

Three Ways to Teach On-line Hybrid Courses

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Abstract: As the Internet matures and progresses, more and more universities are seeking to increase their on-line offerings. ASU East Education has integrated an on-line hybrid course format into its graduate offerings where students seeking post baccalaureate teacher certification can take their first semester of courses in a mostly on-line format. The ASU East “TeachMe” program offers Math and Science Theory, Adolescent Psychology, and Special Education in a three course on-line hybrid block.

Introduction

This roundtable session will cover the format and materials used in our program as an example of how to implement an on-line hybrid course structure. Two of the instructors use Blackboard and the third teacher uses a self-created website. A variety of other technology driven resources are integrated into the courses and presenters will demonstrate or bring samples of the materials we have collected and developed in order to teach our courses.

Offering the three courses as a block has allowed us to make efficient use of student time by doing an introductory night for the courses where each of the three instructors introduces her course syllabus and course requirements. Two of the instructors share face to face meetings on subsequent nights splitting the time half and half for the evening. The third instructor has three meetings as well. As a result, for three courses, the students have a total of seven face to face meetings throughout the semester. The rest of the course is implemented on-line featuring the use of discussion boards, textbook developed web sites, textbook supplements on CD-Rom and a number of other content relevant web sites.

In the Math and Science Theory course the instructor uses a self –created website. The site includes twenty-one science lessons, AEP A math and science standards, K-8 math concepts and strategies, student created math and science lessons, streaming video from United Streaming, links to various math and science websites, science experiments and activities, math problem-sets, real world math applications and challenge activities. The website was burned to a CD-Rom because of the size of the site and the video intensity. Having a site this large on the internet would be cumbersome on a server. In addition, having an array of students with different internet connections streaming video from a remote site was also a challenge.

In the Adolescent Psychology course the instructor uses text book “Understanding Children and Adolescents” by Schickedanz and Shickedanz, (fourth edition), has allowed the instructor to make use of a sophisticated web site that accesses a test bank where students can take quizzes on readings. One feature of the web site is that if students have to retake a quiz, the questions vary and are not repeated exactly as they were in the first quiz. This allows students to master material by taking quizzes as many times as necessary. In addition, the Schickedanz has a companion supplement, “Development: Journey Through Childhood and Adolescence” by Welch. This supplement offers videos, animations, and other student activities which are used to supplement textbook material. Outside assignments also include site visits and child observation exercises.

In the Special Education course the instructor uses a combination face to face meetings and the internet to teach the course. During the semester, the students are required to complete readings from the book, take quizzes, and participate in discussion board via Blackboard. Assignments are turned in via digital drop box. This course also utilizes the internet for searches on specific topics the students are to research and analyze. Furthermore, the course text book includes a CD-Rom that has scenarios that go along with the reading. This allows students an inside view of the classroom and situation being studied. Finally, the student review videos to supplement and enhance discussions.

By presenting our material and course format, we hope to stimulate a discussion and sharing of information with interested participants on the online hybrid course format.