Hybrid Academy 2017 Design Plan

Learning Outcome	Presentation Title	Topics	Activity	Presenter	Time	Day	Explanation
		Online Component Prior to Day 1					**Day 1 Prep** • Prerequisite Knowledge: Blackboard skills • Preparation Work Module: Contact hours, copyright laws, and accessibility. • Present the course orientation component. Explain that the goals of the academy are centered on creating a course plan, orientation, content module, syllabus, and schedule. • Exemplify a syllabus and schedule. • Use of Communication Tools: Announcements, course messages, discussion board. • Introduce Yourself Activity: Whole class and consultation groups. Whole class is general and personal. Consultation groups is specific to academy expectations and concerns. What are you most worried about when considering teaching a hybrid course? • Exemplify the classroom to online flow by explicitly stating the connections. • Initial Survey • Readings
**Day 1: Understanding Hybrid Teaching at UTSA** Goal: Create a course orientation to prepare students for successfully participating in your course.							
		Breakfast			7:30 – 8:00		Arrive early to visit with attendees. Consider inviting all staff to mingle as a group.
• Identify the benefits of hybrid teaching. • Reflect on the hybrid academy experiences of colleagues.	Hybrid Academy Introduction	Introduce the Instructors What is a Hybrid Course? Why Teach Hybrid?	Presentation	Speaker	8:00 – 8:30		Set the stage for why the participants are here, lay the foundational understanding of what hybrid means, and why is teaching hybrid beneficial. Maybe show some visuals of what hybrid is and statistical graphs of hybrid trends.
	Past Participant Experience	My Hybrid Academy Experience	Story Share with Q&A	Faculty Guest	8:30 – 9:30		Share your experience and open the floor to questions. Start with your initial concerns, your academy participation, and the outcome of where you are teaching hybrid today.
		Break			9:30 – 9:45		
• Identify campus resources, points of contact, and their roles in supporting hybrid teaching and learning.	Campus Community Resources	Introduction	Short Speech	Speaker	9:45 – 9:50	1	Introduce the Campus Community Resources topic as the many faces of help available on campus to support hybrid instructors and that each representative is present to explain the variety of services they offer. Kick off with introducing our office.
		Meet Online Learning	Highlights Presentation	Director	9:50 – 10:00		Who is Online Learning? What services do we provide to hybrid instructors?
		Classroom Technology and Support Services	Highlights Presentation	Learning Technologies	10:00 – 10:10		Who is Learning Technologies? What services do you provide to hybrid instructors? The classroom technology perspective. Instructions for getting this help.
		Video Production Services	Highlights Presentation	Video Production Group	10:10 – 10:20		Who is the Video Production Group? What services do you provide to hybrid instructors? Instructions for getting this help.
		Technical Support Services	Highlights Presentation	OITConnect	10:20-10:30		Who is OITConnect? What services do you provide to hybrid instructors? Instructions for getting this help. Provide student services overview and information faculty could share with their students in the course.
		Library Services, Finding Content, and Copyright Laws	Highlights Presentation	UTSA Library	10:30 – 11:00		Focus information on services for locating books, articles, images, videos, publisher content, and specifically address open education resources. Provide student services overview and information faculty could share with their students in the course. Address how classroom use does not transfer to online courses and other copyright considerations faculty should remember. Full content can be placed in the online course for reference in Preparation Work module.
		Accessibility laws, accommodations, and Universal Design for Learning	Highlights Presentation	Student Disability Services	11:00 – 11:30		Focus information on how instructors should proactively address accessibility issues in online courses. Full content can be placed in the online course for reference.
		Your Consultation Teams	Group Talk	Speaker	11:30 – 12:00		Connection to the online component: Introduce the designer, developer, technical support teams. Allow a few minutes to talk in groups together. Follow up on the online group discussion about their concerns. Acknowledge their responses and elaborate on how we can assist them in overcoming the obstacles. Explain that the goals of the academy are centered on creating a course plan, orientation, content module, syllabus, and schedule.
		Lunch			12:00 – 1:00		Tech Support and IDD Assistance to follow lunch.
Learning Outcome	**Presentation Title**	**Topics**	**Activity**	**Presenter**	**Time**	**Day**	**Explanation**
		Online Component Prior to Day 2					**Day 1 Application**

- Whole class and group discussions to address thoughts about and questions after Day 1.
- Exemplify the use of announcement tool to summarize Day 1 and prepare for Day 2.
- Hybrid Scenarios Quiz to assess attainment of Day 1 objectives.
- Blog Assignment: Consider the online orientation for this academy and your experience during Day 1. Describe your plan for the course orientation between both the online component and the first day of class for your course. How will you set the scene for students? What information will you provide them? Play with the features in your BB sandbox to get a feel for your options. Read your colleagues' blogs and comment to discuss ideas further.

Day 2 Prep
Whole Class Discussion Assignment: Provide resources for participants to explore options for transferring class work to online work. Consider your course topics and classroom activities. How would you accomplish them in an online course? Why?

Day 2: Planning Your Course with a Learning Flow
Goal: Considering the connection between the online course and class meeting to create a course plan.

Learning Outcome	Presentation Title	Topics	Activity	Presenter	Time	Day	Explanation
		Breakfast			7:30 – 8:00		Arrive early to visit with attendees. Consider inviting all staff to mingle as a group.
	Welcome Back	Day 1 Summary and Day 2 Intro	Short Speech	Speaker	8:00 – 8:15		Feedback about online activities from Day 1. Introduce goal of Day 2.
• Reflect on the experience of a colleague.	Past Participant Experience	My Learning Flow Experience	Story Share with Q&A	Faculty Guest	8:15 – 8:45		Share your experience and open the floor to questions. Start with your initial concerns about connecting your class time and online course, how you addressed the need, and the outcome of your teaching experience.
• Using learning goals, objectives, and outcomes to ensure alignment and meaningful instructional decisions.	Aligning Instruction	Difference between goals, objectives, and outcomes.	Presentation	Speaker	8:45 – 9:30		Ask Mary Dixon's teaching and learning group to present.
		Writing measurable objectives.					
		Using objectives to select content and activities.					
		Assessment to ensure students master objectives.					
		Break			9:30 – 9:45	Day 2	
• Make explicit connections between classroom meetings and the online course to achieve learning flow. • Revise classroom activities into online activities while ensuring they support students to attain learning outcomes.	Connections Define and Drive Hybrid Teaching and Learning	What is Learning Flow?	Presentation	Speaker	9:45 – 10:30		How do you connect your classroom and online components? Considerations and tips to accomplish this task. Explain how to create a course plan. Each decision about the course content and assessments should all be purposeful and aligned to the goals and objectives. Examples of goals, objectives, and outcomes aligned to content and activities with an assessment piece tying it together.
		The benefit of creating a learning flow.					
		Making your connections explicit.					
		Identifying classroom activities.					Describe initial classroom activities. How do you change for online? Considerations and tips to accomplish this task. Venn diagram? ☺
		Transferring to online environment.					
• Write a course plan for your hybrid course.	Creating Your Plan	Documenting your plans.	Activity	Speaker	10:30 – 12:00		Explanation of the assignment for the day: Using a planning worksheet to plot out the face-to-face/online connection of their hybrid course.
		Aligning your decisions.					
		Lunch			12:00 – 1:00		Tech Support and IDD Assistance to follow lunch.

<table>
<tr><td colspan="5" rowspan="2">Online Component Prior to Day 3</td><td>Day 2 Application
• Whole class and group discussions to address thoughts about and questions after Day 2.
• Exemplify the use of announcement tool to summarize Day 2 and prepare for Day 3.
• Blog Assignment: Upload your course plan. Include descriptions of your ideas in places where you aren't sure about your plan. Use questions as place holders where you would like feedback from colleagues and your IDD team. Read your colleagues' blogs and post your comments to discuss ideas further.</td></tr>
<tr><td>Day 3 Prep
Whole Class Discussion Assignment: Take a look at these two courses. (Map one with easy structure, navigation, instructions, and good content – build the other complex, difficult to follow, lacking instructions, and poor content.) Compare and contrast these two courses to critique and discuss their quality. What makes them good or bad? How do you envision your course?</td></tr>
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		Day 3: Course Structure, Engaging Content, and the Learning Experience Goal: Create a learning module with clear instructions and purposefully selected content on a topic.			

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		Breakfast			7:30 – 8:00		Arrive early to visit with attendees. Consider inviting all staff to mingle as a group.
	Welcome Back	Day 2 Summary and Day 3 Intro	Short Speech	Speaker	8:00 – 8:15		Feedback about online activities from Day 2. Introduce goal of Day 3.
• Reflect on the experience of a colleague.	Past Participant Experience	My Content Development Experience	Story Share with Q&A	Faculty Guest	8:15 – 8:45		Share your experience and open the floor to questions. Start with your initial concerns about your online content, how you addressed the need through finding or creating content, the organization of your course, and the outcome of your teaching experience based on these decisions.
• Use your course plan to structure your course in Blackboard.	Mapping a Course	Course structure and navigation considerations. The learning module approach to delivering content and benefits to students.	Presentation/Activity	Speaker	8:45 – 9:30	Day 3	Review the template layout provided in their sandbox. Use their course plans to give specific, personalized recommendations for course structure and navigation options. Comparison of organizing content into learning modules vs alternative options such as by type of content or by week. (Sometimes by week works when one topic is covered at a time, but most of the time multiple topics are within a week and cause too much information to be crammed into a module.) End with time to practice until break.
		Break			9:30 – 9:45		
• Connect your learning objectives and outcomes to your choice of content. • Find or create content that supports learners in reaching your learning outcomes. • Rethink the classroom lecture.	Finding & Creating Content	Open Education Resources Library Sources Other Sources Rethink the classroom lecture and software options: PPT to iSpring Pro, SoftChalk, ??? Creating videos with software: Office Mix, Camtasia. Creating videos with Video Production. Hosting video on Medial Library.	Presentation	Speaker	9:45 – 10:45		How do you select content components? Considerations and tips to accomplish this task. What are the options? Share demos and discuss pros and cons. Handout instruction based resources to provide guidance without making a specific selection: If you want to do this…try these products, etc. etc.
• Design instruction for student engagement and participation.	The Role of Instructions	Explicitly stating what students should do with your content selections. Arranging content and due dates in ways that promote participation.	Presentation/Activity	Speaker	10:45 – 12:00		Avoiding the upload and forget about it approach to demonstrate the need for instructions, statements of purpose, introductions, summaries, etc. etc. Practice adding and organizing content in your sandbox.
		Lunch			12:00 – 1:00		Tech Support and IDD Assistance to follow lunch.
Learning Outcome	**Presentation Title**	**Topics**	**Activity**	**Presenter**	**Time**	**Day**	**Explanation**

Online Component Prior to Day 4						**Day 3 Application** • Whole class and group discussions to address thoughts about and questions after Day 3. • Exemplify the use of announcement tool to summarize Day 3 and prepare for Day 4. • Blog Assignment: Select a topic from your course and build a learning module in your sandbox course. Post a description of how you addressed instructions to support student participation, selected content, where the content came from, and the organization of the module. Read your colleagues' blogs and post your comments to discuss ideas further. Extend this activity by enrolling a colleague as a student in your sandbox and allowing them to review your learning module. Is the lesson clear? Do the components work properly? How long did it take to complete? **Day 4 Prep** Whole Class Discussion Assignment: Take a look at these two syllabi and schedules. Compare and contrast to critique and discuss their quality. What makes them good or bad? How do you envision your own syllabus and schedule?

Day 4: Pulling Your Decisions Together and Moving Forward						
Goal: Pull the planning and development decisions together to market the information to students and move towards completing your hybrid course.						

Breakfast					7:30 – 8:00		Arrive early to visit with attendees. Consider inviting all staff to mingle as a group.
	Welcome Back	Day 3 Summary and Day 4 Intro	Short Speech	Speaker	8:00 – 8:15		Feedback about online activities from Day 3. Introduce goal of Day 4.
• Reflect on the experience of a colleague.	Past Participant Experience	My Course Development Experience	Story Share with Q&A	Faculty Guest	8:15 – 8:45		Share your experience and open the floor to questions. Start with your initial concerns about your online course, how you pulled your plan and content together, and the outcome of your teaching experience based on these decisions.
• Write a detailed syllabus and an organized schedule to communicate the plan to students.	The Purposes of a Syllabus & Schedule	Your syllabus is a contract with students.	Presentation	Speaker	8:45 – 9:30		Be sure to cover: Using the communication plan to anticipate student needs and plan ahead. Setting clear course expectations and policies. Explaining your grading scheme and ensuring it works with Blackboard. Clarifying content to consume versus items requiring action in the schedule. Including exact dates, due dates, and time zone information in the schedule. End with time to begin writing their syllabus until break.
		Length and details matter.					
		The schedule as a students' checklist.					
Break					9:30 – 9:45		
• Write a detailed syllabus and an organized schedule to communicate the plan to students.	Writing a Syllabus and Schedule	Using the template to create the documents.	Activity	Speaker	9:45 – 10:30	Day 4	Work opportunity to continue working on syllabus and schedule.
• Write detailed course instructions and identify where in the online course they are needed. • Identify and incorporate instructor presence while teaching a hybrid course. • Facilitating and managing your hybrid course.	Facilitating and Managing Your Course	Instructor presence and teaching through modeling and guidance.	Presentation	Speaker	10:30 – 11:00		Supporting students with questions, confusion, poor performance, low participation, and technical issues.
		Student surveys to gather feedback for course improvements.					
		Implementing corrections and revisions without compromising course records.					
• Using a Plan of Action Timeline to keep course development on track.	The Consultation Process	Moving forward to complete your course.	Short Speech and Activity	Speaker	11:00 – 11:30		Guide faculty in creating a Plan of Action Timeline to complete their course development.
		Confirm Follow Up Meeting					
• Identify areas of concern or particular issues in need of support services and initiate contact to receive assistance.	Colleague Question Session	Open forum to ask questions.	Q & A	Faculty Guest	11:30 – 12:00		Ask an enthusiastic and positive faculty to answer questions about the process moving forward.
Lunch					12:00 – 1:00		Tech Support and IDD Assistance to follow lunch.

Online Component Prior to Consultation Follow Up Meeting		**Day 4 Application**

	- Whole class and group discussions to address thoughts about and questions after Day 4.
	- Exemplify the use of announcement tool to summarize Day 4 and prepare for completing Hybrid Academy requirements for certificate.
	- Certificate Requirements: Certificates will be distributed 2 weeks after Hybrid Academy according to the completion of the following assignments:
	  1. In the Hybrid Academy course, turn in your course plan, syllabus, and schedule.
	  2. In the Hybrid Academy course, turn in your Plan of Action Timeline for completing your course.
	  3. In your sandbox course, use your course plan to map the structure of your course.
	  4. In your sandbox course, create your course orientation for students.
	  5. In your sandbox course, create one learning module on a topic of your choice.
	
	Consultation Follow Up Prep
	
	Group Discussion Assignment: Communicate questions, concerns, or thoughts about your course for feedback and guidance from Online Learning and your colleagues. What aspects are going well? What aspects are you struggling with?

Consultation Team Follow Up: Schedule with your group on Day 1	