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The Effectiveness of Hybrid Courses at De La Salle University

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Abstract: The study was conducted to determine the effectiveness of hybrid courses at De La Salle University, involving 84 undergraduate and 39 graduate school students enrolled in hybrid courses during Term 3 of AY 2011-2012 as well as eight faculty who have taught hybrid courses since Term 1 of SY 2006-2007. Data were gathered through survey forms. Data on students' evaluation of hybrid faculty and course since AY 2009-2010 at the Institutional Testing and Evaluation Office (ITEO) were also summarized. The study made use of descriptive statistics to present quantitative data while responses to open-ended questions were content-analyzed.

The survey results showed that students rated the teaching effectiveness of hybrid faculty as satisfactory. They also indicated that students were satisfied with the teaching-learning processes. ITEO evaluation results, on the other hand, showed very satisfactory ratings. The students indicated that hybrid courses were effective to a great extent in terms of developing their skills and knowledge while the faculty thought that they were effective to a very great extent. Most students believed that hybrid and traditional set-ups are about the same in most areas (i.e., quality of teaching, and students' extent of learning from course, motivation and interest in class and satisfaction with overall learning). While half of faculty believed that the quality of teaching performance is about the same for the two set-ups, the other half expressed that it is better in the hybrid classes. Majority also believed that the extent of learning from the course is about the same in both set-ups while the motivation and interest in class is better in the hybrid classes. Most of faculty indicated that students learned more in the hybrid classes. Both groups indicated that the hybrid learning is an effective alternative to the traditional classroom set-up; as such, majority expressed preference for the hybrid learning set-up as a mode of instruction.

Key Words: blended; hybrid; traditional courses; faculty and course evaluation