



A Review of Research Literature on Hybrid Distance Learning

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ABSTRACT

Literature review of related literature is as important as any other component of the research process and can be conducted quite painlessly if approached in an orderly manner. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between proposed and the studies already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective. This paper outlines review of research literature of hybrid distance learning.

KEYWORDS : Hybrid learning, Blended Learning, traditional classroom

INTRODUCTION

Too often the review of related literature is seen as a necessary evil to be completed as fast as possible so that that one can get on with the "real research." This perspective is due to a lack of understanding of the purpose and importance of the review and to a feeling of uneasiness on the students who are not sure exactly how to go about reporting on the literature. Nonetheless, literature review of related literature is as important as any other component of the research process and can be conducted quite painlessly if approached in an orderly manner. Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between proposed and the studies already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The term is also used to describe the written component of a research plan or report that discusses the reviewed documents. These documents can include articles, abstracts, reviews, monographs, dissertations, other research reports, and electronic media. The literature review has several important purposes that make it well worth the time and effort. It is a critical and in-depth evaluation of previous research. It is a summary and synopsis of a particular area of research, allowing anybody reading the paper to establish why one is pursuing this particular research program. A good literature review expands upon the reasons behind selecting a particular research question.

Review Studies related to Student Satisfaction and Hybrid/ Blended learning:

Murray.M.&Perez.J.(2013).Student Interaction with Content in Online and Hybrid Courses: Leading Horses to the Proverbial Water

This study compares patterns of access to instructional content in online and hybrid courses offered at a regional university in the United States. Frequency counts and access rates were examined for course content in four categories: core materials, direct support, indirect support, and ancillary materials. Observed results were echoed in responses to a survey of students, who reported selectively accessing course content based upon perceived likelihood of positive impact on performance. Implications for course design are myriad. Permutations of traditional and online learning are rapidly advancing along a blended continuum, prompting conjecture that learning and e-learning will soon be indistinguishable. As variations of blended learning evolve, educators worldwide must develop better understanding of how effective interaction with course content impacts engagement and learning.

Law.K.&Cheung.R.(2013).Measuring student satisfaction in distance education in Hongkong

The purpose of research is to explore the determinants of distance education quality from a market oriented approach to understand student satisfaction. This quantitative study was conducted through a designed survey and self-administered instrument. The respondents involved 56 business school students at two different distance education institutions (online learning and blended learning) in Hong Kong. The research model proposed the key independent variables: flexibility, responsiveness, interaction, student learning, technical support, and technology with student satisfaction as the dependent variable. Data was analysed by testing of correlation and regression. Results suggested all variables are significantly associated with student satisfaction. However, the impact of the independent variables varies between online learning and blended learning. The findings also revealed the student experience of learning and satisfaction for online learning and blended learning are different.

Naaj.M.&Nachouki.M.(2012).Evaluating Student Satisfaction with Blended Learning in a Gender-Segregated Environment

The purpose of this study is to develop and validate an instrument that can be used to measure perceived student satisfaction with gender segregated blended learning and explore whether satisfaction differs according to gender. In this study a model is proposed by the aggregation of these factors into five groups: instructor, technology, class management, interaction, and in-struction. The results indicate that the Student Satisfaction Survey Forms (SSSF) used were a valid measure of student satisfaction. They also show that students were satisfied with all components, although the level of satisfaction varied according to gender.

Ali.A.&Ahmad.I.(2011).Key factors for determining student satisfaction in distance learning courses:A study of Allama Iqbal Open university

The purpose of this study was to examine the relationship between student satisfaction and the following variables of the distance learning environment: Instructors' performance, course evaluation, and student-instructor interaction. The sample consisted of 245 students of Allama Iqbal Open University of Pakistan. Keeping in view the nature of relationships among the variables, correlation matrix and regression analysis in addition to frequency analysis were used to analyze the findings. The results showed that just like in traditional education, in distance learning at AIOU, enough interaction takes place between students and instructors; courses are up to date and well-designed; instructors are devoted, motivated, and equipped with the required competencies. Moreover, the faculty at AIOU is delivering distance courses that meet students' needs with regard to student-instructor interaction, instructor performance, and course evaluation.

Cascales.R.&Walker.S.(2011).Evaluation of hybrid and distance education learning environments in Spain

This article describes the adaptation and validation of the Distance Education Learning Environments Survey (DELES) for use in investigating the qualities found in distance and hybrid education psycho-social learning environments in Spain. This study outlines how the English language DELES was adapted into the new Spanish-Distance Education Learning Environments Survey(S-DELES) for use with a Bachelor of Psychology and Criminology degree program offering both distance and hybrid education classes. Here, the relationships between psycho-social learning environment perceptions and those of student affect are showcased. Here also presented the asynchronous aspects of the environment, scale means, and a comparison between the perceptions of distance education students and their hybrid education counterparts that inform the university about the base line health of the information and communication technologies (ICT) environment within which the study was conducted.

Hermans.C. &Haytko.D.Student Satisfaction in Web-enhanced Learning Environments.

This paper explores the relationship among attitudinal variables contributing to student satisfaction in web-enhanced courses. The structural model indicates strong relationships among three variables: satisfaction with the instructor, perceived ease of use of the course technology, and satisfaction with the course. The authors suggest that this triad of relationships represents the most important considerations for students and instructors in Internet enhanced courses.

Sher.A.(2009).Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in Web-based Online Learning Environment.

This study shows the importance of interaction to student learning within Web-based online learning programs. The population of this study was students enrolled in multiple academic disciplines at a private university in the Washington, DC Metropolitan area. A Web-based research instrument was designed to assess students' characteristics, their perceptions of learning, satisfaction, student-to-student interactions and student-to-instructor interactions. Regression analyses were employed to analyze the relationship of interaction variables with student learning and satisfaction. Student-instructor interaction and student-student interaction were found to be significant contributors of student learning and satisfaction.

Sahin.I.(2007).Predicting student satisfaction in distance education and learning Environments

The purpose of this study was to analyze characteristics of online

learning environments. Data collected using the Distance Education Learning Environments Survey (DELES) were used to explore the relationship between student satisfaction and the variables of distance learning. The participants of this study were 917 undergraduate students at an Anatolian university in Turkey. Results of the regression analysis show that four of the six DELES scales, namely, personal relevance, instructor support, active learning and authentic learning, were significantly and positively related to student satisfaction. These results provide valuable feedback to institutions offering online classes and to educators evaluating satisfaction of their students.

Biggs.M.(2006).Comparison of student perceptions of classroom instruction:Traditional, hybrid, and distance education.

This study reports the results of a project that examined student perceptions of the psychosocial learning environment in a distance education classroom. The study utilized a survey instrument, Distance Education Learning Environments Survey (DELES) that was distributed as a pre-test/post-test to three sections of the same course taught in three distinct formats: traditional classroom instruction, distance learning, and hybrid (partially on-line/partially face-to-face). Project results, based on the DELES administration, indicate that Instructor Support was rated highest by the students enrolled in the course taught in the traditional manner (4.68 mean) closely followed by the Hybrid course (4.66 mean) while the course taught totally at a distance averaged a 3.62 mean. However, Student Interaction and Collaboration averaged higher scores in the course taught in the Hybrid manner (4.23) followed by the traditional course (3.97) and then the distance course (3.12). Specific scales of Personal Relevance, Authentic Learning, Active Learning, Student Autonomy and Satisfaction (scale of affect) are further addressed in the study.

Conclusion:

A review of the above studies revealed that student satisfaction and hybrid distance learning have been connected with a large number of variables such as instructor ,technology, interactivity, course management, culture ,courses, technology etc. However, the student satisfaction and hybrid distance learning are taken into account together in some of the international researches but very few researches are there at National level. Therefore researcher felt the need to study the "Determinants of student's satisfaction towards hybrid distance learning". As a mark of a small effort to fulfill the existing gap the researcher decided to undertake this study. Also review of literature reveals the reasons behind the varying levels of satisfaction in these areas so as to aid understanding of the components of student satisfaction and facilitate improvements in the quality of blended learning courses offered. It also reveals the reason for differences in satisfaction based on course, instructor, gender, or personality, and suggest recommendations for improving overall learning outcomes.

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