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

<table>
<thead>
<tr>
<th></th>
<th>Online Course</th>
<th>Hybrid Course</th>
<th>Face to Face Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mix of delivery Formats</strong></td>
<td>• Few, F2F meetings, if any</td>
<td>• Approximately 25% to 75% of the course occurs F2F</td>
<td>• 100% of the course occurs in F2F in regularly schedule sessions, which requires seat time for the course</td>
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<td>• Significant portions of the learning are delivered both online and F2F</td>
<td>• Course meets synchronously at one or more sites</td>
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<td>• Seat time is reduced to reflect the proportion of course delivered online</td>
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<td><strong>F2F Component</strong></td>
<td>• F2F meetings are typically limited to orientation or capstone events</td>
<td>• 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</td>
<td>• Students have F2F interaction with their faculty member on a regular basis throughout the course of the semester</td>
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<td>• May also include F2F proctored exams</td>
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<td>• Students have little or no expectations of meeting the faculty member F2F</td>
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<tr>
<td><strong>Online Component</strong></td>
<td>• The entire course is mediated by technology</td>
<td>• Portions of the course are mediated by technology</td>
<td>• Technology, if used at all is supplementary</td>
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<td>• Students can gain an understanding of the overall structure and requirements of the course online</td>
<td>• May include use of a course management system and extensive Internet-based reading/research</td>
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</table>
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
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?