**Hybrid Module Planning Template**

At Saint Leo University, Hybrid courses integrate a variety of modalities including face-to-face, video conferencing, and/or asynchronous online. During synchronous class meetings, on-ground (F2F) or videoconferencing (Zoom), everyone meets in the same modality, at the same time. Asynchronous online learning (OL) may also be used as a modality. All three modalities rely on a well-developed D2L course shell. The key to a successful hybrid course is in the preparation and effective continuity between multiple environments. Rather than approaching the design process as planning for three different modalities, it is important to consider how the delivery modes work holistically.

This planning document has been created to assist faculty in this process. The structure asks faculty to determine the various components of each week/module and then plan out the activities, materials, and assessments. The framework also provides spaces to connect the activities to student learning outcomes or objectives, to determine which delivery option (F2F, Zoom, or OL) is most effective for each part, and to note how continuity is achieved between each of the modalities.

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| **Course Code** | **Course Title** | **Modality Days:** ( Example: **Mon.** F2F; **Wed.** Zoom; **Fri.** Online ) |
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| **Week** | **Outcome/Objective***To which learning outcome or module objective can this activity be mapped?* | **Instructional/Learning Activities and Resources** *What instructional and/or learning activities are planned? What resources will be shared?* | **Delivery Modality** *How will this activity be delivered (F2F, Zoom, or OL)?*  | **Continuity & Communication** *How will you achieve continuity between the modalities (F2F, Zoom, and/or OL)?* | **Assessment / Feedback** *Will this activity include an assessment? If yes, how will it be assessed, and how will students receive feedback?*  |
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**Hybrid Course Development Planning Example**

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| **Course**ENG XXX | **Course Title:***Scholarly Writing* | **Modality Days:** **Mondays:** F2F; **Wednesdays:** Video Conf/Zoom; **Fridays:** Online |
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| **Week** | **Outcome/Objective Mapping** *To which learning outcome or module objective can this activity be mapped?* | **Instructional/Learning Activities and Resources** *What instructional and/or learning activities will be used? What resources will need to be shared?* | **Delivery Modality** *How will this activity be delivered (F2F, Zoom, or OL)?*  | **Continuity** *How will you achieve continuity between the modalities (F2F, Zoom, and OL)?* | **Assessment / Feedback** *Will this activity include an assessment? If yes, how will it be assessed and how will students receive feedback?*  |
| **5** | ***Example:*** Module objective – Students will interact with scholarly texts in preparation for the creation of annotated bibliographies. Learning outcome – Students will demonstrate competence in research and documentation.  | ***Example:*** 1. Review Assignment Criteria and rubric;

As a class, explore the SLU library databases and ways to locate scholarly articles1. Introduce annotation methods and review a sample annotated paper in small groups/breakout rooms.
2. Students will review class resources in D2L; Students will research, select, and annotate a scholarly article and submit it to D2L.

Resources needed: Sample annotated article, PowerPoint on annotation methods, article to be annotated, and rubric. | ***Example:***1. F2F
2. Zoom
3. OL
 | ***Example:*** The focus of the entire week is learning how to annotate scholarly articles. Day 1 (F2F) students will be introduced to the concept of annotating scholarly articles, in preparation for Day 2 (*Zoom*), when they will review a sample annotated paper in small groups/breakout rooms. Days 1 & 2 build skills to complete the final task of annotating a scholarly article.An outline of the week will be provided in D2L on the *Announcements/News* page at the beginning of the week. On Day 3 (OL), students will be reminded via Announcements of the task and due date. | ***Example:*** Yes, annotated articles will be submitted to D2L. Feedback will be given through the mark-up tools in D2L; papers will be evaluated using the rubric in D2L.  |