

Online, Hybrid and Flipped Classrooms: Results from a Survey of Statistics and Biostatistics Instructors



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Background

- Online courses
- Flipped/inverted classrooms
- Use of prerecorded lectures to deliver content
- Gaining in popularity

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Purpose

- Report findings about the current use of these formats
 - Various features of these courses
 - Instructors' attitudes
- Goal: address gap by providing a comprehensive view of the current state of the use of these approaches

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Methods

- Qualtrics Survey
- May 2017
- Sent via ASA Communities
 - Statistics Education Section (N = 1,087)
 - Teaching Statistics in the Health Sciences Section (N = 573)
 - Some individuals are represented in both sections (N unknown)

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Methods

- Sample of instructors who teach at least one (bio)statistics course that uses prerecorded lectures
- N = 65 respondents
- N = 46** with usable responses included in this analysis

Results

The format of this course is best described as follows:

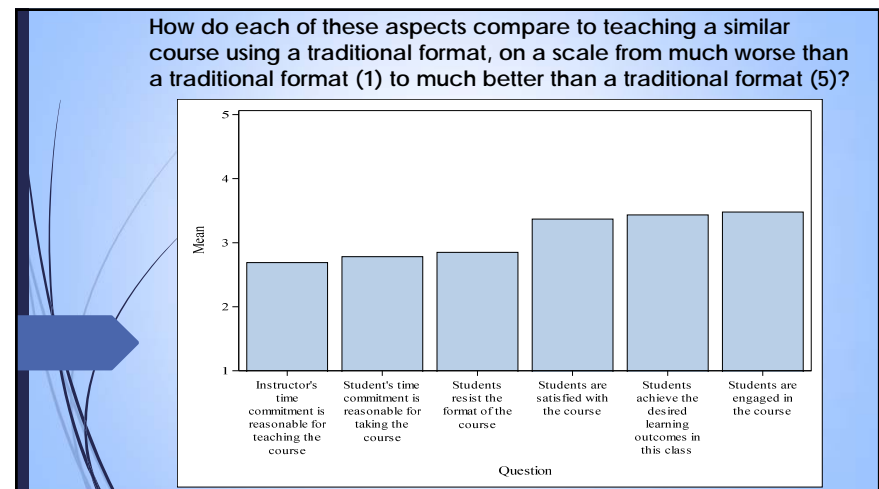
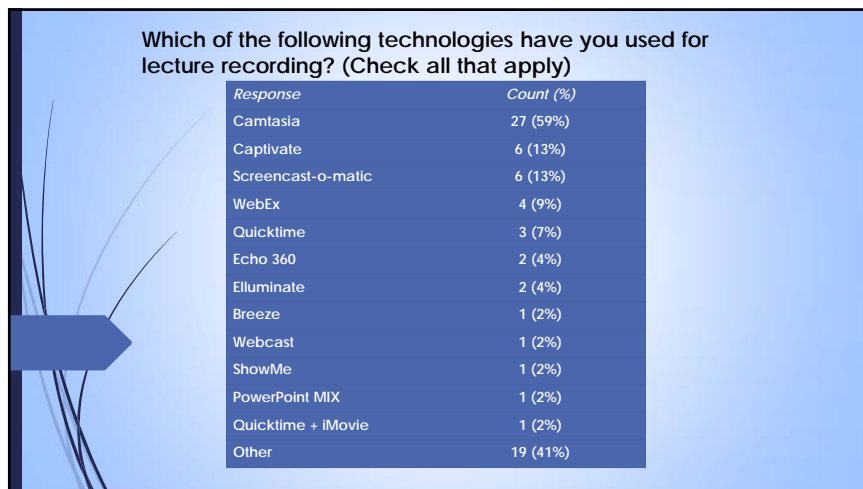
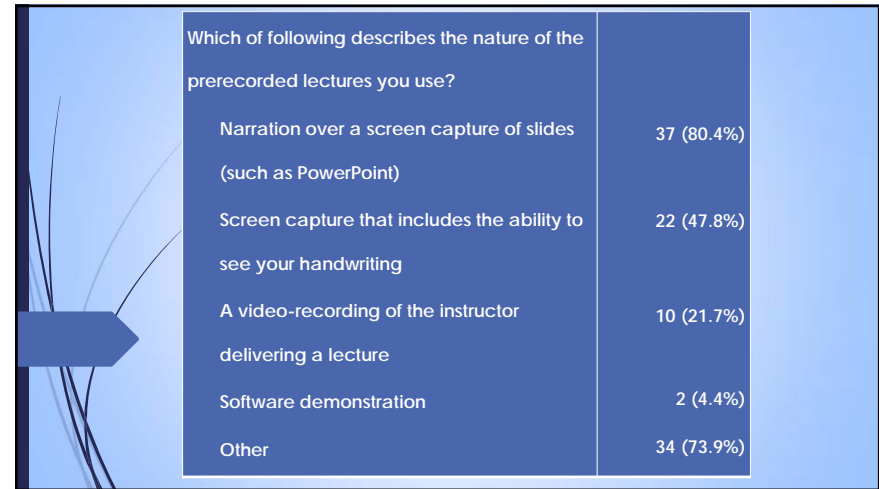
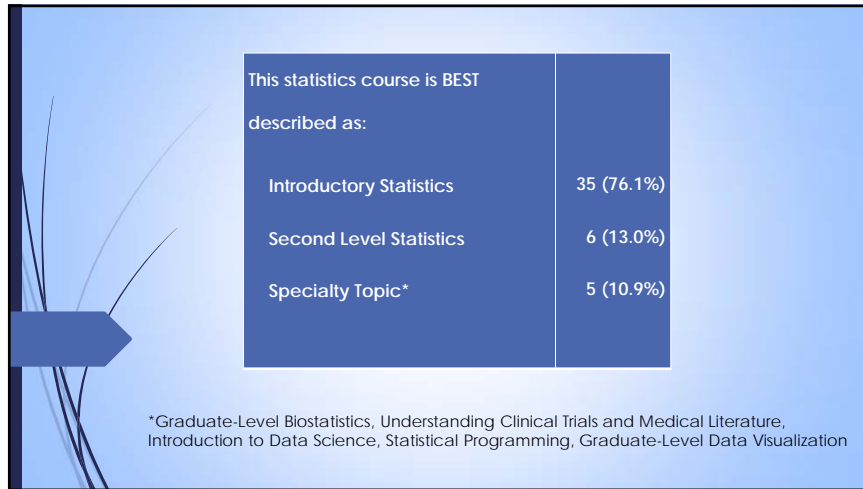
Completely Online	23 (50.0%)
Flipped with In-Class Component	17 (37.0%)
Partially Online and Partially In-Class	6 (13.0%)

This class is primarily taken by:

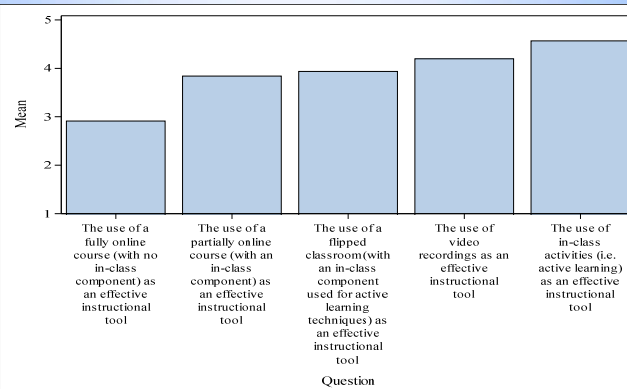
Graduate students	23 (50.0%)
Undergraduate students	22 (47.8%)
Physicians	1 (2.2%)

The class size is BEST described as:

<20 students	11 (23.9%)
20-49 students	22 (47.8%)
50-99 students	7 (15.2%)
100 students	6 (13.0%)



How highly would you recommend the following areas to teaching colleagues, ranging from strongly recommending AGAINST (1) to strongly recommending FOR (5)?



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Conclusions

- Our survey findings provide insight on the current state of these pedagogical methods in (bio)statistics.
- They can be informative for statistics instructors who are considering implementing such methods.