

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).

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How to Design and Teach a Hybrid Course

Achieving Student-Centered Learning through
Blended Classroom, Online and Experiential Activities



Jay Caulfield

Foreword by Alan Aycock

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

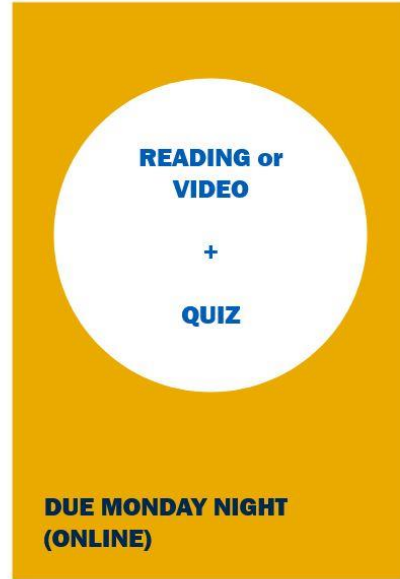
Course Outcomes:

- 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

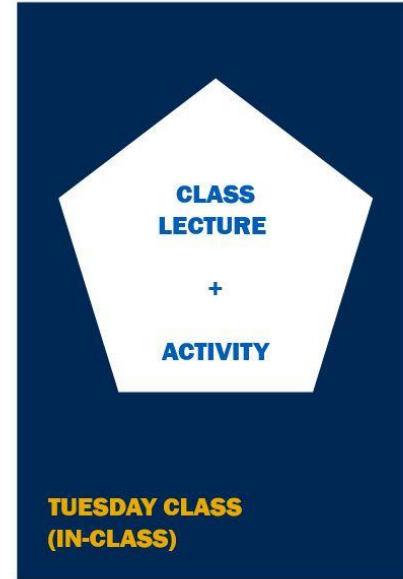


**READING or
VIDEO**

+

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
- $\frac{1}{4}$ to $\frac{1}{2}$ 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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