Dipping Your Toes into the Hybrid Learning Waters

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What is Hybrid Learning: Hybrid courses replace some face-to-face class time with online learning. Also known as "Blended Learning."

Why Hybrid?

- It works!

  There is growing body of evidence that in hybrid courses, student performance shows a moderate improvement, attrition goes down, and students feel more of a sense of community in their course experience.[*]

- Time
    - Saves commute time, for both you and students (example: In the online FNP program, most students live in the Bay Area but prefer the online program.)
    - Certain types of assignments can be autograded, such as reading quizzes, which frees up instructor time for other things, like helping students master difficult concepts.
    - Classroom time/space: If two hybrid classes meet 50% online, they can share one classroom (mine meets face to face on Tuesdays, yours meets face to face on Thursdays).
    - Early intervention: Canvas Data allows you to spot struggling students early (time in course).

- Flexibility
    - Students and professors can work when they have time; students can review material, such as videos, multiple times if they need to.
    - Professor has more ways to teach (videos, interactive activities, online group projects, etc.)

- Engagement
    - More opportunities to interact with students: announcements, online office hours, email, video or audio feedback, and ability to respond more quickly
    - More opportunities for student-to-student interactions. In face-to-face courses, students don't necessarily contact each other outside of class. In hybrid courses, they have built in communication tools, including ability to email their peers in the course. So, while we might think online courses can make students feel isolated, hybrid courses often make them feel more included.
    - Students have the ability to track their progress; "what if" tool in Canvas.

Best Practices

- Create presence: In a fully face to face course, you are physically present. In a hybrid course, during the online portions, you have to recreate that presence by taking part in discussions, responding promptly to student questions, posting video announcements, grading promptly.

- Resist the temptation to record full lectures to post online. Students' attention spans are short!
- If you feel that the best way to teach certain lessons is by lecturing, choose topics carefully and break information into short, topic specific videos.
- Use videos in creative ways: work a problem, explain a difficult concept, give your students video feedback.
- Increase the flexibility of what happens in the classroom, rather than overly scripting it.
- Give students lots of opportunity to explore.
- Engage students in active problem solving.
- Avoid building a "course and a half": although it's tempting, don't put back everything that wouldn't fit into your face-to-face course. The biggest complaint about hybrid courses is that they can be too much work, so offer anything additional as optional, supplemental, or extra credit.

Get Your Feet Wet! Ideas for Online Activities

Idea	Benefit
Move a discussion online	Full participation, more thoughtful answers, time for reflection
Move quizzes online	Autograded quizzes free up instructor time to spend on teaching difficult concepts in class
Create interactive practice activities, such as "choose your own adventure" scenarios	Students can practice decision making in different scenarios, for example, patient interactions, care protocols.
Student presentations: Assign students to research a topic and present to peers in a video	Saves class time and gives students the opportunity to give feedback (in a discussion thread).
Online collaborations: students look for reliable resources online and collaboratively build a resource guide	Student-to-student learning; critical thinking about reliability of information
Audio or video case studies	Make case study assignments more realistic with audio and video.
Concept Mapping	Development of critical thinking and decision making skills

Resources

What Works in Blended Learning?
https://www.insidehighered.com/digital-learning/article/2017/07/26/researchs-clues-what-works-blended-learning

Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies
https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

*Blended learning: the new normal and emerging technologies.
https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0087-5