



## Case Study of a Hybrid Model

Naomi is a technology literacy specialist in Wisconsin. In planning her facilitation of the Collaboration in the Digital Classroom course, she decides a blended or hybrid model would work best for her teachers to get them engaged and successfully involved in the course. Participants taking the course attend a full day of face-to-face training where they meet to build community and cover the first two modules. Naomi introduces key background knowledge learning points to compliment the course so the participants are on the same page with goals, objectives, expectations, learning take-aways, and the new 21st century terminology. The teachers also immerse themselves in the course modules as a self-directed learning opportunity so they become comfortable with accessing the Intel Elements online course, and then have the module-based discussions as whole or small group discussions. Naomi plans to use online discussions and wiki-like pages in the Intel Engage Community to support her training, so a few of the discussions are held online—even though they are physically together—so the teachers become familiar with the online environment. They then have the opportunity to discuss their experience and how to best engage in thoughtful discussions online.

The remaining three modules and the wrap-up are done online as self-directed learning opportunities with a flexible timeline for module completion. Naomi does, however, post due dates for the modules to ensure discussions stay fresh, but the participants also have the flexibility to complete the module when it is convenient.

Naomi moderates the online questions/discussions through each module as a guide on the side, but does not control the conversations unless someone needs some clear guidance. The attendees complete the full Action Plan and a separate document to showcase their learning progress between the elements of the Action Plan, the online coursework and new-gained learning from the collaborative discussions. Sometimes teachers incorporate a global collaboration project with the addition of a collaboration space such as ePals, iEARN, GSN, or Projects by Jen. Naomi and another educator review the completed plans in order to give district credit for course completion.

Naomi is seeing some great results with improved lesson plan development, assessment strategies, questioning techniques, and improved communication and collaboration in and outside of the classroom impacting teacher instruction and student learning.