

Pedagogical Considerations for Hybrid Course Design

Drawing on their experience with remote teaching during the pandemic, many instructors are planning for hybrid teaching in 2021-2022. In this resource, we will explore the pedagogical decisions that you will want to make as you design a hybrid course. In the coming weeks, we will also provide a guide to effectively organizing a hybrid course in Blackboard so that students can understand the course expectations and easily find course materials (coming soon!).

Considering the Strengths of In-Person and Online Learning

Hybrid courses combine in-person, face-to-face instruction with online learning in order to take advantage of the strengths of both in-person and digital spaces; students attend some in-person class meetings and also engage with a significant amount of content asynchronously (and sometimes synchronously) online. Deciding which portions of your course will work best online and which should occur during in-person meetings can be difficult. You can start by considering the strengths of both in-person and digital, asynchronous environments.

In-Person Activities are Often Best For	Online/Asynchronous Activities are Often Best For
<ul style="list-style-type: none">• Applying concepts through workshopping problem sets, case studies, role plays, or debates.• Discussions that involve nuance and/or emotionally-difficult subject matter and that would benefit from supportive non-verbal communication.• Content or activities during which students benefit from immediate feedback.• Explaining and responding to students' questions about assignments.• Hands-on activities such as lab exercises and simulations.	<ul style="list-style-type: none">• Content learning that is best done at the student's own pace.• Dividing content knowledge into clear modules.• Formative assessments such as low-stakes quizzes or reflective writing.• Discussions during which students benefit from time and space to consider their responses and reflect on others' ideas.• Encouraging all students to participate in discussions.

Figure 1: Strengths of In-Person and Online Activities. Modified from "[Introduction to Hybrid Teaching](#)," Center for Excellence in Teaching and Learning at Iowa State University, Creative Commons BY-NC-SA 4.0

Creating a Cohesive Hybrid Course

In well-designed hybrid courses there is a symbiotic relationship between online and in-person activities such that students' online learning both supports and is supported by their in-person meetings. The

University of Central Florida's [Blended Learning Toolkit](#), uses the Venn Diagram below to highlight this relationship. If you find this diagram helpful, you may want to diagram your own course using their "Mix Map template" provided in their [Blendkit DIY Materials](#).

MAN 4350 - Training and Development Dr. Kathie Holland

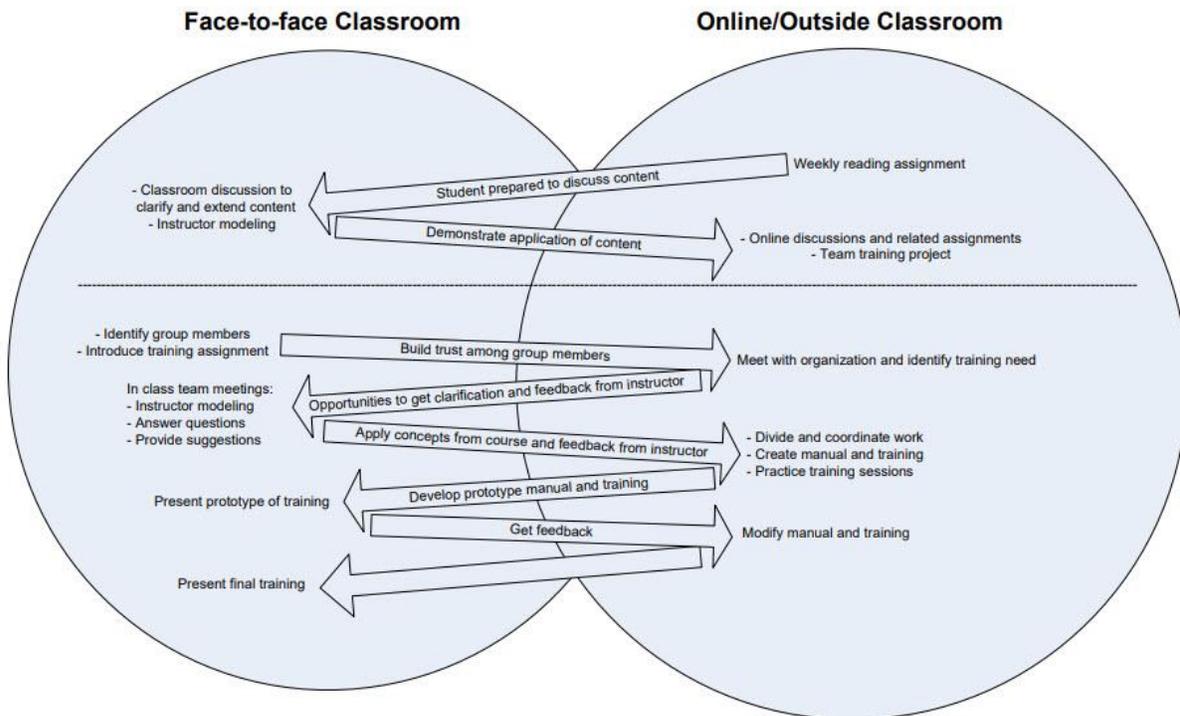


Figure 2: Holland Venn Diagram from the [Blended Learning Toolkit](#) by University of Central Florida, Creative Commons BY-NC-SA.

Key Pedagogical Questions to Ask

Having considered the advantages of in-person and online learning environments and the ways in which the two formats can support one another to promote student engagement and learning, the next step in hybrid course development is to consider what format will best suit your specific course. The questions below can help you make decisions about how you can best design your hybrid course:

1. How do your course learning objectives relate to hybrid teaching? Are there skills or content areas that would be clearly best suited toward in-person or asynchronous, online learning?
2. How much time do you think it will take students to complete online learning activities? How much time will students spend in face-to-face class meetings?
3. What types of online, asynchronous learning activities will your course include? Consider:

- Asynchronous recorded lectures or podcasts
 - Textual readings
 - Guided questions
 - Asynchronous student-to-student engagement through [online discussion boards, VoiceThread, or Microsoft Teams](#).
4. Are there remote resources (recorded mini-lectures, online readings, virtual discussions) that you already created that you would like to incorporate into the hybrid course? Do you need to update or otherwise revise these resources?
 5. In what types of activities will students engage during in-person class meetings?
 6. If in-person class meetings will primarily be led by Teaching Assistants, are there ways you can provide students with opportunities for face-to-face time with their instructor? This is especially important in large and first-year courses.
 7. How will you incorporate online learning activities and in-person participation in your grading scheme?

Next Steps

Having made pedagogical decisions about your course design, you'll be ready to [adapt your course syllabus](#), build your course site, [create or revise course content materials](#), or develop [learning activities for a flipped classroom](#). As you do, we hope you'll find useful the Centre for Teaching and Learning and Trent Online's library of [Hybrid Teaching Resources](#). And if you'd like to discuss specific pedagogical questions as you design your hybrid course, we encourage you to [contact an Education Developer or Designer](#) to set up a time to talk.

Resources

Iowa State University Center for Excellence in Teaching and Learning. (2020). *Introduction to hybrid teaching*. <https://www.celt.iastate.edu/wp-content/uploads/2020/06/hybridteachingworkbook.pdf>

University of Central Florida. (2021). *Blended learning toolkit*. <https://blended.online.ucf.edu/>