

Hybrid Learning Activities and Tools (updated 7/5/2012)
 UC Merced, Center for Research on Teaching Excellence
 Compiled by Mike Truong (mtruong@ucmerced.edu)

Many studies have found that a well-designed hybrid course (part face-to-face and part online) can enhance student learning and increase student success. The online environment offers instructors the opportunity to employ tools that can further engage students beyond classroom, extending their learning beyond class time. Chickering and Gamson's (1987) "The Seven Principles for Good Practice in Undergraduate Education" provides a good framework for understanding how students learn and engage in the traditional face-to-face class, but it also can be extended to guide how hybrid courses can be structured and taught to achieve the same results. The matrix below provides an overview of how these principles look in the face-to-face and online environments.

Principles	Face-to-Face	Online (Low-Tech)	Online (High-Tech)	Recommended Tools
Student-faculty contact	In-class time, office hours, and conferences provide opportunities for student-faculty contact.	E-mail exchanges and the use of the Announcement tool on CROPS offers ways for faculty to communicate with students.	Synchronous chat and web-conferencing as well as asynchronous e-mail exchanges, threaded discussion forum, and blog comment features are ways to sustain student-faculty contact.	Chat; Discussion Forums; Blogs; Web-Conferencing Tools
Student-student collaboration	In-class group work, projects, and assignments enable students to collaborate.	Students can use e-mail exchanges and other asynchronous communication tools to work together on assignments and projects.	In addition to communications tools, students can also collaborate using tools such as wikis, blogs, web-conferencing, shared-documents, and other shared learning environments.	Wikis; Blogs; GoogleDocs; Web-Conferencing Tools
Active learning	In-class discussions, exercises, and assignments that requires interactions and engagement.	Students can keep online journals, create electronic portfolios, or create personal websites.	Asynchronous threaded discussion forum or blog posts where students learn from one another.	Wikis; Blogs; Discussion Forum
Prompt feedback	Provide formative feedback on work submitted within reasonable time-frame.	E-mail feedback on work submitted. Use track-changes in MS Word to provide feedback on work submitted.	Use threaded discussion forum or blog for peer and instructor feedback.	CROPS Assignments/Feedback; Discussion Forum; Blogs; GoogleDocs; VoiceThread

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Principles	Face-to-Face	Online (Low-Tech)	Online (High-Tech)	Recommended Tools
Emphasize time on task	Providing students with online access to course readings and resources allow them to prepare for class, so that when class meets in person discussions and interactions are more rich and engaging.	Besides uploading articles, consider using other types of online media such as websites and videos.	Ask students to use threaded discussion forum or blog to post their response to the assigned materials. Responses can also take the audio/video format.	CROPS Assignments; Discussion Forum; Blogs; Audio Podcasts; Videos
Communicates high expectations	Regularly discuss progress on course learning outcomes in class.	Ask students to reflect on course learning outcomes via online journal or electronic portfolio.	Ask students to demonstrate course learning outcomes by creating thoughtful, well-prepared postings on threaded discussion forum or blog. Students might be asked to create a final project such as a website that captures what they've learned in the course.	Discussion Forum; Blogs; E-Portfolios
Respects diverse talents	Encourage and involve students who do not feel comfortable expressing his or her opinions in the classroom by using various approaches such as pair-and-share, one-minute paper, and even clickers.	Students who are intimidated in face-to-face settings are often more comfortable posting a comment on a blog or a threaded discussion forum. The online environment allows all students, regardless of personalities and abilities, to participate fully and equally.	Students can use available tools in varying degrees of sophistication, respecting the diverse talents of students. For example, students can create their own blogs with simple texts and images, or they can embed audio and video elements.	Chat; Discussion Forum; Blogs