Hybrid Course Design Guide

WEEK 1: PLAN YOUR COURSE

Outcomes: Course Map, Syllabus, and Schedule

If you are going to copy a course, consider which elements you will reuse. For example, you may want to copy over your announcements, or write them from scratch.

The next step is to map your course and distribute content and assessment based on the course length. This step allows you to identify what you need to build for your course.

The SLCC Course Template is pre-designed to include certain components to support student learning. The template can be downloaded from Canvas Commons. It is titled "SLCC Course Template. See this link to access instructions on how to download the template into your empty course shell.

As you prepare your plan of action be sure to consider these tips:

- ***Less is better with content***: when building a Hybrid course, you may be tempted to add as much content as possible. A good online course has a balance of content and assessment. You may add optional resources for your students but have a plan to create balanced and consistent modules. Identify content that allows your students to learn essential skills and competences.
- ***Less is better with technology***: you may think that the more technology you include in the course, the more opportunities students will have to learn. This is not the case. Students can be overwhelmed by new tools. Choose one or two technological tools for your course to help your students get familiar with the online learning environment and focus on the content rather than the technology.

Your syllabus and schedule are the first means of communication with your students. Make sure you communicate the course expectations and the expected interactions. Also, you will need to indicate if there are prerequisites for your course, and what technology your students need to have to participate. For example, do they need headphones? A webcam? Specific software for assignments? Let them know in advance so that they can prepare.

Be sure you include institutional policies and requirements in your syllabus. You will want to follow the approved SLCC Course Syllabus Checklist to ensure all necessary elements are addressed.

Plan the assessment strategy and build a clear grading schema.

One of the most confusing things for students in a Hybrid modality is keeping up with the course and not missing assignments. You can help your students by providing a clear plan for assessment that considers different means of engagement, representation, action & expression. Additionally, think about how the plan impacts your time. Plan the right balance between automatically graded and manually graded activities. This strategy will help you better manage your course.

Finalize your communication plan with Virtual Office Hours.

Let your students know how to get in contact with you and when they should expect a reply (usually within 24-48 hours). This information will help reduce anxiety and make students aware they should not wait until the very last minute to contact you for support. This, should, cut down on those midnight emails asking for immediate assistance. While asynchronous content delivery is recommended, we also encourage you to schedule virtual office hours for your students to reach out to you with questions.

WEEK 2: COURSE ORIENTATION AND MODULE OUTLINE

Outcomes: Welcome message & announcement, Ice-Breaker activity, Learning Objectives

Create a welcome message.

Now that you have a clear vision of your course design, it is time to let your students know the course expectations. Create a welcome video to introduce yourself and inform them about the course what they will need to do to be successful. If you do not feel comfortable in front of a camera, you can narrate or provide a detailed, personalized document.

Draft a welcome announcement for your course.

In addition to creating a welcome video, you will also want to create a brief welcome announcement. By creating a welcome announcement, you can direct your students on how to get started with the course. This will also get them used to checking the announcements area inside of Canvas.

Create an ice-breaker activity.

Create a discussion forum and invite your students to post their expectations for the course, describe with a picture their workstation at home, or share a picture of their coworkers. This activity will help to smooth the transition to the online learning environment, build a sense of community, and help students feel less isolated.

Review learning outcomes.

Learning outcomes are established for courses, and are built into the curriculum design. However, due to the conversion of courses to the Hybrid model, instructors may need to adapt or create learning assessments that are conducive to the new instructional format. These assessments will need to connect weekly outcomes and assignments to the primary course objectives and learning outcomes.

When adapting or creating assessments to align with learning outcomes, please follow the SMART rule: Specific, Measurable, Attainable, Results-Focused, Time-Focused. Make connections between competencies, learning outcomes, and learning objectives. Align them to the level of knowledge required to be successful in the course and include this information in your syllabus as well.

If you introduce additional materials, ensure everything is connected to established learning outcomes.

WEEK 3: ASSESSMENT DESIGN. DOS AND DON'TS FOR AN INCLUSIVE ASSESSMENT STRATEGY

Outcomes: Assignments

While creating your assignments, be sure to address different learning styles and create inclusive content that will help your students be successful in your course. Consider that your students may perform differently if they must submit a test or work on a group project. Their learning style will have an impact on how they learn. A good strategy is to balance between formative and summative assignments and automatically graded or manually graded assignments. This will help your students to demonstrate their knowledge through different means, and you will not be overwhelmed with grading.

Think about accessibility. Make auditory content visible, and visible content auditory.

When you created your syllabus and schedule, you may have used a template and did not have to worry about accessibility. Now that you are working on your assessment strategy, you must be sure all your students will have access to content. Follow the *Digital Learning Accessibility Guidelines* to create accessible content.

Create opportunities for student engagement and student to student interaction.

Let your students know that they will need to interact with each other during your course. This will help them develop the communication and collaboration soft skills that they will need in the workforce. To get started, use discussion forums or blogs in Canvas to increase student engagement.

Create sequential assignments

One of the major issues that students have with online courses is that they cannot find where their assignments and grades are located. If you have set availability dates, make sure you inform your students about them to avoid frustration. A good practice is to add a Canvas announcement to inform your students when the test or assignment will be available.

WEEK 4: CREATE YOUR CONTENT WITH ACTIVE LEARNING IN MIND

Outcomes: Content with readings, videos, and self-assessment activities for student-student, and student-content interaction

Create your module content.

Now that you have identified the learning objectives and assignments for each module, start working on the content. You may be tempted to add as much material as possible to cover the selected topics. Be sure to think about the workload for each module and what will be expected of the student. You may want to leave additional resources as optional opportunities for personalized learning. Remember, the instructional materials you select needs to contribute to the achievement of the stated learning objectives or competencies, the relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

Apply Universal Design for Learning guidelines to your content.

Follow the same rules for accessibility and inclusiveness aligned to the Universal Design for Learning principles discussed in week 3. Provide your students with opportunities to actively engage with the content through self-assessment activities and use the available tools to enhance engagement.

Add a Resource List.

Create a resource list or content area, with the instructional materials used in the course, as well as any additional materials relevant to the course learning outcomes. Be sure to include information on the textbook and ensure all rights/permissions are current.

Consider Attendance

Create a strategy to address attendance, for students who are not able to attend class. Ideas such a brief lecture quiz each week (no more than five questions) may account for attendance, and encourage students to listen/view the lecture…and learn.

**More policy expectations coming soon.

WEEK 5: COURSE MANAGEMENT STRATEGIES: INSTRUCTOR PRESENCE AND STUDENT ENGAGEMENT

Outcomes: Student Engagement and Support Plan

Create a walkthrough and mock assignments.

Now that your course design is finalized, and you have identified the tools, content, and assignments you will use, it is time to walk your students through your new creation. You may want to create a simple test and assignment to be sure that students understand how to use the tools in Canvas.

Check your course with the Student Preview.

Congratulations! Your course is ready. Check your course with the Student Preview to identify content that might no longer be available, for example, links to external resources such as a YouTube video.

Confirm your course and materials are live in Canvas for student access.

You are ready to teach your course!

Take a deep breath, pat yourself on the back. If you are still feeling lost or if you get stuck, do not hesitate to reach out to the Office of Distance Education for further assistance!