



HyFlex course design: Exploring students' meanings of the learning experience

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Abstract:

This paper explores the meanings graduate students constructed from their learning experience with the HyFlex course design. The results revealed that the participating students perceived the opportunity of having a choice to attend face-to-face or online sessions as the instructor accommodating and flexibility to meet students' different needs. They recognized the importance of flexibility in adult education as a way to motivate adult learners to do better work. The participating students perceived the opportunity of allowing students to choose their mode of participation whether face-to-face or online as the instructor attempt to differentiate instruction to meet students' needs and their learning styles. Additionally, they saw the traditional delivery of courses where students have to attend face to face in every class as the school and the instructor control. They perceived the opportunity of having a choice to attend face-to-face or online as an opportunity for students to take control over their learning. This study's findings suggest that graduate students need flexible instruction with meaningful choices, so they can coordinate work and family responsibilities with a challenging course schedule. Universities and colleges should offer students "any time, any place" learning opportunities that meet diverse needs. This requires that instructors of adult learners value providing participation choices to students more than they value forcing everyone into the "best" way of learning a set of content.

Published In:

The 2013 Graduate Research and Arts Symposium , ,