Creating a Hybrid Course

What a Hybrid course is

- Online instruction is combined with face-to-face instruction, where a substantial portion of face-to-face instruction is replaced by online instruction.

Keys to Success

- **Capitalizing on affordances of modalities** to improve student learning and engagement, through:
  - Having students learn/engage with course content online, where they can have a more "individualized" learning experience (though, for example, listening to brief recorded lectures at their own pace, pausing or reviewing them if necessary, rather than listening to live lectures which assume "one pace fits all")
  - Spending in-class time on interaction/application activities
  - Providing students with the opportunity to communicate with each other and the instructor - in and outside of class - through multiple communication channels
- **Integration across modalities**: Face-to-face activities connect to/build on activities students do in the online learning environment, and online activities build on/connect to activities student do face-to-face
- **Fostering student motivation**: Student motivation is fostered through establishing relevance (the answer to "why does this matter?") and clearly aligning learning activities with these meaningful goals
- **Supporting self-direction**: Students are supported in navigating the course in a way that allows them to make the most of the opportunities of the hybrid approach to support their learning

Steps for Creating a Hybrid Course

Step	Output
1) Identify and Align Major Course Components	
a) Identify/confirm/articulate overall learning outcomes. Means making sure you have a clear answer to the question: *What do I hope students will have learned, that will still be there and have value, several years after the course is over?* Additional Resources: **Student Learning Outcomes Worksheet** *(located in the "Alignment" area of the "Planning" section of this toolkit)*	First column of the **Hybrid Alignment Table**
b) Identify/confirm/articulate overall assessments. Make sure you have a clear answer to the question: *What would my students have to do to convince me – and themselves – that they had achieved those learning goals?*	Second set of columns in the **Hybrid Alignment Table**
c) Identify/confirm/articulate overall learning activities *for students in face-to-face and online spaces:* Make sure you have a clear answer to the questions: *What would students need to do during the course – in the online and face-to-face spaces - to be able to do well on the assessment activities/achieve the learning outcomes?* Keep in mind: – As much as possible, rather than using class-time for lectures or other somewhat passive learning activities, have students learn/engage with course content online (though, for example, listening to brief recorded lectures at their own pace, pausing or reviewing them if necessary, rather than listening to live lectures which assume "one pace fits all"), then … – Spend in-class time on interaction/application activities	Third set of columns in the **Hybrid Alignment Table**
2) Create Detailed Plan for Course	
a) Plan for Each Week/Module	Detailed course schedule (with activities by week/module)

Step	Output
Create a week-to-week plan for your course, using the course-level alignment map that you created as a guide. For this, you may want to simply create a more detailed version of the course-level alignment table (broken down by unit/week) Keep in mind: – You may have weekly or unit-level learning objectives that are at a more fine-grained level than your overall course outcomes – Plan/note how what students are doing in the online space connects with and builds upon what happens in the face-to-face space, and vice versa (it's important students don't feel like what they do in the online space is completely separate from what they do in the face-to-face space!). So, for example, if students were learning some new content in the online space, during the face-to-face class time, you might want to have them discuss or apply what they learned online to take it to the next level.	
b) Develop Syllabus The key with the syllabus is making clear that this is a hybrid course and what that means in terms of expectations, as well when students will be meeting face-to-face and when they'll be doing online activities	Course Syllabus
3) Build Course in Canvas	
Clarity here is key: Make sure students know when they are meeting in person, what they are to do online, and how the two connect Additional Resources: **Canvas Course Set-Up Checklist** *(located in the "Canvas Course Design" area of the "Canvas Core" section of this toolkit)*	Complete Canvas Course