Student Success in Hybrid Learning

Administrative Factors

by
Rashmi Chhetri
March 1, 2010
What do I need to know to be a successful administrator in hybrid learning?
Findings from the study done by Roman et., al (2008) shows faculty issues and other issues experienced in hybrid teaching and learning are related to institutional policies. Additionally, the findings suggests that administrative support, faculty development, technological infrastructure and support and incentives in implementing a pedagogical hybrid course.

This finding and many other research mentioned several points as critical factors for an administrator to know.

Let's find out what the factors are?
First Point :- Strategic Plan

Strategic plan for an institution with defined objectives to be achieved with the implementation of hybrid model (Yoon & Lim, 2007)

This supports institutional ambition and the initiation of and investment on necessary factors for a hybrid environment.
Standards and quality assurance for a hybrid course are important says Dziuban (2004) to assess the success and impact of blended learning.

Olapiriyakul & Scher (2008) mention that incentives and prerequisite technological skills for faculty is a good practice for hybrid courses.
Dziuban et al. (2004) also say that a centralized classroom and technology usage technique helps to manage classroom usage and campus traffic.

Policies to design reusable learning objects and templates is a good way to set examples and also for good working relation between full-time and adjunct faculty (Lorenzetti, 2004)
Second Point :- Policies

Is my program suited for blended learning?
What models of blended learning would be appropriate?
Do I have confidence in technological delivery?

Blended Learning at Simmons College project found that these kind of guiding questions established for faculty help to understand and prepare for a hybrid course.
Third Point :- Cost

Some of the expenditure areas include:
1. Cost of faculty support
2. Opportunity cost for faculty (it takes more time to create hybrid course)
3. Cost of student support
4. Cost of technical infrastructure

But if the college already has the necessary infrastructure and technology then in times when there is student influx in college and budget strains from the government the demand for more course arises. Lorenzetti (2004) and Vaughn (2007) say adopt hybrid model for cost effectiveness.
Fourth Point :- Technological Infrastructure

Technological infrastructure doesn't necessarily mean lots of tools. DeNeui & Dodge (2006) say technology should transform education delivery and online technologies should seamlessly integrate into courses.

Some of the important points by Olapiriyakul & Scher (2006) to consider are:

1. Characteristics of media choice
   (e.g. multiple uses, adaptive technology)
2. Availability of technical resources (virtual library)
3. Inventory/database for reusable learning objects
4. Cost of implementation of required media
Activity 1

How would you know if a hybrid course is reliable and would be successful?

Click for Answer
Answer

Activity 1:
Through standards developed for hybrid course
Through quality assurance policies
Fifth Point:- Faculty Development

Mossavar-Rahmani & Larson-Daugherty (2007) assert that extensive faculty development training not just software training but planning and managing hybrid course is critical in blended learning.

Lorenzetti (2004) points out that providing thorough training program on hybrid structure/framework and information on copyright issues is valuable in terms of designing theory-based hybrid course and knowing faculty rights respectively.
Fifth Point :- Faculty Development

Lorenzetti (2004) found that training faculty on requisite technological skills and how to develop learning objects for reuse develops confidence in technological factors.

Institutional professional development program designed as a course using the hybrid model works as an example they can learn from (Lorenzetti, 2004).

Blended Learning at Simmons College project found that sharing pedagogical principles and success strategies through interactive sessions with experienced colleagues and peers provides ongoing development.
Sixth Point :- Support

COURSE DEVELOPMENT SUPPORT
Instructional designers to help faculty in the complete redesign of course rather than chunks of courses for effective & sound instructional design (Fresen, 2007)

Ongoing mentoring -- "Mentoring does not end when a new instructors starts his or her first online course. The mentor also oversees the course throughout the semester, providing support, answering questions, and offering suggestions" (Lorenzetti, 2004, p 7)
Dziuban et., al (2004) and Olapiriyakul & Scher (2006) and many other researches emphasize technical support as one of the main components required for hybrid learning.

**TECHNOLOGICAL SUPPORT**

* on campus lab and technical help desk
* virtual help desk for the wee hours in the morning class
* student support mechanisms such as online learner aids
* online help modules for anytime accessibility
* student orientation to new technology
Activity 2

Why is a training program in information on copyright issues necessary?

Click for Answer
Activity 2:
Faculty often create their own reusable learning objects and so must know how to set rights to their content usage as well as usage of others' copyright content
So what factors did we learn?

* Strategic plans with definitive objectives for an institution implementing hybrid learning
* Policies on standards for hybrid learning, quality assurance, prerequisite skills for faculty, incentives for encouragement, design reusable learning objects, centralized technique for classroom and technology usage and guiding questions for faculty.
* Cost in support for faculty and staff and technology.
* Technological infrastructure requires knowing characteristics of media choice, includes availability of technical resources and inventory fo reusable learning objects.
* Importance of extensive faculty development not just in software skills but planning and managing hybrid course, training in learning objects and copyright issues and training with peers.
* Course development support from instructional designers for complete redesign and technical support to faculty and students both online and print.
Thank You!

Hope you enjoyed while learning

To begin the tutorial click the button below

Start Over