How Do I Convert a F2F Course to a Hybrid Course?

Presented by:

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**Presenter Bio:**

Over the past eight years, Jill has taken, taught and developed online courses. At Arizona State University, she worked in multiple capacities of online administration, including serving as the Director of Online Programs for ASU’s College of Liberal Arts and Sciences, where she developed the office of online programs and grew it into an organization with hundreds of online course offerings across dozens of academic units. Currently, Jill is the owner and guru of Impromptu Guru, a company focused on helping individuals and groups improve communication in both face-to-face and online environments.

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Our Agenda
Examine existing content
Make a plan for conversion
Choose the right technologies
1. Establishing a definition

Hybrid Course: Defined

A course that delivers content through both **synchronous** and **asynchronous** instruction and activities, often using online technologies to achieve these goals.

2. Examine existing content
Six Questions of Examination

1. What do you like about your current course?
2. What do you dislike about your current course?
3. What do you wish you had MORE time for?
4. Where do you feel you waste time?
5. When do you feel students “zone out?”
6. Where is there a disconnect with the students and the course content?

3. Making a plan for conversion

1. Keep what you like!

2. What you dislike, ask yourself:
   - Does it need to be there?
   - Can it be done in an alternative way?
   - Can technology assist you?

Steps to Conversion
Steps to Conversion

3. Need more time for something?
   – Focus on activities in class; lectures online
   – Focus on interaction in class; quizzes online
   – Focus on discussion in class; “busy work” online

Steps to Conversion

4. What’s being wasted?
   – If you have to repeat yourself; use technology to help
   – If students aren’t paying attention; hold them accountable!

Steps to Conversion

5. If students don’t pay attention... have consequences!
   – Online activities to test reading
   – Online activities to check for retention
   – Online activities to (re)engage them with material
Steps to Conversion

6. Disconnects can be re-connects
   – Supplementary lectures and activities
   – Social media to help spread awareness

4. Choosing the technologies

The Technology Choice

1. What do I need the technology to do?
2. What tools do I need to use the technology?
3. What tools do students need to use the technology?
### Weekly Folders

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 28 to Feb 5</td>
<td>Week 2</td>
<td>Presentations</td>
</tr>
<tr>
<td>Feb 5 to Feb 12</td>
<td>Week 3</td>
<td>Presentations</td>
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<tr>
<td>Feb 11 to Feb 18</td>
<td>Week 4</td>
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<td>Feb 15 to Feb 22</td>
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<td>Week 6</td>
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<td>Mar 5 to Mar 11</td>
<td>Week 7</td>
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<tr>
<td>Mar 13 to Mar 19</td>
<td>Week 8</td>
<td>Presentations</td>
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Item is not available. It will be available after Feb 26.
We’d like to know what you think!

Our evaluation form is located here:
https://www.surveymonkey.com/s/f2fcourse