THE BEST OF BOTH WORLDS:
HYBRID COURSE DESIGN FOR UNDERGRADS AND GRADS

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What is Hybrid Learning?

Hybrid courses...may be defined as courses that have reduced “face time” that is replaced by time spent outside the traditional classroom (Caulfield 2011).
Benefits of Hybrid Learning: Students

- Flexibility
- Convenience (less time in classroom)
- Greater variety and higher quality student / instructor and student / student interaction
- More options and times to interact with instructor
- Greater ownership of own learning
Benefits of Hybrid Learning: Instructors

- Increased Accessibility to learning materials
- Supportive environment for quiet students / greater collaboration
- Asynchronous discussion becomes a reflective / writing tool.
- More appealing / respectful to adult students
- Engages different types of learners
- Balance of individual / group learning
ULIB 101, Introduction to Library Research: Then

- Onsite
  - Online
- 17-week one-credit course
- Course Outcome based on Standards
- Team, Problem-Based Learning
- Group Project: Research Guide
ULIB 101, Introduction to Library Research: Then

- High D/F/W rates
- Declining enrollment
- Instructor Burnout
ULIB 101, Introduction to Library Research: Now

- Onsite Revised for Fall 2017
- Shortened to 8 weeks
  - T/TH or M/W
- Hybrid model:
  - One day onsite / one day online
ULIB 101, Introduction to Library Research: Now

Course Outcomes:

• Recognize that authoritative content may be packaged formally or informally and may include sources of all media types;

• Assess the fit between an information product’s creation process and a particular information need;

• Develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.

• Recognize that all information, personal and published, has ethical and economic value which affects its production and dissemination.

Final Project: Infographic and Reflective Memo
ULIB 101: Course Sequence

WEEK OF CLASS ACTIVITIES

READING or VIDEO + QUIZ
DUE MONDAY NIGHT (ONLINE)

CLASS LECTURE + ACTIVITY
TUESDAY CLASS (IN-CLASS)

ONLINE DISCUSSION POST (GRADED)
DUE THURSDAY NIGHT (ONLINE)
ULIB 101: Now

- Stabilized enrollment
  - Fall Semester 2017: enrolled 28 / 30 students.
  - Subsequent semesters: four sections, 58 / 114 students total

- Student evaluations from Fall 2014 through Fall 2018 shows a slight rise in students’ ranking of the course overall from the immediate past semesters.

- There was also a significant difference in the means for overall teaching effectiveness from the old curriculum (M=4.0 compared to M=4.6).

- Students’ mean rankings for their overall learning in the course showed a slight positive increase.

- Students’ qualitative responses were generally positive but individual comments varied wildly in their likes and dislikes.
ULIB 101: Now

Librarian faculty survey:
- Overall quality of the course
- Perceived level of student engagement
- Course content and student learning
- Course format and student learning
- Instructor workload.

Results
- 100% respondents were satisfied or very satisfied with all but one area.
- Mean scores for the course overall, course content, and instructor workload were 4.33.
- Instructors were also uniformly pleased with the hybrid format and the shortened length of the course.
- Need for improvement was student engagement, which had a mean score of 3.00. P
  - Perceived lack of student motivation to complete the out-of-class videos and readings
MUSC 771: Intro to Music Research & Bibliography: Then

- Graduate Students
- Required (mostly)
- Three credits
- Max class size 25 (up from 15)
- 75-minute classes, twice a week, 15 weeks
MUSC 771: Intro to Music Research & Bibliography: Then

- High absentee rate
- ¼ to ½ class may be international students
- Wide range of technological skills
MUSC 771: Intro to Music Research & Bibliography: Now

- Still 15 weeks
- Hybrid model:
  - One day onsite / one day online
MUSC 771: Revision Tactics

- Front-load face-to-face classes in first 2 weeks
- Identify in-class and virtual sessions in syllabus (avoid appearance of one class session followed by an overload of homework)
- Make virtual assignments due at the same day/time each week
- Send weekly email reminders following face-to-face classes
MUSC 771: Benefits for Students

• Increased flexibility
• Reduced travel time
• As much time as they need to read/watch/absorb the online content
• Some video delivery systems (YouTube) let students control speed, turn on closed captions
Applications to Non-credit Instruction

- Pre-load a one-shot library instruction session with a video tutorial or a short reading, followed by a quiz or assignment
- Frees up in-library time for hands-on exploration, group work, class discussion
- Requires strong support from instructor
Non-credit Instruction Examples

**Hybrid**
- LibWizard tutorial with embedded quiz
- Video tutorial with individual assignment

**Face-to-face**
- Build on the skill or knowledge with hands-on and/or group work
- Class discussion
Activity

• Think of a class you teach
• What would you like students to know before they come?
• What would you like to have more face-to-face time for?
• What technology might work for the pre-class instruction/activity?
Questions?

Thank you!
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