

I am currently designing a half-day workshop on designing courses for the hybrid or blended instructional environment using WebCT 6.0. This will be based on a roundtable conducted last year, incorporating new activities and resources, and eventually more discipline specific strategies.

Hybrid Course Development Using WebCT 6.0

Initial planning session with the Center for Professional Development for a Fall 2008 workshop.

What to Consider:

Format/Why:

- o Chunk it up in intervals
- o Include a luncheon to start
- o Provide an overview with rationale, presentation style, i.e. the “why”
- o Round-table, demonstrations, brainstorming and/or break-out sessions with seasoned instructors
- o Other “group activities” such as an example course syllabi, and what to consider to convert to online & why, how best to convert the seat time to online activities, how to use that time frame; M/W/F will differ from T/Th course time slots, 50 min Vs. 75 min
- o Resources, activities with a concept/discipline

Who: Invite faculty who are currently teaching in the hybrid format for live demonstrations and Q & A in addition to interested faculty/adjuncts who want to learn about blended courses.

What: Resources, handouts, tools, tip-sheets, 2-hour core workshop

75 e-Learning Activities: Making Online Learning Interactive, by Ryan Watkins; source for ideas to share with participants.

Where/When:

Date: During break week in the Fall 2008 calendar, pending confirmation; will also need to be added to Events calendar. Ideally we are looking at Monday, October 6th, 2008.

Location: CPD, but ideally in a larger space if we get more than 10 participants, possibly a lab depending on the types of activities developed, or whether participants want to work on their WebCT course after the workshop. The Activities Office will handle AV in the Commons ABC, we would only need to bring a laptop. Check with Sheila Wilson, Barb Mann and Cindy Jividen about room/lab availability as a backup. We have the CPD laptops for use.

How: Time Frames

Noon-12:45 pm: Arrival, intros, lunch

12:45 – 1 pm: Introduction, purpose, objectives, overview of the workshop

1 – 1:30 pm: Demos from faculty teaching in hybrid, show application of hybrid, Q & A

1:30 – 2 pm: Round table on the philosophy behind hybrid; more general ideas, tips/tricks, example activities (see the book above; choose discipline specific examples for each division). More conversational

2 – 3 pm: Possible hands-on using course shells, possible group activities and brainstorming ideas how to transfer instruction to online in place of seat time; will need computers for this if hands-on included

Other: May be possible to include an online component to the CPD WebCT course, or some other week-long online course on hybrid instruction. Future sessions can be specific towards discipline; could be a brown-bag series. For dept/division, would need to work with their schedules.

CPD Bring-your-own-lunch Roundtable, Spring 2007

Materials based on the Starlink Webinar, "Creating the Hybrid Class", a Webcast presented on April 12th, 2007, and hosted by the Center for Professional Development. The accompanying disk contains the original packet and additional resources (not included in this online version).

Topics for Discussion:

1. Definitions: What is Hybrid or Blended Learning? What types of models are used?
 2. Advantages & Challenges to keep in mind
 3. Teaching Online Preparation & Tips
 4. Time Management Tips for Instructors & Students
 5. Examples or "case studies"
 6. Resources & Checklists for Preparation (attachments and on disk)
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1. Definitions: What is Hybrid or Blended Learning? What types of models are used?

Quotes below from: University of Milwaukee. (n.d.) Hybrid Courses. Retrieved September 5, 2007, from <http://www4.uwm.edu/lrc/hybrid/>

- 'In "hybrid" classes, a significant amount of the course learning activity has been moved online, making it possible to reduce the amount of time spent in the classroom. Traditional face-to-face instruction is reduced but not eliminated.'
- 'The "hybrid" course model is also referred to as "blended." ...we use these terms interchangeably.'
- 'A hybrid or blended course, by definition, reduces face-to-face "seat time" so that students can pursue additional teaching and learning activities online.'
- Models Used depend on the discipline and your division's criteria for setting up a blended course. Examples include lab courses that meet F2F (face-to-face) for the lab portion with several hours of additional online class activities expected; other classes may meet 2 out of 3 times F2F per week and hold the third class as equivalent online time. This is negotiated with the Associate Dean of your division.

2. Advantages & Challenges to keep in mind

Advantages: New opportunities for instructors and students

- New teaching opportunities/new pedagogical approaches
- Student engagement
- Increased student learning

Challenges: Don't just outsource traditional methods to the online environment

- Rethinking course design
- Adopting a new approach to teaching
- Managing the dual environment
- Preparing students

3. Teaching Online Preparation & Tips

- 10 questions to ask yourself
- Tips:
 - Take it easy
 - Focus on design, not technology

- Use the resources already available
- Don't go it alone
- Manage your students' expectations
- Prepare for anticipated problems
- The little things count

4. Time Management Tips for Instructors & Students

"Nash (2005) found that the number one issue was time management; students either tried to accomplish too much in one semester or they had difficulty managing their time." Angelino, L. M., Williams, F. K., & Natvig, D. (2007, July). Strategies to Engage Online Students and Reduce Attrition Rates. *The Journal of Educators Online*, 4(2), 5.

- Share the tip sheet on Time Management for Students with your class; post it in your online course.
- Distance Learning Success Web site from Paradise Valley Community College (also listed on the Additional Resources tip sheet): <http://www.pvc.maricopa.edu/choices/success.html>
- Curtis Bonk paper on Time Management Strategies for Online Teaching:
 - Write concisely and clearly; shorten the text and make it scannable.
 - Organize information in an easy-to-follow order; chunk material and include a "Read Me First" document for each module.
 - Be explicit and empathetic about the time requirements in the syllabus.
 - Manage asynchronous discussions.
 - Take advantage of technical tools available.
 - Utilize other resources (such as learning objects at Merlot at www.merlot.org).

5. Examples or "case studies" (feedback from CCC online instructors)

- *Ask your colleagues*: CCC Faculty teaching "hybrid" courses include Pete Bacalles, Hans Appelt, Dale Clark, Matt Haas, and Rob Kephart (there are others teaching full Internet courses who have expertise as well).
- BlackBoard/WebCT has a Web site listing exemplary online courses through their Greenhouse Exemplary Course Program; view example courses at: <http://www.webct.com/exemplary>
- The University of Milwaukee's Hybrid Courses site (also listed in Additional Resources) allows you to read descriptions of and login to examples of hybrid course syllabi and sites: http://www4.uwm.edu/ltc/hybrid/uwm_courses/index.cfm
- Additional case studies on blended learning are available at Merlot's Web site; search under the topic *blended learning*: <http://www.merlot.org/>

6. Resources & Checklists for Preparation (attached and on disk)

Research Papers & Participant Packet

- Starlink's Participant Packet: Creating the Hybrid Class
- Time Management for Online Teaching (a Curtis Bonk paper)
- Creating a Hybrid College Course (a Gordon Hensley paper)
- Seven Principles of Effective Teaching-for Online Courses

Checklists & Tip Sheets for Preparing Your Course

- Top 10 Questions to Ask Yourself
- Hensley's Design Recommendations
- Strategies to Reduce Attrition Rates (table)
- Time Management for Students
- Additional Resources for More Information
- CAL State-Chico's Rubric on Instructional Design Tips