General Implications for Hybridization

So many of our NYC students work full or part-time, and approach their studies from various multicultural and multiethnic world views. So many struggle with ESL, finances, raising kids, and health problems and reinventing careers at middle age and beyond. And, many are inexperienced learners. This means more than ever that higher education incorporate ways to enhance scholarship and build collegiality in and beyond the classroom.

Higher Education can accommodate those differing world views and new realities by utilizing the surge of new technologies to aid creative and engaged sharing of ideas and expanding the traditional f2f classroom to web based or hybrid. Researching for support materials for speeches, in particular, selecting an aid that emphasizes an idea or point is a struggle for many students because it includes acquisition of and applying critical and ethical thinking skills and new ways to study. Is the movement toward hybridization grounded in definitive studies to improve scholarship and opportunity for the low-income, working student, or alternative, older or handicapped student? And/or does it stem from a top-down marketing strategy to boost enrollment and from budgetary concerns? It is important to understand the motivation and reasoning. Studies have shown that 40 % of targeted student on Pell Grants can fail. We need a democratic collaboration among administrators, teachers, students and citizens, who ultimately pay for it. Therefore it is most imperative to see need-based scientific proof that it actually will mean a higher success rate for targeted students, support for faculty and budget increases that will aid scholarship and excite the taxpayers about how this will improve society.

Can hybrid (33-80%) or web-enhanced study groups enrich and engage students' acquisition of course goals without complicating scheduling especially for part timers, taxing health and restricting options for sight or hearing impaired, or other disabilities, and jeopardizing necessary student-teacher trust, community building interaction and critical thinking skills, while opening new f2f teaching opportunities without burdening adjunct or grad student teachers' time? Teachers by nature are willing to experiment with technology if it will enhance student learning, engagement, collegiality and scholarship. It's critical, then, to understand the reasoning behind hybrid teaching and learning, receive support for their efforts, and become co-producers of a profound new university. And we have a new chancellor who takes interest. Link
https://m.youtube.com/watch?v=fJjhq63WiV8&feature=youtu.be

One final thought: I propose a departmental website for hybrid activities and technology, and allocated monthly adjunct-tech collaboration time. Collegiality works!