

# Potential Hybrid Course Activities

## About the Tables

The following tables provide suggestions for learning activities that appear across the range of courses English faculty teach: writing-focused courses (PWR, PWAC, creative writing); language, literature, and cultural studies (200- to 500-level courses); and large-lecture courses with or without an accompanying discussion section (202, 204).

Although we have separated tables by course type, we recognize that learning goals, course elements, and suggested activities overlap. We intend the tables to serve as an indication of the type of guidance that might be modified into different formats depending on context—for example, in training handouts or on teaching resource websites.

## Writing-Focused Courses

Activity, course element	How aligned with learning goals?	How learner-centered?	In-person: How might you do this?	Online: How might you do this?
Peer review	Develop professional work habits, including those necessary for effective collaboration with others Develop the ability to critique and develop their own writing through the process of providing peer reviews to others	Students read and engage with one another's work, offer feedback, and participate in revision	Place individuals into groups of three, assign them each others' drafts; give them peer review guidelines; ask them to review.  Allow author to ask specific questions about their work for their readers to answer.	Asynchronous: Assign peer reviewers, provide a list of topics for students to write about or questions for them to answer in writing that focus on the assignment's goals. Provide guidance or requirements for quantity of comments
Rough draft	Students will create a rough draft using Course & assignment outcomes/goals to craft	Autonomy Agency Metacognition	In-class activity that assigns clear goals/tasks	Asynchronous online activity that assigns clear goals/tasks that

	a draft (writing can go towards final submission)		that relate to the assignment as goals/tasks for that activity  Participation assignment that is submitted before the next class to guide work for that day with small groups	relate to the assignment as goals/tasks for that activity  Submit drafts on discussion board or its own assignment  Assignment where drafts are submitted can be labeled as "group assignment" to automatically put students in groups for a future peer review activity
Group discussion	Interrogate and exchange ideas on course concepts and critically assess topic ideas from readings	Motivation Participation	Pose questions; assign a prompt; have students report / present to the class the results of their discussions orally	Asynchronous: Discussion board, requiring an answer to a specific question and then responses to other students' answers. Share handouts from their discussions
Lecture	Establish key terms, topics, and important themes that will guide course activities and assignments for that day/week/learning sequence		Stop lecture to ask for questions or ask questions of students. Use polling during class to see what's being understood or grasped.	Asynchronous: Allow students to review lecture at their own speed, at their own time Have students provide questions about the lecture, which can be answered online or in-person at the next class.
Small group activities	Connect details of specific activity to a specific learning outcome (ie, intro creative writing)	Metacognition	Provide list of steps in activity, noting which are done individually,	Synchronous: Use breakout rooms to facilitate activities.

	students will learn to incorporate and evoke sensory details in their writing—group activity is to taste a food, then describe taste the taste without naming it, others in group need to guess the flavor)		which are done in the small group, and what “result” will be reported back to the larger class	Synchronous or asynchronous: Use Google docs or other shared documents.
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## Literature, Cultural Studies, and Language Courses

<b>Activity, course element</b>	<b>How aligned with learning goals?</b>	<b>How learner-centered?</b>	<b>In-person: How might you do this?</b>	<b>Online: How might you do this?</b>
Discussion	Builds ability to analyze text, contexts, and/or language. Checks student understanding. Allows students to collaboratively develop ideas for feedback.	Student-built agendas, structured discussions/discussion preparation. Online discussion allows for flexibility of completing work, inclusive for all students, especially those with physical or mental health challenges.	Pair, small-group, snowball, fishbowl, silent discussions, student-led discussions, Google Docs archive of discussion	Forum posts, <a href="#">EdDiscussion</a> on Canvas, Zoom, Google docs
Lecture	Contributes critical framework, questions, and applied examples to guide analysis of text, contexts, and/or language. If interwoven with active learning, can assess student understanding	Demonstrations of course outcomes and activities (such as annotation), framing for analysis of texts, description of key concepts, metacognition and reflective strategies	Live demonstration , interactive lecture	Recorded video (Panopto), interactive lectures on Zoom

	and allow students to collaboratively apply interpretive strategies, contextual information, or theoretical approaches.			
Low-stakes writing	<p>Checks student understanding.</p> <p>Allows students to develop ideas for further discussion and/or feedback.</p>	<p>Students can “write” via alphabetic text, images, audio, poll responses.</p> <p>Prompts can include embedded images, audio, video, website links to guide students’ thinking.</p> <p>Students can submit and upvote potential questions as well as generate content for further discussion and revision.</p>	<p>Provide prompt, framing, submission, and sharing out/building on instructions during class.</p>	<p>Canvas Discussion boards, Self-checks, Un/graded surveys</p>
Drafting, peer review, revision	<p>Allows students to build analysis of text, contexts, and/or language and demonstrate genre awareness.</p> <p>Involves iterative building (drafting, giving/assessing feedback given, revision, reflection on one’s own work).</p>	<p>Independent (but guided and structured) student exploration of course-connected topics and texts.</p> <p>Potentially allows students to connect learning across courses and spaces (university, work, home, community organizations).</p> <p>Topic and multimodal assignment options give students opportunities to choose how they can</p>	<p>Prompt, framing, and selected process work done during live, in-person class meetings.</p>	<p>Canvas Assignments, Discussion, Peer Review</p>

	Assesses writing outcomes.	best demonstrate engagement and ability to critically apply course concepts.		
Critical reading and thinking activities	Builds analytical reading skills and understanding of language, texts, contexts, and critical frameworks.	Student-generated ideas, interpretations, and questions that can be composed and shared in multiple formats (oral-speaking, video, audio-written, hyperlinked, visual, audio annotations alongside text, etc.)	Activities introduced and completed during live class and/or based on prior out-of-class preparation.	<a href="#">Hypothes.is</a> annotation tool integrated into Canvas; <a href="#">Poll Everywhere</a> , Google docs/slides/drawings, Canvas discussions
Collaborative student projects	Allows students to build analysis of language, texts, contexts, and critical frameworks. and demonstrate genre awareness.	Student-built questions and analyses that class and project authors can build upon.	Projects partially created and presented/ submitted during live class session (student discussion leading, multimodal oral or poster presentations, etc.)	Canvas Discussions and Group Assignments

## Large Lecture Courses

Activity, course element	How aligned with learning goals?	How learner-centered?	In-person: How might you do this?	Online: How might you do this?
Lecture	Contributes critical framework, questions,	Lecture includes pre-lecture prep; self-check, polling, writing, guided	Live lecture or mini-lecture sequence with integrated polling,	Recorded video lecture or sequenced mini-lectures

	<p>and applied examples to guide analysis of text, contexts, and/or language. If interwoven with active learning, can assess student understanding and allow students to collaboratively apply interpretive strategies, contextual information, or theoretical approaches.</p>	<p>notetaking during lecture; and post-lecture self-check, application, and question/feedback opportunities; post-lecture write-pair-share or small-group discussion activity</p>	<p>writing, paired discussion, and Q&amp;A (gathered via PollEverywhere and perhaps upvoted).</p>	<p>(Panopto), live interactive lectures on Zoom.</p> <p>Pre-lecture list of key terms and concepts to take note of; Canvas quiz self-check during and/or after lecture (with integrated feedback for wrong answers); in-lecture polling (Panopto integrated with PollEverywhere); “live-Tweet” style question posting while watching recording; post-lecture writing assignment that requires students to apply concepts to specific text in preparation for discussion; post-lecture individual or collaborative annotation.</p> <p>Goal to apply ideas to their own writing rather than searching for another explanation from the instructor/lecturer</p>
<p>Discussion</p>	<p>Builds ability to analyze text, contexts, and/or language. Checks student</p>	<p>Student-built agendas, structured discussions/discussions on preparation. Online discussion allows for flexibility of completing work, inclusive for all</p>	<p>Pair, small-group, snowball, fishbowl, silent discussions, student-led discussions, Google Docs archive of discussion.</p>	<p>Forum posts, <a href="#">EdDiscussion</a> on Canvas, Zoom, Google docs. Online discussion needs structure (clear guidelines, preparation, task-</p>

	understanding. Allows students to collaboratively develop ideas for feedback.	students, especially those with physical or mental health challenges.		oriented works better)  Padlet
Critical reading and thinking activities (as preparation for lecture or discussion, or as bridge between them)	Builds analytical reading skills and understanding of language, texts, contexts, and critical frameworks.	Student-generated ideas, interpretations, and questions.	Textual annotation, passage close reading notes, summary/application of key lecture point(s), concept map, etc. completed prior to live class meeting where they are shared out, discussed, and expanded upon.	Prep submitted and either discussed or responded to asynchronously. Possibilities include <a href="#">Hypothes.is</a> annotation tool integrated into Canvas; <a href="#">Poll Everywhere</a> open response, Google docs/slides/drawing, structured individual writing, with post-activity check-in on Canvas

## Potential Advantages and Disadvantages

The following table amalgamates activities across course types, taking up potential advantages and disadvantages of the in-person and online approaches described above.

Activity	In-Person Advantages/Disadvantages	Online Advantages/Disadvantages
Discussion	ADVANTAGES: Works well for <ul style="list-style-type: none"> <li>Brainstorming, exploration of ideas</li> <li>Quickly forming affinity groups</li> <li>Using kinesthetic learning</li> </ul>	ADVANTAGES: <ul style="list-style-type: none"> <li>With asynchronous discussion, students who hesitate to speak (MLL, social anxiety) have time to gather thoughts and</li> </ul>

	<p>DISADVANTAGES:</p> <ul style="list-style-type: none"> <li>• Has a tendency to value spoken participation over other forms, needs roles for managing participation equitably</li> <li>• Hard to equitably assess participation</li> </ul>	<p>compose in mode they may feel more comfortable with.</p> <ul style="list-style-type: none"> <li>• Allows multiple ways of engagement, e.g., video, audio, text, emoji, polls, break-out rooms.</li> <li>• Asynchronous contributions are time flexible.</li> <li>• Asynchronous discussion allows all voices to be heard.</li> </ul> <p>DISADVANTAGES:</p> <ul style="list-style-type: none"> <li>• Internet bandwidth</li> <li>• Concerns around requiring cameras be on in synchronous discussion</li> <li>• Asynchronous discussion needs structure (clear guidelines, preparation, task-oriented works better)</li> <li>• Hard for discussants to read tone in online discussion.</li> <li>• Hard to equitably assess participation in synchronous discussion sessions.</li> </ul>
Lecture	<p>ADVANTAGES:</p> <ul style="list-style-type: none"> <li>• questions can be answered in the moment</li> <li>• additional mini-lectures can be delivered in response to questions/misunderstandings</li> </ul> <p>DISADVANTAGES:</p> <ul style="list-style-type: none"> <li>• lectures longer than 20 mins w/out a change of activity lead to a loss of focus</li> <li>• note-taking is a prerequisite skill</li> <li>• centers teaching, and the teacher, together with their knowledge and experience (rather than learning, and students' experiences)</li> </ul>	<p>ADVANTAGES:</p> <ul style="list-style-type: none"> <li>• gives teachers time to prepare and stay focused on lecture topic;</li> <li>• allows lectures to be re-used in different courses &amp; contexts;</li> <li>• allows for automated scaffolded of learning by, for example, embedding questions, discussions, quizzes into lectures (on Panopto)</li> </ul> <p>DISADVANTAGES:</p> <ul style="list-style-type: none"> <li>• best practices stipulate online lectures should be short (ideally, 5-7 mins, but 10-15 mins ok);</li> <li>• teachers often get focused on production values though research has shown a conversational, informal style works best</li> </ul>



<p>Low-stakes critical reading, writing, idea generation activities</p>	<p><b>ADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Easy to get instant feedback during share-out</li> <li>• May not need to be collected and graded</li> <li>• Allows for many different kinds of activities, e.g., writing, drawing, annotation, discussion, polling</li> <li>• May be used in conjunction with/ serve as preparation for other class activities</li> <li>• Gives students time to gather thoughts before sharing ideas</li> <li>• Planned activities can be altered or reframed based on students' developing understanding and questions</li> </ul> <p><b>DISADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• May be time-consuming/take time away from other in-class activities, esp. if done collaboratively</li> <li>• Difficulty to set up collaborative, in-person annotation or written collaboration</li> <li>• Challenging to collect and save activity artifacts</li> <li>• Potentially not fully inclusive of MLLs or students with disabilities</li> </ul>	<p><b>ADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Facilitates frequent interaction between students and instructor</li> <li>• Easy to set up collaborative annotation and reading discussion in <a href="http://Hypothes.is">Hypothes.is</a></li> <li>• Poll Everywhere allows for anonymous polling on personal or difficult topics</li> <li>• Inclusive of MLLs and students with disabilities</li> </ul> <p><b>DISADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Needs structure (e.g., guidelines, timing)</li> <li>• Challenging to quickly redirect student understanding &amp; work b/c of time lag</li> </ul>
<p>Drafting, peer review, revision</p>	<p><b>ADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Easy to engage with short written assignments and drafts individually or collaboratively</li> <li>• Easy to brainstorm, exchange ideas in real time</li> <li>• Peer review easy to set up</li> <li>• Allows for immediate clarification of prompts, guidelines, expectations, and process work instructions.</li> </ul> <p><b>DISADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Harder to collect and save artifacts of process (instant drafting, peer review).</li> </ul>	<p><b>ADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• allows for flexible completion of assignments;</li> <li>• inclusive of students using assistive computer technology</li> </ul> <p><b>DISADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• setting up peer review in Canvas is an involved process and may be confusing for students and faculty (if Feedback Fruits is adopted as an integrated Canvas tool, it may solve this problem)</li> <li>• Needs structure (e.g., guidelines, tool instructions); extensive directions may overwhelm students</li> </ul>

	<ul style="list-style-type: none"> <li>• Students may rush peer feedback to finish during allotted class time.</li> <li>• Depending on compositional format, students may have difficulty sharing, seeing, hearing peers' work.</li> </ul>	<ul style="list-style-type: none"> <li>• Time lag answering questions and providing process clarification</li> </ul>
<p>Collaborative student projects</p>	<p><b>ADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Students can work during established class time</li> <li>• Easy to set up project showcase, e.g., poster sessions</li> </ul> <p><b>DISADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Students may rush process to complete group work during class time</li> <li>• Available classroom technology may not allow presentation of digital, audio, visual projects</li> <li>• Project format may not be as inclusive of MLLs and students with disabilities</li> </ul>	<p><b>ADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Students must set up meeting times within busy schedules</li> <li>• Easily allows for multimodal, collaborative projects</li> <li>• Could be more inclusive of students with disabilities, e.g., using live transcription from apps or transcribing services</li> </ul> <p><b>DISADVANTAGES:</b></p> <ul style="list-style-type: none"> <li>• Interaction around projects may be harder, e.g., poster sessions (tech solutions exist and are used by some depts, e.g., Gathertown, OhYay, but are not centrally supported)</li> </ul>