Welcome!

We’ll get started soon.

I want to see you! Please turn on your video. But mute ‘yo self. 😊

Note to self: Hit Record!
HYBRID GiNG
CREATING INSTRUCTIONAL BLENDS THAT WORK
More to come!

Full schedule at: bit.ly/ctl_july2020
Megan Weatherly

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Housekeeping

zoombombs  questions  slides
STOP!
IN CHAT, TELL ME...
GEORGE STRAIT
Guided Notes

Link to documents goes here
Objectives

- Evaluate opportunities to shift from instructional paradigm to teaching paradigm.
- Apply provided framework to your hybrid course.
- Develop effective, balanced learning activities for your hybrid course.
Practice
Play Along!

joinmyquiz.com

code: 231405
TRANSLATION VS. ADAPTATION
HYBRID

A course delivered as a blend of two modalities
Note: For face-to-face blends, 50-85% of F2F time replaced by instruction online or via Zoom.
Face-to-Face + Online

Face-to-Face + Livestream

Livestream + Online
QUICK
QUESTION
Disclaimer
Rethink What We Know...

instruction   learning
## Rethink What We Know...

<table>
<thead>
<tr>
<th>Instruction Paradigm</th>
<th>Learning Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFA exists to <strong>provide instruction</strong>.</td>
<td>SFA exists to <strong>produce learning</strong>.</td>
</tr>
<tr>
<td>Method, product are same.</td>
<td>Method, product are different.</td>
</tr>
<tr>
<td><strong>The means is the end.</strong></td>
<td><strong>The end governs the means.</strong></td>
</tr>
<tr>
<td>Instruction Paradigm</td>
<td>Learning Paradigm</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Focus on transferring knowledge from instructors to students.</td>
<td>Focus on eliciting students’ discovery and construction of knowledge.</td>
</tr>
<tr>
<td>Chief agent in process = instructor</td>
<td>Chief agent in process = student</td>
</tr>
<tr>
<td>Instruction Paradigm</td>
<td>Learning Paradigm</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Focus on covering the material</td>
<td>Focus on achieving specified learning results</td>
</tr>
<tr>
<td>Instructor = disciplinary expert imparting knowledge</td>
<td>Instructor = designer of learning environment</td>
</tr>
</tbody>
</table>
Hybrid Spectrum

Enabling Blend: flexibility for learners to access course info in different modalities

Enhancing Blend: slight changes in pedagogy, but nothing drastic; online enhances F2F

Transforming Blend: learner actively constructs knowledge through interaction with others, content
OMG OMG OMG
#NOTENOUGHTIME
Fear not! We have a plan.
STOP!
NOTES MUCH?
BACKWARD DESIGN
Let's start at the very beginning...

A very good place to start!
ARTICULATE OBJECTIVES
Meet My Course: History 134
Previous Objectives

• discuss the factors contributing to the rise of Progressivism;
• define the Progressives;
• identify historical events significant to the Progressive Movement; and
• consider how politics and middle-class Americans influenced and were influenced by one another

Revised Objectives

• infer that the Progressive Era was characterized by reaction to the Gilded Age and the need for human intervention to solve social problems;
• evaluate how contextual information affects the reliability of a source; and
• evaluate the relative strengths and weaknesses of a photograph as historical evidence
Bitter Pill...
Determine Acceptable Evidence
FOCUS ON EVIDENCE, NOT THE ASSESSMENT MECHANISM
<table>
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<tr>
<th>Revised Objectives</th>
<th>Acceptable Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• infer that the Progressive Era was characterized by reaction to the Gilded Age</td>
<td>• identify major Progressive movements and the specific Gilded Age change to which</td>
</tr>
<tr>
<td>and the need for human intervention to solve social problems;</td>
<td>each was responding</td>
</tr>
<tr>
<td>• evaluate how contextual information affects the reliability of a source; and</td>
<td>• thoughtful evaluation of selection of Lewis Hine photos in module activity</td>
</tr>
<tr>
<td>• evaluate the relative strengths and weaknesses of a photograph as historical</td>
<td></td>
</tr>
<tr>
<td>evidence</td>
<td></td>
</tr>
</tbody>
</table>
CRAFT EFFECTIVE LEARNING ACTIVITIES
Identify the Struggle Points
MATCH TO MODALITY

Face-to-Face
- guided practice
- application
- modeling
- HOTS
- evaluation

Online
- lecture
- label | categorize
- summarization
- prediction | practice
- rote assessment

Livestream
- depends on blend!
- struggle points
- interactive lecture
A Tool...

Seattle University’s Blended Flow Map
STOP!
TAKE A LOOK...
ANOTHER TOOL...

bit.ly/alignment_tool
practicing skills

reading with purpose

working on project or performance task

studying and synthesizing information

reflecting on ideas, process, or product

revising work
Active Learning

“...requires students to do meaningful learning activities and think about what they are doing”

Prince, 2004
Direct Instruction

- instructor-led
- focus on info/skills needed to be taught in order for students to achieve desired results
- if lecture, focus on interactive lecture

Guided Inquiry

- student-led
- explore materials with minimal instruction
- emphasis on creating, collaborating
<table>
<thead>
<tr>
<th>Case Studies</th>
<th>Games</th>
<th>Jigsaw Activities</th>
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<tbody>
<tr>
<td>Large Group Discussion</td>
<td>Peer Review</td>
<td>Problem Sets</td>
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<tr>
<td>Role Playing</td>
<td>Social Annotation</td>
<td>Simulations</td>
</tr>
<tr>
<td>Concept Mapping</td>
<td>Small Group Work/Discussions</td>
<td>Think/Pair/Share</td>
</tr>
</tbody>
</table>
INTEGRATION
CREATING SOCIAL PRESENCE
(for you and for students)
welcome video

video/audio feedback

(tech) tutorials

check-ins

answer email promptly

apps and backchannels
Prepare your students for success!
EMAIL AND EXPLAIN
This course follows a hybrid format in which we will replace half of the time we would normally spend together with thoughtful exchanges online. In our face-to-face sessions, we'll spend the majority of our time considering more difficult concepts and learning necessary skills. In-class and out-of-class requirements are as follows:

- **In-class time (1.25 hours weekly):** We’ll have one 75-minute class each week in which we will practice historical contextualization and analysis skills. You will also complete brief quizzes and other assessments during the sessions.

- **In-class replacement time (1.25 hours weekly):** Instead of listening to me lecture for 75 minutes each week, you’ll read, watch, and/or listen to content on your own time in preparation for our time together.

- **Out-of-class time (~5 hours weekly):** Outside of class, expect to complete additional readings, viewings, writing assignments, and assessments.
Course Schedule & Communication Policy
STOP! Questions?
Register now!

Self-Promotion

Shameless
Session Materials
bit.ly/ctl_julyjumpstart
More Resources!
ctl.sfasu.edu
Key Research


Inspirations
Credits & Thank Yous!

Icon Design and Color Palette: Camryn Camp
Fonts: Montserrat, Emixvade
Moral Support: Team CTL
Megan Weatherly

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word nerd | oreo fan | baker of things

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