Students Teaching Students: New Experiences in Hybrid Learning

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Teaching With Technology: Practices, Problems, Promises

- Hybrid format (two F-2-F; four online sessions)
- Graduate instructor training
- Student led—follows co-facilitation model

Objectives:
- train students to design and implement online courses
- experience online learning from the student’s perspective
- experiment with active learning in an online environment
When your goal is to promote active learning, what difficulties or advantages does a hybrid environment present? What might active learning look like in this context? Brainstorm three specific strategies.
What Did Our Students Think?
Observations On . . .

- The hybrid format
- Creating a learning community
- Communicating through writing
- Student expectations
Online Co-Facilitations

- Synchronous Component: Models

  - Jigsaw: students broke into two rooms; discussed a question; reported back to large group in central room.

  - Rotating chair: one student held the floor for a specified period of time.
Online Co-Facilitations

- Synchronous chat: lessons learned
  - Initially chaotic, but rules evolved
  - Moderators used ALL CAPS
  - Participants arrived ten minutes early
  - Participants prepared prior to session
  - One person “held the floor” at a time
  - Chunked information into small bits
  - Notetaker summarized discussion
Online Co-Facilitations

- Asynchronous Component: Simple Thread
  - Three questions provided by Friday
  - 250 word response due from each student by Monday noon
  - Co-facilitators sifted and posed a new question
  - 150 word response due Wednesday
  - Co-facilitators summarized the discussion and sent a report via email
Online Co-Facilitations

- Asynchronous Component: Jigsaw
  - Co-facilitators split class into three pairs. Each pair was assigned an issue to moderate.
  - By Monday evening, each pair wrote a 250 word critique of their issue and proposed two questions.
  - Both other teams wrote 250 responses by Wednesday noon.
  - Each group summarized their thread and reflected on the jigsaw format.
Online Co-Facilitations

- Asynchronous discussions: lessons learned
  - Format encouraged analysis and reflection
  - Some balked at the “sterility” of communicating via threaded discussion
  - Encouraged community building
  - Student-centered
  - Hands-on practice in online instruction
  - Was a lot of work for students
What Did Our Students Think?
Observations On . . .

- Co-facilitation benefits
- Learning through discovery
- Future directions for the course
Final Question:

Our course engaged a small number of graduate students. In that context, creating a community online was easier than it might be with a larger class of undergraduates.

How might you encourage online community in an introductory or mid-level course of thirty undergraduate students?
Please feel free to contact us

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