Summary Notes - Sessions on Hybrid classes
Repeat sessions: Wednesday, April 16, Thursday, April 17


**Major topics discussed**
Major challenge mentioned – communication with students. Even if have orientation and reminders, students not staying on pace or responding. Feeling of less connection between instructor and student than in traditional class. This is a shared issue with DE – should look at records of DE workshops earlier in semester dealing with tips on communication and building ‘community’ in a classroom via online activities.

Major problem – students come in thinking it will be less work since only meet once a week. Despite schedule language indicating activities for the rest of the week, and syllabus explanations, students are not ready to commit to work required.

Suggested best practice is to contact via email prior to the start of the class to establish communication links and make sure students are aware of what is expected before the first day/week of classes; easier for them to swap out if they are not prepared for what is required of them.

Expanded on tip that if there is work assigned outside of class, need to make sure students see they are accountable for doing it – e.g. follow up in class, points assigned etc. If they see as optional and no consequences for doing, many will not.

Efforts to in essence flip the classroom – where they do the learning from lectures and information presented outside of class – would benefit from people knowing how to make and post up video or even just audio recordings of lectures (to reinforce reading). Very hard to give up lecture time and in hybrid have fewer classroom meetings. So one solution is supplement outside time learning with recorded lectures, to leave more time for in class activities. Students would prefer their own teacher to teach them (versus sending them to canned outside tape.) Ross will conduct workshops to help people learn how to add audio lectures to their classes. Also needed is guidance on how to take existing taped telecourses and DE courses and modularize pieces to use in a hybrid class. Another request was help in timing audio voice over to PowerPoint slides. There are also useful and underutilized resources such as Library support (Libguides tailored to research/reading requirements of specific classes) as well as use of Films on Demand.

**Benefits/Trade Offs of teaching Hybrid**
Comparison of Hybrid to DE
• better able to do community building/established classroom links since meet at least once in a while, can create and monitor groups, students know who instructor is, looks like, sounds like (major complaint in 100% DE)
• *but* more students linger with false expectations (just come to class, skip online component and think they can pass.) In DE they appear to be comparatively more aware that disappearing, not doing online tasks = failure.

Comparison of Hybrid to FtF
• frees up time for busy students
• can have very dynamic classes, do more hands on/performance based activities
• can better integrate rich array of online resources
• *but* they are not always committed/prepared for degree of self-direction and discipline

**Follow Up**
Those teaching hybrid will be included on the DE mailing list and should look at past workshops and topics addressed since there are many concerns/challenges hybrid instructors must deal with that are the same as DE instructors.

Recognition that not everyone knows how to maximize Laulima and tools available, so need to include hybrid instructors in ongoing plans to train in use of Laulima (e.g. use of podcasts.)

Will check on language in catalog and schedules to see if refinement and expansion of these explanations is needed.

Ross will follow up with the kinds of training mentioned (e.g. audio taping and posting.)