HYBRID LEARNING: COURSE DESIGN AND FACULTY DEVELOPMENT

March 24, 2011 :: 1:00 – 2:30 p.m. EDT

"This Web conference not only answered many questions I had related to hybrid learning but gave me practical, easy-to-follow tools to assist in developing a blended course."
—*Anonymous participant*

"The incorporation of usable models for assessment and planning, whether it be other institutions or professional research organizations, gives credence to presenters' expertise on the subject. Meta-analysis, however small, is always beneficial to someone such as myself who is in the somewhat excruciating but meaningful process of aligning a faculty development department with meeting WASC accreditation criteria for creating a "culture of evidence" … and attempting to bridge the gaps that exist in faculty and student preparation, support, assessment, capacity, and infrastructure."
—*Lisa Rodriguez, Ph.D., Director and Assistant Professor, The Center for Teaching and Learning, University of La Verne*

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OVERVIEW

Hybrid learning models are one of the fastest-growing delivery modes in higher education. The growth of hybrid models has been fueled in large part by students with differing technology comfort levels, institutions with physical space constraints, and an increase in the demand for more scheduling options.

In order to successfully launch a hybrid learning initiative, institutions must have several components in place: a hybrid (re)design faculty development program, technical support of instructional technologies, and a sound institutional implementation plan. Join us online to learn how to address each of these critical components and others. Discussion topics will include:

- An overview of the hybrid model and the 21st-century learner
- Guidelines and best practices for institutional implementation: marketing to students, student readiness, and quality assurance
- A ready-to-use hybrid redesign program

HYBRID LEARNING CHECKLIST

You will leave this webcast with a hybrid learning (re)design process checklist, which will incorporate steps to effectively map your course and ensure quality assurance and alignment standards.

LEARNING OBJECTIVE

Implement hybrid learning at your institution by creating an instructional (re)design model and a successful faculty development program.

WHO SHOULD ATTEND

Faculty developers, instructional designers and technologists, and e-learning administrators at the developmental stages of adopting hybrid learning.

> Identify guidelines for implementing hybrid learning at your institution, including the creation of an instructional (re)design model and a successful faculty development program.

AGENDA

- Emerging technologies and the 21st-century learner
- Best practices and considerations for developing a sound hybrid learning institutional implementation plan
  - Assessing student readiness and setting student expectations for success in the hybrid learning model
    - Course schedule
    - Catalog
    - Online readiness assessment
    - Advising
    - Other ways of communicating the model and expectations to students
  - Identifying and addressing student and faculty support issues
  - Web 2.0 tools and blended learning
- Components of a successful faculty development (re)design program
  - Identifying and applying learning technologies to a hybrid course
  - Preempting and preparing for student crisis points
  - Integration and accountability between face-to-face and online components
  - Quality assurance principles and practices in a hybrid environment

INSTRUCTOR

Veronica Diaz, Associate Director, Educause Learning Initiative (ELI) and Former Instructional Technology Manager, Maricopa Center for Learning and Instruction, Maricopa Community Colleges
Prior to assuming her role with ELI, Veronica supported and led learning technologies and faculty development initiatives for Maricopa's 10-college system. She was also the co-principal investigator for a Technological Literacy National Science Foundation grant. Previously, she was responsible for the University of Arizona College of Management's teaching and learning with technology initiatives and was principal investigator of the Hewlett Packard Technology for Teaching grant and HP's Tablet PC Initiative. Active in the field of online and hybrid learning and teaching innovation, Diaz is the co-chair of the EDUCAUSE Advisory Committee on Teaching and Learning and has presented seminars nationally on faculty use of instructional technology, blended learning delivery models, intellectual property policies for distributed learning environments, and emerging technologies.

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