

# ZOOMERS & ROOMERS

## A Case Study: Successfully Transitioning Faculty From Traditional to Hybrid Courses.

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### **BACKGROUND**

- The EdTech Unit in the Watson College of Education (WCE) supports faculty with their course design and development
- Four faculty members were interviewed and asked to share their experiences with:
  - transitioning to fully online
  - transitioning back to in person
  - currently teaching in a hybrid format
- Support included:
  - Instructional Designers
  - Technology (laptops, hotspots, etc.)

### **Hybrid Instruction is Here to Stay!**

#### *What is hybrid instruction?*

The definition of hybrid instruction has become fluid and can vary from instructor to instructor. The instructors in our department have come to define hybrid in several ways:

- Meeting some days of the week in person and some days of the week asynchronously
- Meeting at the beginning of the semester in person and ending the semester asynchronously
- Having some students in the classroom in person, while some are online at the same time
- Having the same classroom expectations in online and in person



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### **TAKEAWAYS**

- Comfortability with technology is important
- Being sensitive to students' social and emotional support is crucial
- Students prefer synchronous learning (face-to-face or online)
- Instructors continue to use their online course shells even for face-to-face instruction
- Hybrid is a good option and classrooms should be designed to facilitate this modality
- A tech team is crucial for success