

## Summary of Effective Hybrid Practices

Qualitative data gathered by the Hybrid Effective Practices Working Group in Fall 2025.

Practices surveyed included the following instructional areas: Allied health, biology, chemistry, computer science, dental assisting, dental hygiene, diagnostic medical sonography, English, geography, geospatial technology, health, math, media studies, pharmacy technology, psychology, radiologic technology, respiratory therapy, sociology, and statistics.

## Patterns of Synchronous and Asynchronous Hours

- **Synchronous Hours Range:** The scheduled real-time (synchronous) hours are consistently **2 or 4 hours** per week.
- **Asynchronous Hours Range:** The out-of-class (asynchronous) work is more variable, ranging from **1 to 8 hours** per week.
- **Dominant Time Trend:** In most examples, the **asynchronous time component is greater than or equal to the synchronous time**, with 4 or 5 hours asynchronous being common for courses with 2 hours synchronous, and 8 hours asynchronous for one course with 4 hours synchronous. This indicates that the majority of content consumption and work completion is expected to happen outside of the real-time meetings.

## Synchronous Class Format/Structure

The real-time class meetings are heavily focused on **active, collaborative, and applied learning** rather than traditional passive lecture:

- **Group Work and Problem Solving:** This is the most consistent theme, with instructors dedicating synchronous time to **small group work**, having students work on problems in groups, and engaging in problem solving in person.
- **Interactive Discussion and Lecture:** Meetings often include a brief lecture component, but it's typically combined with discussion or used for a focused launch of the chapter to introduce the material before group work begins.
- **In-Person Interaction:** The physical time is prioritized for interactions that build skills and community, such as ensuring students build community in person and engage with problem solving in person.

## Asynchronous Class Format/Structure

The non-real-time component is primarily used for **content delivery, preparation, and assessment**:

**Content Delivery:** This is the main function, with material delivered via video lectures, animated videos, readings, and structured Canvas pages that have written content, pictures, and links.

- **Assessment:** Asynchronous time includes a variety of assignments used to check for understanding, such as **homework, quizzes, assignments, midterm, and labs**.  
**Reflection and Discussion:** Engagement and accountability are maintained through discussion forums, reflections, and annotation assignments.

## Patterns and Common Themes on Effective Practices

The notes and comments highlight several key themes that instructors consider effective:

**Prioritizing Active Engagement:** Instructors note that students are more active in discussions and that group work is effective for learning. The synchronous time is intentionally used to engage interactively in the classroom.

- **Flipped Classroom Design:** The structure resembles a **flipped classroom design**, where content is delivered asynchronously (videos, readings) to free up synchronous time for interactive problem-solving and application.
- **Building Connection and Community:** Strategies focus on personal connection, such as having students introduce themselves and tell a **story from their life**, and the value of helping students make **connections between meetings** and build **community**.
- **Intentional Use of Time:** Instructors emphasize making the time used in class **worth it** and using the hybrid structure as a **great opportunity to include supplemental material** to support the in-person lectures.