

Tech-Flex: Structuring Classes and Activities

Just as when translating an on-campus course to online, there are few, if any, one-to-one equivalents. The same is equally true for hybrid. Although you might find a good home for some of the things that you already use, hybrid can so fundamentally transform the way that you interact with your students that you should expect to rework or revise them.

In terms of activities, a hybrid course has access to all of the same things that you would use for an on-campus or online course; there isn't a new set of things to learn about, so familiarity on your part may come as a comfort. That said, how you implement activities with your students may change dramatically, which is all due to the flexible structure that hybrid courses offer.

The University of Wisconsin-Bothell's Learning Technology Center offers this helpful insight:

The schedule and structure of hybrid courses can vary significantly from one class to another. This underscores the pedagogical flexibility characteristic of the hybrid model. The instructor of a hybrid course typically determines what instructional activities should be online or on-campus depending on the learning goals, course objectives, content, and available resources. Similarly, the timetable for on-campus versus online work can be organized in quite different ways that may reflect not only pedagogical criteria but also the particular circumstances of the instructor and students.

Here are a few examples of hybrid courses that illustrate different structures for the deployment of on-campus and online learning activities:

- The instructor lectures and facilitates class discussion in the on-campus classes, students complete online assignments based on these classroom activities, then these online assignments are posted to asynchronous discussion forums for online discussion;
- The instructor places lectures online using voiceover PowerPoint or streaming media for students to review, then subsequently in class students use these preliminary online materials to engage in on-campus small group activities and discussions;
- Students prepare small group projects online, post them to discussion forums for debate and revision, then present them in the on-campus class for final discussion and assessment;
- The instructor meets with the class on-campus for a couple of weeks, then go online for a week;
- The first few weeks of the course may be on-campus preparation, followed by an extended period of online work;