Technology Advisory Committee Hybrid Learning Subcommittee

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Executive Summary

Nationwide, there is increasing demand for hybrid courses as institutions recognize that they can enhance learning and also provide a number of other benefits for faculty, students and administration. Hybrid learning provides an opportunity for UW Bothell to create a national profile and fulfill its mission of providing access to excellence in higher education through innovative and creative curricula. Because UW Bothell doesn't have a distance learning program, it is in some ways uniquely situated to have hybrid learning become a signature piece of the Bothell experience. Richard Garrett from Eduventures sums this opportunity up succinctly: "There's a strong rationale for many nonprofit schools that lack national brands to use a form of hybrid to get the best of both worlds – to play to consumer interest in online but tack onto it some kind of high-value, on-ground, institution-specific, face-to-face component that allows them to differentiate in an otherwise very commoditized market" (Parry, 2011).

The Hybrid Learning Subcommittee was formed as part of the Technology Advisory Committee (TAC) to explore how hybrid learning could be significantly expanded at UW Bothell. As the Subcommittee researched and interviewed multiple institutions, it became evident that expanding hybrid learning at UW Bothell will require a multi-pronged approach that strategically addresses multiple challenges.
We need a focused, campus-wide effort with the Office of Academic Affairs, Learning Technologies and Information Technologies, the Teaching and Learning Center, and the Library spearheading the initiative. Research clearly shows a strong and long-term institutional commitment is vital to the success of an online initiative such as this one (Abel, 2005). Having clearly articulated and measurable goals can help provide the framework for a successful hybrid learning initiative. The following is an example of possible goals that could help define the initiative.

UW Bothell will be a national leader in hybrid learning. It can accomplish this by:

- Having 20% of all of its classes presented in the hybrid format within two biennial budget cycles.
- Providing the opportunity for every student to take a hybrid course during his orher UW Bothell career
- Articulating the value of hybrid learning in its marketing and communication, both internally and externally
- Tying hybrid learning to other campus-wide initiatives such as the development of campus learning goals
- Prioritizing and coordinating hybrid learning to achieve campus benefits such as increased classroom availability and more student access
- Attracting, hiring, and rewarding faculty and staff who value hybrid learning
- Having a long-term, multi-year commitment of resources and budgeting (including substantial faculty development) to increasing hybrid learning courses that specifically replace at least 30% face-to-face time with an online component
- Offering at least five degrees or programmatic options in a hybrid format.

These goals (or others) can be refined by the Office of Academic Affairs, with input from other stakeholders such as program directors, units, and other faculty and staff as needed. Centralized policy-making or administrative structure is critical to implementing an online learning initiative in a consistent, effective, and efficient manner. (Cho & Berge, 2002).The timeline for accomplishing a majority of these goals depends on how the critical issues (listed below) are addressed, though it will certainly be a multi-year project with multiple implementation steps. Care should also be taken to assess the initiative at various points to ensure that it meets the needs of UW Bothell faculty, students, and administration.

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Definition of Hybrid Learning

This report uses the Sloan Consortium's definition of hybrid learning. The Sloan Consortium is one of the preeminent organizations focused on online learning in higher education. Hybrid learning is broadly defined as a course that blends online and face-to-face delivery so that face-to-face time is reduced, with 30% to 79% delivered online (2009). So, for instance, a course that traditionally meets twice a week face-to-face would instead meet once a week face-to-face, with the rest of the course online. Another example of a hybrid course would be one that meets for three hours face-to-face with the rest of the course activities online, rather than five hours face-to-face. UW Bothell faculty can place up to 50% of their course online without needing to go through the curriculum review process.

Hybrid Learning Benefits

There is growing body of research that shows that hybrid learning, defined as a course in which 30%-79% is online, can exceed learning in traditional face-to-face classrooms and in fully online courses. One of the of largest studies, done by the U.S. Department of Education, showed a significant improvement

of learning in hybrid courses as compared to face-to-face and online (2009). The hybrid learning course format provides an opportunity to keep and develop the strengths of both of the face-to-face and online formats. Having some required in-person sessions retains the important cohort or sense of connection for students while decreasing the amount of scheduled class time and decreasing the amount of commuting time. Conducting a percentage of the course in the online environment retains the self-scheduling participation and can provide increased access and sustained collaboration. The additional pedagogical benefits include democratization of the classroom in giving equal voice time to all student participants, including English Language Learners – if the online coursework is handled well. The face-to-face component can also mitigate the difficult transition to online learning that many students experience.

There are a number of other factors which make hybrid learning attractive to UW Bothell students, faculty and administration. Students gain:

- More opportunities to interact with course materials and resources, leading to greater engagement and enhanced opportunities for success
- Higher-quality peer interaction
- Greater flexibility in course scheduling, a boon to UW Bothell's high percentage of working and commuting students
- Increased skills in self-directed learning leading to greater learner autonomy
- Skills in communicating effectively in multiple modes
- Increased technical skills

Students at UW Bothell and nationally have indicated a strong desire for more hybrid courses. In a survey done of Nursing students taking hybrid courses during Winter Quarter 2011, over 81% agreed or strongly agreed that they would be interested in taking another hybrid learning course. A recent *Chronicle of Higher Education* article highlighted a survey done by Eduventures of 20,000 current and prospective students which indicated that colleges aren't keeping up with student demand for hybrid courses (Parry, 2011).

Hybrid learning can provide benefits to faculty as well. Faculty could gain:

- Enhanced pedagogical practices as a result of redesigning the learning experience
- Better student engagement
- More flexible schedule and better ability to work from different locations (even more beneficial to those faculty who share an office or don't have an office)
- Enhanced opportunity to participate in interdisciplinary practices such as course linking
- Better online pedagogical and technology skills while still retaining the valued face-to-face interaction with students

Finally, UW Bothell campus administration can also gain a number of benefits from hybrid learning:

- Enhanced university brand and reputation with the potential of being a leader in hybrid learning
- More efficient use of classroom space which could help reduce the current classroom crunch
- Greater student access
- Active implementation of the 21st Century Campus Initiative's innovation and sustainability goals
- Enhanced student learning
- Enhanced potential for grant funding from organizations and companies such as the Bill and Melinda Gates Foundation, Microsoft, FIPSE, and others

Subcommittee Research on Hybrid Learning

In an effort to understand how best to develop a comprehensive hybrid learning strategy that would help UW Bothell overcome some of these barriers, the Hybrid Learning Subcommittee gathered information from a number of sources.

1. We conducted interviews with 6 universities, most of which are leaders in hybrid learning.
    a. Randy Garrison, Director of the Teaching and Learning Center at the University of Calgary and author of the book, *Blended Learning in Higher Education*
    b. Alan Aycock, Acting Director, Learning Technology Center at the University of Wisconsin, Milwaukee
    c. John Farquhar, Manager of Multimedia Services at Western Washington University.
    d. Alan Regan, Manager of Technology and Learning, Pepperdine University
    e. Tom Cavanaugh, Assistant Vice President and Director, Center for Distributed Learning, University of Central Florida (generally considered the national leader in hybrid learning)
    f. Kathy Fernandes at California State University Chico, Director Academic Technologies

2. We gathered input from UW Bothell faculty and students by various methods:
    a. IRSC meeting, May, 2011
    b. HCDI faculty participant survey
    c. Survey of students taking a hybrid course during Winter, 2011
    d. A number of one-on-one conversations with faculty
    e. Poster presentation at UW Bothell's SoTL Symposium, May, 2011
    f. Office of Academic Affairs report on hybrid learning.

3. We built a bibliography of articles and resources on hybrid learning.

4. We participated in a number of webinars and conference presentations on hybrid learning such as the ELI Blended Learning Conference (Fall, 2010).

Current Status of Hybrid Learning at UW Bothell

All programs offer some hybrid courses, though the preponderance of courses are in Nursing, Education and Electrical Engineering. As of Spring quarter, 2011, approximate numbers of hybrid courses in programs are:

- Nursing – 16
- Education – 10
- Science and Technology (all in Electrical Engineering) – 16
- Interdisciplinary Arts and Sciences – 4
- Business – 1
- CUSP – 1
- Computing and Software Systems – 1

These hybrid classes are not taught every quarter, so the actual percentage of hybrid courses taught during a specific quarter is fairly low for most programs as compared to the approximate total of 450-500 courses taught each quarter.

Aside from Electrical Engineering, the Leadership Development for Educators program, and to some extent Nursing , hybrid classes are typically developed and offered on an ad hoc basis, more related to the interest of a faculty member than any programmatic implementation. Some of the barriers which have hindered the development of more hybrid courses include:

- Hybrid learning is a low priority for many programs.
- There has not been a campus-wide strategic initiative focused specifically on developing more hybrid courses. Accordingly, there has been a lack of funding specifically for hybrid learning, defined as reducing face-to-face time by at least 30%, and at times confusion among faculty as to what campus priorities are as related to online learning. Also, the lack of a campus-wide initiative has resulted in little coordination of hybrid course scheduling and resources.
- The campus has lacked an integrated infrastructure that would support a significant expansion of hybrid learning. This includes tools such as an enterprise learning management system and lecture capturing. UW Bothell's relatively small size, UW Seattle's reluctance to provide quality university-wide solutions, and budget issues have contributed significantly to this lack of technology infrastructure. There is currently some interest at UW Seattle to reverse its reluctance for providing enterprise solutions, so this may contribute to better infrastructure in the future. There is also a lack of coordination between campus departments that would make it easier for students to know about and take hybrid courses.
- There are few incentives for faculty to invest the time to redevelop a course. For many faculty, their current teaching satisfies the UW requirements, so there is little motivation to redesign a course for the hybrid mode.
- UW Bothell has a significant percentage of tenure track faculty who must concentrate on research and often find it difficult to invest the time to learn new pedagogies.
- Hiring faculty with hybrid and/or online teaching skills has not been a priority.
- There is a lack of staffing and support resources dedicated specifically to hybrid and online learning.
- There is little coordinated support for students taking hybrid courses, from a lack of hybrid course designations in the course catalog to getting technical issues resolved 24/7.

Critical Issues

Our research has shown that there are two main areas which are critical to the success of a hybrid learning initiative: faculty, and campus infrastructure and policies.

Faculty

Developing a quality hybrid course is a complex process. In fact, creating a quality hybrid course is often more complicated than creating a face-to-face course or a fully online course. Also, the majority of faculty at UW Bothell have not taught a hybrid course or participated as a student in a hybrid or online course, resulting in a general lack of expertise. Most of the institutions we interviewed provide quarter-long hybrid course development seminars, reflecting the faculty time and commitment needed to develop a hybrid course.

Currently, there are few external reward structures at UW Bothell to encourage faculty to develop hybrid courses. Outside of a few academic units, few UW Bothell faculty have undertaken the complex

task of developing a hybrid course. For many faculty, their teaching satisfies the current requirements of the UW system. Also, for faculty the single biggest barrier to developing hybrid courses is the time necessary to create a hybrid course.

To meet the goals of being a leader in hybrid learning, UW Bothell will need to provide significant incentives and motivations to encourage faculty to devote time to the complex task of developing hybrid courses. There are many examples at other institutions where administration have developed online initiatives "based on outside recommendations or market influences without first taking time to determine faculty needs and concerns. In an undertaking of this magnitude, it is important that administration develop a teamwork atmosphere with faculty in order to secure buy-in and the full understanding and cooperation of the faculty." (Meyer, Barefield, 2010). The following list provides examples of how institutions have addressed some of the challenges that can be used by UW Bothell to help create a successful hybrid learning initiative. The GFO can also provide input on these items to ensure faculty buy-in.

a. **Stipends** – all of the institutions we interviewed provide significant faculty stipends for the redevelopment of a course, ranging from $2500 (University of Central Florida) to $10,000 (University of Calgary), with the median around $3000. Typically, the stipends required faculty to take an in-depth faculty development seminar (usually a quarter long or more) and teach a hybrid course. One intriguing model comes from Pepperdine University which offers faculty $1000 to participate in a faculty development institute, $1000 to teach the first hybrid learning course, and $1000 to teach a hybrid course three times. It's highly beneficial to provide incentives for both participating in a faculty development institute and for teaching a hybrid class since simply participating in faculty development doesn't guarantee that the participant will teach a hybrid course.

b. **Hybrid learning is clearly valued by programs and campus administration** – Institutes that have been successful in implementing hybrid learning on a broader scale have made hybrid learning part of their strategic goals. So for instance, the University of Central Florida's mission emphasizes student access, and so hybrid learning developed naturally out of that goal. On our campus at the IRSC meeting, faculty also spoke about the importance of hybrid learning being of value to their program and to the campus, and that it could be a significant motivator for them to invest the time to develop a hybrid course. They agreed that the value placed on the initiative by campus administration would be evident by the level of support and incentives provided for faculty. As one faculty member put it, more faculty would develop hybrid courses if there was "a campus initiative with some teeth." If current teaching is "good enough," many faculty have little incentive to redesign courses for the hybrid mode. A description and explanation of the purpose of the hybrid learning venture must be done to prime the university before launching a full-scale online learning initiative (Bleak, 2002). The Office of Academic Affairs can orchestrate the systematic change required to develop a successful hybrid learning initiative. It can also provide incentives such as additional money for hires to programs to encourage them to make hybrid learning a priority.

c. **Recognizing the impact of promotion and tenure** – As a research institution, the promotion and tenure process at UW Bothell can be a significant deterrent to developing hybrid courses since the emphasis is on research. There is even a general perception among faculty at UW Bothell and elsewhere that online teaching or even an online activity such as blogging can have a negative effect on tenure since it can be perceived as taking time away from one's research

(Carroll, 2011). Some institutions such as the University of Central Florida provide certificates of completion to faculty for taking a hybrid course institute. If hybrid learning is a priority for the campus and for programs, then a certificate can provide some value to a tenure track faculty member. Some institutions regard peer mentoring in hybrid learning as a form of community service in promotion and tenure deliberations. Another option for dealing with this issue is to recognize that non-tenure track faculty (adjuncts, lecturers, etc.) and faculty with tenure may often be the best able to teach hybrid courses. Caution should be taken on over-reliance on adjunct faculty since they often don't have the same long-term investment in UW Bothell as full-time faculty. Programs could also help tenure track faculty participate in a hybrid course institute by scheduling their course load in advance.

d. **Merit pay** – One suggestion that came out of the IRSC meeting is that merit pay be considered as a possible incentive for faculty in lieu of stipends. None of the institutions we interviewed offered merit pay, but there were incentives provided at some institutions for faculty to act as hybrid learning champions to help effect a culture of innovation with the hybrid format. So for instance, the University of Calgary pays faculty $10,000 for a year-long commitment to developing/teaching a hybrid course and to champion hybrid learning. Faculty can also serve as mentors within their programs to help support faculty teaching new hybrid learning courses.

e. **Hiring faculty with hybrid/online teaching skills** – If hybrid learning is valued by both the programs and the campus, then adding this as a desirable quality on job applications can be an effective way to recruit faculty who can more quickly develop hybrid learning courses without needing as extensive faculty development. This may be easiest to implement with the hiring of non-tenure track faculty.

Infrastructure

Most institutions who have become leaders in hybrid learning had already developed an infrastructure to support fully online learning programs, making it easier for them to support hybrid learning initiatives. Online/hybrid learning has historically not been a priority for UW Bothell or the University of Washington in general, so there were relatively few resources provided to directly support online learning or hybrid learning. UW Bothell does have a large percentage of web enhanced courses (approximately 68% of all classes) due in part because of its investment in learning technologies. Adequate and dedicated investment of resources and budgeting is crucial for the success of a hybrid learning initiative since research shows that some institutions, in their haste to develop programs, often neglect infrastructure, policies, and support entities, making it difficult to support the demand (Tallen-Runnels et al., 2006). There should be a clear tie between budgets and the development of more hybrid learning which the specific goal of reducing face-to-face time by at least 30% per hybrid course. There are two crucial elements in infrastructure support – the technology and campus infrastructure and the staffing and faculty development support.

a. **Technology and campus infrastructure**
Tightening budgets requires that resources for a hybrid learning initiative be used on infrastructure that best supports the initiative goals which should be about increasing hybrid learning courses.. Providing a strategic focus will help avoid investing in "random add-ons," innovations that, while interesting, detract from fundamental goals and often have a

minimal effect on student learning (Garrison & Vaughn, 2008).

Teaching tools

While pedagogy design is the crucial element for creating effective hybrid courses, technology tools play an important role as well.

1. Learning Management System - LMS is typically the baseline resource for the development of any online learning initiative. In fact, 92% of U.S. campuses have a campus standard for their LMS (Green, 2009). A robust LMS can integrate with other tools so as to provide both asynchronous and synchronous online learning. Elements of a LMS can include a varied tool set with the ability to:

   - share course content and files
   - interact synchronously and asynchronously via discussion boards, chat, blogs, wikis
   - manage grades and assignment turn-in features
   - manage group functions
   - provide differential access rights
   - provide a variety of administrative tools for institutional assessment
   - integrate with registration
   - accommodate external tools
   - provide a learning object repository
   - provide eportfolio options.

   While both UW Bothell and UW Seattle have lacked a robust Learning Management System in the past, current efforts to upgrade to Blackboard Enterprise at UW Bothell as well as explorations at UW Seattle of the Canvas Learning Management System can provide a stable platform for the hybrid learning initiative.

   It's important to recognize that great care must be taken in selecting a Learning Management System since switching from one system to another is a complex and at times painful process for faculty and students who must relearn and redesign courses to adapt to a new interface. Selecting a Learning Management System requires broad-based change management that involves all of the stakeholders, including faculty and staff (Scanlan & Holtzman, 2009). For faculty, learning a new Learning Management System may impact the time they have to create hybrid courses.

2. Lecture Capture – A baseline definition for lecture capture is "a solution that captures classroom-based activities in a digital format that is then available for download or consumption over the internet."(McClure, 2008). In many cases, lecture capturing software has moved beyond simply capturing lectures to such activities as recording how-to video, recording student presentations, and introducing complex topics. It's rapidly becoming an essential tool for hybrid/online learning initiatives. UW Seattle has begun the process of supporting Tegrity (the same lecture capturing software used by Washington State community colleges) and will be working with UW Bothell to pilot it during summer and fall, 2011.

3. Other tools - these all can help support hybrid learning, but may be more critical to some programs than others. This list is not exhaustive.
    - Web conferencing - Web conferencing is used to conduct live presentations and classes via the Internet. In a web conference, each participant sits at his or her own computer and is connected to other participants via video, audio, whiteboards, etc. (Wikipedia). UW Seattle doesn't provide a robust solution for web conferencing. Faculty and programs at UW Bothell have used Skype, Web Ex and other programs for this function. Elluminate, Echo360 or other major vendors could provide a fully featured web conferencing solution.
    - Virtual Labs - Hybrid courses from programs such as Electronic Engineering, GAV, Business and CSS may need to have a virtual lab environment to provide students with off-campus access to expensive software. Using a virtual lab, software is available to students over the internet so they don't have to purchase and install the software themselves.
    - Digital media streaming and storage – UW Seattle provides fairly limited storage capacities for digital media such as video. Typically, digital media pieces are uploaded to external websites such as YouTube or Vimeo, though the open nature of those sites is problematic to programs such as Education which must maintain strict confidence with the required videos their students take of school children.
    - Online Test security – Some faculty have requested an online testing solution that will lock down a browser and/or monitor students while taking a test online. Software such as Respondus is available, but they can be cumbersome.
    - Online subscriptions and other tools – There are tools that may be helpful to only a few faculty such as Ning (some Education faculty) or iSpring Pro (some EE faculty). Having some funds available for small purchases such as these could be helpful.

Campus infrastructure

Increasing the number of students online will impact various campus functions, and consideration should be taken to ensure that students are adequately supported. These are some examples of campus functions that will be impacted or that may need to be changed to support the hybrid learning initiative.

1. Coordinating room reservations and hybrid class offerings – hybrid courses taught on an ad hoc basis provide no benefit to the institution as regards to a more efficient use of space. The online and face-to-face portions of class should be consistent so that classroom space can be freed up. So for instance, if a class has typically met on a Monday and Wednesday, then in the hybrid format the class will meet only Mondays (or Wednesdays) face-to-face, and the class will only need a classroom for the one day. This also maximizes the benefit to students who can use the consistent schedule to plan their academic schedule. Having a consistent hybrid schedule will also provide faculty with the option of linking courses, building on UW

Bothell's reputation for interdisciplinarity. As an example, an IAS course could meet every Monday in a classroom and the linked Nursing course would meet every Wednesday in the same classroom, and all of the students would meet online during the rest of the week.

2. Making hybrid courses visible – currently it's difficult for students to find hybrid courses since the course catalog doesn't specifically designate them. While the student registration system is cumbersome, there may be ways to clearly mark hybrid courses by adopting a nomenclature that is consistent across programs. Highlighting hybrid courses on departmental websites can also make it easier for students to find those courses. Also, a website on hybrid learning that defines it and provides guidance to students on what to expect when taking a hybrid class would be highly beneficial.
3. Bolstering online services for students – Having more online students could increase the use of online advising, online book ordering, etc.
4. Online tutoring – The Writing Center and Quantitative Skills Center will most likely have more requests for online tutoring, and will need a sufficient infrastructure to support these requests.
5. Network infrastructure – Moving a significant amount of course work online will impact the network infrastructure. Care should be taken that the network will continue to operate with the goal of 100% uptime.
6. Library Services – Additional demands could be made of the libraries online services
7. Student technology support - There is currently no online learning support for students during evenings and weekends. One option of providing support is to contract with a company such as Presidium that can provide 24/7 support for students.
8. Coordinating with other campus initiatives – When appropriate, other initiatives should be tied in with hybrid learning. So, for example, campus-wide learning goals should be looked at through the lens of hybrid learning to ensure that they're appropriate for the online environment.
9. Communication - Communication plays a vital role in helping develop buy-in. As mentioned before, a description and explanation of the purpose of the hybrid learning venture must be done to prime the university before launching a full-scale hybrid learning initiative (Bleak, 2002). Regular communication will also help instill hybrid learning as a value to UW Bothell faculty, staff and students. Venues to communicate about the initiative include campus emails from the Office of Academic Affairs and other departments, program meetings and retreats, and online on a centralized website on hybrid learning that will inform students and faculty about the format, providing tips, how-tos and other support documents. Externally, hybrid learning can be featured in newsletters, on the UW Bothell home page, and other publications as appropriate.
10. Campus policies - Other policies to be considered include ensuring accessibility in the online environment, copyright, security/privacy, and who administers various parts of the initiative.

b. **Staffing and faculty development**

Our research has shown that consistent funding for hybrid learning support staff and faculty development is vital to the long-term goal of making UW Bothell a leader in hybrid learning.

So for instance, the administration at the University of Calgary stopped funding $10,000 for redeveloped hybrid courses after a few years, only to find that strategic goals weren't being met and that it actually cost them more to achieve those goals than funding the stipends. They have since restored the $10,000 faculty funding. At Pepperdine, the Graziadio School of Business has both an eLearning director and eLearning specialist to support its hybrid initiative for its 2000 students in addition to the centralized support it receives for teaching with technology issues.

Staffing

Many institutions have a distinct eLearning or distance learning department to handle the myriad of tasks supporting online learning. While it may be premature to consider such an office, an initiative designed to make UW Bothell a leader in hybrid learning requires dedicated staffing in addition to the campus resources already in place. The Office of Academic Affairs, Learning Technologies and Information Technologies, the Teaching and Learning Center, and the Library are the most appropriate units to spearhead the initiative. As the initiative grows, there may be other positions necessary in addition to the ones listed here.

1. eLearning Specialist- The Specialist will coordinate academic and student support services, work with programs to develop online learning courses and programs, provide faculty development, provide troubleshooting help to faculty, help faculty design courses, develop online learning documentation and website, assist students, staff and faculty with online learning issues. We anticipate that this position will be full-time in the future. As an example, a .25 coordinator was required just to help run the HCDI in Autumn, 2010.
2. Faculty mentors/advocates – A strategy a number of institutions have adopted is to provide funding for faculty to advocate for hybrid learning in their departments. These advocates would have experience teaching in a hybrid mode and so could help mentor other faculty who are beginning the process of redeveloping their courses. Many institutions have made this a part of the stipend they offer. So for instance, CSU Chico provides $2000 to $3000 and an iPad for a year-long commitment from each faculty member to take an intensive faculty development program and do at least one presentation on hybrid learning
3. Student workers and tutors– student workers can provide help tabulating assessment results, locating new resources, develop websites, etc. Having tutors available in computer labs to help students with online assignments and the hybrid format would also be very beneficial. Tutors in other support areas such as the Writing Center should have training on helping students with taking hybrid courses Hiring student workers will also help support UW Bothell's commitment to student employment.
4. Other positions - Other institutions often have instructional designers which can design course material for faculty. So for instance, the University of Central Florida has 12 instructional designers. UW Bothell faculty have mentioned that having a instructional designer could be helpful. Program liaisons from Learning Technologies or IT may also be useful. They could provide more direct and customized support for hybrid learning.

Faculty Development

Because teaching online requires a significant change in teaching methodology (Hartman, et

al. 2007; Blignaut et al. 2003) faculty development is absolutely essential to creating effective online coursework (Ashley-Fridie, 2008; Blignaut et al., 2003; Moore et al. 2005). Face-to-face course content can't simply be put online; it must be significantly redesigned to take advantage of the online medium and be effective for student learning. In addition, preparing an on-line course requires a different skill set than that of traditional course preparation.

Every institution we talked with provided an in-depth faculty development seminar that typically lasted for a quarter and required significant stipends and staffing to support. It was also clear from our interviews and research that not addressing the critical issues listed above made faculty development efforts much less successful. We used Garrison & Vaughn's (2008) Community of Inquiry (CoI) framework to design and deliver a ten-week Hybrid Course Development Institute (HCDI) for 11 faculty from a variety of disciplines. It ran during fall, 2010 and received high marks from faculty participants and resulted in a number of new hybrid courses which impacted over 360 students. It's important to link faculty development with incentives to actually teach a hybrid course since simply participating in an institute doesn't guarantee that the participant will teach a hybrid course. Most institutions also provided incentives to teach at least one hybrid course.

From our research, here is a list of possible faculty development models based on our current HCDI model that could be used at UW Bothell to further the hybrid learning initiative. All of these models will need the additional staffing of an eLearning specialist as well as the active support of the Office of Academic Affairs and Academic Services to implement on a consistent basis. The scope of the hybrid learning initiative can help determine the level of additional staffing needed to support these models.

1. HCDI for all faculty – All faculty could participate in a general HCDI which is taught in a hybrid format. The original 2010 HCDI was funded by grant money secured by the Nursing Program to increase access to undergraduate and graduate education. The HCDI involves about 20 to 30 hours of faculty time over a quarter to develop a hybrid learning course. One of the reasons the HCDI was successful was that hybrid learning was already a priority in Nursing, and faculty were encouraged to teach in the hybrid mode. Future success of an HCDI depends on the willingness of programs to encourage faculty to teach in the hybrid format and stipends for participating in the HCDI and then teaching a hybrid course. The HCDI is an important component of a hybrid initiative, but faculty development alone can't be the primary driver of an initiative. Supplying additional incentives for faculty to be hybrid learning champions in their programs has been a successful model for many of the institutes we talked with.
2. Programmatic HCDI – The HCDI can be adapted for a specific program. So for instance, there could be an S&T HCDI. A program needs assessment would be done so as to better meet their needs and concerns. This model would work best if there were a faculty member from the program involved with the HCDI.
3. Intensive summer HCDI – many faculty find it difficult to take an intensive faculty development seminar during the regular academic year. CSU Chico provides an example of a summer faculty development model where each cohort moves through the hybrid learning process for a year starting with a 3 week summer intensive workshop and concluding after a redesigned course is taught the following spring.

4. Online self-paced programs – These are often used as a supplement to the longer hybrid learning seminar. As an example, the University of Central Florida provides a number of self-paced programs that range from 5 to 35 contact hours. Sample themes include enhancing online instruction, web-based lecture capture or how to teach a hybrid course that you've inherited from someone else.
5. Development of HCDI-Alum Program – a second step for faculty who have successfully completed one of the HCDI programs. This HCDI-AP would focus on systematic linkages or scheduling of hybrid courses. Examples include:
    a. Creating a hybrid cohort for nursing – making use of the same classroom space but doubling the number of students per cohort by alternating the room use in the once a week class schedule
    b. Creating hybrid scheduled courses for two-day a week courses –effectively using one currently scheduled classroom for two different unrelated courses that have opposite online/face-to-face meeting schedules.
    c. Creating hybrid linked courses – providing a 'speed dating' service (i.e. finding a faculty partner to collaborate on a course) and structured help in actively linking course content, yet providing credit in the 'home' course.
    d. Creating hybrid scheduled and linked courses – a combination of b and c.

Assessment

Part of the success of any initiative is the assessment process which evaluates how the initiative is meeting its goals. For a campus-wide initiative of this complexity, there could be a need for an assessment committee or task force which regularly gathers data and reports out to decision making and budgeting bodies such as the Office of Academic Affairs. This committee could be part of the Technology Advisory Committee or other appropriate body. Duties of this committee could include:

1. Determining how best to measure progress as related to campus hybrid learning goals
2. Determining a timetable for gathering information
3. Developing assessment instruments such as student and faculty surveys
4. Working with the Office of Institutional Effectiveness to take advantage of synergies from other campus assessment efforts
5. Disseminating regular updates on assessment results on a website, via email or other means.

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