Best Practices in Hybrid Teaching

Summer 2017
Part of the Learning Design Workshop Series: Strategic Instruction Face-to-Face and Online
Learning Outcomes

Participants will be able to

● define hybrid learning and its various structures
● list teaching and learning strategies used for hybrid learning
● determine what kinds of learning work best in synchronous and asynchronous learning environments
● re-evaluate the use of traditional online learning tools, such as the discussion forum
● plan what types of learning activities can be migrated between learning environments or are unique to one type of learning environment
Defining Hybrid Classes

- A course that plans learning activities in an online environment and on-campus or face to face (f2f) environment
- Normally involves translating f2f class activities in an online format
- Also known as blended, partially online
- Usually involves planning synchronous and asynchronous activities
Defining Hybrid Classes

According to the OU Catalog:

- **PRIMARILY ONLINE** courses at OU (a maximum of three on-campus meetings may be required)

- **PARTIALLY ONLINE** course is 10%-74% online.
Hybrid Teaching and Learning Strategies

planning online and on-campus activities that translate or complement one another.

On-campus class time
- whole-class verbal discussion
- lecture
- in-class beginning-of-class paper quizzes

Online class
- whole-class text-based discussion forum
- instructional video
- before-class online quizzes
Hybrid Teaching and Learning Strategies

planning online and on-campus activities that translate or **COMPLEMENT** one another.

**On-campus class time**

- lecture with some whole-class discussion

**Online class**

- related case studies analyzed in small groups via discussion forum

**or use online activities to prepare for on-campus activities**

- case studies analyzed in small groups via discussion forum
- groups share analysis with whole class, instructor uses this as entry point for lecture

What are your strategies for hybrid teaching?
Traditional Class Structure

- On campus, instructor lectures.
- At home, students practice lecture material individually.

Flipped Classroom Structure

- Online, before class, students view lecture through an instructional video.
- On campus, students practice lecture material with other students and instructor review.
The “flipped” classroom is a hybrid teaching strategy in that it translates an on-campus practice to an online learning activity, but can be facilitated in a 100% on-campus environment.
Planning for Hybrid Learning

What stays on campus and what migrates to online learning activities

Choosing technology
What stays on campus and what migrates to online learning activities

1. What do you like about your current course?
2. What do you dislike about your current course?
3. What do you wish you had MORE time for?
4. Where do you feel you waste time?
5. When do you feel students “zone out”?
6. Where is there a disconnect with the students and the course content?

Schiefelbein, 2012
Activities that don’t work well in a synchronous, on-campus environment are good candidates for an asynchronous, online learning environment.

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Choosing technology

1. What do I need the technology to do?
2. What tools do I need to use the technology?
3. What tools do students need to use the technology?
Choosing technology

Start with tools built into Moodle, then consider tech beyond Moodle.

1. What do I need the technology to do?
2. What tools do I need to use the technology?
3. What tools do students need to use the technology?
Choosing technology: Moodle-based learning activities

- SCORM
- Synchronous meeting (WebEx)
- Book resource
- Forums
- Quizzes
- Survey
Restrict Access & Activity Completion

- Allows you to put your content in a logical learning sequence.
- Sets a roadmap for how you want students to complete tasks.
Choosing technology: Moodle-based learning activities

- SCORM Packages allow you to embed quiz questions into your instructional videos.
  - Information retention questions
  - Scores added to Moodle gradebook automatically
Choosing technology: SCORM Example

Camtasia
Screen recorder
Editing software
Creating Instructional Videos

1. Consult e-Learning and Instructional Support on how to plan video production.
2. Create 1-2 new instructional videos a semester (if possible).
3. Create a script for your videos.
4. Keep videos short and precise, or include interactive elements.
5. Exclude elements that tie the video to a specific semester or year.
Choosing technology: Moodle-based learning activities

- Synchronous meeting via WebEx
  - Screen sharing
  - Whiteboard
  - Breakout rooms
  - Student group project/work meetings
Choosing technology: WebEx Example

The power of WebEx lies in the potential for synchronous Collaboration.
Choosing technology: Moodle-based learning activities

- Book resource
  - For sharing large amounts of content
  - Can embed resources, videos, websites
  - Reduces Scrolling
  - **Example**
What do faculty and students like and dislike about forums?
Discussion Forums: Best Practices

To increase engagement,
- implement multiple due dates throughout the week.
- design forums that require multiple learning tasks

Examples
- Class runs Monday-Sunday
  - One original post by Wednesday, 5 PM
  - Respond to two other posts by 5 PM Sunday
- design forums that require multiple learning tasks
  - Post a draft of your paper
  - Provide feedback to two of your peers (max two reviews per submission)
  - Post your thoughts about the peer review process
To increase engagement,
- implement multiple due dates throughout the week.
- design forums that require multiple learning tasks.

Presented by Thomas Mays at the 2016 Lilly Conference in Traverse City, MI
To promote variety,

- solicit responses with image, audio, or video content.
- offer choices on how students respond.
Discussion Forums: Best Practices

To promote variety,

● solicit responses with image, audio, or video content.
● offer choices on how students respond.
● vary the structure and learning activity required in each forum.

structured
scaffolded
forced debate
role play

Darabi et al., 2011, presented by Thomas Mays at the 2016 Lilly Conference in Traverse City, MI
Discussion Forums: Best Practices

To *manage instructor feedback*,

- make grading simple and low-stakes and
- synthesize student responses as a whole group
- randomize responses to individual students
Discussion Forums: Best Practices

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Examples of Instructor Responses

Your relationships to procrastination are similar but unique, which made these posts fun and insightful. Like Sarah realized in her “successfully planned procrastination,” you have to find a process that works for you.

With a range of ages, attitudes, strengths, and weaknesses, you’ll be able to better pinpoint how each student will respond to you in future discussions and peer review. From Jacob’s experience at the “hippie” school to Xiu’s structured lecture classes in China, you’ll better understand why we may respond to assignments differently.
Hybrid Classes: Next Steps

- Determine which in-class activities may best translate into the online learning environment.
- Consult with e-LIS
  - One-on-One Appointments
  - We teach you how to do it
- Dive in
References


Mays, T. (2016 Oct 15). Online discussion forums: Presentation of a design tool for enhancing social and cognitive presence. [conference presentation at the Lilly Conference in Traverse City]