Definition: For purposes of the Online Education Project, a hybrid course is defined as one in which no more than 50% of the original face-to-face class time still meets in face-to-face class sessions.

Index

Step one: Start with your desired end in mind and build your syllabus.

Step two: Choose which parts of your course will happen in class and which will happen online.

Step three: Create the course structure in D2L.

Step four: Review your course design for alignment with best practices in online teaching as described in the Quality Matters™ framework.

Step five: Make sure students are on track to achieve your objectives.
Step one: Start with the end in mind and build your syllabus.

Designing instruction usually consists of three components. This document guides you through those components in a sequence that helps ensure instructional effectiveness. The three components are instructional activities, assessments, and learning objectives. They are displayed below:

<table>
<thead>
<tr>
<th>1. Instructional Activities - content</th>
<th>2. Assessments</th>
<th>3. Learning Objectives - doing</th>
</tr>
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<tbody>
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</table>

Unless you take control of the design process, the course can unfold in a way that does not serve your objectives. It is easy to allow a textbook or potential learning activities to drive course design. Sometimes instructors choose activities or a textbook and then design assessments based on those. Then they prepare objectives based on the previous two steps. We recommend a different order for your instructional design process.

Based on research about effective instruction, we suggest that you create your course by following a different sequence:

1. Establish your objectives first. Identify the things that your students should be able to do at the end of the course.

2. Next, determine your assessment criteria. Consider how students will demonstrate to you that they have met your instructional objectives.

3. Finally, design instructional activities that help students succeed in meeting your objectives. Select instructional media or technologies that match your activities.

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This is likely to mean that your instruction will be different than it would have been if you had started with a textbook or activities. Although it can seem practical to allow course design to be driven by a textbook or by familiar learning activities, courses are more effective when the design process begins with your objectives. Very often, this points to changes in the way that content is presented. It also means that your students learn more and are able to apply their learning in a meaningful way.

The three components of the design process now appear in a different order:

<table>
<thead>
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</table>

The choice of learning activities should be based on whether an activity will prepare the student to do the things that you have established in your objectives. This means that you will teach to your own instructional objectives rather than allowing a textbook to drive your course design.

The example below is part of a syllabus that was constructed based on the process we recommend. The learning objective, determined first, is listed in the left column. The assessment, chosen second, is listed in the middle column. The learning activity, determined last, is listed in the third column.

**Example:**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessments</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define what behavior is</td>
<td>D2L Self-Assessment quiz on “Behaviors” q 1-3 Assignment 1 – question 1 (due in dropbox on 8/30 at 11PM)</td>
<td>Complete the PBIS tutorial: “Behavior Defined” (link) Review “Behavior Definition” for this course (HTML)</td>
</tr>
<tr>
<td>Distinguish behavior from non-behavior</td>
<td>D2L Self-Assessment quiz on “Behaviors” q 4-6</td>
<td>Complete the activity “Behavior vs. Non-Behavior”</td>
</tr>
<tr>
<td>Assignment 1 – question 2  (due in dropbox on 8/30 at 11PM)</td>
<td>(HTML) Activity: Study pages 16-17 of “What is behavior?” (.pdf)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Distinguish behavior from its outcomes (or products)</td>
<td>D2L Self-Assessment quiz on “Behaviors” q 7-9</td>
<td></td>
</tr>
<tr>
<td>Assignment 1 – question 3  (due in dropbox on 8/30 at 11PM)</td>
<td>Study pages 16-17 of “What is behavior?” (.pdf)</td>
<td></td>
</tr>
</tbody>
</table>

(See page 5 for the resulting instructional page)

**Step two: Choose which parts of your course will happen in class and which will happen online.**

Traditionally, almost all courses included work to be done outside the classroom, such as reading assignments. When you teach a hybrid course, you have additional options for learning activities that can be completed outside the classroom. In a hybrid course, you may also choose to have students complete some assessment activities outside the classroom.

Begin the process by identifying learning activities that don’t require your presence and may be conducted outside the classroom. These might include:

- Content to be viewed online
- Reading assignments
- Asynchronous small group discussions
- Asynchronous class discussion
- Online quizzes (checking progress along the way)
- Research projects
- Group projects
- Creating learning artifacts such as graphics or video
- Course blog
- Course wiki
- Simulations
- Journals

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2 Material for this section is taken from Caulfield, *How to Design and Teach a Hybrid Course*, 2011
Identify activities that require your presence. These might include:

- Lecture
- Guided review
- Student/group presentations
- Proctored exams (checking progress at the end of the course or unit)
- Checking for student understanding
- Answering questions

The plan shown below illustrates how one instructor divided activities and assessments between the classroom and online components of the course.

<table>
<thead>
<tr>
<th>8/27</th>
<th>Mondays 5 PM to 7 PM</th>
<th>Assignments due on Sundays by 12 Midnight unless otherwise stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Out of Class Assignment</td>
<td></td>
</tr>
</tbody>
</table>
|      |                      | Read:<br>• Northouse: Chapters 1-3 <br>• Useem: “Roy Vagelos Attacks River Blindness” & “Wagner Dodge Retreats in Mann Gulch”  <br>• Building the Emotional Intelligence of Groups (Link to reserves on D2L content page)  <br>• “The Lonergan Reader” (Link to Website on D2L content page)<br><br>**D2L Discussion Assignments**<br>• D.1.1 Establish Group Ground Rules <br>• D.1.2 What Makes a Profession a Profession? <br>• D.1.3 Recruiting for the Bank <br>• D.2.1 What Makes a theory a Theory? <br>• D.2.2 Advocating for a Profession <br><br>**Self-Assessments & Journal Entries:**<br>• Complete the Learning Trait Questionnaire (LTQ). (p. 33 of Northouse & D2L content page) and have five of your coworkers complete it on your behalf. <br>• Complete journal entry and upload it to the D2L dropbox. Include the completed grid. Instruction for journal entries are located in the “Getting Started” folder of D2L, which is located on the D2L content page. <br>• Complete the Skills Inventory. P 65 of Northouse along with journal entry. <br><br>**Complete Introductory Survey in “Getting Started” on content page of D2L.**
Step three. Create the course structure in D2L.³

When you have students complete activities outside the classroom, be sure to give clear and complete instructions. The most important thing to remember is:

Spell it out!

Clear instructions help ensure that students complete the work as you intended them to complete it, thus making it more likely that they will achieve your course objectives. Student frustration is decreased if they know exactly what you want them to do.

Be sure that the content you place in D2L is accompanied by clear instructions. This means including more than journal articles in your content area. Be sure to include documents that you have written in your content area. In the documents you write, tell students what to do with the readings or other materials that you have included in your content area. Include the instructional objectives as well as information that students need in order to complete learning activities. To prepare these documents, you can create new HTML pages in your content area by clicking “New Topic” and then “Create New File.” This provides a way for you to write your own instructions. When students click “Content” in D2L, they will see a ‘table of contents’ that displays both journal articles and other materials you have uploaded as well as the documents that you have written to provide instructions.

The following example shows one example of how an instructor achieved this. The instructor created a page of instructions in the Content area that explains the objectives for the lesson as well as the steps students should take to complete the work. The instructor named the instructions “What is Behavior?” When students click that link in the Content area, the page below is displayed to them.

³ For more information, see http://bcameron.oia.arizona.edu/OIRC/MyPDF/DesigningDistanceCourse.pdf
Step four: Review your course design for alignment with best practices in online teaching as described in the Quality Matters™ framework.

Using the Quality Matters™ framework, the UA has created 21 standards that help you ensure that you have created a structure for your course site that is easy for students to follow. You can view all 21 standards here: http://bcameron.oia.arizona.edu/OIRC/Topic06%20Quality%20Matters/QM%20Resources/UA_Rubric2011_13Hybrid%20(3).pdf

Four of the standards are relevant to the process discussed in this document:

1. **Instructions make clear how to get started and where to find various course components.** Provide a general course overview and present the schedule of activities. Guide the new student in exploring the course
website and tell the student what to do first. Provide detailed navigational instructions for the entire course. Make clear whether the course is hybrid. If it is hybrid, indicate which parts are online and which parts are face-to-face. Explain when and where students will participate in each face-to-face or online component. Provide a structured set of topics and a schedule for each face-to-face meeting.

2. **Students are introduced to the purpose and structure of the course.** Help students understand the purpose of the course and how the learning process is structured and carried out. Explain the course schedule, delivery modalities (hybrid or fully online), modes of communication, types of learning activities, and how learning will be assessed. If the course is hybrid, explain the purpose of both the online and face-to-face portions.

6. **Instructions to students on how to meet the learning objectives are adequate and stated clearly.** Instructions may take various forms, such as narratives, bulleted lists, and charts. Instructions may appear in different places within the course site and handouts. Ensure that instructions are clear and complete.

18. **Navigation throughout the online components of the course is logical, consistent, and efficient.** Navigation refers to the way that students find their way through your course site. You can plan, describe, and control student movement through your site so that students can focus their energies on achieving your objectives rather than on figuring out how the course works.

As noted in step 3, it is important to spell things out. The foremost way that you can help your students in your online course is to clearly explain to what they are supposed to do. Do not be afraid that you will insult your students if you provide instructions in more than one place.

To meet these requirements, we offer these recommendations:

1-2) Create a “START” button on your Course home page. This should lead to a course tour as well as instructions for getting started.
6) Each time you give instructions, be sure to explain:
   • What the students will do and what they will get out of the activity.
   • Where the activity will take place, such as a course blog or discussion area. Also explain where materials will be turned in, such as a specific dropbox.
   • When activities will take place and when they are due.

18) Ensure consistency among the functions and flow of the course. Make the course flow and links as intuitive as possible. Ask someone who has not seen your site to test-drive the course for usability. Ask the tester to talk out loud as he or she thinks through what to do next.

**Step five: Make sure students are on track to achieve your objectives.**

In a face-to-face course, you can sometimes gauge student understanding by observing their facial expressions. In both face-to-face courses and hybrid courses, you can also get feedback by using Classroom Assessment Techniques, or CATs. These help you to monitor student understanding and make adjustments as needed to ensure that students meet instructional objectives.

Classroom Assessment Techniques are usually anonymous and typically are not graded. The purpose is to determine whether students are learning rather than to assess or grade individual students.

"Their aim is to provide faculty with information on what, how much, and how well students are learning, in order to help them better prepare to succeed – both on the subsequent graded evaluations and in the world beyond the classroom." (Angelo & Cross, p 5)

With feedback from CATs, you can make mid-course corrections and fine tune instruction. There are 50 CATs. Four are especially useful for a hybrid course. They are shown below:  

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4 Material for this section is inspired by Angelo & Cross, Classroom Assessments Techniques, Second Edition, 1993
5 Table modified from Caulfield, p106
<table>
<thead>
<tr>
<th>Title of CAT</th>
<th>Description of CAT</th>
<th>F2F Application</th>
<th>Online Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muddiest Point</td>
<td>At the close of class, student is asked to identify in one paragraph or less what was most unclear about a principle discussed during class.</td>
<td>Today we discussed how we could apply Bandura's ethical framework to the HIV case scenario. Identify in one paragraph or less, what point was most unclear about this discussion. Please take five minutes to do this and submit your anonymous work to me on your way out of class.</td>
<td>Teacher reads the muddiest points and posts a summary online to further clarify student points identified and to correct any misconceptions, inviting any follow-up questions.</td>
</tr>
<tr>
<td>Minute Paper</td>
<td>At the close of class, ask students to identify something new that they learned along with a question they may still have.</td>
<td>What’s one thing that you learned this week that you didn’t know before? What’s one question that you would still like to ask about what you learned? Please take five minutes to answer these questions and post your anonymous work to the Minute Paper discussion area for this week in D2L by 8 AM tomorrow morning.</td>
<td>Teacher reads the Minute Paper and corrects misconceptions and questions in the following F2F class or in D2L by posting a news item or new D2L content.</td>
</tr>
<tr>
<td>What is the Principle?</td>
<td>Asks students to identify what specific principle is being applied.</td>
<td>Today we discussed five rules of probability. I have posted several probability problems in the anonymous “What is the Principle” discussion area for this week. As you consider each problem, please identify which rule of probabilities applies by 8 AM tomorrow.</td>
<td>As students post which rule of probability applies in considering the problem, they teacher may clarify any evident misconceptions either in class or online.</td>
</tr>
<tr>
<td>Background Knowledge Probe</td>
<td>Used to assess the competency of students as they begin a course.</td>
<td>Within a few days following the in initial F2F class, students are asked to complete an anonymous online quiz related to the course content.</td>
<td>Student complete the quiz, giving the teacher an idea of what students know about course content and what differences exist among students’ knowledge base and prequisite skills.</td>
</tr>
</tbody>
</table>
You could also create a discussion forum or an anonymous survey and ask questions such as:

- What problems did you encounter in completing assignment #5?
- What part of the project helped you learn the most? The least?
- Do you have any suggestions for future students about how to get the most of assignment #5?

In the face-to-face portion of a hybrid course, you can have students use clickers to respond.

For additional information contact Bruce Cameron, Manager, eLearning Development (bcameron@email.arizona.edu).