Hybrid Teaching Procedures and Guidelines

The purpose of this document is to provide all faculty with an outline of procedures and guidelines to follow when pursuing the idea of teaching a course in a hybrid format.

1. Definition

A "Hybrid" course is defined as a class with both required online components and required seat time.   It consists of 50% or more online content.

2. List of Procedures

Before submitting a hybrid course for inclusion in the class schedule, the **instructor** must do the following:

- Obtain approval from the instructor's department
- Inform the Vice President for Academic Affairs that the course is going to be offered as a hybrid course
- Confirm with the distance education coordinator that there is a new hybrid course or a new instructor teaching a hybrid course
- Complete the "Hybrid Course Proposal Form" (see Section 4.1.2) and supplement documents (indicated on form) and submit to the distance education coordinator at least one month prior to the first day of the semester during which the course is offered
- Work with the instructional designer to construct your hybrid course as well as to work with Blackboard—Sarah Swart – 231.777.0214.

3. Some Guidelines for Teaching a Hybrid Class

To provide the optimal learning situation for hybrid delivery, balance the use of both the web and the classroom.

3.1. Division of Components

Classroom Activities

Live Presentation of Material
Going over quiz answers
Culminating discussion topics
Providing more detailed expectations of assignments and projects
Live conversation
Live Group Work
In-class quizzes or tests to balance online quizzes (guards against cheating online)

Web Activities

Reinforcement of presentation with practice: PowerPoints, Videos, Web Resources
Graded or ungraded quizzes
Responding to discussion topics
Discussion of assignments
Discussion Forums
Communications involving Group Work – among students, students and instructor
Communicating with Email
"Homework" in the form of problems, papers, short assignments.
Students providing Evaluation of Course

3.2. Some Strategies:

1. **Clear directions are vital**. "It is important, for instance, to explain to students how the mixture of different venues will be integrated. Which course activities will take place in the on-campus classroom, which in the online classroom; and what is the sequence of procedures students should follow each week?"[1]

   An example: You teach math. Your goal is to have students read the material about polynomials prior to your live classroom presentation and post an online response to a stated problem. But only after the live lecture do you want your students to engage in the discussion board topic of the week. This sequence of events is extremely important for optimal learning, and students must understand the logic behind this sequence.

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[1] Ko, Susan, Rossen, Steve. Teaching Online A Practical Guide,Hougton Miffin, 2004, pg. 66

2. **Use the web to inspire**. The web component of your class can be used to augment your work in class. Our students so often come to class without the context to really understand or appreciate the live presentation. Posted information (documents, PowerPoints, videos, web references, surveys or multiple-choice questions to get students thinking) required to be utilized before class can make the presentation so much more effective. Perhaps start the on-campus class with a quiz or assignment to hand in based on the readings or posted information

3. **Use the web as an afterthought**. Perhaps a good point is brought up in class and you don't have the class time to discuss. Use the web to elucidate the point where students can leisurely and thoughtfully continue the discussion.

4. **Explore the use of more technology**. The reason some instructors deplore the use of technology within the online class is because of the fear of failure of the technology. How do you fix it from afar? During hybrid/blended learning, you can take a little class time and demonstrate the use of the technology, its pitfalls, its reason for existence, and talk about how the students can use it to learn.

5. **Orientation document**: As with an online class, include an Orientation document as well as a syllabus. The suggestion is to cover this material in class during the **first** meeting. What to include: (1) definition of the hybrid delivery; (2) exactly what types of activities are to be conducted online and what is covered in the physical classroom; (3) accountability of students' presence online as well as in the physical classroom—if you take absences into consideration within your class, figure how you might incorporate the absence policy into the web component of your class; (4) email and discussion board netiquette—there will be much more written communications among students and instructor—make it clear at the beginning what is and what is not accepted regarding discussion board comments and email format--(a relevant website would be nice here); (5) technology requirements—if you are requiring students to use the web for 50% of your class, then the students must know what technology requirements are a "must"—what special software they will need, how to troubleshoot and obtain support--the **24/7** hotline number for students **866.718.5170;** (6) a tour of your Blackboard classroom; (7) and, of course, all logins and password information..

6. **Preface letter to students**: Along with a syllabus and orientation document, consider sending a letter (email and/or snailmail) to your students. Include items that may make them think twice about the delivery format and make a decision that is best for them. See example (in Appendix) used by Maria Andersen, math instructor.

4. Course Plans

The document under 4.1.1 is a faculty course plan that will be filled out by the distance education coordinator for any faculty teaching a new hybrid course. The document under 4.1.2 will be filled out by the instructor and sent to the distance education coordinator at least one month prior to the first day of the semester during which the course is offered.

4.1.1. Faculty Course Plan for Hybrid Classes

This form will be kept and completed by the distance education coordinator. These activities must be completed by the instructor.

Activity for Instructor	Completed
1) Obtain department approval to offer the class as a hybrid.	☐
2) Notify VP for Academic Affairs and distance education coordinator (Debra Howell).	☐
3) Complete Blackboard training and/or implement technology within the course by working with the instructional technologist and/or distance education coordinator. **You may be required by your department to participate in subject-specific training.**	☐
4) Throughout the online course development, utilize the Center for Teaching and Learning to work with the instructional designer in designing the course.	☐
5) Have the Hybrid Course Proposal Form (attached) completed and submitted to the distance education coordinator. Be sure to include the documents requested.	☐

6) Submit to the distance education coordinator the following items (electronically):
    a. Syllabus
    b. Orientation document
    c. Course Proposal Form
    d. Any preface email or document sent to your students
	☐

A student evaluation will be conducted sometime near midterm. Results will be sent to the instructor.	☐

4.1.2. Hybrid Course Proposal Form

This form must be completed by the instructor and sent to the distance education coordinator along with documents mentioned in No. 12.

1.	**Name of Course**	
2.	**Course Number**	
3.	**Credit Hours**	
4.	**Date of Preparation**	
5.	**Prepared by**	
6.	**Is this a brand new course at MCC? YES ☐ NO ☐**	
7.	**To be Offered When: (semester/year)**	
8.	**Seat Time: (ex.: 50%)**	
9.	**Discuss what activities will be conducted in the online format.**	
10.	**Discuss what activities will be conducted in the physical classroom.**	
11.	**How do you plan to assess the effectiveness of this as a hybrid course?**	
12.	**Submit a copy of your "orientation" document, syllabus, course proposal form, and any other preface materials that will help students understand the expectations of the hybrid class.**	

Send this form (electronically) along with documents (outlined in No. 12) to the distance education coordinator, Debra Howell.

5. Creating/Exporting Blackboard Courses

All MCC courses have a Blackboard course automatically created. Students in all courses will be uploaded into the respective courses.

5.1.1. Copying Courses from Previous Semesters

The procedure to copy your course is relatively simple. To copy your course from a previous semester, follow the directions by visiting the "Faculty Spot" site on Blackboard, and looking under "How To's." Directions are also provided below:

Notice that the new course shell has only 4 buttons: Announcements, Orientation, Content/Week, About Professor. Please DO NOT remove the Orientation button as it contains information that needs to be distributed to every student. You can add your own orientation to this section or continue to use your already developed orientation. Either way, the Orientation button and the 3 links need to stay. Once you follow the directions below, the design format of your course (buttons, colors) will be applied to the new course shell.

1. Click COURSE COPY in the course you want to copy your content FROM.
2. Click COPY INTO AN *EXISTING* COURSE. Do not click copy into a new course....or this will not work for you.
3. Click the browse button to search for the winter course shell (or copy/paste the course id from the control panel (found before the : at the top of the control panel window) - of the course you want to copy content TO.
4. Check all the boxes for all types of content. **[DO NOT CHECK THE ENROLLMENTS BOX]**
5. Click SUBMIT.
6. You will get an email confirming completion.

It is still recommended that you create an ARCHIVE of your course site for your records. An ARCHIVE stores all the user information and results while an EXPORT only stores the content. You will need to right-click to download the archive file to your network drive to save it for future reference.

6. Completing Evaluations

During the first semester the course is offered, the distance education will evaluate the course based on the following criteria:

- The "Hybrid Course Proposal Form" (4.1.2)
- The Course Syllabus
- The Orientation document based on Section 9.3— Preliminary Report For New Hybrid Courses (Checklist)

A student evaluation will be conducted during the first semester the hybrid course is offered or when a new instructor is teaching the course. Responses will be collected by the distance education coordinator and shared with the instructor of the course. A student evaluation may be conducted the second time the course if offered.

6.1.1. Remuneration

According to the MCCFA contract, instructors who develop and implement a new online or hybrid course are entitled to a course development stipend. If a course has already been taught in one of these formats, it does not qualify for a stipend unless it differs significantly from the first version, as determined by the Vice President for Academic Affairs.

7. Student Logins

This information may change.
Student logins for Blackboard are:
Login: http://mccbb.muskegoncc.edu
Username: firstname.lastname
Default Password: same as email and network login (first initial + last initial + student number + !)

As part of the orientation process, tell students how to change their password and encourage them to do so the first time they log into Blackboard.

8. Student Email Addresses

All students are provided with an MCC email account. This is the email address used by the LCMS (learning content management system, i.e., Blackboard), and students are expected to use this account for their hybrid classes.

Student email can be accessed from MCC's homepage. Login is as follows:

Username: firstname.lastname
Password: first initial + last initial + studentnumber + !

Password is keyed in lowercase.

If students are having trouble accessing their email, refer them to the 24/7 hotline number: 866.718.5170.

9. Appendices

9.1. Key Contacts

Name	Title	Phone	Email	Location
Debra Howell	Distance Education Coordinator	TBA	debra.howell@muskegoncc.edu	1119
Don Bogema	Coordinator, CTL	231.777.0264	don.bogema@muskegoncc.edu	1109
TBA	Adm. Secretary to Associate VP for Academic Affairs			103
Lois Smith	Cashier	231.777-0249	lois.smith@muskegoncc.edu	114
MCC Help Desk		231.777.0351		136
Hot Line 24/7 Support for Students and Staff		866.718.5170		
Sarah Swart	Instructional Design Specialist	231.777.0214	sarah.swart@muskegoncc.edu	1109
Carol Briggs-Erickson	Electronic Resources Librarian	231.777.0416	carol.briggs-erickson@muskegoncc.edu	L165

9.2. Some Advice from Experienced Hybrid Faculty

From English instructor, Becky Evans:

1. **Accountability**: One of the instructor's jobs is to insure that the online portion of the class "meets" for the equivalent of the class time that has been omitted. Assignments must be comprehensive. They must be graded. They must have deadlines. Teachers should be very clear about expectations and follow up on them continually. If a student is missing online work and still attending class, he/she must be notified that it will be impossible to pass without completing the online portion.

2. **Predictability**: Assignments must be posted on a regular schedule in the same "places" (folders, etc.) All class documents can be found easily.

3. The instructor should make use of the best of what online can offer and save class time for the best of what face-to-face can offer. There should be a justification for what is done online vs. what is done in class. Class time becomes precious and should be used judiciously. Time "eaters" like study questions, grammar reviews, outline "checks", etc. all can be done online. Ancillary materials and "extra fun stuff" can be added online: links, PowerPoints, handouts, sample papers.

From Math Instructor Maria Andersen
Math 050 Hybrid Students:

A hybrid course combines both classroom and Internet instruction. If you do not have consistent access to the internet, this class is not for you. Our normal in-class meetings are Tuesday and Thursday in Rm. 139 from 12:20 to 1:15.

Policies you should be aware of before the semester starts:
1. You will need to access the Internet frequently (once a day would be good; four times a week would be the minimum).
2. Sometimes you will need to print notes or assignments from the Internet. You can do this in any of the computer labs on campus if you do not have a printer at home.
3. Attendance at in-class meetings will be mandatory. After two absences, each additional absence will cost you 10 points on the next 100-point exam.
4. You need to be on time to class. After two times, each additional tardy will cost you 5 points on the next 100-point exam.
5. Each exam will consist of two parts: take-home and in-class. If the grade on the in-class portion of the test is significantly lower (by more than 20%), I reserve the right to challenge the test grade for the take-home portion. This would mean that the in-class portion would count for both grades, or that you would have to retake the take-home portion in person.
6. There are no makeup tests. There are no dropped tests.
7. You will be expected to read the textbook.
8. You will be required to have a non-graphing scientific calculator for this class. A TI-30XIIS (cost $15) is recommended.
9. You will be required to keep a spiral notebook with all of your work from online assignments and a binder for notes, checklists, and worksheets.

10. Grades and announcements will always be posted online. It is your responsibility to check Blackboard and WebAssign for this class on a regular basis.

OUR FIRST CLASS MEETING (Insert Date) will be in a computer lab (Insert Room in the new library) so that we can have an "orientation" to the computer portion of this class.

 See you January 4th! Email if you have any questions: [Insert email address]

Maria H. Andersen

From Geography Instructor Diana Casey

Why did I begin teaching GEOG-215 Introduction to Weather and Climate as a Hybrid course?

1. This course was designed to be fully online. For some years I taught the course completely online. Due to many requests from students for personal time and more accountability, I developed the hybrid course.
2. Students needed a "motivator" to come to class. Each week in the first five minutes there is a short 3-to-5 question quiz. The quiz questions are selected from the Chapter Review questions for the designated discussion for that particular class session. This "forces" the students to read the chapter before they come to class.
3. I collect the quizzes and spread them on the table in front of me in the classroom. I have the class discussion organized around the quiz questions and the quiz questions organized around the class discussion. During discussion I can quickly see the quizzes and address the challenges immediately. Often simple sketches are required on the quizzes and in class we then draw and correct our sketches.
4. Overall the quizzes are about 7-9 points. In a similar format these quizzes are provided online for both online and hybrid students. The advantage for the hybrid student is the discussion face-to-face--and the ability for us to draw together in class.
5. The results of this have been higher midterm and final exam scores. The hybrid class is scoring 5% to 10% higher than the online class. This does not reflect that some of the online students have had the highest scores when comparing both hybrid and online. My observation is that hybrid learning is an overall better educational outcome.
6. The greatest challenge is in getting students to attend class each week. As in all courses students simply skip class??? This was a major rationale for the weekly quiz. Yet this winter about 1/3 of the class simply quit coming to class and then quit submitting the assignments. There is a message we need to convey to all students – students need to attend class and complete the assignments. In the online class the attendance is at home, but it involves reading assigned materials and completing assignments.
7. Most hybrid students report to me that they could not have passed the weather course as an online student. They needed the face-to-face interactions and the clarification of information.
8. Last note: I combine my online and hybrid students into one Blackboard classroom. I did this to save myself some time in maintaining two separate classrooms – this was one of my original premises. I have found this combination to be an advantage in

learning for both of my classes. During the weekly required Discussion Board, the hybrid and online students communicate with one another; here the hybrid students share what we did in class and offer their learning discoveries to the online students. The online students teach the hybrid students about technology and skills in accessing online information.

9.3. PRELIMINARY REPORT FOR NEW HYBRID COURSES (CHECKLIST)

Name
Course
Section No.

1.	Provide students with a definition of hybrid and how it differs from traditional or online classes	
2.	Provide students with a clear delineation of exactly what activities will go on in the physical classroom, what activities will go on during the online component, and how the two will mesh	
3.	Reinforce the important of "attendance" in the online component as well as in the physical classroom	
4.	Provide students with logins and passwords for Blackboard and any other special software you are using (particularly for the Math Homework systems)	
5.	Provide technical support numbers and contacts for Blackboard and email issues (24/7 hotline number is 866.718.7180) and for Math Homework systems	
6.	Provide students with documents they can open—save in .rtf format or .pdf if they do not have MS Word.	
7.	Provide students with PowerPoint viewer (and/or Word viewer) for easy download	
8.	Provide rules on netiquette for emailing and Discussion Board (if applicable)	
9.	Provide students with clear response time from you regarding emails, grading of assignments, postings to Discussion Board (this will eliminate student complaints if instructor is not responding when student assumes he/she will	
10.	Provide students with assurance that the subject matter—not the technology—is still the focal point—takes some experience in accomplishing this	
11.	Provide students with a quick explanation of your Blackboard navigation	
12.	Provide students with a clear understanding of when they will be using Blackboard versus when they will be using Math Homework system (for MATH Instructors); for example Discussions, Grades— where will students find these	
13.	Typos, etc--	