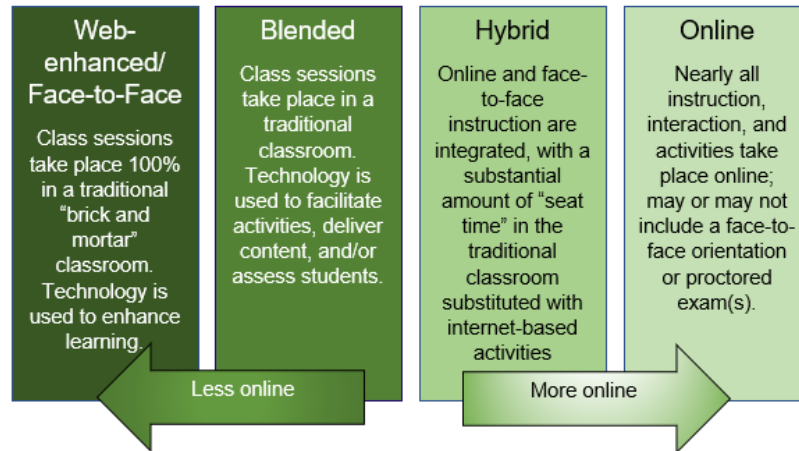


# Blended and Hybrid Learning

Figure 1

Continuum of Face-to-Face and Online Learning (adapted from, College of DuPage, n.d.)



## Definitions

**Blended** – Direct faculty instruction (faculty engagement) takes place in the traditional face to face manner. Technology is used to facilitate some out of class activity, provide supporting materials such as recorded lectures or course notes, and/or to assess students. The online materials and resources are not intended to replace the face-to-face class time (Seigelman, n.d.).

**Hybrid**- Direct faculty instruction (faculty engagement) takes place synchronously online or asynchronously online, such as online discussions, and face to face.

**Online**- Direct faculty instruction (faculty engagement) is fully online, is typically asynchronous, such as online discussions, but may include synchronous sessions.

## Models

### Hybrid Models

- Flipped
  - In a traditional course, students learn fundamental course content in the classroom via lecture or course activities.
  - In a flipped course, students learn fundamental course content prior to class via readings, videos, PowerPoints, etc. For in-class meetings, students expand their understanding of course content through activities that are supported by the instructor.

- HyFlex
  - For each class, students may attend lectures in-person, synchronously online, or asynchronously online (Reed, 2020).
- Modified Tutorial
  - Student learning is personalized with face-to-face small group meetings and/or distance learning opportunities (Reed, 2020).

## Credit Hours

The federal definition of a credit hour is: *One hour of classroom or **direct faculty instruction (faculty engagement)** and a minimum of two hours of out-of-class student work each week for approximately ten to twelve weeks for one quarter hour of credit (NWCCU, November 2012).* Direct faculty instruction (faculty engagement) may also be referred to as faculty engagement.

Direct faculty instruction (faculty engagement):

- Is directly related to the learning outcomes of the course/program
- Is quantifiable- i.e. a standard minimal amount of time can be assigned to each activity for each participant.
- Involves the direct oversight or supervision of the faculty teaching the course
- Is in some form equivalent to an activity conducted in the classroom

Online and hybrid classes must include reasonable substitutes for direct faculty instruction (faculty engagement). Below are some examples of how direct faculty instruction (faculty engagement) may be defined in a hybrid or an online course.

- **Online Live/Synchronous Activities**

Direct faculty instruction (faculty engagement) may be met through live synchronous class meetings and office hours, as well as organized live discussion groups between students.

- **Live class meetings:** The most straightforward way to fulfill the requirement of direct faculty instruction (faculty engagement) is through live class meetings. For example, a 2-hour synchronous meeting might be useful during the initial class meeting to orient students to a course. Live sessions may also be useful during key points in the course, for example before exams or other major assignments such as student presentations.
- **Live required office hours:** Another way to plan direct faculty instruction (faculty engagement) with students is to schedule required office hours during the term. These could be held individually with all students, or they could be broken into several times with smaller groups, such that all can participate during a given week. Note that office hours that are optional can't be counted toward the required direct faculty instruction (faculty engagement).

- **Guided student groups:** Another option is to require live group sessions between students. This could be considered direct faculty instruction (faculty engagement) if treated much like a break-out discussion during a traditional in-person meeting. For example, the faculty provides a task and guidelines for the study group discussion (or this could be videotaped instructions which students then review at the top of their study session or individually in advance). Using Zoom or other tools, the students can also record their discussion and then submit the recording to the faculty for accountability or for review. Other ad-hoc or student-initiated study sessions would not count as direct faculty instruction (faculty engagement). (USC, Annenberg, n.d., para. 3-5.)

- **Online Asynchronous Activities**

Below are examples of asynchronous activities that can be considered functionally equivalent to direct faculty instruction (faculty engagement)

- **Video lecture of faculty or invited expert:** Faculty or invited expert is recorded giving a mini-lecture which all students are required to view *and then respond* to in some way. Note that for an outside or invited expert or guest, this would need to be someone invited by the faculty and filmed for purposes of the course, as opposed to simply having students watch existing footage (e.g. watch a TED talk), which generally wouldn't be deemed as equivalent to direct faculty instruction (faculty engagement).
- **Recorded interview with expert:** Faculty may wish to interview someone and film the interview for students to view *and respond* to. This would be reminiscent of inviting an expert or guest to class and facilitating a discussion. This can be done in-person or remotely using Zoom for example. This could also be an audio-only capture and presented as a podcast.
- **Faculty mediated online discussion forum:** Students are asked to respond to prompts on a discussion forum, which faculty monitors and participates in at some level.
- **Moderated video viewing/discussion:** Faculty may wish to have students watch a video or other type of media content asynchronously and then facilitate dialogue via a discussion forum. This would go beyond simply having students watch a film and instead involve faculty directly in the subsequent discussion in some way.
- **Required or scheduled communication with faculty:** In some rare instances, a required communication between students and faculty as part of a course could feasibly be counted as direct faculty instruction (faculty engagement). This would not include normal exchanges that typically occur as part of a course, such as a question about a grade or an assignment. But would include communication that is a

required part of an assignment, for example, exchanging a product with the instructor and receiving feedback, whether through email or a discussion forum. (USC, Annenberg, n.d., para. 6-10).

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