

Hybrid Teaching and Learning

A School of Nursing Faculty Development Program

Designed for Hybrid Course Development & Teaching

Developed by
Learning Technology Center

General overview

The purpose of this faculty development program is to support faculty who are designing and teaching a hybrid course for the first time. Our programs are available to all new and experienced instructors and provide continuous support. This support is available to all participating instructors, new or experienced, prior to the first and subsequent offerings of the course, during the semester(s) in which the course is offered, and following the completion of the course offering for purposes of review and redesign.

This hybrid program includes:

- A series of formal workshops, focusing on pedagogy, to initiate the design process for hybrid courses;
- One-on-one consultation sessions available upon request to new hybrid instructors, focusing on specific design issues and/or instructional technologies;
- Occasional debriefings and assessments as needed to ensure that the faculty development program meets the needs of all participants.

Program for new instructors

Much of the design activity will focus on practical pedagogy -- what works and what doesn't work in hybrid design, instruction and learning, and how to accomplish course goals and objectives in a straightforward, effective manner. Theoretical references are made available for those who wish to become more familiar with the scholarly literature of online pedagogy.

Technical instruction and support (including emergency trouble-shooting) will be offered on an as-needed basis, specifically tailored to individual requests and scheduled at participants' convenience, either at the LTC or in individual faculty offices. Yes, we do make house calls!

The formal training schedule for instructors who are teaching a hybrid course for the first time comprises five modules, including three face-to-face modules and two online modules.

Attendance at all face-to-face sessions is necessary to complete the program. To support course design activities, participants will work individually at assigned course design tasks, then post their work online and comment on one another's postings. Experienced hybrid instructors and LTC staff will facilitate both face-to-face and online activities.

Prelude to Session 1

Participating faculty review our self-survey, "Ten Hybrid Course Planning Questions" and attend the first session prepared to discuss them. The self-survey provides a basis for a hybrid course redesign plan, and subsequently for constructing a hybrid course syllabus.

Session 1 Getting Started Face-to-Face Work (4 hour session)

Introduction: explanation and advantages of using the hybrid approach; examples of hybrid courses.

Plenary discussion of the ten self-survey questions.

Breakout session: in small groups, participants construct an online assignment that can be integrated with face-to-face work, applying the self-survey concepts. LTC staff will facilitate.

Plenary discussion: small groups report out for general discussion assignments created during breakout session.

Explanation of Session 2 online assignment; distribution of reading.

Evaluation of the day's session.

Session 2 Constructing a Module Online Online work (duration of two weeks)

Following the face-to-face session, using criteria already provided and discussed, participants will post in Blackboard their responses to the ten self-survey questions as well as a draft course module. Participants and LTC staff will respond to the postings in Blackboard.

Session 3

Managing Online Discussions & Student Assessment of Learning

Face-to-face work (4 hour session)

Debriefing: discussion of issues and experiences arising when completing the online Session 2 assignment.

Demonstration by LTC staff: managing an online discussion, including examples of typical online discussions.

Breakout: in small groups, participants identify key student learning activities that are well suited to online discussion, and develop a rubric to guide that discussion.

Plenary discussion: small groups report out for general discussion assignments created during breakout session.

Panel discussion: experienced hybrid instructors will identify how they assess online student learning and how they perform progressive assessment. Assess to readings/web links that provide structured guidance will be included.

Online Assignment: explanation of Session 4 online assignment.

Evaluation of the day's session.

Session 4

Developing A Student Assessment Plan

Online work (duration of two weeks)

Participants design an overall plan for assessment of student learning and post plan to Blackboard. As part of the plan:

- Explain how online assessment activities will be integrated with face-to-face course work.
- Review overall assessment of student learning by comparing it to a similar course taught in the traditional face-to-face manner.

Participants and LTC staff will respond to the postings in Blackboard.

Session 5
Summing Up
Face-to-face work (3 hour session)

Debriefing: discussion of issues and experiences arising from previous module's work.

Presentation: final face-to-face session introduces experienced hybrid instructors who discuss what it's like to teach online. The focus is on managing and facilitating student work, integrating online work with classroom work, and supporting students and troubleshooting their problems. More specifically, presenters review the need for assessing and extending student technical skills, orienting them to course technologies, and managing student expectations regarding online work.

Breakout session: participants in small groups use their redesign plan to identify "crisis points" where special attention or support of students may be required. LTC staff facilitate the groups.

Evaluation of the day's session and overall evaluation of the hybrid program.

Discussion of rubric for Session 6 online assignment.

Session 6
Putting Design Principles into Practice
Online work (duration of two weeks)

Post syllabus and redesign plan according to criteria identified in the rubric, including (1) the "vision" for the online course; and (2) the overall fit between learning activities identified and goals and objectives of the course. Emphasis here is on a "reality check." By looking back, decide whether you have in fact produced a course design that is doable, worthwhile, and engaging. Participants and LTC staff will respond to the postings in Blackboard.

Continuing Support

We would like to emphasize our availability to you for on-going support in instructional design and technology. Although we view our Faculty Development Program as a good beginning in helping you prepare to teach hybrid courses, we also recognize the need for on-going support as you continue to design, develop, revise, and teach your courses. We will continue to support you and your efforts and, based on your preference, we will schedule individual sessions or group sessions as needed. We look forward to working with you!