

A STEP-BY-STEP GUIDE for Planning

Once you are ready to begin planning out a hybrid course, make sure that you have plenty of time to build and refine it – for the planning process, creating content, and (if possible), piloting the course. As stated above, creating a successful hybrid course requires a lot more thought than simply taking half of your existing class sessions and converting them into online activities. Think of a hybrid course not as a twin of the on-campus version, but a cousin.

Step 1: Start at the Foundation

Every course, regardless of format, has a course description, goals, and objectives. These comprise the overall picture of the course, and should drive the course's entire development process, from why it exists to what students should be able to know and do by end of it. An Introduction to Hybrid Teaching - 12

Step 2: Plan Assessments

Determine what major assessments you will use to allow students to demonstrate mastery of the learning objectives. These should be both the major, summative assessments (projects, portfolios, etc.), as well as smaller, formative ones (homework, discussions, etc.). You do not need to actually create them yet; you can simply plan out what they will be and what students will be asked to do. Taken together, your assessments should address everything in step 1.

Step 3: Create a Course Map

You are now familiar with what the overall goals of the course are, and how you will be assessing for student learning. Now you can begin laying out how students will get from the beginning of the course to ultimately achieving its end goals. Create a chart (course map, table, etc.) that sequences what the units/modules will be, the order they should go in, and what resources and activities you plan to provide along the way within each module.

Step 4: Plan Activities

Identify activities that capitalize on the strengths of each type of environment (online or on-campus), and include those in your course map. (Note: While the following activities may work better in one environment versus another, several can be adapted to both environments.)

Face-to-face is good for:	Online is good for:
<ul style="list-style-type: none"> • Establishing social presence and support • Nonverbal communication • Defining assignments • Negotiating expectations and responsibilities • Diagnosing students' conceptual problems and providing immediate feedback • Brainstorming • Role play • Student demonstration of psychomotor skills 	<ul style="list-style-type: none"> • Sustaining group cohesion, collaboration, and support • Reflective, on-task discourse • Broader participation in discussions • Critical analysis • Self-paced learning and practice • Self-assessment quizzes with feedback • Automatic grading of multiple choice, T/F, fill-in-the-blank tests • Create a content outline, chunking content into modules.

Step 5: Create/Find Content

Developing online content is the most time-consuming aspect of designing a hybrid course. Plan to carve out the majority of your course development time on this step. It is here that you will be creating assignments, finding resources, deciding on readings, writing the syllabus, etc. You have already done the planning for what all of these things are, and the order in which they will go, so once they're completed, just put them in their appropriate place in the course. You may be able to use or adapt parts activities and resources that you have previously used in other courses. If you decide to do this, be very careful that it integrates well with the rest of what you are doing; don't force the foot into the wrong-sized shoe.

Step 6: Ensure for Quality

At this point, you should have an entire "draft" of your course complete. Now it needs some editing and refinement.

Consider the following options for this step:

- Have faculty colleagues (preferably, those who have taught online and/or hybrid courses in the past) and ask them to look at your course.
- Go online and find some quality checklists that apply specifically to hybrid courses and use them to "grade" your course.
- Talk to some of your current students and ask them to give you feedback on your description of the course.
- If possible, pilot the course with some willing students or fellow faculty members, and ask them to provide you with written feedback. Whatever the case, don't skip this step! Especially if this is the first or second time that you're developing a hybrid course, it is extremely important that you go through some kind of quality review process.