The Hybrid Course Development Institute: Using a “Community of Inquiry” Model to Foster Hybrid Teaching and Learning Success

**HCDI Practicalities**

**Objectives**

**Main Objective**
Creation of a peer-reviewed, new or redeveloped draft of a course syllabus for a hybrid format class (defined as 30-70% online)

**Other Objectives**
1. Development of effective course and assessment strategies for the hybrid mode
2. Development of at least one online learning object
3. Enhanced experience with Web 2.0 tools
4. Primary focus on learning objectives
5. Experience hybrid learning as a student

**Participants**

- 11 Faculty in HCDI (364 students impacted)
- Participate for 10 weeks
- Weekly online assignments; 3 face-to-face meetings
- Interdisciplinary: Business; Education; Interdisciplinary Arts & Sciences; Nursing

**Instructors**

Carol Leppa
Professor, Nursing

Andreas Brockhaus
Director Learning Technologies

Rebecca Bliquez
Reference & Instruction Librarian

David Goldstein
Director, TLC

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**Community of Inquiry**

**Social Presence**
- e.g. enabling risk-free expression, encouraging collaboration

**Teaching Presence**
- e.g. setting curriculum and methods, sharing personal meaning, focusing discussion

**Cognitive Presence**
- e.g. exchanging information, connecting ideas, applying new ideas

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**Hybrid Learning at UWB**

**Community of Inquiry Definitions**

**Teaching Presence:** The design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes

**Social Presence:** The ability of participants to identify with the community (e.g. course of study), communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their own individual personalities

**Cognitive Presence:** The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry

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**Why Hybrid?**

**Students**
- Multiple learning modalities
- Greater engagement
- Convenience/flexibility

**Faculty**
- Combines the best of both worlds
- Improved learning outcomes

**Administration**
- Increased student access
- Enhanced value of university brand

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**Next Steps**

- Student and faculty hybrid learning evaluation
- Recommendations to campus
- Professional presentations, publications, community engagement

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