Hybrid Course
Elements and Design

Introduction

Our Objectives:

- To define hybrid learning
- To differentiate hybrid from other online delivery formats
- To organize content through chunking
- To identify the course schedule
- What are your goals?

Course Format

	Online Course	Hybrid Course	Face to Face Course
Mix of delivery Formats	• Few, F2F meetings, if any	• Approximately 25% to 75^ of the course occurs F2F • Significant portions of the learning are delivered both online and F2F • Seat time is reduced to reflect the proportion of course delivered online	• 100% of the course occurs in F2F in regularly schedule sessions, which requires seat time for the course • Course meets synchronously at one or more sites
F2F Component	• F2F meetings are typically limited to orientation or capstone events • May also include F2F proctored exams • Students have little or no expectations of meeting the faculty member F2F	• F2F meetings may include but are not limited to lectures, active learning sessions, student-centered discussions, group-work projects, presentations, posters, demonstrations, performance art, movies, lab experiences and assessments	• Students have F2F interaction with their faculty member on a regular basis throughout the course of the semester
Online Component	• The entire course is mediated by technology	• Portions of the course are mediated by technology • Students can gain an understanding of the overall structure and requirements of the course online	• Technology, if used at all is supplementary • May include use of a course management system and extensive Internet-based reading/research

What is your motivation for creating a hybrid course?

Why Hybrid

- Flexibility
- Engagement of diverse learners
- New pedagogical approaches
- Better use of class time -more focused
- Freeing up resources
- Institutional responsibility
- Assisting students with time management

Challenges

- Rethinking course design
- Adopting a new teaching approach
- Managing the dual learning environment
- Preparing students

designing hybrid learning

- Course design and content
- Interaction/collaboration
- Technology
- Assessment
- Learner/faculty support

Key considerations course design and content

- Learner considerations
- Learning task/content
- Instructional strategies
- Media and materials
- Learning environments
- Course design preparation

Rethinking the course design

To develop a successful hybrid course

- Re-examine course goals and objective
- Designing the online objects to meet the goals and objectives
- Integrate the online activities with the face to face meetings and
- Make transition from lectures and presentation to more student centered active learning environment.

Application of Key Points

- F2F vs Online

Group Work
Labs
Presentations
Hands On

Online presentation
Online discussions
boards
Blogs
Wiki's
Simulations
Online Self
Assessments

Schedule

Chunking

Blended course redesign requires a willingness to step back and consider the goals and range of possibilities, strategies, techniques, and tools

~ Garrison and Vaughan, 2008

Current course analysis

1. Look at F2F course as a whole
    1. Goals and objectives
    2. Content
    3. Activities and engagements
    4. Assessments
2. What do you have now that could be taught online?
3. Do course objectives still apply?