Converting your course to hybrid delivery using C.I.A. method — CIRT Event Nov. 2015
Purpose
Our purpose in this session will be to examine the C.I.A. method of converting a fully face-to-face (F2F) course into a hybrid/blended course.

Outcomes
After completing this session, you will be able to
- Identify which areas of a face-to-face course can be placed online
- Describe the Content, Interactions, and Assessments in your online course
- Recognize potential pitfalls in moving content online
- Apply the C.I.A. method to a face-to-face course

Agenda
- What is C.I.A. method?
- Components of the C.I.A. method
- Application Activity (Case Studies)
- Additional Resources

What is the C.I.A. method of converting a face-to-face course to a hybrid course?

C    I    A
Content  Interaction  Assessment
Content
Covers all of the materials of the course, for example, lecture content, textbooks and other readings, PowerPoint, etc.

Questions to ask at the Content stage
- What content can be placed in the online environment?
- How easily can my content be placed? (i.e., readings are very easy; lectures are more complicated because they need to be recorded)
- What content should remain in the face-to-face session? (i.e., presentations, guest speakers)
- How much content should I try to cover online?

How do I get my content online?
- Break lectures into manageable chunks – use lecture capture software (screencast, Camtasia)
- Create narrated ppt., slideshow
- Identify targeted readings and content
- Create instructional media for placement in course
Interaction
Covers the interaction between the instructor and students as well as student-to-student.

Questions to ask at the Interaction stage
- What interactions are taking place in my class currently? Can these be transferred to the online environment? (discussions can very easily be moved transitioned; group work requires more planning)
- What student-to-student interactions do I want to have in my course?
- How will I maintain instructor presence in the online environment?

How do I get my course interactions online?
- Create Discussion Boards/Journals/Blogs/Wikis
- Build student-to-student interaction through group work, discussions, blogs, or wikis
- Offer synchronous (Bb Collaborate) and asynchronous communication opportunities (discussions and blogs)
- Differentiate instructor presence between online and F2F components
Assessments
Covers all of the assignments/assessments that take place in a course whether they are formal or informal assessments, formative and summative assessments, or exams.

Questions to ask at the Assessments stage
• What assessments am I currently using and how well will they translate to the online environment?
• What new methods of assessment can I incorporate? (i.e., online discussions, wikis, blogs, mastery learning quizzes)
• What assessments would I like to keep face-to-face?

How do I get my assessments online?
• Assess Discussion Boards/Journals/Blogs/Wikis (with rubrics)
• Create Formative quizzes that lead to a summative assignment (i.e., exam)
• Replace final exam with final paper OR break exam into smaller units
• Explore web and textbook resources
• Add peer review/evaluation
• Develop group projects as well as team-based and experiential learning
**Application Activity (Case Studies)**

So how can we apply the C.I.A. method to a course?

Complete the following case studies to practice working with the stages of the C.I.A. method

- Read each case study
- Fill in the chart with the information for each section

**Case Study 1: Tomas**

Tomas is professor at the University. Originally from Spain, Tomas has been teaching economics in the U.S. for about 10 years. Recently, Tomas has felt that his instructional methods (predominantly lecture and exams) have become stale. Tomas would like to provide his students with more depth of content and opportunities for engagement. Currently, Tomas teaches a 1-hour face-to-face political economy lecture to undergraduates, two times a week. He allows for question and answer period during and after his lecture, but does not manage the question & answer period in any formal way. The course assessments are comprised solely of a midterm and final exam. Tomas has considered moving some of his materials into an online learning management system, but he is not certain how to proceed.

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**Case Study 2: Shelley**
Shelley is a Biology professor at the University. Once a year she teaches a graduate-level course titled *Seminar in Biological Writing*. In this course, students have assigned readings, in-class discussions, and group projects. Due to an increased enrollment in the graduate program, the department has decided that she will teach the course twice a year. In previous semesters, the enrollment in the course was a maximum of 5-7 students, but now enrollment is 10-15 students. Shelley is concerned that her once a week 2-hours in-class discussions will no longer be a suitable amount of time to meet her students’ needs. In response to these changes, she is seeking effective strategies for converting some of her materials to an online format.

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**Activity Follow-up Questions**
- What are some of the potential issues with content delivery in blended-learning classrooms?
- How can instructors ensure that students are receiving the best possible instruction in a blended-learning environment?
Additional Resources

- How to Jump Start a Flagging Discussion Class

- Creating Effective Online Discussion Activities
  http://www.online.pitt.edu/faculty/documents/PittOnlineDiscussionBoardBestPractices.pdf

- Mastering Online Discussion Board Facilitation

- Team–Based Learning
  http://www.teambasedlearning.org/

- Adobe Slate
  https://slate.adobe.com/welcome/