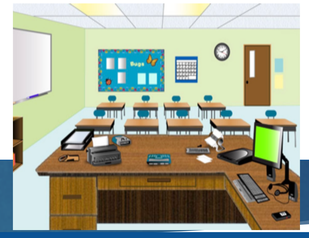
An Integrative Review On Online, Hybrid, and Traditional Classroom

Elvira Solis MSN, RN, CCRN (Walden University) and
Edmund J. Y. Pajarillo, Phd, RN, BC, CPHQ, NEA BC (Adelphi University)

Online, Hybrid, and Traditional Classroom





Background

More universities are transitioning to online or blended classes, yet their effectiveness is not well documented when compared to traditional or face-to-face formats.

Objectives

The purpose of this integrative review was to determine if asynchronous, blended, or face-to-face courses proved to offer the most benefits in terms of learning impact, student satisfaction, and effectiveness.

Results

(1)There were increased benefits and advantages among online courses in terms of easy access, flexibility in scheduling, convenience, improved student collaboration, better re-flexibility, increases self-learning, and consequently improved student engagements.
(2)There was no statistical significance between online and face-to-face courses in terms of grade point average (GPA) and social interaction or engagement.
(3)The course structure and design essentials, i.e., offer better course content, variety of course delivery and pedagogical options, regular and consistent formative assessments, student-centric approach, and social interaction, improved learner's satisfaction.

Conclusion

From these findings, it is evident that when done correctly, the benefits of either full online or blended classes outweigh those in traditional classes.

Methodology

This study is an integrative review of peer reviewed articles gathered from major electronic databases such as CINAHL, PubMed, Medline, EBSCO Host, and One Search using the *keywords online, hybrid learning, traditional classroom, student satisfaction, and engagement, learning impact, and course structure*.. The database search was limited to the recent five years (2012-2017), yielding a total of 18 articles. Out of the 18 articles, 3 were published in 2012, 4 in 2013, 4 in 2014, 3 in 2015, 4 in 2016, and 0 in 2017. Seventeen came from the U.S., and one from the U.K. As an integrative research, study designs were varied - quantitative, qualitative, mixed methods, meta-analysis, and meta-synthesis.

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