

Rapid implementation of a hybrid converged-teaching model with a large class size; impact on student performance & satisfaction ratings

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Findings

Curriculum was successfully delivered using a HyFlex teaching approach (fig 1) with exam results similar to previous years. No significant difference in overall exam performance was seen between on-line vs blended/on-campus students (fig 2). However, a difference in satisfaction was reported, with students who availed of teaching exclusively-on-line reporting lower satisfaction levels (fig 3).

Impact

Successful transition to HyFlex and blended delivery mitigated risk for our large class size while facilitating student engagement. HyFlex may help address student demand for flexible programme delivery but further research is needed to confirm the impact on student satisfaction levels.

APPROACH: A blended HyFlex approach (converged teaching) was implemented where Faculty simultaneously taught online and in-person facilitating student learning either exclusively online or via a blended on-campus approach (fig 1).

Aims

To investigate the impact of convergent delivery of the Year 1 Medicine Programme curriculum (for the large class size of 385), with students based both overseas and on-campus addressing COVID19 travel-restrictions and social-distancing challenges.

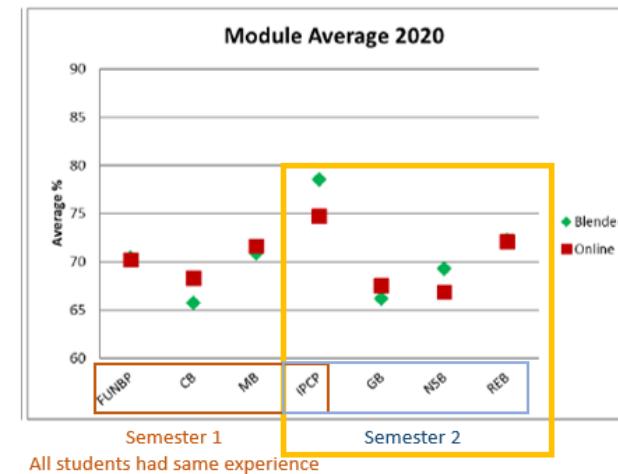


Fig 2. No difference in academic performance for students that engaged blended vs. exclusively on-line

Fig 3. Significant difference in student self-reported satisfaction levels in module survey with on-line-only students less satisfied (avg module Likert rating 3.68 vs 4.19 for students with blended learning approach).

Exclusively on-line
3.68

Blended approach
4.19



References: Lohmann MJ, Randolph KM, Oh JH. Classroom Management Strategies for Hyflex Instruction: Setting Students Up for Success in the Hybrid Environment [published online ahead of print, 2021 May 18]. *Early Child Educ J.* 2021;1-8. doi:10.1007/s10643-021-01201-5

Fig 1. Hyflex teaching approach

