

So, you are thinking about teaching HYBRID @ GEORGIAN?



Check out all the links in [green](#)



What is hybrid teaching @ Georgian?

An instructional delivery format which blends online and face-to-face teaching and learning strategies, where learning occurs in a combination of online and face-to-face environments according to a predetermined schedule. Learning facilitation in online and hybrid environments requires appropriate and specific knowledge and skills to design, develop and facilitate high quality learning for our students.

The schedule for hybrid classes is determined by the program area and instructor based on the needs of the course and students. In some cases, hybrid courses are split into online weeks and face-to-face weeks, while others may have a portion of each week (for example 2 hours) face-to-face, and a portion (for example 1 hour) online. Typically, once the schedule for the term is established, it is not changed.

When and where are hybrid classes?



What is the role of the hybrid teacher?

Many faculty members feel confident and comfortable with their skills and experience in face-to-face environments. However, for some faculty, the online portion of the course may be new, so this [Online Teaching Checklist](#) - can be a helpful checklist tool for exploring your role in the online portions of your hybrid course. It includes four key areas: pedagogical, social, managerial, and technical. Our role as hybrid instructor means we will combine learning in both environments in a mindfully designed combination for our students.

Content will be presented both face-to-face and online. Having a foundation of content to help guide students through the term is imperative. Textbook readings, interactive elements, online resources, video resources like [YouTube](#), [TedEd](#), podcasts, and much more can contribute to your students face-to-face and online learning experiences. [Screencasts](#) can also be a helpful tool for the online portions of your course, and will help mirror the experience that your students will get in face-to-face environments as well.

How will I present content?



How will I interact with students?

One of the many benefits of a hybrid course is that you will have the opportunity to interact with your students face-to-face, as well as online. Is it recommended that for continuity and consistency, you consider using email, [Announcements](#), and/or the [Messages tool](#) to relay information to your students, while also encouraging them to participate in their face-to-face environment, or in [online Discussions](#) or similar. Additional engagement online can include fostering collaboration through [Journals](#) and [Group Work activities](#).

In a hybrid course, we have the benefit of student interaction and collaboration in person, which can be used to built upon for online collaboration experiences. In Blackboard Ultra, students can engage through [Discussions](#), where they respond to prompts and interact with peers, and [Group Work](#) for collaborative projects.

There are also tools like [MS Word online](#), as well as things like [Padlet](#) or [Answer Garden](#) that can be great spaces for online and asynchronous collaboration. These tools help create meaningful interactions and can be tracked and assessed for participation.

How will students collaborate?



How will I assess my students?

Hybrid assessment is quite similar to “traditional” face-to-face assessment as you may still choose to assess your students in your face-to-face sessions. For assessment in the online portion of your classes (if you choose), consider what resources you’d like your students to access and how it is fair and equitable to assess them. Consider a combination of assessment strategies that align with your course outline assessment requirements. For examples, [quizzes](#) or self-assessments, online [discussions](#) as well as traditional assessment types via Bb Ultra.

Accessibility is a very important and complex subject. Students come to our classrooms (face-to-face and online) with a variety of abilities and disabilities. Their disabilities may be visible, or not. Their disabilities may be temporary, or intermittent, or not. Every student has a right to access all materials in our courses in a way that works for them. This may include things like alt tags, closed captioning, and more. Please check out our [Accessibility module](#) on the CTL Central for Faculty (Blackboard > Organizations) for the most up to date information, tips and tutorials.

How will I make my course accessible?



What supports are available?

At Georgian CTL we have many asynchronous supports available for hybrid faculty. Check out our [website](#) and our [Faculty ORG](#) (sign in required). You can also email us! Not sure who/what you are looking for? You can email the [entire team](#), if you would like assistance with Educational Technologies you can contact the [Instructional Design Technologists](#), the [Faculty Developers](#) can assist with teaching, learning and competencies, for questions about course design the [Instructional Designers](#) can be reached here - and finally Blackboard related questions can go the [Blackboard Team](#).

Assistance and support with designing, developing, and delivering hybrid courses are available through CTL. Some of the options are more extensive and include deliverables and reviews (according the [Quality Matters](#) rubric), these pathways are compensated and registration is completed through your assigning manager (Dean or AD). While others are available on a drop-in, or one-off basis.

Whatever you are looking for, CTL is here to support you. [Please reach out, we are here to help and love to hear from you anytime.](#)

What professional development is available?

