converting **F2F** to **HYBRID**

3 STEP CONVERSION PROCESS

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**LEARNING OBJECTIVES**

**DEFINE** hybrid and blended courses.

**EXAMINE AND CONVERT** course content.

**CHOOSE** the right technology for the task.

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**DEFINITION:**

A course that delivers content through both **synchronous** and **asynchronous** instruction and activities, using online technologies to achieve these goals.
3 TYPES | INTERACTIVITY

STUDENT

content

student

teacher

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1. What do you like about your current course?
2. What do you dislike?
3. What do you wish you had MORE time for?
**Step 1 | EXAMINE (continued)**

4. Where do you feel you waste time?
5. When do you feel students “zone out?”
6. Where is there a disconnect with the students and the course content?

**Step 2 | CONVERT**

1. Keep what you like!
2. What you dislike, ask yourself:
   - Does it need to be there?
   - Can it be done in an alternative way?
   - Can technology assist you?
3. Need more time for something?
   - Focus on activities in class: lectures online
   - Focus on interaction in class: quizzes online
   - Focus on discussion in class: “busy work” online
STEP 2 | CONVERT (continued)

4. What’s being wasted?
   – If you have to repeat yourself: use technology to help
   – If students aren’t paying attention: hold them accountable!

STEP 2 | CONVERT (continued)

5. If students don’t pay attention, have consequences!
   – Online activities to test reading
   – Online activities to check for retention
   – Online activities to (re)engage them with material

STEP 2 | CONVERT (continued)

6. Disconnects can be re-connects
   – Supplementary lectures and activities
   – Social media to help spread awareness
Step 3 | Choose

1. What do I need the technology to do?
2. What tools do I need to use the technology?
3. What tools do students need to use the technology?

Media Richness Theory

Face-to-face
Simple tasks

Complex tasks
Plain text

Text or Audio
Narrated Presentation or Video
Interactive Technology
In Review...

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**THANK YOU**

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