Online/Hybrid Learning
Stance, Types, Issues, and Strategies

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IAC ADVANCE

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Stance

WCP Stance about Online/Hybrid Learning

WCP supports online/hybrid learning as a regular part of our curriculum. All faculty are encouraged to these

- to learn strategies for online/hybrid teaching
- to incorporate periodic online activities in each course
- to design at least one semester of fully hybridized teaching

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WCP Rationale

- **Extend curriculum**
  - Convey concepts not easily accessible in face-to-face interaction or print artifacts
  - Integrate digital humanities into the curriculum

- **Support students**
  - Extend ways of learning (to appeal to individual preferences)
  - Provide variation in learning (to increase engagement)

- **Aid faculty**
  - Provide rationale to use online/hybridized teaching
  - Use affordances of technology
  - Extend pedagogical experience

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Types

Types of Online/Hybrid Learning

- **Online activities**: Periodic class activities that use easily accessible digital resources, including blogs, GoogleDoc, and Twitter.

- **Hybrid course**: Balance of face-to-face and online classes, using a schedule that advances goals of the course.

- **Online course**
    - MOOC: large-scale teaching and learning
    - SOUP: 50% FTF class and 50% online class
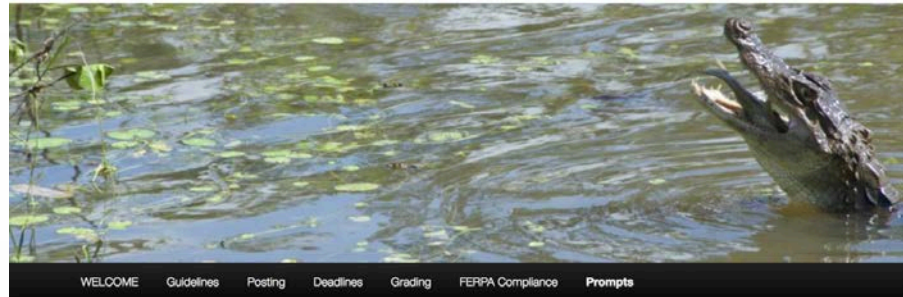   - Online: small-scale online class

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Hybrid Course

LMC 3408 Rhetoric of Technical Narrative

- **Class Blog**

- Class GoogleDoc

- Class Twitter

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Hybrid Course

LMC 3410 Rhetoric of Images

- Class Blog
- **Class GoogleDoc**
- Class Twitter

Tuesday, November 27, 2018
PROMPT: Select your most important statement about photography that characterizes your perspective—for example, your sense of its importance to you, your sense of its cultural importance, the way it captures and/or mediates your interaction with the world.

STUDENT : The goal I am always trying to achieve with my photography is to create a deep sense of authenticity while connecting people to common emotions. The more open and vulnerable my art, the greater the chance it related to people….I want people to feel the emotion of my art while also seeing themselves.

STUDENT: Photography is discovery, a reimagining of the physical world. Sometimes this is done in a truthful way, framing a person or thing in the most flattering light and angle, or in a fantastic or deceitful way…. The mise-en-scene of the image is often equally important….

STUDENT: …. I think of photography as a tease to wonder, to curiosity, and to reflection on what's beyond—and, most specifically, my interpretation of that is and is not there.

STUDENT: Art conveys a truth about the world. Sometimes, this is something deep and powerful, with the potential to change lives. Other times, it's something small, pricking our thoughts or emotions with mere hints of something deeper….

STUDENT: Photography connects technology and art. As creators and viewers, we must accept the impact of technology—its affordances, its interconnectivity, its consequences….

MOOC Team

Karen Head, Andy Frazee, and I collaboratively designed our composition MOOC and managed the 19-member team—addressing curriculum, technology, and pedagogy—working from October–July.

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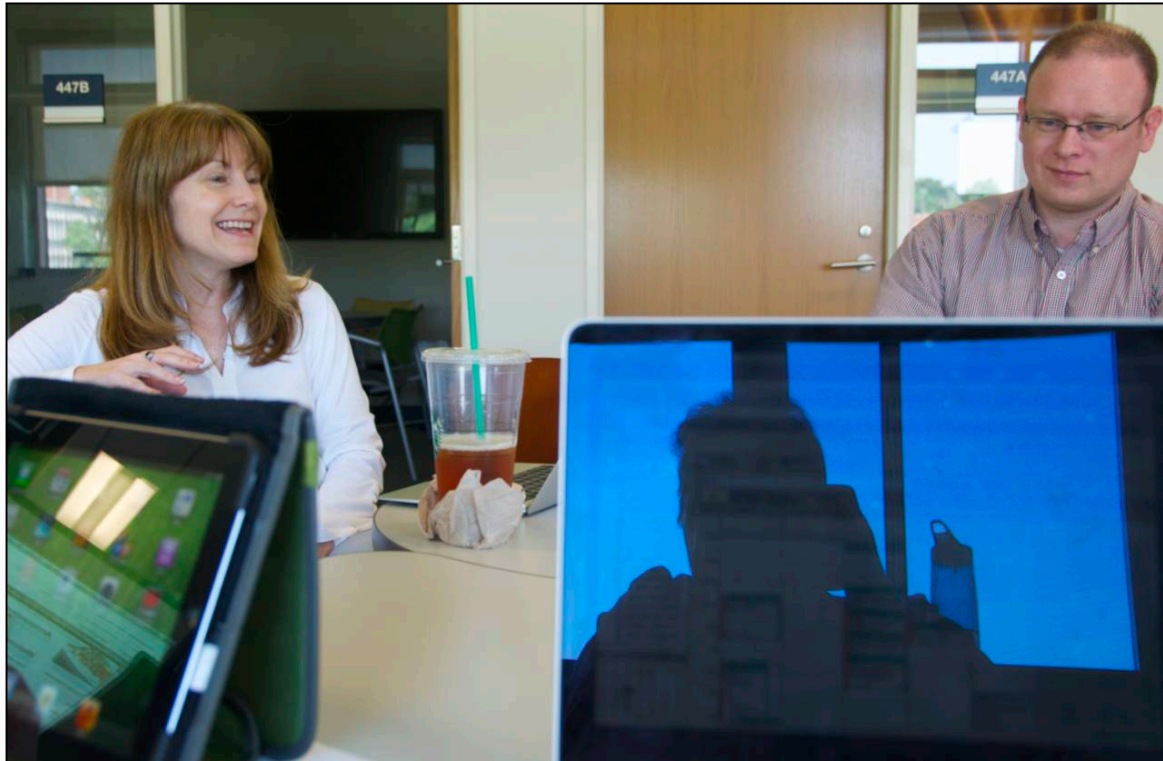
SOUP Summer Online Undergraduate Program

WCP offers a SOUP course every summer.

EXAMPLE

ENGL 1102 - English Composition II

This course asks students to develop communication strategies through the analysis of texts set in the speculative and science fiction genres. In addition to traditional literary works, we will analyze film and interact with game environments, where the content directs us toward a broad understanding of how genre operates throughout a variety of media. We will also look at the formal structures of these texts in order to understand the elements by which they are designed.

Instructor: Casey Wilson
Session Dates: Full Session (May 14, 2018 - Aug. 2, 2018)

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Issues

Some Issues about Online/Hybrid Teaching and Learning…

- **Purposes**
  - Convenience for faculty/students
  - Increase pool of students
  - Access to content or pedagogy not otherwise available
  - Professional development
  - Institutional/unit revenue
- **Courses**
  - Adaptation of current courses or creation of new courses
  - Consideration of class size
- **Faculty**
  - Professional development
  - Compensation for labor

- **Students**
  - Demographics
  - Cultural considerations
  - Privacy
  - FERPA
- **Technology**
  - Choice of platform
  - Access
  - ADA considerations
  - Decisions: pedagogy or platform
- **Strategies for Learning**
  - Active learning
  - Length of lectures/modules
- **Assessment**
  - Development of rubrics
  - Limitations of formative assessment, machine grading, peer review

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Strategies

WCP Best Practices for Hybrid Pedagogy

Best Practices for Hybrid Pedagogy in WCP

What Is Hybrid Teaching? How Do I Become A Hybrid Course Instructor?

Brittain Fellows and WCP lecturers have the option of using a hybrid approach—combining in-class teaching with remote instruction—to teach Writing and Composition Program courses such as ENGL 1101, ENGL 1102, or LMC 3403. Once you're approved to be a hybrid instructor, you can add various aspects of distance pedagogy into your courses, alternating the schedule between face-to-face and online instruction in a number of different ways.

Brittain Fellows choose hybrid instruction not only to gain experience in this type of pedagogy, but also for flexibility when they need to be away from campus for professional or personal reasons. To become a hybrid course instructor, contact the WCP leadership by filling out this ("Request to Teach a Hybrid Course") and then schedule an in-person meeting with Dr. Rebecca Burnett and Dr. Andy Frazee. They will ask you to discuss your need for and interest in a hybrid course as well as your plans for developing and implementing it. They will provide suggestions or resources for different aspects of hybrid pedagogy.

After you have taught a hybrid course for WCP, you may be asked to share your insights and experience—by filling out this form ("Hybrid Pedagogy Development Survey"), speaking with other faculty members, and sharing your best practices in a *TECHStyle* article. In this manner, the best practices for teaching hybrid courses can be updated. This document includes suggestions and best practices to consider as you prepare to teach a hybrid course.

How Can I Prepare to Teach a Hybrid Course?

Structuring a Hybrid Course. You can structure the remote instruction of your hybrid course in various ways, depending on your preferences or the pertinent circumstances. For instance, instructors with a M-W-F schedule may decide to teach in the physical classroom on Monday and Wednesday and remotely every Friday. Hybrid teaching can also be organized so that you teach Weeks 1 & 2 face-to-face, Weeks 3 & 4 remotely, the next two weeks face-to-face, the subsequent two weeks remotely, and so on. Some instructors may want to teach the first half of the course in a face-to-face class and the second half remotely, based on individual needs and circumstances. Knowing your schedule of face-to-face and remote teaching days in advance allows you to plan your course assignments and corresponding scaffolding activities accordingly.

Key Terms for Hybrid Teaching and Learning

Asynchronous interaction: Students and teacher or student groups/teams work online on a related task but at different times.

Digital pedagogy: The instructor uses technologies to enhance learning, both in a face-to-face and in online classes.

Face-to-face teaching and learning: The course instructor and the students are in the same physical classroom.

Hybrid course: The course is explicitly designed with some percentage of face-to-face teaching and learning and some percentage of online/distance teaching and learning.

Independent instruction (sometimes called self-instruction, individual field trip): Students are responsible for completing a particular task or outcome individually.

Online instruction (sometimes called distance instruction): The course instructor and the students are not in the same physical classroom. The instructor uses digital pedagogy, both synchronous and asynchronous, to help students learn.

Scaffolding: The teacher provides students with support that enables them to move from where they are to where they need to be to reach the learning outcome. (See Bruner.)

Synchronous interaction: Students and teacher or student groups/teams work online on a related task at the same time.

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CCCC 15 Disciplinary Principles

- Principle
- Rationale
- Example

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CCCC Position Statement
A statement on an education issue approved by the CCCC Executive Committee

A Position Statement of Principles and Example Effective Practices for Online Writing Instruction (OWI)

G+

Conference on College Composition and Communication
March 2013

[Submitted by the CCCC Committee for Effective Practices for Online Writing Instruction and adopted by the CCCC Executive Committee on March 13, 2013.] Click here to download a PDF version of the complete position statement.

Establishing a Statement of Principles for Online Writing Instruction (OWI)

OWI Principles and Effective Practices

For each of the OWI Principles stated below, the Committee describes a rationale for that principle and provides example Effective Practices that can be adapted to varying institutional contexts. With the exception of the first one, these principles are not presented in order of importance but rather a sequence that addresses pedagogy, institutional level concerns, teacher concerns, and research.

COMING SOON!

The **Online Writing Instruction Open Resource** – the OWI OR. This new resource site will be organized around the overarching categories that the OWI Committee used to structure the position statement below. In addition to the principles themselves, this site will provide examples of how each principle might be applied in real teaching and learning situations.

Interested in submitting a resource to the OWI OR? Visit the **Call for Submissions**.

Overarching Principle

OWI Principle 1: Online writing instruction should be universally inclusive and accessible.
Rationale for OWI Principle 1
Example Effective Practices for OWI Principle 1

Instructional Principles

OWI Principle 2: An online writing course should focus on writing and not on technology orientation or teaching students how to use learning and other technologies.
Rationale for OWI Principle 2
Example Effective Practices for OWI Principle 2

CONTACTS

If you have questions, please email me:

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