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Student Outcomes -Online vs. Hybrid

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Student Outcomes - Online vs. Hybrid

UNLV Best Teaching Practices Expo 2019

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Kinesiology & Nutrition Sciences

The practice and the need it addresses

Improving Student Success by Flipping a 100 Level Online Course

Course Description

The purpose of this class is to introduce the student to the field of Kinesiology - the science of human movement. Concepts in the various subfields of Kinesiology are examined and career opportunities are explored. Students will also gain a better understanding of the course concepts through online lectures, discussions, assignments, and quizzes.

Fall 2016-Spring 2018

This course was delivered online. We found that students were under-prepared to excel in a self-directed learning environment.

Fall 2018

A rigorous undertaking resulted in a hybrid course with weekly small group meetings with an emphasis on career opportunities.



Evidence this practice benefits UNLV Students

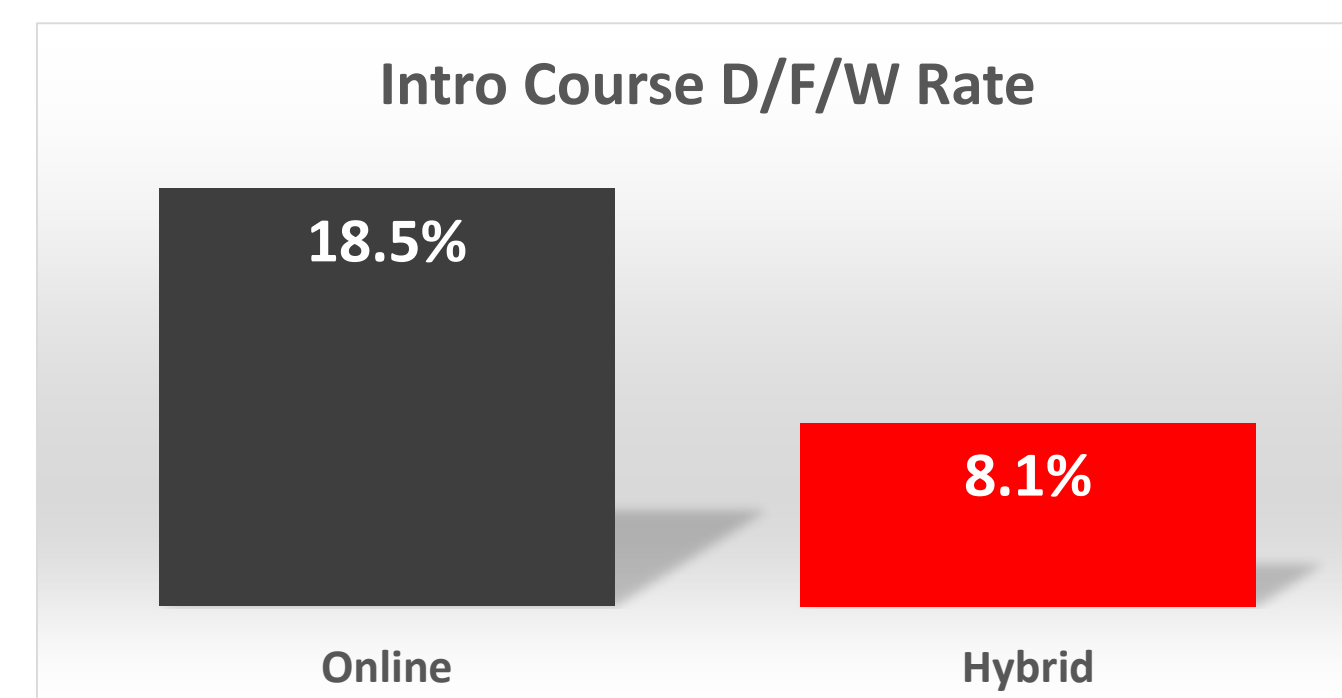
Intro Course D/F/W Rates Online vs. Hybrid

Online Intro Course
Spring 2018 – D/F/W rate 18.5%
Publisher - Online Lectures
Flash Cards
Activities
Note Taking Assignments
Discussions
Online Quizzes & Tests

Redesigned Hybrid Intro Course
Fall 2018 – D/F/W rate 8.1%
Customized - Online Lectures
Flash Cards
Activities
Online Quizzes & Tests

Added

Weekly Class Meetings in Groups of 20
Team Note Taking Assignments
Team Career Presentations
Introduction to Research Literacy
University Services
Faculty Interviews – Lab Tours
In-depth Career Information
Advice from Seniors



Resources and where to find them

UNLV Online Ed



<https://www.unlv.edu/teach-online>

Collaboration with Faculty

- Multiple tenured and tenure track faculty contributed lectures and lab tours.

Promote Existing UNLV Resources

- Multiple YouTube Videos
- Academic Success Center
- Student Support Services
- Student Health Center
- UNLV Libraries
- Writing Center
- Involvement Center
- Veteran's Services
- CSUN
- Much, much more

How other UNLV teachers might adopt this practice

Considering a 'Flip' for a 100 level course?

1. **Start early**
 - a) This took three years to complete
2. **Find a classroom for all small group class meetings**
 - a) Equipment and supply storage
 - b) Consistency for instructors
3. **Create a plan for instructional delivery**
 - a) Materials developed by full-time and expert adjunct faculty
 - b) One full-time faculty member can oversee the course
 - c) Graduate student learn-to-teach opportunities
4. **Course can be instructed by**
 - a) GA's
 - b) PTI's
5. **Work with UNLV OnlineEd**
 - a) Develop a timeline with your OnlineEd Team
 - b) Provide as much detail as possible
 - c) Set internal due dates
 - d) Recognize that you are the content expert and will need to guide the process
6. **Develop materials for online content and face to face meetings**
 - a) 90% of the content is prepared
 - b) 10% can be customized by the instructor
7. **Fine-tune and revise**