





HYBRID / BLENDED

EDUCATION

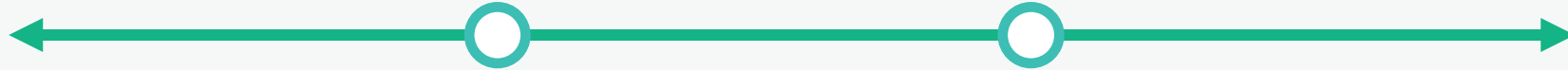
KENAN DIKILITAS
ABDELNOUR ALHOURANI



**ONLINE
Only**



**FACE TO FACE
Only**



HYBRID

BLENDED



Face to Face

Nonverbal communication

affect and body language is observable



Diagnosing students' conceptual problems
and providing immediate feedback



Role playing

Student demonstration of psycho-motor skills



Face to Face



Online



Broader participation in discussions
More time to think before responding

Face to Face



Online



Self-paced learning
and practice

Face to Face



Online

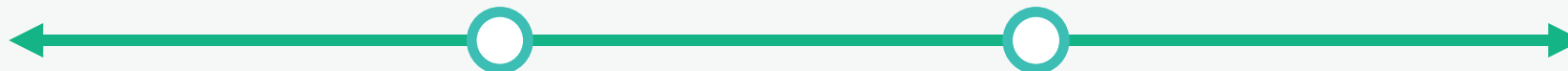


Near real-time, automatic grading

**Online
Only**



**Face to Face
Only**



HYBRID

BLENDED



HYBRID

Well balanced
between in-person
and remote
learning



BLENDED

Traditional in-person
course incorporated by
online class sessions
and online
asynchronous
discussion



Key Considerations

BLENDED



Technology

Ownership

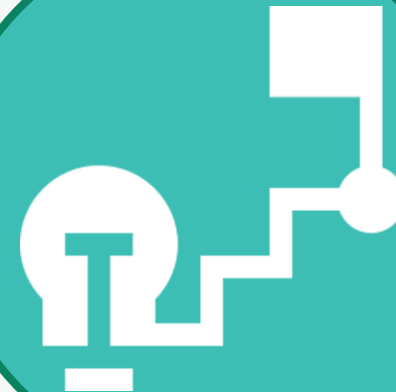


Seat Time

Incentives



Evaluation



Key Considerations

BLENDED



Technology

Institutions are responsible for meeting the necessary physical and technological requirements such as computers and hardware, internet access, and necessary software

Key Considerations

BLENDED

Ownership



Policies for ownership and accessibility of materials need to be clearly established.

Key Considerations

BLENDED



Seat Time

Reduction in classroom contact hours if some of the teaching components are conducted online?

Incentives

Evaluation

Key Considerations

BLENDED

These incentives could be related to materials, financial compensation, funding allocations, releasing time, and equipment.

Incentives



Evaluation



Key Considerations

BLENDED

An institutional policy establishing which standards and outcomes are to be evaluated and how the evaluation should be conducted



Evaluation

Synchronous



Asynchronous

Models of **BLENDED** Learning

Flipped learning

Guided

Integrated

Independent

Synchronous

Formative
Assessment

Active / Collaborative
Learning

Session

Self Directed
learning

Asynchronous

Models of **BLENDED** Learning

Flipped learning

Guided

Integrated

Independent

Synchronous

Direct instruction

Start

Session

Self Directed
learning

Asynchronous

Models of **BLENDED** Learning

Flipped learning

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Direct instruction

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Active / Collaborative
Learning

Asynchronous

Models of **BLENDED** Learning

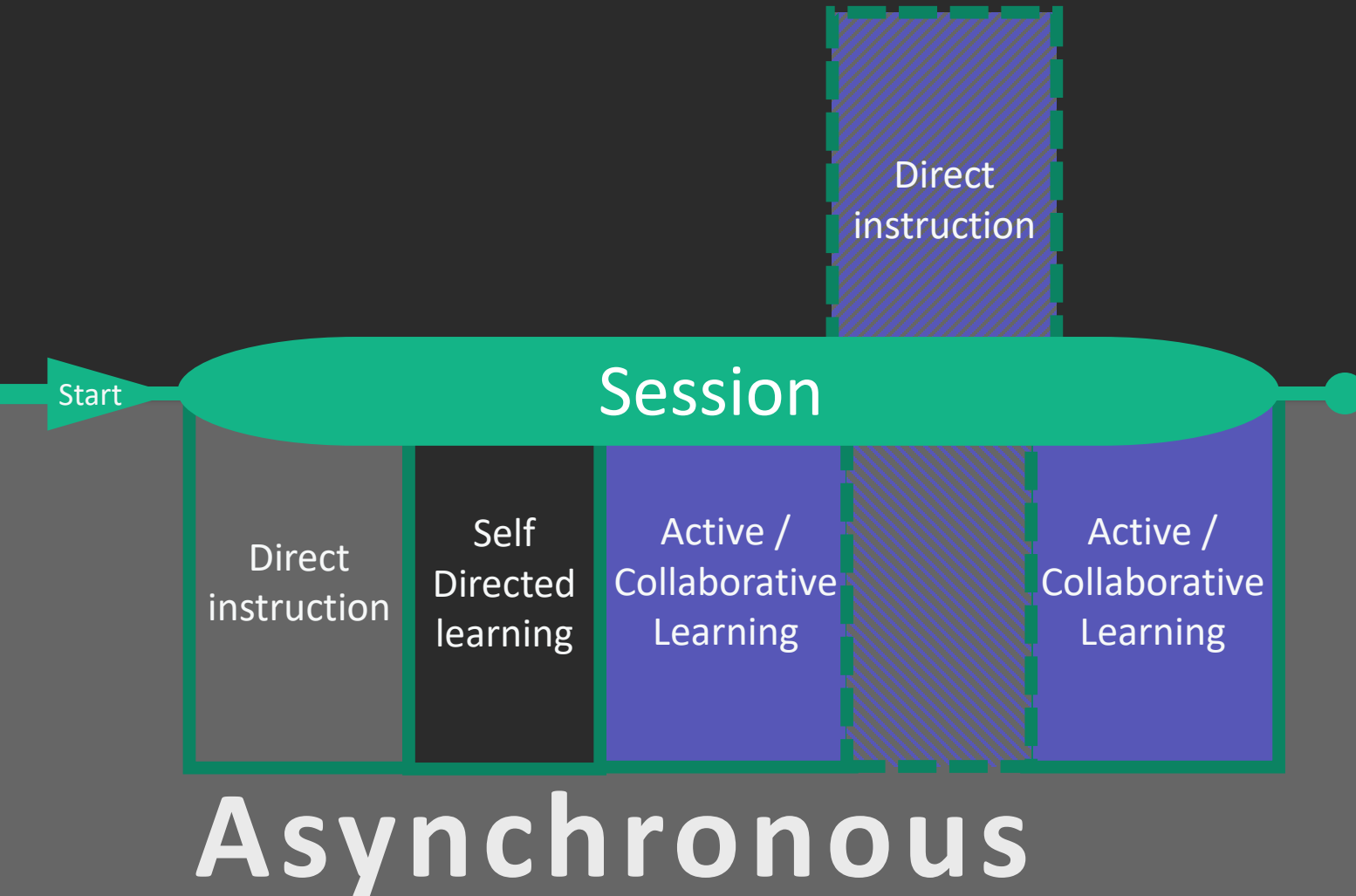
Flipped learning

Guided

Integrated

Independent

Synchronous



Models of **BLENDED** Learning

Flipped learning

Guided

Integrated

Independent

Which model of blended learning have you used or do you plan to?



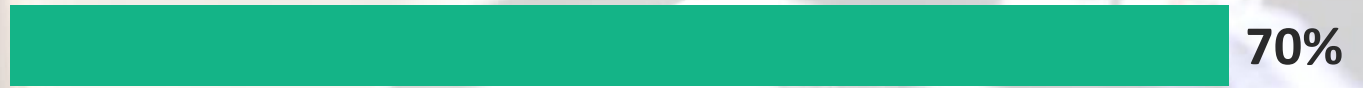
SCAN ME

Vote for up to 4 choices

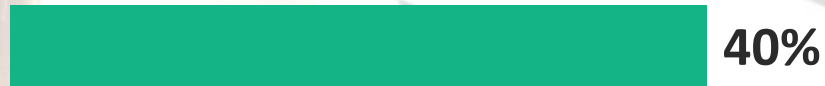
Join: vevox.app ID: 183-382-464

POLL OPEN

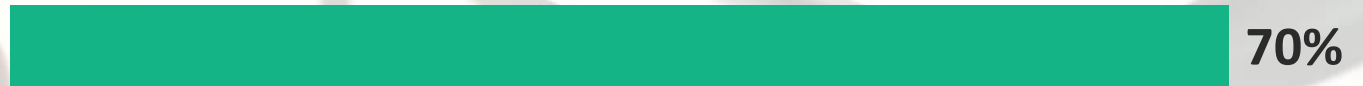
1. Flipped Session



2. Guided Session



3. Integrated Session



4. Independent Session



- [Consideration Strategies] -

How do I choose **which aspects** of my course will be **online** or **face-to-face**?



Identify the opportunities



Identify your time constraints



Start with setting course outcomes



Consider what has to happen F2F

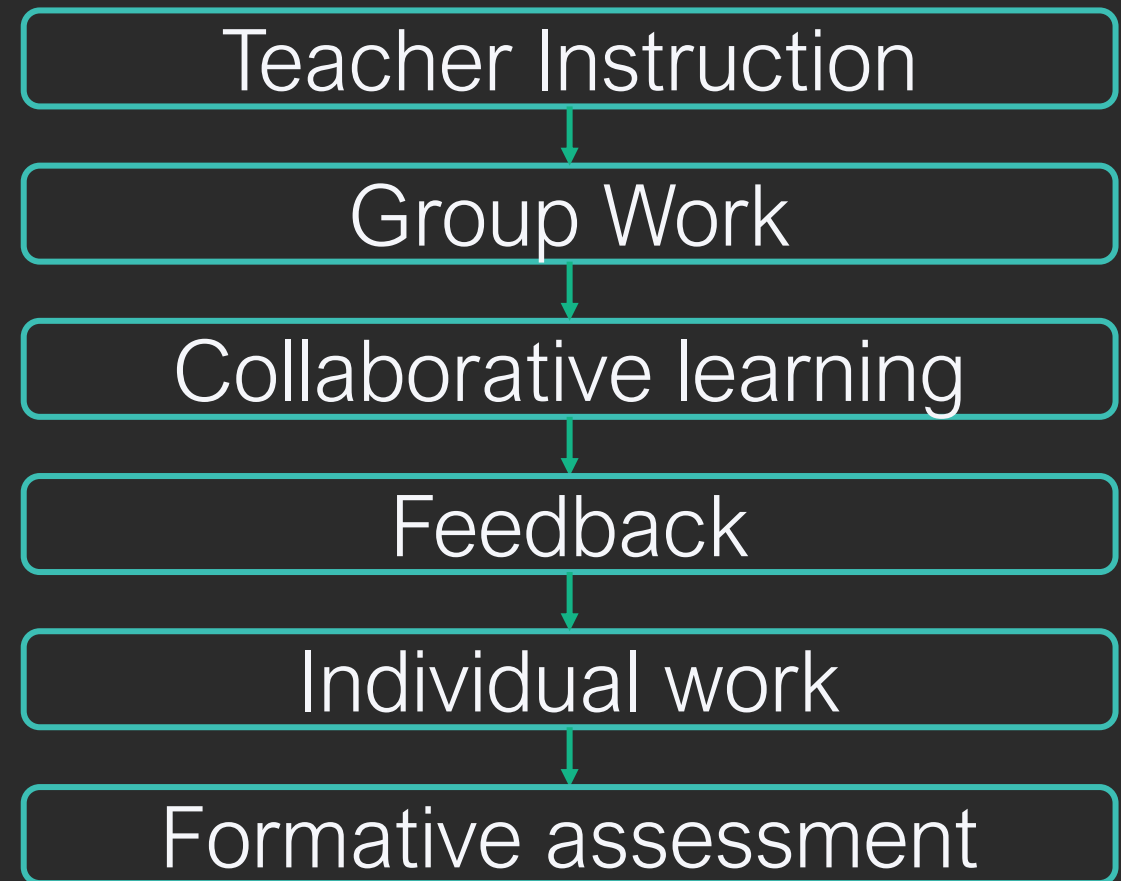


Consider a flipped classroom

- [Consideration Strategies] -

How do I ensure that the **online and face-to-face** components **work well together?**

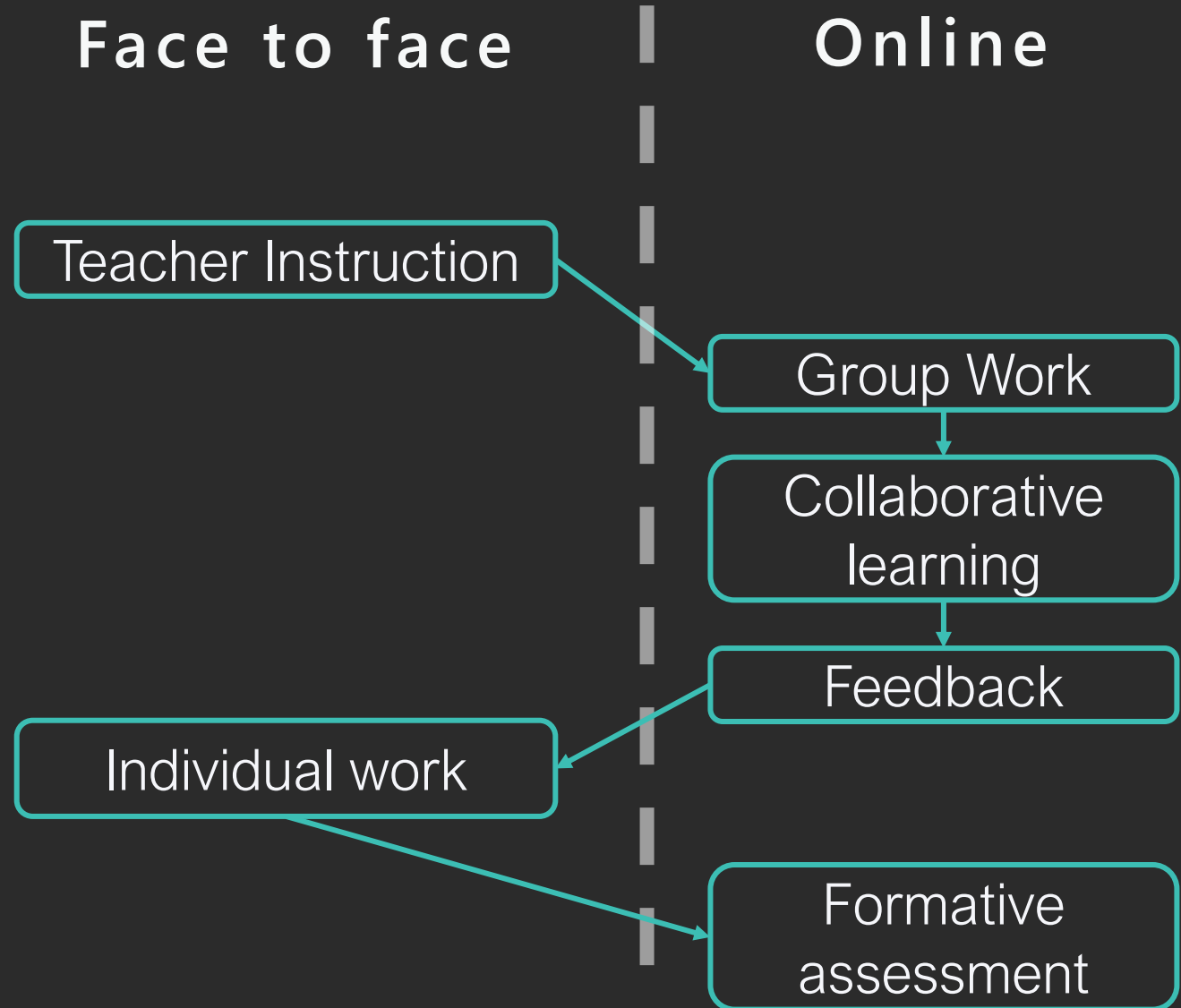
Classical Learning



- [Consideration Strategies] -

How do I ensure that the **online and face to face** components of my course **work well together?**

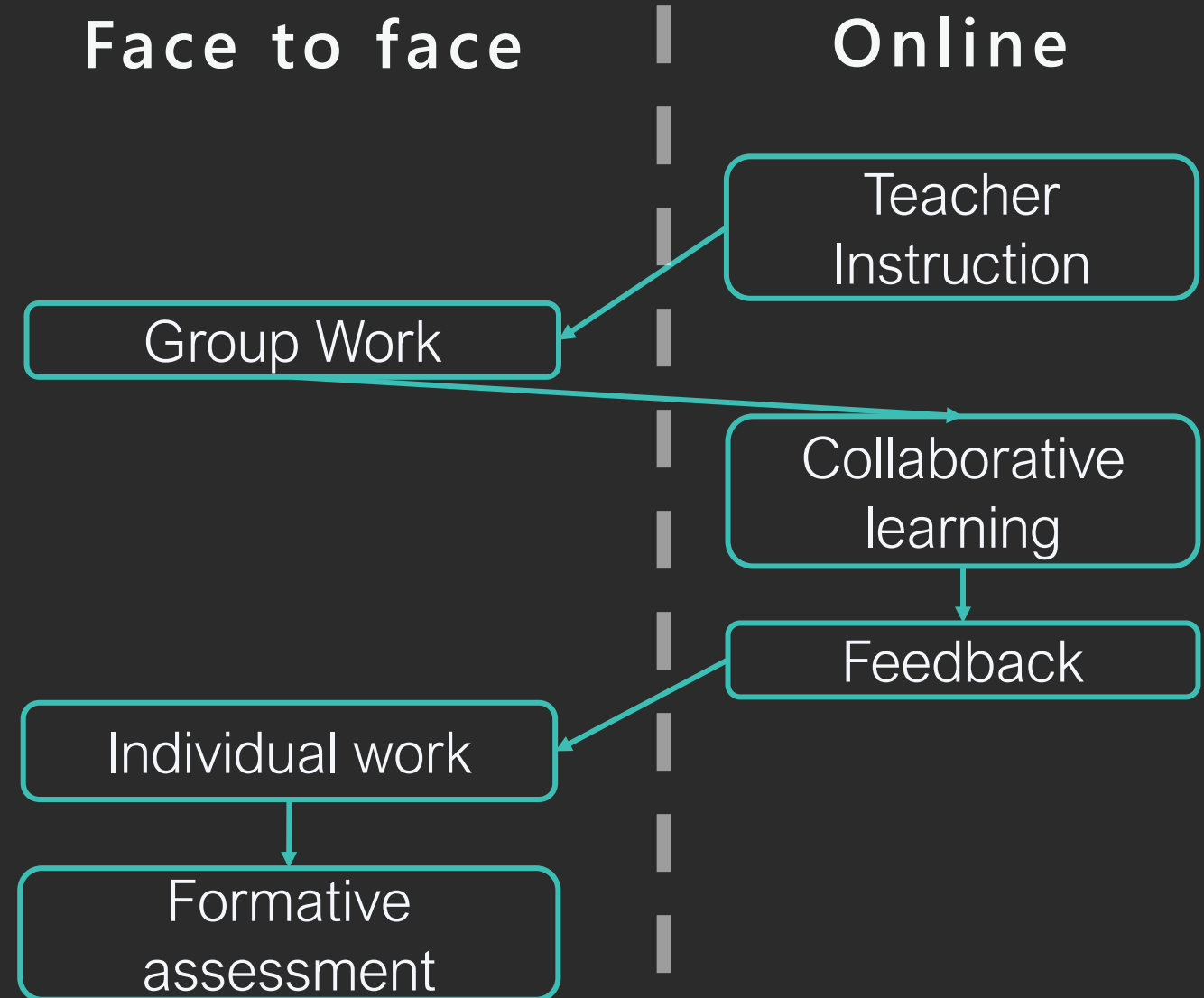
Blended Learning



- [Consideration Strategies] -

How do I ensure that the **online and face to face** components of my course **work well together?**

Blended Learning



HYBRID

Well balanced
between in-person
and remote
learning

BLENDED

Traditional in-person
course incorporated by
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HYBRID

Key Considerations

1



The **teacher** must **facilitate** learning

HYBRID

Key Considerations

2



Courses must be **re-designed** to
adapt multiple resources

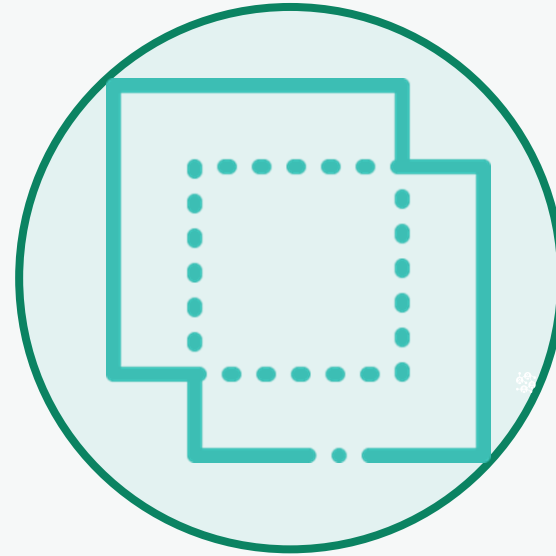
HYBRID

Key

Considerations



3



Online and face-to-face components must be **purposefully integrated:**
interaction, engagement,
collaboration, assessment etc.

(Delamarter and Brunner, 2005; Sturgill 2018)

HYBRID

Key Considerations

4



Social presence must be prioritized

HYBRID

Key Considerations



5



Students must be trained to learn through and in hybrid designs and access support

(Delamarter and Brunner, 2005; Sturgill 2018)

HYBRID

Key Considerations



6



Teachers must be trained and supported

(Delamarter and Brunner, 2005; Sturgill 2018)

Models of Hybrid Learning

Traditional

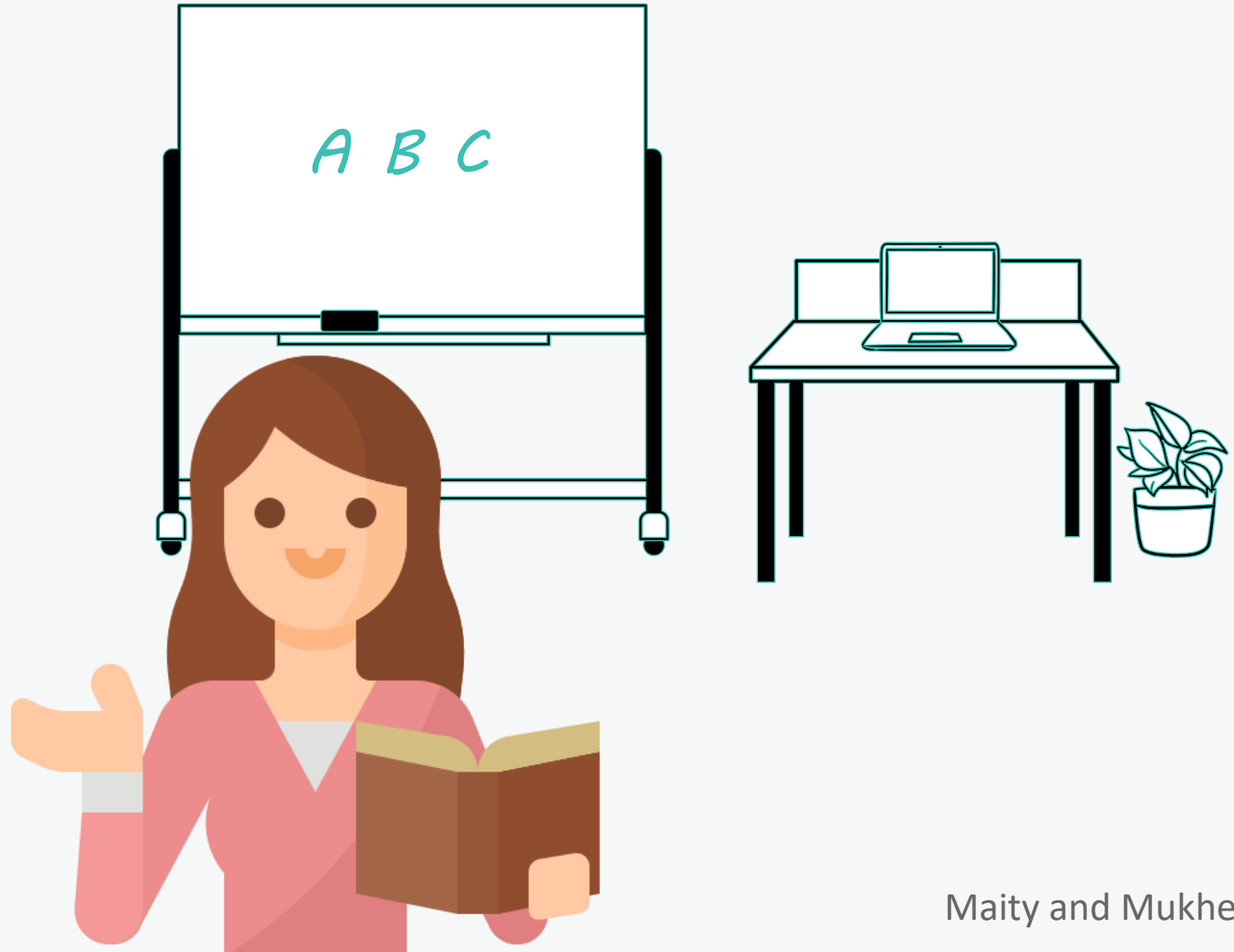
Mixed

Synchronous

Models of Hybrid Learning

Traditional

first-generation
hybrid learning
model



Models of Hybrid Learning

Traditional

teachers provide learning activities to view or download in an asynchronous online form

- During COVID



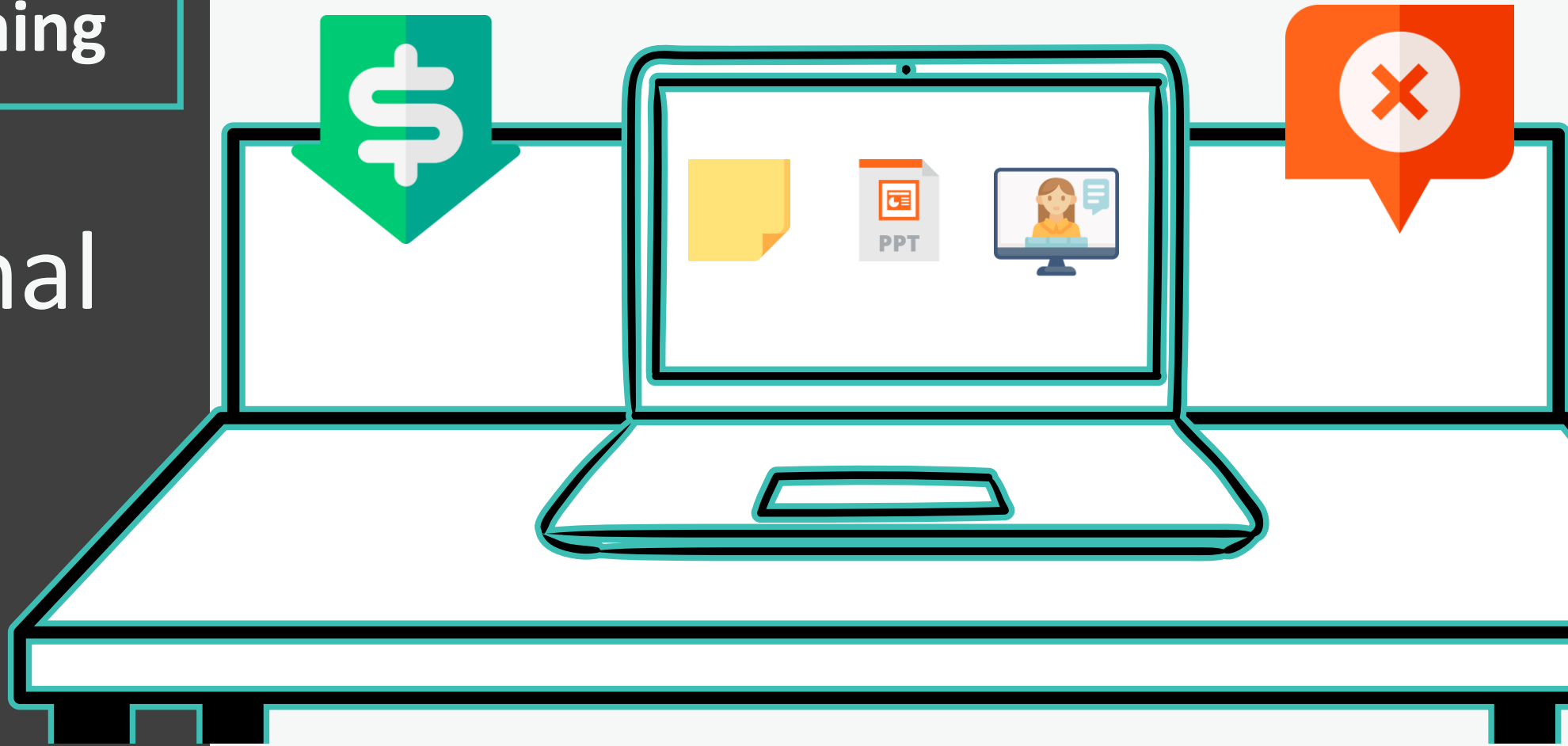
Models of Hybrid Learning

Traditional

less expensive
and more
accessible

BUT

too superficial
for pedagogical
intervention

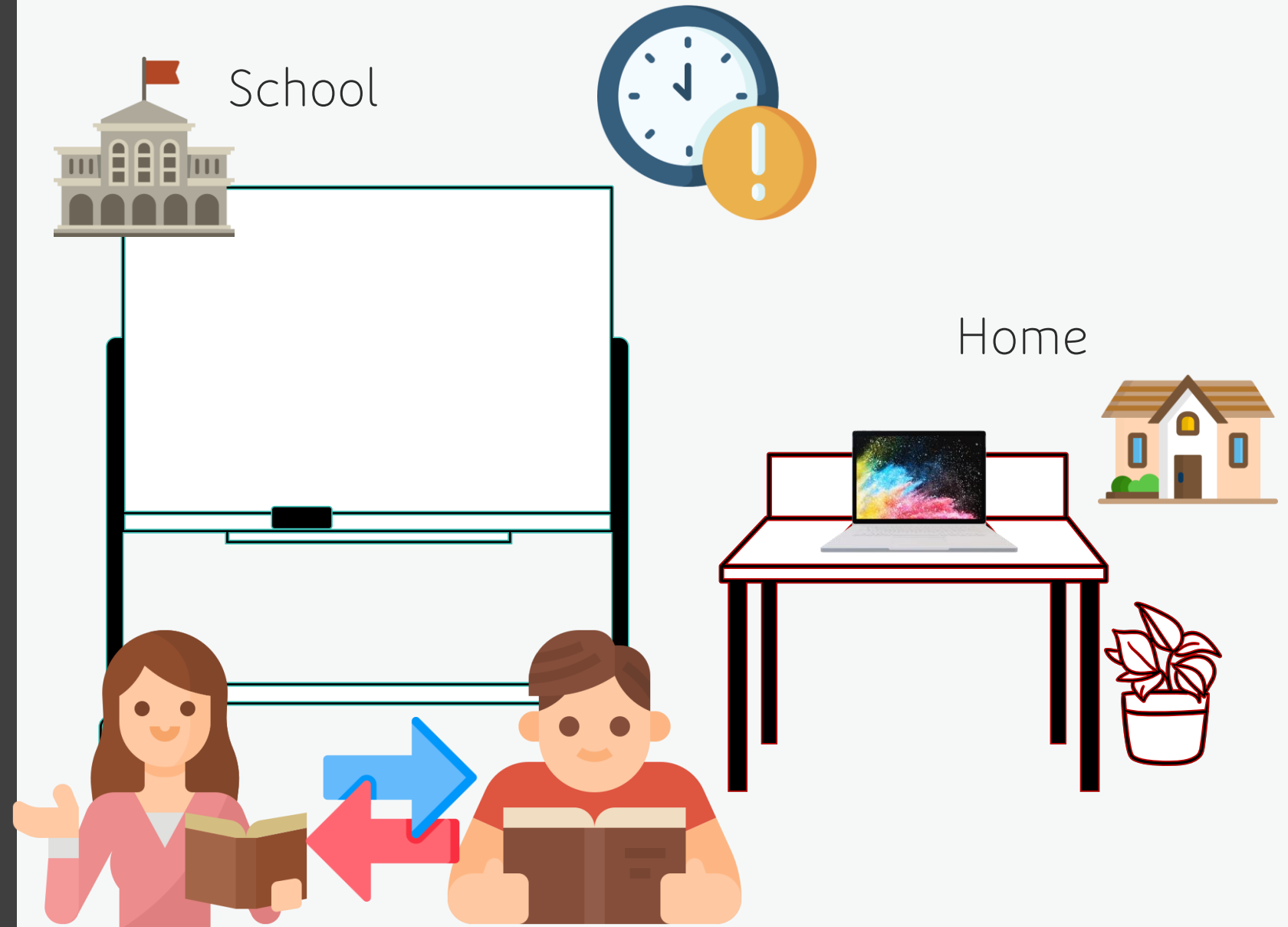


Models of Hybrid Learning

Mixed

Extension of the traditional hybrid model

students participate in a mix of learning activities both at school and at home



Models of Hybrid Learning

Mixed

Extension of the traditional hybrid model - After COVID

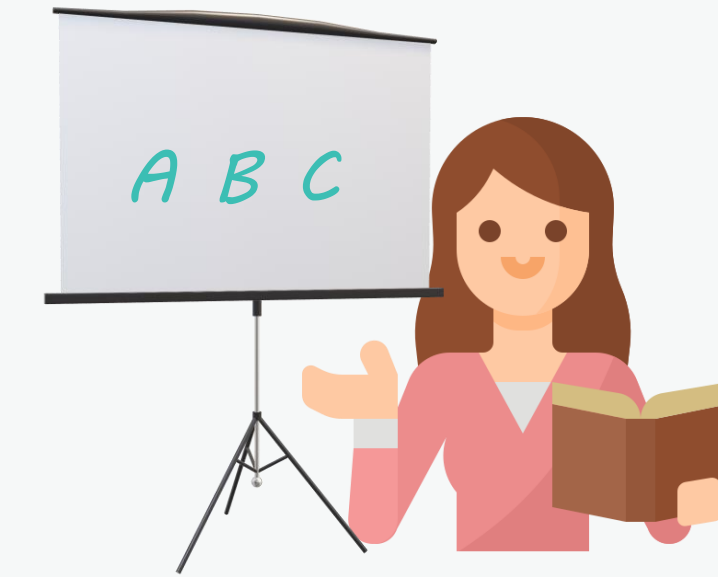
In the time of working remotely, asynchronous and synchronous contents are utilized to perform tasks independently.



Models of Hybrid Learning

Synchronous

Simultaneous
live instruction
through video
conferencing
Interaction
oriented



What were the student-related challenges you experienced?

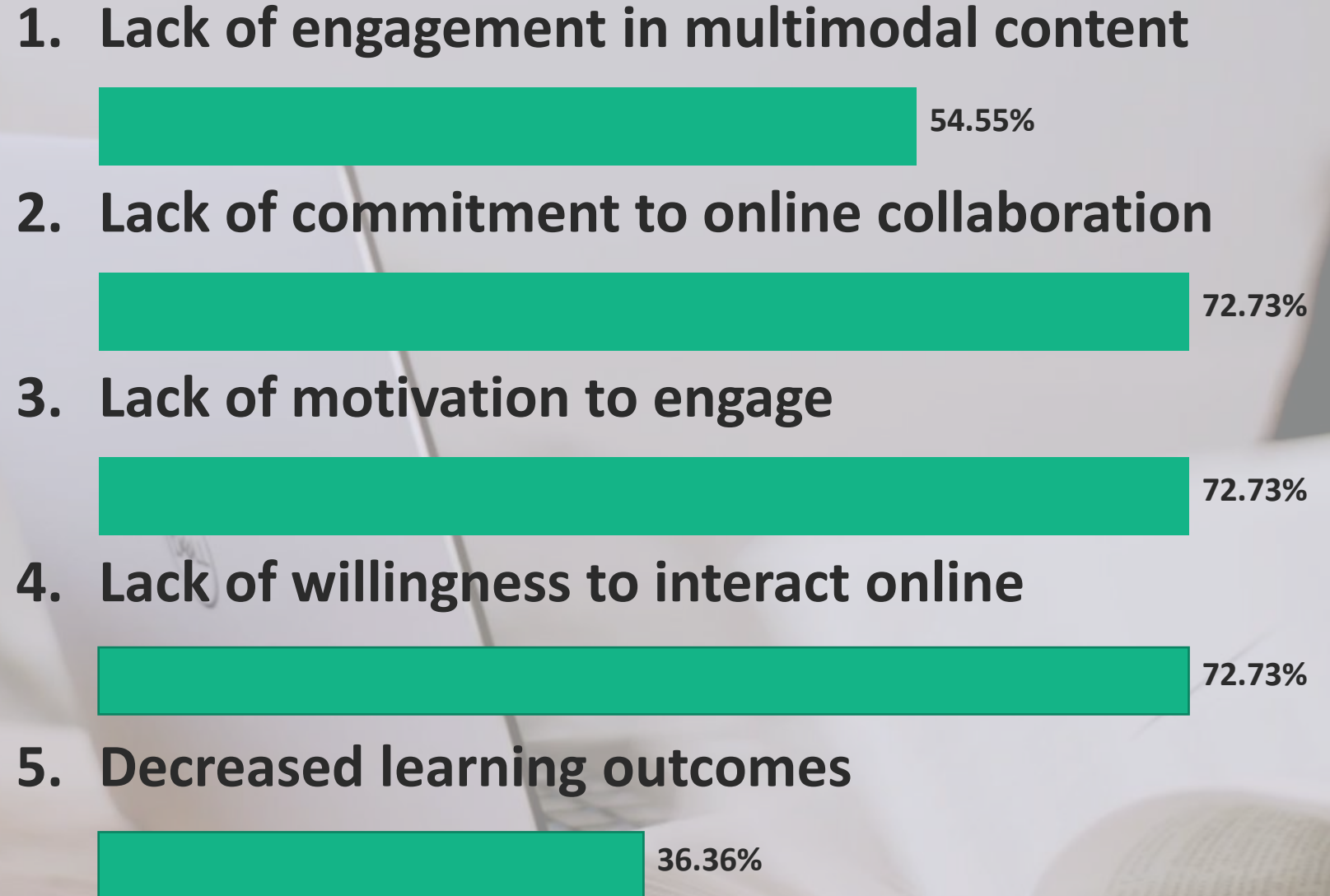


SCAN ME

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POLL OPEN



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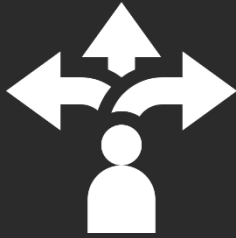
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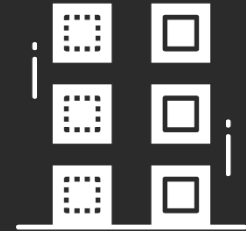
Benefits With Hybrid Courses

SUPERSEDING what each mode could do alone



Flexibility:
Opportunistic and supportive

Enrichment/ Differentiation:
Inclusivity and representation



Benefits With Hybrid Courses

SUPERSEDING what each mode could do alone

MAXIMIZING strengths and minimizing weaknesses



Hybrid Group work



Complementary

Activities work in cooperation

Connected

Activities differ but mutate for unified cause



Benefits With Hybrid Courses



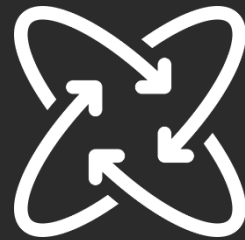
SUPERSEDING what each mode could do alone

MAXIMIZING strengths and minimizing weaknesses

STRENGTHENING interaction through verbal and text-based communication

Continuity:

Unifying digital and print resources for a new unified content



Multiplicity:

Challenging students through alternate or multiple resources





SUPERSEDING what each mode could do alone

MAXIMIZING strengths and minimizing weaknesses

STRENGTHENING interaction through verbal and text-based communication

CREATING a unique fusion of synchronous and/or asynchronous direct and mediated modes of communication

Empowering Teachers and Students



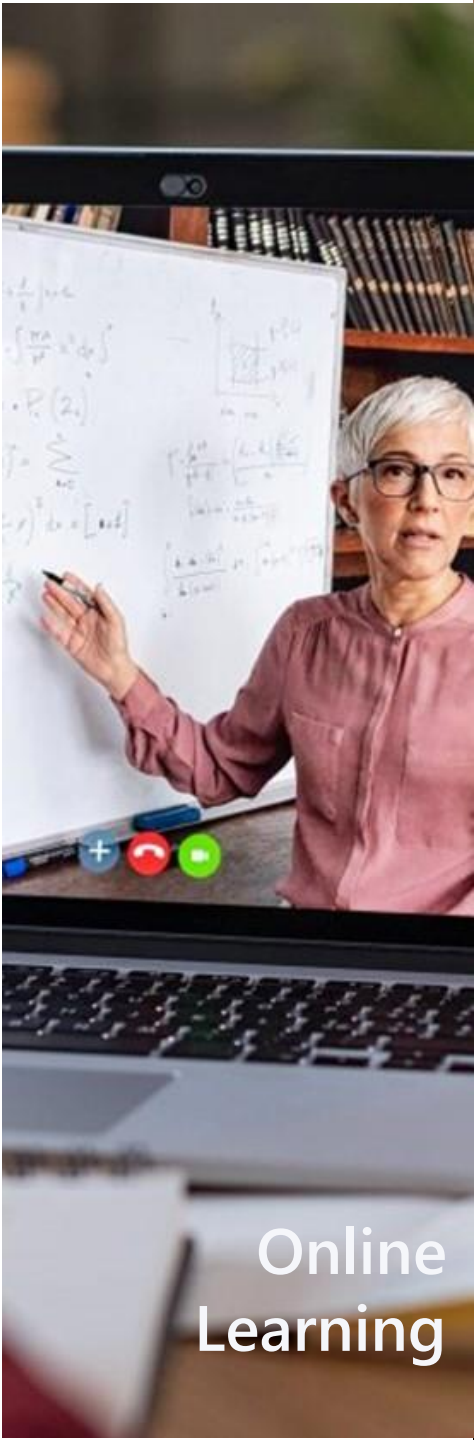
Choice



Space



Voice



Online
Learning



Blendend
Learning



Collaborative
Instructions

Evaluation of Evidence-Based Practices in Online Learning

A Meta-Analysis of 48 Online Learning Studies

Online learning found to be effective across

- Disciplines
- Learner types
- Degree

Online Learning

Online vs. Face to Face

Students online performed modestly better (+.20) than those learning the same material through face-to-face instruction only.



Online vs. Blended

Blended instruction had a larger advantage (+0.35) than only face-to-face instruction

Blended Learning

Collaborative vs. Independent

Presence of instructor in online environment appeared to be more effective than without (+0.25)



Collaborative Instructions

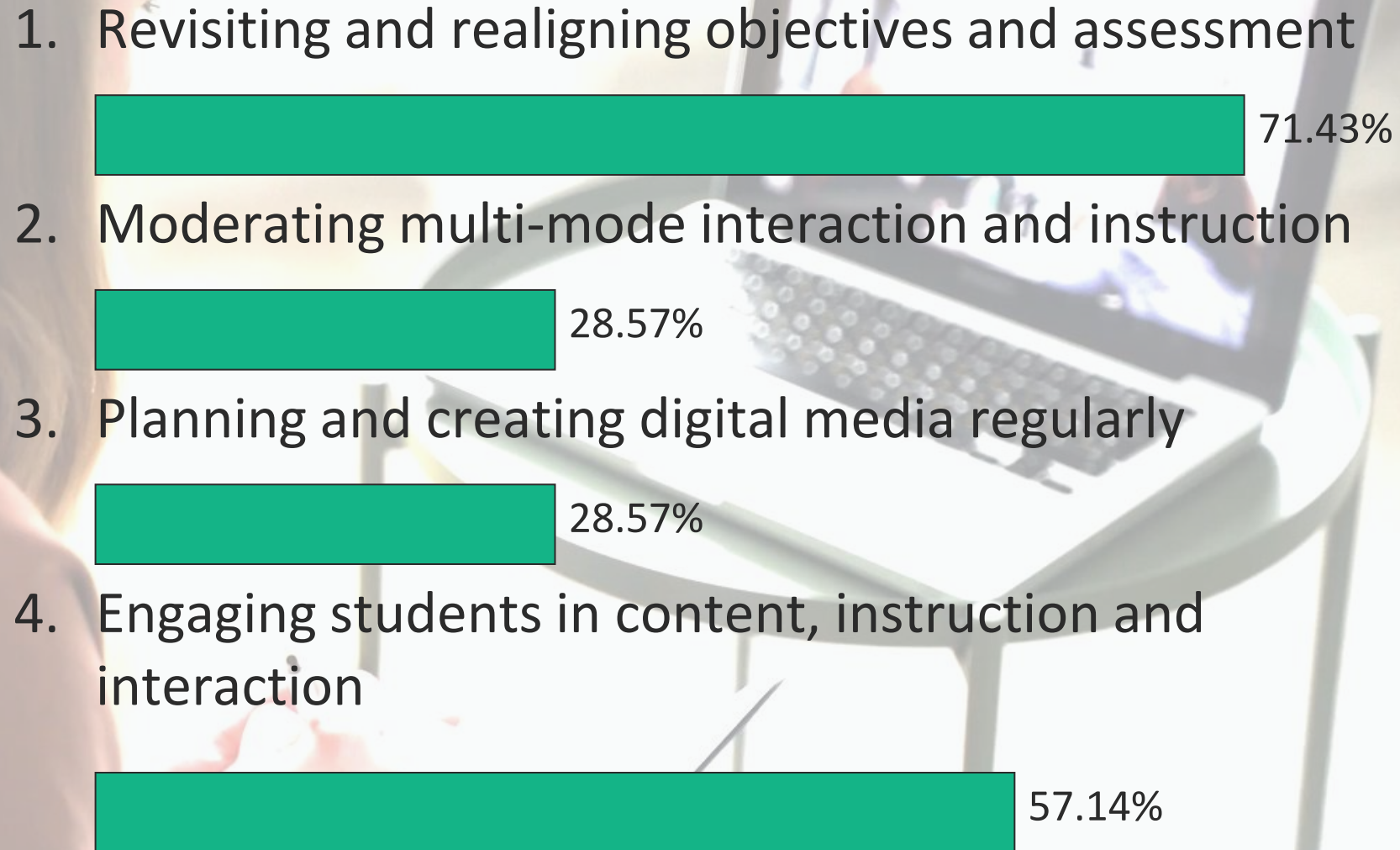
What is your most challenging experience?



SCAN ME

POLL OPEN

Vote for up to 4 choices



Select the top 3 impact dimensions.



SCAN ME

POLL OPEN

Vote for up to 4 choices

