

**Vice-President's Academic Council (VPAC)
Standing Advisory Committee on Educational Technology
for Teaching and Learning (ETTL)
Chair: Paul O'Connor**

**Hybrid Development Course: a support program to assist faculty members
in converting courses to a hybrid format.
2010-2011**

The purpose of the Hybrid Development Course is to support faculty members in adapting existing courses to a hybrid format and to help faculty members use the tools available in Blackboard effectively. The result of this program will be an increased number of hybrid courses available at Douglas College. Hybrid courses incorporate both face to face and online instruction and reduce the number of trips students must make to campus. This makes the course more accessible to students and allows greater flexibility in student schedules. Hybrid courses are also more environmentally sustainable since students and instructors make fewer trips to campus and hybrid courses make more efficient use of classroom space.

It is assumed that the online and hybrid courses would be adapted from existing courses and that the courses taught in the new format would have no more students than the face to face courses and that the mode of delivery would not affect how a faculty members workload is calculated (ie if teaching 4 face to face courses over a semester is a full teaching load, then teaching 4 hybrid courses also equals a full teaching load). The hybrid and online courses would follow the normal semester deadlines.

Definitions

Preamble

One of the goals of creating hybrid courses is to increase the flexibility of student schedules; accordingly, instructors are reminded that requiring students to be available online at specific times does not fit with this objective. However, if instructors feel it is important to require students to be available online at specific times these times should be made known to students prior to registration (see Appendix Three for the procedure).

To prevent confusion amongst students enrolled in online and hybrid courses in different faculties College wide definitions of these terms should be adopted. The following definitions are proposed:

A hybrid course is normally one in which the face to face lecture component has been reduced by *at least 50%* with the intention of reducing the number of trips a student is required to make to campus.

A course traditionally taught in two hour blocks twice a week being reduced to a single two hour block once a week would be a hybrid course as would a course traditionally taught as a three hour block once a week being offered as a three hour block every second week

The following definition of an online course is proposed:

In an online course, no face to face contact will be required of students during the term. Students may be required to write a final exam in person.

Under this classification system, a course offered exclusively through blackboard, where students were required to make weekly discussion postings and the instructor offered virtual office hours would be an online course.

Online and hybrid courses represent a continuum with online courses requiring less face to face contact than hybrid courses. In both cases the purpose is to make the courses more accessible to students by reducing the number of times they must come to campus and allowing students to have a more flexible schedule by reducing the blocks of time when they must be available for class activities.

Furthermore, to recognize that there is a continuum in the use of educational technology, an **enhanced course** is one that uses educational technology to augment a course. For example, using myDouglas to make the course syllabus available would be an enhanced course as would a course in which less than 50% of the face to face lecture component been replaced with online activities.

Outline of the Support Program

Those faculty members who want to move a face to face course to a hybrid format need both support and an incentive to take on this task. The program outlined below would be available to those who are interested, but no one would be required to participate.

Training for teaching in the hybrid format would be in the form of a semester long course – the Hybrid Development Course at Douglas College (HDC).¹ The course would be taught in a hybrid format to provide faculty members with the lived experience of using Blackboard as a student – they would use the discussion board, complete quizzes, check their grades and upload assignments.

The course content would be a blend of technical skills and the pedagogy of online learning. The faculty members would learn how to use Word and PowerPoint to create web friendly documents, how to build learning modules with objectives, content and assessment and use the quiz, assignment drop box and discussion tools within Blackboard. The best practices in online education would be presented as well as factors to consider when choosing the mode of communication, content presentation and assessment.

By the end of the course, faculty members will have built two online learning modules including the course syllabus; calendar and getting started documents (see Appendix One). Instructors would then have the next two semesters to work with Client and Learning Services to develop

¹ Based on the TOPP program at Bergen Community College, <http://www.bergen.cc.nj.us/pages/418.asp>

the remainder of the learning modules. For example, if an instructor participates in the Hybrid Development Course in Fall 2010, the course modules would be completed by Summer 2011, so that the course could be delivered in Fall 2011.

The expectation would be that a faculty member would complete the Hybrid Development Course, create a hybrid course from an existing face to face course and teach it in the new format. The HDC course would be taken during a teaching semester in addition to the faculty member's regular teaching duties and faculty members would be expected to commit 4-6 hours per week to the HDC course for the 13 weeks of the semester. To compensate for this extra workload, completion of the HDC course would be counted as 10 days of PD time for the next non-teaching semester. (This would not apply if the Hybrid Development course is completed during a non-teaching semester).

Also, after teaching the course in the new format for the first time the faculty member would be eligible to apply for \$500 from the Further Learning Fund towards courses, conferences or activities that enhance their ability to teach (Appendix Four).

After the first year of operation, the Hybrid Development Course process will be reviewed to identify any additional resources and support that faculty members need to be successful in developing hybrid courses. Possible future directions include developing an Online Development Course to support the development of fully online courses and developing a Hybrid and Online Course Renewal process to assist faculty members in updating their courses to include more sophisticated technology.

Appendix One: Ensuring quality in your hybrid or online course.

Several rubrics and checklists² for assessing the quality of online materials have been reviewed and the items listed below are generally considered important and should be considered when developing your hybrid or online course.

1. Getting Started Information

Students in online and hybrid courses identify problems with technology as the biggest drawback to this mode of delivery. Thus, instructors are encouraged to focus on ensuring students can use the required technology effectively the first week of the semester. For hybrid courses, instructors are encouraged to use the face to face sessions early in the course to help students use the tools they need for the course. This could be accomplished by arranging for Client and Learning Services to provide a workshop for the students or booking a computer lab and having students log into Blackboard and complete a simple assignment.

Students want to feel comfortable that they can locate the information they need quickly, so most rubrics for assessing course design emphasize that the following information be readily available:

- course outline with instructor contact information and office hours, textbook and materials, grading scheme, learning objectives, policies and technical requirements
- calendar with all due dates, test dates, online discussion dates, the start and end dates for the course, for hybrid courses all times outside class time that students must be available for activities and for online courses any times that students would need to be available online
- links to academic and technical support
- for online courses, an introduction from the instructor and a request that students use the discussion board to introduce themselves

3. Course Design and Evaluation

The course information should be arranged by week, chapter or module. Each section should have an overview, learning objectives, activities relating to the objectives and assessment.

The assessments should be appropriate for the format of the course and it is recommended that multiple modes of assessment, such as quizzes, tests, essays and projects, be used.

Each assignment should be easy to locate, well described, a rubric or grading scheme should be provided in advance and the time and nature of feedback on the assignment should be described.

Student grades should be recorded in an online grade book during the term.

² Adapted from: Illinios Online Network: Quality Online Course Initiative, <http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>; Mount Ida College: Online Courses Faculty Guidelines, <http://www.mountida.edu/filelibrary/Online%20Course%20Guidelines.pdf>; Inver Hills Community College: Online Peer Review Rubric; Lakeshore Technical College: Online/Blended Checklist

4. Course Materials

Images, audio files and video files should be of good quality and support the course learning objectives. The course should not have broken hyperlinks.

Permission must be obtained to use copyright material.

Appendix Two: Selection criteria used by ETTL when selecting courses for the training program:

1. Each faculty will rank the courses they would like to convert to hybrid format and which instructor (or pair of instructors) would be involved. Faculty rank will be the primary consideration when ETTL is ranking the applications.
2. The next consideration would be the number of sections of those courses offered each year with more sections being preferable.
3. The number of faculty members in the department willing to teach the hybrid course with more being preferable.

Appendix Three: Timeline and Administrative Changes in Creating a Hybrid Course from a Face to Face Course

Fall 2010	Group A takes Hybrid Development Course and begins process of revising the courses Curriculum Guidelines.	
Winter 2011	Group A continues to work with Client and Learning Services (CLS) to develop course materials. “Course Loading Sheets” (see note 2) identify class meeting times. Dept. chair ensures that the Ed Plans reflect the inclusion of the Hybrid Course.	Group B takes Hybrid Development Course and begins process of revising the courses Curriculum Guidelines. “Course Loading Sheets” (see note 2) identify class meeting times. Dept. chair ensures that the Ed Plans reflect the inclusion of the Hybrid Course.
Summer 2011	Group A members and CLS complete course materials, faculty members are credited with PD time from Fall 2010*	Group B continues to work with CLS to develop course materials, faculty members are credited with PD time from Winter 2011*
Fall 2011	Hybrid course offered to students	Group A members and CLS complete course materials
Winter 2012	Faculty members can apply for \$500 to further develop their ability to teach.	Hybrid course offered to students
Summer 2012		Faculty members can apply for \$500 to further develop their ability to teach.

*assuming a summer non-teaching semester

1) Curriculum Guidelines

The change to how a course is delivered requires a major revision to the Curriculum Guidelines for the course and the revised guidelines will need to be approved by Education Council’s Curriculum Committee. The process is described in the Curriculum Development and Approval Policy available at <http://www.douglas.bc.ca/about/policies/edu/curr.html>. Note that section G (Allocation of Contact Hours to Type of Instruction / Learning Settings) can include “or” statements to describe the course being taught face to face or as a hybrid or as a fully online course.

2) Student Information

Students should be informed before registering that this is a hybrid course and be made aware of both the face to face class times and any times they will be required to be available online. This information is submitted on a “Course Loading Sheets” which are sent to departments in October and returned at the end of January. If changes need to be made once the Course Loading sheets are submitted a “Class Schedule Change Form” can be submitted through your faculty’s administrative officer. The further in advance this information can provided, the better students can plan their schedules. For example, the Winter 2010 schedule is due to go on the website July 15, 2009.

Appendix Four: Hybrid Development Course Further Learning Fund

The purpose of this fund is to support faculty members who have created hybrid courses at Douglas College through the Hybrid Development Course to participate in further educational activities that improve their ability to teach and work at the College. These activities could include: travel to conferences or enrolling in online or face to face courses related to teaching and learning, an instructor's subject area, management skills, the use of specific software and similar activities that support the maintenance and development of the faculty members' professional competence and effectiveness in relation to teaching and learning. The fund is not intended for the purchase of computers, hardware, software or related materials.

Applicants must apply to the fund prior to participating in the activity, and if their application is approved, they will be reimbursed for expenses incurred in accordance with the College's policies. Applications can be submitted electronically at any time to the Educational Technology Coordinator (Paul O'Connor, oconnorp@douglas.bc.ca) or your Faculty's representative on ETTL (the VPAC subcommittee on Educational Technology for Teaching and Learning). The applications will be reviewed by ETTL and forwarded to the VP Education for consideration and approval/denial.

The criteria to receive funding are the following:

1. Applicant must have successfully completed the Hybrid Development Course at Douglas College;
2. The new hybrid course developed through the Hybrid Development Course must have been taught and completed prior to the request for funding, i.e. for a hybrid course taught for the first time in Fall 2010 applications would be accepted beginning in Winter 2011;
3. The fund provides up to \$500 in a single payment, subject to submission of applicable receipts, and the faculty member can only receive one payment each time they successfully complete the Hybrid Development Course;
4. The applicant must have completed the Hybrid Development Course within 5 years of their application;
5. The applicant must currently be an employee of the College;
6. The applicant must agree to report back to the VP Education directly or in an appropriate faculty forum on the activity

Hybrid Development Course Further Learning Fund - Application Form

Name: _____

Semester when you successfully completed the Hybrid Development Course: _____

Course that was developed as a hybrid: _____

When was this course taught to students (please include section number): _____

Have you received funding previously (yes/no): _____

Please describe the activity for which you are requesting funding and provide a proposed accounting for the \$500 including fees, expenses, etc.

The subcommittee on Educational Technology for Teaching and Learning

- recommends this application to the Hybrid Development Course Further Learning Fund
- does not recommend this application to the Hybrid Development Course Further Learning Fund

Chair, E TTL

- Approved
- Denied

Date: _____

Vice President, Education