

HYBRID PREP TIMELINE

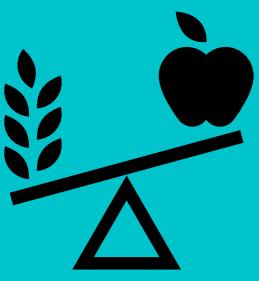
WEEK 1

(RE)DEFINE YOUR LEARNING OBJECTIVES.



Consider framing your learning goals in terms of what students will have learned: "By the end of the semester, students should be able to _____." How will you measure (assess) each of these objectives?

CONSIDER ONLINE VERSUS FACE-TO-FACE.



Review your past assignments. Reflect on what worked well and what could use improvement. Which aspects of the course may be best suited to face-to-face versus online sessions? Need help deciding? Reach out to the CTL at ctl@baruch.cuny.edu to set up a consultation.

(RE)DESIGN ONE MAJOR "UNIT".

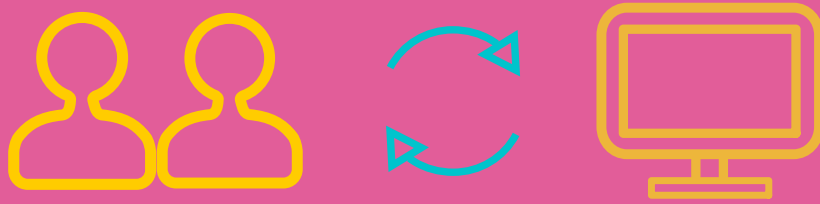


Design a "unit" that aligns with your learning objectives, including smaller stakes assessment deliverables and one major higher-stakes assessment (assignment / test / project). Begin thinking about how students will submit assignments (online or in-class).

SCHEDULE A CTL APPOINTMENT.



Set up a meeting with CTL staff for Week 2 to review the unit and / or assignment you designed.



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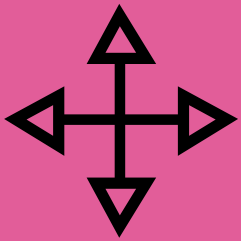
WEEK 2

DETERMINE COURSE PLATFORM.



Where will students access course materials, submit assignments, and interact with each other? Decide what primary platform will be used in the hybrid course (for example Blackboard, Blogs@Baruch, etc...).

CONSIDER ACCESSIBILITY



Does your unit provide multiple ways for students to access course material and demonstrate what they have learned? Use a resource like The Access Project's Universal Design for Learning checklist to review your first unit.

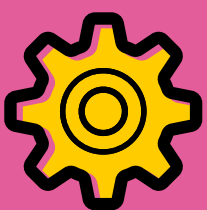
<http://bit.ly/udlchecklist>

MEET WITH CTL.

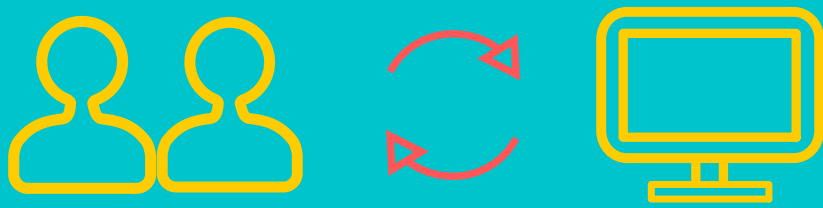


Discuss the unit you designed, technology platform choices, and any questions with CTL staff. Revisit your unit with the feedback from the meeting. Begin inputting course content into the platform you decide on.

DESIGN SECOND MAJOR "UNIT".



How is your assignment / test / project assessing the learning goals for the unit you have planned? In other words, how will you know what students have learned?



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WEEK 3

BUILD OUT COURSE.

Continue inputting course content on the platform of your choice. Also consider how students are interacting with each other's contributions. Can they see and respond to each other's work? Is this part of the assignment requirements?



DEVELOP THIRD "UNIT".

Develop a third major "unit" and a third major assignment/or exam. Consider how you are gauging students' learning. How do your assignments, exams, or projects help you to determine if students have met the learning goals?



REVISIT COURSE POLICIES AND ASSESSMENT.

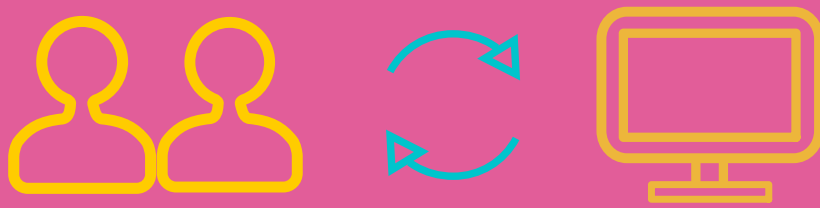
Make sure your course policies reflect the hybrid structure and consider what assessment structure you will use. Will you grade students' participation? Do you define what "participation" means in the hybrid classroom? How will you assess it?



MAKE FINAL CTL APPOINTMENT.

Schedule a meeting with CTL staff to review your course shell on your platform of choice, syllabus, and schedule. If you can't come into the center in person, we can also consult with you over the phone or e-mail.





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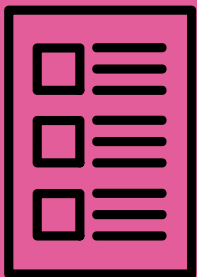
WEEK 4

MEET WITH CTL.



Review your course shell with CTL staff and troubleshoot any pedagogical or tech problems that you may have, or consider attending a CTL Course Prep Boot Camp or event.

FINALIZE SYLLABUS AND ASSIGNMENTS.



Make sure assignment instructions are up-to-date, hybrid-appropriate, and that students know where and how to submit assignments (through an online platform, in class etc.)

CONTACT STUDENTS.



Send out a course welcome email to students. Introduce yourself, provide some details about the hybrid structure of the course, and outline the technology that students will need and the time requirements.

PLAN FOR THE FIRST DAY



In a hybrid course, establishing a classroom community can be especially important. Plan an activity that introduces the course and helps students to get to know each other.