

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

What are your strategies for hybrid teaching?

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

“Flipped” Classroom: Strategy Highlight

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.

“Flipped” Classroom: Strategy Highlight

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.

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.

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

What stays on campus and what migrates to online learning activities

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

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?
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See handout

Schiefelbein, 2012

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?

Schiefelbein, 2012

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?

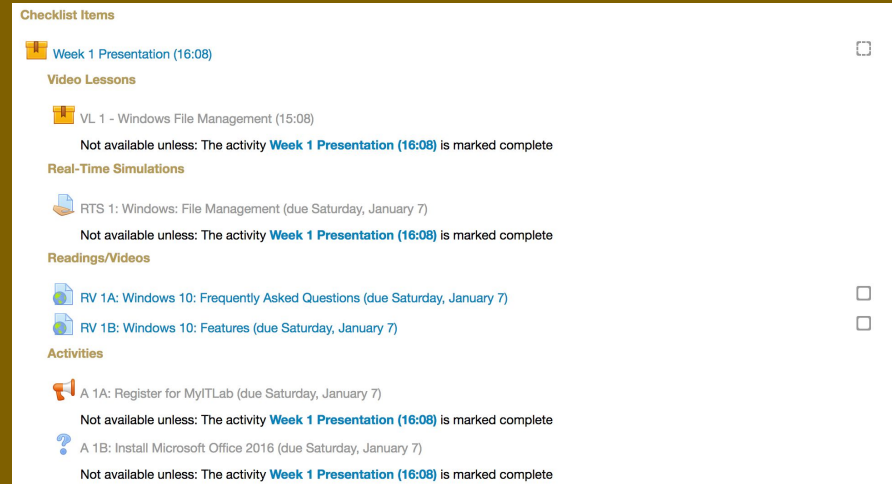
Schiefelbein, 2012

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.

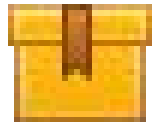


Checklist Items

-  Week 1 Presentation (16:08)
- Video Lessons**
-  VL 1 - Windows File Management (15:08)
Not available unless: The activity [Week 1 Presentation \(16:08\)](#) is marked complete
- Real-Time Simulations**
-  RTS 1: Windows: File Management (due Saturday, January 7)
Not available unless: The activity [Week 1 Presentation \(16:08\)](#) is marked complete
- Readings/Videos**
-  RV 1A: Windows 10: Frequently Asked Questions (due Saturday, January 7)
-  RV 1B: Windows 10: Features (due Saturday, January 7)
- Activities**
-  A 1A: Register for MyITLab (due Saturday, January 7)
Not available unless: The activity [Week 1 Presentation \(16:08\)](#) is marked complete
-  A 1B: Install Microsoft Office 2016 (due Saturday, January 7)
Not available unless: The activity [Week 1 Presentation \(16:08\)](#) is marked complete

Choosing technology: Moodle-based learning activities

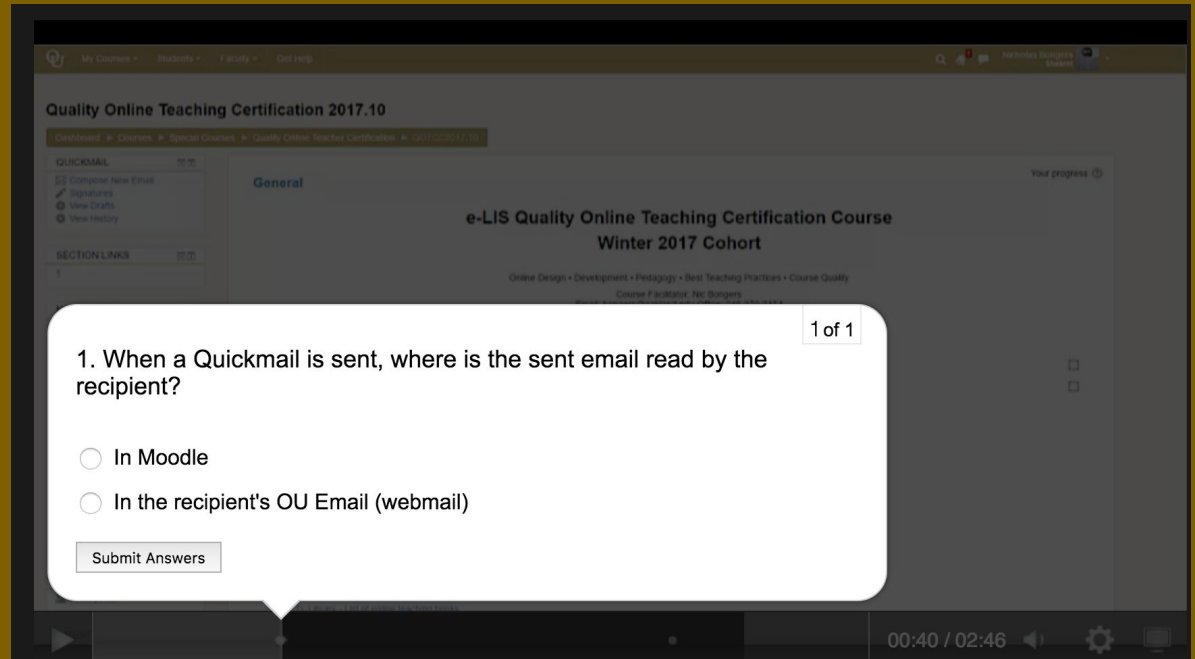
- SCORM Packages allow you to embed quiz questions into your instructional videos.
 - Information retention questions
 - Scores added to Moodle gradebook automatically



Choosing technology: SCORM Example

Camtasia

Screen recorder
Editing software



The screenshot shows a Moodle course page for "Quality Online Teaching Certification 2017.10". The page title is "e-LIS Quality Online Teaching Certification Course Winter 2017 Cohort". The course is designed by Development + Pedagogy + Best Teaching Practices + Course Quality, and the course facilitator is Neil Bongers. A Camtasia overlay is present, displaying a quiz question: "1. When a Quickmail is sent, where is the sent email read by the recipient?". The question has two radio button options: "In Moodle" and "In the recipient's OU Email (webmail)". A "Submit Answers" button is located below the options. The Camtasia overlay also shows "1 of 1" in the top right corner and a progress indicator at the bottom right showing "00:40 / 02:46".

Quality Online Teaching Certification 2017.10

General

e-LIS Quality Online Teaching Certification Course
Winter 2017 Cohort

Online Design + Development + Pedagogy + Best Teaching Practices + Course Quality
Course Facilitator: Neil Bongers

1 of 1

1. When a Quickmail is sent, where is the sent email read by the recipient?

In Moodle

In the recipient's OU Email (webmail)

Submit Answers

00:40 / 02:46

Creating Instructional Videos



See handout

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.

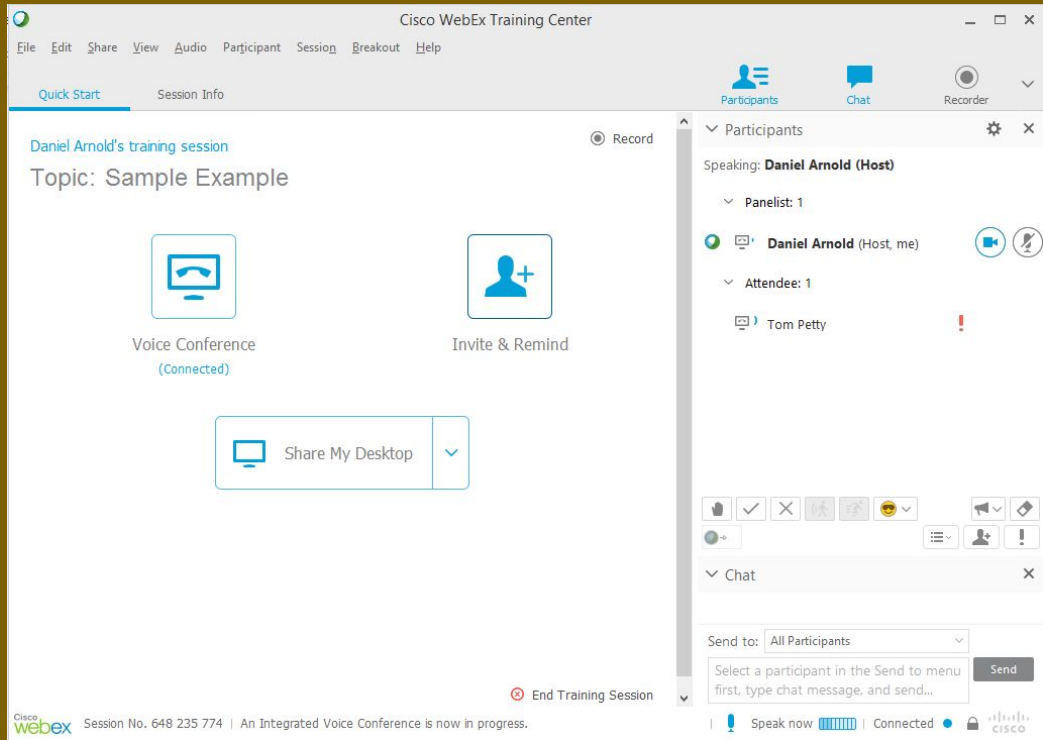
Choosing technology: Moodle-based learning activities

- 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](#)



Discussion Forums: Best Practices

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

Discussion Forums: Best Practices



See handout

To increase engagement,

- implement multiple due dates throughout the week.
- design forums that require multiple learning tasks.

trigger

exploration

integration

resolution

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

Discussion Forums: Best Practices

To promote variety,

- solicit responses with image, audio, or video content.
- offer choices on how students respond.

Discussion Forums: Best Practices



See handout

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

 See handouts

- 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

- Darabi, A., Arrastia, M.C., Nelson, D.W., Cornielle, T., & Liang, X. (2011). Cognitive presence in asynchronous online learning: A comparison of four discussion strategies. *Journal of Computer Assisted Learning*, 27(3), 216-227.
- 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]
- Schiefelbein, J. (2012). How do I convert a F2F course to a hybrid course? *Magna 20 Minute Mentor*. Magna Publications. <https://www.magnapubs.com/product-types/>