“E-ndragogy”: Best Practices in Blended Education for Adult Learners

Manhattan College
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Learning Outcomes

1. Review impact of quality assurance for blended curriculum;

2. Identify and describe student success best practices for blended academic programs;

3. Demonstrate instructional design tools to enhance students’ engagement within the blended learning environment
## College Institutional Characteristics

<table>
<thead>
<tr>
<th>Students</th>
<th>Demographics</th>
<th>1st Year “Traditional”</th>
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<tbody>
<tr>
<td>3,970 Students</td>
<td>54% men, 46% women</td>
<td>Average high school GPA: 87-93 (3.2-3.8)</td>
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<tr>
<td>3,444 undergraduate traditional students</td>
<td>31% Minorities (20% Hispanic)</td>
<td>Average SAT: 1100-1240</td>
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<td>483 graduate students</td>
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<td>Average ACT: 22-26</td>
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<tr>
<td>Students</td>
<td>Demographics</td>
<td>1st Year “Nontraditional”</td>
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<tr>
<td>196 Students</td>
<td>61% men, 39% women</td>
<td>35+ years old</td>
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<tr>
<td>110 undergraduate students</td>
<td>43% Minorities (22% Hispanic)</td>
<td>Full-time work</td>
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<td>86 graduate students</td>
<td></td>
<td>Credit transfers (6-54)</td>
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Background of School of Continuing & Professional Studies

- **1997**: Undergraduate Degree Completion Program
- **2013**: Complete Bachelor’s degree program, is approved by Middle States
- **2014**: Core curriculum is converted to hybrid/accelerated 7 week courses with discussion board
- **2015**: All courses for Bachelor of Science degree are redeveloped & implementation of Online Master’s degree
- **2016**: Introduction of course debriefing is implemented
- **2017**: SCPS introduces Quality Assurance
- **2018**: Redevelopment of hybrid and online courses
Quality Assurance in Blended Environment

- Monitors online and in-person learning environments within the SCPS
- Includes, but not limited to:
  - In-class observations
  - LMS auditing
  - Instructor training and debriefing
  - Student focus groups and surveys
Background on Program Review: 2017-2018

Step 1: Identify components and data points

Step 2: Establish reporting plan and time frame

Step 3: Collect data and report findings
Best Practices: Using Technology Effectively in Blended Learning

Research:

Discussion Forums
To maintain the conversation outside of the traditional classroom setting
Readymade Quizzes

To provide immediate feedback for student learning

- “Readymade” quizzes allows opportunity for immediate grade following assignment completion
- Students have an immediate understanding of the success of their work
- Allows for “one less thing” for instructor to grade
- Promotes technology use as quiz does not occur within the in-person classroom setting
Teleconferencing
To increase “office hours” for student support and engagement

- Including teleconferencing options increase opportunity for student-faculty communication
- Increases students’ comfort level in teleconferencing technology use
- Allows for immediate feedback in work review (shared screens)
- Examples include: Google Hangouts and Zoom
Additional Tools to Support Online Interaction

To increase instructor creativity outside of the available LMS options

1. Voicethread
2. H5P
3. PowToon
4. Rubistar
5. G Suite (Docs, Sheets, Slides, Sites)
Stakeholders & Buy In

1. College Administration
2. IT
3. Instructors
4. Students
Questions for the Group

1. What does quality assurance look like at your blended program?
2. How often is your blended program monitored - and in what ways?
3. What e-tools do you incorporate into your blended learning?
4. How do faculty react to the blended model and online learning components?