Tech-Flex: Planning Your Hybrid Course

Planning is key to the success of any course, and this is especially true for hybrid. You want to make sure that what you ask students to do online are a good fit for online, and that the same is true for the on-campus component. ==Each class session, regardless of format, should seem like a natural fit for the medium, that what students are doing should be done in that particular format==. The hardest part of teaching hybrid is figuring out how to integrate the two experiences so that they capitalize on and amplify each other.

Planning your hybrid course should begin at least 3-6 months in advance. Any learning materials or activities that you would like to incorporate from existing online or on-campus courses should be reviewed and adapted during this time, in conjunction with a thorough review of your learning objectives.

QUESTIONS TO CONSIDER

Below are ten questions to consider as you begin planning your hybrid course.

1) What do you want students to know by the time they have finished taking your hybrid course? Refer to your course's learning objectives for this, but examine them critically, through the lens of hybrid learning.

2) As you think about learning objectives, which would be better achieved online and which would be best achieved on-campus?

3) Hybrid teaching is not just a matter of transferring a portion of your traditional course to the Web. Instead, it involves developing challenging and engaging online learning activities that complement your on-campus activities. What types of learning activities do you think you will be using for the online portion of your course?

4) Online asynchronous discussion is often an important part of hybrid courses. What new learning opportunities will arise as a result of using asynchronous discussion? What challenges do you anticipate in using online discussions? How would you address these?

5) How will the on-campus and online components be integrated into a single course? How will the work done in each component feed back into and support the other?

6) When working online, students frequently have problems scheduling their work and managing their time, and understanding the implications of the hybrid course module as related to learning. What do you plan to do to help your students address these issues?

7) How will you apportion the time spent in a on-campus environment versus online? What would the term's schedule actually look like?

8) How will you divide the course-grading scheme between on-campus and online activities? What means will you use to assess student work in each of these two components?

9) Students sometimes have difficulty acclimating to the course website and to other instructional technologies you may be using for on-campus and online activities. What specific technologies will you

use for the online and on-campus portions of your course? What proactive steps can you take to assist students to become familiar with your website and those instructional technologies? If students need help with technology later in the course, how will you provide support?

10) There is a tendency for faculty to assign students more work in a hybrid course than they normally would have in a traditional course. What are you going to do to ensure that you have not created a course-and-a-half? How will you evaluate the student workload as compared to a traditional class?