# HYBRID CHECKLIST

QUICK TIPS ON DESIGNING A QUALITY HYBRID COURSE

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## HIGHLIGHTING HYBRID

This faculty guide is to provide insight into the nuances of hybrid course design and provide tips, tricks, and resources to promote quality hybrid experiences. The most commonly known purpose of hybrid courses is reduced seat time, with lecture time varying between 30% - 79%. The online component provides much more than a repository for your course content and a way to communicate with students just as the face-to-face component provides opportunities beyond simple review of course material.

 Hybrid course design is unique as the goal is blending the face-to-face and online activities to work together to reinforce content and experiences rather than treating one component as a separate activity or duplicate of the other.

### TOP 5 TOOLS IN FALCON ONLINE

1. **Announcements** – communicate regularly with students
2. **Classlist** – communicate with the class or individual students
3. **Content** – share course policies, schedule, and course content
4. **Discussions** – provide opportunities for feedback and interaction
5. **Grades** – keep students aware of their current progress

**Purple text throughout this document indicates tools available within Falcon Online (D2L)**

## FACE-TO-FACE DESIGN CONSIDERATIONS

Engaging activities that take advantage of non-verbal communication:

- Address any questions or confusion and reiterate schedule expectations
- Synchronous activities such as group activities, presentations, etc.

## ONLINE DESIGN CONSIDERATIONS

Activities and resources that can be accessed asynchronously:

- Review content such as course policies and schedule, readings, media, and practice activities
- Asynchronous activities such as quizzes, assignments, discussions, etc.
    - Ensure dates are added to each online activity so students can manage their time via the Pulse app and Calendar.

## BEFORE CLASS STARTS…

- ☐ Create a blueprint for alignment (i.e., write a mind map)
    - Write measurable objectives and connect to assessments and activities
        - Refer to Bloom's Taxonomy for measurable action verbs (do not use phrases like "will understand" or "will know" or "will realize")
    - Decide activities that are better suited for face-to-face versus online environments
        - Class time is limited so plan your in-class activities carefully
    - State objectives from the learner perspective/level and within the **Content area**
- ☐ Review the Falcon Online For Faculty for helpful tutorials for using Falcon Online
- ☐ **Gradebook** is built
    - Ensure in-class and online activities are both assigned grades in Falcon Online
- ☐ Syllabus is published
    - Use the most up-to-date syllabus template provided on the DSC website
    - Consider using the **HTML template** for Syllabus
- ☐ Provide instructor contact information prominently in the online course shell
    - Update the instructor profile widget on the **course homepage**
- ☐ Provide netiquette (standards for behavior) to set clear communication expectations
- ☐ Course material is published in the **Content area**
    - Record short video lectures (contact DSC Instructional Resources to assist)
    - Narrate PowerPoints (remember not to mention any current events to ensure the content can be used over time)
- ☐ Course Schedule is published in the **Content area**


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- Create a course schedule which outlines in-class versus online activities and expectations (consider using the **HTML template** for Course Schedules)
- Provide links to online activities for easy access
- ☐ Use the **Calendar tool**
  - Create in-class Calendar events
  - Remember to check the option to show dates in the Calendar tool within each online activity (in tools such as Assignments, Discussions, Quizzes, etc.)
- ☐ Use the **Checklists tool**
  - Consider short to-do lists to help keep learners on track for each module
- ☐ Create a variety of course activities, for both in-class and online environments
  - **Quiz** to confirm learners understand expectations of hybrid design and any syllabus specific expectations (review in-class if necessary); simple contract
  - Provide sample assignments online to show expectations
  - Provide low risk assessments for learners to practice prior to graded assessment
    - **Assignments tool** for non-graded draft papers
    - **Self-Assessments tool** for practice quizzes
  - Extend in-class discussions containing essential information into the online **Discussions tool** with a prompt for learners to provide a reflection on the week's topic or research and share a related concept to the overall topic
  - Consider breaking down larger projects into phases using smaller assignments
- ☐ **Manage Dates** in Falcon Online to appropriate activities per your course schedule
  - Be mindful of the difference between due dates and close dates to avoid learner confusion (using due dates instead, make sure to have a clear late policy)
- ☐ Carefully consider course organization for clarity and appropriate pace
  - Frequently test your navigation scheme from the perspective of your learners
  - Provide a "Start Here" online **module** with the syllabus, course schedule, and any other instructions to make it obvious to learners where and what they need to do to get started (link to the Falcon Online InfoGuide For Students)
- ☐ Review course content to ensure accessibility guidelines are followed
- ☐ Check all videos containing closed captioning (and review for accuracy)
- ☐ Email learners prior to the course opening using the **Classlist tool** with textbook, syllabus, and course schedule and minimum technical skills required
- ☐ Use the **Announcements tool** to provide a welcome message with information on how they should get started with the course
- ☐ Download the **Pulse app** on your mobile device to monitor your course on the go
- ☐ Collaborate with other hybrid faculty or eMentors for more insight
- ☐ Schedule an appointment with the DSC Faculty Innovation Center for course design consultations as necessary

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## DURING THE SEMESTER…

- ☐ **Emphasize the expectations and responsibilities of a hybrid course**
  - o Remind learners of resources such as the Library, Writing Center, ASC, etc.
- ☐ Remind learners to review upcoming due dates using the **Calendar tool** in Falcon Online
- ☐ Remind learners about the **Pulse app** on their mobile device to stay connected on the go
  - o Quick access to review content on the go
  - o Notifications about grades, discussion posts, updates to content, etc.
  - o Upcoming due dates from the course calendar
- ☐ Consider using the **Pulse app** on your mobile device to monitor your course on the go
  - o Use the Courses page to access your courses and make quick changes on the go
  - o Check the Upcoming page to keep up with the course calendar
  - o Check the Notifications page for new course-related activities (Updates) and Discussion posts (Subscriptions)
- ☐ Provide regular **Announcements** in the course shell and in class of upcoming activities
- ☐ Provide office hours opportunities both on-campus and online
  - o Virtual office hours can be done using Microsoft Teams
- ☐ Leave specific, regular and timely feedback on online activities so learners are ready for the next in-class meeting
- ☐ Encourage learner-to-learner interaction in class and online
  - o Consider requiring an original post first then at least one or two replies to another learner for online **Discussions**
- ☐ Use the **Class Progress tool**
  - o Click on a learner in this tool to review time spent in areas of the online shell
- ☐ Remind learners to complete the Smart Eval survey
- ☐ Gather learner feedback regularly throughout the course (using the **Survey tool**)
- ☐ Per learner feedback, provide timely and reasonable revisions to the course design

## AFTER CLASSES END…

- ☐ Review Smart Eval surveys for feedback from learners
- ☐ Per learner feedback, make any reasonable revisions to the course design
- ☐ Take note of any activities that may need to be done differently and revise course blueprint as necessary
- ☐ Consider collaboration with other hybrid faculty for more insight
- ☐ Consider an appointment with the DSC Faculty Innovation Center for course design consultations as necessary

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