



Hybrid Courses from Students' Perspective

Nega Debela, Fred Pauley

Marshall University (USA)

debela1@marshall.edu, pauley67@marshall.edu

Abstract

This is qualitative research conducted on students who are taking hybrid courses. Out of 18 students, 10 of them responded to the survey. The age range of the students was between 20-60 years old. While 90% of the respondents were female 10% were male. The respondents have 2-4 degrees in various domains of education. The respondents perceive that the hybrid courses provide opportunity for self-paced learning, more flexibility, being able to work in advance and save money on travel, ability to work on courses late in evening or very early in the mornings and the capacity to still have a job and family. Hybrid courses could be improved if there is consistency in teacher and student interaction, consistency in course shells, and if instructors diligently respond to emails and address students' concerns. It is essential for the instructors to be available and be responsive to inquiries within the class. Assignment instructions need to be explicit and due dates need to be clear. Rubrics are tremendously helpful. Since the bulk of the communication occurs online, professors need to be particularly careful to encourage student questions and avoid belittling or becoming impatient with students. Education courses always point out the need for teachers to vary presentation styles, and not cramming too much information in a small amount of time, and provide ample time for questioning. The respondents emphasized that the best graduate-level online courses are those in which a professor understands that he/she is instructing a class full of professional adults who deserve to be treated as such.