DESCRIPTION

Hybrid, or blended, classrooms are expanding on campuses across the United States (and internationally). Intentionally combining in-class instruction with online activities not only aids student learning, it also provides more self-directed, technology-mediated learning experiences for students who will incorporate technology into their professional lives post-college.

In addition to explaining and defining the phenomenon of hybrid teaching and learning, this volume answers:

• What is hybrid teaching and learning?

• How does it promote student learning?

• Why should faculty and administrators consider it?

• How are its components different from traditional classrooms?

• What are the best practices of hybrid course design?

• How can instructors incorporate accessibility into their hybrid courses?

• What models can be used to train faculty as hybrid teachers?

• Where is it being practiced?

• How can institutions best prepare students for and promote their success in hybrid courses?
• Who should be involved in implementing and supporting these initiatives at the institutional level?

This is the 149th volume of this Jossey-Bass higher education series. It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

ABOUT THE AUTHOR

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