The Influence of Blended Learning on Student Performance in an Undergraduate OT Curriculum

CPD Questions

1. Blended learning in this study is considered to be:
	1. Combining problem based learning with traditional learning.
	2. Including lecture sessions into distance learning
	3. Integrating e-learning into face-to-face learning to facilitate social-constructivist learning
2. Connectivism is:
	1. A newly emerging learning theory developed out of the work of George Siemens
	2. Being online all the time to learn more facts
	3. Part of socialising that occupational therapists use as a treatment technique.
3. The aim of the study was to:
	1. investigate the influence of distance learning in an occupational therapy curriculum on student performance
	2. investigate the influence of blended learning within a PBL occupational therapy curriculum on student performance
	3. investigate the influence of blended learning within a PBL occupational therapy curriculum on student attitudes
4. The difference between the two study cohorts was:
	1. One cohort had online learning modules available and the other cohort did not
	2. One cohort was allowed to do online class tests and had better lecture notes than the other
	3. One cohort had more experience and spontaneous uptake of e-learning than the other
5. An effect side (Cohen D) of 0.1 is considered to indicate:
	1. Low effect
	2. Medium effect
	3. Large effect
6. The two cohorts considered to be comparable in terms of student performance as:
	1. Both cohorts were doing the same course
	2. The Mann-Whitney U Test comparing the 2nd year occupational therapy results showed no significant difference between the cohorts
	3. Both cohorts were comprised of a random sampling division of the same class
7. The student performance marks for the 2011 cohort were:
	1. An average pass mark verses the 2010 cohort being an average failing mark
	2. Lower than the 2010 cohort marks.
	3. Very similar to the 2010 cohort showing no effect of e-learning.
8. The 2010 cohort accessed the VLE:
	1. Significantly more times than the 2011 cohort
	2. Significantly less times than the 2011 cohort
	3. There was no significant difference in the accessing of the VLE by the two cohorts.
9. In e-learning studies it is common to have the “no significant difference” phenomenon because:
	1. The studies are strong randomised control trials using large student numbers.
	2. Ethically it is fair to give some students access to learning materials and prohibit others, showing that there is no benefit to e-learning.
	3. Studies are often limited to class sizes and are thus seldom large enough to be able to show a significant difference
10. This study shows that when e-learning activities are well crafted into a PBL module, using a variety or resources and VLE tasks, the students:
	1. who are habitual users of the VLE perform better in the summative assessments, than students who are novice users.
	2. who are habitual users of the VLE perform similarly in the summative assessments, to students who are novice users.
	3. who are habitual users of the VLE perform worse in the summative assessments, than students who are novice users.