



Hybrid Courses – Experiences from an Instructor’s Viewpoint

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What is a “Hybrid Course”?

- University registrars generally include a column labeled “instructional type” as part of course schedule listings. Historically, this column has contained basic terms such as:
 - Traditional
 - Hybrid
 - Online
- “Traditional” instruction requires no further explanation
- However, the lines between hybrid and online courses have become blurred.
- At some institutions, if a class meets in person just once, it may be listed as *hybrid*.



Online Learning Consortium Definitions:

Classroom Course

Course activity is organized around scheduled class meetings

Synchronous Distributed Course

Web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time

Web-Enhanced Course

Online course activity complements in-person class sessions without reducing the number of required class meetings

Online Course

All course activity is done online; there are no face-to-face sessions within the course and no requirements for on-campus activity

Online Learning Consortium Definitions:

Blended Classroom Course (also called *hybrid*)

Online activity is mixed with classroom meetings, replacing a significant percentage of, but not all required face-to-face instructional activities

Blended Online Course (also called *hybrid*)

Most course activity is completed online, but there are some required face-to-face instructional activities such as lectures, discussions, labs, or other in-person learning activities

Flexible Mode Course

Offers multiple delivery modes so that students can choose which delivery mode(s) to use for instructional and other learning purposes



“Hybrid Courses” at Clemson:

We are really using the synchronous distributed course model

Synchronous Distributed Course

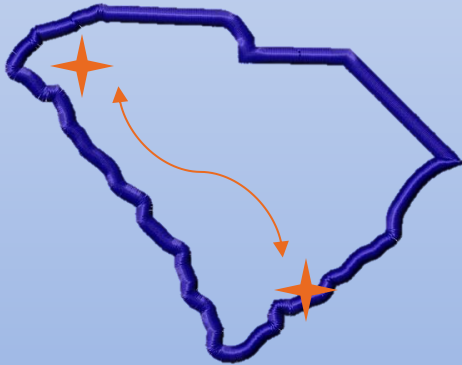
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Example of What We're Doing:

Hybrid course(s) with two sites:

- (1) Clemson / Main Campus
- (2) Charleston / CURI Campus



- Class held at prescribed times (e.g., T-TH 5:00-6:15pm or Mon 6:30-9:00pm)
- Students at both sites
- Instructor present at one site
- Instructor presents “lecture” live to students at one site and “synchronously” (concurrently) to the 2nd site via video-conferencing technology

Example of What We're Doing:

- Students on both sides receive the same instruction at the same time / can interact with faculty member & classmates (ask questions, talk to each other, see each other, etc.)
- Lectures are captured for archiving – automatically loaded to the LMS (Canvas) via Ensemble – available to students 24/7
- Instructor rotates at least once per month & teaches from the other location, making sure every student has a “live” instructor experience



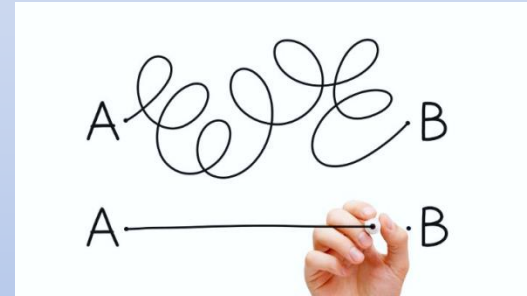
Experiences:



- Works well for traditional lectures
- With planning, can work well for “flipped” classes or group work (breakout sessions)
- Faculty can observe the remote class easily – more interaction possible
- With proper class management, can engage remote class and get interaction similar to lecture class
- Teaching “live” from each location occasionally is key

Lessons Learned:

- You can't walk in and “wing-it”
- Reliant on technology – expect to lose class time dealing with technology
- Recordings must be managed carefully (automatic or instructor start / stop, confidentiality, editing)
- Back-up for glitches: classroom technology on either side, recordings, etc.
- Administration of tests and exams
- Students failing to show up for classes and relying on recordings



Advantages & Opportunities:

- Adds capacity to programs; no need to duplicate
- Live instruction versus purely online
- Point-to-many instead of point-to-point
- Collaboration with working professionals
- Courses for CAPER institutions



References:

<https://www.usnews.com/education/online-learning-lessons/2016/01/15/negotiating-the-many-definitions-of-hybrid-online-classes>

<https://onlinelearningconsortium.org/updated-e-learning-definitions-2/>