Piloting a Networked Curriculum

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ABSTRACT

This pilot study examined student learning and engagement outcomes, as well as potential instructional cost savings in an undergraduate marketing course that combined online content delivery, flipped classroom, and experiential application for on-campus classes, referred to as a networked curriculum. This model separated the traditional 3-credit course into a common online content section and smaller application sections. Student learning and engagement outcomes in the networked curriculum were compared with a traditional lecture format. No significant difference in content knowledge was found. Potential savings in classroom space utilization and faculty compensation encourage further research of this model.

Keywords: Flipped classroom, Hybrid learning, Online learning, Curriculum