

## ESTRELLA MOUNTAIN BEST PRACTICES: CONSIDERATIONS WHEN DEVELOPING A HYBRID LEARNING PROGRAM, WHAT WORKED FOR US

Most of the literature regarding hybrid learning addresses course design and delivery. The recommendations below emphasize *collaboration*, *communication*, and *feedback* at a program level which lead to institutionalization of best practices.

1. ***Build relationships with groups and individuals.*** A program which can transform a college must engage several groups such as IT staff, department chairs, and student services. Create a safe zone for faculty where they feel welcomed and valued.
2. ***Begin with the end in mind.*** Take your time planning before you implement. Ask an important question to various stakeholders: ‘What will a successful program look like?’
3. ***Focus initial development on courses which contribute to certificates and degrees.*** Matching motivated faculty with courses which can guarantee enrollments will help a beginning program gain a foothold.
4. ***Create assessment tools which align with your institution’s learning improvement program.*** Data-driven decision making through independent formative, summative evaluations and program review will identify gaps between expectations and reality.
5. ***Honor your diverse faculty.*** Faculty will bring a variety of content expertise, teaching styles and technical skills which should be valued. Recognize the need to provide extra support for part-time faculty who wish to be included.
6. ***Support faculty by redesigning courses.*** Coaching faculty and using tools which promote instructional design will provide the structure necessary for a successful course.
7. ***Keep your administrators informed.*** Program leaders can act as brokers between faculty and administrators as advocates for effective teaching and learning with technology.
8. ***Encourage faculty collaboration during course development.*** Few institutions will compensate individual faculty members to create several different versions of one course. However, it is possible to create faculty learning communities which develop shared “foundation courses” and other learning assets.
9. ***Decide on course ownership and important processes up front.*** Intellectual property, compensation for training and development, and ensuring program quality are difficulty issues that need to be addressed and eventually “brokered” with faculty and administrators.
10. ***Refine and institutionalize policies, procedures, and practices.*** Continuous improvement and quickly turning pilot projects into sustainable components of a hybrid learning program can eventually transform meaningful teaching and learning.

