Hybrid Classes

Pitfalls to Avoid and Strategies for Success
Similarities to DE

Significant portion of work done outside the class. Requires dealing with:

- Pedagogical changes
- Importance of communication
- Need for explicit, conscious community building
- Technical tools – how to stay current and use

Look at DE session tips:
http://programs.honolulu.hawaii.edu/intranet/node/1693
Definition

Overlapping issues and methods:
Hybrid; Blended; Flipped Classroom
79% of public higher ed using, some extensively

Different methods:

- Meet on campus and extensive asynchronous activities: (most common: meet once a week)
- Mostly online – blend of synchronous and asynchronous activities; meet a few times e.g. start or end of semester.
- Flipped – meet regularly but extensive out-of-class activities
Common Pitfalls - Instructional

> Just tag on online components to in-class or think can do simple translation. Same assignments; discussion in class = discussion online, does not work – need to modify activities since different skills involved
*Usually = more work for students; primary student complaint

“There is a qualitative difference between ‘teaching online’ and merely ‘putting a course online’; a central feature of academic staff development involves conveying the difference between using technology as a delivery mechanism and using it as a communications medium.” Source: Donnelly, Roisin. “Harmonizing technology with interaction in blended problem-based learning.” *Computers & Education*

> Demanding more of students but not adequately preparing or supporting them

> Out of class activities solely homework; do not engage, do not help to foster community of class, not directly/clearly linked to in-class activities and learning.

> Assignments and intended learning outcomes change = more problem-based, collaboration based **but** assessment remains traditional (exams, quizzes) rather than performance assessment (e.g. assessing projects, discussions etc.)
Common Pitfalls - Students

Students not prepared to succeed. Hybrid courses require more, different and/or enhanced skills (e.g. time management; more active and visible participation; more collaboration with others).

> They enroll not realizing nor committed to this.

>They enroll for the wrong reasons – convenience of space and time.

“Why students resist (the flipped classroom)

- Students must take a more active role in the classroom.
- Students are forced to be accountable for their learning.
- Students sometimes feel their instructor isn’t teaching them.
- Students don’t understand what a Flipped Classroom is or what is expected of them.

Result

- They don’t do the out of classroom work.
- They don’t come prepared to class.
- They don’t actively participate in class.
- They become frustrated with the course content.
- They become frustrated with the instructor.
- They disengage from the course and end up failing or withdrawing.”

Source: Jones, Kona. “Student Resistance to Active Learning in a Flipped Classroom” Richland Community College
Suggested Best Practices

I. Start fresh

- Begin anew – starting from scratch with SLOs (revise if needed)
- From those – determine and align needed activities
- Design based on explicit recognition of differences in interactions in time and space.

II. Have creative blend of activities and assignments; maximize online potential (e.g. virtual field trips; simulations)

- Strive for ‘varied interactions’ between instructor/student and student/student
- Have activities that are process-driven; product/project oriented and integrally involve *interactions* e.g.

  - Group document analysis
  - Group concept mapping
  - Problem based learning activities
  - Debates
  - Group reports
  - Case studies
  - Applying concepts learned to simulations/scenarios
  - Service Learning activities
Suggested Best Practices

III. Consciously build and foster community (very similar to DE)
- Frequent instructor/student communication
- Provide prompt and frequent feedback
- Integrate social contact and networking activities
- Emphasize collaborative assignments

IV. Be explicit and clear in instructions and support
- From the start – make clear expectations of hybrid, especially increased degree of participation and self-direction (emphasize learning benefits)
- Have extensive, specific syllabus; do focused FtF orientation
- Provide explicit rubrics, structured ‘scaffolding’ steps, benchmarks – especially for collaborative assignments
- Evaluate readiness (including technology) e.g. pre-class survey; respond with tutorials, additional help if needed
- Make clear links to student support resources (e.g. tutoring, technical, library (think about LibGuides))
- Provide frequent personal status reports to students
Ross’s Tips

1. Access: Flipped (and hybrid) classroom model is heavily based in technology but not all students have computers, Internet connectivity or access to televisions and DVD players at home. Taking stock of students' access to technology outside the classroom is critical first step – do privately to avoid embarrassment.

2. Student Buy-in: Flipped (and hybrid) classrooms still relatively new and require time taken to explain REASONS for change in pedagogy (traditional to flipped; passive to active), how flipped classroom process works, and why everyone is required to participate.

3. Accountability: Need to hold students accountable for doing work. Whether a short quiz after watching video at home, weekly summaries, class attendance points, etc., need to "incentivize" activities to ensure participation.

4. Variety: Don't make at-home task always watching your lecture. Include variety in both at-home tasks and in-classroom activities.

5. Relativity: Choose in-class activities directly pertinent to tasks done at home to extend learning done on their own. Also, students want to see video lectures performed by their instructor, not by some stranger or general purpose video.

“Golden Rules of Flipping” (and hybrid)

Should ensure that:

- *The in-class activities involve a significant amount of quizzing, problem solving and other active learning activities, forcing students to retrieve, apply, and/or extend the material learned outside of class. These activities should explicitly use, but not merely repeat, the material in the out-of-class work.

- *Students are provided with real-time feedback.

- *Completion of work outside class and participation in the in-class activities are worth a small but significant amount of student grades. There are clear expectations for students to complete out-of-class work and attend in-person meetings.

- *The in-class learning environments are highly structured and well-planned.

Source: Flipped Classroom Field Guide
Questions to discuss
Experiences?
Concerns?
Tips?
Assessment plans?
Areas where DE program can support/help?
Selected Bibliography


“5 Challenges when Flipping your Classroom.” [http://teachamazing.com/5-challenges-when-flipping-your-classroom/](http://teachamazing.com/5-challenges-when-flipping-your-classroom/)


“Flipped Classroom Field Guide” [http://www.cvm.umn.edu/facstaff/prod/groups/cvm/@pub/@cvm/@facstaff/documents/content/cvm_content_454476.pdf](http://www.cvm.umn.edu/facstaff/prod/groups/cvm/@pub/@cvm/@facstaff/documents/content/cvm_content_454476.pdf)

Goertler, Senta, Magelone Bollen and Joel Gaff Jr. “Students’ Readiness for and Attitudes toward Hybrid FL Instruction.” *CALICO Journal* 29, n2 (Jan 2012): 297-320

Jones, Kona. “Student Resistance to Active Learning in a Flipped Classroom” [http://www.ilcco.net/ILCCO/content/conferences/documents/Jones_GOL_Student_Resistance_to_Active_Learning.pdf](http://www.ilcco.net/ILCCO/content/conferences/documents/Jones_GOL_Student_Resistance_to_Active_Learning.pdf)


