
Teaching the HBO's (Hybrid, Blended, & Online Classes)

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Basic Outline

- Adding Technology
- Tidbits Learned
 - Expectations
 - Introductions & Mini Bios
 - Screen by Screen help sheet
 - Plagiarism
- Definitions
 - Hybrid, Blended, Online
- How do you decide?
 - Course description
 - Level of course
 - How often to meet
- Course Management System
 - Does it matter—WebCT, Bb, or other
- Evaluations
 - Formative
 - Summative
- How do you want to set up your course
 - Shell or pre-loaded for you
 - Copyright issues
- What does it take to create your course
 - Categories, icons, background, students, grades
- Maintenance during course
- After course is finished

Adding Technology

Should You?

Or

Shouldn't You?

- Factors to consider...
 - How techno savvy are you?
 - An e-pack option may suit you better
 - Can you get help?
 - Is there an instructional designer or help support available?
 - Time availability
 - Why do you want to add technology?
 - Some cases, more work than lecture
 - Very rewarding and/or extreme challenge??
 - Overall, students enjoy courses with technology aspects

Some Tidbits That Have Helped Me Introductions & Expectations Sheets

Introductions

- Hybrid and Blended classes
 - White Copy
- Online Classes
 - Post a mini Bio

Expectations

- Hybrid and Blended classes
 - White Copy
- Online classes
 - Email students

Use the same questions for every class--
I just change the headings

Introduction & Expectation Worksheets

- Introduction Worksheet
 - Welcome!
 - Please briefly answer the questions/statements below.
 - What is your name?

 - What is your phone number?

 - Are you a full-time or part-time student?

 - Enrolled in any Athletics program? Yes No
 - Why are you taking this class?
 - Please rate your computer skills from 0-5 with 5 being comfortable and no stress associated with the area and zero knowing zilch about the area.
 - MS Word 0 1 2 3 4 5
 - PowerPoint 0 1 2 3 4 5
 - Internet 0 1 2 3 4 5
 - Briefly state a few things about yourself that you would like to say when you introduce yourself to the class.
- **Name**_____
 - Expectations-Due Tuesday, January 17, 2006
 - ***All answers will be kept confidential***
 - Describe what your expectations are of me as the instructor for this class.
 - What do you hope to learn from this class?
 - What are your expectations for yourself?
 - Do you have any educational requests that I need to be aware of-i.e. learning disability?
 - Are you color blind?
 - What is your alternate email?

Some Tidbits That Have Helped Me Plagiarism & Screen by Screen Help Sheets

Plagiarism Notes

- Define in all my classes on first day---No excuses
- Surprising how many students don't really know definition
 - paraphrasing and direct quote
- Created a PPP for plagiarism
 - Uploaded onto course—all my courses, Additional Resources
 - Have adapted to include 'copy and paste' from classmates
 - Students must post that they understand what plagiarism is

Screen by Screen Help Sheets

- Really helps students
 - Hybrid & Blended—go over in class
 - Online—leave with other Faculty
- Upload onto all courses under Additional Resources

What is the difference between a Hybrid, a Blended and Online Course??

Online

- An asynchronous format
- No Face-to-face (f2f)

Blended

- Using technology as a component
- Face-to-face (f2f) class

Hybrid

- Generally, f2f 51%---49% structured online assignments
- I eliminate one class period
 - Meet once a week f2f, Mondays
 - Online assignments due on the other class period, Wednesdays
- During the one weekly class period
 - Answer any questions
 - Pop Quizzes
 - Review Chapter and Assignments
 - Group Activities

How do I decide which one I want??

- Required Course Content
 - Can the content be divided or enhanced by technology?
 - How much f2f is needed?
- Course Objectives
 - Met with technology?
- Level of course
 - Remedial courses, better for Blended or Hybrid—students need the f2f contact
- Type of students, if known
 - Self-Directed?
 - New to College?
 - Commitment level?
- Personal Technology Issues
 - What is my “comfort” level?
 - Do I have help, if I need it?
- Time Commitment Factors
 - Technology is not spur of the moment---must be planned ahead
 - Technology courses take time to set up before classes start
 - Technology courses require at least weekly, if not daily maintenance
- Other Factors
 - Plan when CMS down or unavailable
 - Students may email, hand-in
 - How much ‘homework’ will be assigned
 - Online and class assignments?
 - Textbook and companion website

Course Management System??

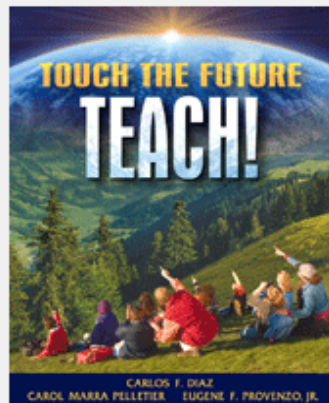
E-Packs??

Companion Website??

- Course Management Systems
 - Examples: Blackboard (Bb) and WebCT, eCollege (fee based)
 - Moodle (free)
 - Colleges pay so much per year based on student enrollment
- E-Packs, fully loaded courses
 - Available for WebCT or Bb
 - Go to WebCT's Digital Content info page
http://www.webct.com/content/viewpage?name=content_faq
- Companion Websites are usually available for free from publisher
 - Access by publisher/author
 - Generally, very helpful to students



Welcome to the Companion Website for Touch the Future...Teach!.



by

Carlos F. Diaz, *Florida Atlantic University*
Carol M. Pelletier, *Boston College*
Eugene F. Provenzo, *University of Miami*

Some of the features in this site include:

- things to remember
- chapter tip sheets
- practice tests
- weblinks
- flashcards

To get started select a chapter from the drop down menu above.

Importance of Evaluations...

Formative

- always on going
 - *Kafkaesque* question **
- after (or during) assignment
 - Take notes of what worked, what didn't
 - What to do next time
 - Critical Thinking assignments and Questions

**Cunningham, L.S. & Reich, J.J. (2006). (6th ed.).
Culture & values: A survey of the humanities. Alternate volume.
Thomson Wadsworth:United States.

Summative

- Always evaluate at end of course
 - Final Discussion Question
 - How course affected you or impacted you
 - Electronic Posters & PPP
 - Zoomerang.com
 - Free and easy to set up
 - Students like it
 - Must have 'regular' email

Support Sign Up Now!



Easiest way to ask, Fastest way to know.™

Home

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Affiliate Program

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Reach your target with our over [2 million opt-in survey respondents](#).

How Do I Want To Set Up My Course?

- Using the course management system
 - some require faculty use templates, so all the same format for students
 - Timed assignment deadlines?
 - Discussion Boards?
 - How interactive?
 - Keep it simple
 - know the capabilities of your college's particular CMS and server
 - Chat may be offered, but does the server actually handle it?
 - Presentations, will they actually work?
 - Word Processing documents
 - OpenOffice.org free and opens a lot
 - Keep in mind what your students access level may be
 - If rural, probably on dial-up
 - Difficulties uploading and downloading assignments
 - Software programs may not be compatible with CMS



native
language

free office suite

OpenOffice.org is a [multiplatform](#) and [multilingual office suite](#) and an [open-source](#) project. Compatible with all other major office suites, the product is free to download, use, and distribute. To help build the community, [join us](#).

new user &
general info

get
openoffice.org

version: 2.0.2



OpenOffice.org 2 Components:



OOoCon 2006 Call for Papers

Almost Final Call : Two weeks left! Send in your abstract now.

We have issued our Call for Papers, and are inviting you, the community, to submit abstracts on a range of topics. The deadline is **1 June**.

This year, OOoCon will be held in Lyon, France, from 11-13 September. All are welcome. Past conferences have been fun, important, memorable, and have dealt with technical as

In the media

17 May [Goodbye Office, Hello OpenOffice.org](#)

16 May [Get Legal - Get OOo!](#)

16 May [ISO Approval Unlikely for MS! OpenYMI](#)

What Does It Take To Set Up A Course??

- If creating own course, a “shell” must be created for you
 - Depending on CMS and college policies
 - Background, colors, fonts, icons
 - Upload your files onto system
 - Syllabus
 - Assignments
 - I add weekly
 - Other information pertinent to course
 - Calendar
 - Instructor Contact info
 - Additional Resources
- Categorize your files under appropriate headings/icons
 - Quizzes usually are done ‘inside’ the CMS
 - Add Students (either done for you or you add yourself)
 - Once students are added, they have access to course—this is my very last step in initial setup
- Copyright Issues
 - Who owns your course?
 - Some colleges offer stipend for creating
 - I create in Word/PPP etc and then ‘paste’ into course
 - Can use material again for next course

Maintenance during the Course

- Notes to Students
 - Homepage
 - Individual email via CMS or alternate email
- Answering Emails
- Reading Posts
 - Answering questions
 - Responding to a few posts per week
- Calculating & Posting Grades
 - Grade book/Excel and posting via CMS
- Posting New Assignments
 - I do weekly, rather than all at once
- Denying access after deadline has passed for assignments

When Course is Complete

- Denying access to course
 - last day/time is posted in syllabus
- Save what you want
- Delete all info from course
- Ask for 'course' to be deleted from server
 - stays on student's (& your) log on page until deleted
 - Could have several courses listed...confusing
 - saves room on server

Recommended Reading

Readings

- Anything you can regarding technology and your courses—always learn something
- Distance Education: The Complete Guide to Design, Delivery, and Improvement, by Judith L. Johnson. 2003. Teachers College Press ISBN 0-8077-4373-9 (Great overview of DE and with specific examples –WebCT & Bb and institutions implementing DE)
- Essential Elements: Prepare, Design, and Teach Your Online Course by Bonnie Elbaum et al. 2002. Atwood Publishing. ISBN 1-891859-40-4 (lots of insights and instructions that are ‘essential’ for students, etc)
- Going the Distance: A Handbook for Part-time & Adjunct Faculty Who Teach Online by Evelyn Beck and Donald Greive. 2005. The Adjunct Advocate, Inc. ISBN 0-940017-02-4 (Neat little book that covers several aspects of DE)
- Moving to Online: Making the Transition from Traditional Instruction and Communication Strategies. by Ernest W. Brewer et al. 2001. Corwin Press, Inc. ISBN 0-76197788-0 (An in-depth book for anyone ‘moving to online’)

Websites

- Bb (Blackboard) <http://www.blackboard.com>
- WebCT <http://www.webct.com/>
- eCollege <http://www.ecollege.com/>
- Moodle <http://moodle.org/>
- OpenOffice <http://www.openoffice.org/>
- Zoomerang.com <http://info.zoomerang.com/>

Thank you so much for attending!

Please feel free to contact me:

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