Hybrid or Blended Teaching Design Checklist
Faculty Commons, 2021
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1. **Balance online and in-person teaching. Decide which hybrid model your class will be and share that with your students on the very first day. Possible hybrid models are provided below:**
   a. The alternating model
   b. The replacement model
   c. The split model
   d. The front end model
   e. The back end model
   f. The book end model

2. **Make your expectations of student work within your chosen model clear.** Let students know the rationale behind adopting the hybrid teaching method. Provide students with a list of benefits as well as instructor's expectations. Be mindful of video-use requirements.

3. **Provide an orientation to the technology required in the course and inform students of where to go for additional support.** *Technology should enhance learning!*

4. **Use technology consistently throughout the quarter.**
   a. Choose your technology and teach your students to use it effectively
   b. Make sure any apps you use are accessible to all students
   c. Select technologies, tools, and activities that will support the class learning goals and support student engagement

5. **Design a class that respects and embraces the different identities that all students bring into the shared learning space. Respect is reflected in:**

   a. Welcoming all learners prior to the start of the course (through email or Announcements) and at every synchronous class session -greet-in person- students
   b. Creating community and a sense of togetherness in the hybrid classroom.
   c. Using ice-breaker activities to get in-person and remote students interacting and familiar with who is in the course.
   d. The use of language in the course – avoid discipline jargon, slang, sarcasm, metaphors, (micro)aggressions, etc...
   e. The choice of content – diversify your course materials
   f. Syllabus statements – check your tone, support students' well-being, know your holidays, be welcoming
   g. Including a statement on Adherence to Netiquette – set expectations, monitor and respond

6. **Set and practice clear student and instructor expectations.**
   a. Collaboratively create Classroom Norms that outline expectations of in-person and remote environments
   b. Provide timely and personal feedback about behavior and performance
   c. During class sessions, pause to create space for students to ask questions and provide feedback
   d. Use TILT (the Transparency Framework) to design all assessments

7. **Create course content that embraces cultural responsiveness and is mindful of all barriers to inclusivity including societal and economic barriers.**
    a. Ensure diverse perspectives are represented in course materials
    b. Defuse stereotype threats by establishing connections with students and engaging in PD to learn more about diversity, equity, and inclusion
    c. Balance synchronous and asynchronous components - use the flipped classroom framework
    d. Be mindful of differences in familiarity with and access to digital resources (help student access college and community resources as needed)
    e. Promote active learning – consider how to make learning relevant
    f. Engage students in higher order critical thinking
    g. Make authentic connections with students through short videos and virtual and in-person office hours

8. **Design a course that is accessible and integrates the principles of UDL.**
    a. Provide multiple means of engagement, representation, and expression
    b. Utilize plain language
    c. Plan activities that are accessible to remote and in-person students
    d. Use 12-font minimum, be aware of white space, caption all videos, ensure pictures have alt text, use images to enhance meaning, use styles (headings, body, title, bold, italics)

9. **Engage in self-reflection about your online presence and solicit feedback from students.**
    a. Be mindful of your personal attitudes
    b. Survey students' satisfaction with the course (inclusiveness, content, engagement, feedback, transparency) early in the quarter. Adjust as necessary. Practice flexibility!
    c. Explain how students will be assessed and what kind of feedback they can expect from the instructor and their peers.

To learn more about these practices and how to implement them, sign up for workshops like the ones listed below in the Faculty Commons or go to eLearning for technology support.

- Preparing for an Inclusive Blended Course
- High 5 for the Blended Course
- Assignment Redesign with *TILT*
- The Nuts and Bolts of College Instruction
- Hybrid vs. Blended Models
- Accommodations Unwrapped
- Universal Design for Learning
- Culturally Responsive Teaching and the Brain
- Infusing Critical Thinking into Your Course