

eLearning Sandbox Update: Spring 2015

Student Achievement in Flexible Learning Environments

(As titled in the IRB)



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INTRODUCTION

The justification, explanation of the project, and brief literature review were previously discussed in the Fall 2013 report. Therefore, this addendum will only outline the Spring 2015 data.

METHOD

During Spring Semester 2015, four instructors used the classroom in A124. One of the four instructors was an alumna and the other three were new faculty fellows. The information in this brief addendum is based on their course data.

RESULTS

The four courses studied in the FLE were College Writing II (WRIT 201), Oral Histology and Embryology (DENT 165), College Writing (WRIT 101), and Introduction to Sociology (SOC1 101). Data was collected from end of course surveys and the final calculated grades in all courses.

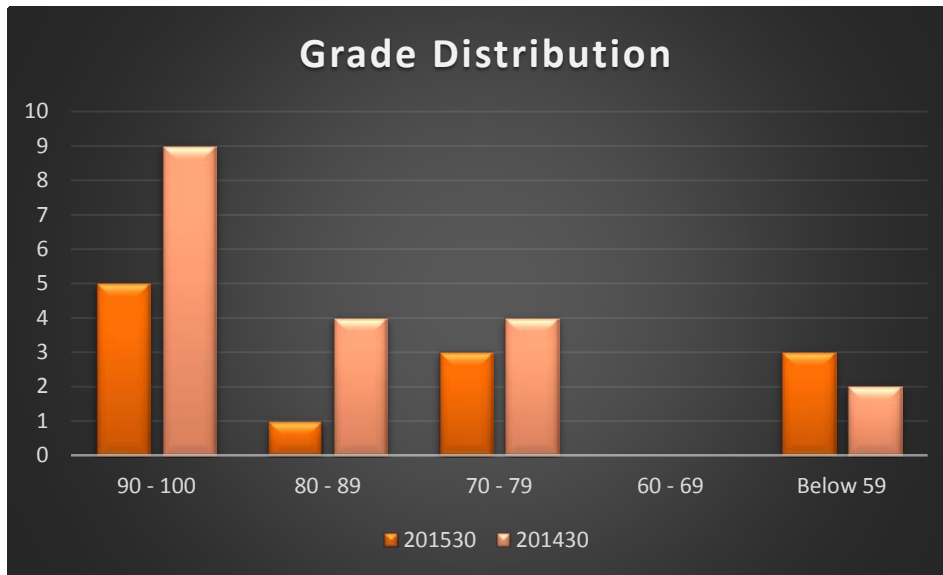
The range in Table 1 shows no significant difference in the comparison of the scores in the Flexible Learning Environment. In some courses, the scores actually dropped in the Flexible Learning Environment. But there are any number of variables that could lead to this happening.

Course	Code	Min%	Max%	Mean	Range
WRIT 201	201530 FLE	36.25	98.98	76.225	62.73
	201430	43.92	100	84.09	56.08
WRIT 101	201530 FLE	10.95	99.94	80.79	88.99
	201470	20.48	100	79.64	79.42
DENT 165	201530 FLE	87.5	97.5	92.5	10
	201430	90.86	97.59	94.60	6.73
SOCI	201530 -1 FLE	74.62	99.65	90.32	25.03
	201530 - 2	6.59	98.57	76.29	91.98

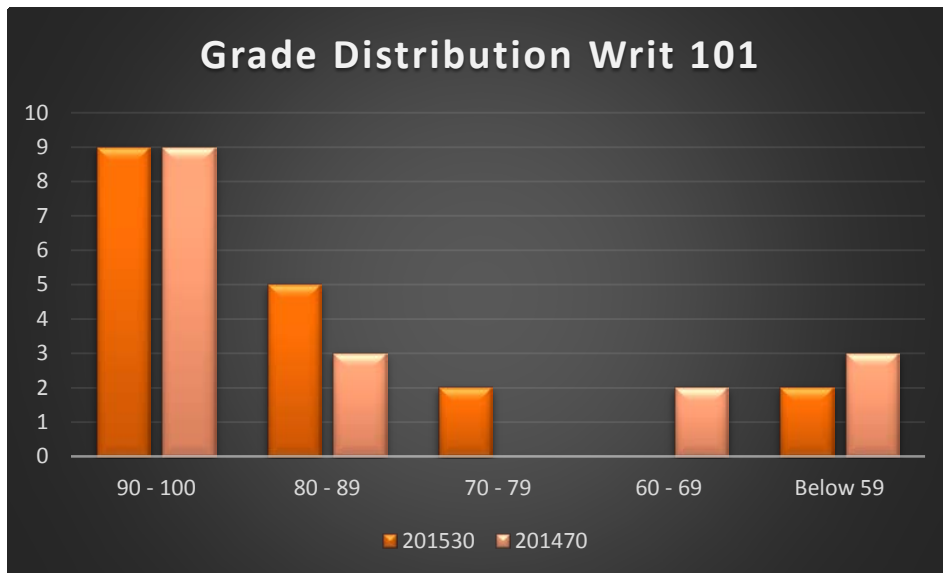
Table 1: Comparison of Flexible Learning Environment (FLE) Class to Standard Class

The following are Grade Distribution Charts for each course held in the Sandbox: The darker orange color is the course held in the Flexible Learning Environment.

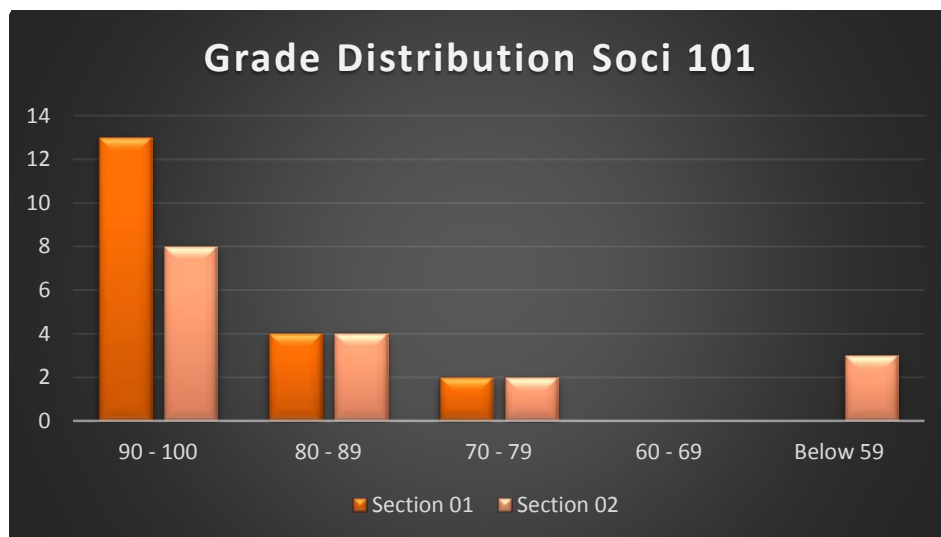
WRIT 201 Grade Distribution Chart:



WRIT 101 Grade Distribution Chart:



SOCI 101 Grade Distribution Chart:



Grade Distribution Chart was not done for DENT 165; in both courses all students had at least a 90% in the course and there would have been no real graph to show.

SUMMARY

The spring of 2015 began a change in our data collection in the Sandbox. We are no longer publishing a full report as the student comments continue to be similar to previous semesters. The data in the space is no longer showing dramatic changes due to the faculty adopting a more student centered approach to learning. The campus is moving to a more student centric philosophy and rooms are being remodeled to resemble the Sandbox. In the end this is what eLearning had hoped to achieve when they initiated this project.

Instructional Designers will continue to work with Faculty on the flipped model and providing a more student centered classroom. eLearning will continue to support the space and provide updated technology and training. However, data collection is expected to change over the upcoming semesters.