

1. Record Nr.	UNINA9910461705203321
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Titolo	How to design and teach a hybrid course [[electronic resource]] : achieving student-centered learning through blended classroom, online, and experiential activities // Jay Caulfield ; foreword by Alan Aycok
Pubbl/distr/stampa	Sterling, Va., : Stylus Pub., 2011
ISBN	1-57922-603-5
Edizione	[1st ed.]
Descrizione fisica	1 online resource (266 p.)
Disciplina	371.3
Soggetti	Student-centered learning Blended learning Lesson planning Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Introduction: what is hybrid? -- Theoretical applications -- Experiential learning -- Planning your hybrid course: critical questions to consider -- Designing and teaching your hybrid course -- Discussion as a way of learning in a hybrid course -- Providing and soliciting student feedback -- Using small groups as a learning strategy -- Meeting student expectations -- Enhancing teaching through the use of technology -- Interview data -- What students say about hybrid -- What the best hybrid teachers say -- What the best hybrid teachers do -- Concluding chapter -- Conclusion: coming full circle, future research & final reflections.
Sommario/riassunto	This is a practical handbook for designing and teaching hybrid or blended courses that focus on outcomes-based practice. It reflects the author's experience of having taught over 70 hybrid courses, and having worked for three years in the Learning Technology Center at the University of Wisconsin-Milwaukee, a center that is recognized as a leader in the field of hybrid course design. Jay Caulfield defines hybrid courses as ones where, not only is face time replaced to varying degrees by online learning, but also by experiential learning that takes

place in the community or within an organizatio
