



Fundamentals of Hybrid Teaching and Learning

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Sometimes referred to as a “flipped classroom,” hybrid pedagogy combines face-to-face instruction with technology-mediated activities outside the classroom. Although hybrid courses reduce actual “face time,” Linder argues that students engage in more active learning than in traditional courses, and instructors provide greater intentional guidance outside the class. Moreover, the goals and student learning outcomes can remain the same in traditional and hybrid courses.

The specific benefits of hybrid pedagogy are many:

- Fosters compatibility with Universal Design for Learning (UDL) principles that accommodate differences in learning preferences. The range of activities available through technology helps to meet the needs of diverse learners.
- Increases student engagement through active classroom learning and extra resources and support that can be provided online.
- Enables student self-pacing of learning, because students choose when to study and which resources to use.
- Provides students the opportunity to review the learning materials multiple times.
- Provides students the opportunity to use and evaluate various information sources.

These benefits are maximized through the following best practices:

- Shift focus from teacher-centered to learner-centered methods. Teaching becomes more about engaging students in active learning and less about covering the content.
- Allow for greater autonomy by helping students learn outside of class.
- Align in-class activities with independent learning outside of class. The two must be connected.
- Use technology intentionally. Instructors must be involved in technology decisions that affect student learning. There should not be a false dichotomy between pedagogy and technology; rather, they should work hand in hand. Technology

- should be tied to learning objectives. In addition, instructors and students should be trained to use the technology appropriately and effectively.
- Create learning opportunities previously unavailable to students (e.g., conversations with experts or students from around the world).
 - Offer hybrid pedagogy as transition for faculty who are reluctant to move from the traditional course structure to teaching online.

To be successful, faculty and students must be prepared for the following changes in roles:

- Shift from pedagogy to andragogy because of the emphasis on autonomous student learning. Successful students learn to be self-directed.
- Teachers should plan the entire course ahead of time instead of one class period at a time. Consequently, substantially more time is required for course design.
- Instructors should employ backward design which begins with a focus on student outcomes rather than on content coverage. What should students be able to do as a result of the course?

In conclusion, traditional and hybrid pedagogy share some common elements, but technology changes the way students learn and interact with the material. A key benefit of the hybrid course is that it accommodates multiple learning preferences.