speech delivery.

We define the three (affective, cognitive, and behavioral) learning domains as originally articulated by Bloom (1956), Krathwohl, Bloom, and Masia (1964), and Harrow (1972). These domains are grounded in Dewey's (1938) thinking + knowing + doing + reflecting constructs of experiential learning theory. To clarify, affective learning focuses on feelings (i.e. attending to, valuing, and internalizing), cognitive learning focuses on thinking and reflecting (i.e. comprehending, applying, analyzing, evaluating, and remembering), and behavioral learning focuses on doing (application, performance, and skills). Effective teaching and learning embraces all three.

The shifting landscape of course delivery options in colleges and universities across the United States has found its way into the general education curriculum, primarily as a way to reduce costs (Joo, Marcum, & Rossman, 2017). The basic communication course is not immune, and more and more basic courses directors and instructors are being asked to develop fully online and hybrid versions of these courses (e.g. Kirkwood, Gutgold, & Manley, 2011; Morreale, Myers, Backlund, & Simonds, 2016). Thus, comparative research assessing learning outcome achievement (affective, cognitive, and behavioral) in these basic courses delivered in fully online and hybrid formats is not only warranted but necessary in order to confirm their rigor and utility (e.g. Daly, 1999; McCroskey & McCroskey, 2006; Morreale, Backlund, Hay, & Moore, 2011; Sellnow & Kaufmann, 2018). As Morreale, Worley, and Hugenberg (2010) contend, to determine best practices in these learning environments, basic course directors and instructors need to continue to "consider whether the distance experience of the course is consonant with course objectives and skills development addressed in face-to-face sections" (p. 424).

This comparative analysis focuses specifically on affective learning as a starting point for addressing the literature gap. More specifically, affective learning may be measured via the constructs of student motivation to attend to the message, recognized value of the material, and perceived self-efficacy, which is the personal belief that one understands the material and is confident about the ability to "execute courses of action required to deal with specific situations" (Bandura, 1982, p. 122). In sum, we begin to address gaps in current research regarding comparative utility of basic communication courses delivered fully online or in a hybrid format by posing the following research question:

RQ: What relationships exist among course delivery format (fully online and hybrid) and student perceptions of affective learning in the communication basic course?

Experiential learning theory

This study is grounded in experiential learning theory. Experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 41). Dewey (1938) explains the experiential learning process as being comprised of knowing + doing + thinking + reflecting. Kolb (1984) extends Dewey’s constructs as represented in a four-stage learning cycle, whereby students engage with material via a combination of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Based on this theory, learning “results from the combination of grasping and transforming experience” (p. 41). Passarelli and Kolb (2012) clarify what this means via six characteristics: learning is best conceived as a process, not in terms of outcomes; all learning is re-learning; learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world; learning is a holistic process of adaptation; learning results from synergetic transactions between the person and the environment; and learning is the process of creating knowledge. Experiential learning theory is underscored by the notion that effective learning occurs when knowing (comprehension), doing (performance and experience), thinking (synthesizing), and reflecting (analysis) are all present and ongoing (McIntyre & Sellnow, 2014). In this research project, we operationalize affective learning via the constructs of motivation to attend to/engage with the material, perceived value of the course content, and perceived self-efficacy (regarding content comprehension and skill mastery).

Method

Participants and data collection

After gaining Institutional Review Board approval, undergraduate students who were enrolled in one of six sections of the basic communication course at a large urban university in the Midwestern United States volunteered to take part in this study. Three sections were fully online versions of the course and three were hybrid versions. All six sections were taught by the same two instructors. The two participating instructors earn similar ratings for instruction on end-of-semester student evaluations and used the same syllabus across the six sections. Both the online and hybrid sections focused primarily on public-speaking concepts and skills.

Data were collected via questions posed on the online learning management system (LMS) used at the school and collected anonymously in the form of Microsoft Word documents. Students responded to a survey within the BlackBoard LMS that removed identifiers upon completion. The anonymized data were then pulled into the Microsoft Word document. Responses were collected at the midpoint and endpoint of the semester. Thus, this study is based on two data sets. The first data set consists of student responses ($N = 136$) regarding their perceptions about the value of course content, performance self-efficacy, and course delivery format (hybrid $n = 79$; online $n = 57$) collected about halfway through the semester. The second data set consists of student responses ($N = 156$) regarding perceptions of these same items after completing the course (hybrid $n = 98$; online $n = 58$). Because the data were examined in aggregate form, students who did not participate in the first data collection were not eliminated from the second data pool.

Instruments

Data were collected via questionnaires comprised of both closed- and open-ended questions. Sample questions from the midterm questionnaire (see Appendix A) included:

- What have you enjoyed about the course so far?
- What has frustrated you?
- What would you change to improve the experience and how? Please be specific.

Asking these questions at midterm afforded instructors the ability to examine both the pleasures and frustrations students were experiencing and, subsequently, to provide clarification and modifications as warranted.

The second questionnaire (see Appendix B) was distributed and responses collected after students completed the course. These questions asked students to describe their familiarity with the specific course delivery format used in the course they were enrolled in, as well as their familiarity with the hybrid course delivery format. Students were also asked to describe any challenges they encountered, what course delivery format (online, hybrid, face-to-face) they prefer generally and why, and reasons for registering for the section they were enrolled in.

Data analysis

Responses were collected from students enrolled in both delivery modalities of the basic course. Qualitative responses to the open-ended questions were coded via review comments using primary-cycle coding (Tracy, 2013). During this phase, we identified student perceptions of the course generally, as well as a variety of opinions and experiences that were more specific to the course delivery modality. Students reported on their perceptions about their experiences with the course and offered suggested revisions for improving the course.

Next, we applied hierarchical codes, wherein themes identified during primary-cycle coding were systematically grouped under what Tracy (2013) describes as hierarchical “umbrella” categories that make sense in the context of the research questions. Closed-ended questions were analyzed using descriptive statistics. This afforded the research team with the ability to illuminate potential differences across students enrolled in either modality.

Results

Students enrolled in both the hybrid and fully online versions of the basic communication course were asked about their familiarity with these modalities prior to enrolling in the course. Of the students enrolled in the online sections, 67% reported having previously taken online courses at the institution, and 25% reported having taken a hybrid course at that institution. In addition, 61% of those students had heard of hybrid modality courses prior to enrolling in the basic communication course. Of the students enrolled in the hybrid sections, 91% reported that this was their first time taking a hybrid course. Moreover, although 28% of those enrolled in the hybrid sections had taken at

least one fully online course, more than half (55%) had not heard of the hybrid modality before enrolling in the course.

The research question asked about the relationship between course modality and student perceptions of affective learning in the basic communication course. More specifically, in line with what Dewey (1938) describes as thinking and reflecting, and Krathwohl et al. (1964) further explain as attending to, valuing, and internalizing, the researchers examined student perceptions regarding motivation to attend to the material, value and relevance of course content and outcomes, and feelings of self-efficacy regarding both comprehension of and ability to prepare and deliver effective speeches.

Regarding the hybrid modality, results revealed that students felt inadequately prepared to construct and present speeches, given the limited in-class preparation time. These students also struggled to complete online assignments in a timely manner. One student noted, “I sometimes get frustrated because the professor, since I only see her once a week, cannot constantly remind me of upcoming assignments. I have missed some assignments. But that’s my own fault for not checking the calendar she posted.” The decrease in classroom time was perceived as a double bind for students, who appreciated flexibility but found keeping up with online components and extended periods between class meetings detrimental. In other words, students enrolled in the hybrid modalities noted that loose course structure and limited teacher–student interaction time were constraints that influenced their perceptions of self-efficacy to construct and present effective speeches. Moreover, students in the hybrid modality expressed concerns regarding self-efficacy about learning content from the book that would appear on the final exam. For example, one student wrote:

Some of the things that has frustrated me is that we don’t learn much of the stuff in class that will be on the exam. The final exam is a big part of our grade and I don’t feel we go over enough of the material in class. For the quizzes we have two attempts for it and I don’t like how it changes from the quizzes to the final. For the final it is very stressful that we are given a time limit for it because then we feel rushed about it.

Thus, although hybrid students appreciated the abbreviated class time, they felt inadequately prepared to demonstrate what they learned both on the exams and in their public speeches.

That said, however, 62% of the students enrolled in the hybrid course claimed they would likely enroll in another hybrid course in the future, and 50% of these same students claimed they would definitely do so. Moreover, only 17% reported that doing so would be impossible. This result suggests that students enrolled in the hybrid modality of the basic communication course believed that the constraints of the course delivery modality did not outweigh the benefits and would not preclude them from taking hybrid courses in the future.

Regarding the fully online sections, students reported feelings related to lack of preparation and self-efficacy to demonstrate learning in exams and speeches. For example, several online students asked for more formal lectures. As one student put it, “There are no formal lectures—we are learning on our own by reading the textbook. Sometimes when I have difficulty understanding the content of a chapter and I would appreciate the clarification of a lecturer... but this is not possible.” A number of online students requested short video lectures to cover course content.

Again, similar to student reports from the hybrid sections, online students expressed appreciation for and value of course flexibility in terms of their busy schedules, but also indicated a desire for engaging with course content via a more traditional learning format. Moreover, students enrolled in the online modality sections felt delivering speeches via YouTube videos without an audience present hindered self-efficacy regarding whether they were in fact truly building public-speaking skills. For example, one online student responded that the final speech should be conducted in person with the rest of the class present, even though that would change the modality to hybrid rather than fully online. Others suggested a desire to have an audience present to practice managing public-speaking anxiety.

Regardless of these reported shortcomings of taking a fully online course, 72% of these students claimed they would likely enroll in another online course with similar content, and only 17% thought it would be impossible. As with the hybrid modality, these results suggest that the constraints of the course delivery modality did not outweigh the benefits and would not preclude them from taking fully online courses in the future.

Students in both the hybrid and online sections reported liking the flexibility and autonomy that comes with these modalities. In fact, 75% of students enrolled in the hybrid modality reported positive affect regarding course delivery modality, and 76% felt it was fair. More specifically, 63% of students enrolled in the hybrid modality reported preferring an equal balance of face-to-face and online components. Similarly, 93% of students enrolled in the online modality reported feeling that the flexibility of the course format was valuable and 98% reported feeling that it was fair. Interestingly, 39% of students enrolled in the online modality reported preferring entirely online courses to other modalities.

Students in the online sections frequently mentioned liking the ability to complete coursework at their own pace and around family, work, and other school obligations. For example, one online student discussed the inability to find a face-to-face section that accommodates her schedule:

The most enjoyable aspect of this course thus far is that I have the opportunity to complete my assignments on my own schedule. For example, working on these assignments and reading the course material is most convenient for me late in the evening into the night time on specific days, such as Tuesdays and Thursdays. While there may not be an in-class course available to me at that time, I have the luxury of completing my work at a convenient time through the online course.

It is worth noting that fully face-to-face sections of the course are offered in a variety of day/time combinations at this university, yet the online sections are the first to fill. This result suggests that the convenience of completing the course outside of a traditional classroom may be another important factor influencing positive student affect. Similarly, students enrolled in the hybrid sections frequently noted that only having to attend class in person once per week afforded greater flexibility than in a fully face-to-face section. They reported positive affect, however, in that there was still some degree of classmate/instructor interaction during the sessions that met in the traditional classroom.

In fact, another common theme that arose in these assessments involved peer interaction. As colleges and universities facing budget issues often are forced to raise

enrollment caps, students in the hybrid sections appreciated the small class size as an asset to the modality:

I have enjoyed how I am learning to speak publicly without fear of being judged. I have also enjoyed the fact that our class was split into two sections. By being a hybrid class, it is easier to stay focused and have more personal teaching connection rather than trying to compete with a big class for further instructions from my professor.

This sentiment resonated across students enrolled in the online sections of the course, who were disappointed by the inability to get to know their peers. These students also frequently indicated that they felt their experience was less beneficial than had they been enrolled in a modality that required class time, a live audience of peers, and immediate responses to questions. While students appreciated the quick turnaround to email questions, they indicated a need for more immediate interactions with students and the instructor to clarify details. One student stated, “When I have questions I cannot go see the teacher face-to-face I have to e-mail her but she does get back in a timely manner.”

Immediacy of the instructor seemed to pose problems for students in both modalities. Students in the hybrid modality wished for increased email reminders about upcoming assignment deadlines, while online students were frustrated by the waiting period to have questions answered. Both instructors’ email policies, consistent across modalities, were provided in the syllabus, stating that they would provide a response within 24 hours.

Discussion

With the ever-increasing incorporation of fully online and hybrid courses across higher education generally and in the communication discipline specifically, concerns about the integrity of learning achieved in them as expressed by Daly (1999), McCroskey and McCroskey (2006), Morreale et al. (2010), and Sellnow and Kaufmann (2018) ring truer than ever. We agree that instructional scholars must prioritize research that assesses student learning outcome achievement in courses delivered in face-to-face, hybrid, and fully online formats. Several valuable conclusions and implications arise from this comparative analysis of learning in hybrid and online versions of the basic communication course.

First, whether delivered fully online or in a hybrid format, students must be comfortable using technology in order to develop perceptions of self-efficacy regarding their understanding of course content and ability to construct and present effective public speeches. Students enrolled in both the fully online and hybrid modalities expressed frustrations regarding technology. For example, students enrolled in hybrid sections reported a desire for more teacher-led lecture-style review of key concepts and processes addressed in the textbook in order to comprehend and explain them better on exams. Students enrolled in online sections also felt unprepared to present public speeches in person after only delivering speeches online with no “public” present. They reported that an audience comprised of classmates viewing their recorded speeches did not provide the same experience as speaking live in front of a group. To overcome this challenge to make behavioral learning “consonant with ... skills development addressed in face-to-face courses” (Morreale et al., 2010, p. 424), instructors might consider, for instance, synchronous sessions where both speakers and audiences are virtually present or asking students to record

their speeches in front of a live audience (Sellnow, 2001). Finally, most students enroll in the basic communication course during their first year of college. Thus, providing them with advice and instruction about the level of responsibility expected of them in online and hybrid courses, as well as in using the technologies before ever enrolling in one, might improve student satisfaction and success when they do.

Second, there may be an expectancy violation for students enrolled in hybrid courses. Specifically, when students enroll in a hybrid course that meets in person only once per week, there may be a gap in their understanding of how that altered in-seat time impacts their need to prepare outside of the classroom. Students might believe they will continue to receive the same amount of lecture-based content, despite meeting only half as often, believing the out-of-seat time to be designed for homework and speech preparation. This may result in an expectancy violation for students enrolled in hybrid courses. This conclusion supports previous research about how expectancy violations negatively impact student learning (e.g. Chang, Wall, Tare, Golonka, & Vatz, 2014; Moranski & Henery, 2017). This conclusion is also supported by what Sellnow and Kaufmann (2018) contend about clear teaching, as it increases “student achievement and student affect for instructors and course material” (p. 32). Consequently, during the first face-to-face class, instructions might need to discuss how the course will function and what students will be expected to do outside of class if they want to achieve desired learning outcomes.

Third, students reported valuing the flexibility that online and hybrid sections afford. Moreover, although they were frustrated about the challenges and limitation of the technology and the desire for more lecture-type teaching by the instructor, they also reported overwhelmingly that they would definitely or would be likely to enroll in another online or hybrid course in the future. The fact that they were less likely to enroll in another basic communication course, then, does not appear to be rooted in course delivery format. In addition, the basic communication course is a general education requirement for all students, regardless of major. Thus, the fact that many said they were unlikely to enroll in another communication course may not necessarily suggest a perceived lack of value for the material, but rather that they do not need another communication course to fulfill their major requirements.

Fourth, students expressed feeling short-changed by the lack of interaction both with their peers and with the instructor. This frustration was particularly pronounced in comments made by the students enrolled in the online sections. This finding supports existing research regarding the need to create strategic pedagogies for fostering immediacy and a positive climate as a means to improve student motivation to attend to the material and thereby increase learning in courses delivered online (e.g. Frisby & Buckner, 2018; Kaufmann et al., 2016; Richmond, Houser, & Hosek, 2018; Sellnow & Kaufmann, 2018). Classroom climate and immediacy ought to be interrogated further to determine best practices for improving it in online and hybrid courses, particularly in required basic communication courses geared toward first-year students. Ultimately, instructors would be wise to follow something akin to the BE VOCAL method, which encourages instructors to be *visible*, *organized*, *compassionate*, *analytical*, and *leader-by-example*. Doing so could promote a supportive and challenging environment that transcends modality (Savery, 2005).

Finally, this study extends experiential learning theory in some meaningful ways. To clarify, these results reveal that strategic attention needs to be paid to knowing, thinking,

doing, and reflecting in courses delivered fully or partially online. For example, this study points to the need for instructors to integrate opportunities for students to engage in all dimensions of the learning cycle, even when they do not meet face to face. Fully online courses need to integrate opportunities for student engagement with classmates and the instructor, not just with readings, exams, and online speeches. They also need to engage in doing by performing and critiquing speeches delivered in front of an actual audience, even if that audience is a virtual one.

This study was not without limitations. First, data were collected from one university with a very specific hybrid design for the basic communication course. Of course, hybrid course design can vary considerably across disciplines and universities. Future research ought to examine comparisons drawing from online and hybrid basic communication course at different institutions.

Second, this study assessed student perceptions of affective learning in basic communication courses delivered in an online or hybrid modality. This study did not conduct authentic assessment to measure actual cognitive or behavioral learning. Although there may be value in conducting research based on self-report data, answers to such questions could be bolstered through research using other forms of data. More specifically, future research should assess the extent to which students actually comprehend content and perform skills in these modalities. Future research would provide valuable insight into student learning in nontraditional modalities by directly addressing these questions using direct and authentic methods of assessment (Dziuban, Graham, Moskol, Norberg, & Sicilia, 2018).

Third, this project examined student perceptions about the online and hybrid basic communication course based on aggregate data. It would be interesting to conduct matched pairs analyses of student perceptions at the beginning and end of the semester to discover possible changes in perception over time.

Conclusion

The landscape of higher education course delivery has been transformed to include not only face-to-face course delivery, but also hybrid and online delivery formats. The basic communication course has served as a pedagogical training ground for decades. The time is ripe to position ourselves in leaders determining best practices for achieving desired learning outcomes in courses delivered in hybrid and online formats. As instructional communication scholars, we find ourselves at a pivotal point in pedagogical history. We ought to embrace the opportunity to establish the best practice standards for effective pedagogy in hybrid and online courses. The basic communication course is a ready instructional laboratory for conducting direct authentic assessment examining the relationships between course delivery format and affective, cognitive, and behavioral learning. It is simply up to us to accept the challenge.

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Appendix A. Midterm Questionnaire

You have now completed half of our traditional or hybrid course basic course. Please write about your experiences so far by answering the following three questions:

- (1) What have you enjoyed about the course so far?
- (2) What has frustrated you?
- (3) What would you change to improve the experience and how? Please be specific.

Alternative Classrooms Student Survey: Hybrid Students

Dear Participants

You are being asked to participate in a study conducted by Principal Investigator [XXX]. This research study will examine your perspective on e-learning and hybrid classrooms. This semester,

you will participate in a hybrid [public-speaking] course. Hybrid (also referred to as blended) courses combine face-to-face and online components. You should think of your current experiences in [public speaking] before taking this survey and then respond to a series of survey questions about that class in particular.

Please complete the questionnaire independently and be sure to read each section carefully and answer the questions honestly. There is no right or wrong answer.

Thank you for your participation.

- I agree to participate in this study (1)
- I do not agree to participate in this study (2)

Have you taken online courses before from [this] university?

- Yes (1)
- No (2)

Is this the first hybrid course you have taken from [this] university?

- Yes (1)
- No (2)

Before this course, had you heard of hybrid courses?

- Yes (1)
- No (2)

I would enroll in a course with similar content

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Likely/Unlikely (1)	<input type="radio"/>						
Impossible/Possible (2)	<input type="radio"/>						
Probable/Improbable (3)	<input type="radio"/>						
Would Not/Would (4)	<input type="radio"/>						

Rate the course format (face-to-face, hybrid, or online)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Good/Bad (1)	<input type="radio"/>						
Worthless/Valuable (2)	<input type="radio"/>						
Fair/Unfair (3)	<input type="radio"/>						
Positive/Negative (4)	<input type="radio"/>						

Please summarize what you knew about hybrid courses before participating in this course (could be preconceptions, etc.).

How has this hybrid course compared to what you originally expected?

What do you like most about this hybrid course?

What do you like least about this hybrid course?

What were the biggest challenges of this hybrid course? (Choose all that apply)

- Keeping up with the lectures (1)
- Less face-to-face contact with the professor (2)
- Less face-to-face contact with other students (3)
- Dealing with technology (4)
- None (5)
- Other (6) _____

In what time period did you typically complete the online requirements of this course? (Choose one)

- Morning (6:00 a.m.–Noon) (1)
- Afternoon (Noon–4:00 p.m.) (2)
- Evening (4:00 p.m.–8:00 p.m.) (3)
- Night (8:00 p.m.–1:00 a.m.) (4)
- Other (5) _____

Where did you typically complete the online requirements of this course? (Choose one)

- Off-campus housing (1)
- On-campus housing (2)
- On-campus library (3)
- On-campus computer lab (4)
- Other (5) _____

In general, how do you feel the online component of your hybrid course affects the following, when compared with your face-to-face courses that do not use an online component?

	Much better (1)	Better (2)	About the same (4)	Worse (5)	Much worse (6)
The amount of your interaction with other students (1)	<input type="radio"/>				
The quality of your interaction with other students (2)	<input type="radio"/>				
The amount of your interaction with the instructor (3)	<input type="radio"/>				
The quality of your interaction with the instructor (4)	<input type="radio"/>				

Which class modality do you prefer?

- Entirely face to face (1)
- Minimal use of the Web, mostly held in face-to-face format (2)
- An equal mix of face-to-face and Web content (3)
- Extensive use of the Web, but still some face-to-face class time (4)
- Entirely online with no face-to-face time (5)

What were your primary reasons for choosing to register for this hybrid course? (Choose all that apply)

- I like the flexibility of accessing the class anytime online (1)
- I prefer technology in class (2)
- I choose based on instructor, not the modality (3)
- Blended courses “fit” my schedule (4)
- I like the convenience of not coming to campus everyday (5)
- Other (6) _____

Your sex (Choose one)

- Male (1)
- Female (2)

Your ethnic origin (Choose one)

- American Indian/Alaskan Native (1)
- Asian Islander (2)
- Black/African American (3)
- Hispanic/Latino (4)
- Native Hawaiian/Pacific (5)
- White/Caucasian (6)
- Other (Please specify) (7) _____

Your age in years

What is your current class rank based on credit hours completed?

- First year (0–29 credit hours completed) (1)
- Sophomore (30–59 credit hours completed) (2)
- Junior (60–89 credit hours completed) (3)
- Senior (90 or more credit hours completed) (4)

Thank you for your participation!

Alternative Classrooms Student Survey: Online Students

Dear Participants

You are being asked to participate in a study conducted by Principal Investigator [XXX]. This research study will examine your perspective on e-learning and online classrooms. This semester you participate in a hybrid [public-speaking] course. You should think of your current experiences in [public speaking] before taking this survey and then respond to a series of survey questions about that class in particular.

Please complete the questionnaire independently and be sure to read each section carefully and answer the questions honestly. There is no right or wrong answer.

Thank you for your participation.

- I agree to participate in this study (1)
- I do not agree to participate in this study (2)

Have you taken online courses before from [this] university?

- Yes (1)
- No (2)

Hybrid courses are classes that use both face-to-face and online components during class time. Have you ever heard of hybrid courses?

- Yes (1)
 No (2)

Have you taken hybrid courses before from [this] university?

- Yes (1)
 No (2)

Before this course, had you heard of hybrid courses?

- Yes (1)
 No (2)

Why did you choose to participate in this online course?

What do you like most about the online course design?

What do you like least about the online course design?

Please summarize what you know about hybrid courses (could be preconceptions, etc.).

I would enroll in a course with similar content

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Likely/Unlikely (1)	<input type="radio"/>						
Impossible/Possible (2)	<input type="radio"/>						
Probable/Improbable (3)	<input type="radio"/>						
Would Not/Would (4)	<input type="radio"/>						

Rate the course format (face-to-face, hybrid, or online)

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Good/Bad (1)	<input type="radio"/>						
Worthless/Valuable (2)	<input type="radio"/>						
Fair/Unfair (3)	<input type="radio"/>						
Positive/Negative (4)	<input type="radio"/>						

How has this online course compared to what you originally expected?

What do you like most about this online course?

What do you like least about this online course?

What were the biggest challenges of this online course? (Choose all that apply)

- Keeping up with the lectures (1)
 Less face-to-face contact with the professor (2)
 Less face-to-face contact with other students (3)
 Dealing with technology (4)
 None (5)
 Other (6) _____

What time period did you typically complete the online requirements of this course? (Choose one)

- Morning (6:00 a.m.–Noon) (1)
 Afternoon (Noon–4:00 p.m.) (2)
 Evening (4:00 p.m.–8:00 p.m.) (3)
 Night (8:00 p.m.–1:00 a.m.) (4)
 Other (5) _____

Where did you typically complete the online requirements of this course? (Choose one)

- Off -campus housing (1)
- On -campus housing (2)
- On -campus library (3)
- On -campus computer lab (4)
- Other (5) _____

Which class modality do you prefer?

- Entirely face to face (1)
- Minimal use of the Web, mostly held in face-to-face format (2)
- An equal mix of face-to-face and Web content (3)
- Extensive use of the Web, but still some face-to-face class time (4)
- Entirely online with no face-to-face time (5)

What were your primary reasons for choosing to register for this online course? (Choose all that apply)

- I like the flexibility of accessing the class anytime online (1)
- I prefer technology in class (2)
- I choose based on instructor, not the modality (3)
- Blended courses “fit” my schedule (4)
- I like the convenience of not coming to campus everyday (5)
- Other (6) _____

Your sex (Choose one)

- Male (1)
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- American Indian/Alaskan Native (1)
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- Black/African American (3)
- Hispanic/Latino (4)
- Native Hawaiian/Pacific (5)
- White/Caucasian (6)
- Other (Please specify) (7) _____

Your age in years

What is your current class rank based on credit hours completed?

- First year (0–29 credit hours completed) (1)
- Sophomore (30–59 credit hours completed) (2)
- Junior (60–89 credit hours completed) (3)
- Senior (90 or more credit hours completed) (4)

Thank you for your participation!