

Going Hybrid: A How-To Manual

Brought to you by Brenda Perea, CHAMP Instructional Design Project Manager
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Note: To get your own copy, go to <http://tinyurl.com/going-hybrid-how-to-CHAMP>

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PART ONE: WHAT'S A HYBRID COURSE AND DOES IT WORK?

What's a Hybrid Course?

A hybrid (or blended course) is a course where some of the face-to-face meetings are replaced with online or other activities conducted outside of the classroom. For example, if your course usually meets Monday, Wednesday, Friday and you replace the Wednesday class with online activities or field work, then you've created a blended (or hybrid course).



THE FLIPPED MODEL

There are an almost endless number of f2f/online configurations possible for each course. Choose the configuration that best fits your needs. Many teachers choose the flipped model. In the [flipped classroom](#)¹, students watch the lectures at home (through screencasts or videos) and class time is devoted to hands-on practice activities and discussions. If you're not ready to flip yet, try it out for a week or 2 and experiment with various models.

Does it Work?

This is a complex question because students' learning outcomes are affected by many variables such as personal motivation, prior knowledge, study habits, etc. However, in 2010, the US Department of Education published the results of a [meta-analysis](#)² of online, hybrid and face-to-face learning outcomes that showed that on average, students who took all or part of their class online performed better than students taking the same course face-to-face. *Hybrid learning came out as the environment with the highest statistically significant learning outcomes.*

Hybrid courses combine the best of face-to-face and online worlds and when a hybrid course is well designed, it can be a powerful learning environment.

PART TWO: PRELIMINARY STEPS

Team Up

Hybrid courses require unique course design, teaching approaches and the sound integration of technology. Thus, we recommend leveraging the help and expertise of on-campus professionals such as:

- **Colleagues:** They know your discipline and might have valuable insight to offer, especially those who have taught the course you're blending before.

¹ <http://www.knewton.com/flipped-classroom/>

² <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

- **Instructional Designers:** They know how to apply principles of effective e-learning to address online, blended (hybrid), synchronous and asynchronous concerns while sequencing content for online delivery. They also can serve as a technology expert understanding the use of a variety of media such as video and audio, and suggest tools and strategies to use to fulfill your learning goals.



WHAT'S AN INSTRUCTIONAL DESIGNER?

An instructional designer is someone who has studied instructional models and approaches. An instructional designer often holds a Master's in Education, is well-versed in the latest developments in teaching and learning and can offer valuable insight regarding how to present content, design effective tests and leverage technology for learning.

Meet Up

Set up a meeting with campus professionals and colleagues to gather input, ideas and discuss the following aspects of the project:

- **Schedule:** When will the course be offered? This date determines the amount of time available to build the course.
- **Resources:** Ask your colleagues if they know of *quality* existing resources that can be used as course materials (online textbook, OER-open educational resource, etc.). If the answer is yes, it will decrease the amount of time needed to build the course and possibly affect the percentage of the course that can be moved online.
- **Time:** How much time can each person (such as TAs/GPTIs) devote to the project every week?
- **Money:** What's the budget?

As the project manager, you're the one in charge of moving the project forward. Make sure you are involved in all aspects of the project (content, timeline, IT, budget, etc) and that you are copied on all communications.



COLLEAGUES WHO WENT HYBRID

Find colleagues on your campus who have taken their courses hybrid. It is much easier to follow instructors who have developed and taught hybrid courses (or are in the process of doing so).

What's Going Up?

How much of your course will move online? This number is a function of course type/content, time, money and existing resources available. Higher education institutions have recently adopted the following definitions:

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- **Hybrid I:** Courses in which at least one-third but no more than one-half of the instruction is delivered outside of a face-to-face context.
- **Hybrid II:** Courses in which at least half but no more than four-fifths of the instruction is delivered outside of a face-to-face context.
- **Online:** Courses in which at least four-fifths of the instruction is delivered outside of a face-to-face context.

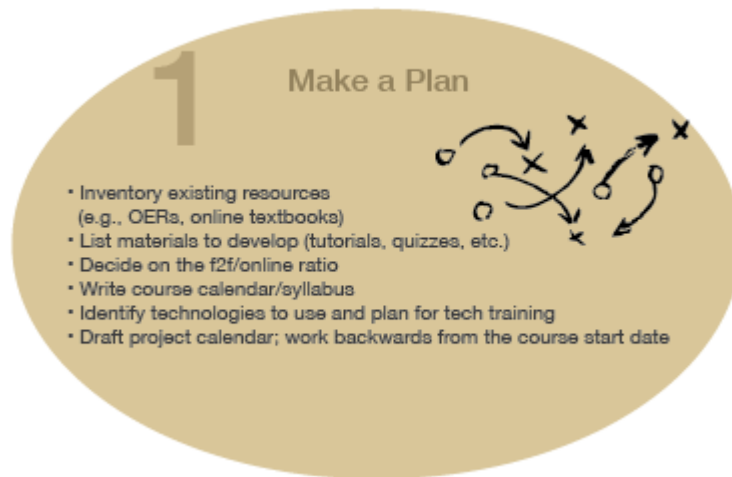


GOOGLEDOCS

Use collaborative tools such as Dropbox or GoogleDrive to avoid creating multiple copies of a single document. Use the **Insert > Comment** function to communicate about the document with your collaborators.

PART 3: BUILDING A HYBRID COURSE

1. Make a Plan



- **Inventory Existing Resources:** Is there high-quality pre-existing material that you could use in your course? OER resources are amazing time savers: Although you will still need to carefully evaluate the resources, you can integrate them seamlessly into your course and develop additional materials such as follow-up and practice activities, tests and quizzes. See [Appendix B](#) for a list of sample OER. For example, check out the Open Educational Resources at:
 - <http://www.merlot.org/merlot/index.htm>
 - <http://cnx.org/>
 - <http://www.wisc-online.com>
 - <http://www.meteconline.org>

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- <https://archive.org/details/movies>
- <http://www.ted.com>
- <http://cc.aljazeera.net>
- <http://www.jamendo.com/en/>
- <http://oyc.yale.edu/>
- <http://ocw.mit.edu/index.htm>
- <http://www.youtube.com/user/MIT>
- <http://webcast.berkeley.edu/>
- <http://www.collegeopentextbooks.org/>
- <http://openstaxcollege.org/>
- <http://phet.colorado.edu/>
- <http://oli.cmu.edu/>
- <http://open4us.org/find-oer/org>
- <http://www.ocwsearch.com/>
- <http://openlearn.open.ac.uk/>
- <http://www.saylor.org>
- <http://www.khanacademy.org/>
- <http://open4us.org/wp-content/uploads/2012/10/Boundless.png>

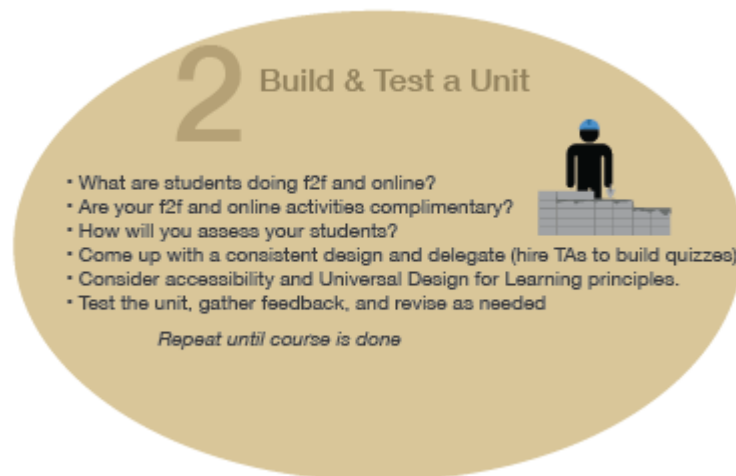
- **List Materials to Develop:** Regardless of how much content you find online, you will need to develop some material for your course. Make a list and delegate/collaborate as much as possible to alleviate the workload. For example, hire contract help or students to build quizzes in D2L. Think of tutorials and resources that could be reused in other courses, whether yours or your colleagues'. Your colleagues are more likely to be willing to help develop materials if they are able to use them themselves.
- **Decide on the F2F/Online Ratio:** At this point, you should have a pretty good idea of how much of your course will go online and which days will be face-to-face and online. Note that you can start by turning your course into a hybrid I and increase the amount of online content as you see fit.
- **Write Course Calendar/Syllabus:** As you write your course description, make sure to explain to students what a hybrid course is. For example, students need to understand the distinction between homework and online activities. They need to understand that the online activities are NOT additional homework. Feel free to copy (edit) and paste any relevant part of Appendix A.
- **Identify Technologies to Use and Plan for Training:** eLearning Consortium of Colorado ([eLCC](#)) offers resources on technology integration. Additionally, consider attending workshops to stay abreast of the latest technological developments and learn how to use new and old tools. CSU-Boulder offers some of these talks are available on their website. For example, here is a talk on Blended Language Instruction.
- **Draft Project Calendar:** Work backwards from the course start date. Make a list of the important deadlines. For example, if you are designing a series of tutorials or new quizzes/tests, when should they be done and do you need to reserve time for learning how to use the relevant technology such as the quiz tool in D2L?



OPEN EDUCATIONAL RESOURCES (OER)

OER are educational resources (lesson plans, activities, tutorials, etc) that educators have created and shared online to be used by others. There is no need to reinvent the wheel! Leverage those activities in your own course. Consult colleagues for online resources that are discipline-specific. Appendix B lists OER consortiums and collections.

2. Build and Test a Unit



As you build your course, keep the following aspects in mind:

- **What are Students Doing F2F and Online?** Think in terms of *transformation* rather than *replication*. Many f2f activities are not easily transferred online but the online environment presents unique affordances not available in the classroom. For example, when creating an online tutorial, you could just tape or even stream your lectures and have students watch them on their own time. However, you could also edit your lecture; insert screenshots, pictures, short videos and links to websites. It is time consuming but you can re-use this material overtime. *Remember, there is plenty of help and support available on campus to do these kinds of things.* This is one of the many reasons why it is crucial to reserve ample time for your hybrid course project. [Appendix C](#) offers a list of possible online language learning activities.
- **Are Your F2F and Online Activities Complimentary?** Make sure to connect both environments. Your online and in-class activities should be closely connected. For example, if your students conduct virtual discussions with native speakers, use class time to, 1) prepare them for the discussion and, 2) follow up on their experience. If you asked students to watch tutorials online in preparation for class time, then spend a few minutes checking that they fully understand the material (for larger classes, Clickers, or <http://www.polleverywhere.com> instant polling are great for that purpose).
- **How Will You Assess Your Students?** When, where and how? There is always the fear of upholding academic integrity with online courses. Use class time for tests and exams or timed quizzes online and whenever possible. For online tests, design the questions so that students cannot look up a single answer anywhere.
- **Come Up with a Consistent Design and Delegate:** Continue building your various modules and do your best to come up with a consistent design so that students always know what to do and where to find the information. As you design online activities, make sure to include clear directions. Offer information about the amount of

time you expect them to spend doing the work, and where and when to submit. If necessary, spend a few minutes going over the assignment in class and whenever possible, provide a model. For example, give students a model of a “good” discussion forum post versus a “bad” discussion forum post.

- **Consider Accessibility and Universal Design for Learning Principles:** Please consult your schools Disability or Accessibility Services department or website for resources and information on how to accommodate students with disabilities.



SYNCHRONOUS AND ASYNCHRONOUS

Synchronous activities are activities that students (and at times the instructor) do online at the same time. Examples of synchronous activities are chat and video conferencing sessions (through Adobe Connect or Skype). Examples of asynchronous activities are discussions forums and blog assignments.

- **Test the Unit, Gather Feedback and Revise as Needed:** If you are currently teaching a f2f version of the course you’re developing, test a unit with your current students. If not, consider gathering 4 to 5 students and compensate them for testing a unit *and* providing feedback. Make sure to select students who don’t know the material already. If testing a whole unit is not an option, try to test some of the activities.



ONLINE COURSE ORIENTATION

Create a screencast “orientation” to the course. Log into D2L and impersonate a student. Video record a tour of the course and point to all the tools students will be using during the course. Use [ScreenR](#)³, [Snagit](#)⁴, [Screencast-o-matic](#)⁵. To impersonate a student in D2L: **Communication > Classlist > All > Dropdown Arrow of Student Impersonate > Impersonate.**

³ <http://www.screenr.com/>

⁴ <http://www.techsmith.com/snagit.html>

⁵ <http://www.screencast-o-matic.com/>

3. Teach Your Course



ON THE FIRST F2F DAY

- **Explain What a Hybrid Course is:** Explain the hybrid model to students and clear up any misconceptions (See [Appendix A](#)).
- **Address Netiquette, Academic Integrity, and Time Management:** See [Appendix A](#) for a recommended netiquette clause. Address academic integrity. To assist students in managing their time, consider asking them to submit a schedule the first week of class outlining the blocks of time they will allot to completing the hybrid course work. Also have an honest discussion with your students about the importance of effective time management. The student-centered aspect of hybrid courses necessitates that the students take the reins of their learning, but students need help and support to ease into this process. Set clear expectations regarding the online work and stay consistent.
- **Inform Students of Campus and Online Resources for Technology Support:**
 - Technology support (D2L, GoogleApps, VoiceThread, email)

THROUGHOUT THE COURSE

Your behavior will be a model for your students. If you grade and provide regular feedback and motivation, the students will respond by adhering to deadlines and providing quality work.

- **Give Prompt Feedback and Motivate**

Be timely in grading and providing feedback for assignments, discussions posts, and other student activity. Your feedback should be constructive and motivational. If the course incorporates a discussion forum, set a personal deadline each week by which time you will have assessed the posts (before the next class, before the next post opens). D2L Discussions has an optional star-rating that can be used as a quick way to provide online feedback.

Actively maintain a student grade book so students can track their progression through the material. The D2L Grades tool has a commenting option associated with each Grade Item. You can use this to communicate problems or praise to individual students (missing/late assignments, the student has extra time to submit the assignment, they demonstrated mastery of a concept) or to the entire class (a change in an assignment).

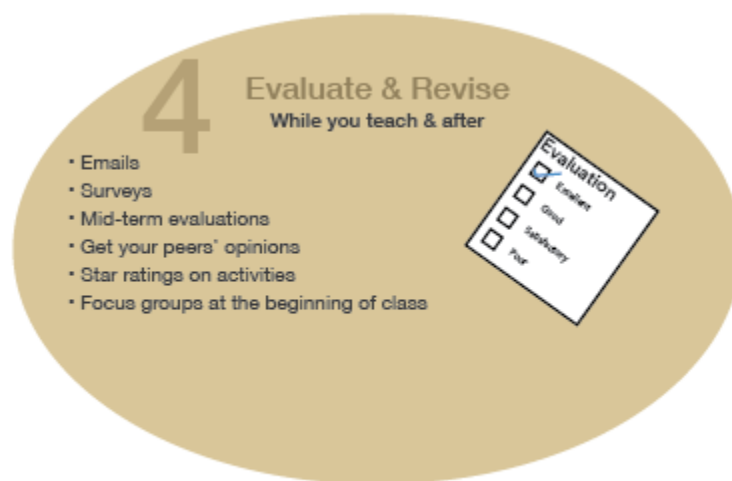
- **Check In Regularly and Be Present:** Actively follow student progression through assignments and activities. Track the completion of assignments through the D2L in the View User Progress tool. Occasionally jump into Discussions or VoiceThreads and interject your own response to students' posts to demonstrate your interest and engagement and show that you're following the discussions.
- **Monitor and Intervene:** Monitor the conversation or activity in your students' online work, but don't dominate it. Coach students to respond to each other rather than training them to wait for you to validate or invalidate their answers. Intervene if you see that a student is falling behind or only completing portions of the assignments. Intervene if a discussion gets out of control.



AUDIO FEEDBACK

Audio feedback is much faster and more personable than typed feedback. Some tools within D2L include the option to record audio feedback (Dropbox), or you can use other recording or screencast programs for this purpose.

4. Evaluate and Revise



Gather feedback regularly as you teach your course and make the changes you can make right away, even if you're done with the activity. This will save you some time the next time you teach the course. Keep a list of changes you wish to make later.

You can gather feedback in various ways:

- **Emails:** Email students periodically with specific questions (how much time did you spend on X? or how difficult was Y?)
- **Surveys:** Set up a discussion thread for students to make suggestions about the course. Students take a lot of classes and they can tell you about what other teachers do that they enjoy/appreciate/benefit from.
- **Mid-term Evaluations:** Use [GoogleForms](#)⁶, or [Survey Monkey](#)⁷ for your mid-semester and end of semester evaluation ([mid-semester survey example](#)⁸)
- **Get Your Peers' Opinions:** Have a colleague(s) review a week of your course, or better yet, the entire course.
- **Star Ratings:** Add 5 star ratings at the end of activities (PollDaddy lets you create and embed a [star rating widget](#)⁹ in web pages, including D2L.)
- **Focus Group:** Gather 3 to 4 students and ask them to freely discuss 3 or 4 aspects of the course. Take notes on their comments and suggestions.
- **5-minute Paper Responses:** Spend 5 minutes gathering paper and pencil feedback at the beginning or end of class (3 questions max). Let students write spontaneous answers to those questions:
 - How's the course going so far?
 - What do you expect your final grade to be?
 - What do like most about the course?
 - What do you like least?
 - Etc.



DESIGNING EFFECTIVE SURVEYS

Use the minimum amount of questions or students will get annoyed and rush through the survey, and possibly randomly select answers.

- Use multiple-choice, multi-select and rating scales as much as possible. Minimize the amount of text students need to type.
- Formulate clear questions (avoid double negatives, long sentences, and vague questions).
- Avoid leading questions.
- Avoid double barreled questions. A double -barreled question asks for feedback on more than one aspect of the course. For example: *Rate the content **and** level of difficulty of this course: Excellent/Good / Average Poor.* Students might have enjoyed the content but found the course a bit hard. Split double barreled questions into multiple questions.

⁶ http://www.youtube.com/watch?feature=player_embedded&v=xEY10Ub-k-U

⁷ <http://www.surveymonkey.com/>

⁸ <https://www.surveymonkey.com/s/NXLJTfX>

⁹ <http://support.poll daddy.com/rating-widget/>

- In choosing the question type, think of how the answer will be useful to you. For example, is a 10 point rating scale really necessary or is 5 enough?
- Include a comment box for each question to gather any extra feedback the students may want to provide.

PART FOUR: CHOOSE THE RIGHT TOOLS

There are many technologies to choose from when building a hybrid (or online course). As you get ready to build your course, make sure to familiarize yourself with as many of those tools as possible.

In using non-CU supported technologies, keep in mind that you will not be able to rely on on-campus support as much.

We have organized these technologies in four broad categories. Many technologies fit into more than one category.

1. Presentational Tools: These tools allow you to create lessons and tutorials. Students may attend these lessons in real time (Skype) or on their own time (YouTube). Synchronous lessons can also be taped for future use and for students to view (and review) on their own time. This level of “learner control” is one of the biggest strengths afforded by the hybrid model.

- Example 1: [Slides with voice-over explanations](#)¹⁰
- Example 2: [Talking head model](#)¹¹

2. Collaboration/Interaction: These tools facilitate collaboration and interaction among students, yourself and possibly the rest of the world.

3. Assessment/Grading: The Desire2Learn gradebook, for example, lets you keep track of your grades and lets students see how they are doing at any given time. In addition to checking the content of a paper for plagiarism, using [Turnitin](#)¹² through D2L lets you easily grade papers and provide feedback online.

4. Feedback/Evaluation: Survey tools such as <http://www.polleverywhere.com> or <https://www.surveymonkey.com/> allow you to gather data about your course. In addition to getting student feedback, also leverage the input of your colleagues.

¹⁰ <http://www.youtube.com/watch?v=3gma83BHkCQ>

¹¹ <http://www.youtube.com/watch?v=aiMgtiN6QcU>

¹² <http://www.colorado.edu/oit/services/teaching-learning-tools/desire2learn-d2l/help/instructor-support/dropbox/plagiarism-prote-0>

APPENDIX A: SYLLABUS ADDITIONS

Definition of Hybrid/Blended Course:

The Hybrid/Blended Course Model: A "hybrid" or a "blended" course is a course where some of the face-to-face meetings are replaced by online and others activities conducted outside of the classroom. The course covers the same content and you can expect to do the same amount of work as you would in the regular version of the course. The two principle advantages of this model are that we can dedicate more of our time in the classroom to practicing content and you can learn new material at your own pace from home.

Is It Just More Homework?

(The paragraph below may make it easier for students who have a hard time understanding the difference between "hybrid work" (the work they do online as a substitute for time spent in class) versus homework.)

The very nature of the hybrid class calls for more work being conducted outside of the classroom. Although it might look like you are being given too much homework, please remember that we still have to compensate for the lost classroom time. I will try my best to come up with a consistent design scheme where the hybrid activities and the homework are clearly labeled as such.

Netiquette:

The online environment is missing many of the nuances of face-to-face communication (tone of voice, facial expressions, etc.). Thus, online, be sure to *pay close attention to*:

- **Tone** of voice (is your language possibly strong or offensive?)
- **Clearness** of communication (did you clearly explain your thoughts?; do excessive typos confuse your message?)
- **Tactful** engagement (it's fine to disagree as long as it is constructive and polite)

In Using the Discussions Forum:

Provide meaningful contributions to the online discussions:

- Check-in regularly. RSS feeds allow you to subscribe to forums.
- Avoid unnecessarily short posts such as "I agree" or "great job".
- Help the discussion move forward, do not repeat other people's points.
- Read and respond to your classmates' posts.
- Title your discussions' posts.

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- In threaded discussions, reply to the appropriate thread.
- Write full sentences: you are writing, not texting.
- Avoid unnecessarily long posts as they are difficult to respond to. It's supposed to be a discussion, not a monologue.
- Include links back to the original source.

Time Management:

Although there are less face-to-face meetings, the amount of work is the same. It is your responsibility to set aside enough time to complete the online assignments. Do not wait until the last minute to complete the online assignments. Technologies might fail and you need time to assimilate the material.

APPENDIX B: OER

GENERAL OER (Open Educational Resources):

These OER resources have been used in the COETC grant and will be used in the CHAMP grant.

- Connexions¹³: a place to view and share educational material made of small modules that can be organized as courses, books, reports.
- Khan Academy¹⁴: a collection of instructional videos/tutorials created in a variety of disciplines.
- MERLOT¹⁵: an online community of resources designed primarily for faculty and students of higher education from around the world to share their learning materials and pedagogy.
- Mindgate Media¹⁶: a library of professor-recommended documentaries and other media for teaching and learning.
- TedEd¹⁷: a collection of portions of Ted Talks that have been organized according to subject and customized for the classroom with comprehension and application questions; the TedEd user can also customize each TedEd activity for their own classroom.
- Wisc-Online¹⁸: a digital library of web-based learning objects for advanced manufacturing.
- Manufacturing and Engineering Technologies Education Clearinghouse¹⁹: The Manufacturing & Engineering Technologies Education Clearinghouse (METEC) is a searchable database of materials submitted by educators from around the world.
- National Center for Manufacturing Education²⁰: is a website offering materials, support, services and professional development opportunities for educators and industry professionals.

¹³ <http://cnx.org>

¹⁴ <https://www.khanacademy.org/>

¹⁵ <http://www.merlot.org/merlot/index.htm>

¹⁶ <http://mindgatemediacom/ondemand/>

¹⁷ <http://ed.ted.com/>

¹⁸ <http://www.wisc-online.com/>

¹⁹ <http://www.meteconline.org/>

²⁰ <http://www.ncmeresource.org/>

APPENDIX C: HYBRID ACTIVITIES

This library is growing as well. Email us activity ideas, we'll add them to the list and credit them to your name.

- **Webquests for Culture and Reading/Writing Practice:** Harness authentic resources from the web to bring the real-world into your classroom. Select a series of relevant websites for your students to explore, give them a mission and any other necessary scaffolding tools such as a vocabulary list, and let them be curious and discover for themselves. Webquests can be highly structured projects ([Webquest.org](http://webquest.org/)²¹) or smaller online activities that then contribute to a discussion board response. You can use [Symbaloo tile dashboard](#) to direct your students to specific URL's or websites.
- **VoiceThread for Listening and Audio Comprehension and Online Interaction:** There is no limit to the types of activities that can be done using VoiceThread. Students can present or discuss specific competencies or talk about their career interests. Faculty can use VoiceThread for instructional tutorials or as a means for students to practice or apply specific grammar points. With CU's site license, faculty can create groups within VoiceThread to facilitate sharing.
- **Blogging:** A blog can serve many purposes. Students can use a personal blog to document their learning or expand their knowledge of the industry and thus serve as a personal portfolio. Students can customize the look and feel of their blog to better reflect their identity. Blogs allow students to upload a wide variety of material such as videos, images, cartoons, recordings and texts. As such, blogs greatly support multimodal and personalized language learning experiences. There are many free blogging platforms to choose from ([Blogger](#)²², [WordPress](#)²³, [Weebly](#)²⁴, etc).
- **Wikis:** Wikis ([WikiSpaces](#)²⁵, [PbWorks](#)²⁶, [Weebly](#)²⁷,) are websites that allow multiple users to quickly build and edit web pages. A wiki can track each user's activity and let you know what changes were made by whom at which point. As such, wikis are excellent tools for supporting collaborative writing projects.
- **Video/Audio Comprehension Activities:** Provide students with video or audio of manufacturing or engineering graphics industry experts that illustrate a point you would in class. Create a short activity for students to complete as a follow-up.

²¹ <http://webquest.org/>

²² <http://www.blogger.com>

²³ <http://www.wordpress.com>

²⁴ <http://www.weebly.com/>

²⁵ <http://www.wikispaces.com/>

²⁶ <http://pbworks.com/education>

²⁷ <http://www.weebly.com/>

- **Vocabulary Acquisition Practice with Quizlet:** Use Quizlet to distribute digital vocabulary lists to your students. You can then embed Quizlet stacks into Desire2Learn or a blog. Students can review the stacks as traditional flash cards or using a number of different game modes. Be creative when designing your stacks: add images or create interesting collections of vocabulary (such as “manufacturing procedures or weld/meld lines”).
- **Create a Commercial or a Short Movie:** Ask students to work on creating a short video or a commercial. Ideally, have them work towards an authentic project such as promoting the industry or traded that they are learning. Don’t hesitate to ask an instructional designer or your campus technology assistant for more information on how to design and implement such projects and to receive assistance with the technical aspects of this project.

LEARN MORE

REPORT

Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies (2010). *U.S. Department of Education, Office of Planning, Evaluation, and Policy Development*, Washington, D.C.

ARTICLE

Article²⁸ on Blended Learning by Debra Marsh.

TALK

Talk²⁹ on Blended Language Learning by Senta Goertler (the University of Michigan).

WEBSITE

Website³⁰ by the University Florida offering resources on blended learning.

A VIDEO CLIP

A video³¹ on blended learning.

²⁸ <http://tinyurl.com/d9ypd2g>

²⁹ <http://altec.colorado.edu/speakers/Goertler-04-2010.shtml>

³⁰ <http://blended.online.ucf.edu/>

³¹ <http://www.youtube.com/watch?v=3xMqJmMcME0>