

Hybrid Model

A

Blended Learning Approach



Abbeville County Career Center

Planning for Hybrid Learning

Teachers Must Consider the Following:

- 1) What do you want students to know by the time they have finished with this Assignment / Lab / Lesson / Course.
- 2) As you think about learning objectives, which would be better achieved online and which would be best achieved face-to-face?
- 3) Hybrid teaching is not just a matter of transferring a portion of your traditional course to the on-line. It involves developing challenging and engaging online learning activities that complement your face-to-face activities. What types of learning activities do you think you will be using for the online portion of your course?
- 4) 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 would you address these?
- 5) How will the face-to-face and online components be integrated into a single course? How will the work done in each component feed back into and support the other?
- 6) When working online, students frequently have problems scheduling their work and managing their time, and understanding the implications of the hybrid course module as related to learning. What do you plan to do to help your students address these issues?
- 7) How will you apportion the time spent in a face-to-face environment versus online? What would the term's schedule actually look like?

8) How will you divide the course-grading scheme between face-to-face and online activities? What means will you use to assess student work in each of these two components?

9) Students sometimes have difficulty acclimating to the on-line course and to other instructional technologies you may be using for face-to-face and online activities. What specific technologies will you use for the online and face-to-face portions of your course? What proactive steps can you take to assist students to become familiar with your website and those instructional technologies? If students need help with technology later in the course, how will you provide support?

10) There is a tendency for faculty to assign students more work in a hybrid course than they normally would have in a traditional course. What are you going to do to ensure that you have not created a course-and-a-half? How will you evaluate the student workload as compared to a traditional class?

(An Introduction to Hybrid Teaching, www.codlearningtech.org)

Steps for a Healthy Hybrid Learning Environment

Step 1: *Start at the Foundation* – Looking at course standards and your objectives

Step 2: *Plan Assessments* – What assessment you are planning to use to allow student to show mastery of the learning objectives.

Step 3: *Create a Course Map* – Create a chart or table outlining how students will get from the beginning to the end of the course

Step 4: *Plan Activities*

Step 5: *Create/Find Content* – On-line Program (Mindtap, iCev, Today's Class, On-line Resources from the state department)

Step 6: *Ensure for Quality* – Incorporate available resources / assignments / activities / labs / best practices

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Guidelines for Hybrid Learning

- ✚ Students who are not in school on their respective days will view their classes On-line.
- ✚ All classroom lesson materials will be posted to Google Classroom or Other Platforms used by the teacher so that both in- person and remote students have full access to the lesson.
- ✚ Virtual Office hours will be available and determined by the teacher.
- ✚ Virtual period will be held daily for students who are learning virtually, during which students can ask questions and receive more direct time with their teacher.
- ✚ Teachers will setup a designated time for virtual students to log on.
- ✚ Teachers will have accompanying activities, assignments and/or lab simulations for virtual students.
- ✚ If given a lecture for the virtual students, the lecture should have an accompanying short quiz or activity at the end to check of understanding. (5 – 15 minutes)

Virtual Lesson Plans

✚ Objectives

✚ SC State Standards (Priority Standards)

✚ Measurement that Objectives have been met (Assessment and/or Check For Understanding) *The student will be able to:*

✚ Rubric for assessment of student work (if collected)

✚ Timeline (Presentation 20 minutes, Activity One 35 minutes, Activity Two 25 minutes, Assessment 45 minutes, etc .)

✚ Detailed instruction of content

✚ List questions to ask the class during direct instruction (See Blooms)

✚ List of items required/to be prepared

✚ List of Materials / Resources / Supplies

Resources

“An Introduction to Hybrid Teaching”, Learning Technologies.[www.codlearningtech.org](http://www.codlearningtech.org/hybridteachingworkbook)
hybridteachingworkbook