*The Hybrid Puzzle: The Best of Both Worlds*  
Presentation – MBEA 2009  
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Highlights and Thoughts

First, I am doing my best to be as “Green” as possible. So, this is the only paper product I will be handing out.  
Please visit: paulmajeske.com for complete access to all resources and use hybrid@paulmajeske.com to keep the discussion going. 50 minutes is just not enough.

Making a decision to offer a course different from the normal face to face (F2F) or traditional delivery is often difficult. In many cases, it may be a necessity. Many states are mandating online or augmented delivery and some schools, colleges and universities have no choice given the economy and student pressure to accommodate a working lifestyle. So, what to do? How to get started? Which is the best method? What tools do I need? There are so many questions….

The presentation you have just participated in was mainly the result of a research effort that was sparked by observing students and listening carefully to their remarks about how courses are being offered and taught. Watching “online” go from an interesting technology through general acceptance to “what! It’s not offered online?” has been quite the ride for a media/technology specialist. So, as a result, I wanted to know what was really happening and how we (creators of courses/lab experiences/units) should be putting instruction together to meet the needs of our students. It is still an ongoing study. The terminal project at minimum is a paper for NBEA and at best a chapter or book on the subject. Following are some excerpts from the presentation and the location of the resources. Please use the email address if you are truly interested in my efforts and want to collaborate.  
Turn over for highlights.

* Make sure you are selecting the best delivery method for your content. Select proper instructional strategies for that method; a F2F course does not do well if just converted or “put” online.
* If online or hybrid is selected make sure you know the learning style and psychological commitment of your students.
* Master the Learning (Content) Management System (LMS or CMS) and use ALL possible feedback tools. Use a stepped approach so students also master the interface.
* USE RUBRICS – assume that students who are not sitting in front of you 100% of the time do not know what to do next—they need lots of instructions delivered many different ways.
* http://www.csuchico.edu/celt/roi/
* http://rubistar.4teachers.org/index.php
* When online, take advantage of time.
* Don’t be entirely online—students need to see you and require face to face interaction. Hold regular office hours or schedule a drop in time even if the class meets 100% online.
* Use video of **you** whenever possible.
* Help others whenever possible to make better online/hybrid instruction