

Does Subject Matter to Students Learning Outcomes Based on Course Modality?

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ABSTRACT

The HyFlex modality gives students the flexibility to choose any of these three options in any given class to fit their schedules for that meeting on a case-by-case basis. In other words, this modality can meet the needs from time to time for those students who are not physically available during the class time; they can also attend one lecture in-person and the next online, and move back and forth at need or at will. This convergence of traditional classroom and online education has had a huge impact on the traditional campus-based institutions for higher education. For this reason, transformative innovation for higher education becomes a new trend for the 21st century and its new generation of learners. Since its recent debut, HyFlex course modality has gained success and increasing popularity in the higher education learning environments. While students benefit from the greater flexibility, fewer obstacles and more access from Hyflex offerings, there is still room to improve the Hyflex teaching environment in order to optimize students' learning outcomes. In this research, we examine various traditional learning environments (i.e. lecture vs. distance) and different length of class format (i.e. 16-week vs. 8-week), and investigate whether the Hyflex course modality will have a different impact on students' learning outcomes regarding the nature of the course subject such as quantitative versus qualitative courses, one-way lecture versus discussion-heavy courses, problem-solving versus project based courses, etc. The findings from this research are as follows:

- (1) present important implications for regulations and policies regarding Hyflex course modality;
- (2) suggest new directions on how we can improve the efficiency of Hyflex modality in terms of technology support as well as the interaction between teaching styles and learning environments.

Keywords: HyFlex, Course Modality, Teaching Style, Learning Outcome