Discovering, Designing, and Delivering Hybrid Courses

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Hybrid courses are becoming increasingly popular with faculty, students, and institutions. Thus, it is important to investigate why faculty adopt the hybrid course model and how to best prepare faculty for teaching hybrid courses. This chapter presents the results of a qualitative research study that focused on the hybrid teaching experiences of 10 faculty from three universities. The study was conducted by the University of Wisconsin-Milwaukee's Learning Technology Center, one of the pioneers in developing the hybrid course model. The opportunities, challenges, and advice offered by the faculty in this study have been consolidated with extensive previous hybrid course development experiences to create a set of practical and essential recommendations for fostering interest in hybrid teaching and for supporting faculty in their efforts to teach hybrid courses. These recommendations can serve as a guide for institutions developing hybrid course initiatives, as a foundation for faculty developers charged with preparing faculty for hybrid teaching, and as advice for faculty teaching hybrid courses.

Developing a hybrid course for the first time is challenging for any instructor. Hybrid courses are substantially different from wholly face to face or online courses. They require faculty to develop new teaching skills and to learn how to design hybrid courses. Although effective hybrid courses can result in a number of benefits for faculty, students, and institutions, poorly designed and taught courses can be disastrous. Thus, some busy faculty who are secure in their current teaching styles and reluctant to take risks, especially in front of students, need encouragement to try the hybrid model. The major goal of this study is to use the experiences of faculty to help guide institutions in their efforts to develop faculty interest in hybrid teaching and to prepare faculty to design and teach successful hybrid courses.

Opportunities and Challenges of the Hybrid Course Model

To teach a hybrid course an instructor reduces in-person classroom meetings and replaces a significant amount of that instructional time with online learning activities (Garnham & Kaleta, 2002; Swenson & Evans, 2003). There are many potential benefits for students, faculty, and institutions associated with the hybrid course model. This is primarily because hybrid courses can incorporate the best instructional methods from both traditional and virtual environments. Hybrid courses that effectively

integrate pedagogical strategies in both the face to face and online environments have "the potential to increase student learning outcomes" (Dziuban, Hartman, & Moskal, 2004, p. 6). Garnham and Kaleta (2002) reported that instructors "almost universally believe their students learned more in a hybrid format than they did in the traditional class sections" (p. 2). This potential to improve learning has led many institutions to adopt a "hybrid" solution (Skill & Young, 2002).

In addition to increased student learning, other benefits of hybrid courses include making courses more accessible and learning more convenient for students, providing faculty with greater flexibility in how they structure their time, and increasing classroom space for institutions to serve more students without building more classrooms (Bonk, Olson, Wisher, & Orvis, 2002). Because of these potential benefits, an increasing number of institutions are interested in developing hybrid courses, programs, and degrees. Bonk, Kim, and Zeng (2006) conclude that "blended learning is proliferating across college and university campus, and this trend will increase" (p. 553). In 2002, the editor of the *Journal of Asynchronous Learning Networks* (2002) predicted that 80% to 90% of all courses will eventually become part online and part face to face (cited in Young, 2002).

To reap the benefits of the hybrid course model, institutions are faced with two major implementation issues: 1) how to foster faculty awareness and interest in hybrid teaching, and 2) how best to prepare faculty to teach hybrid courses. Therefore, it is important to understand how faculty discover the hybrid instructional model and how they design, and deliver hybrid courses.

Faculty Adoption of Hybrid Courses

Although much has been written regarding faculty adoption of distance education (Carr, 1999; Christo-Baker, 2004; Keller, 2005; Simonson, Smaldino, Albright, & Zvacek, 2000), little has been published regarding faculty adoption of hybrid teaching. There are a number of studies that cite the reasons why faculty like hybrid courses and continue to teach them (Dziuban, Hartman, & Moskal, 2004; Johnson, 2002; Martyn 2003; Skibba, 2005), but there is little information about what prompted faculty to initially try the hybrid course model, why they adopted this format, and how they designed and taught these courses. One of the major goals of this study is to understand why faculty adopt and implement the hybrid instructional model.

Everett Rogers' (1962, 1995) theory on the Diffusion of Innovation (see Figure 1) provides a useful framework for examining why and how faculty adopt the hybrid course model. According to Rogers, the decision to adopt an innovation, the innovation-decision process, is a progression that involves five stages and is influenced by many factors. A person's decision to adopt an innovation occurs over time and progresses "from first

knowledge of the innovation" [Knowledge Stage], "to forming an attitude toward the innovation" [Persuasion Stage], "to a decision to adopt or reject" [Decision Stage], "to implementation of the new idea" [Implementation Stage], and "to confirmation of this decision" [Confirmation Stage] (p. 161).

Figure 1. **Stages of Rogers' (1995) Innovation-Decision Process**

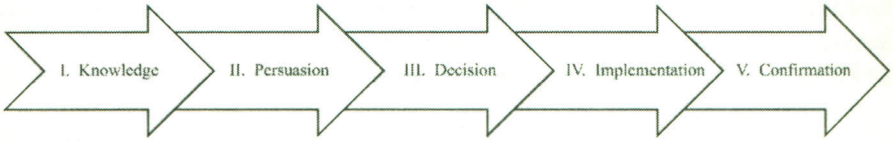

Figure 1. During the Innovation-Decision Process, a person's decision to adopt an innovation progresses from the Knowledge Stage when the innovation is discovered to the Persuasion Stage when an attitude about the innovation is formed to the Decision Stage when the innovation is adopted or rejected to the Implementation Stage when the innovation is implemented and finally to the Confirmation Stage when the decision to continue to use the innovation is confirmed or reversed (Rogers, 1995). Adapted from *Diffusion of Innovations* (4th ed.) (p. 163), by E. M. Rogers, 1995, New York: Free Press.

The first three stages,Knowledge, Persuasion, and Decision,are particularly important in understanding why someone tries an innovation for the first time and are used in this study to analyze and understand faculty responses adoption of hybrid courses. Using this model as a framework provides information regarding how faculty first heard about hybrid courses, what persuaded them to take a closer look at hybrid courses, and what ultimately led them to decide to try to teach a hybrid course. The fourth stage, Implementation, provides a context for examining faculty experiences as they design and teach hybrid courses, which is the second major focus of this study. The fifth stage, Confirmation, addresses the issue of why instructors decide to continue or not continue to teach hybrid courses.

Instructor Roles Are Transformed

Most of the literature on faculty experiences teaching hybrid courses describes specific hybrid courses and the perceived benefits of the hybrid course model (Aycock, Garnham, & Kaleta, 2002; Johnson, 2002; Martyn, 2003; Skibba, 2005). What is lacking is a more detailed examination of how instructors' experiences change when they design and teach hybrid courses. The second major goal of this study is to do precisely this, and to discuss within the context of these roles the challenges encountered and lessons learned by faculty. Furthermore, the examination of these experiences provides valuable information that faculty developers can use to develop and

improve efforts to prepare faculty for hybrid teaching. Implementing a hybrid course for the first time is a complex process. To transform a course from a face to face format to a hybrid format, an instructor must re-examine course goals, develop new online and face to face learning activities, utilize new types of assessment, integrate face to face and online learning activities, and interact with students in new ways. As Bonk, Kim, and Zeng (2006) note, "Blended learning highlights the need for instructional skills in multiple teaching and learning environments" (p. 564). Thus, designing an effective hybrid course and learning to teach in new ways involves significant pedagogical changes that require instructors to gain new skills and assume multiple roles.

In order to organize, analyze, and understand faculty experiences designing and teaching hybrid courses during the implementation stage, this study utilized a framework developed by Berge (1995) for enhancing online courses. This framework describes the pedagogical, social, managerial, and technological roles that online instructors assume when they teach online. These roles translate well in the hybrid environment, which incorporates both online and face to face instruction. Following is a brief description of the four roles modified for the hybrid learning environment (Berge, 1995).

Pedagogical Role. This role includes both the design and the delivery of instructional learning activities for the in-person and online environments. Instructors design the course structure and assignments and assume the roles of facilitator and teacher, asking questions, offering feedback, summarizing student comments, providing instructions, presenting information, and giving advice. In the case of hybrid instructions, this includes in-class and online learning activities.

Social Role. This involves creating a friendly and nurturing environment that supports a community of learners. The social role also involves communication between the instructor and students and among students within the course. Actions include personalizing communication, incorporating humor, and displaying empathy to create a sense of community and humanize instructor-student and student-student interactions.

Managerial Role. The managerial role relates to overseeing course structure and tasks. Managing a hybrid course requires balancing the organization of both the online and face to face environments. This includes all aspects of coordinating a course, including scheduling online and in-person interaction, setting due dates, and managing assignments, discussions, assessments, and student roles.

Technological Role. According to Berge (1995), "The facilitator must make participants comfortable with the system and the software" required by the course (p. 3). Technical knowledge includes instructors easily utilizing a course management system to organize course content and assisting students with user or system technology issues.

In the hybrid course model these roles change significantly from a traditional course. Therefore, faculty need to learn how to teach in new ways, such as facilitating online interaction and integrating the online and face to face environments. The potential for improving teaching and learning through hybrid courses has created the need for faculty development programs.

Preparing Faculty for Hybrid Teaching

To help faculty make the transition to hybrid teaching, institutions are creating faculty development programs to guide faculty as they redesign their courses and get ready to teach courses that are partially online and partially face to face. This is necessary because successful hybrid teaching requires a significant course transformation. Faculty must rethink and redesign their course, create new learning activities, and integrate online and face to face course components. Most faculty also have to learn new teaching skills in order to successfully manage online interaction, incorporate new methods of assessment, and effectively use the interactive and organizational tools found in course management systems.

Some institutions such as the University of Central Florida (UCF) and the University of Wisconsin-Milwaukee (UWM) offer extensive faculty development programs that are taught in the hybrid format and cover a number of instructional design and pedagogical topics. (Dziuban, Hartman, Juge, Moskal, & Sorg, 2006; Learning Technology Center, University of Wisconsin-Milwaukee, 2006). Preparing faculty to teach hybrid courses is a complex process. Research is needed to understand the opportunities and challenges hybrid instructors face and to determine which elements of hybrid course faculty development programs are most useful, which need to be emphasized more, and which new topics should be incorporated.

Research Questions

The purpose of this qualitative research study was to understand the experiences of instructors as they learned about, designed, and taught hybrid courses, and to use this information to better prepare instructors for hybrid teaching. The study's overarching question asked, *What are faculty experiences while discovering, designing and delivering a hybrid course?* To probe the instructors' processes while they discovered this instructional model, a sub-question asked, W*hy did instructors choose to adopt the hybrid model?* Rogers' Innovation-Decision process provided the framework to understand these questions about how faculty first became aware of the hybrid course model, what factors persuaded them to consider this method for their courses, and what finally encouraged them to decide to try this new mode of instruction.

To understand the instructors' processes as they implemented the design and delivery of their courses, another sub-question asked, *How did instructors' roles change as they implemented the hybrid model?* Berge's (1995) instructor role framework was used to investigate the pedagogical, social, managerial, and technical roles that instructors must assume as they teach hybrid courses. Faculty observations and advice, along with the extensive experiences of UWM's Learning Technology Center, were used to answer the final sub-question, *What are the implications for hybrid faculty development programs?*

Methodology

In order to understand why faculty choose to adopt the hybrid instructional model and to gain an in-depth understanding of faculty hybrid teaching experience, this study employed a basic qualitative interpretive approach (Merriam, 2002). The qualitative method was used to provide a rich descriptive of understanding, meaning, and process (Denzin & Lincoln, 2003). According to Merriam (2002), researchers conducting a basic interpretive study seek to "understand how people make sense of their lives and their experiences" (p. 38). The basic interpretive method was used to allow the participants to explain in their own words their experiences with the hybrid instructional model.

Sample

The 10 interview participants were recommended by faculty developers at three participating institutions selected by the director of UWM's Learning Technology Center. Criteria for participant selection required that they (a) taught in higher education, (b) taught a hybrid course in the last year, and (c) participated in a hybrid course faculty development program based upon the model program created by UWM's Learning Technology Center. Study participants consisted of three males and seven females who ranged in age from 35 to 66. Three were full professors, four were associate professors, two were assistant professors, and one was teaching academic staff. Although participants had experience teaching from one to five hybrid courses, the majority (60%) had taught only one or two hybrid courses. Sixty percent had over 10 years' teaching experience in higher education while 40% had four to nine years of experience.

The three higher education institutions included a two-year associate degree granting college, one comprehensive university offering bachelor's and master's degrees, and one Ph.D. granting institution. In order to obtain a more diverse perspective on the hybrid course model, faculty from the University of Wisconsin-Milwaukee (UWM) were not included in this study. The authors were already very familiar with faculty hybrid teaching experiences at UWM and wanted to learn more about the hybrid teaching experiences of instructors at other institutions. The participants taught in a

variety of disciplines, including English, music, education, interior architecture, kinesiology, and family and consumer sciences. Nine of the courses were undergraduate courses and one was a graduate course. The courses taught by these instructors had a diverse ratio of online to face to face learning activities, with about 33% to 80% of the courses online. However, for the majority of the participants, 40% to 60% of their course learning activities were online.

Data Collection

The primary method of data collection was in-depth, semi-structured telephone interviews that lasted anywhere from one and a half to two hours. An interview guide was used to ask questions that focused on the innovation-decision process of adopting the hybrid course format, on participants' faculty development experiences, and on participants' perceptions of how their pedagogical, social, managerial, and technical roles changed when they taught a hybrid course. The interviews were audiotaped and transcribed. Prior to the interviews, a Web-based 34-item survey was administered to gather demographic data, information on the participants' hybrid teaching experience, and information on their preparation for hybrid teaching.

Data Analysis

Data were analyzed throughout the study using an inductive analytic process incorporating many of the procedures of the constant comparative method to conduct theoretical sampling (Patton, 2001). This method was used to extract themes from the Rogers and Berge frameworks without imposing preexisting expectations on the data (Patton, 2001). The data analysis process consisted of three steps. First, a computerized data analysis system (Nvivo) was used to code the data based on Rogers' (1995) innovation-decision process and Berge's (1995) pedagogical, social, managerial, and technological roles. Second, researchers analyzed each individual interview for key themes based on these frameworks. Third, the researchers compared data together to further distill the themes. These themes were also examined using matrices developed from the survey data, making it possible to look at similarities and differences related to demographic and other survey variables.

Quality control measures included member checks and peer reviews (Lincoln & Guba, 1985). During the interview process, member checks (Guba & Lincoln, 1989) were used to assure the researchers' understanding of the participants' discussion, and transcripts of the interviews were sent to the participants to ensure understanding. Peer reviews took place as the three researchers double-checked coding and verified the themes throughout the study.

Findings Summary

Willingness and ability to change is critical for faculty who choose to decide to teach hybrid courses. In general, findings indicated that the hybrid model requires that faculty modify familiar roles and learn new ones, such as facilitator, instructional designer, community builder, time-manager, and even technology "troubleshooter." Examining these roles carefully, and learning what aspects of the different roles are particularly problematic for faculty, will help faculty developers design more effective and successful programs to prepare instructors to teach hybrid courses. Similarly, because faculty enjoy learning from their colleagues, these findings—derived from faculty experiences—will be especially useful and welcome to faculty who are contemplating teaching a hybrid course.

Faculty Experiences: Adoption of Hybrid Courses

An individual's decision about an innovation occurs over time and is influenced by many factors. Rogers' (1995) innovation-decision process provides a useful framework to understand faculty experiences adopting and implementing the hybrid instructional model.

Innovation-Decision Process: Knowledge Stage

The innovation process begins when an individual "is exposed to an innovation's existence and gains some understanding of how it functions" (Rogers, 1995, p. 162). According to Rogers (1995), a change agent is often involved in creating awareness and motivation to adopt an innovation. Prior to this study, only one of the faculty was specifically aware of the hybrid model because she had "positive" experiences with a hybrid course when she was a graduate student. Half of the instructors had limited knowledge of the hybrid format from colleagues and conferences. Instructors who heard about hybrid previously had reservations about trying it. Some noted that they "thought it was interesting," but didn't think that the hybrid format would work for their courses. "I had no interest in doing it myself because I teach lab science courses and couldn't really see how to do labs in that format." Another noted, "I wasn't sure that my activities really fit into the description that was listed [about hybrid]."

The change agent for the research participants was an institutional initiative that provided information on the hybrid courses model and offered to provide faculty with support as they designed and taught their first hybrid course. The invitation to participate in a hybrid course faculty development program included a description of hybrid courses and their potential benefits. It was this invitation that generated an awareness and basic understanding of the hybrid model.

Innovation-Decision Process: Persuasion Stage

During the Persuasion Stage of the innovation-decision process, the individual "forms a favorable or unfavorable attitude toward the innovation" (Rogers, 1995, p. 168). The instructors in this study received grant funds or stipends as incentives to be part of a faculty development program for teaching hybrid courses. The grant provided the incentive and the "structure and schedule" some of the instructors needed to make the decision to learn more about the hybrid model. However, some instructors said that the stipend was only part of the motivation to learn more about hybrid courses. The more critical factors that persuaded the research participants to seriously consider teaching hybrid courses were the teaching and learning benefits described in the communication accompanying the invitation to participate in training. These benefits included increased student learning and the potential to "get students to work independently" and become "more responsible for their own learning." Others wanted to find "ways of engaging students" by reducing in-class lectures, adding online interactive activities, and taking advantage of the strengths of both online and face to face environments. One noted, "When I read about it, I thought it was something that was worth it for me because I thought it fit into a lot of the things that I believe in as far as student learning."

In addition to the stipend and the potential for improved teaching and learning, the instructors cited the "flexibility" and "convenience" for their students and themselves as important factors in electing to learn more about hybrid courses. Some instructors were interested in including online activities, which they felt were important since "computers are important to reach this generation." A detailed presentation and discussion about the benefits of the hybrid-learning model was part of the first session in the faculty development program. Research participants made it clear that the presentations at the faculty development workshop and the exchanges in the workshops with experienced hybrid instructors, who also talked about the advantages of the hybrid course model, convinced them that the student learning benefits were real. The perceived and expected teaching and learning benefits were major factors persuading them to seriously consider the hybrid course model.

Innovation-Decision Process: Decision Stage

Next in the innovation-decision process, Rogers (1995) describes the Decision Stage, which takes place when a person "engages in activities that lead to a choice to adopt or reject an innovation" (p. 171). Instructors in this study initially had concerns about using the hybrid model because of the substantial time commitment required and the fear of losing "connection" with students in a non-traditional course format. Rogers (1995) explains, "One way to cope with the inherent uncertainty about an innovation's

consequences is to try out the new idea on a partial basis" (p. 171). All the research participants attended a hybrid faculty development program that provided in-depth information on the hybrid course model and, more importantly, guided them through the course redesign process.

The faculty development programs were based on the UWM model and included presentations, demonstrations, group discussions, face to face small group work, course redesign assignments, online small group work, and facilitator and peer feedback on assignments. The instructional design and pedagogical topics covered include sessions focused on rethinking course goals and objectives, creating online and face to face activities to achieve those goals, integrating face to face and online components of the course, developing and managing effective online discussions, facilitating online small group work, using template rubrics, managing student expectations, effectively using technology, considering multiple approaches to assessment, and managing a hybrid course. During this program, instructors not only learn more about the hybrid course model, but also actually start to design and develop their first hybrid course. Faculty leave the program with materials they can use in designing and teaching their first hybrid course, including a course redesign plan, draft syllabus, learning activities, discussion assignments, and the start of an assessment plan.

According to Kaleta and Garnham (2001), "It is important for faculty who are going to teach Hybrid courses to experience Hybrid courses as students do" (p. 2). Consequently, the UWM program is taught in the hybrid format and involves multiple face to face classes interspersed and integrated with online learning activities. As a result, faculty experience a hybrid course as students and are exposed to good examples of hybrid course design and teaching practices. As part of the faculty program, instructors have the opportunity to work and interact with experienced hybrid instructors. Many of the research participants emphasized that what helped them the most was learning from other faculty who have gone through the process of redesigning courses into hybrids, and hearing about what worked, what didn't work, and why. "The examples provided and the interaction of the group in the training sessions showed many different ways to approach the hybrid course."

The research participants explained how the faculty development experience was critical to creating their hybrid course. One instructor said, "The workshop prepared me intellectually to expect a variety of things." Another exclaimed, "I could never have done it without the training!" However, there was a lot for participants to learn. One instructor described the training in this way: "It was vital; however, there was so much to learn when it was all new, it was quite overwhelming at first." Other participants said that they would have preferred an extended program that provided them with more guidance and information. One instructor commented: "I think it

would have been good to have been forced to actually develop the complete course during the training."

The three instructors who had already taught online felt the hybrid training was not as critical to their success, yet it was important for instructors who were converting a traditional course into a hybrid for the first time. The instructors with online experience would have preferred a more "accelerated" training program. However, for the majority of the instructors, the training program was essential to guide them to the implementation stage of designing and teaching an effective hybrid course. One instructor summarized:

> I think being selected for the training and doing the training showed me that there were all sorts of interesting things that could happen [in a hybrid course] and that would be a more effective way of presenting a class. I think the training itself persuaded me to actually start doing hybrid courses.

The findings also indicated that a comprehensive faculty development program not only provides faculty with the skills to create and teach a hybrid course, but also provides the structure, dedicated time, and motivation to try this new learning model. The research participants felt that the faculty development experience benefited them in many ways. They left the program with a better understanding of hybrid learning, a partially redesigned course, and the enthusiasm to move ahead. All of these factors played a role in the decision to move to the Implementation Stage of the Innovation-Decision Process.

Innovation-Decision Process: Implementation Stage

Implementation occurs when an individual puts an innovation into practice (Rogers, 1995). "A certain degree of uncertainty still exists for the individual at the Implementation Stage, even though the decision to adopt has been made previously" (Rogers, 1995, p. 173). When the participants launched their hybrid courses, more challenges surfaced. One commented, "When I actually taught the course I encountered situations that the training didn't cover." Despite extensive training, one person noted that he still learned a lot about the hybrid format "through trial and error." This is typical in the Implementation Stage as the individual continues to "re-invent" the innovation (Rogers, 1995, 174). The importance of experience is reflected in the comments of several instructors who said that the best way to learn about the hybrid instructional model is to "seek out people who have done it and done it well." Following are faculty experiences during the Implementation Stage when they designed and taught their hybrid course and assumed the multiple roles required of a hybrid instructor.

Hybrid Instructors Assume Multiple Roles

During the implementation of their hybrid courses, instructors not only assumed new roles, but multiple roles as well (see Table 1). For example, they may have lectured or led group discussions in the classroom one day, and the next day they may have facilitated online discussions, activities, and assessments or even solved technology issues (Swenson & Evans, 2003). Thus, the hybrid instructors' roles changed week to week as they traverse the in-person and online environments. Additionally, hybrid courses require more decisions about which instructional strategies work best for course goals, both in the face to face and online teaching environments. When the 10 hybrid instructors in this study were asked how their role as a teacher in a hybrid course compared to or differed from their role in the traditional classroom, their answers reflected the diverse pedagogical, social, managerial, and technical roles described in Berge's (1995) framework. To understand what occurred during implementation, the next section will discuss the participants' experiences using Berge's classifications of 'instructor roles' and offer advice for faculty preparation.

Table 1. **Summary of Instructor Roles: Hybrid instructors engage in all four instructor roles in both the online and face to face environments.**

Instructor Roles	Description	Components
1. Pedagogical	Design and teach the course	Design the course structure, create learning activities, integrate face to face and online activities, facilitate discussion, provide content and resources, offer guidance and constructive criticism, ask questions, conduct assessments
2. Social	Develop a collaborative community of learners	Personalize communication, provide timely feedback, build a climate of trust, provide confidentiality guidelines, display empathy, humanize instructor-student and student-student interactions, use humor
3. Managerial	Oversee course structure and coordinate tasks	Schedule activities and class meetings, set due dates, coordinate assignments, assign group and student roles, present clear expectations and instructions, manage grading, and clarify course policies
4. Technological	Manage and support course technology	Utilize a course management system to organize course content and learning activities, assist students with technology issues, orient students to course technology

Note. Based on Berge (1995) and adapted from "Summary of the Pedagogical, Social, Managerial, and Technological Roles of the Online Instructor" (Bonk & Dennen, 2003, p. 339).

Pedagogical Role

In order to create interesting and interactive hybrid courses, Swenson and Evans (2003) cautioned that hybrid instructors "must be more than information suppliers," since students can easily access information. Many faculty need to change significantly the way they teach, as students "want instructors who are guides" who can navigate the various technologies available to "foster broader student engagement through more complex classroom interactions than are typical in a traditional instructional setting" (p. 29). In addition, instructors need to significantly redesign courses for hybrid learning, taking advantage of the strengths of the online and face to face teaching environments to facilitate student learning and to achieve course goals and objectives. Thus, there are two related but distinct aspects to the pedagogical role: instructional design and teaching style. As the research participants described next, both are very important for instructors as they transition to the hybrid-teaching model.

Teaching Transformed

All the instructors interviewed agreed that their role as teacher changed significantly when they began teaching hybrid courses. One instructor said this format "may challenge you in a whole new way of teaching." All the participants voiced how teaching a hybrid course transforms the teacher-student relationship to be "more centered on the student" (Swenson & Evans, p. 68). All described their role as a "facilitator" and several as a "cheerleader." Many also talked about how the hybrid format helped them to be a "guide on the side" of student learning instead of being a "sage on the stage." Learner-centered instruction requires that faculty give students some control over their learning (Weimer, 2002). In a hybrid course, both students and teachers faced challenges in renegotiating teacher-learner relationships.

Teacher-Learner Relationships

Many instructors cautioned that the learner-centered nature of the hybrid environment is not an easy transition because both faculty and students need to make significant adjustments. The research participants explained that they had to be willing to give more control to students. One participant noted that the facilitative role "really drives the dialogue between students—and that is what I want." The facilitative role was easier for the instructors who had previously taught online and more difficult for those transitioning from traditional lecture courses. For example, the instructor who taught his first hybrid freshmen seminar course said he desperately wanted to show the same "enthusiasm" in the online environment that he demonstrated in his traditional courses. "It is difficult to get that same excitement when you write it." Another first-time hybrid instructor said she

needed to work on not having her online content and discussions be so "static" and learn "how to get people to interact." Research participants found that even though they had many years of teaching experience, they had to learn new ways of teaching when using the hybrid course model.

The instructors also reported that many of the undergraduate students had difficulty taking responsibility for their own learning. The participants said some students enrolled in a hybrid course because it was a three-credit class that only met face to face once a week. As one stated, "They think it is going to be easy." Another added, "One challenge is for students to accept responsibility that they are not just taking half a class." The graduate instructor and those who had previous online and hybrid teaching experience did not have these issues. However, these instructors also said that they set clear expectations for both learning environments.

Advice for Faculty Preparation

In order to successfully transition to the role of facilitator in hybrid courses, instructors must know how to effectively facilitate and manage both online and face to face discussion and interaction. Based on years of experience in the classroom, most instructors felt comfortable managing interaction in the face to face environment. All but three of the participants, however, had no experience managing and facilitating online interaction. The ability to facilitate effective online discussions is cited in the literature as the most important skill for online instructors (Anderson, Rourke, Garrison, & Archer, 2001). The research participants concurred and emphasized this as an important ability in the hybrid environment.

Even though this was a topic covered and practiced in the faculty development programs, the newer hybrid instructors struggled with maintaining or even starting productive online discussions. The more experienced hybrid instructors or those who had taught online previously had already mastered the techniques and skills needed to make discussions meaningful and to ensure participation of the entire class. For example, several instructors emphasized the importance of integrating discussion assignments into the course assessment plan and assigning points for participation so students understand the importance of participating in the online discussions, as well as in the face to face sessions. "You have to require posting and responding, otherwise it isn't going to happen." Another addressed the importance of using discussion rubrics and added that you need to "be very, very specific and very detailed about what it is that you expect."

One research participant explained that instructors need to "evolve to understand that facilitating is also teaching." This requires that faculty development programs provide new teaching strategies that are more learner-centered, facilitative, and promote meaningful, interactive discussions and activities that connect learners online and face to face. One instructor who

had taught five hybrid courses offered the following cautionary advice for successfully teaching a hybrid course:

> One thing would be to frequently remind yourself of what your goal was for doing the hybrid....You are used to the way you taught in the face to face. It is very easy to slip back into the way you used to do it [teach] because it is a habit. The hybrid design really kind of demands that you are very conscious about doing things differently.

Faculty who are preparing to teach hybrid courses must be made aware of the importance of making the transition from acting as a presenter of content to becoming a facilitator of student learning. Because hybrid courses are more student-centered and incorporate more student assignments and learning activities, instructors must be prepared to devote more effort toward guiding, supporting, and encouraging students in their work.

Instructional Re-design is Critical

When asked which activities consumed the most time when making the transition from a traditional face to face course to a hybrid course, the most frequent responses focused on instructional design issues including reflecting on goals and objectives, and creating online learning activities, assessments, and discussion forum assignments. It was difficult for the research participants to estimate, but they guessed it took from 25% to 300% longer to prepare a hybrid course compared to the same course taught in a traditional classroom. Many said it was impossible to guess because "they were still refining." In order to convert a traditional course to the hybrid format, instructors had to become instructional designers, and they found it time-consuming to totally redesign their courses. Findings indicate that instructors struggled most with re-examining course goals and objectives, selecting the best activities for the online and face to face environments, and succumbing to the tendency to have too much content and activities designed into the course. UWM's Learning Technology Center coined the term "the course and a half syndrome" to describe the latter difficulty.

Re-examining Course Goals and Objectives

When designing their hybrid courses, the research participants emphasized the importance of critically re-examining course goals and learning objectives, even if they had taught the same course previously in the traditional format. One said she was a "believer" in focusing on course goals: "What do you want them to learn and how do you want them to learn it?" The hybrid format demanded even more reflection because two learning "spaces" needed to be considered. One research participant said you can't just "divide it [the course] in half" and another elaborated on this part of the course redesign process:

> I went through and really thought about what are the learning goals of the course, what are the things that we do to lead to those goals, and then what are the best ways would each of those mini-goals best be facilitated, online or face to face.

Another instructor summarized, "Goals and objectives must come first in developing any course...I feel that connecting the online and face to face activities needed attention because they need coordination in order to be integrated into a unified whole." When discussing course design, instructors concurred that it was "time consuming" but essential "because it is a conscious decision-making process" of deciding which lesson plans work best online or face to face. Findings indicate that faculty found that the process of reexamining their learning goals and objectives was critical to developing a successful hybrid course.

Online or Face to face

Redesigning a traditional course into a hybrid course compelled faculty to think through how best to use two learning spaces instead of just one. "I really just had to reconfigure the class to include, or to sort through, what I was going to do online and what I was going to do face to face." After reflecting on their goals, the research participants used a variety of methods to decide which environment to use for which learning activities.

Instructors tended to use the online environment for work that students could do "on their own," such as assessments, tutorials, readings, and quizzes. Some of the instructors who were new to hybrid teaching felt that it would be a "waste of face to face class time" to do these things in the classroom. Other instructors saved activities for the in-person class that required "interaction" and to address "issues or misconceptions that popped up in the online discussion." For example, one instructor used the face to face environment to introduce a complex essay critique assignment. Then she followed up online by reading the students' essays, answering critical reading questions, and drafting a summary. Face to face was also used to present visual information like film clips, provide demonstrations, conduct hands-on activities like labs, conduct group activities and student presentations, give lectures, answer questions, and give exams. Findings indicate that the majority of instructors used the face to face environment to present information needing context and interpretations to facilitate better student understanding. In contrast, the online environment was used for information that was independent in nature or was clearly conveyed and easily facilitated in the online environment.

However, the more experienced hybrid instructors, and those who taught online previously, included more critical reflection and interactive discussions online, and then they continued those discussions in class. These experienced instructors said that online discussions provide more time for

"deeper thinking than face to face where shy people don't talk or it is just the initial knee-jerk responses." Others indicated that the online component of hybrid courses provides opportunities for accommodating different "learning styles." Findings suggested that as faculty become more experienced, they are better able to integrate and extend student learning in both environments.

The Course and a Half Syndrome

UWM defines the "course and a half syndrome" as the tendency for faculty to be unable to give up any material from their face to face course and simply add additional online content and activities to an existing course when they transition to the hybrid model (Aycock, Garnham, & Kaleta, 2002; Skibba, 2005). A number of the research participants succumbed to the "course and a half syndrome" and said that they felt they were "teaching two classes." Although the dangers of this "syndrome" were stressed often throughout the faculty development training program, many instructors still got "carried away with activities." Another instructor commented similarly and admitted, "Something that I am probably guilty of ... is packing in too much." A common finding was that the study participants tended to overload their courses with activities and needed to rethink the amount of work they assigned students and, consequently, themselves.

Advice for Faculty Preparation

As the participants pointed out, the process of "reflecting on goals and objectives" in the faculty development program was critical to determining which activities worked best for each of the face to face and online environments. Instructors felt that the structure provided by the faculty development program helped them to really "think through everything." A faculty development program should help instructors examine course goals and how they can be met in the dual environments of the hybrid format.

According to Skill and Young (2002), "The integrated hybrid course is carefully redesigned so as to best leverage powerful in-class, face to face teaching and learner opportunities with the content richness and interactivity of electronic learning experiences" (p. 25). Findings indicated that some of the hybrid instructors were not utilizing both environments to their full potential. While the online environment can be used for collaboration and rich interactive learning and higher-level learning, many of the first-time hybrid instructors used the online environment for lower-level activities. All the participants wanted to learn how to create more "meaningful learning experiences." Faculty development programs should help instructors realize the potential of both environments to create an integrated and rich learning experience.

Finally, when instructors were asked what advice they would share, many said "not to do too much" and "start small and you can build it one step at a time." Another said that it helped when he asked his former students for

advice on what would work online from the traditional course. Research participants also suggested getting feedback and ideas from other instructors who have designed hybrid courses. Despite the fact that the faculty development program warned faculty of the pitfalls of the course and half syndrome, it is clear from participants' experiences that more emphasis needs to be placed on how to streamline hybrid courses and how to integrate the online component without overloading the course. Instructors need to determine what content is really necessary. One said she is always asking, "Do I really have to do these things?" Activities that are not necessary to reach the learning goals can be removed. In addition, many of the instructors wanted to learn how to create more interactive online activities that would provide "choices" of learning opportunities for students. Findings also indicated the importance of helping faculty develop strong links between the activities that are conducted online and face to face must be emphasized, so instructors do not end up teaching two parallel but unconnected courses.

Finally, a faculty development program should stress the importance of setting aside a significant amount of time prior to the start of the course for instructional design. One instructor stated, "The development part of it is definitely more effort." Another added, "One thing about a hybrid class, all the work comes on the front end. You have a lot of work and a lot of involvement in terms of the development and putting the course together." Based on the findings, faculty development programs should help instructors get an early start on course redesign and use their time wisely to reflect on course goals, determine which activities are best online or in-person, limit course content and activities, and integrate online and face to face activities.

Social Role

Many of the instructors talked about the importance of creating a "community of learners," which is a well-known challenge in online education (Brufee, 1999; Harasim, Hiltz, Teles, & Turoff, 1998). To create this community, the research participants shared their experiences of establishing "social presence," also known as a feeling of connection and community among individuals (Short, Williams, & Christie, 1976). One instructor summed up what many discovered:

> A lot of people are afraid that replacing seat time with online is going to diminish the quality of the relationship—whether it is teacher-student or student-student. And actually I have to say from my experience it is contrary to that... I get more quality interactions and feedback from the students ... which then helps increase my connection to them.

Study findings indicate that when a positive climate is created, hybrid environments have the potential to increase and extend connectivity and to build relationships even more so than in traditional or online courses.

Connectivity Challenges

The biggest concern instructors feared when converting their traditional courses to the hybrid environment was the potential of losing the connection they had with students. One instructor who taught a freshman seminar explained that he had "withdrawals" from not being able to meet personally with each of his students as often as he did when he taught the same course face to face. Another undergraduate lecturer felt a sense of "panic at first" because she also was concerned about the lack of social interaction. Both instructors admitted that they needed more experience creating interactive discussions, particularly with freshmen who needed more attention. These instructors also noted that students seemed to "disengage" from discussions if they were given too much work. Others noted that "sometimes students disappear" online and that it can be tricky to get some students to participate. However, experienced hybrid instructors and faculty with online teaching experience were more at ease "encouraging people to ask questions of each other online" and getting students to share ideas. These instructors also found that their students were excited about logging in to see what people said. So while many felt it was important to "have some physical contact with an instructor," they also were able to build connections through online discussions in between in-person meetings. When these connections were created, most felt that the communication increased in a hybrid course compared to traditional courses.

Community Building

Although some of the instructors were concerned about losing the personal touch with students, others related how they were able to get to know their students even better in a hybrid course. The majority of the instructors said students were more conversational "and more open" online than they were in the classroom. Plus, students who normally did not speak up in class participated online. For example, when talking about personal subjects like dating, religion, and sexuality, the psychology instructor was surprised how "comfortable" students were sharing personal information. Many of the instructors also explained how these frank conversations started online and carried over into the classrooms where strong "friendships formed." In addition, students "were more willing to participate in class" because they were "warmed up by the fact that they have already been contributing to the discussions online." The three instructors who incorporated group work in their hybrid courses said that a sense of community also carried over when group members worked together, either

face to face or online, and enhanced the interactions and productivity of the groups.

Advice for Faculty Preparation

Many of the inexperienced hybrid instructors were concerned about a "loss" of personal connection with students when they moved to the hybrid format because of less time spent face to face. Therefore, faculty developers should guide faculty on how to increase communication and personal connections using the combination of online and face to face environments. Some of the instructors were able to create a positive learning community by building a comfort level for students to share information online. One instructor commented, "It is all about building a climate of trust." Several suggested providing guidelines for "maintaining confidentiality" and "respecting" classmates' opinions. The most common advice that the faculty shared was to create a positive hybrid learning community by being "flexible," "available," and "accommodating."

Another important element in building trust in an online and hybrid environment involves fostering "immediacy" of responses (Short et al., 1976). One instructor stressed that students want quick responses to their questions and sometimes they "panic" until they get answers. To increase connectivity with the students, some of the instructors noted that they plan to increase the number of in-person class meetings between the online sessions or provide places online for students to share personal information. Other instructors indicated that using a "conversational" tone and incorporating active listening and questioning techniques were also important in encouraging students to participate more, both online and face to face.

The advice from the research participants and supporting literature revealed that online communication can provide more socially intimate communication than sometimes can be achieved in "parallel face to face situations" (Walther, 1996). This requires that faculty know how to create "respectful and meaningful" online discussions that provide a "safe" place to share ideas. While these skills take experience, faculty developers can offer guidance on how to use the hybrid format to extend personal relationship from both environments to create an integrated and positive community of learners.

Managerial Role

Findings indicate that managing hybrid courses forced instructors and students to become "more organized" and "prepared" than they had to be in a traditional course. The hybrid environment also added additional scheduling challenges as courses meet both online and face to face. Although both faculty and students enjoyed the "flexibility" and the increased "personal contact," navigating these dual-learning spaces did cause some

challenges and confusion. As one instructor said, it can be hard "to keep straight" when the class is meeting in person or online. To create one seamless course, the hybrid instructor's role needs to expand to include unique scheduling and organizational tasks (Sands, 2002). The following are the major faculty and student benefits and challenges of the managerial role as shared by the research participants; they involve course scheduling, course organization, and student time management.

Course Scheduling

A major decision for faculty was the frequency and pattern of scheduling for face to face and virtual activities. Some faculty still met with their students weekly, while others only met face to face a few times in a semester. When asked how they decided when to meet as a class, reasons varied, including "it depended on the content," the need to schedule around other obligations and courses, and a desire to give students an opportunity to work on a project online between classes. The frequency and pattern of course meetings varied greatly for the study participants. For some instructors, the class meeting schedule "was different every week" while others convened on a regular schedule every week equaling half of the original course time. While both faculty and students appreciated not having to meet in person as often, many instructors commented that it was often difficult to manage the online workload. Comments included "there is so much to read" and "it was difficult for me everyday to get online because of my busy schedule." Faculty explained that it is important to set aside time to focus on the online components. One instructor explained, "It is a matter of self-discipline, to sit down and just read it or do it or set a time block aside where I am going to read posts and be committed to it." Despite these initial challenges, as instructors gained more experience, these scheduling issues diminished over the semester.

Course Organization

While the time commitment was a concern, many of the instructors raved about how the course management system increased their efficiency because of its ability to organize the course and automate some of the activities such as quizzes, grading, and surveys. Three of the instructors had no prior experience using a course management system, while four had only used this system previously for posting course materials. Once they started to use the course management system extensively, they were very impressed with the organization and managerial benefits it provided. One instructor summarized, "The main benefit is that everything is all laid out...well organized...it is all right there.... there shouldn't be any mystery" because all the discussion threads, course documents, announcements, and grades are easy to find, refer to, and print if necessary. Instructors liked that they "didn't have a lot of papers to shuffle." Although the course management system led

to a more efficient course due to automated processes and its organizational benefits, instructors said that managing a hybrid course was still "more time consuming" than a traditional course.

Student Time Management

Student benefits and challenges mirrored those of the faculty. Several instructors noted that hybrid offers "flexibility for over-burdened students" and for those with family and job responsibilities. However, like faculty, students had more difficulty committing time to online work than they did for "those 50 minutes in class." Some students viewed only the face to face portions as the real class, and "ignore the responsibility of doing all the other work." One instructor noted that students "have twice as many opportunities to miss an assignment" because they are responsible for both in-class and online activities. "They [students] have a lot of things to keep track of." Others put a positive spin on this challenge and felt that the hybrid format should go beyond teaching students content to teaching "important life skills" of time management, self-discipline, and organization. One instructor said, "A challenge and benefit for students is that they needed to learn to better manage their time." Instructors said it is important to clarify that it is the student's responsibility to "check the course page" for weekly announcements and assignments.

In addition to helping students better manage their time, instructors noted how working online also made the face to face time "more serious and more valuable." One instructor noted how prepared students were for the face to face class after participating online: "When they came into class on Tuesday nights, they were really focused.... I think it [the hybrid format] made that time more productive." Scheduling flexibility and time management were the benefits as well as the challenges for students.

Advice for Faculty Preparation

Faculty appreciated how the hybrid format forced them to get organized in advance of the first day of class. One instructor cautioned, "Don't wait until the last minute." The faculty in this study realized the importance of planning, scheduling, and being flexible in managing their hybrid courses. Also, they discovered the importance of the course management system in organizing online components as well as increasing the efficiency of certain tasks due to the automated features of the technology. A faculty development program needs to demonstrate how course management software can help organize and manage the many hybrid activities. This point was unexpectedly emphasized by several of the instructors trying the hybrid format for the first time.

Further, faculty need assistance in determining how to carefully manage their online tasks and the time involved. Many commented, "My biggest thing is I learned personally I probably did too much." Others noted

it was too much to "read all the messages." Faculty should consider the time they will set aside each week to read online comments and assignments. Some instructors suggested using what was previously scheduled face to face time that was no longer needed, because of the hybrid format, to manage online activities. "I just had to make sure to schedule the time and keep that as my class period." Other instructors scheduled time each week when they would complete their online responsibilities. Without the requirement of meeting weekly face to face, some instructors found themselves falling behind in their online tasks due to busy schedules or lack of scheduling "online time." That is why all noted how important it is "to manage your time" and to not "burn out."

Many of the faculty who taught hybrid for the first time tended to be the "gung-ho new hybrid teacher," as one said, and tried to do more than was humanly possible. The previously discussed "course and a half syndrome" manifested by several of the instructors resulted in too many student assignments and, consequently, significant additional work for instructors. This had the result of significantly compounding the time management challenges that these new hybrid instructors encountered.

A faculty development program should provide guidance with regard to managing both the online and in-class workloads. Faculty also need to know the importance of providing students with "clear expectations," tips, and reminders for managing both the in-person and online requirements. For instance, one instructor stated, "I think for students [scheduling] is also an issue to make sure that they are scheduling themselves time to be in the online course." The research participants expressed the importance of being "flexible in scheduling" assignment due dates, but also expressed the need to follow the schedule outlined in the syllabus in order to stay on track. Managing a hybrid course has many challenges as well as rewards that need to be clearly explained in faculty development training.

Technological Role

In addition to the anticipated teaching and learning benefits, some of the instructors also adopted the hybrid format because they felt it was a good way to "get on the technology bandwagon," "reach this generation" of students, and "instill excitement into education by using more 'interactive' activities." While some instructors had high expectations for incorporating technology, many did not anticipate just how significant the impact of technology would be on them. Their role expanded to include being a technical expert and "troubleshooter." Study participants who had not previously taught using technology became "stressed" with learning how to use the technology themselves and then dealing with student technology issues and "fears." In some cases the instructors' and students' lack of

familiarity with technology, accompanied by the unreliability of technology affected the instructors' ability to teach.

Familiarity with Technology

A number of the faculty members commented on their discomfort with technology and expressed the need to learn more. Several admitted to their newness and being "apprehensive" with courseware systems and technology in general, explaining "I had to learn a whole new language" and "I never considered myself particularly computer literate." One instructor was concerned about how students would perceive and react to his lack of expertise in using technology. He said it was important to continue to become more familiar with technology beyond the initial training because "students smell fear." In addition to learning new technology themselves, many study participants pointed out that instructors "cannot assume" that students are familiar or proficient with using computers. Even though the course catalog stated that "technology is required," some students who sign up "have no clue about technology" including how to open an attachment or use a courseware system. One instructor stated, "I thought that the kids coming out of today's schools are very computer savvy and I found out they are not." Students' discomfort and frustration with technology not only negatively affected their course learning experience but it also adversely affected some faculty because of the additional challenges and responsibilities it placed on the instructors.

Reliability of Technology

The majority of the instructors felt they "were getting good training" and technology support on their campuses, but did not always feel that students were receiving the same kind of support. Instructors were chagrined that many students preferred to ask or "complain" to the instructor instead of seeking campus assistance. When discussing their technology role, many instructors described technical failures as "upsetting" for both instructors and students, such as when the courseware would go down for long or short periods of time. Instructors also noted high occurrences of students playing the "blame game" of giving numerous technical excuses for not getting online work completed and "trying to pass off their own lack of timeliness and blaming it on the system." This study's participants concurred with Hollingshead, McGrath, and O'Connor (1993) suggestion that newness of the medium led to poorer task performance for some computer users. In order for the hybrid course format to be effective, instructors emphasized the importance of personally gaining familiarity with the technology, in addition to providing opportunities for students to gain the same technology familiarity.

Advice for Faculty Preparation

Instructors in this study who were concerned with their own lack of ease with the courseware product as well as other software and hardware issues suggested that new hybrid course instructors "start small," and don't try to incorporate too much technology all at once. "If it is not done properly, the students aren't going to benefit from it." Berge (1995) points out that when the technology is transparent, then the focus can be on learning. Faculty development programs should help instructors to seek out a support system for using new technology. Participants suggested providing opportunities for collegial support with other instructors who participated in the hybrid course faculty development program. Similarly, some suggested that faculty "find their champion" or "find a partner" that can assist and encourage them while they continue to learn how to use the technology. Other participants recommended creating an e-mail listserv and regularly scheduled face to face meetings to help deal with technical issues and questions. Beyond collegial support, instructors recommended that faculty new to technology should find technical support on campus for themselves and for their students.

Instructors in this study also emphasized the need to understand that "technology can and will fail" so it is important to "always have plan B." One instructor recommended having a backup copy of files on a home computer so an instructor can always e-mail important information to students. If students have computer failures, one instructor asked: "What accommodations are you willing to make? Some things are not negotiable but other things may be, so what are those things of which you are willing to negotiate?" Other instructors expressed the need "to stay calm," "flexible," "positive," and "teach them [students] to be proactive." A faculty development program should guide instructors as they consider and develop plans for times when technology fails.

Also, instructors in this study were very concerned with their students' lack of proficiency with the technologies required for them to succeed in the course. For students to become more comfortable with the technology, instructors need to design activities that orient the students to the technology such as "scavenger hunts" during the first class meeting that will "lead the students through the technology," and provide them with documentation and help sheets on how to use the courseware system. Faculty development programs should help instructors identify and create activities and materials that familiarize students with the technology, thus ensuring that the hybrid course is a rewarding and less "stressful" learning experience.

Innovation-Decision Process: Confirmation Stage

Rogers (1995) states "a decision to adopt or reject is often not the terminal stage in the innovation-decision process" (p. 180). It is at the

Confirmation Stage that the adopter "seeks reinforcement of the innovation-decision already made or reverses a previous decision to adopt or reject the innovation if exposed to conflicting messages about the innovation" (Rogers, 1995, p. 181). Called "re-invention" by Rogers (1995), instructors were always assessing, questioning, and self-reflecting on how to better use the hybrid format and if it was right for their course. After teaching their first, second, and even fifth hybrid course, all of the research participants shared that they had plans to rework, modify, or add to their hybrid courses based on their experiences or students' comments. "I like to think of it as work in progress."

All of the instructors in this study planned to continue teaching hybrid courses. One of the participants pointed out that not all courses work well with the hybrid format and that she was changing one of her graduate courses back to the face to face format. A few others planned to include more in-person activities. The research participants, however, all agreed that incorporating technology into the classroom is the way of the future. As one instructor said, "The university demands it, students want it, and this is the way education is going." Instructors in this study did say that hybrid "is the best of both worlds." Finally, one instructor said, "Give it a try once. I think people owe it to their educational mission of being a teacher and instructor to try one hybrid course."

Conclusions and Recommendations

The wealth of information in this study provides valuable insights into the processes that faculty go through as they discover, design, and develop hybrid courses. This information is also a source of lessons learned that can be used to inform institutional hybrid course initiatives to foster faculty interest in the hybrid course model and prepare them to teach hybrid courses. This chapter concludes by sharing these insights and uses the lessons learned to develop recommendations for the adoption and teaching of hybrid courses.

Encouraging Adoption of Hybrid Courses

Most of the participants in this study first learned about and became interested in teaching hybrid courses as a result of an organized institutional effort designed to encourage hybrid teaching. Faculty decided to try the hybrid model because of the many teaching and learning benefits that were promoted by the institutions and their colleagues, including the ability to provide more "active learning" and "engage" students by using technology. While they were interested in these benefits, they didn't have the motivation or opportunity to try the hybrid format until they received institutional assistance in the form of funding and training. The faculty development program provided the skills and courage to overcome the instructors' initial

fears about how their teaching style or course would translate to the new model. The training helped faculty "actually start" and finally adopt the hybrid instructional model. Based upon the results of this study and the experiences of the Learning Technology Center at the University of Wisconsin-Milwaukee, the authors recommend that institutions do the following in order to encourage faculty adoption of the hybrid course model.

1. Launch a hybrid course initiative that informs faculty about the teaching and learning benefits of hybrid courses and encourages adopting this model.
2. Create a faculty development program that provides detailed information on hybrid and prepares instructors to design and teach this type of course.
3. Offer a stipend to attract and compensate faculty for the challenging effort required to learn about and redesign hybrid courses.
4. Ensure that ongoing pedagogical and technical consultation is available to support ongoing faculty course hybrid redesign and teaching.

All of these initiatives and activities positively affected the decision by participants in this study to become hybrid teachers. These suggestions can be adopted by other institutions wishing to encourage hybrid course development and teaching.

Preparing Faculty for Hybrid Teaching

The study also investigated the changing roles that faulty encountered as they moved from a traditional format to a hybrid course format. In all cases, faculty teaching roles were transformed. Those faculty who embraced the traditional role of a teacher as lecturer had the most difficulties in the transition. Thus, instructors who adopt the hybrid format need to be prepared to leave their previous constructs of what a teacher is behind and to anticipate how the new model redefines them, their course, and their students. Instructors are no longer just "teaching"; they are facilitators of the learning process, functioning in multiple roles. Findings indicated that instructors' roles expanded in the hybrid format to include pedagogical, social, managerial, and technical challenges and opportunities.

Once faculty make the commitment to try hybrid teaching and begin the implementation process, they almost immediately encounter significant challenges as they start to redesign and teach their courses for the first time. Therefore, faculty preparation for hybrid teaching should address the challenges and opportunities presented in their new pedagogical, social, managerial, and technological roles. As faculty developers build a program to guide faculty through the course design process and prepare faculty for the teaching transitions they will encounter, the developers must realize that

structure, format, and types of activities are as important as the topics covered. The authors recommend faculty developers incorporate the following features into their efforts to prepare faculty for hybrid teaching.

1. Start the faculty development program at least six months prior to the time instructors will be teaching their first hybrid courses because of the significant time required to redesign hybrid courses.
2. Use the hybrid format to teach the faculty development program so that faculty directly experience the advantages and challenges of the hybrid course model.
3. Include extensive opportunities for participants to interact with experienced hybrid instructors and see that hybrid courses work and the benefits are real.
4. Ensure that participants leave with the start of their hybrid course and with a plan for continuing the redesign process.
5. Provide ample opportunities to learn and practice the new teaching skills needed for hybrid instruction.
6. Have faculty work in small collaborative groups as they deal with course redesign issues to develop confidence and foster ongoing collegial support.

The faculty experiences reported in this chapter suggest a myriad of topics that could be covered in a hybrid course faculty development program. Typically, faculty have to modify their approach to teaching, manage their own and students' expectations regarding hybrid learning, integrate face to face and online teaching environments, learn new communication skills, master new technologies, and much more. A list of all the possible topics for an effective faculty development program would be very long. However, based upon this study's data and the hybrid course experiences of the UWM Learning Technology Center, the following is a short list of a dozen primary issues and topics, which should form the core of any program preparing faculty for hybrid teaching. This list is written for faculty developers but it can also be a helpful guide for faculty who are preparing to design and teach their first hybrid course.

1. Begin the course redesign process by re-examining course goals and objectives and by considering how they can best be achieved in the hybrid environment.
2. Develop new learning activities that capitalize on the strengths of the online and face to face learning environments.
3. Integrate face to face and online learning activities to avoid teaching two parallel and unconnected courses.
4. Learn to make the transition from a lecture-centered teaching approach to a more learner-centered teaching focus.

5. Avoid the common tendency to cover too much material and include too many activities in the redesigned course that result in a "course and a half."
6. Acquire and practice the skills needed to effectively manage and facilitate online discussion and interaction.
7. Learn to create an online community of learners by providing an inclusive, positive, and friendly learning environment where students feel safe sharing ideas.
8. Keep technology use simple in order to avoid turning the course into a support nightmare and gradually add more advanced technology.
9. Develop a plan for conducting course activities when technology fails.
10. Manage student expectations regarding the hybrid format and course workload.
11. Identify and develop plans, materials, and activities to help students with the technology and time management challenges many encounter.
12. Use the tools in the course management system to get organized and stay organized when teaching hybrid courses.

A successful hybrid course initiative requires substantial efforts from institutions, faculty developers, and faculty. This study's recommendations, which are designed to be both effective and practical, are grounded in data derived from actual experiences. Furthermore, the recommendations can be readily adopted by others, as they strive to help faculty discover, design, and implement their hybrid courses.

Implications of the Hybrid Model

Faculty, students, and even institutions, like hybrid courses. The benefits of improving student learning, providing time flexibility for students and instructors, and offering scheduling and classroom space flexibility for institutions are compelling. However, what might be one of the more significant benefits of the hybrid course model may be classified as an example of "unintended good consequences"—learning to teach hybrid courses appears to transform faculty's teaching in all their courses.

A number of the research participants said that the hybrid course experience has caused them to reconsider and improve how they teach their other courses. This is consistent with what the authors have observed as they have worked with hybrid instructors over several years. Faculty appear to be changing their approach to teaching and learning, primarily by taking a more learner-centered approach. Learning to teach hybrid courses accomplished what faculty often resisted in other faculty development programs that were designed to introduce them to learner-centered activities and to wean them

from an exclusively lecture format. As a result, the hybrid course experience may be transforming higher education by making it more learner-centered. Additional research is needed to verify these observations and to obtain a better understanding of the impact of the hybrid teaching experience on the overall pedagogical philosophy of instructors.

A second observation that merits additional study is related to the type of prior teaching experiences that instructors bring with them to a hybrid course faculty development program. Faculty who had previous online teaching experience felt that parts of the faculty development program were rather basic and that the program could be accelerated. These instructors were already familiar and experienced with utilizing online discussion forums and effectively managing online interaction. However, the experienced online faculty might need sessions that focus on different topics and challenges. Some online instructors have little or no experience in the face to face classroom and would benefit from sessions that focus on how to effectively use the classroom time in a hybrid course and how to facilitate advantageous face to face interaction. Further research is needed to identify the needs of faculty whose prior teaching experience is primarily online in order to construct faculty development experiences that would most benefit them. Given the increasing number of instructors whose primary teaching experience is with fully online courses, it is important that programs be designed to meet their unique needs.

Another unexpected observation that emerged in this study relates to the technology experience of the faculty in this study. As mentioned earlier, 70% of the research participants had no or limited experience using technology for teaching. One admitted, "My idea of getting into technology was a new piece of chalk each semester." Rogers (1995) would characterize these individuals as "late adopters." These are individuals who are in the last group to adopt an innovation and do so only after the benefits have been clearly demonstrated.

It appears that the benefits associated with the hybrid course model not only caused these "late adopter" instructors to try these courses but also provided them with the motivation to acquire the necessary technology skills to effectively teach them. A number of the instructors commented that it was the perceived benefits of hybrid teaching that made them finally take the leap and learn more about instructional technology. Thus, it appears that the hybrid course model can be an important factor in getting late majority faculty to adopt instructional technology and incorporate it into their teaching. Additional research is necessary to explore the influence of the hybrid course model on the willingness of late majority faculty to learn about and adopt instructional technology. Hybrid courses may play a significant role in further integrating technology into the curriculum because of their ability to motivate late adopter faculty to incorporate it into their courses.

Investigating these three issues will not only enable institutions to better prepare their faculty for teaching hybrid courses but will also provide insight into the broader impact of these courses. Hybrid courses may be having a more transformational effect on teaching and learning than ever anticipated.

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