

## Literary review

Bryan H. Chen & Hua-Huei Chiou (2014) Learning style, sense of community and learning effectiveness in hybrid learning environment, *Interactive Learning Environments*, 22:4, 485-496, DOI: 10.1080/10494820.2012.680971

-The purpose of this study is to investigate how hybrid learning instruction affects undergraduate students' learning outcome, satisfaction and sense of community. The other aim of the present study is to examine the relationship between students' learning style and learning conditions in mixed online and face-to-face courses.

Cui, G., Lockee, B., & Meng, C. (2013). Building modern online social presence: A review of social presence theory and its instructional design implications for future trends. *Education and Information Technologies*, 18(4), 661-685. doi:<http://dx.doi.org.ezproxy.utu.fi/10.1007/s10639-012-9192-1>

- factors that affect students' online learning experience
- reviews the origin, major definitions of social presence and research studies throughout history.
- authors also document arguments of the optimal amount of social presence and provide instructional design suggestions for the development of online social presence.

Jansen, Renée & van Leeuwen, Anouschka & Janssen, Jeroen & Conijn, Rianne & Kester, Liesbeth. (2019). Supporting learners' self-regulated learning in Massive Open Online Courses. *Computers & Education*. 146. 103771. 10.1016/j.compedu.2019.103771.

-In MOOCs, learners are typically presented with great autonomy over their learning process. Therefore, learners should engage in self-regulated learning (SRL) in order to successfully study in a MOOC. Learners however often struggle to self-regulate their learning. We implemented an SRL intervention in three MOOCs.

-The intervention consisted of three short videos containing SRL instruction and study suggestions to improve learners' SRL. We tested the effects of the SRL intervention on both learners' course completion as well as on learners' SRL. Learners' SRL was measured with trace data variables indicating SRL activity. The results showed that the intervention positively affected learners' course completion.

Pedrotti M., Nistor N. (2019) How Students Fail to Self-regulate Their Online Learning Experience. In: Scheffel M., Broisin J., Pammer-Schindler V., Ioannou A., Schneider J. (eds) *Transforming Learning with Meaningful Technologies*. EC-TEL 2019. Lecture Notes in Computer Science, vol 11722. Springer, Cham. [https://doi.org/10.1007/978-3-030-29736-7\\_28](https://doi.org/10.1007/978-3-030-29736-7_28)

-Given the rising popularity of online-based learning scenarios such as MOOCs, flipped classrooms and regular lecture recordings, students face new challenges compared to traditional classroom settings.

-This paper explores the role of self-regulated learning (SRL) strategies in online learning environments – specifically when working with online lecture recordings – and how university students apply SRL strategies to reach their learning goals.

Singh, J. (2017). Enhancing Student Success in Health Care Programs: Active Learning in a Hybrid Format. *Journal of Instructional Pedagogies*, v18 Mar 2017. Retrieved from <https://www.aabri.com/jip.html>.

-Usage of active learning strategies allows students to learn concepts taught in classroom settings, think critically about those concepts in the context of daily life, and then apply those concepts to real-world situations. Recently, many academic institutions have started incorporating hybrid/blended classes into their programs to maximize efficiency and improve students' performance in classes.

-This research intended to examine the perceptions and attitudes of undergraduate health care students toward the usage of active learning strategies in a hybrid environment. Efforts were also made to identify strategies that encouraged learning and help keep students engaged when classes were taught in a hybrid format.

Smart, K. L., & Cappel, J. J. (2006). Students' Perceptions of Online Learning: A Comparative Study. *Journal of Information Technology Education*, 5, 201–219.

- In search of better, more cost effective ways to deliver instruction and training, universities and corporations have expanded their use of e-learning. Although several studies suggest that online education and blended instruction (a “blend” of online and traditional approaches) can be as effective as traditional classroom models, few studies have focused on learner satisfaction with online instruction, particularly in the transition to online learning from traditional approaches.
- This study examines students' perceptions of integrating online components in two undergraduate business courses where students completed online learning modules prior to class discussion. The results indicate that participants in an elective course rated the online modules significantly better than those in a required course. Overall, participants in the elective course rated the online modules marginally positive while those in the required course rated them marginally negative.

Zitter, I. and A. Hoeve (2012), “Hybrid Learning Environments: Merging Learning and Work Processes to Facilitate Knowledge Integration and Transitions”, OECD Education Working Papers, No. 81, OECD Publishing. <http://dx.doi.org/10.1787/5k97785xwdfv-en>

-This paper deals with the problematic nature of the transition between education and the workplace. A smooth transition between education and the workplace requires learners to develop an integrated knowledge base, but this is problematic as most

educational programmes offer knowledge and experiences in a fragmented manner, scattered over a variety of subjects, modules and (work) experiences.

-To overcome this problem, we propose a design approach and shifting the educational focus of attention from individual learners to learning environments.

Wang, C., Hsu, H.-C. K., Bonem, E. M., Moss, J. D., Yu, S., Nelson, D. B., & Levesque-Bristol, C. (2019). Need satisfaction and need dissatisfaction: A comparative study of online and face-to-face learning contexts. *Computers in Human Behavior*, 95, 114–125. [https://doi-org.ezproxy.utu.fi/10.1016/j.chb.2019.01.034](https://doi.org.ezproxy.utu.fi/10.1016/j.chb.2019.01.034)

- An overview of literature on student satisfaction and need dissatisfaction in online learning
- effects of need satisfaction and need dissatisfaction in online learning contexts
- examining the associations among learning environment, need satisfaction, need dissatisfaction, self-determined motivation, and learning outcomes with structural equation modeling (SEM)