

Bilkent University
Teaching and Learning Support Center
(BTLSC)

An Analysis of a Survey on Hybrid/Online Education
During 2020-2021 Fall Semester

by

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March 2021

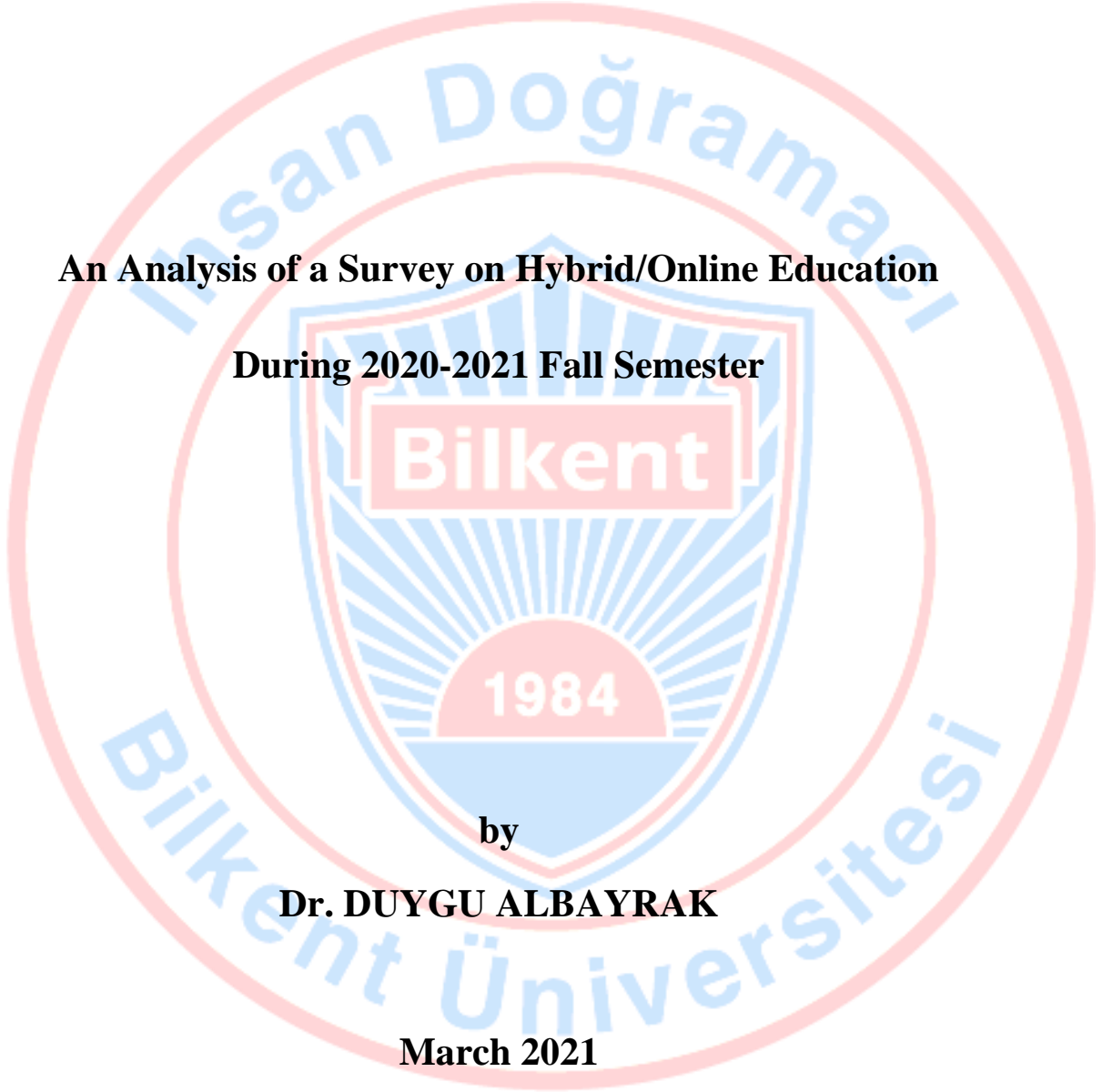
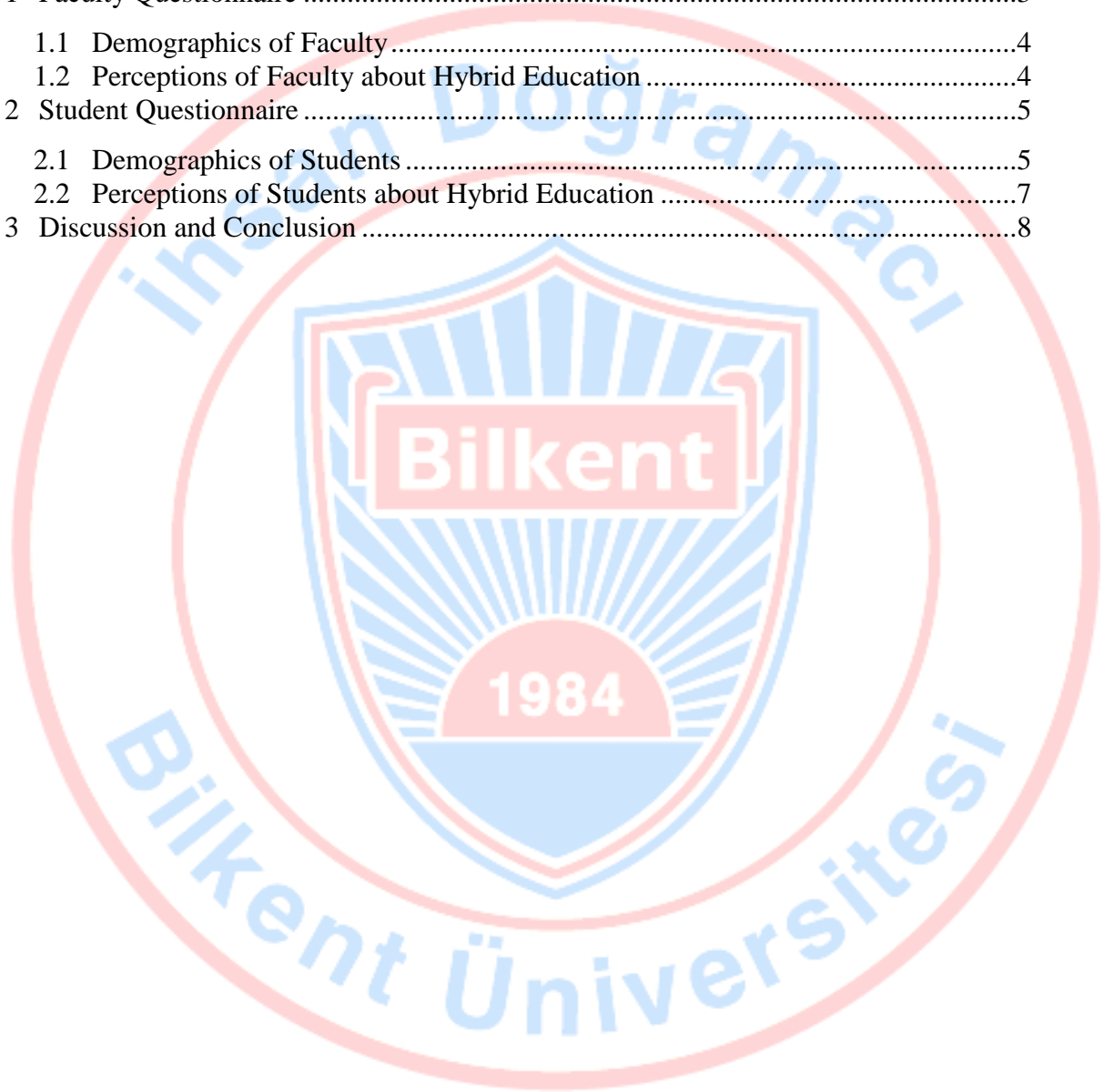


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Report on Hybrid Education during 2020-2021 Fall Semester

Bilkent University started to offer hybrid education to students by Zoom during 2020-2021 Fall semester. The primary purpose of this report is to present and analyze perceptions of faculty and students about hybrid teaching and learning given during fall 2020-2021 semester in Bilkent University. To reach that aim, data were collected through online questionnaires. 7870 out of 12049 (65.3%) students and 632 out of 907 (69.7%) academics of Bilkent University answered questionnaires.

Students and academics perceptions of the hybrid teaching and learning were measured through five-point Likert scale items and Table 1 presents interpretation for the range of five-point Likert scales items used for faculty and students perception questionnaires.

Table 1: Interpretation for the range of Five-point Likert Scales Items

Range	Interpretation
1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

The organization of the report is as follows: Section 1 summarizes the faculty questionnaire. Section 1.1 presents the demographics of the faculty participated the questionnaire and Section 1.2 explains the results of the analysis of faculty questionnaire. In Section 2, details of student questionnaire is summarized. Section 2.1 provides demographics of student questionnaire. Section 2.2 presents the results of the analysis of student questionnaire. In Section 3 discussion and conclusion of both the students and the faculty questionnaires is provided.

1 Faculty Questionnaire

The Faculty questionnaire included 10 items: 1 were demographic information of faculty and 9 were five-point Likert-type items, examining faculty perception of hybrid teaching given during fall 2020-2021 semester in Bilkent University.

1.1 Demographics of Faculty

Totally, 632 (69.7%) faculty of Bilkent University participated in faculty questionnaire about their hybrid teaching experiences during 2020 - 2021 fall semester. 81.8% (n = 517) of the participants were full time faculty, while 18.2% (n = 115) were part-time.

1.2 Perceptions of Faculty about Hybrid Education

The descriptive statistics of faculties' perception about their hybrid teaching experiences according to the questionnaire are presented in Table 2.

Table 2: Views and Opinion of Faculty about Hybrid Education during Fall 2020-2021

N = 632	Percentage (Frequency)						Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	
I achieved course learning objectives effectively through hybrid teaching.	18.2% (115)	39.9% (252)	15.5% (98)	13.8% (87)	6.2% (39)	6.5% (41)	3.54
The classroom where I have conducted hybrid lectures had sufficient technological tools and resources for online teaching.	14.9% (94)	29.1% (184)	13.6% (86)	19.3% (122)	10.6% (67)	12.5% (79)	3.21
I was pleased with face-to-face student attendance and participation in hybrid classes taught in physical classroom.	5.5% (35)	9.0% (57)	11.1% (70)	23.6% (149)	32.8% (207)	18.0% (114)	2.16
I was pleased with online student attendance and participation in hybrid classes taught in physical classroom.	17.2% (109)	33.7% (213)	16.5% (104)	11.7% (74)	9.2% (58)	11.7% (74)	3.43
I was pleased with student attendance and participation in online classes in the evening hours.	13.4% (85)	27.1% (171)	27.4% (173)	20.3% (128)	11.1% (75)	0.0% (0)	3.10
I was satisfied with the support of University administration to help faculty adjust to hybrid/online teaching.	29.0% (183)	33.4% (211)	19.9% (126)	10.6% (67)	7.1% (45)	0.0% (0)	3.66
I was satisfied with the technical support of BCC and BETS to help faculty adjust to hybrid/online teaching.	35.9% (227)	37.8% (239)	18.8% (119)	4.9% (31)	2.5% (16)	0.0% (0)	4.00
I was satisfied with the measures taken by University administration to ensure assessment security and academic integrity of online assessment activities.	27.1% (171)	40.2% (254)	20.3% (128)	7.1% (45)	5.4% (34)	0.0% (0)	3.76
Hybrid teaching was more effective compared to teaching in online-only mode.	3.8% (24)	5.2% (33)	18.4% (116)	31.6% (200)	41.0% (259)	0.0% (0)	1.99
Overall	18.3% (1043)	28.4% (1614)	17.9% (1020)	15.9% (903)	14.1% (800)	5.4% (308)	3.21

Based on the interpretation for the range of five-point likert scales items, according to overall means, faculties levels of perceptions of each item about online teaching is presented at Table 3.

Table 3: Interpretation of Faculty Questionnaire

Interpretation	Item
Disagree	<ul style="list-style-type: none"> • I was pleased with face-to-face student attendance and participation in hybrid classes taught in physical classroom. • Hybrid teaching was more effective compared to teaching in online-only mode.
Neutral	<ul style="list-style-type: none"> • The classroom where I have conducted hybrid lectures had sufficient technological tools and resources for online teaching. • I was pleased with student attendance and participation in online classes in the evening hours.
Agree	<ul style="list-style-type: none"> • I achieved course learning objectives effectively through hybrid teaching. • I was pleased with online student attendance and participation in hybrid classes taught in physical classroom. • I was satisfied with the support of University administration to help faculty adjust to hybrid/online teaching • I was satisfied with the technical support of BCC and BETS to help faculty adjust to hybrid/online teaching. • I was satisfied with the measures taken by University administration to ensure assessment security and academic integrity of online assessment activities.

2 Student Questionnaire

The student questionnaire included 12 items: 3 were demographic information of students and 9 were five-point Likert-type items, examining views and opinions of students about hybrid education.

2.1 Demographics of Students

Totally, 7870 (65.3%) student of Bilkent University participated in student questionnaire about their hybrid education experiences during 2020 - 2021 fall semester. Majority of the participants (90.0%, n = 7084) were undergraduate student, while 10.0% (n = 786) were graduate student. As presented in Figure 1, 77.1% of the students stated that they were living

out of campus during online learning. Many of the students (58.7%, n = 4617) were in Ankara but not in campus.

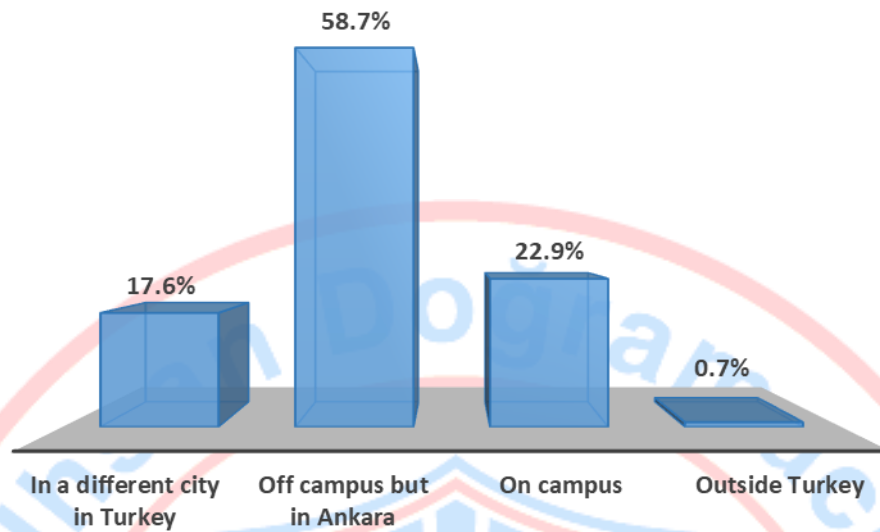


Figure 1: Residence of Students during Hybrid Education

As presented in Figure 2, many of the students (59.9%, n = 4715) stated that they did not attend physically in hybrid lecture hours. 29.8% (n = 2344) of the students stated that they sometimes attended physically in hybrid lecture hours while 10.3% (n = 811) of the students declared that they almost all attended physically in hybrid lecture hours.

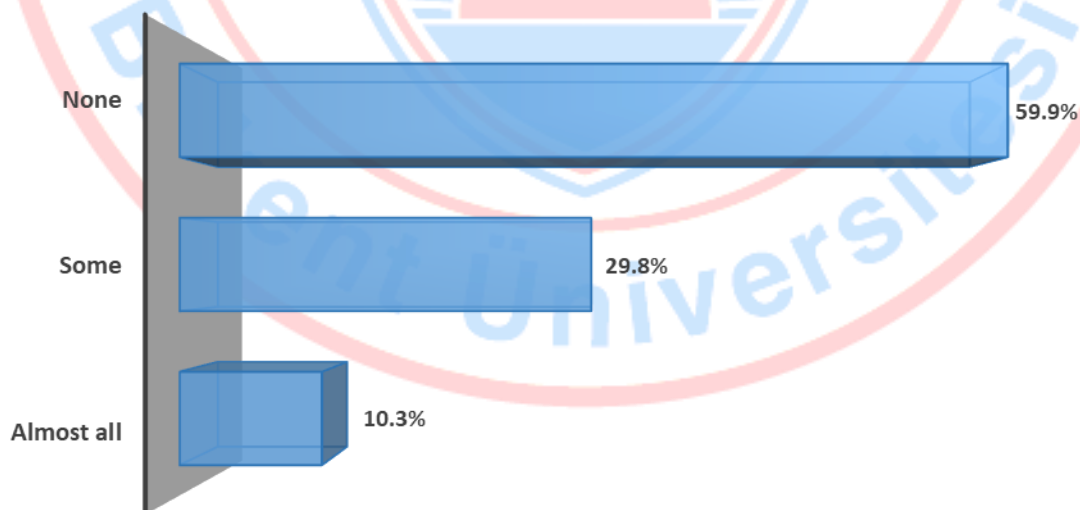


Figure 2: Students' Physical Attendance of Hybrid Lectures in Classrooms

2.2 Perceptions of Students about Hybrid Education

The descriptive statistics of students' perception about their hybrid education experiences according to the questionnaire are presented in Table 4.

Table 4: Views and Opinion of Students about Hybrid Education during Fall 2020-2021

N = 632	Percentage (Frequency)					Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Hybrid lectures were more effective than lectures delivered in online-only mode.	15.9% (1253)	11.6% (914)	28.0% (2202)	18.9% (1491)	25.5% (2010)	2.73
I had sufficient access to technology to participate in online lectures.	33.2% (2616)	38.3% (3054)	14.7% (1158)	8.6% (674)	4.7% (368)	3.87
I experienced no problems to focus on the instructors and learning materials while following the classes online.	11.6% (909)	17.1% (1348)	18.0% (1417)	27.6% (2173)	25.7% (2023)	2.61
I experienced no problems to attend and participate in online classes during evening hours.	8.5% (670)	14.8% (1166)	17.5% (1376)	24.6% (1939)	34.5% (2719)	2.38
The instructors were effective in conducting teaching activities in hybrid/online mode.	13.3% (1043)	36.5% (2874)	29.0% (2280)	13.4% (1058)	7.8% (615)	3.34
University administration successfully managed hybrid/online teaching activities.	8.5% (670)	21.8% (1718)	26.0% (2049)	20.0% (1573)	23.6% (1860)	2.72
I was satisfied with the measures taken by University administration to ensure assessment security and academic integrity of online assessment activities.	13.8% (1085)	27.5% (2162)	25.4% (2000)	14.7% (1158)	18.6% (1465)	3.03
Online assessment tools and methods effectively measured my performance in courses.	8.8% (690)	26.7% (2104)	25.0% (1965)	20.4% (1609)	19.1% (1502)	2.86
Overall, I was satisfied with the educational activities during the past semester.	7.6% (601)	26.3% (2067)	26.1% (2055)	20.3% (1594)	19.7% (1553)	2.82
Overall	13.5% (9537)	24.6% (17407)	23.3% (16502)	18.7% (13269)	19.9% (601)	2.93

Based on the interpretation for the range of five-point likert scales items, according to overall means, students levels of perceptions of each item about hybrid education is presented at Table 5.

Table 5: Interpretation of Students Questionnaire

Interpretation	Item
Disagree	<ul style="list-style-type: none">• I experienced no problems to attend and participate in online classes during evening hours
Neutral	<ul style="list-style-type: none">• Hybrid lectures were more effective than lectures delivered in online-only mode.• I experienced no problems to focus on the instructors and learning materials while following the classes online• The instructors were effective in conducting teaching activities in hybrid/online mode.• University administration successfully managed hybrid/online teaching activities• I was satisfied with the measures taken by University administration to ensure assessment security and academic integrity of online assessment activities.• Online assessment tools and methods effectively measured my performance in courses.• Overall, I was satisfied with the educational activities during the past semester.
Agree	<ul style="list-style-type: none">• I had sufficient access to technology to participate in online lectures.

3 Discussion and Conclusion

Teaching and learning in the online environment is very different than that in the face-to-face classroom. Switching from face-to-face environment to online was not a choice of neither the students nor the academics during spring 2019-2020 semester. Although online education is promoted, it has several drawbacks from different perspectives. As a result, in 2020-2021 fall semester, Bilkent University started hybrid education that has face-to-face classroom with online activities. This approach was preferred to reduce both the number of students and the amount of time in a traditional face-to-face course. All course activities were performed online, but a limited number of course hours were required for scheduled in-person classroom with same online teaching method.

The descriptive analysis showed that both faculty and students were coped with technological problems during fall 2020-2021 and they were satisfied with the technical support given by

university. Responses to the questionnaires have shown that both faculty and students did not prefer to have hybrid education. The reason can be

1. Hybrid hours were not given by face-to-face teaching methods. They were online lectures taken at home or in class.
2. Low or no physical attendance in the hybrid hours, and
3. Having lecture hours in the evening hours (between 8:00 pm and 10:00 pm) or in the weekend.

