Hybrid Teaching and Learning is one of the exciting ways OSU is providing a transformative educational experience!

The Hybrid Initiative is a joint program of the Center for Teaching and Learning and Ecampus.

To understand hybrid teaching and learning, let’s first take a look at the range of course delivery options in higher education today. In addition to traditional, fully F2F courses and distance courses that are fully online, many courses—probably the vast majority—are what we can call “web-enhanced.” In other words, they are face-to-face courses that make some use of online components, for example, online discussions. Hybrid courses take things a step further in that typically a high percentage of the course is online.

So, what exactly is a hybrid course? There are really 3 conditions that define OSU hybrid courses:

A hybrid course has regularly scheduled F2F meetings, typically on campus.

An OSU hybrid course typically has at least 40%--and maybe more—of its learning activity occurring online. Most commonly this activity is asynchronous, though some elements could be synchronous as well.

And, significantly, the seat time—that is, face-to-face meeting time, is reduced in a hybrid course as compared to a traditional on-campus course. This reduction in seat time is commensurate with the proportion of the course that is online. For example, a 3-credit classroom course that typically meets twice a week for 80 minutes, might only meet once a week for 80 minutes as a hybrid, if half of the course activity is online.

Hybrid courses are also known as “blended.” This is a very good reminder that the quality of hybrid courses depends strongly on the intentional integration of the online and face-to-face components.

The OSU schedule lists hybrid courses as an official course type, as you can see from this example. Note that this 3-credit course does in fact meet once a week for 80 minutes, and that a brief description appears in the “Comments” section so that students can better understand the nature of this hybrid course.

OSU’s Hybrid Course Development Program consists of 3 elements:

1 – Faculty in the program participate in a term-long FLC. This takes place in a hybrid format, with a blending of online activities and face-to-face group meetings focused on effective ways to redesign classroom courses as hybrid courses.

2 – Faculty receive funding to support their hybrid course dev. efforts.
And #3 – Faculty receive instructional design support from the Center for Teaching and Learning, Ecampus, and Technology Across the Curriculum.

So far, the faculty of 54 courses from 9 different OSU colleges have been part of the program. The focus has been to ensure quality in these pioneering hybrids, and to learn from these redesign efforts. Some hybrid instructors are looking closely at student success in the hybrid version of the course as compared to fully online OR traditional classroom versions of the course.

One of the activities for the participants in the hybrid faculty learning community is contributing to a blog to share their experiences with the OSU community and beyond.

And a post from Kara Witzke, one of the participants in the hybrid program, gives insight into what faculty experience in the hybrid learning community.

It’s up to OSU instructors and their academic units to make decisions about the appropriateness of hybrid course delivery. You’re invited to consult the Center for Teaching and Learning to find out more about research on the efficacy of hybrid approaches and about examples of successful OSU hybrids. As of Fall 2015, 83 different hybrid courses have been offered on the Corvallis campus in 10 colleges.

Check the Center for Teaching and Learning website for upcoming requests for proposals for funding and participation in the Hybrid Course Development Program.

Beyond the funded program, the Center for Teaching and Learning gladly works with all OSU faculty interested in designing, developing and teaching hybrid courses. This can take a variety of forms including one-on-one consultations, stand-alone workshops and webinars, and study groups tailored to the needs and interests of faculty within academic units.

Interested in finding out more about the hybrid pilot program? Are you considering development of a hybrid course? Then please contact Cub Kahn, that’s me, or drop by the Center for Teaching and Learning.

Thank you!