

Examples of Hybrid Courses

Here are three possible models of hybrid courses that include a combination of face-to-face and online activities. Keep in mind that these are only examples, and are not the only possible models. Read through the models. As you read, circle elements that you think could be useful in your course.

After you have reviewed these models, **consider and discuss these questions.**

- Which model is most similar to your course?
- What do you see in this model (or other models) that is new that you would like to explore?

For your course or for the model that best matches:

- 1) What do you think would help students learn successfully?
- 2) What benefits do you see coming to the faculty because of the hybrid designs?
- 3) What pitfalls would you warn the faculty member about?
- 4) Where would you expect students to have problems when learning online in these specific courses?

Course 1: Exploring online video and resources with face-to-face discussion/application

(content mostly online with interaction f2f)

Students encounter new material through online resources such as interactive video mini-lectures, case studies, and quizzes for self-assessment. Some of the online videos are already existing videos that the instructor found through TedED, YouTube, and Carnegie OLI, that cover the same topics the instructor would have typically covered in class.

For topics that didn't have existing video, or when the instructor wanted to go into greater depth on certain topics, the instructor produced short video lectures using Camtasia. These video lectures are 5-10 minutes long, and cover a single topic. The students can pause the video and re-watch it as many times as they need to. After each video, students answer a few multiple-choice questions to check their understanding.

All of the videos are captioned to enable all students access to the content.

Face-to-face sessions build on and extend concepts that students were introduced to during online videos. Students then meet face-to-face for small-group discussions, brainstorming sessions, and other activities that focus on critical thinking and the important real-world implications of topics that sometimes challenge students' preconceptions.

The students use clickers to answer questions during class that become a jumping off point for discussion. The instructor also uses class time to give students case studies where they can apply their understanding and work through them together in groups.

Course 2: Content delivery face-to-face with online asynchronous discussion and webinars

(content mostly f2f with interaction online)

This course incorporates a variety of different types of learning activities online and face-to-face. Students meet face-to-face for a lecture that serves to introduce key concepts and address student misconceptions.

Before each lecture, students post any questions they have from their pre-class reading online in Piazza (an online Q&A and discussion tool). The instructor pauses throughout the lecture to answer questions and for short break-out discussions in pairs.

Later in the week, students meet synchronously online in a webinar for an in-depth discussion of the weekly topic. These online sessions start with a short topical lecture from a guest speaker (typically from somewhere outside of UC Davis and often outside the US), followed by small group breakout sessions in different “virtual rooms”, and conclude with a group round robin where each group presents their conclusions from the breakout sessions. Students use webcams and microphones so they can see and hear each other in the virtual classroom.

The course also uses Piazza for an online ‘gathering’ space where students can ask, answer, and explore issues relevant to the weekly topic. Students also complete readings and work with online data sources in between face-to-face meetings where they apply concepts from class to real world problems.

Hybrid Course 3: Face-to-face lecture and activities with group projects online

(content and interaction both f2f and online)

Face-to-face class time involves a mix of the instructor going over content and students doing activities. Typically, the instructor will begin with a short 10-15 minute lecture. Then, students move into an interactive activity. For instance, students might do a debate or role play where students are assigned different roles or positions to represent, that would be followed by a large group discussion and sharing. The instructor mixes in delivering content throughout the class as necessary, and wraps up each class with a summary of the key points.

Online, students work in groups on quarter-long projects. By the end of the quarter, the student groups each create a video on a particular topic of interest that will be posted online for other students in the class to watch. Throughout the quarter, students complete steps of the project, such as writing a script, designing a storyboard, and developing visuals. Each group also checks in with the instructor online via Google Hangout or Adobe Connect.

At the end of the quarter, students watch and summarize a certain number of videos created by their classmates.

Students also do readings online that help prepare them for in class discussion. Readings are annotated by the instructor using a web tool (like Genius) to guide their attention. Students can also ask and answer questions in the context of the reading.