



Delivery Modalities & Learner Outcomes in LINC

The Role of Modality in Skills Gains, Social Capital, and Learner Satisfaction



Background

❖ Research on **Emergency Remote Teaching (ERT)** in the LINC program

❖ **Challenges**

- Technology: disparities in digital skills and access
- Relationship building
- Other: lack of quiet place to study, childcare, social isolation, financial concerns, time-management.

❖ **Impacts**

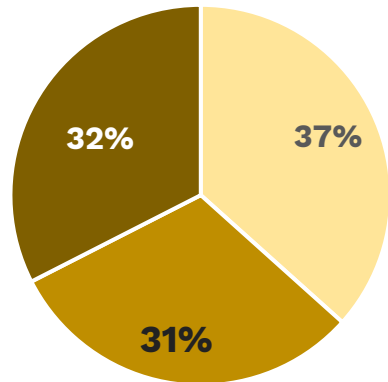
- Enhanced digital learning/teaching capacity
- Identifying instructors' support needs in a remote environment

❖ **Modality preference**

- Most cited reason for preferring fully online (2021): COVID

Background

Modality preferences during COVID



- Online only
- Classroom only
- Hybrid (online and classroom)

Commonly-cited reasons by students for delivery format preference during COVID (2021)

	Percent (mentions)
Why classroom-only?	
Easier/better to understand and learn	36%
Better/easier communication and interaction	27%
To socialize and learn from other students	19%
Face-to-face is more effective or engaging	15%
Easier to concentrate/fewer distractions	11%
Why online-only?	
Risk of COVID-19 (remote is safer)	28%
To stay home and take care of children/family	26%
To save time or for better time-management	22%
More flexible/convenient or comfortable	16%
Online classes are better, easier or more helpful	13%
Why hybrid?	
Wanting both experiences: like both classroom and online	25%
Opportunity to interact with teacher, ask questions or practice	22%
To socialize or interact with classmates	20%
Face-to-face communication and learning is better	19%
Time, flexibility, and independent-learning	17%

Questions on impacts of modalities

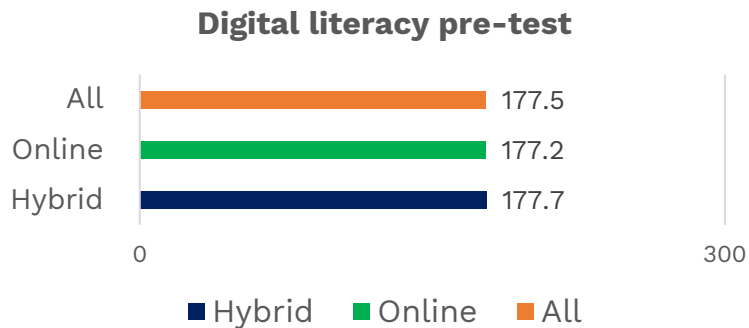
- ❖ What is the role of **digital literacy** skills in students' **modality selection**?
- ❖ What other factors (e.g., **sociodemographic variables**) are associated with **modality selection**?
- ❖ Are there differences across modalities in digital literacy skill and language **learning progress**?
- ❖ Are there differences across modalities in **satisfaction** with the LINC program?
- ❖ Are there associations between modality **and social capital development**?

Data sources

- Two modalities – hybrid/blended vs. fully online
- Multiple data sources, surveys, or projects in 2023-24 academic year
- Data sources (all NQC, 2023)
 - **Assessments (Winter, Fall 2023)**: digital literacy, reading & writing; CLB levels 5 & 6 only; pre-post comparisons (% with progress)
 - **LINC Student Survey (Winter 2023)**: confidence, satisfaction, CLB 5+
 - **LINC Instructor survey (Winter 2023)**: modalities & progress differences
 - **Social Capital Survey (Fall 2023)**: CLB 4+ students
- Cross-tabulations for comparisons (i.e., demographic breakdown by modality)

Modality selection

- No modality difference in digital skills scores at the pretest
 - Education (literacy) & CLB level
- Correlations between delivery modality & demographic factors
- Gender, age, time in Canada, marital status, and employment status associated with modality



Demographic variables	Hybrid	Online
Gender***		
Female	69%	87%
Male	31%	13%
Age*		
18 - 29	44%	31%
30 - 39	31%	42%
40 or older	25%	27%
Time in Canada***		
Under 2 years	37%	14%
2 - 4 years	45%	45%
5 or more years	18%	41%
Marital status***		
Single, never married	45%	17%
Married, common-law, or cohabiting	47%	66%
Separated, widowed, or divorced	8%	16%
Has children***	43%	75%
Household size**		
1 or 2	33%	18%
3 or 4	35%	41%
More than 4	32%	41%
Employed*	40%	31%

Source: Beginning-of-term Survey (Fall, Winter, 2023);
N = 455 (51% hybrid; 49% online)

Students' feedback

- Why the online modality?

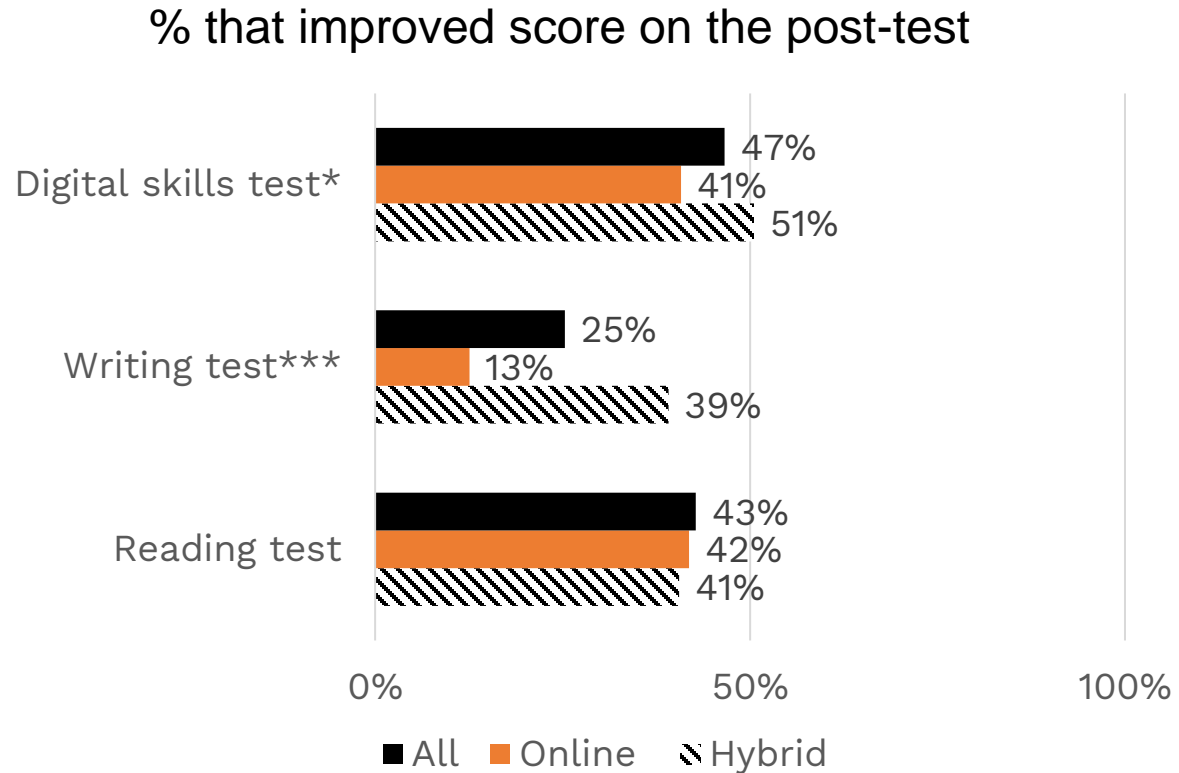
- ❖ **Parental and family responsibilities**
- ❖ Flexibility and convenience
- ❖ Transportation, distance or commute
- ❖ Employment/work obligations
- ❖ Time-saving and time management

- Why the hybrid modality?

- ❖ **More effective or better progress**
- ❖ Flexibility & convenience
- ❖ Face-to-face interaction and/or making friends
- ❖ Employment/work obligations
- ❖ Family or parental responsibilities

Differential learner progress?

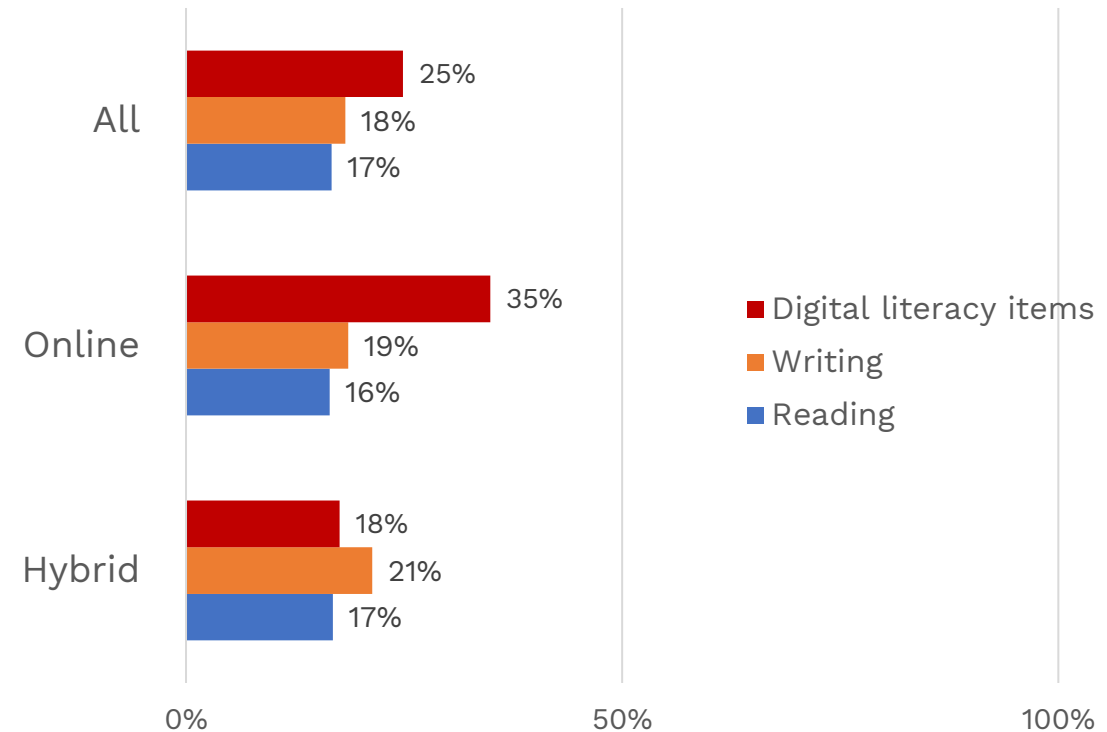
- Panel data (i.e., those who completed pre AND post)
 - 51% in hybrid improved DL score, compared to 41% online
 - 39% in hybrid improved score on writing, compared to 13% online



Attrition

- Higher test attrition on the DL test (25%)
- Higher attrition in online
 - **DL:** 35% in online vs. 18% in hybrid

Post-test incompleteness rate, by delivery modality



“

Progress in online classes takes longer. It takes longer to go through the cycle of skill building, skill using, assessment tasks due to giving students time to complete the asynchronous work.

”

- LINC Instructor

“

Advantages [of online classes] – flexibility. Disadvantages - takes longer, more barriers to learning due to the added digital literacy component, students often have issues with their computers or internet.

”

- LINC Instructor

“

I think that students' speaking skills develop more in a hybrid class because there are more opportunities to use spoken English and get to know the other students better.

”

- LINC Instructor

“

[...] hybrid classes are better for literacy students because the teacher has more time to work with students on problematic areas and has the opportunity to read the class better, which helps in addressing lack of understanding or difficulties. [...] They do better when a teacher can guide them through a greater variety of different activities.

”

- LINC Instructor

Net Promoter Score (NPS)

On a scale of 0 to 10, how likely are you to recommend the LINC program to others?

Not at all likely

0

1

2

3

4

5

6

7

8

9

10



Extremely likely



Detractors

0 - 6



Passives

7 or 8



Promoters

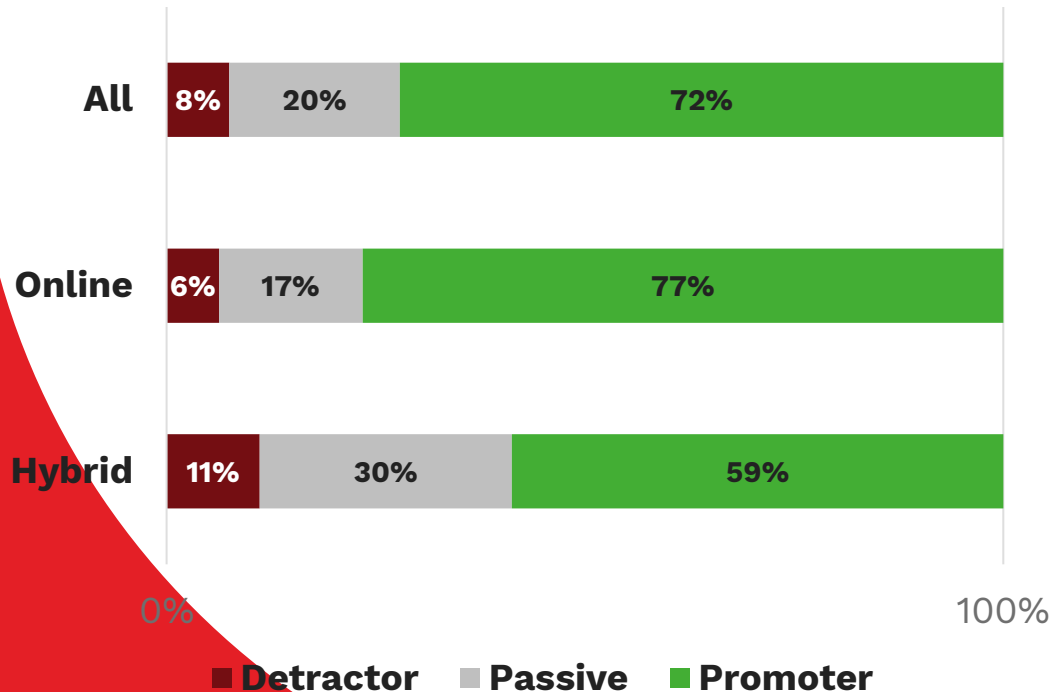
9 or 10

Creators of NPS, Bain & Company, suggest a score:

- + Above 0 is good
- + Above 20 is favorable
- + Above 50 is excellent
- + Above 80 is world class

NPS & Modalities

- ❖ **Fully online:** NPS = **71**
- ❖ **Hybrid:** NPS = **48**
- ❖ **Combined:** NPS = **70**



On a scale of 0 to 10, how likely are you to recommend the LINC program to others?



Detractors

0 - 6



Passives

7 or 8



Promoters

9 or 10

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Social Capital

❖ Personal Network

- ❖ How many friends respondent made in LINC?
- ❖ Frequency of interaction with friends/classmates outside of class
- ❖ Diversity of friendship networks (e.g., country of origin, education, race/ethnicity, and gender)

❖ Network resources

- ❖ Information - Topics respondent learned about from talking to friends, instructors, and other connections or people they know in LINC (employment, newcomer resources, education, housing, transportation, etc.).
- ❖ Collaboration - did collaborative work with others in LINC (e.g., study with classmates outside of class).
- ❖ Guidance – received mentorship or guidance from instructor, received information or advice from LINC mates, did collaborative work with others in LINC

❖ Participation/involvement in community & sense of belonging

- ❖ Attended events and activities in LINC (other than class activities)?
- ❖ Which events/activities (e.g., job, career, information fairs, student events at NQC, conversation circles, community events, etc.)
- ❖ Sense of belonging to the LINC program, their community, province, & Canada (very weak – very strong)
- ❖ Feel part of community at NQC (Likert – agreement scale)
- ❖ Feel has been given information and opportunities to involve in their community (Likert – agreement scale)
- ❖ Connected to other organizations in community (Likert – agreement scale)
- ❖ Member or participant in any organization in Canada since starting LINC (Yes/No)

❖ Job market social capital

- ❖ Learned about employment opportunities from others in LINC (Likert – agreement scale)
- ❖ Engaged in activities that increase labour market social capital? (attended job fair, participated in employment programming?)
- ❖ Whether LINC has helped increase connections or contacts in the Canadian labor market (Likert – agreement scale)

Social capital and modalities

Number of Friends in LINC and Frequency of Contact by Modality

Social capital indicators	All	Blended	Online
Number of friends in LINC*** (M = median)	M = 5	M = 5	M = 3
<i>No friends in LINC</i>	10%	2%	24%
<i>1 - 3 friends</i>	30%	26%	37%
<i>4 - 6 friends</i>	28%	30%	25%
<i>7 or more friends</i>	32%	42%	15%
Regular contact with friends or classmates (outside of class time)			
<i>Face-to-face (in-person)***</i>	66%	81%	36%
<i>By phone or video**</i>	64%	70%	55%
<i>By text or chat***</i>	73%	85%	51%
<i>By email**</i>	30%	35%	21%

Note: For number of friends in LINC, total may exceed 100% due to rounding error; for frequency of contact, figures represent percentage of respondents that indicated at least once a week; statistical significance indicators based on cross-tabulation results: ** p<.05, *** p<.01.

N = 279

Participation, engagement, information, and skills (by modality)

Social capital indicators	All	Blended	Online
Has attended events or activities organized by the program (% Yes) ***	72%	80%	57%
Regularly receive mentorship or guidance from a LINC instructor (% often/very often/everyday)**	54%	59%	45%
Learned or obtained information from LINC contacts about:			
<i>How to become a Canadian citizen* (% yes)</i>	54%	50%	61%
<i>Housing & transportation*** (% yes)</i>	43%	37%	54%
<i>Resources available for newcomers*** (% yes)</i>	49%	42%	61%
Took a course on a specialized topic* (% yes)	22%	19%	30%
Participated in employment programming (e.g., work-integrated learning)* (% yes)	22%	26%	16%
I have been given opportunities to involve in the community (% net agree)**	85%	89%	79%
Attended student events at NorQuest College (% yes)	51%	59%	34%
Ask for information or advice from LINC friends or classmates (% often/very often/everyday)***	36%	44%	22%
Attended festivals or celebrations in the community*** (% yes)	30%	38%	13%
Participated in English conversation circles (% yes)	19%	21%	14%
LINC helped me improve the following skills (% yes)			
<i>Language skills for making new connections**</i>	74%	70%	82%
<i>Asking for help when I need it*</i>	72%	71%	78%
<i>In-person communication skills***</i>	71%	77%	61%
<i>Digital communication skills**</i>	59%	51%	74%
<i>Conflict resolution***</i>	28%	20%	44%

Has LINC helped you build connections or network in Canada?

“LINC has been instrumental in improving my language skills and connecting me with a diverse community. Through collaborative learning and cultural events, I've built lasting friendships. Additionally, the program's professional insights have supported my career journey. Grateful for a transformative year.”

“The LINC [program] is very helpful because it helps me understand the culture and make friends from different countries.”

“Thanks to the LINC [program] I have known different cultures and I have learned [about] different behaviors that are [not common] in my culture.”

“NorQuest college helped us build communication with different cultures and behaviours, that make us well known about different skills at all fields”

“The language education program for newcomers to Canada helped me a lot. It taught me how to speak, understand others, listen to them, give me self-confidence and not afraid to meet new people in Canada, from all countries and all religions, and how to share different culture with each other.”

“[...] the guest speakers and workshops organized by LINC have been a great way for me to network with professionals in my field. I have learned about job opportunities and gained valuable insights from those who have successfully integrated into the Canadian workforce.”

“I had 2 job interviews in English. That was unreal for me before [joining] the LINC [program]. They weren't successful but it was great experience.”

Conclusions

- ❖ Digital literacy was not a key driver of modality selection (i.e., online vs. hybrid/blended format)
- ❖ For some skill areas, short-term progress may be slower online (vs. hybrid/blended)
- ❖ Impact of modality on social capital
 - ❖ Network size, participation in events
 - ❖ Social capital benefits for online participants: confidence, skills, and information
- ❖ Limitations
 - ❖ Provides of a snapshot of modality differences
 - ❖ Test attrition
 - ❖ Focus on short-term gains
 - ❖ Focus on two modalities

Navigating Delivery Modalities in LINC Digital Literacy and Newcomer Outcomes

November 2024

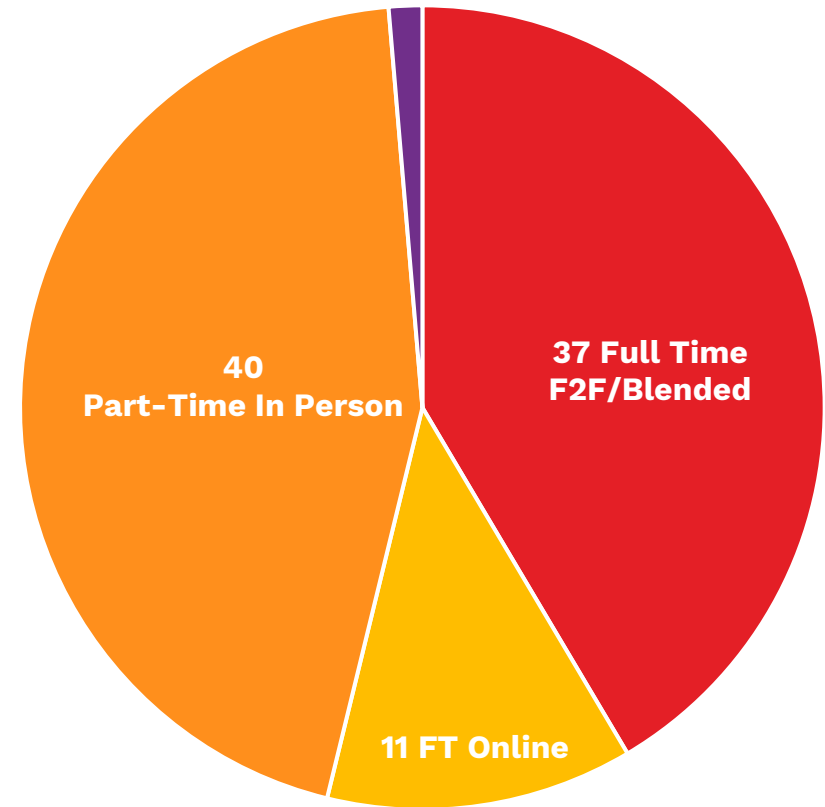
Danielle Barnes



Based on modality research results, what would you suggest are the best modalities for learning for newcomers to Canada?

- A) Full-Time – In Person
- B) Blended
- C) Full-Time Online
- D) Part-Time Online
- E) Part-Time In-Person
- F) All the Above

Breakdown of Modalities in LINC at NQ





FT Blended/F2F

37 Classes

- The bulk of our FT classes are here.
- Our social capital survey shows that students make more friends and participate in more activities when they learn in-person.

PT In-Person

40 Classes

- Students who work fulltime attend our PT classes.
- Still allows for in-person connection.
- Students make friendships and connections

FT Online

11 Classes

- Students who can not study in-person
- Less friendships are made
- Less community connection

PT Online

8 Classes

- For student who need the most flexibility in how they study
- Open to students across Canada



Full Time F2F Course - 25 hrs./week

- For foundational learners to CLB 2L
- 5 days/week in-person
- Students have low to no digital literacy skills when they enter
- Allows for the maximum level of support
- Have 2 computer classes each week to learn digital literacy skills

Foundational Learners want in-person classes. We can teach digital literacy skills and prepare them for blended classes.



Full Time Blended Course - 25 hrs./week

- For CLB 2 to CLB 8
- 3 days in-person and 2 days online.
- Allows students to have most of their learning in-person;
 - We know students make greater gains in digital skills and in writing in a face-face class.
- Still online 2 days/week so they don't lose their ability to learn online

The pre-post comparison showed that among students who completed both tests (i.e., the panel data), half (51%) of those in the hybrid modality improved their score on the digital skills test, whereas only 41% did the same in the online modality.



Full Time Online Course – 25 hrs/week

- CLB 4L to CLB 8
- Learning moves more slowly in this modality;
- Students who choose this modality can not come to campus to learn;
 - Have small children at home
 - Have a medical need to stay home
- Students feel more confident in their digital skills, but testing shows they are behind students in the blended modality

Among research participants, 85% of online learners were female. 78% of online learners have small children.



Part-Time Online Course - 6 hrs./week

- Foundations to CLB 8
- Supported by Digital Literacy Assistants
- This modality has a flexible schedule
- Students can choose from several different times to attend
- This works for students who are working full-time or have other commitments
- Open to students across Canada

		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 AM	9:30 AM			Webinar A 9:00 - 10:30			Webinar B 9:00 - 10:30
9:30 AM	10:00 AM						
10:00 AM	10:30 AM						
10:30 AM	11:00 AM						
11:00 AM	11:30 AM						
11:30 AM	12:00 PM						
12:00 PM	12:30 PM		Webinar A 12:00 - 1:30			Webinar B 12:00 - 1:30	
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7:30 PM	8:00 PM		Webinar A 7:30 - 9:00	Webinar B 7:30 - 9:00			
8:00 PM	8:30 PM						
8:30 PM	9:00 PM						
Any Time		Moodle Work (3 hours/week)					



Part-Time In-Person

Tuesdays and Thursdays from 6pm to 9pm

OR

Saturdays from 9:30am to 2:00pm with 1.5 hours of asynchronous work

- Most students in these modalities are working full-time or have small children at home.
- They want to attend in-person and are looking for connection

In the research data, 39% of students who attended blended classes improved their writing scores compared to 13% who studied online



Supports for Digital Literacy

**Weekly
Drop-in
Computer
Classes**

**Weekly
Computer
Lab for all
blended &
F2F Classes**

**Bi-Weekly
Drop-in
Digital
Literacy
Support**

**Online
onboarding
course for
new
student**