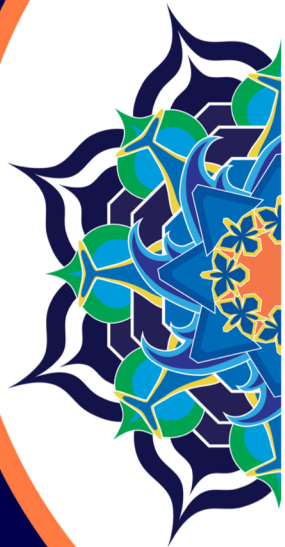


Bimodal learning: a way to adapt to students' autonomy?

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DE and its double-edged flexibility



- Flexibility is often the reason why students choose (A)DE but also... maybe.. the reason why they quit.
- Researches about DE indicate that :
 - the dropout rate for DE students is higher than for on-campus students.
 - many dimensions influence student's perseverance



A previous Study at TÉLUQ University



Students characteristics

- Sociodemographics
- Family, finance
- Previous studies
- Learning strategies



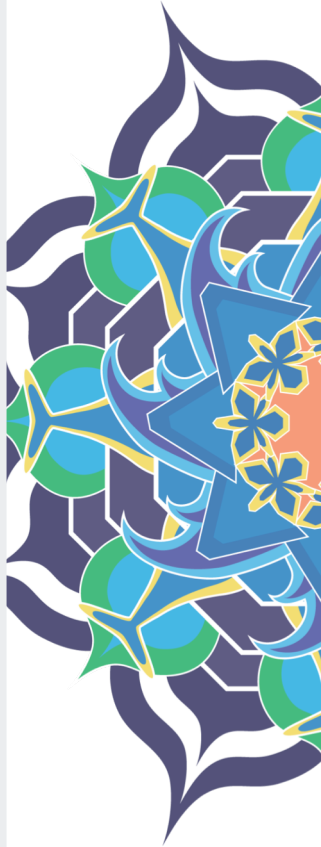
Pedagogical design

- Course presentation
- Technologies involved
- Learning activities
- Assesments



Support

- Tutoring
- Online support
- Interactions
- Person ressources



Factors of influence concerning drop out

3 online questionnaires (118 questions; 791 participants)

1- Students characteristics

- Student's first language
- Parental education
- Consideration of the financial situation
- Legal status in Canada
- Distance between place of residence and place of education
- Learning strategies

2- Type of support received

Flat sorting

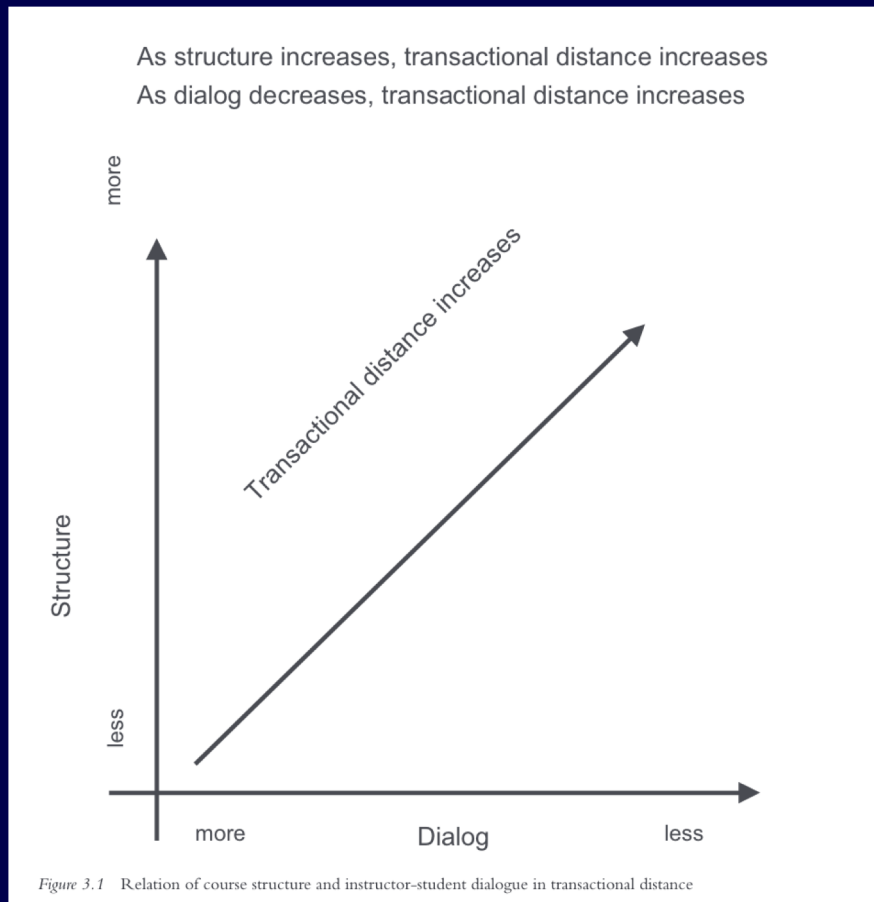
- 60% satisfied with support
- 24% would like more teacher-student interactions
- 14% would like more group interactions

Student T-test

Students who persevere are more satisfied with the guidance they receive from the various learning support staff



Moore's Transactional Distance Theory



(A)DE by design offers an environment with a certain level of complexity of the pedagogical content presented to the student, while also reducing the number of interactions with the instructor.

Learners' autonomy is frequently presented as a prerequisite to succeed in online learning.



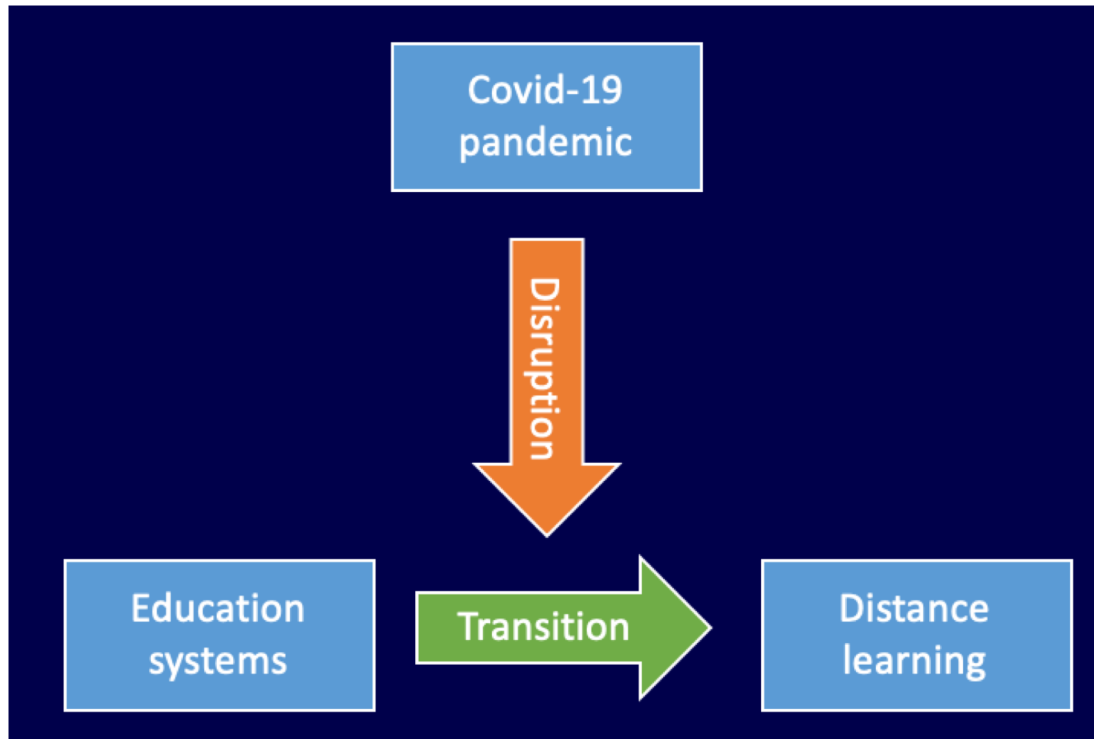
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The Study

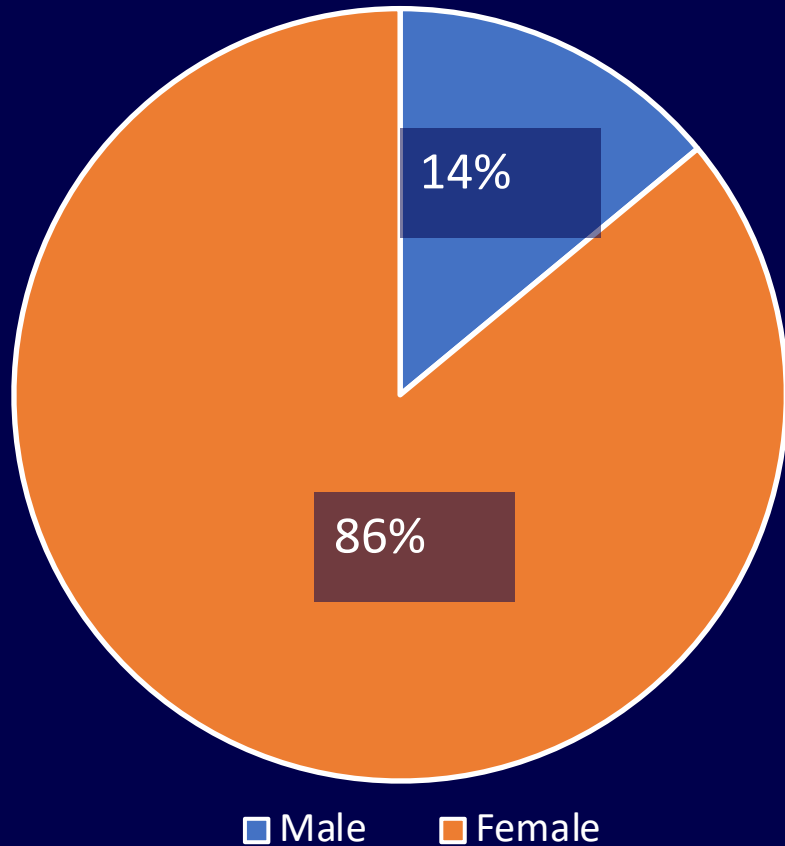


- Research question:
Do autonomous students prefer online learning in a post-secondary program?
- Using a sample of veterinarian students in France (n=406)

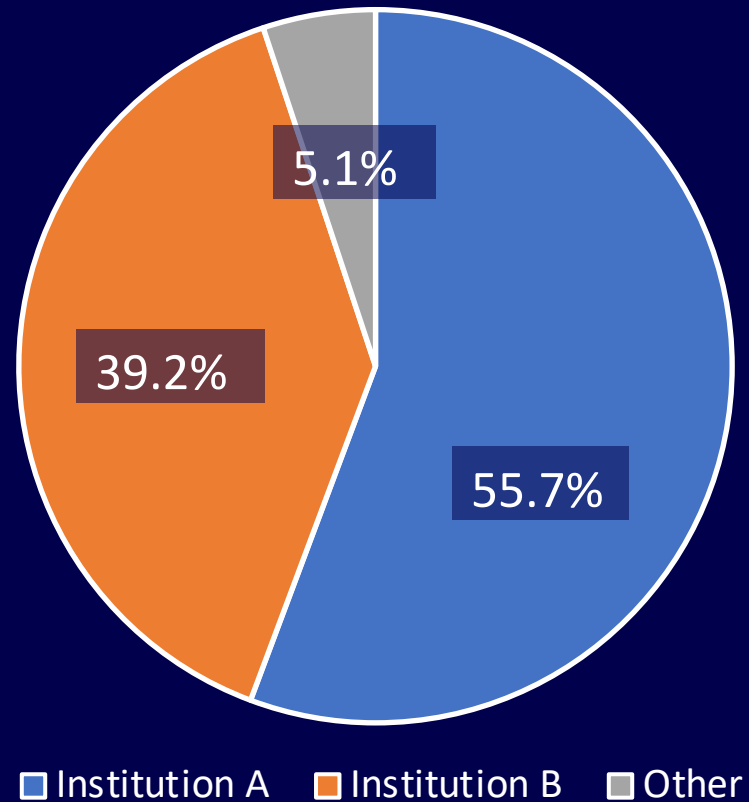


The Participants

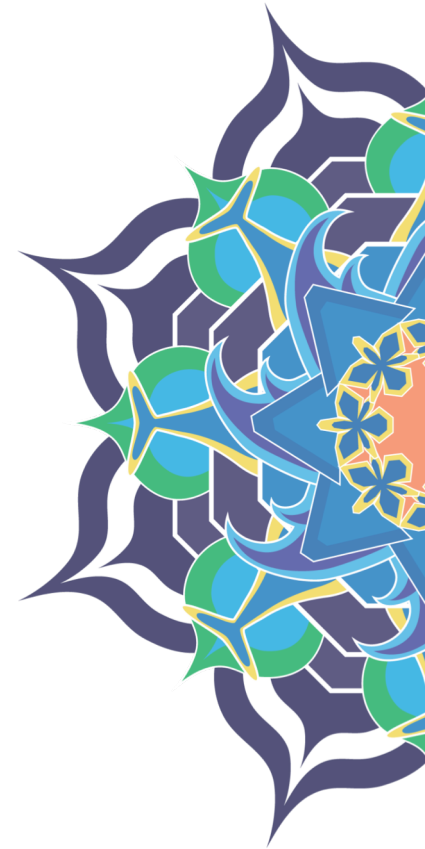
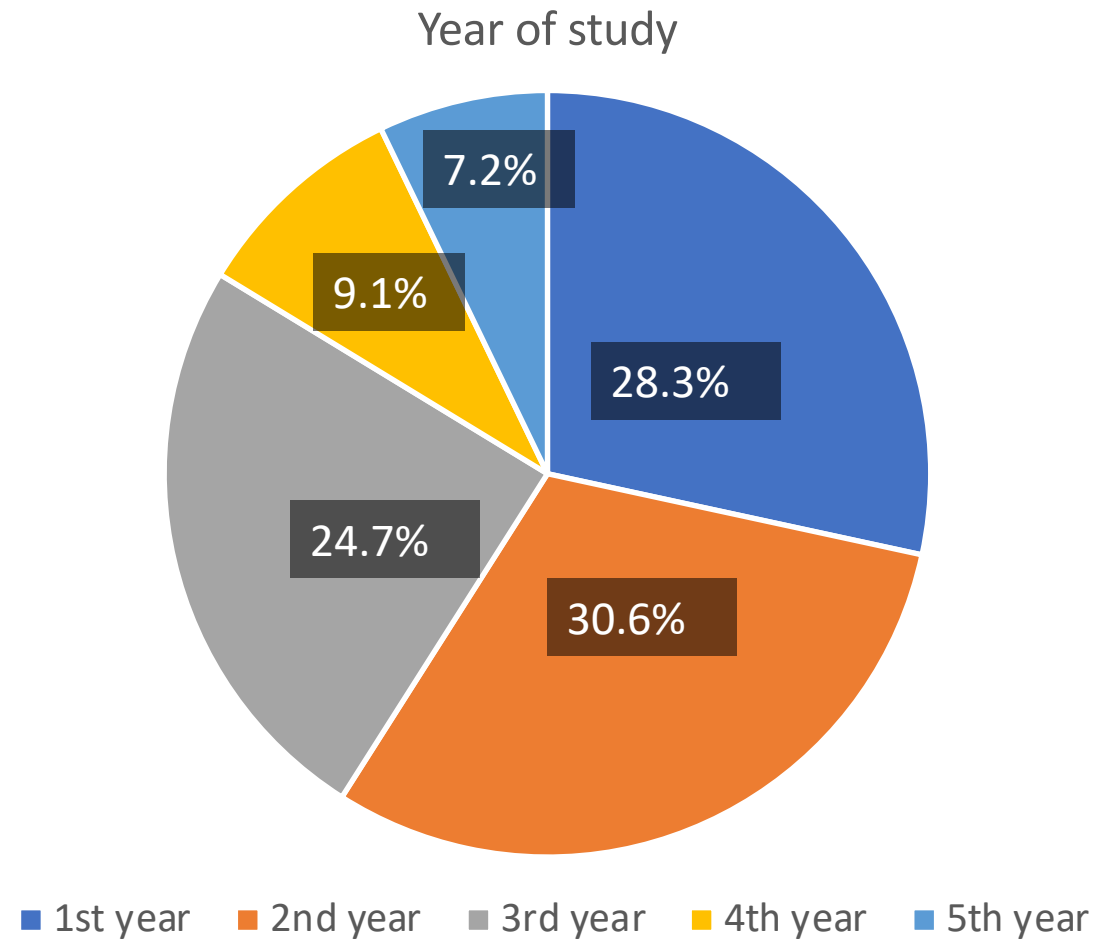
Gender



Education Institution



The Participants



Measures

Digital supports

Preference
for learning
methods

Factors influencing
their preferences

Social
support

Learning
strategy



*All the measurements were done on a Likert scale



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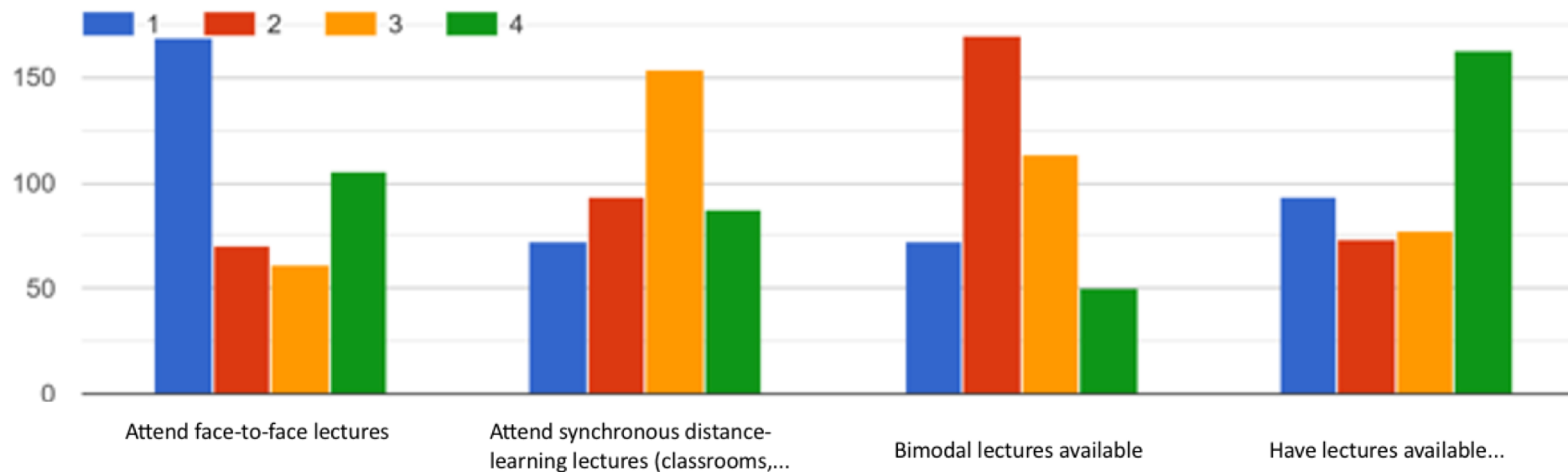


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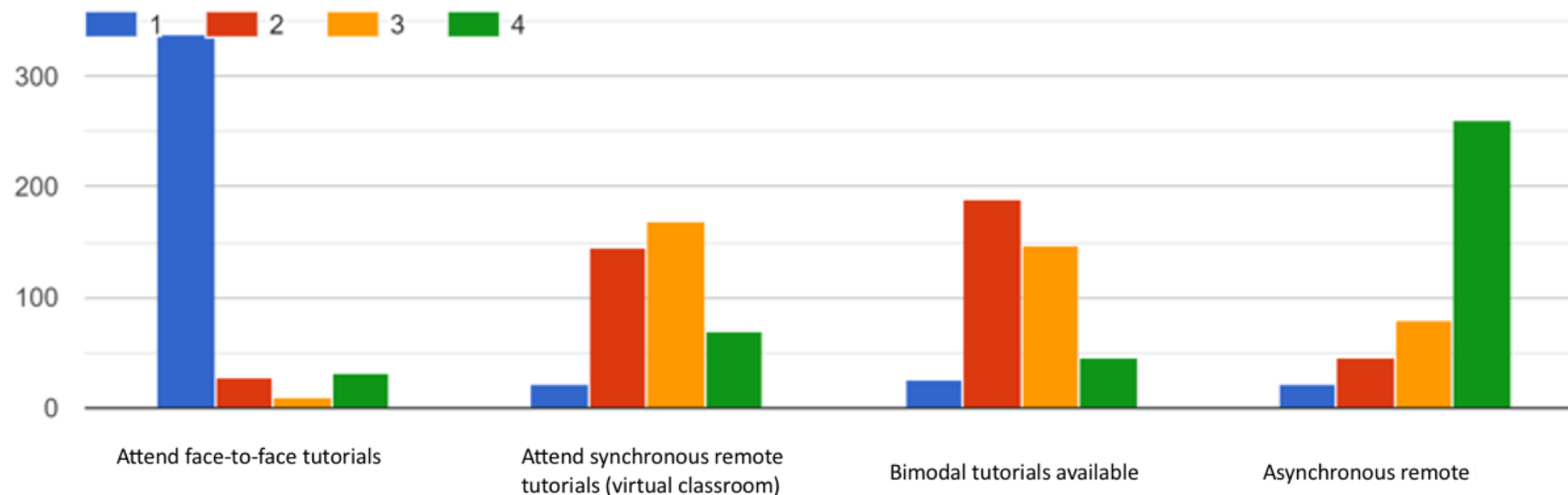
Teaching Mode Preference (Lectures)

Regardless of the health context, please rank the following learning methods in order of preference (from 1, what you like best, to 4, what you like least)



Teaching Mode Preference (Hands-on)

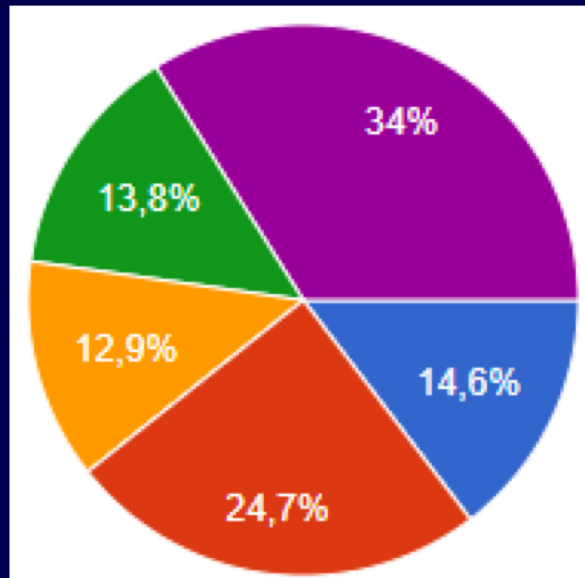
Regardless of the health context, please rank the following learning methods in order of preference (from 1 which you prefer to 4 which you like least)



Participation of bimodal courses

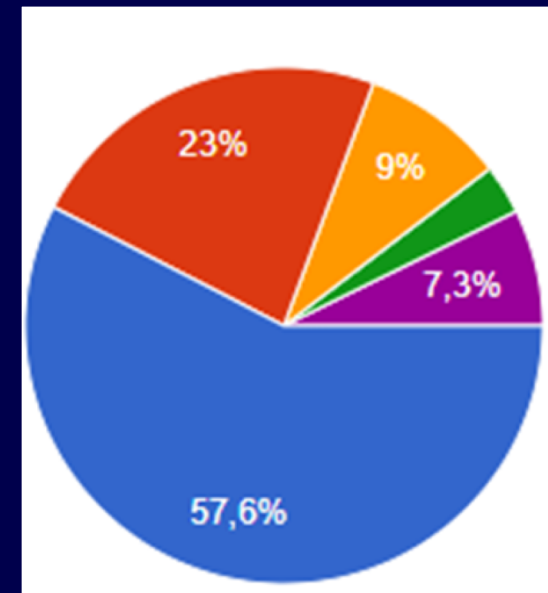
If the courses are bimodal, what will be your participation in F2F?

Lectures



- All the sessions
- The majority of the sessions
- Half of the sessions
- Less than half of the sessions
- Never or almost never

Hands-on



The Influence of year of study

Linear regressions show that the more advanced the students are in their studies:

- the more they indicate that what they're studying interests them
- the less they consider that being in the presence of the teacher helps them learn better
- the less they consider that the teaching method influences their chances of success
- the less they appreciate face-to-face courses (lectures or hands on)
- the more they appreciate asynchronous courses (recordings, podcast, manuals, modules)



Synthesis

- The appreciation of bimodal or DE depends on the type of courses.
- Although descriptive analyses indicate that most participants prefer F2F courses, regression analyses show that this preference diminishes over time in favor of bimodal or online learning.
- Even for highly motivated, autonomous students, a certain amount of progression and development of autonomy is necessary for university studies.



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Discussion

DE requires autonomy > the preference for DE or bimodal increases with students' autonomy > pertinent to offer bimodal courses so that students can choose.

How could we support better the development of students' autonomy ?

How could educational institutions include more bimodal teaching in (their graduate) training programs ?





Thank you!

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