

Considerations for Hybridizing a Program/Course

When planning to deliver your program/course in a hybrid format, it is important to consider the following to ensure a cohesive student learning experience.

Hybrid Program Development Considerations:

Hybridizing at the program level means that some courses may be delivered entirely virtually, while others may be delivered entirely on-campus. This may provide some benefits such as:

- Reducing the number of times/week students and faculty are on-campus, and/or condensing on-campus time to 1-2 days/week
- Less design work if some courses are currently delivered remotely and can remain that way
- Enabling program teams to streamline on-campus activities for labs, active learning, experiential learning and other “high-touch” engagement activities

Questions to Consider:

Review your program of study and take an inventory of the courses being offered in the upcoming semester that you are planning for.

1. Do you have any courses that need to be offered on-campus? Why?
2. Could the courses that require on-campus activity be offered in a hybrid format to reduce campus footprint?
3. Do you have any courses that could be offered entirely remotely?

Hybrid Course Development Considerations:

Hybridizing at the course level means that each course becomes a combination of on-campus and virtual learning.

Things to Avoid When Developing Hybrid Courses:

The Add-On Model:

There is often a tendency for faculty to assign students more work in a hybrid course than they normally would have in a traditional course. The add-on model occurs when you:

- Change nothing about your current on-campus course, but instead **add** virtual components. Virtual components are added as supplemental resources, but requirements are created around the supplemental resources.
- Creates a so-called “course and a half”.
- More work for student AND faculty.

The Parallel Universe:

One of the hardest parts of designing a hybrid course is figuring out how to integrate the on-campus and virtual components of your course, so that they capitalize on and amplify each other. You want to avoid creating a parallel universe where the materials and activities for on-campus and virtual components are topically related, but do not flow into one another. A parallel universe occurs when:

- There is a disconnect between the on-campus and virtual components (i.e. the two components do not reinforce one another).
- When students do not see the connection between the two components, they tend to participate less.

Things to Consider when Developing Hybrid Courses:

In a traditional on-campus delivery, a certain amount (sometimes a significant amount) of on-campus time might be spent watching videos, reading texts, and taking notes during lecture. In a hybrid course, there is often the expectation that on-campus time is more actively used. To help you plan how to achieve a comfortable, and effective division between the two formats, consider the following:

Take an Inventory of your Course:

Divide your course into workable modules/units/topics. Hint – look at your current sequence of instruction

- Align modules/units/topics with your CLOs
- What do you do / what do your students do to meet those outcomes?
- Which would be better achieved in the virtual environment and which would be best achieved on-campus or in the lab?
 - What do you feel HAS TO BE on-campus? And why?
 - What do you feel CAN BE virtual? And why?

This inventory should help you decide what percentage of time should be spent on-campus versus spent in the virtual space for your course.

Attached is a chart, called “**Hybrid Course Planning Chart**” that will help you plan your hybrid course.

Questions to Consider:

1. How do I design high quality interactions with students virtually?
2. What types of learning activities do you think you will be using for the virtual portion of your course? What technologies will you need to achieve this?
 - a. Think about the activity first – what do you want to do?, and the technology/tool second.
3. How will the on-campus, and virtual learning activities be integrated into a single course? In other words, how will all the course activities feed back into and support the other? How will you make the connections between the activities explicit to students?
 - a. Identifying what you will be putting in the virtual space, how you will assess it, and how you will connect it back to your on-campus materials/content will AVOID the common add-on, and parallel universe pitfalls that often occurs with hybrid/blended design.
4. How will you divide the course-grading scheme between on-campus and virtual activities? What assessment methods will you use to assess student work in each of these two components?

Plan for Maximum Flexibility

Consider developing the “core” foundation of your course to be delivered virtually and build out the on-campus components from there. Building the core of your course for virtual delivery will allow you to more easily pivot to a more, or less, virtual course if you are required to reduce or expand on-campus time or shift on-campus presence.

Remember:

You don't have to go it alone. Reach out to CATL at any time to speak with a team member about your questions and planning progress. Email us at: catl@loyalistcollege.com

Resources:

<https://loyalistcatl.ca/remote-teaching-tools-and-resources/>

<https://library.educause.edu/resources/2009/11/eli-discovery-tool-blended-learning-workshop-guide>

<https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course>

<https://cpb-us-w2.wpmucdn.com/sites.umassd.edu/dist/f/777/files/2018/04/blended-design-tips.pdf>