Welcome to
Hybrid Course Design and Teaching Modality at U of T

Before we get started

Let us know if you can hear us when we do **Audio checks**

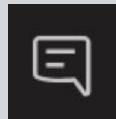Download **Presentation Slides** at uoft.me/ctsi-videos

Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar

Your **microphone** will be muted until Q&A at the end of the session
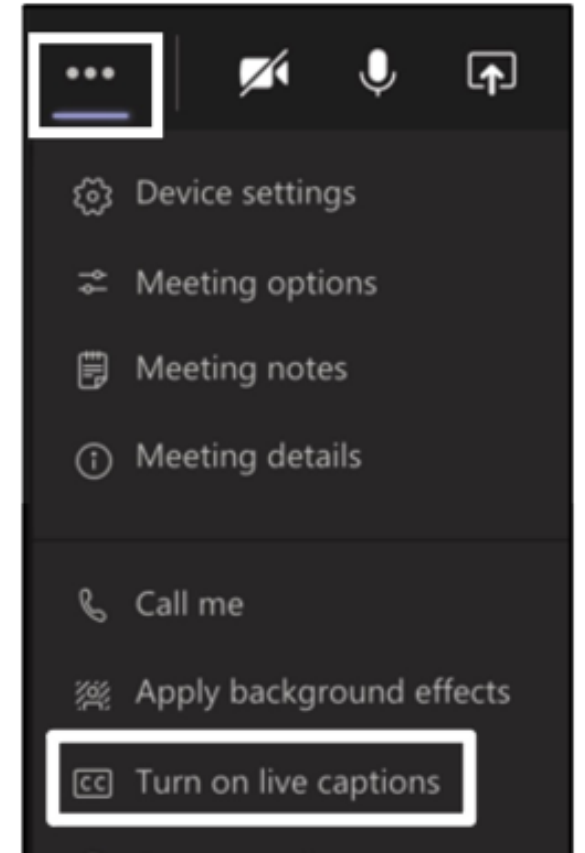
Type questions and comments into the **Chat**

Following the webinar

View **Session Recording** at uoft.me/ctsi-videos in 2 business days

Complete **Feedback Survey** (link sent via email)

Device settings

Meeting options

Meeting notes

Meeting details

Call me

Apply background effects

Turn on live captions

Land Acknowledgment

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for over 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island.

- Revised by the Elders Circle (Council of Aboriginal Initiatives)

Access check

We understand access to be a shared responsibility between everyone in this space. We will strive to create an accessible space that reduces the need for you to disclose a disability or impairment for the purposes of gaining an accommodation. In doing this together, we strive to welcome disability, and the changes it brings, into our space.

- Is there anything about the virtual space that we should address now?

- Are there any other access needs that might affect your participation in the workshop that we could also address?

Agenda

- Teaching modalities at U of T
- Why hybrid?
- Hybrid teaching models
- Clarifying terminology
- Next steps and support

Note: Information is accurate as at date of this information session. Definitions are potentially subject to change in the future.

Teaching modalities at U of T

Modes of delivery (simplified)

In-person	Hybrid	Online synchronous	Online asynchronous
• Learning in a physical classroom	• Learning through intentional mix of in-person and online elements	• Online learning that happens in real time (i.e., webinar)	• Online learning that happens at different times

Defining Modalities: In Person

An **in person course** is designed such that the majority of instructional interaction and assessment occurs with the student and instructor being in the same physical location.

Quercus and other educational technologies can still be used to supplement in person courses (i.e., organize content, connect and communicate with students, assess student work and provide feedback).

Defining Modalities: Online

An **online course** is designed such that all of the instructional interaction occurs without the student and instructor being in the same physical location. Assessments for online courses are conducted or submitted online, with the possible exception of final or interim assessment requiring attendance on campus no more than once per session.

There are two types of online course delivery modes defined within the ACORN/ROSI system:

Defining Modalities: Online synchronous

Online synchronous meeting sections require online attendance at a specific time for some or all activities. Attendance at a specific location is not required with the exception of final or interim assessments, which may require attendance at a specific physical location.

Defining Modalities: Online asynchronous

Online asynchronous meeting sections do not require attendance at a specific time or location for any activities, with the exception of final or interim assessments, which may require attendance at a specific time and specific physical location.

Defining Modalities: Hybrid

A **hybrid course** is designed such that there is a mix of online and in person interaction, involving the use of technologies to facilitate multi-modality, flexibility, and student engagement. Normally, a course is considered Hybrid if roughly between one-third to two-thirds of scheduled class time is replaced by online activities.

Summary of official definitions

	In-Person	Both the instructor and the student are in the same physical location at the same time for most or all of the teaching and learning involved in the course components, usually on campus. While online components may be included as part of the course design, they do not constitute the majority of academic activities.
	Hybrid	Mix of online and in-person interaction, involving the use of technologies to facilitate multi-modality, flexibility, and student engagement. Normally, a course is considered Hybrid if roughly between 1/3 to 2/3 of scheduled class time is replaced by online activities. Exams or other academic assessments may require attendance at a specific physical location.
	Online	All instructional interaction occurs without the student and instructor being in the same physical location. Assessments for online courses are conducted or submitted online, with the possible exception of final or interim assessment requiring attendance on campus no more than once per session.

Sources: CTSI and SGS

Why hybrid?

Research: Hybrid Impacts

Research suggests hybrid options can have a positive impact on efficiency, convenience and learner experience.

→ No significant difference or slight improvement of learning outcomes

→ By moving more of the learning to online environments, hybrid courses add **flexibility** to participants' schedules, provide clearer organization, and can support more active learning.

→ Hybrid courses can tap into the **socially networked** aspects of learners' lives to help expand beyond the traditional confines of the classroom.

Stein & Graham (2021)

Yates, B. A., Bakia, M., Means, B., & Jones, K. (2009)

Share in the chat: What affordances come to mind?

Potential Affordances

Easier access to learning activities. Putting materials and activities online allows more of the class to engage with these on their own schedule.

Increased guidance. In a well-designed hybrid course, the course environment provides a clear, detailed, guided path through resources, activities, and assessments.

Individualized learning opportunities. Because digital materials may be accessed and reviewed on-demand, students have some control over the pace of certain learning activities in a hybrid course.

Potential Affordances

Increased social interaction. Online discussions, collaborative documents, etc., can increase the amount of student-to-student interaction by easing the limitations of time and space.

More time on task. Automatic notifications and reminders can help students engage in learning, increasing time on task.

Improved instructional design. Hybrid courses (like online courses) require extra attention and therefore may be more intentionally designed than face-to-face counterparts.
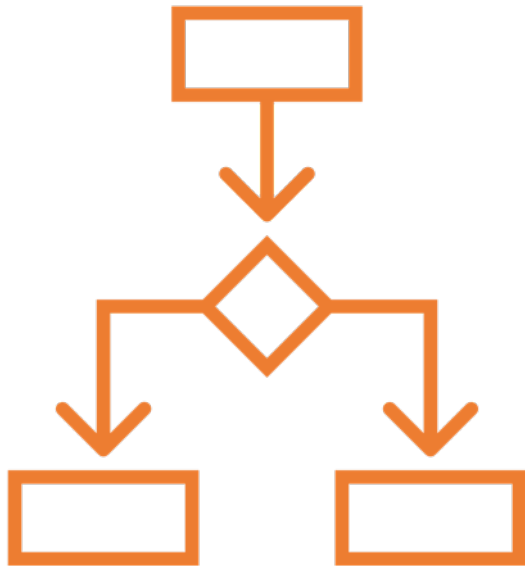
Decision Making

Hybrid options allow teaching and learning experiences to be more flexible, efficient, and effective by designing for the **best of each mode**.

The most important aspect of hybrid design is the pedagogy. How do you teach and how students learn to:

- increase active learning?

- develop an engaged learning community?

- promote learner autonomy?

Replace (Don't Over-stuff)

Be aware of, and avoid creating, "a class and a half."

It is quite possible to create too much work for students by simply adding online or onsite activities to an existing course design.

A hybrid redesign should replace, not expand on course work.

Hybrid teaching models

Plan for Your Course Design to Balance Learning Time

One way to plan a hybrid course design is to shift our expectations for learning time spent onsite and online/offsite (or vice versa).

Learning Time per Week (Hours)			
Week/Unit/Module	Onsite (F2F) Meetings	Offsite (and online) Learning	Total
Week 1	3	6	9
Week 2	2	6	8
Week 3	2	7	9

The foundational idea

Figure 1.2 Moving learning experiences online

Stein & Graham (2021)

Alternating - synchronous

Figure 2.2 Possible rhythm of week-to-week hybrid course

The figure shows a timeline alternating between onsite meetings and webinars across the weeks (Tue, Wed–Mon):

- Tue: onsite kick-off
- Wed–Mon: Webinar
- Tue: onsite mtg
- Wed–Mon: Webinar
- Tue: onsite mtg
- Wed–Mon: Webinar
- Tue: onsite mtg
- Wed–Mon: Webinar

Stein & Graham (2021)
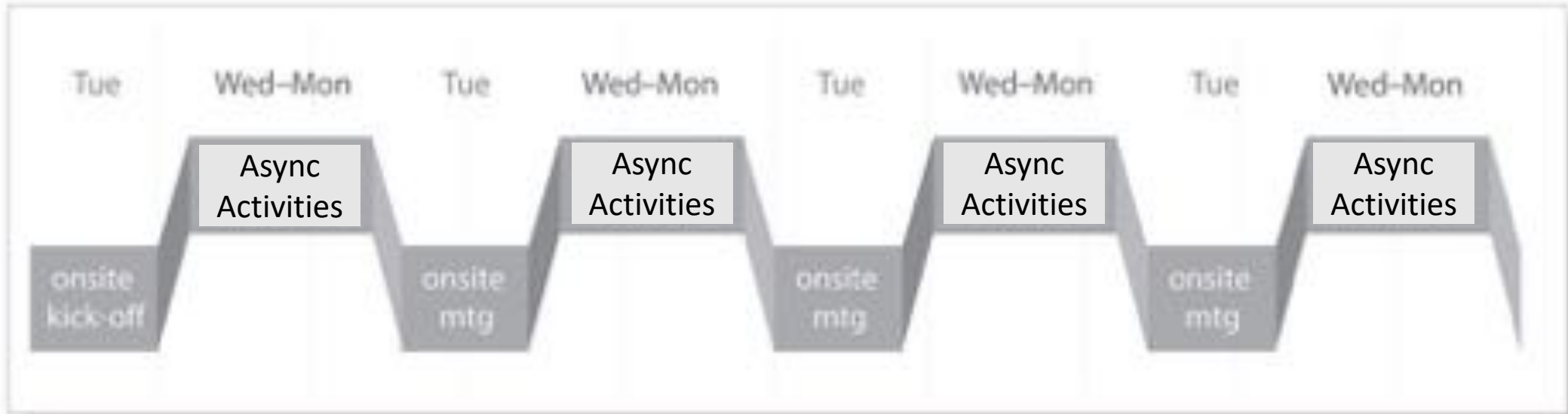
Alternating - asynchronous

Figure 2.2 Possible rhythm of week-to-week hybrid course

Stein & Graham (2021)

Split in two –smaller class size?
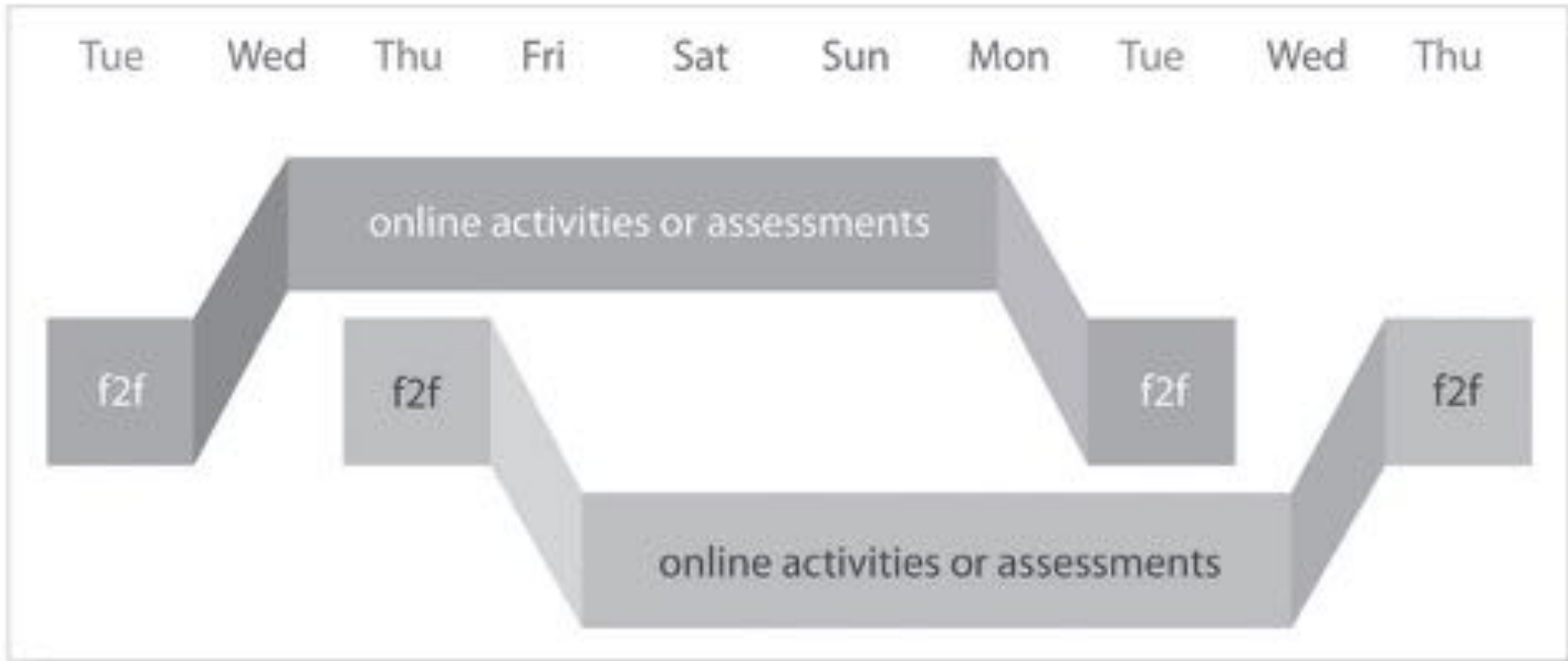

Figure 1.3   Two smaller hybrid groups alternate in same classroom
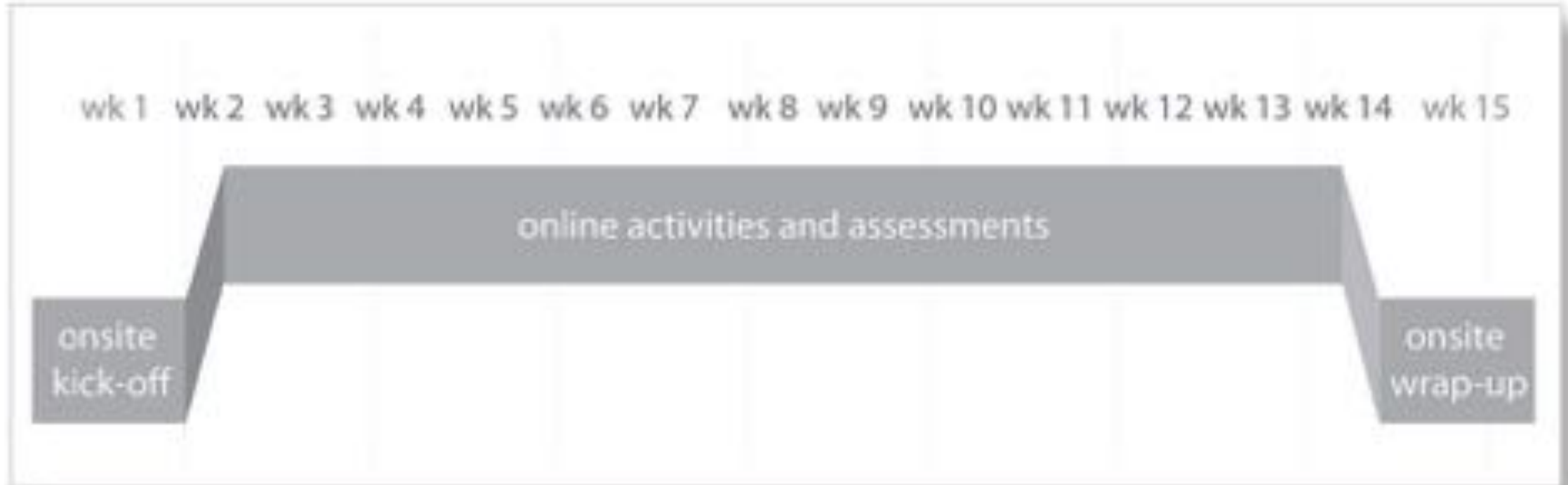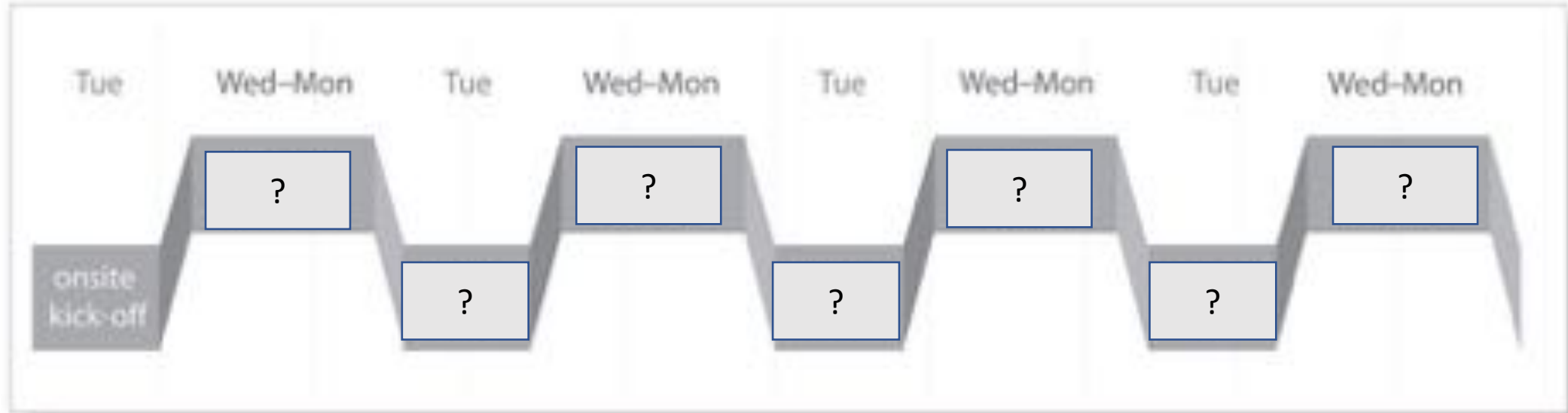
Stein & Graham (2021)

"Bookend" option

Figure 2.1 Framing a hybrid course with onsite meetings

Stein & Graham (2021)

Other ideas for combinations?

Potential challenges

- Deciding which activities are best suited for which modality
- Communicating about the course format to students
- Preparing students to learn through different modalities
- Having too many tools/platforms for students to navigate
- Managing overall workload

(Stein & Graham, 2020; Cleveland-Innes & Wilton, 2018)

Clarifying terminology

"Hybrid"

Hybrid teaching

- As applied to courses offered at the University, *hybrid* refers to a course that has been designed such that students participate through a mix of online and in-person interaction. Hybrid courses do not require instructors to accommodate virtual and in-person participation in real time through the use of webinar technology in the classroom.

Hybrid work

- In the workplace, the term *hybrid* applies to an employee's physical location when carrying out their job responsibilities, and is used to describe work arrangements that include both in-person and virtual attendance.

https://its.utoronto.ca/about/your-workplace-environment/hybrid-hub/

"HyFlex"?

HyFlex

- The course allows students to participate in person or online (synchronously or asynchronously)

- Students can change their mode of participation for every "class session."

- Each participation mode results in an equivalent learning experience.

(Beatty, 2013)

Dual delivery

- Similar to a Hybrid meeting in the **work** context: students can attend class sessions remotely or in person.

- May be more of a stopgap measure to provide a baseline level of access to course participation

Next steps and support

Next steps

- Connect with your Registrar for division-specific information (i.e., governance) about hybrid teaching

- Reminder: Quercus and other educational technologies can still be used to supplement in person courses without being designated as "hybrid"

Note: CTSI will be developing interactive programming to support hybrid course design. Stay tuned!

Support

- Your divisional teaching support unit
- [Your divisional educational technology team](#)
- Central support teams:
  - [Digital Learning Innovation](#)
  - [Centre for Teaching Support & Innovation (CTSI)](#)

Questions?

References

- Beatty, B. (2013). Hybrid courses with flexible participation: The HyFlex course design. In L. Kyei-Blankson & E. Ntuli (Eds.), *Practical applications and experiences in K-20 blended learning environments* (pp. 153-177). IGI Global. http://dx.doi.org/10.4018/978-1-4666-4912-5

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- Means, B., Toyama, Y., Murphy, R., Bakia, M. & Jones, K. (2009). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.* Project Report. Centre for Learning Technology.

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