

McAteer, P., (2012). Examination of factors that influence students' perceptions of involvement and satisfaction in hybrid courses (Doctoral dissertation, Towson University, 2012).

Dr. Pat McAteer  
Graduated Fall 2012

#### Dissertation Abstract

The purpose of this study was to examine students' expectations for course workload, difficulty of course, timeliness of instructor feedback, and interaction of instructor and if expectations varied after participating in a hybrid course. Additionally, students' perceived satisfaction with faculty, academic experience, quality of learning, and sense of community in hybrid courses was examined and if these measures varied according to gender was explored. The population studied consisted mainly of undergraduate students enrolled in hybrid courses. The quantitative, correlation research method was used for this study. The study revealed that interaction with the instructor was the most significant contributor to perceived learning and satisfaction for students in hybrid courses. The elements that may influence perceived student satisfaction as indicated by this study are (1) faculty interaction with students, (2) sense of community, (3) students' prior experience, (4) skills, (5) knowledge, and (6) learning expectations. Contained within the conclusions of this study are recommendations for faculty and universities and a revised hybrid learning framework for other researchers to consider.