Hybridizing: Adding Online Components to your Courses

Why and How

Scott Warnock’s book can help
Why – Because Online Components Work

“On average, students in online learning conditions performed better than those receiving face-to-face instruction.”

Learn How with Chemeketa Community College’s Online Hybrid Instruction Course

### Hybrid Instruction Course
February 4 - March 10

- Online - weekly posting/interactions
- For those integrating online/onsite learning
- Registration is $175.00 [REGISTER](http://online.chemeketa.edu/win09/)

### Hybrid Course Overview

**What are we here to accomplish?**

**Goal Statement:** We’re here to begin the process of defining, designing, and developing hybrid courses that produce significant learning.

**Approach to the Goal:** We will approach this goal:
- **by thinking about what others have been learning about hybrid courses,**
- **by experiencing learning with technology so that we can draw from our own learning experiences as we build online components into our onsite courses,**
- **by identifying pedagogy compatible with hybridization of course.**

### Chemeketa Online

- [WEBSITE](http://online.chemeketa.edu)
- [MAP](http://online.chemeketa.edu)

**Enroll Now!**

Participants can enroll here.

**Need more Info?**

Call Marsha Sutter at 503 399 6056
or E-mail Marsha.sutter@chemeketa.edu

http://online.chemeketa.edu/win09/
Taught each term – 4 weeks - $175

Workshop opens on Oct 11! I look forward to "seeing" you online.

CRN 38826 - Hybrid Workshop - Fall 2008 - Facilitator: Marcia Suter

Welcome to this term's workshop, Hybrid Teaching. I look forward to getting to know each of you as we interact online!

Click on the green triangle to listen to an audio introduction to familiarize yourself with the course layout. [Or read text.] You can also check out the support links below and consider how you might direct your students' attention to them.
Both the content and the method of the class teach online techniques

Compare
• learner centered
• content centered
• instructor centered

Practice
• redraft a syllabus
• compare online/onsite
Welcome to Part 4!

Welcome to Week 4!

Note: For this week’s audio introduction, I’m using a different tool than I have used to add audio overviews in previous modules. I’ve used an audio recording with a PowerPoint slide. Access to content developed in this way is inserted as a link to the server where the content resides. Give it a try: Audio/PowerPoint.

Because many of you likely have PowerPoint slides that you use for online instruction, you may find enhancing them with an audio recording could work well for online learning components of your hybrid course. (Need help? See the HUB staff.)

This week we will be exploring the concept of modularized learning units. These modular units have been dubbed “Learning Modules,” terminology which, when used by CB6.0, equates with our indexed learning resources and learning segments. However, in the context of this course, it is neither necessary nor feasible for all users to access all learning modules.
Theory: Pedagogical Reasons for Hybridizing

Practice: Online Field Trips to find techniques you could use
Lively discussion with teaching colleagues

Activity Postings

- **Qs and Comments MCS** (30 Messages)
  - Initiate questions and share comments with MCS here.

- **Open Forum - Brainstorm** (9 Messages)
  - This open forum is a place for you to initiate new topics that have have emerged from your investigation of the weekly resources. Start a thread when you have a hot topic! Let your brain whip up a whirlwind of possibilities!

- **1A Discussion** (52 Messages)
  - Workshop Activity 1A task is to introduce yourself to the others in the workshop and post a response to another participant's introduction. Refer to 1A instructions for specifics in the Learning Module for Activities 1A and 1B.

- **1B Discussion** (24 Messages)
  - Your task is to a) self-assess the match between your teaching behaviors and behaviors aligned with successful values/expectations associated with online teaching and b) to post a reaction to the characteristics associated with successful online teaching. Be sure to respond to others as well. Refer to 1B instructions for specifics in the Learning Module for Activities 1A and 1B.

- **2A Discussion** (9 Messages)
  - Identify the factors that differentiate hybrid courses from other course deliveries. Refer to Part 1: Activities 2A & 2B for more specifics.

- **2B Discussion** (15 Messages)
  - Reinforce or challenge Dede's position that hybrid is likely the best of instructional choices. Consider the information from Activity Resources or site others of your own choosing. Refer to Activity 2A & 2B for specifics.

- **Online Journal** (23 Messages)
  - Please use this area to post your insights into the benefits, challenges, and downsides of your online learning experiences.
Sample Practical Chemeketa Assignments

Create a WebQuest for your class

9 Feb 2010 http://www.webquest.org/

Adapting and Enhancing Existing WebQuests

Creating a WebQuest from scratch might seem like a daunting task, no matter how enthusiastic you are about the format. It takes a certain level of technical skill, familiarity with the subject matter, and time to round up appropriate links. Fortunately there are thousands of WebQuests in existence out on the web. How many? Try typing the word WebQuest into Google and see what you get.

Most of those WebQuests were developed by humans in a hurry just like you. Because of their work, you no longer need to begin with a blank screen before you.

The purpose of this page is to walk you through the process of taking advantage of the WebQuests that others have already done. The steps can also be seen in the form of a diagram.

Step 1: Choose a Standard or Topic

The design of good learning begins at the end. What do you want your learners to know and be able to do at the end of the experience. It's tempting, especially with the allure of the web, to launch headlong into looking for flashy web sites and designing up activities to engage your

University of Wisconsin at Milwaukee:

http://www4.uwm.edu/to/hybrid/faculty_resources/questions.cfm

“Ten Questions to consider when redesigning a course for hybrid teaching and learning

A hybrid or blended course, by definition, reduces face-to-face “seat time” so that students can pursue additional teaching and learning activities online. To be successful, a hybrid or blended course requires careful pedagogical redesign. These ten questions offer you a way to start thinking about some of these design issues.”

Chemeketa Activity 8B: My answers

PART ONE: First, my answers to the ten questions. Then, my sample matrix.

1. What do you want students to know when they have finished taking your hybrid course?

For a writing course I want them to follow the course outcomes, which I would need to shift to the new platform. Here are the standard WR 222 outcomes:

<table>
<thead>
<tr>
<th>Outcomes: “What do I want them to know”</th>
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</table>
| This course focuses on argument in the civic realm. Specifically, the outcomes are as follows. Success in WR 222 will demonstrate their ability to understand, read and write at the 200-level in the following domains:

Rhetorical Knowledge

- Understand and respond to a variety of public rhetorical situations and audiences, using evidence, claims, support, evidence, and appeals; and voice, tone, and level of formality.

Critical Thinking, Reading, and Writing with increasing Information Literacy

- Use writing and reading for inquiry, learning, thinking, and communicating
- Find, read, evaluate, analyze, and synthesize appropriate sources in print and online
- Engage with the ongoing conversation and integrate “I say” with what “they say” ethical documentation to give credit for others’ ideas

Writing Processes

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Use this as a planning sheet for your course hybridization. Create a matrix to outline the steps, the objectives, “to do’s,” milestones, strategies, etc.

Turning Your Ideas Into Actions

- Review hybrid learning experience:
  - State goal
  - Identify & address barriers
  - List support resources
  - Revisit prioritized list of activities

- Break your goal into projects:

- Break each project into tasks:

- Develop each task:

- Assess the project:

- Reflect and revise:

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Uploaded: October 2009 | Updated: 2014
Get Great Workshop Resources


PDFs and Articles

9 Feb 2010 http://www.uwsa.edu/ttt/articles/garnham.htm

**Introduction to Hybrid Courses**

by Carla Garnham and Robert Kuleta,
Learning Technology Center,
University of Wisconsin-Milwaukee

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**What is a hybrid course?**

Hybrid courses are courses in which a significant portion of the learning activities have been moved online, and time traditionally spent in the classroom is reduced but not eliminated. The goal of hybrid courses is to join the best features of in-class teaching with the best features of online learning to promote active, independent learning and reduce class seat time. Using computer-based technologies, instructors use the hybrid model to redesign some lecture or lab content into new online learning activities, such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations.

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**What is the Hybrid Course Project?**

During 1999-2001, the University of Wisconsin System Curricular Redesign Grant Program funded a collaborative project involving UWM-Milwaukee and four UW-College campuses (Rock County, Sheboygan, Washington, and Waukesa). Coordinated by UWM’s Learning Technology Center, the project developed a Web resource of hybrid courses, created a model faculty development program for teaching hybrid courses, and supported 17 faculty in their efforts to design, develop, and teach their first hybrid courses.

The instructors represented a wide variety of disciplines, and the courses they converted to hybrid ranged in size from less than 15 students to over 200. These courses covered all undergraduate levels, i.e., freshman through
Preparing to Teach Hybrid Courses

UW-Colleges Faculty Seminar Held at UW-Fox Valley
January 17, 2003
by
Learning Technology Center
University of Wisconsin-Milwaukee

Here to talk to you about hybrid courses and what we learned from our Hybrid Course Project
Resources for Keeping Up to Date

Hybrid Courses: Blending Online and Face-to-Face Instruction

“...for us, the future is in hybrid courses, where some of the fixed-seat time is replaced by technology-delivered content.”
Ron Bleed, Manhattan College, quoted in “Who We Really Are” by Mary Grush, Campus Technology, January 2005

This issue offers a close examination of the hybrid or blended course, an increasingly popular alternative in which face-to-face and online instruction are combined to a greater or lesser extent. Not simply adding some technical components to a traditional course, hybrids require complete course redesign to function successfully. Included here are links to both background information and examples of individual efforts.

Background and Theory

- “Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses,” Article by Alfred F. Rosai and Hope M. Jordan, both of Regent University (VA), in International Review of Research in Open and Distance Learning, August 2004. Suggests that blended courses produce a stronger sense of community among students than either traditional or fully online courses.
- Blended Learning Design: Five Key Ingredients. Article by Jared M. Carman in the KnowledgeNet Website, October 2002, which discusses the theories and pedagogic approaches that support blended learning. The five key ingredients are live events, self-paced learning,

9 Feb 2010 http://www.spcollege.edu/eagle/research/beep/beep45.pdf

Practical Workshop Format: Preview the grades and assessments

Stay in touch with classmates
Think about your online presence

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TechNotes: Teaching Writing in an Online World
Welcome to Teaching Writing in an Online World, a TechNotes experiment in blogging — Nick Carbone

SUNDAY, JULY 26, 2009

Blogs vs Social Networks: How Identity is Shaped

So much of writing is about the author shaping how he or she is to be perceived; it’s about ethos, persona, and voice.

What’s fascinating in this early Internet age are the increasing number of places and ways writers can write. All the print forms persist — articles, papers, books, profiles, newsletters, and more. And added to these are new ways of being: via writing, blogs, social networks, twitter, wikis, discussion boards, and e-mail. All these forms require words to be written, but where and how those words are read change how writers create a person and how readers perceive the ethos of the writer.

In a Gawker post called "Was Blogging Just a Fad?" Scott Rosenberg describes a key distinction between blogs and social networks:

A blog lets you define yourself, whereas on a social network you are more likely to be defined by others. Sure, blog readers can write comments — but the blogger can delete the comments, or disown them, or turn them off entirely. Sure, a blog is dependent on the links you point outward and those that others point in; but it has its own independent existence in a way that no amount of messaging and chat and interaction on a social networking site can match. A blog is not necessarily better than

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Professional Development
Get a Certificate

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<thead>
<tr>
<th>Certificate of Completion</th>
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<tbody>
<tr>
<td><strong>Course:</strong> Hybrid Certification Workshop - Fall 2008</td>
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<tr>
<td><strong>Chemeketa Community College - Online Staff Development Workshop</strong></td>
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<tr>
<td><strong>Participant:</strong> Sara Jameson</td>
</tr>
<tr>
<td><strong>Verification of Completion:</strong> Jameson enrolled, participated, and successfully met all of the requirements for the completion of the Hybrid Workshop. (Term Specified Above.)</td>
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<td><strong>Level of Performance:</strong> Jameson contributed regularly and significantly to all discussion and application assignments. She initiated and sustained the interaction among the cohort and contributed to developing a community of learners among the members of the workshop. She clearly contributed to the learning of others and demonstrated her understanding of hybrid course concepts.</td>
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<tr>
<td><strong>Facilitator:</strong> Marcia C. Suter, Ph.D.</td>
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<tr>
<td><strong>Chemeketa Community College</strong></td>
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<td><strong><a href="mailto:sutm@chemeketa.edu">sutm@chemeketa.edu</a></strong></td>
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<td><strong>503.399.6056</strong></td>
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