

# Redesign Guide for Hybrid Courses

*The strength and success of hybrid courses lies in the careful learning redesign process.*

## Definitions

### Web-Enhanced Course

“Web-enhanced courses may be a traditional classroom course that incorporates online elements to facilitate communication and discussion and/or to provide students with enhanced content, extend communication, and provide links to other resources. The purpose is to enhance quality within an otherwise traditional environment by promoting communication and interactivity among students and faculty” (Office of the University Registrar – ARUAC – Schedule Course Section: <http://www.registrar.psu.edu/staff/isis/aruac.cfm#web>). The number of class sessions does not change. Many courses using ANGEL could be considered web-enhanced.

### Hybrid Course

“Hybrid courses are specific packages of online and face-to-face content and processes organized to reduce or replace the number of required class sessions in order to improve effectiveness and flexibility for instructors and students and/or to achieve other efficiencies. Hybrid courses reduce by approximately 40% or more of the number of required classroom sessions, although some classroom sessions are required” (Office of the University Registrar – ARUAC – Schedule Course Section: <http://www.registrar.psu.edu/staff/isis/aruac.cfm#web>). These courses might also be called blended courses. The schedule of courses designates hybrid courses by listing the in-class meeting time (e.g. T 9-10:15AM) on the first line of the course listing and AND WEB on the second line of the course listing.

### On-line Course

An online course is delivered entirely online, with no required classroom sessions. Some courses may require one or more proctored exams. These courses might also be called web courses. The schedule of courses identifies online courses with a WEB designation.

## Benefits of Hybrid Courses

For faculty with no prior experience in distance education, teaching a hybrid course offers an introduction to online teaching and learning while still maintaining a face-to-face aspect. Working with the Faculty Center, the faculty member can be introduced to new resources, teaching strategies, and technologies that can also be integrated into their face-to-face courses. Often, a heightened awareness of what they are doing in the classroom and why they are doing

it is an outcome. The flexible scheduling can benefit both the faculty member and students. Other benefits for students may include reaching their expectations for technology use, becoming more active learners, spending more time on task, and participating in online discussions instead of sitting silently in the back of a classroom.

## **Working with the Faculty Center**

The advantages of working with the Faculty Center are that you gain the benefit of instructional designers who do course design work every day, are current with the latest instructional technologies, are familiar with best practices, and can connect you to University and external teaching and learning resources.

### **Approvals Required Prior to Beginning Development**

Before development can begin, approvals need to be secured from the program chair and school director using the “Request for Proposal for Hybrid Course Development Form” available online at <http://hbg.psu.edu/facultycenter/RFPhybridcourseV3.doc>.

### **Development Timeline**

The length of time needed for a hybrid course redesign varies based on the faculty member’s prior experience in online teaching, learning, and course design, the amount of time the faculty member can devote to the redesign effort, the amount of revision required, the number of online sessions to be designed, and the need for multimedia development. The Faculty Center typically requires two semesters to develop a hybrid course redesign.

### **Quality Assurance Standards**

All online course development completed in the Faculty Center, including the online components of hybrid courses, follows the design standards set by the Penn State Quality Assurance Standards (<http://weblearning.psu.edu/quality-matters/penn-state-quality-assurance-standards>). These standards are intended to provide a measure of quality assurance for online courses in order to serve the e-learning needs of Penn State students.

### **Instructional Designer’s Role**

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- Understanding your student audience
- Identifying learning objectives and activities
- Matching learning objectives and activities with assessment measures
- Suggesting pedagogical revisions
- Identifying and integrating appropriate technologies
- Designing multimedia elements including animations, videos, audio elements, and online tutorials

- Building the course content into the delivery platform/learning management system
- Training to use new software applications and web technologies

## Faculty Member's Role

The faculty member is the subject matter expert who provides the course content. The faculty member teams with the instructional designers in the Faculty Center to schedule meetings, set course deliverable deadlines, and make pedagogical decisions related to the course.

## Redesign Process

### Analysis Phase

Understand the big picture and identify what you want to preserve and transform in your course redesign.

- What do you want your students to know when they have finished taking your course (key learning outcomes – knowledge, skills, attitudes)?
- What do you want to preserve from your existing course format? In other words, what is working well that you would like to continue?
- What would you like to transform? In other words, what
- Helpful templates: Course Content; Current Assessment Measures; Converting Chapters to Topics; Course Revision Thoughts

### Design Phase

Identify learning activities, assessment plans, and key components for your course.

- Hybrid teaching is not just a matter of transferring a portion of your current course to the Web. Instead, it involves developing challenging and engaging learning activities that occur within and outside of the classroom. What types of learning activities will you design that integrate face-to-face (F2F) and time out of class (online) components?
- Online asynchronous discussion is often an important part of hybrid courses. What new learning opportunities will arise as a result of using asynchronous discussion? What challenges do you anticipate in using online discussions? How will you address these?
- How will the F2F time and online time be integrated into a single course? How will the work done in each component feed back into and support the other? This is often referred to as “bridging” the F2F and online portions of the course.
- How will you assess these integrated learning activities?
- What are your expectations for student participation within and outside of the classroom? How will you configure and schedule the percent of time between the F2F and online components of your course (e.g., one two-hour F2F class followed by one two-hour online session each week)?
- How will you divide the course grading scheme between F2F and online activities? What means will you use to assess student work in each of these two components?
- How will you use your course outline to communicate the learning outcomes, activities, assessment plan, schedule, and key content topics to your students?

- Helpful templates: Course Outline; Learning Process per Module; Sequence of Learning Activities; Course Plan

## **Development Phase**

Create the learning activities, assessment plan, and content for your course.

- How will you use a learning management system (i.e., ANGEL) to create a structure for your course (e.g., content modules, key topic areas)?
- What existing resources can you use for your hybrid course (e.g., existing handouts, tutorials, digital learning objects)?
- What new learning activities and/or content do you need to develop for your course?
- Helpful Template: Learning Guide/Start Here

## **Implementation Phase**

Plan the actual course delivery.

- Does the Registrar's Office have your course designated correctly on the schedule of courses?
- When students are involved in the online activities within a hybrid course, they frequently have problems scheduling their work and managing their time. What plans do you have to help students address these issues?
- Sometimes students have technical difficulties with ANGEL and other web and software applications. What specific technologies will you use for the F2F and online portions of your course? What proactive steps can you take to assist students to become familiar with these forms of technology? If students need help with technology in your course, how will support be provided?
- There is a tendency for faculty to require students to do more work in a hybrid course than they normally would complete in a purely traditional course. What are you going to do to ensure that you have not created a course and a half? How will you evaluate student workload as compared to a traditional class?

## **Evaluation Phase**

Determine the effectiveness of the hybrid course and share the results.

- What kind of assessments and data collection are you planning in order to effectively evaluate your course project and inform efforts to improve the course in future offerings [e.g., midsemester evaluations, peer-observation and feedback, reflection journal, teaching assessments, evaluations of student learning, student ratings of teaching effectiveness (SRTEs)]?
- Assuming evaluation activities yield information to suggest your hybrid course should continue, what measures will you and your faculty or program take to ensure the continuation and improvement of the course? How will you share what you learn with others in your school?

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