M4 How would you evaluate the effectiveness of a Hyflex course delivery

When we're looking at evaluating the effectiveness of hyflex course delivery, there's always a few things that pretty much we all look for. One of them is the participation patterns, right? So what, what, which modes are students choosing, we might ask them why as well. That's a really good question. To ask, especially if you're unsure or you're doing this for the very first time. Because you might find that they're making choices that are based on considerations that maybe aren't that aren't the most appropriate for their learning. And then sometimes you can kind of change your designer or kind of set up other kind of factors that might help shift their choices back into another particular mode. That might be a better fit for them. So that's an important part. The other thing that I think everyone will look at is the effectiveness of their learning. How do we measure their learning? Typically it's grades on on major exams or or major assessments or their overall course grade does it correlate to their participation patterns. Uhm, you know, you see some sort of some sort of uh indications of cause and effect there with with grades. Oftentimes we're limited to quote correlational studies in this area, but you might be able to do some other more complicated statistics if you've got richer datasets. So that's an important part. Another important thing that you should be looking at is the students perceptions of the quality, right? So the, the students, their, their, their self assessment. How well did this work for me? How useful were these resource? Did I feel like I was being engaged with? Did I feel like I was engaging in various modes and especially looking at the differences potential differences across modes or maybe correlated to grades those are all important factors that you might want to look at, ah, in judging the overall effectiveness. Now of course, you might also keep track of the work that you're doing is it taking you more word than you expecting more time is it more confusing for you are you satisfied so some of those faculty factors are also important to to take a look at. It’s not always just the student side, although clearly the student side of of the effectiveness is probably what we’re looking at primarily first. I would evaluate the effectiveness of of HYFLEX course based on theoretical framework in our fields. For example the self-determination theory to ask about how competent, how, how satisfied your students regarding relatedness, competence, autonomy and so you have, you have a different you have that framework that asked about satisfaction or frustration of this basic needs, and this is one way of evaluating the course um regarding satisfaction and effectivity. This is one way. So this is more more investigating the effective variables but of course also the cognitive variables are important and for that you can use uh yeah grades uh performance scores but this will be more dependent for different courses different contents. When we taught our first hyflex course. Uhm, we did a small scale research study and asked students about their experience. We also asked them to self report their grades. Informally, we compared outcomes to previous terms across the modalities to make sure that there was an equivalent outcome for students, and we find that there was indeed it was equivalent students to just as well across modalities and across terms. But on average, but what we found was there seemed to be a greater dispersion of grades, so it was more A’s and F’s. Um in the hyflex model I think ultimately the effectiveness of the course is much like any other, right? If students understand the material, if they're doing well in the course, if they're engaging and they're interested in the content. Then the idea is that putting the mode attendance aside. The course itself is flexible. It gives you options. It's hybrid because there's multiple ways to interact, and ultimately it comes down to this is the same type of class that we could teach. Synchronously in person in the classroom. But we're giving students more options that allow easier access with their lives. Like this happens to me all the time. That a students, as I wasn't able to come to class 'cause I can't get a babysitter. I’ve been in classes where if that's the case, you lose the class like that's never gonna be repeated. You're not able to do the assignment. You don't understand the content. You can't move forward. Maybe you have to get notes from somebody else. But having the ability to say, don't worry, the classes were recorded. You could watch it anytime. I completely understand that you're human. I'm human too, adds a whole new dimension to the course. Allowing students to participate in the class in a way that works for them. If some people are working part time and they're only able to watch the course in the middle of the night they have access to it and it is possible to do right, meaning that students are able to be more successful because the course works with the constraints of their life and I think that’s immensely powerful.