

10 QUICK STRATEGIES FOR SUCCESSFUL SUPER-HYBRID PLANNING

STRATEGY 1: Make time to map your course.

It's important to understand what "super-hybrid" means within your course. At Silberman, your hybrid course has 80% of scheduled class meetings replaced with online activities and meetings.

You will need to decide what will be taught online and during the scheduled in-person class meetings. You will also need to make sure that your lessons are aligned with your course learning objectives.

STRATEGY 2: Request a consultation.

Contact [Deepa Rao-Sisario](#) to help you begin planning your super-hybrid course. She can help you brainstorm activities and assignments that are more conducive to the online environment. She can also provide training on Blackboard which is used to conduct the online portion of your course.

STRATEGY 3: Make Blackboard your friend.

Blackboard has several features that will make teaching online engaging and effective.

Blackboard allows you to:

- Post course content such as the syllabus, announcements, assignments, reading materials and media. No photocopying or printing necessary.
- Communicate with students (and vice versa) via email, discussion boards, wiki and blog posts.
- Provide ongoing feedback, check for plagiarism and create and add your own videos.

If you haven't been trained on using Blackboard, see Strategy 2.

STRATEGY 4: Provide clear instructions for everything.

You will no longer have the first or last 10 minutes of each class to clarify questions or address comments. While students can email you their questions, it's easier to provide clear information upfront. Here are a few basic items to be clear about in your syllabus and elsewhere in your course materials and/or Blackboard, as needed:

- How is the content is organized in Blackboard?
- What are your expectations for the online portion of the course?
- What are the course policies regarding online work?
- How long should discussion/blog posts be?

STRATEGY 5: Plan out the week's lesson for the online portion of the course.

Think of the online portion of your course in term week-long segments. Therefore, it is ideal to have a weekly plan for the weeks when the class does not meet in person. This will give students a sense of what they will learn and what they need to do each week.

For example, a student may log into Blackboard to review the week's plan on Sunday. On Monday, they may review the materials (e.g. readings/videos). On Wednesday, they may respond to the discussion board question. On Friday, they may respond to their classmates on the discussion board and submit an assignment.

STRATEGY 6: Provide opportunities for students to interact with one another.

The online portion of the course can be a very lonely experience for your students. To avoid this, build in opportunities for students to connect. Here's a short list of ideas:

- Pair/groups work: pair or group students up to work on short/long assignments or projects.
- Discussion boards: set "guidelines" that require students to read and respond to each other's postings.
- Student-led discussions: assign one or more students to create and moderate discussion boards.

STRATEGY 7: Provide opportunities for students to interact with you.

Teacher presence is critical in the online portion of your course. Students need to feel that you are present and participating, just as you would during your scheduled class meetings. Here's a short list of ideas to help your students know that you are active:

- Always address students by their names – on the discussion boards, emails, etc.
- Read and respond to students on discussion boards and blog postings throughout the week. Guide students and provide feedback. You do not need to respond to every student every week but, by the end of the course, you should have responded to each student a few times.
- Email students individually to communicate student-specific information.
- Email announcements/updates to communicate with all students at once.

STRATEGY 8: Provide opportunities to reflect on the content.

Reflection allows students to make connections between the content and how it has or can be applied under different circumstances. Reflection also enhances the learning process and can be done individually, in pairs, or groups. You can use the blogging feature in Blackboard to allow for reflection.

STRATEGY 9: Use media and encourage your students to use media as well.

The online portion of your course can become very text-heavy very quickly. This is especially true if you are asking your students to use the discussion boards and/or the blogging tool. An easy way to eliminate some text is to use media such as videos (e.g. webcam or screen recordings, YouTube videos, etc.), audio (recorded lectures, music, etc.), and images to supplement the content in your course.

STRATEGY 10: Give and get feedback.

Using a course management system like Blackboard allows you to post not only grades but feedback as well. Giving ongoing feedback, that is tracked, will allow you to identify students at-risk. Also, ask your students for feedback about the online portion of the course. This information will allow you to continuously improve your super-hybrid course.