



Washington State University

College of Education, Sport and Human Sciences

Mukti Ryan

Will defend their dissertation on

Date: February 13, 2026

Time: 10:00 A.M.

Zoom: Link by request ceshs.gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

Title:

STUDENT PERCEPTIONS OF TECHNOLOGY IN HYBRID LEARNING IN UNDERGRADUATE HUMAN ANATOMY AND PHYSIOLOGY COURSES AT A COMMUNITY COLLEGE

Chair: Amy Roth McDuffie

Abstract:

This qualitative case study explored how undergraduate students experienced hybrid Human Anatomy and Physiology (A&P) courses at INWCC, a pseudonym for a public community college in the Pacific Northwest. My study focused on how students built confidence using digital tools, how they experienced the integration of technology with A&P learning, and how specific hybrid tools supported or inhibited study strategies. I collected data through two surveys administered early and late in the quarter, and semi-structured interviews with eight student volunteers after the course ended.

In my study, I employed a modified Technological Pedagogical Content Knowledge framework as the primary structure for understanding students' experiences with technology, learning practices, and A&P content. Social Cognitive Theory served as a supporting lens to explain how confidence developed through self-efficacy and self-regulation as students interacted with course expectations, feedback, and learning resources. Findings showed that students' confidence grew when the hybrid course had a predictable weekly rhythm, consistent expectations across platforms, and strong instructor communication. Students described a "sweet spot" in hybrid design in which structure and flexibility worked together, allowing them to manage learning around work and family responsibilities without feeling lost. Students also reported that digital tools were most helpful when they were clearly introduced, intentionally sequenced, and directly connected to assessments. Throughout the term, many students described changing their study habits in response to feedback, becoming more strategic and more consistent in how they used digital resources to learn complex A&P concepts. My findings suggest that hybrid A&P courses can support student learning when course design reduces confusion, builds early technological confidence, and encourages self-regulated learning through frequent practice and feedback.