



Redefining Hybrid: Taking learning experiences beyond in person and online via the Virtual Classroom

Elizabeth Crawford & David Rausch

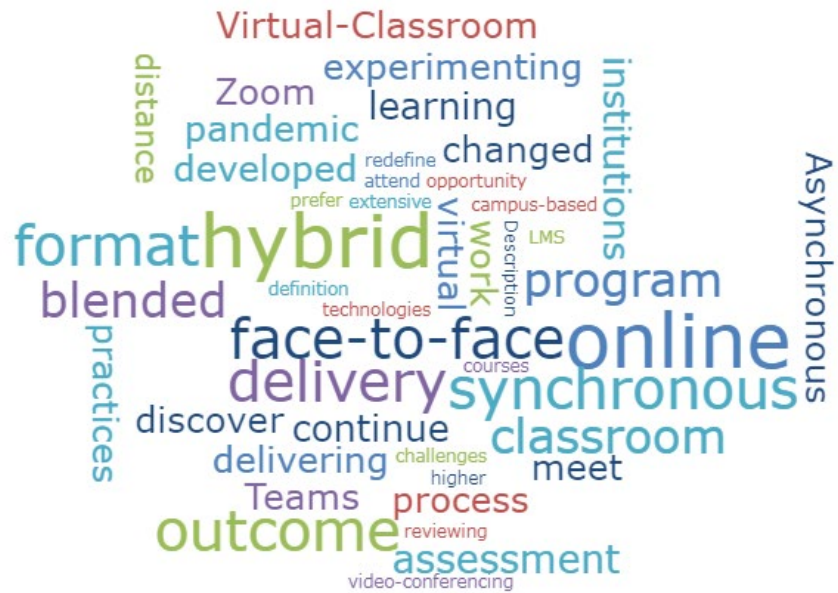
The University of Tennessee at Chattanooga



Session Outcomes

- Identify opportunities for hybrid learning via the Virtual Classroom
- Describe an appropriate mix of synchronous/asynchronous learning for specific course/learning event
- Redefine how hybrid learning can be (is) incorporated at your institution







Examples of Delivery Models

- Hybrid (traditional)
 - Mix of online and face-to-face (in person) delivery
- Online (synchronous)
 - All content available online; class meetings scheduled for specific times
- Online (asynchronous)
 - All content available online; students complete work anytime*
- HyFlex
 - Combination of all above; students can decide how to participate





How do you use Hybrid?

- Please work in small breakout rooms to examine your current hybrid processes
 - Identify how you select delivery methods for hybrid and other blended formats
 - Share examples of what is and isn't working well





Redefining Hybrid

- Course content is delivered via the LMS (online)
- Students attend synchronous monthly meetings via Zoom
- Combination of synchronous and asynchronous, all virtual





Challenges

- In your small breakouts, provide examples of challenges faced for hybrid and online delivery at your institution
 - Faculty
 - Scheduling/administration/registrar
 - LMS
 - Students



Next steps

- Identify a course/learning event for “hybrid” delivery
 - Examine specific delivery options to meet course outcomes
 - Identify alignment of outcomes, activities, and assessments for this delivery model



Contact Information

Dr. Elizabeth Crawford
Beth-Crawford@utc.edu

Dr. David Rausch
David-Rausch@utc.edu

Please remember to complete the session evaluation

