



Hybrid Learning: Lessons Learned

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The Promise of Hybrid Learning in FL

Pedagogy: Better SLA
outcomes (best of both worlds)

Administration: Savings (less
stress on limited resources)

L2 Learners: More flexibility,
more convenience

Hybrid Effectiveness – After Year One (2006)



Attrition: 45%



Failure: 20%



Outcomes:

A = 0%

B = 1%

C = 49%

D = 30%

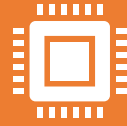
F = 20%



Satisfaction: 3.51 (max: 5)

Guiding Questions:

Course Design /
Development



What aspects of SLA work best online?



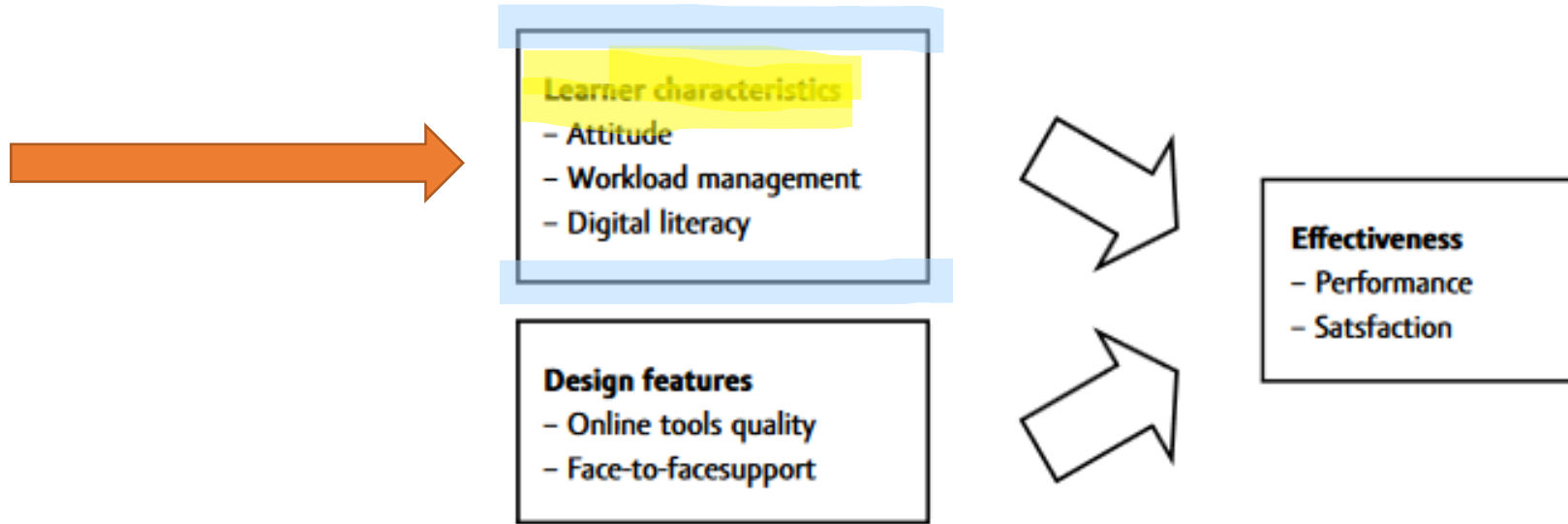
What combination of online and traditional resources is more effective?



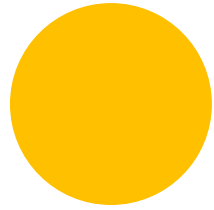
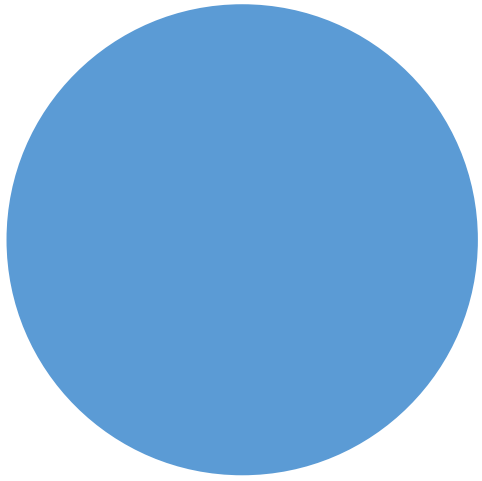
How should face-to-face time be used?



How should learning be assessed?



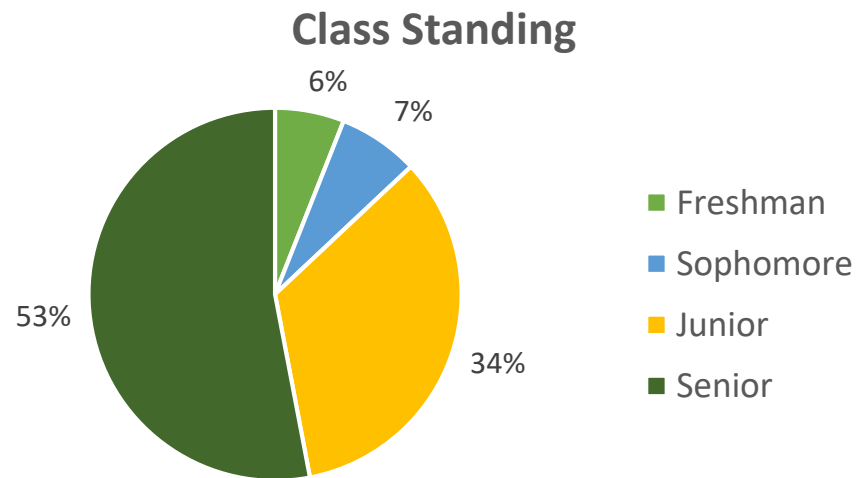
Wichadee, S. (2018). Significant Predictors for Effectiveness of Blended Learning in a Language Course. *JALT CALL Journal*, 14(1), 25–42.



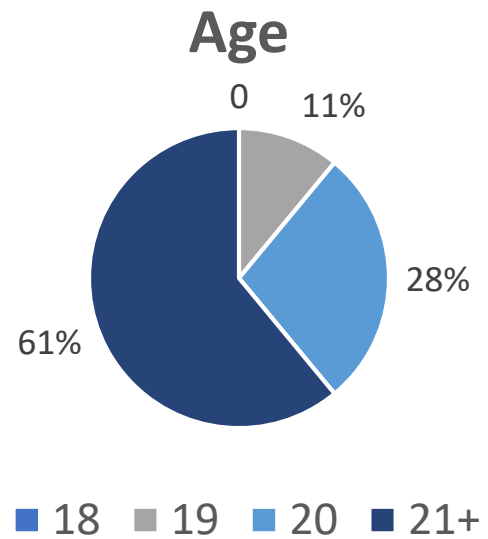
PRE-SURVEY

Learner Characteristics

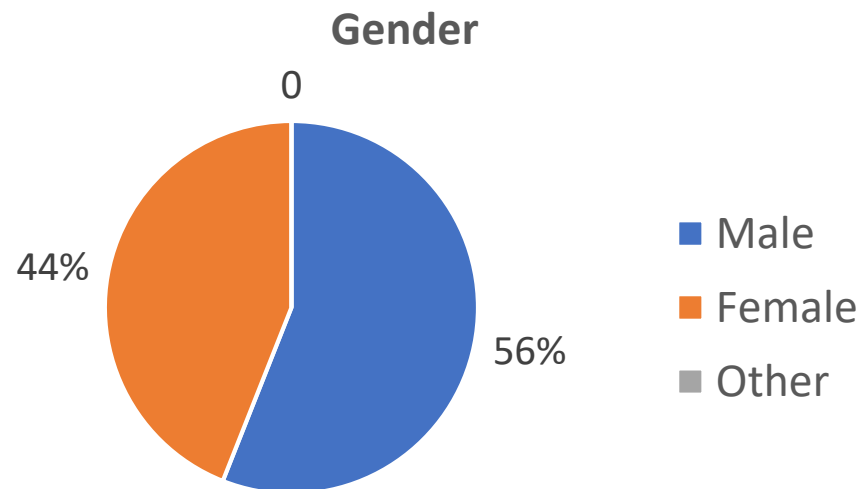
Class standing	Respondents	Percentage
Freshman	15	6%
Sophomore	18	7%
Junior	84	34%
Senior	131	53%
Total	248	100%



Age	Respondents	Percentage
18	0	0
19	27	11%
20	69	28%
21	55	22%
22	42	17%
22+	55	22%

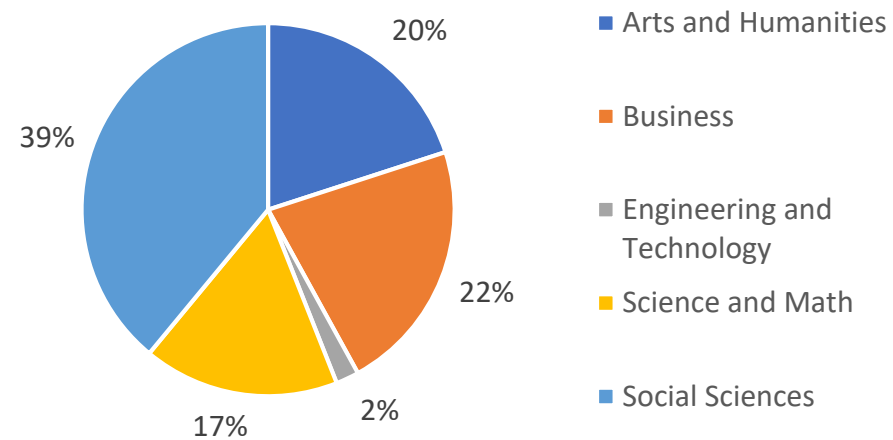


Gender	Respondents	Percentage
Male	139	56%
Female	109	44%
Other	0	0



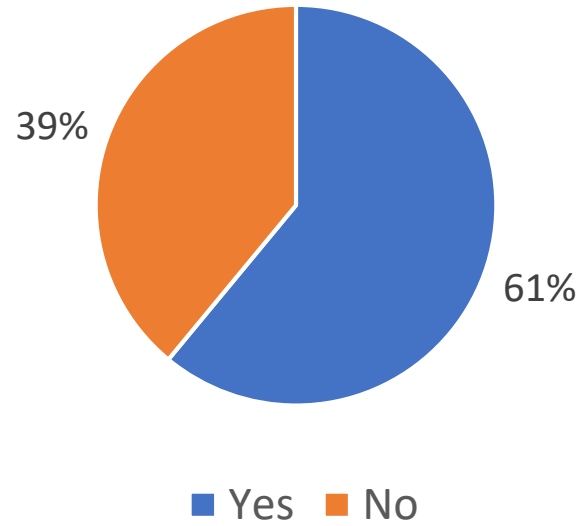
Major	Respondents	Percentage
Arts and Humanities	49	20%
Business	54	22%
Engineering and Technology	5	2%
Science and Math	43	17%
Social Sciences	97	39%

University Majors



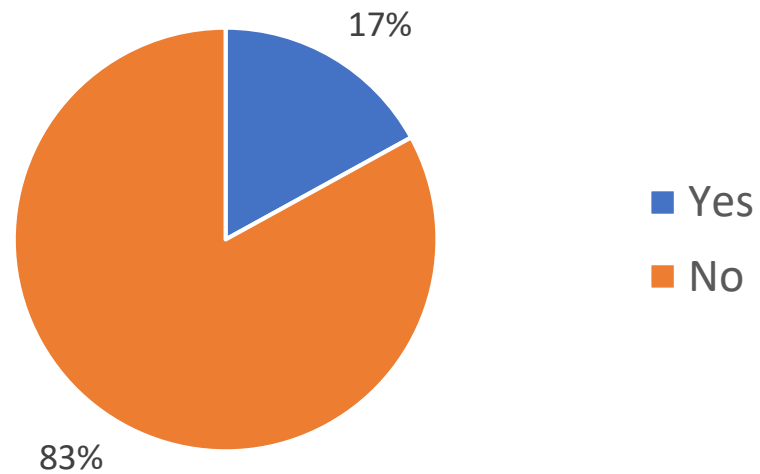
Prior Hybrid Experience	Respondents	Percentage
Yes	151	61%
No	96	39%

Prior Hybrid Experience

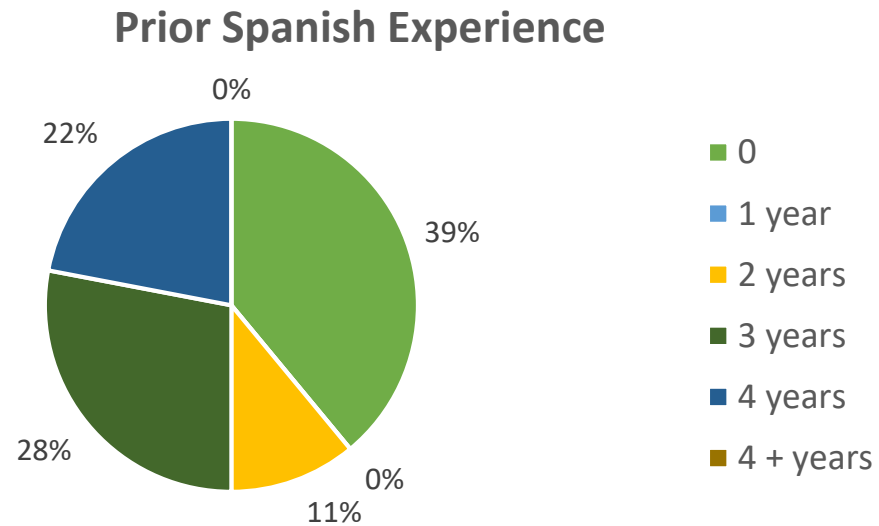


Prior hybrid experience in SPAN	Respondents	Percentage
Yes	42	17%
No	206	83%

Prior SPAN Hybrid Experience

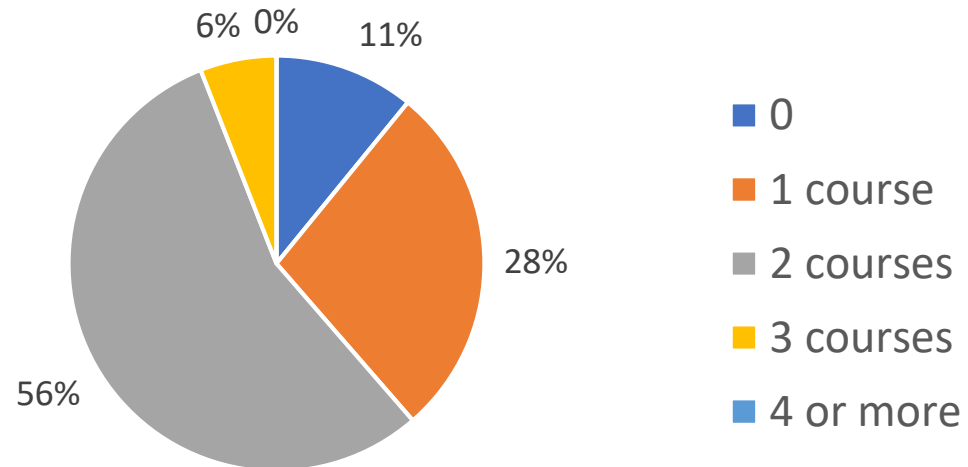


Prior Spanish Experience	Respondents	Percentage
0	96	39%
1 year	0	0%
2 years	27	11%
3 years	70	28%
4 years	55	22%
4 + years	0	0%



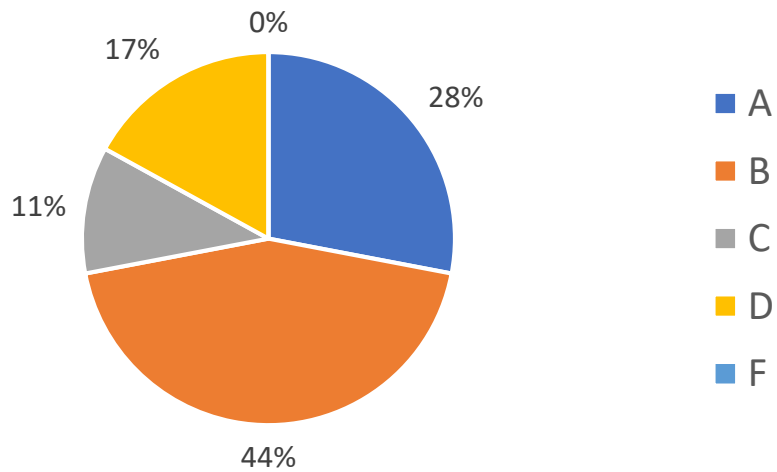
Prior SPAN experience in College	Respondents	Percentage
0	27	11%
1 course	69	28%
2 courses	137	56%
3 courses	15	6%
4 or more	0	0%

Prior SPAN College Experience



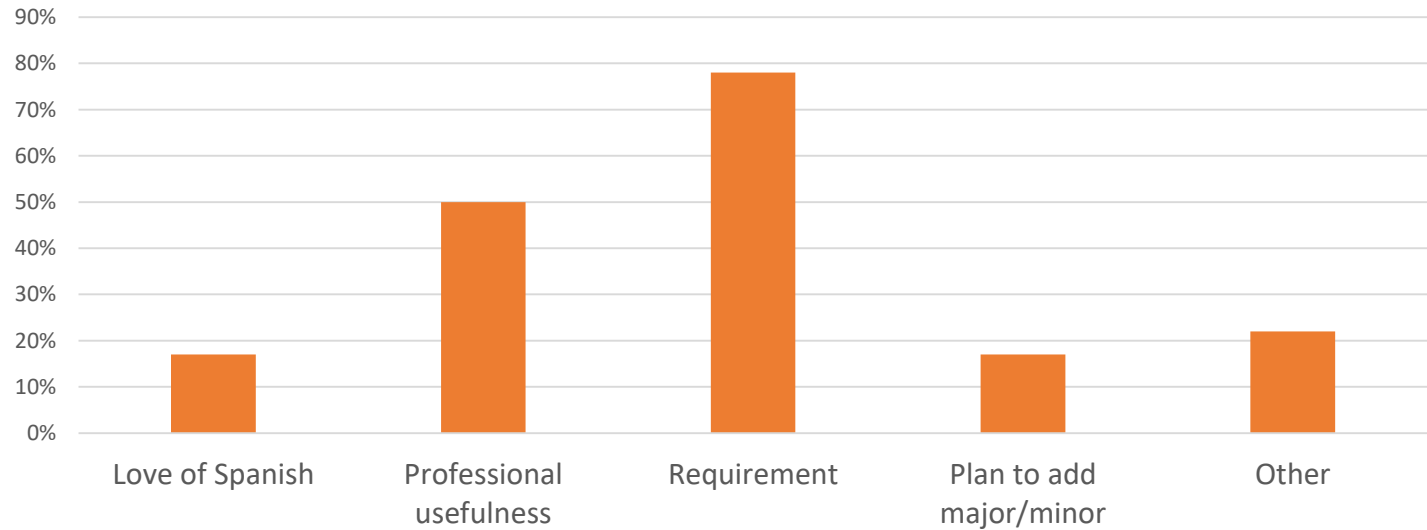
Most recent grade in SPAN	Respondents	Percentage
A	69	28%
B	109	44%
C	27	11%
D	43	17%
F	0	0%

Grade in Last SPAN Course

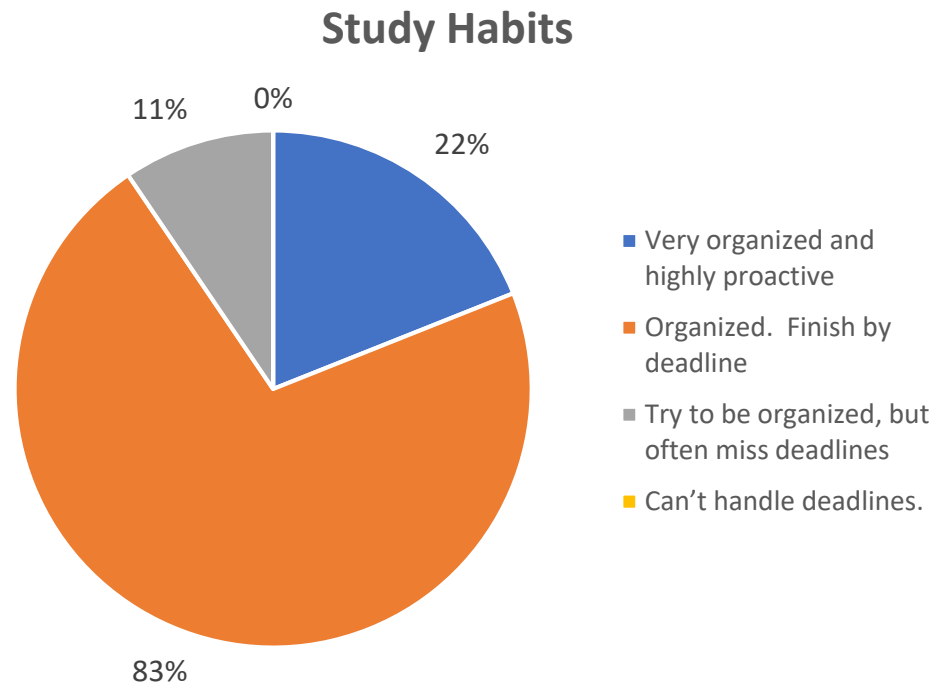


Reason for enrolling	Respondents	Percentage
Love of Spanish	42	17%
Professional usefulness	124	50%
Requirement	193	78%
Plan to add major/minor	42	17%
Other	54	22%

Reasons for Enrolling



Study habits	Respondents	Percentage
Very organized and highly proactive	53	22%
Organized. Finish by deadline.	205	83%
Try to be organized, but often miss deadlines	30	11%
Unconstrained. Can't handle deadlines.	0	0%



Learner Characteristics



Older



Upper class



Higher
concentration
of males



Social Sciences,
Business,
Athletes



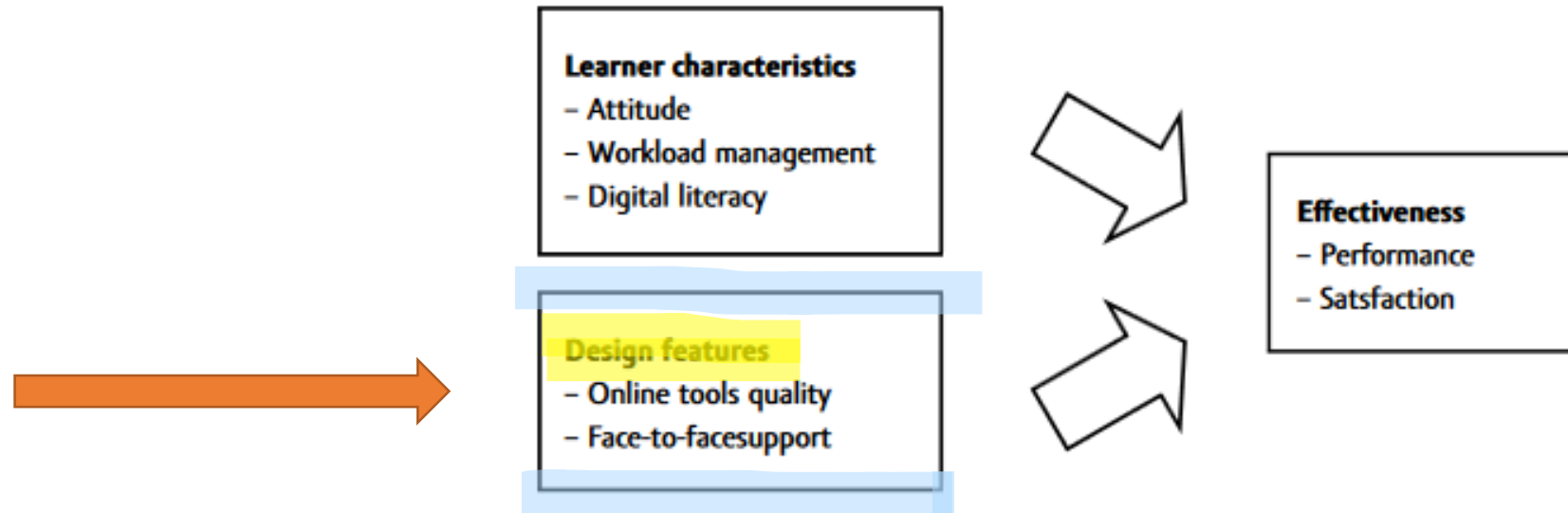
Heterogenous
language
learning
experience



Limited
online/hybrid FL
experience



Aiming to
complete a
requirement



Wichadee, S. (2018). Significant Predictors for Effectiveness of Blended Learning in a Language Course. *JALT CALL Journal*, 14(1), 25–42.

Design Features

Pedagogical Adjustments

- **Workload management:** **Equal time** working online and in face-to-face sessions (traditional classes cut in half)
- **Online activities** focused on vocabulary, grammar, and comprehension tasks (**enhanced feedback** features)
- **Face-to-face sessions** focused on integrative language activities (speaking and writing) with a **task-based** orientation

Syllabus re-write:

- Clarity/ consistency/ simplicity
- Explicit discussion of benefits/pitfalls of hybrid learning in FLs
- Explicit hands-on training on all technical aspects of the program (to address digital literacy issues)
- Emphasis on communication (two-way feedback)

The current hybrid panorama at UD



SPAN 1 – 2 SECTIONS PER YEAR
SPAN 2 – 2 SECTIONS PER YEAR
SPAN 3 – 6 SECTIONS PER YEAR
(4 REGULAR, 2 INTENSIVE)



FACULTY INVOLVED:
FOUR



ENROLLMENT:
AROUND **250**
STUDENTS PER YEAR



PERCENTAGE OF 100-
LEVEL TOTAL: **12.5%**

Course Re-design



COURSE GOALS:
CLEAR, REALISTIC



POINT OF DEPARTURE:
- DISCUSSION OF
BENEFITS/PITFALLS OF HYBRID
LEARNING
- TECHNOLOGY WORKSHOP



COURSE STRUCTURE:
- SIMPLIFIED & CONSISTENT
- CLEAR DAILY GOALS



FACE-TO-FACE FOCUS:
INTEGRATIVE L2 TASKS

Course Assessment



DAILY QUIZZES



AT-HOME ONLINE
CHAPTER TESTS



SELF-ASSESSMENT OF
CLASS PARTICIPATION



54% OF COURSE GRADES
FROM OPEN-ENDED
WRITING/SPEAKING
ASSIGNMENTS



PRE/MID/POST-
SURVEYS

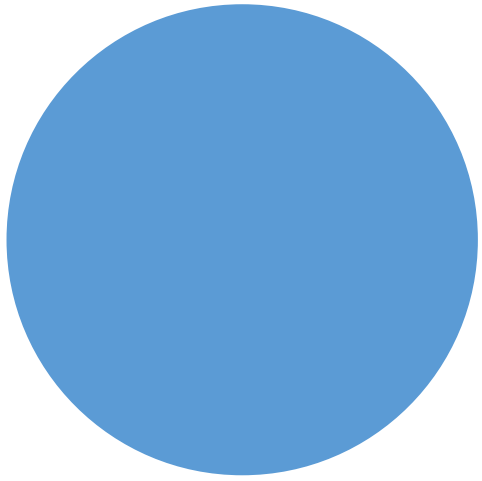


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EFFECTIVENESS: Performance

Learning Outcomes

GRADE	PERCENTAGE
A	16 %
B	53 %
C	21 %
D	5 %
F	5 %

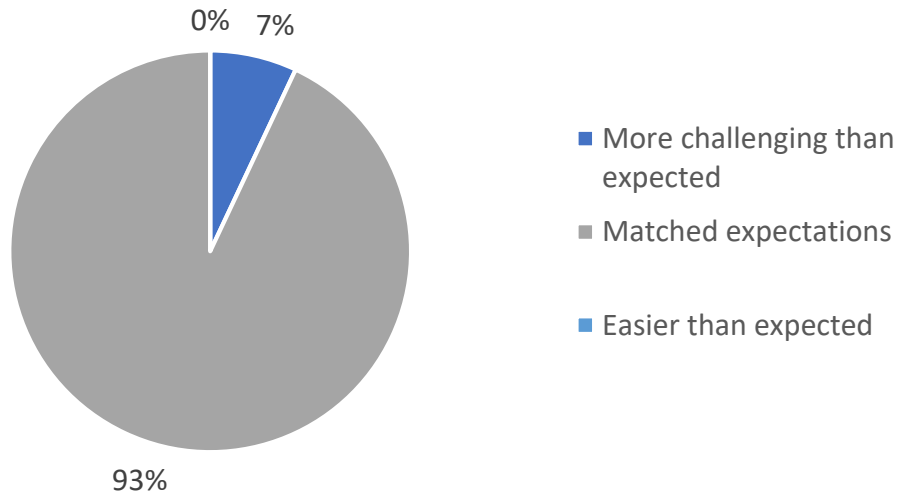


POST-SURVEY

EFFECTIVENESS:
Learner Satisfaction

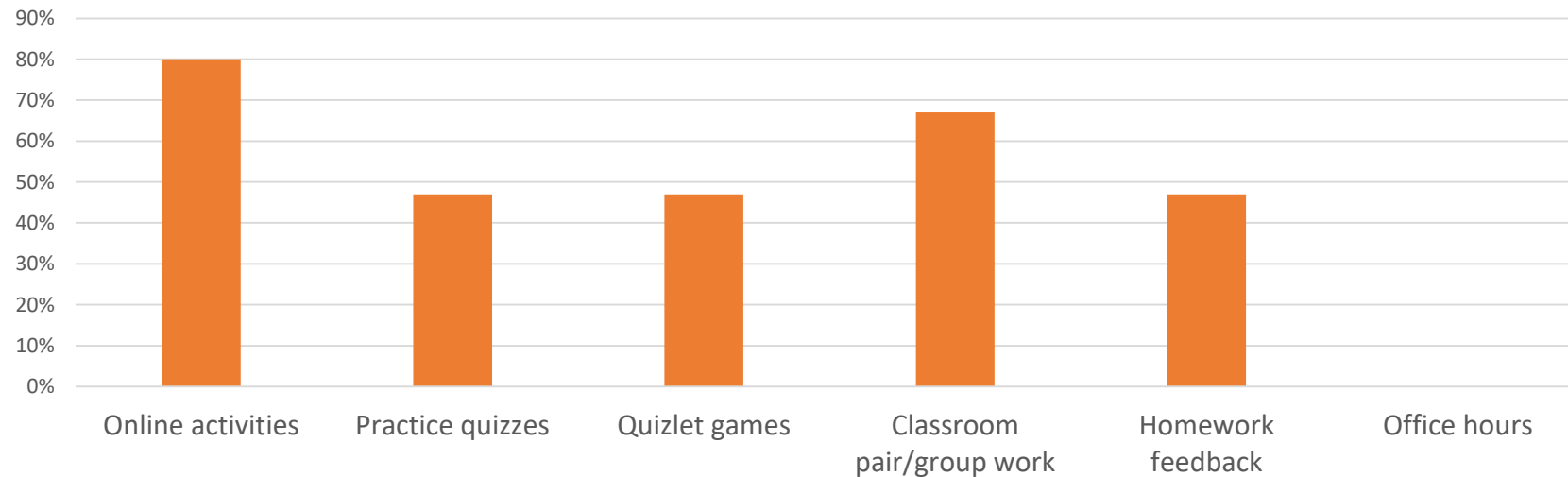
Level of difficulty	Respondents	Percentage
More challenging than expected	17	7%
Matched expectations	230	93%
Easier than expected	0	0%

Level of Difficulty of the Course



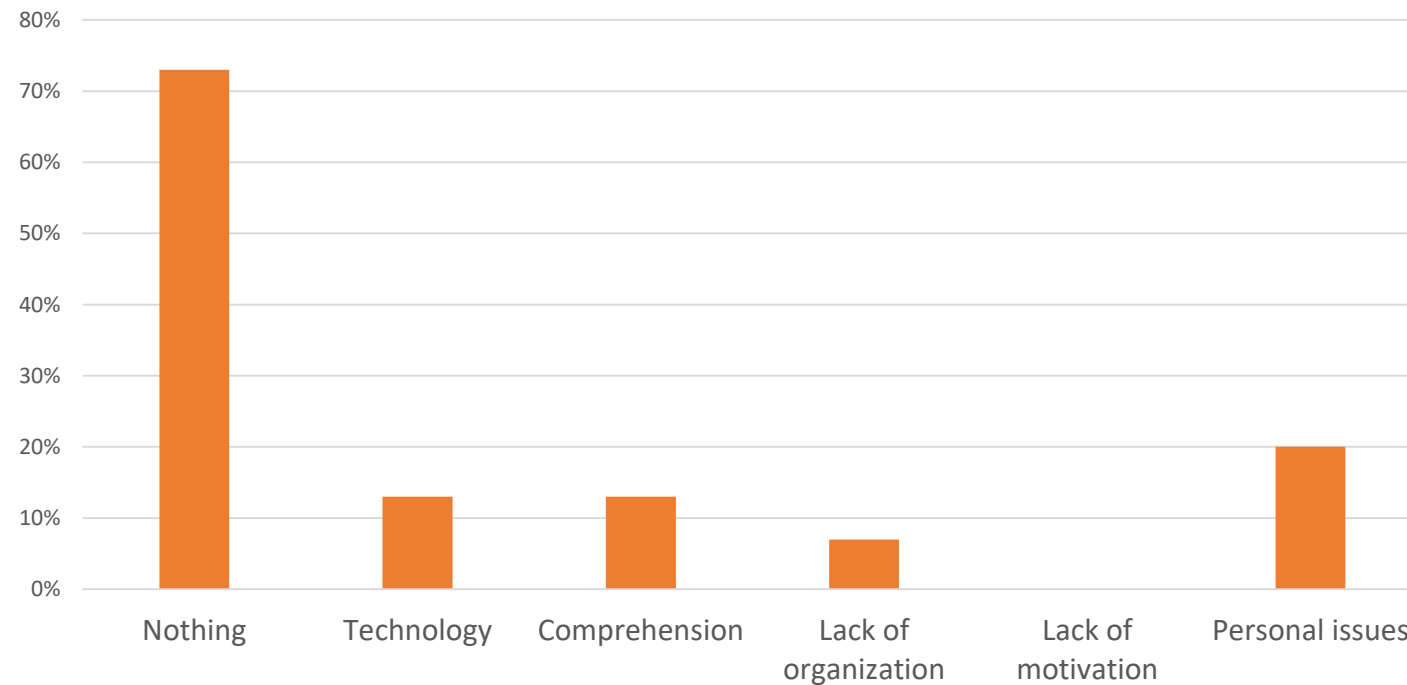
Favorite Course Component	Respondent	Percentage
Online activities	198	80%
Practice quizzes	116	47%
Quizlet games	116	47%
Classroom pair/group work	166	67%
Homework feedback	116	47%
Office hours	0	0%

Course Component Preference



Challenge	Respondents	Percentage
Nothing		73%
Technology		13%
Comprehension		13%
Lack of organization		7%
Lack of motivation		0%
Personal issues		20%

Challenges Encountered



EFFECTIVENESS SUMMARY (2018)



Attrition: 2%



Failure: 5%



Outcomes:

A=16%

B=53%

C=21%

D=5%

F=5%



**Satisfaction: 4.68
(max: 5)**