

Comparison of blended BISC4 course (BLI) compared to traditional BISC course F2009

NOTE: Students for both courses were given the same assessments on the same days throughout the semester. The same material was covered in both courses however ~33% of the traditional class time activities were replaced with online activities in the blended course.

Student satisfaction as measured by the Student Rating of Teaching Effectiveness (SRTE)

SRTE Item	BLI	Traditional
# Respondents (N)	26/28	46/47
A1 Percentage of sheets marked as elective	38.5%	50%
A2 Percentage expecting a grade of A/B/C or below	26.9/34.6/34.6	32.6/37.0/26.1
A3 Overall quality of course	5.27	5.8
A4 Overall quality of instructor	6.00	6.2
B1 Clarity of instructor's presentations	5.62	5.91
B2 Instructor's interest	5.81	6.2
B3 Adequacy of instructor's knowledge of subject matter	6.54	6.52
B4 Instructor's preparation for class	6.38	6.33
B5 Instructor's enthusiasm about the subject matter	6.50	6.53
B6 Importance of the knowledge learned in this course	5.31	5.78

Outcome as determined by grade distribution for blended vs. traditional BISC4 course

Grade distribution in percentages	BLI	Traditional
A (A; A-)	9 (33.3%)	11 (23.9%)
B (B+; B; B-)	8 (29.6%)	15 (32.6%)
C (C+; C)	9 (33.3%)	18 (39.1%)
D	1 (3.7%)	1 (2.2%)
F	0	1 (2.2%)
Total student enrollment (minus W's and DF's)	27	46
Number of W's and DF's per course	4	4

Comparison of grade expected (e) vs. actual grade earned (a) for blended vs. traditional course

	A	B	C or below
BLI	26.9% (e) vs. 33.3% (a)	34.6% (e) vs. 29.6% (a)	34.6% (e) vs. 37% (a)
Traditional	32.6% (e) vs. 23.9% (a)	37% (e) vs. 32.6% (a)	26.1% (e) vs. 41.3% (a)

Summary of observations:

1. Based on the results of the SRTE's, students in the traditional class were slightly more satisfied with the course than those taking the blended version of the course but the instructor preparation and enthusiasm ratings were about the same.

2. It is possible that there was greater satisfaction with the traditional course because more students *thought* they would receive an 'A' or 'B' for the course than in the blended section. In fact, a higher percentage of students in the blended section received an 'A' for the course than in the traditional course.
3. The overall performance (as determined by final grade distribution) in the blended course was slightly better than for the traditional course. It is premature to say this can be attributed to the online activities used to replace traditional seat time but warrants further study.

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5/7/2010