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To HY or Not to HY: Benefits of Hybrid (HY) Courses for Students & Faculty

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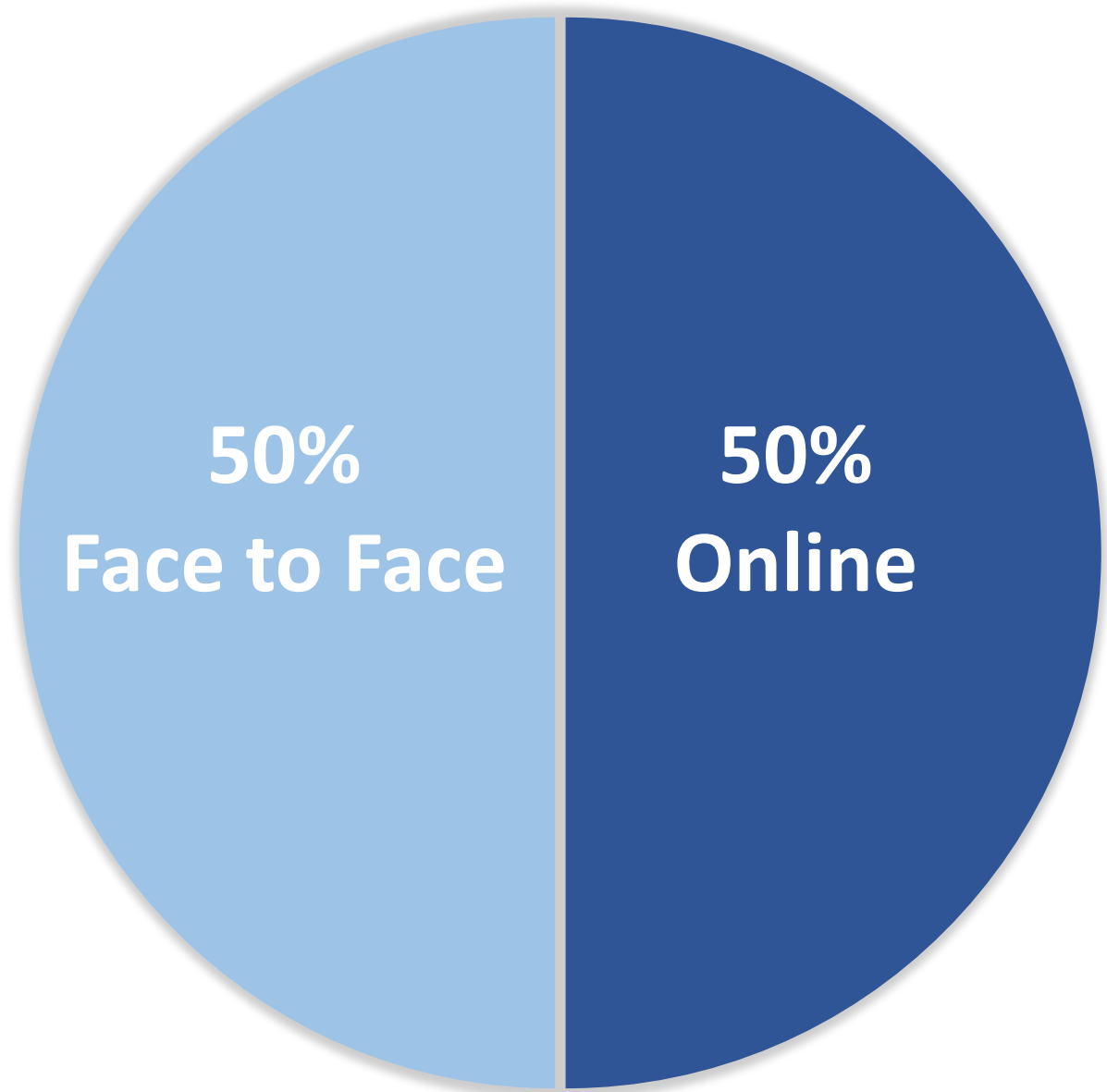
To HY or Not to HY:

Benefits of Hybrid (HY) Courses for Students & Faculty

The practice and the need it addresses

Hybrid Courses

The Hybrid (HY) model is being introduced to support our University's student success equation. Defined as meeting half face to face and half online, the HY model opens space for more courses to be offered.



Example Class Offering

Face to Face Classroom:

Mon	EDU 101	10:00 – 11:15	CEB 147
Wed	EDU 101	10:00 – 11:15	CEB 147

One Class taught in the time/space

HY Classroom:

Mon	EDU 101	10:00 – 11:15	CEB 147
Wed	EDU 101	Anytime	Online
Mon	EDU 460	Anytime	Online
Wed	EDU 460	10:00 – 11:15	CEB 147

Two Classes taught in the time/space

Evidence this practice benefits UNLV Students

UNLV Students Want*

“Post lectures online so I can look back at it for review for tests and midterms.”

“I love being given online homework/ assignments.”

“Instructors can post lectures online BEFORE the lecture class and have a quick outline sheet of main points in the PowerPoint so students are more prepared when they get to class.”

“Communicate and collaborate online.”

“Make lectures and assignments available online.”

“More interactive class lessons using online quiz games and videos.”

*Quotes from the 2016 ECAR Student Survey

Research Findings

“elearning tends to outperform classroom instruction, and blended learning creates the largest benefits” (Thalheimer, 2017, p. 10).

“blended learning on average produces stronger student learning outcomes than learning solely through face-to face instruction” (Means, Toyama, Murphy, & Baker, 2013, p. 29).

“Effects of technology integration ... is effective to a modest but significant degree” (Bernard, Borokhovski, Schmid, Tamim,& Abrami, 2014, p. 116).

Resources and where to find them

Hybrid Toolkit

The UNLV Office of Online Education website will soon host a Hybrid Toolkit with suggested methodologies, templates, and support to build your own hybrid courses.

Estimated Cost Saving**

- ~ Fewer cars on campus
- ~ 864 miles on vehicles
- ~ 40 hours commuting / \$94 in gas saved
- ~ \$158 – \$292 Cost saved on child care
- ~ More opportunities for shifts at work and/or availability when applying to jobs

**Estimated for students coming to campus twice per week rather than four times over 16 weeks

Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C. (2014). A meta-analysis of blended learning and technology use in higher education: from the general to the applied. *Journal of Computing in Higher Education*, 26(1), 87-122.

Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1-47.

Thalheimer, W. (2017) *Does eLearning work? What the scientific research says!* <https://www.worklearning.com/catalog>

How other UNLV teachers might adopt this practice

Steps Towards Developing a HY Course

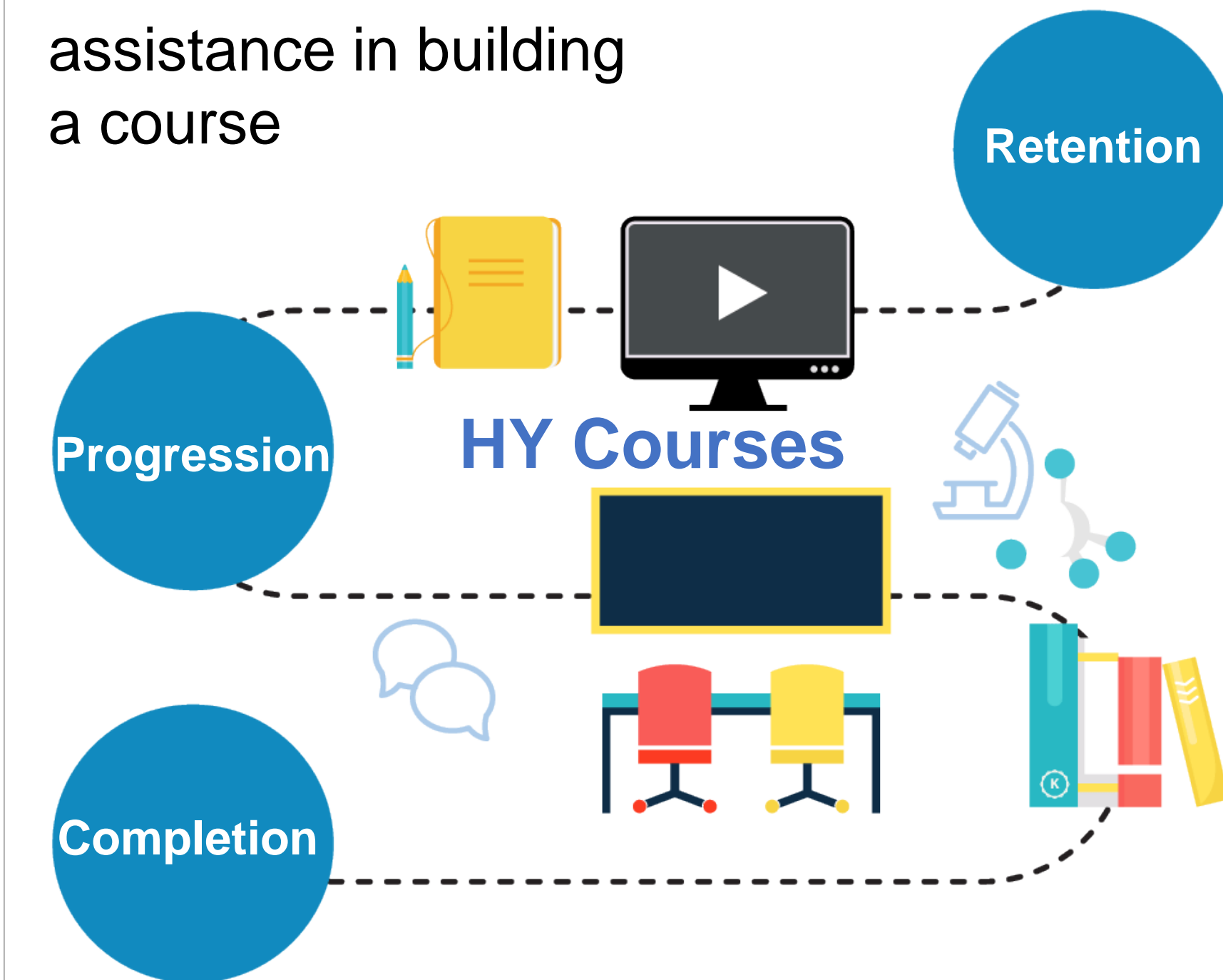
1. Contact your department chair
2. Work with your departments scheduler
3. Build a course

Option A:

Contact the Office of Online Education for assistance in building a course

Option B:

Do it yourself



Retention, Progression & Completion

Students continued advancement towards the completion of their academic program is the driving force behind the HY model. This model allows departments to offer more courses at the most desired times, which allows students to progress faster towards their pursuit of graduation.