

Hybrid Learning: Course Design and Faculty Development 03.24.11

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Questions

ADVICE FOR SPECIFIC DISCIPLINES

Q: Do you have any feedback specific to a science course? I plan to introduce General Chemistry in summer as a hybrid - with M-Th as face-to-face and Fridays on-line.

Ans: I don't have specific recommendations for disciplines. I'd encourage the breakdown of the F2F and online components around your curricular needs (assuming you have that flexibility). I'd work through the mapping handout and see what the ideal blend might be. You may find that you can have more online time or that the online time can increase as the course progresses. Also, since your course may have a lab component, how would that fit in to out-of-class time? M-TH may be too much F2F time.

Q: Has a blended course been created for language? I teach Spanish and am wondering how this might work.

Ans: Sure, there are likely hundreds of blended language courses. In my experience language courses work very well in a blended format. Supportive technologies that allow students to record themselves speaking and be evaluated (from those recordings) by instructors and peers seem to work very well. You can always search for "blended hybrid course spanish syllabus" and see what examples might turn up.

ASSESSMENT / IMPACT OF HYBRID OFFERINGS

Q: How is performance measured in a way to compare hybrid to face-to-face methods?

Ans: I'm not sure what is meant here, but I'd build in ways to assess and offer feedback to students -- in the work they do online and F2F. If those components in the course are well integrated, the course assessments--across F2F and online--should work fine.

Q: Does UCF have an estimate of how much enrollment is gained directly from online and hybrid offerings?

Ans: They probably do. I'd check at <http://education.ucf.edu/edresearch/resources.cfm>

Q: How successful have hybrid programs been at HBCUs?

Ans: Sorry, I don't have specific information in this area.

COURSE COMMUNICATION

Q: To what extent do folks use synchronous vs asynchronous communication in a hybrid/online course?

Ans: This varies from course to course. Each instructor will do what she feels is most effective for her content and students. I'd offer one caution -- that too much asynchronous communication can be difficult to students who are taking blended courses for reasons of convenience.

ACADEMIC IMPRESSIONS

WEB 2.0 AND TECHNOLOGY

Q: What is your experience in incorporating blog/wiki and social media tools in blended environments?

Ans: This varies from course to course. Each instructor will do what she feels is most effective for her content and students. Many use these tools to support collaborative work.

Q: What pieces of technology do you feel are really important to the success of the blended environment - podcast, cameras, etc?

Ans: This varies from course to course. Each instructor will do what she feels is most effective for her content and students.

FACULTY

Q: Do you have the link to the 18-hour faculty training program?

Ans: <http://ablendedmaricopa.pbworks.com/w/page/1240468/FrontPage>

I'm not sure if the program is still 18 hours, but this is the program I was referring to.

MISCELLANEOUS

Q: How does one determine the maximum or optimal class size for hybrid vs face-to-face for equivalent content?

Ans: This varies widely and depends on how much instructional staff a course has. But in my experience, it seems to generally be somewhere between 25-45 for a single instructor.

Q: How widely do accrediting agencies differ in the ratio of f2f:online components in courses?

Ans: Sorry, I don't have specific information in this area.

BROKEN LINK

Q: Can you offer an alternative to this broken link?

<http://dl.ucf.edu/research/rite/dl-impact-evaluation/>

(Note from Academic Impressions: The link above was broken at the time of the webcast. As of Monday, March 28, it seems to have been repaired. So you may visit the link above or the link below.)

Ans: Here's the alternative:

<http://education.ucf.edu/edresearch/resources.cfm>