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WHAT DRIVES STUDENTS TO RECOMMEND A HYBRID ENGLISH COURSE? EVIDENCE FROM THE SCALE-UP OF AN ONLINE LEARNING PLATFORM [POSTER]

Dan Bouhnik*	Jerusalem College of Technology, Jerusalem, Israel	bouhnik@jct.ac.il
Tal Lewis	Jerusalem College of Technology, Jerusalem, Israel	tlewis@g.jct.ac.il

* Corresponding author

ABSTRACT

Aim/Purpose	This study examines which student perceptions are most closely related to student recommendation of a course integrating the online learning platform Hellix.
Background	In Fall Semester 2025-2026, six English sections at the Jerusalem College of Technology were taught using Hellix, in an expansion of the university's blended learning initiative from the previous semester. This study explores how usability, satisfaction, and perceived learning value of the learning platform relate to students' willingness to recommend the course.
Methodology	At the end of the semester, students were invited to participate in a voluntary Google Forms survey. Of 48 submissions, 45 included verified student emails and were retained, representing almost half (46.4%) of the 97 students enrolled in the hybrid sections. Students rated ease of use, perceived learning value, and overall satisfaction, and indicated whether they would recommend the hybrid course. Group differences between students who would recommend the course and those who would not recommend/do not know were tested using two-sample t-tests assuming unequal variances.
Contribution	This study contributes evidence from a real-world implementation of an online learning system in English education at the college level and underscores the importance of student acceptance of educational technology.

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Why Recommend a Hybrid English Course?

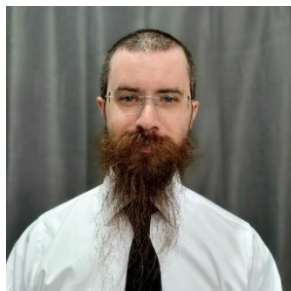
Findings	Students who would recommend the course reported higher satisfaction (Recommend: $M=3.6$, $n=35$; Not recommend/don't know: $M=2.8$, $n=10$), $t(22)=-2.49$, $p=.021$. Ease of use was also higher among recommenders (3.94 vs. 3.00), with trend-level evidence, $t(11)=-2.10$, $p=.059$. Perceived learning did not differ significantly between groups (4.14 vs. 3.80), $t(11)=-.90$, $p=.389$. In this scale-up cohort, recommendation was more closely aligned with perceived usability and overall experience than with the perceived learning benefit of the platform.
Recommendations for Practitioners	Institutions integrating online learning platforms should closely monitor student perceptions of the technology. They should evaluate platforms for ease of use, which may be an important factor in the success of the program.
Recommendations for Researchers	Future studies should examine how usability, satisfaction, and perceived educational value shape students' willingness to recommend hybrid courses in diverse, larger settings.
Impact on Society	These findings suggest that user experience and integration quality may be crucial to maintaining student buy-in and engagement in hybrid learning. In expanding hybrid learning initiatives, institutions must consider student experience and perceptions.
Future Research	Future research should investigate perceptions of educational value to better understand how they are related to course recommendations and why they may remain high without being associated with higher course recommendations.
Keywords	hybrid learning, online learning platform, English language instruction, usability, student satisfaction, higher education

AUTHORS



Dan Bouhnik received a BSc degree in Computer Science from the Jerusalem College of Technology in 1981, an MSc in Computer Science from Bar-Ilan University in 1988, and a PhD in Computer Science from Pacific Southern University in 1991. He is the author of several books used to teach advanced computer science.

He is currently an Associate Professor and serves as the Rector of the Jerusalem College of Technology. His main research interests include Information Science, Knowledge Management, Information Security, and Big Data issues and their effect on society.



Tal Lewis is a lecturer and the hybrid course coordinator in the English department at the Jerusalem College of Technology. He has taught English for nearly a decade in both the public and private sector, in diverse EFL and ESL contexts including elementary education, high school, college and adult education. His interests include curriculum design and the impact of digital tools on language learning.