

Student Preferences: Favored Elements of Traditional, Blended and Online Learning



PRESENTER:

Stephanie Adams OD PhD

BACKGROUND: With increased use of distance learning, instructors need a better understanding of which remote instruction elements should be used to promote learning and student satisfaction, creating a successful environment for all types of learners.

METHODS

Sixty-one first-year optometry students completed a survey on their preferred **didactic course formats** after 8 months of remote learning (IRB#20015).

- **Traditional**—all lectures are in-person at a set time and place.
- **Online**—all course content is accessed online, professor interactions are all by electronic means, and there are never official meetings.
- **Blended**—variation from traditional lecture with incorporation of online-based course activities, with some official remote and/or in-person meetings.

RESULTS

Students also indicated the most important features of their preferred format.

Traditional Format (n = 8):

- Provides a focused learning environment
- Forms a learning community
- Allows questions & immediate feedback

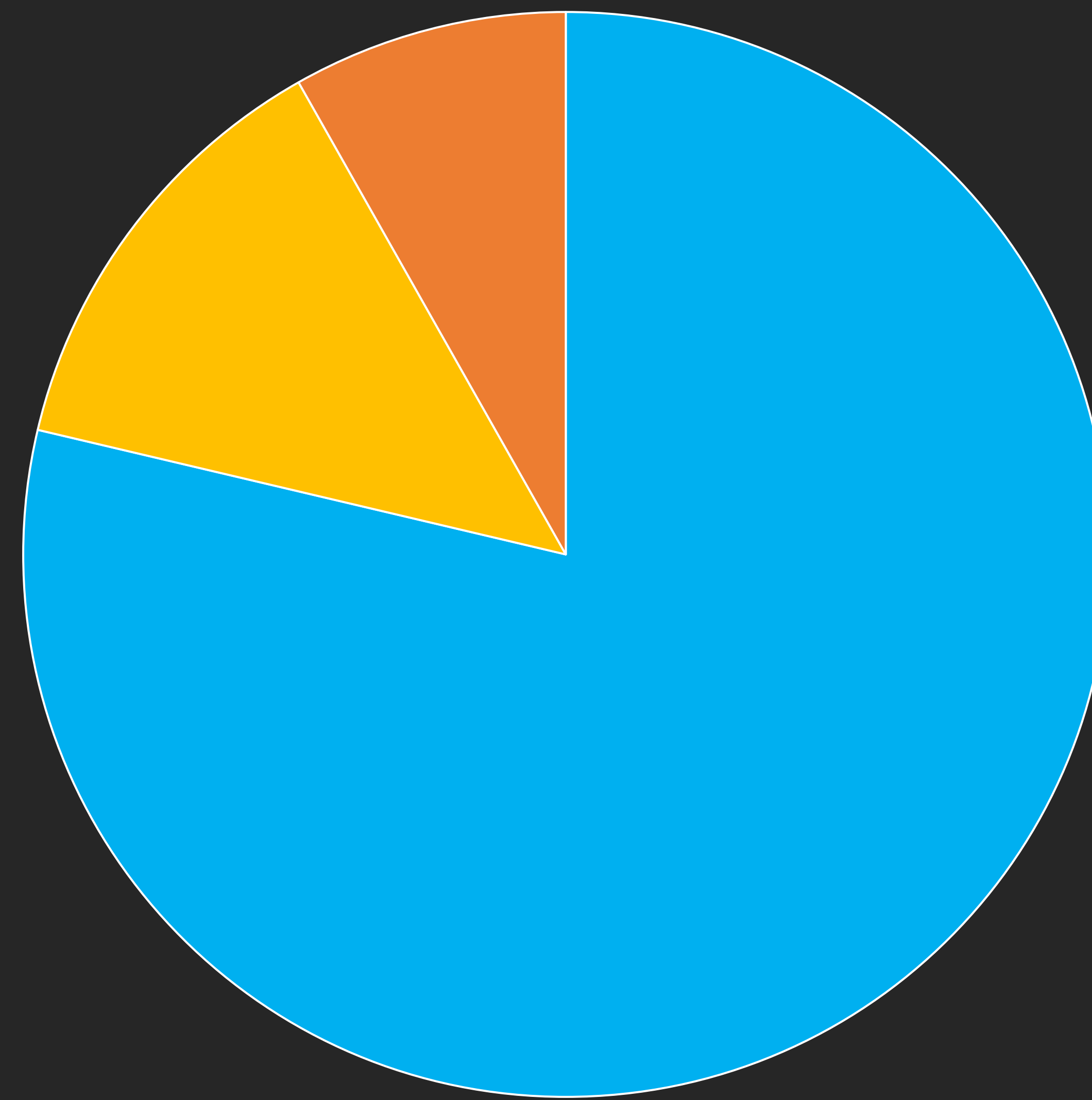
Online Format (n = 5):

- Increased retention of material
- Offers more efficient use of time
- Provides flexibility of lecture viewing schedule

Blended Format (n = 48):

- Provides flexibility of lecture viewing schedule
- Offers more efficient use of time
- Allows for self-paced mastery of content

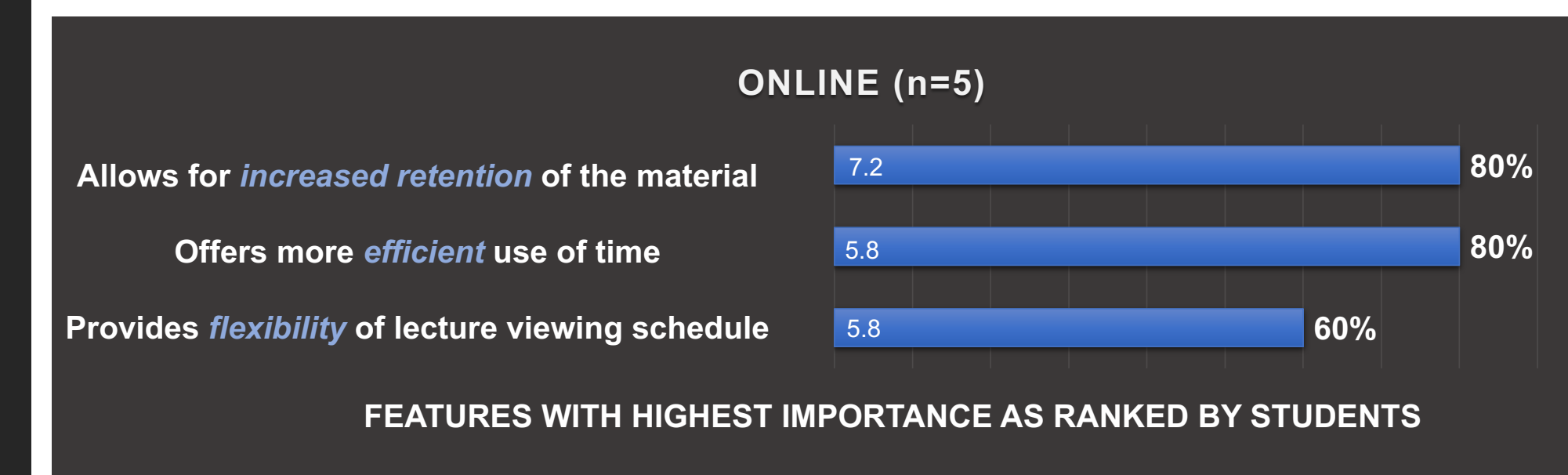
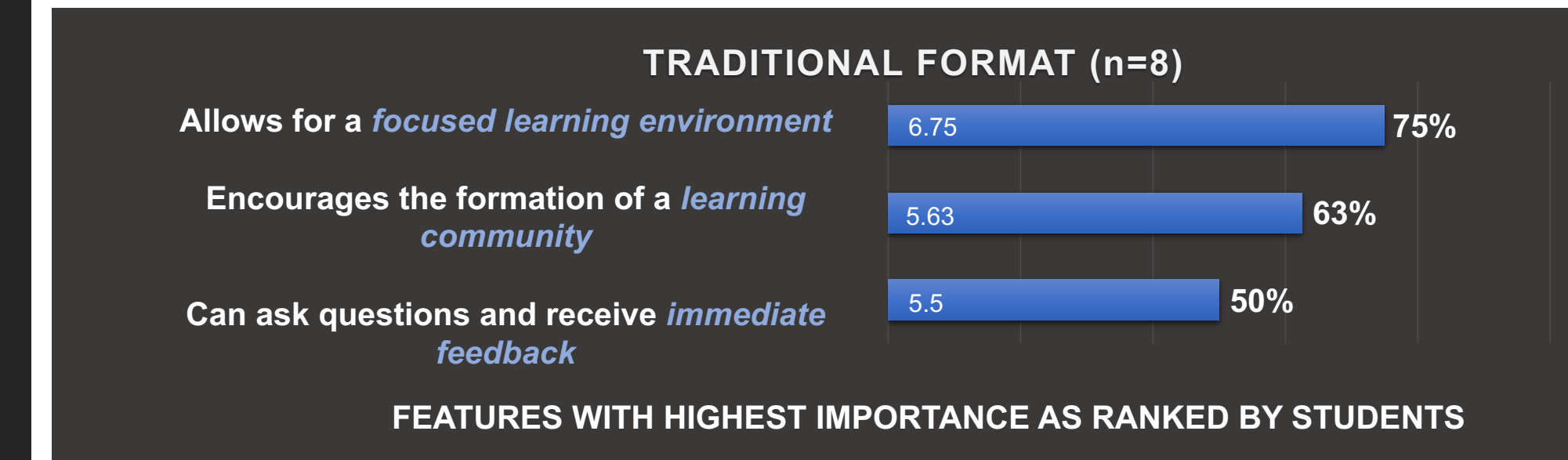
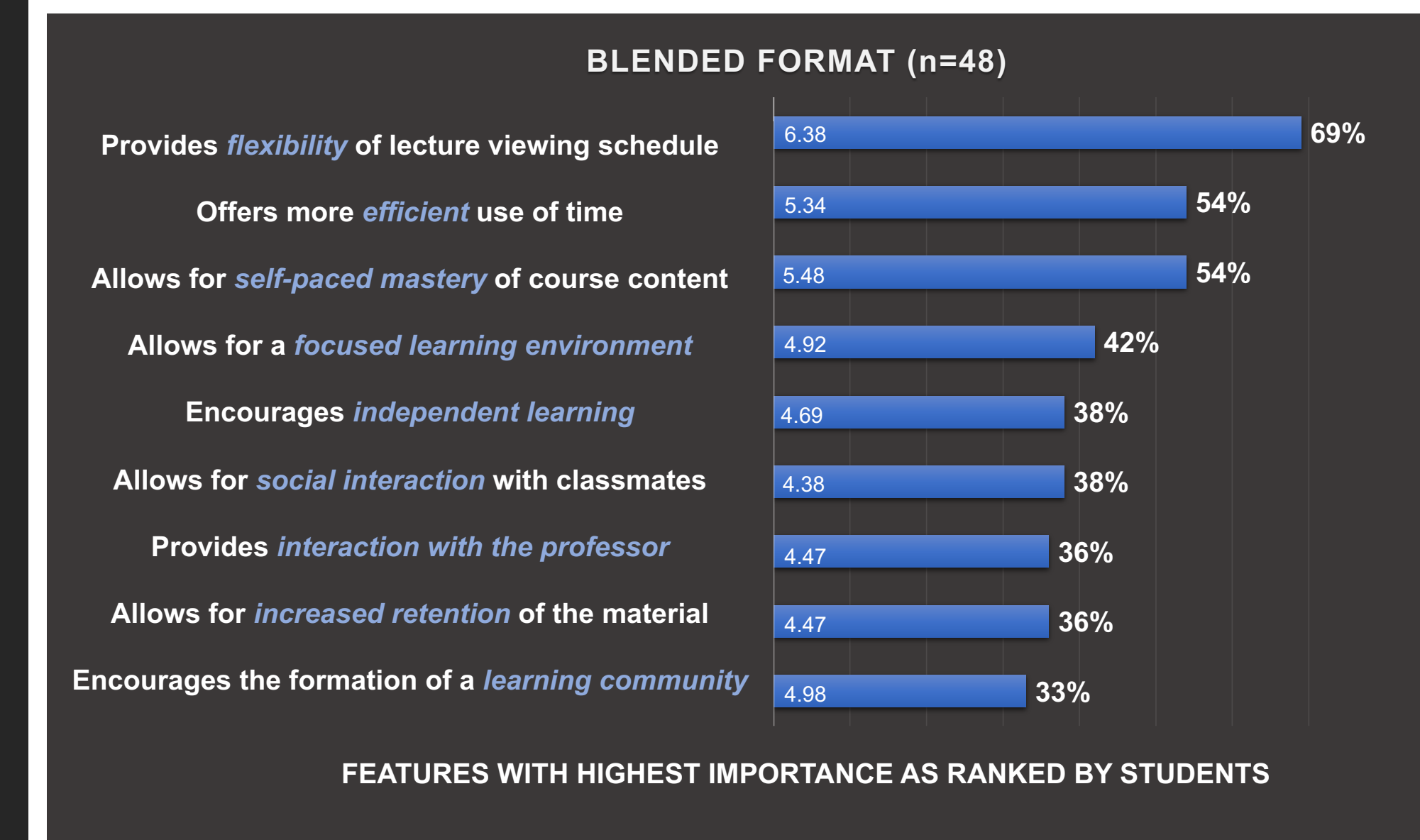
The future of higher education is blended due to flexibility, self-paced learning, and efficient use of time.



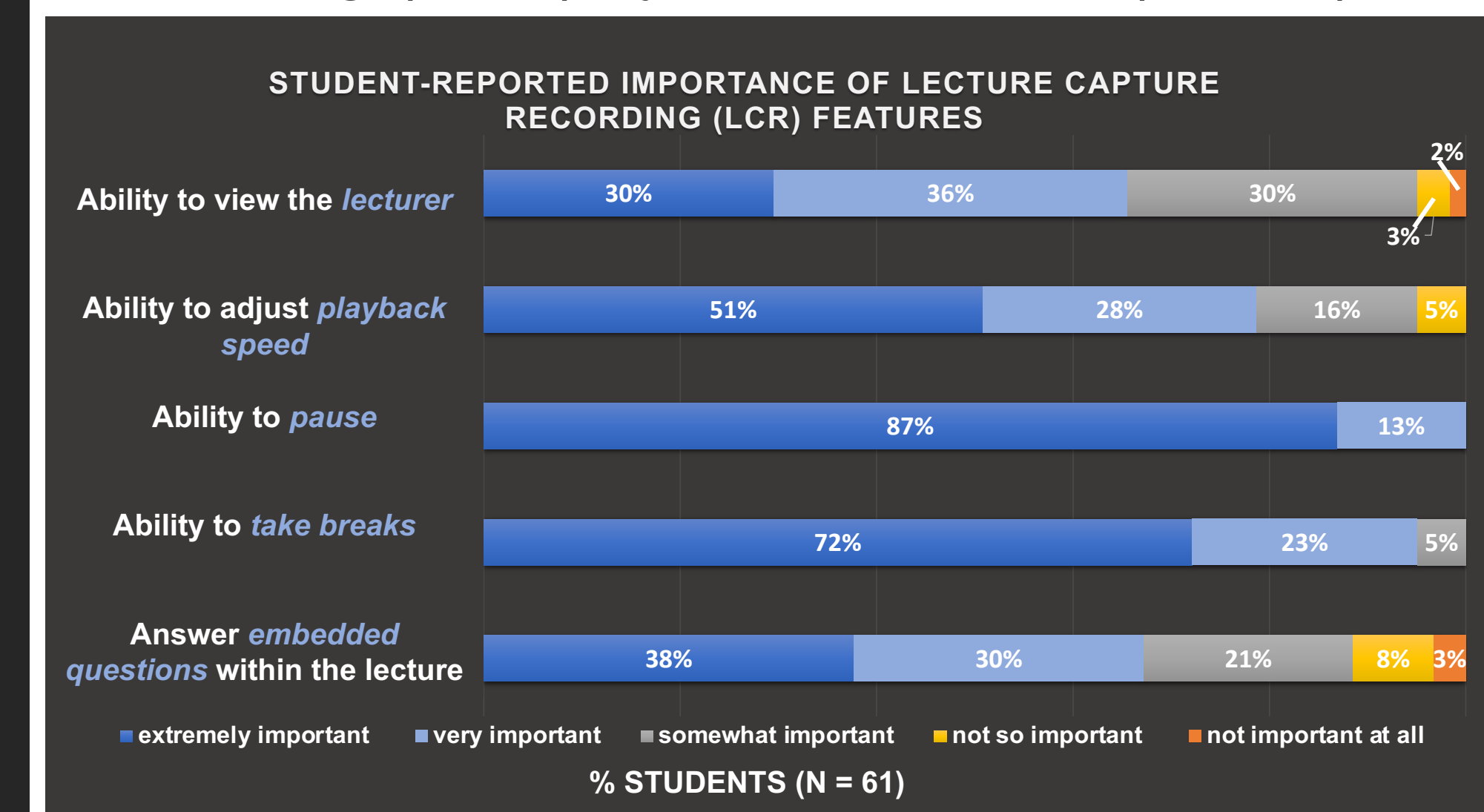
Students prefer a **blended** (79%) didactic course design compared to **traditional** (13%) or **online** (8%) formats.



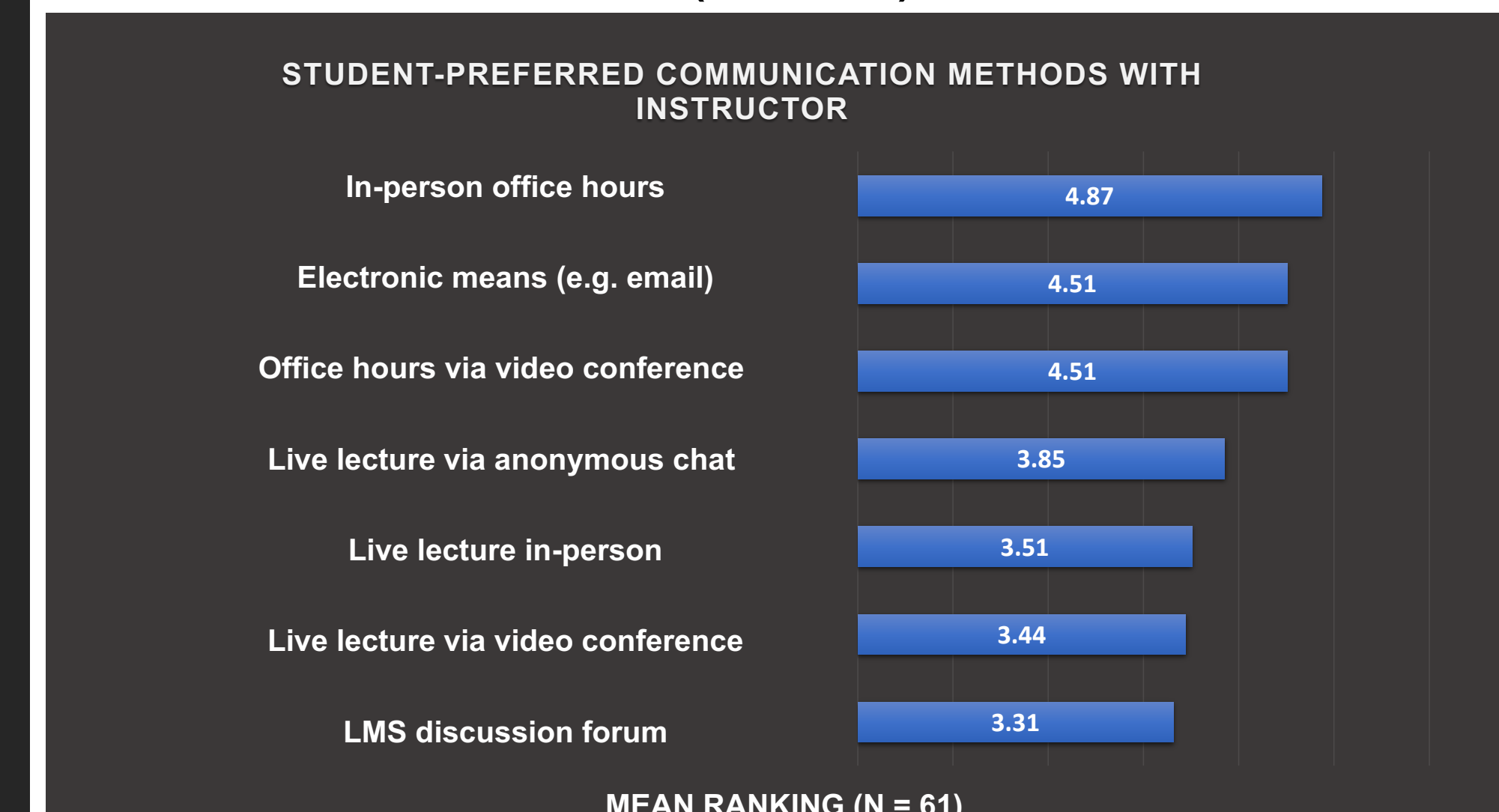
Students ranked features associated with their preferred course format from 9-most to 1-least important. Results below show the mean ranking and percentage of students who ranked the element within their top 4 preferred features.



On a Likert-scale, students indicated the importance of various lecture-capture recording (LCR) system features (below).



Students ranked their preferred means for asking the professor questions related to the course content (below).



Adams, S., Simeon, R., Wyles, E., Donati, R., Koenig, D.



Illinois College of Optometry
3241 S Michigan Ave
Chicago IL 60616

sadams@ico.edu