



**Title:** Mixing remote, hybrid and traditional classroom delivery of an experiential learning unit in a veterinary medical curriculum

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**Abstract:**

Online education provides learners with additional avenues to interact with course material and each other. This is especially true for students, who tend to take a back seat in traditional face-to-face courses, because of social barriers, the rapid pace of oral communication, or other reasons such as public health regulations during a pandemic. Access of materials around the clock and independent of a specific physical location are often cited as major advantages. Interestingly, research suggests that students in professional curricula may perceived the last two items as disadvantages. From the instructor perspective, the online environment allows for preservation of student interactions with the material, and may generate opportunities for individualized review and feedback. However, for an online course to be effective, the workload for instructors can be significantly higher when compared to traditional instruction. Hybrid course delivery has the potential to combine the benefits of online course delivery with those of traditional face-to-face instruction. Primary outcome of this study was a deeper understanding of the difference in the student and instructor experience in remote and hybrid delivery compared to traditional on-campus instruction of a skills-based course – within the context of a professional curriculum. The following aspects of the instructional experience were examined: Student perception, student learning, student engagement, student interactions; instructor time commitment, and instructor experience. A secondary outcome was the exploration of collaboration and communication platforms identified by students to facilitate student interactions with each other and the instructor.