SUCCESS OF HYBRID METHOD TO AN e-COMMUNITY OF LEARNERS IN CYBERSPACE

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Abstract
In hybrid method of teaching, face-to-face (F2F) classroom instruction is blended with Web based learning, combining dynamically both technology and human instruction to promote student learning outcomes. The goal of hybrid method is to join the best aspects of in-class teaching with the best features of online learning. The Web is used in place of some class meetings. In this methodology of teaching, significant portions of learning activities is moved online, fifty percent (50%) or more of the course is cyber-based. Students have 24/7 (24 hours, 7 days a week) access to course materials. The present study aims to determine the success of hybrid method of teaching to an e-community of learners. The researcher implemented hybrid method of instruction and form an e-community group of students. The Internet is utilized to deliver course materials to the students. The e-community group of students is formed at www.yahoogroups.com. The group is named emags07_08 with e-mail address at emags07_08@yahoogroups.com. This research is conducted during the school year 2007-2008 in the campus of the Adamson University, Ermita Manila. The principal respondents are the students of 3rd year Computer Engineering enrolled in the course Engineering Electromagnetic. The study is a quasi-experimental research which determines the success of the implementation of hybrid method to an e-community of learners and tries to compare the academic performance of the students and addressed the following questions: [1] Do the e-community of students taught by hybrid method performed better than those in the face-to-face method of teaching? [2] Is there a significant difference in the academic performance of the students taught by hybrid and students taught by face-to-face in the course Engineering Electromagnetics?

Keywords: E-learning; IT education.

JEL Classification Codes: M15; M32.

1. Introduction
Over the last twenty years, technology and the introduction of the Internet have reorganized how we live, how we communicate, and how we learn. Consequently, in the field of education, learning is no longer viewed as either time-bound or place-bound as a result of these changes. Adapting to these changes, the instructor has become a facilitator of learning rather than plainly the source of it and teaching has become student-centered rather than the instructor determining how knowledge will be imparted and absorbed by the students. In order to keep up with the times, modern instructor had to develop a new way of instruction that will be more effective, efficient, and enhanced compared to traditional learning, hence the building of electronic community (e-community) of learners in cyberspace (internet) and the implementation of a new methodology of teaching called hybrid.

The goal of hybrid method is to join the best aspects of in-class teaching with the best features of online learning. The Web is used in place of some class meetings. In this methodology of teaching, significant portions of learning activities is moved online, fifty percent (50%) or more of the course is cyber-based. Students have 24/7 (24 hours, 7 days a week) access to course materials.

In a hybrid course, some of the course activities – accessing of lecture materials, information transfer, and announcement of deadlines, exchange of ideas, submission of requirements and other tasks are done online. Which is why, there is a need for building an electronic community (e-community) of learners in the Internet. In some cases, a Course Management System is used but it can also be accomplished via something as simple as building an electronic group such as yahoo groups.

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Successful hybridity requires bringing two dissimilar parts together so that they work in concert and produce a third result. In the case of successful hybrid courses, there are two dissimilar methods of teaching that must come together and produce a final result: online and face-to-face methods resulting to an improved student learning outcomes.

The present study aims to determine the success of hybrid method of teaching to an e-community of learners. The researcher implemented hybrid method of instruction and form an e-community group of students. The Internet is utilized to deliver course materials to the students. The e-community group of students is formed at www.yahooogroups.com. The group is named emags07_08 with e-mail address at emags07_08@yahooogroups.com.

All lessons taken up during the semester is sent to the students topic by topic with corresponding exercises and assignments. The researcher posted all lecture notes and assignments for student’s access anytime, anywhere.

Announcements of activities, quizzes, deadlines are done online such that the students are obliged to check their e-mail addresses. The webpage messages, where two-way online communication between the teacher and the students is established.

2. Analysis

Academic Performance of e-Community of Students Taught By Hybrid Method

Table 1: Academic performance of E-community of students taught by hybrid method (Experimental group)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.20 – 2.39</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td>2.40 – 2.59</td>
<td>9</td>
<td>43</td>
</tr>
<tr>
<td>2.60 – 2.79</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2.80 – 3.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Mean Grade = 2.36

Academic Performance of Students Taught By Face-to-Face

Table 2: Academic performance of students taught by face-to-face (Control group)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.20 – 2.39</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2.40 – 2.59</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>2.60 – 2.79</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2.80 – 3.00</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Mean Grade = 2.75

Significant Difference Between Student’s Academic Performance In Hybrid Method And In Face-To-Face Teaching Method

Table 3: Comparison of the student’s academic performance in the hybrid method and in the face-to-face method

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean Performance</th>
<th>Difference</th>
<th>p-value</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hybrid</td>
<td>2.36</td>
<td>0.39</td>
<td>0.00</td>
<td>Significant</td>
</tr>
<tr>
<td>Face-to-Face</td>
<td>2.75</td>
<td>0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results of the t-test revealed a p-value of 0.00 which shows that the mean performance difference of 0.39 between the students taught by hybrid and by face-to-face method is significant. It can be concluded that the performance of the students in hybrid method is better than the performance...
taught by face-to-face method. The findings indicated that the hybrid method of instruction improved the academic performance of the students.

It can be inferred from the findings that there is no doubt when face-to-face method is combined with hybrid method it gives positive academic performance result of a student.

3. Findings

Based on the analysis and interpretation of data the following findings were revealed:

Academic Performance of e-Community of Students Taught by:

**Hybrid Method**

The results showed that eleven (11) got grades of 2.20 – 2.39, followed by nine belonging to 2.40 -2.59 grade bracket. It may be noted that only one received grade of 2.60 – 2.79 and no one got grade from 2.80 – 3.00. The mean academic performance of the students taught by hybrid is 2.36 interpreted as Good.

**Face-to-Face Method**

Findings revealed that majority of the students got grades ranging from 2.80 – 3.00. The computed overall mean grade showed 2.75 interpreted as Fair.

**Significant Difference Between Student’s Academic Performance In Hybrid Method And In Face-To-Face Teaching Method**

The results of the t-test revealed a p-value of 0.00 which shows that the mean performance difference of 0.39 between the students taught by hybrid and by face-to-face method is significant. It can be concluded that the performance of the students in hybrid method is better than the performance taught by face-to-face method. The findings indicated that the hybrid method of instruction improved the academic performance of the students.

References


