

## SECTION D:

**Educational Issues**

In this edition of the *Review*, Cynthia Villanti examines the pedagogical pros and cons of hybrid, or blended courses, an issue that is worth particular attention since these courses currently represent a key area of expansion for technology-mediated instruction. Villanti is a faculty member at Mohawk Valley Community College and chair of the New York State United Teachers Community College Distance Education Committee.

---

**The Inevitable Convergence of Bricks and Clicks:**

On the Pedagogical Effectiveness of Hybrid Courses and Implications for Higher Education Faculty and Unions

**Introduction: Motivations for Involvement in Distance Education**

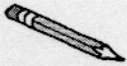
In "The paradoxes of online academic work," Leonard Shedletsky and Joan Aitken conclude their analysis with a discussion of why several paradoxes of technology in higher education exist. One reason, they assert, has to do with different motivations for involvement in distance education: "Another explanation for the paradoxes of technology is that educators and administrators have different purposes for their actions. Usually the teacher is concerned with the quality of the course; the administrator is concerned with the expenses." Many researchers have debated the wide continuum of administrative and faculty motivations for pursuing distance education (DE) at American colleges and universities—especially with regards to fully online courses and programs.

Early in the development of fully online courses, administrators often viewed DE, in part, as a means by which to solve the pressures of educating a student population growing both in size and diversity as well as budgetary problems exacerbated by declining state and federal funding. Administrative pressure to remain competitive was fueled by overenthusiastic early DE proponents both within and without the academy, such as business theorist Peter F. Drucker, who declared in a 1997 *Forbes* interview that "thirty years from now the big university campuses will be relics. ... The college won't survive as a residential institution. Today's buildings are hopelessly unsuited and totally unneeded" (Lenzer and Johnson 128) and the president of Columbia University's Teachers College, Arthur Levine, who famously intimated in a 2000 *New York Times* article that brick-and-mortar colleges would soon be obsolete. With Educause establishing the National Learning Infrastructure Initiative and similar organizations calling for the transformation of higher education, many felt that "clicks"—fully online courses and virtual universities—would inevitably replace "bricks"—on-campus courses and traditional bricks-and-mortar colleges and universities.\*

Simultaneous with this bandwagon rush to offer as many courses as possible fully online, however, a sizable group of faculty have been resisting fully online courses—not because they are neoLuddites or technophobes but because they hold legitimate concerns about the pedagogical soundness of certain courses being offered fully online. As Roy Schwartzman and Heath Tuttle note in *The Journal of Instructional Psychology*, "some critics have observed that the hasty adop-



See Tom Kriger's outline of trends in Section B of the *Review* for a full discussion of these motivations.



### Hybrid Courses:

courses taught partially on-site and partially at a distance (now typically employing the Internet).

tion of online technologies [itself] has generated... faculty resistance." (182) Rightfully critical of what George Ritzer calls "the McDonaldization of higher education," these faculty posed solid questions about institutional motives for venturing into online courses and programs, such as the standardization encouraged by the model of disaggregation and the perception that it would save institutional money, despite the often unexpectedly high upfront costs due to major investments in technology (one of Shedletsky and Aitken's four paradoxes). Many were skeptical of the uncritical focus on convenience espoused by early DE adopters and administrators.

Other faculty, while eager to explore innovative applications of educational technology to enhance student learning and to reach new student populations, debated which courses are suitable for fully online delivery. Many began developing and teaching fully online courses themselves, but they proceeded with caution, with an eye toward the future, imagining the long-range sociocultural effects of a generation of cyberstudents. Faculty also resisted on the basis of labor concerns about intellectual property, compensation, class size and technical support and training, as well as fears about scalability and administrative exploitation of part-time/adjunct faculty to teach fully online courses.



### DE Consortia:

University and college systems that bring distance education courses and programs from its constituent colleges and universities under one centralized authority.

Furthermore, as Michael Arnone illustrates in the *Chronicle of Higher Education* article, "Many Students' Favorite Professors Shun Distance Education," some of the most outstanding and effective faculty chose not to participate in online courses because they questioned the separation of teacher and student. They raised valid concerns about education as a social process, about verifying student identity in fully online courses, ensuring meaningful assessment, managing high dropout rates and resolving other concerns that called into question the existence of high standards and quality education in online courses. After the AFT's *Distance Education: Guidelines for Good Practice* was published in 2000, faculty further sought means to ensure quality control for distance education courses, such as increased synchronous interaction with students.

### Tracing the Trend of Hybrid Courses\*

Hybrid courses have emerged as a response to these tensions between faculty and administrative motivations for pursuing fully online DE courses and programs. The continued questioning by faculty of the efficacy of fully online courses forced institutions to rethink their "build it and they will come" approach to DE programs, many of which resulted in failure. Hybrids have emerged because of faculty insistence on the need to improve DE pedagogy. Hybrids have emerged because faculty enjoy the intellectual challenge of creating innovative ways of developing and teaching their courses but at the same time insist on high standards and academic integrity. Hybrids have emerged because faculty seek new teaching opportunities, increased student engagement and interaction, and increased student performance and learning. (Dede)

While a range of courses may be termed "hybrid" or "blended," the hybrid courses to be analyzed in this paper are specifically those courses developed and taught by faculty at traditional institutions of higher education in which some of the coursework is online but other coursework is handled on campus, in something like a 50/50 or 75/25 ratio. This kind of hybrid course has been quietly gaining acceptance in major institutions of higher education and DE consortia.\*

In March 2002, Jeffrey Young of the *Chronicle of Higher Education* reported in "Hybrid' Teaching Seeks To End the Divide between Traditional and Online Instruction" that online learning not only is convenient but also encourages active student participation, review, reflection and consideration of outside perspectives. Noting the development of hybrids at colleges and universities such as Fairleigh Dickinson University, University of Central Florida, University of Wisconsin, Ohio State University, Marlboro College and Sinclair Community College, Young also highlights benefits such as greater flexibility in time, a more global reach and development of students' online course skills.

Among faculty, the adoption of hybrid courses has been far less controversial than that of fully online courses and has happened with far less

hype. Young cites Georgetown professor Carole Fungaroli Sargent, a critic of fully online programs, who asserts, "It sounds like the distance-learning camp had to resort to this compromise because its ambitions failed miserably." Perhaps "failed miserably" overstates the case, but the insistence on academic quality and improved DE pedagogy by critical faculty who support, participate in or even outright resist fully online courses has definitely contributed to the compromise of hybrid courses. \* A range of administrative and faculty "ambitions," or motivations, for developing hybrid courses is reflected in the following overview of hybrid developments within the past few years:

- In 1998, Metropolitan State College of Denver reacted to questions about Western Governors University (WGU) by discussing their hybrid courses. In the Rocky Mountain News, Bill Scanlon writes that Metro State "university officials don't see WGU as a death knell for the classroom" and cites Assistant Vice President Andy Breckel: "The future is the hybrid course. It combines the power and strength of the online environment with the advantages of campus courses. What our surveys tell us is that (online) students love the convenience but miss the socialization." (A33)

- In Spring 2000, a number of faculty at the University of Central Florida received grants to explore possibilities in distributed learning, \* including hybrid courses. Several grants came from the Pew Foundation to study "course redesign" and "re-engineering." ("Research Showcase")

- In November 2000, New Hampshire College was offering several hybrid courses in which students "attend one course session a week at the school and the second session online." ("NHC prepares to graduate" A7) A year later, the University of New Hampshire's College for Lifelong Learning announced plans to develop hybrid courses, declaring that the goal is to "find the best possible ways to integrate the convenience of the Web with the effectiveness of the traditional classroom." ("Internet brings" 3)

- In January 2001, the University of Wisconsin offered the first courses in the Hybrid Course Project (1999-2001), a University of Wisconsin system-funded initiative that helped 17 instructors redesign their courses to replace a percentage of the lectures or labs with an equivalent amount of online learning. ("Hybrid Course Web site")

- In March 2001, the University of Colorado-Denver announced interest in hybrid courses in its Institutional Self-Study. The accreditation report repeatedly attributes its exploration of "innovative ideas like hybrid courses" to the shortage of classroom and building space. Similarly, the focus was on architectural issues at the Maricopa Community College District in Phoenix, where architects Philip Parsons and Deepika Ross produced a report on "Planning a Campus To Support Hybrid Learning." (Ross)

- In April 2002, Graham B. Spanier, president of Pennsylvania State University, discussed in a speech future directions of American higher education. Addressing the many ways in which new technologies are "fundamentally altering the teaching and learning process," Spanier declared that "with these new technologies, learning can occur online or in campus classrooms or through a combination of these two approaches. I see the convergence of online and resident instruction as the single-greatest unrecognized trend in higher education today." (Spanier)

- In May 2002, the State University of New York Learning Network (SLN) announced the development of CourseSpace, a SUNY course management system that enables hybrid and Web-enhanced courses. For years a fully asynchronous learning network, SLN discovered that "online" and "on-campus" aren't mutually exclusive; that is, at many institutions nationwide, the students enrolling in fully online courses are on-campus/local students. Thus, "in response to SUNY campus and faculty demand," CourseSpace "accommodate[s] courses which integrate online activities into an on-campus classroom course... positioning them at the forefront of high quality, system-based online course delivery." ("About SUNY CourseSpace")



The insistence on academic quality and improved DE pedagogy by critical faculty who support, participate in, or even outright resist fully online courses has definitely contributed to the compromise of hybrid courses.



**Distributed Learning:** A subset of distance education in which courses have three common characteristics: 1). they are technology mediated; 2). they are asynchronous; and 3). they are developed, distributed and assessed using the model of disaggregation

■ In August 2002, the Deseret News reported on the use of hybrid courses at Brigham Young University, noting that “eighty-one percent of freshmen and 80 percent of BYU seniors took one or more such classes last year, according to a recent UCLA survey of technology use in the classroom” and that BYU president Merrill J. Bateman has declared, “the hybrid model, if used appropriately, increases faculty/student interaction and speeds up the learning process.” (Haney)

■ In October 2002, the California Aggie reported that University of California-Davis tested the effectiveness of online instruction, using 10 hybrid courses and one fully online course. Harry Matthews, biochemistry professor and director of a campus group that provides online teaching services, said that the future of UC-Davis courses would be a hybrid of Web- and lecture-based courses. (Fuller)

On the same day, the Deseret News offered a follow-up to its August article on “the hot buzzword” circulating among corporate trainers and universities: blended learning. In it, Byron Burnham, chair of the Utah State University Instructional Technology Department, claims, “What’s happening is a convergence,” adding, “I don’t know that it’s anything that’s being purposely done, but it’s inevitable.” (Edwards)

In May 2003, a quick Internet search revealed hybrid courses being offered in nearly every state in the nation. Whether this “convergence” of fully online and fully on-campus courses was “inevitable” may be open to debate, and the trend can be explained in a number of ways. In interrogating the reasons for the “inevitable convergence,” this paper explores five lines of argument that researchers have put forward in which the structural advantages of hybrid courses make them pedagogically sound options, with unique, rich and transformative potential.

### **On the Pedagogical Soundness of Hybrid Courses**

**Multiple Modalities Make the Blend in Hybrid Teaching and Learning** Fully online courses have

been hailed as one of the best new ways to ensure student-centered learning. In his classic text *Pedagogy of the Oppressed*, Paulo Freire criticized the “banking model of education” as bankrupt, as an “act of depositing in which students are depositories and the teacher is the depositor.” Freire’s influential work sparked a mass movement among educators to shift their teaching methods from being a “sage on the stage” to becoming a “guide on the side.” While there are different ways to practice constructivist learning, the basic concept follows Freire: Knowledge should be constructed by the student rather than imparted by the teacher via a dialogical interaction between the two. (Epstein and Dobbs)

Following this model, distance education enthusiasts have seized upon fully online courses as the ultimate way to declare that lectures are dead. On-campus lecture courses are posited as ineffective because they situate students in a passive setting in which they have little access to one-on-one interaction with the professor and because they are limited by both space and time. Declaring large lecture courses obsolete, however, ignores the learning that has been accomplished in them over the years. They are not an ineffective means of education, yet the criticisms of traditional on-campus lecture courses do raise several points about the nature of the learning that takes place in them and about the positioning of teacher and student.

A major criticism of traditional on-campus lecture courses is that they are faculty centered rather than student centered. To some degree, this may be valid. There is, however, a hidden danger with some individuals too firmly planted in the student-centered learning camp. “Student centered” can too quickly elide into “without teacher.”\* In “The rhetoric of commercial online education,” Chris Werry cites an extreme example of the disaggregation model\* envisioned in *Net Knowledge: The Coming Revolution in Higher Education*: “Irvine (2001) writes that the emerging system of online education... produces a shift in authority and agency to the learner.... The ‘learner-customer’ has far more authority, control, choice, and agency in personal learning and



There is, however, a hidden danger with some individuals too firmly planted in the student-centered learning camp. “Student centered” can too quickly elide into “without teacher.”



**Disaggregation:** the process whereby course design, teaching, advising and assessment are divided among multiple faculty members.

knowledge production.” (Werry) As Werry notes, this vision reduces education to delivery of content, from which “learner-customers” have more authority, control, choice and agency to select for their personal learning and knowledge production. Although concepts such as “knowledge as product” make plain Irvine’s idea that the “coming revolution” in higher education is one increasingly like the market model, the emergence of hybrid courses reflects a shift away from that model.

Less-extreme examples of how “student centered” can elide into “without teachers” can be seen in other recent articles as well. In a Winter 2002 Academic Exchange Quarterly article, Julie McCourt and Margaret Kilduff comment about how the faculty role in online instruction differs from on-campus instruction:

On-line instruction seems to fall squarely on one side in the debate of the role of the instructor/teacher – course director or learning facilitator? Traditionally, faculty were course directors or course coordinators, implying that they lead the course along a predetermined learning path. (Young, 1997) In an on-line setting, the faculty’s role shifts from course coordinator to a learning facilitator who must lead the discussion rather than present the course material. In addition, faculty are required to react and respond to the interactive, highly individualized demands of on-line students....

On-line instruction clearly has great implications for the student-faculty relationship. The central role of an individual faculty member is greatly diminished in an on-line setting in certain ways and enhanced in others. (85)

While a shift may well take place during the transition from being an on-campus instructor to an online instructor, on-campus and online instructors alike are both “course directors” and “learning facilitators.” These are not and should not be mutually exclusive categories—in either setting. Furthermore, this concept that “the faculty’s role shifts from course coordinator to a learning facilitator who must lead the discussion rather than present the course material” is one of the great myths about developing and teaching online courses. \* Again, on-campus or online, all faculty should at various times be the course coordinator, discussion leader, course material presenter and learning facilitator. Why would faculty serve

as learning facilitators rather than present the course material in an online course? Faculty do both.

Hybrids can help resolve this pull toward a distorted understanding of student-centered learning in fully online courses. While faculty in fully on-campus and in fully online courses can be both “sage on the stage” and “guide on the side,” the structure of hybrids reminds faculty of the opportunities for and advantages of varying instructional approaches. And the rich potential of hybrids’ basic construction lies in the fact that faculty are ones who craft its architecture, as each faculty member deems appropriate for his or her course. As trained professionals, talented teachers, researchers and experts in our fields, we must maximize the pedagogical potential of hybrids, determining which instructional role should be adopted and when.

Early proponents of hybrid courses Thomas Skill and Brian Young recognized the synthesizing potential of hybrids. In “Embracing the Hybrid Model: Working at the Intersections of Virtual and Physical Learning Spaces,” they explicate ways in which the development and teaching of hybrid courses achieve the “Seven Principles for Good Practice in Undergraduate Education” espoused by Chickering and Gamson in 1987: encouragement of student-faculty contact, cooperation among students, active learning, prompt feedback, and time on task, as well as communication of high expectations and respect of diverse talents and ways of learning. Skill and Young assert that hybrids more effectively embody these seven principles than either fully online or fully on-campus courses:

While many critics’ reactions to technology and e-learning may be driven by either discomfort with change or philosophical opposition to distributed (“distance”) learning models, past patterns suggest that the likely future will be neither solely online learning nor solely instructor-led classroom learning. \* ...For many of us who have been working with various learning models, it appears that hybrid or blended models most frequently emerge as the most effective learning strategy. This likelihood suggests that the creation of new learning environments should embrace both virtual and real spaces. (24)



This concept that “the faculty’s role shifts from course coordinator to a learning facilitator who must lead the discussion rather than present the course material” is one of the great myths about developing and teaching online courses.



Past patterns suggest that the likely future will be neither solely online learning nor solely instructor-led classroom learning.

Skill and Young argue that as “various hybrid approaches begin to surface in courses and curricula...the challenge is to design learning spaces that do not simply accommodate the need for diverse learning approaches but embrace, empower and sustain learners of differing capabilities and interests.” (24) Much has been published examining the benefits and drawbacks of both fully on-campus and fully online courses, but as Chamberlin notes in “Face to Face vs. Cyberspace,” “Thankfully, there is a middle ground. Many of us use the Internet to supplement our campus courses or teach hybrid courses, partially on-campus and partially online” and that “by taking advantage of the pedagogical strengths of on-campus and online teaching, instructors can offer students the greatest chance to discover their strengths and weaknesses as learners and the best opportunity to find their path to achieving success.”

Thus, because of their reliance on multiple modalities, another benefit of hybrid courses is the faculty’s ability to design learning spaces that maximize the structurally enabling potential of the multiple modalities. Hybrids’ structure also enable faculty to model a judicious and thoughtful application of technology rather than utilizing technology for technology’s sake, demonstrating effective use of technology to achieve course objectives as well as critical thinking skills by the way in which they assess and integrate the most appropriate ingredients in the blend: their organization of the on-campus and online components and their choices regarding what can and should be done electronically versus in person.

Gordon McCray of Wake Forest University demonstrates precisely this behavior in his research to interrogate “the potential of IT to enable the instructor to efficiently and effectively broaden and deepen the learning process and outcomes for students of business.” He asserts that “to the extent that [certain] activities can be successfully transferred outside the physical classroom, valuable face-to-face class meeting time can be reallocated to more interactive learning activities with the intent of improving overall learning outcomes.” (307) Offering his students

“active learning components” in multiple formats in a hybrid course leads to higher levels of learning, he finds (309), and concludes that “the most immediate outcome of this new course model has been a significantly increased ability to engage students in particularly rich classroom interactions.” (325) Similarly, Martha Ellis of Texas Tech State College reports in Community College Week on finding the right blend of technology and in-person course activities: “In a hybrid course combining traditional and high-tech methods, you can use the Web for dissemination of facts and use the class time for debate and discussion.” (9)

Thus, a faculty’s hybridized and redesigned learning spaces can provide students with Chamberlin’s “best chance to discover their strengths and weaknesses as learners” and “best opportunity to find their path to achieving success.” A well-designed hybrid course affords students a broader variety of ways in which to participate. In fully on-campus classes, faculty often find that the usual suspects do most of the talking, and a good number of studies have documented how gender, race, age and other factors shape students’ willingness to participate in class. In fully online classes, an oft-noted benefit is that threaded discussions encourage shy or quiet students to engage more regularly and frequently, while other faculty have noticed that students in fully online classes can be classified into the categories that James C. Taylor of the University of Southern Queensland has called “the workers, the lurkers and the shirkers.”

In hybrid courses, on the other hand, students have a wider range of mediums in which they can feel comfortable making their voices heard. Shy students may begin a hybrid course feeling more comfortable participating in the online components, but—unlike fully online courses—hybrids provide an opportunity for those shy students to develop confidence in participating in the on-campus components, perhaps to overcome their fear of asking a “stupid question.” The same holds true for students who already feel comfortable speaking up in class but resist active participation in online discussion boards because of their pub-

lic and permanent nature. In a hybrid course, those students have an opportunity to gain confidence in public written expression of their ideas.

Many educators believe that the best learning happens when professors engage multiple modes of instruction—visual, auditory and tactile. In the *Journal of Instructional Psychology*, Northwest Missouri State University professors Roy Schwartzman and Heath Tuttle report that incorporating online course components allows for layered learning, which permits students to experience course materials in many different modes while preserving class time for personal interactions and practice of performance techniques, increasing instructor efficiency as well as student involvement, or engagement, in the courses.

(179) In these ways, then, hybrids offer a different potential than both fully on-campus and fully online courses because they are structured upon multiple modalities, encourage faculty to present course materials in a variety of formats and trust students to create meaning in ways that work for them.\*

Of course, determining the most effective blend of teaching techniques and technologies in the multiple modalities, so that faculty can help students make the most of their learning experiences both on-campus and online, depends upon the faculty member's use of the hybrid structure. Sound educational theory and research—depending upon the objectives of each institution, discipline, curriculum and course—must shape the blend that goes into each hybrid course, considering the variety of learning styles of the students and effective assessment/evaluation of student outcomes. To maximize the pedagogical benefits of hybrid courses, faculty must be afforded the time and resources to research and understand the modalities involved and how they can best be utilized to achieve educational objectives.

**Virtual vs. Real: The Philosophical Debate over Teaching, Learning and Creating Communities Online** In a March 2002 *Chronicle* article, Michael Arnone reviews *On the Internet*, a book by Hubert Dreyfus, professor of philosophy at the

University of California at Berkeley. Arnone says that Dreyfus “criticizes distance education—which offers the possibility of learning without the physical presence of a building, instructor or other students—as an overhyped, misunderstood trend that could backfire and result in worse education, not better.” Citing Nietzsche and Kierkegaard, Dreyfus argues that the body plays a crucial role in learning:

“Nietzsche and Kierkegaard are arguing for the importance of taking risks, of being involved and enjoying or suffering the rewards of involvement,” Mr. Dreyfus says. The two men—who are credited with starting the existentialist movement in philosophy—proposed that involvement in situations can take place only through the physical body.

With Dreyfus referencing Heidegger and Merleau-Ponty, Arnone continues:

Without physical bodies, people can attain only intellectual competence in skills, Mr. Dreyfus says. They cannot proceed further to mastery of those skills, which involves having an intuitive understanding of using the skills in real situations that entail real risks. Without the emotional investment and visceral connections that come only from actually being somewhere and doing something, people lack the commitment to learn as much as they can. Ultimately, physical presence and action are the only ways we have to acquire skills, learn what information is relevant, know reality, and have meaningful lives, he says. [emphasis added]

As Dreyfus acknowledges, while the mind/body dualism predates Descartes, the advent of the Internet has raised many questions about how technology is changing what it means to be human. But how is distance education changing what it means to learn? Are physical presence and action the only ways we have to acquire and master skills? Do existentialist and phenomenological theories suggest that we cannot learn at distance?

Nietzsche held that truth, like morality, is relative; there are no facts, only interpretations. He believed in the primacy of the will, driven by embodied passions. Kierkegaard also believed in a perspective theory of truth (he said that truth is subjectivity) and believed in a lived philosophy, asserting that individuals have the freedom to choose their own truth on the subjective basis of



Standard 8 in AFT's *Distance Education: Guidelines for Good Practice* discusses the need to encourage experimentation with a broad variety of subjects and learning techniques.

faith and that it's through this choosing and acting that one creates one's own existence. Existentialists believe that humans are free to take risks, to make a "leap of faith" into the unknown, and that such involvement in situations can only take place in the body.

In citing Heidegger, Dreyfus uses phenomenology to further support his position.

Phenomenology, very much concerned with subjectivity and how humans experience the world, has been called "a descriptive philosophy of experience." As Dreyfus explains, Heidegger believed that authentic existence is fully involved, the individual's completely embodied experience of his or her world, because we experience our world through our physical senses. Merleau-Ponty also believed that the body plays a crucial role in all elements of life. Using the term "two-leafed being," Merleau-Ponty explained that although truth is subjective and individual, we can still relate to others because of what Husserl called a "transcendental intersubjectivity." Merleau-Ponty argued that individuals make a "leap of faith" that others experience the world in the same way that we do precisely because of our embodiedness. That is, because we understand how our own bodies perceive and experience the world, we trust that others perceive and experience the world in similar ways.

This primacy of belief in the body is the basis of Dreyfus's criticism of fully online courses. When teaching distant learners, the faculty member is not communicating with his or her students but rather with representations of his or her students. It is the difference between the signifier and the signified. And because learning is a "whole person" experience—one that requires taking chances, feeling anxiety and physically acting—Dreyfus argues that learning cannot happen in the absence of the whole person. It is the difference between knowing and doing.

This philosophical perspective on how we learn—by experiencing, by choosing, by acting and doing—is likely what many professors feel when they say they cannot imagine developing and teaching fully online courses. Many profes-

sors have resisted teaching fully online because they intuitively feel awkward at the prospect of teaching solely at a distance, at a physical remove from their students. While most wouldn't cite existentialism or phenomenology in their explanations for resistance, they are reacting to the fact that fully online courses are disembodied, that they would be interacting with students who are virtual rather than real.

But what of the Cartesian body/mind dualism? Are we not both body and mind? Are we not both flesh and spirit? What of the "power of imagination," as Andrew Feenberg retorts to Dreyfus? These questions have been explored a great deal in the past decade or so, as our society works to understand the ways in which technology is changing what it means to be human. Donna Haraway's highly influential text, *A Manifesto for Cyborgs: Science, Technology, and Social Feminism* in the 1980s, examines technology-mediated existence and defines cyborgs as "a cybernetic organism, a hybrid of machine and organism, a creature of social reality as well as a creature of fiction." Cyborg theory posits that we are all cyborgs in some way, since experiencing life each day requires interacting with some form of technology, such as banking with an ATM rather than with a teller, communicating with loved ones via e-mail or relying on technology for our health (think of pacemakers or artificial knees or hips). Fully online students and their professors, Haraway would assert, most certainly have achieved the posthuman state of cyborg.

This philosophical debate about the efficacy—indeed, the possibility—of distance education has generated many useful discussions about how students experience learning (see McClelland et al.) and about the consequences of substituting virtual faculty-student interaction for in-person interaction. The philosophical arguments both for and against distance education can become too reductive at times in aligning online learning solely with the mind and information transfer and on-campus learning solely with the body and human interaction. For instance, in a *Z Magazine* article



that articulates many excellent points about “The promise and perils of e-learning,” E. Wayne Ross asks,

The conflict between distance education advocates and critics is at least in part based on contradictory conceptions of education. Is education merely a form of information transfer (“banking” as Paulo Freire labeled it) or is education fundamentally about a relationship between people? Can computer-mediated interaction substitute for the human interaction/experience that is at the heart of learning?

Despite the sometimes reductive or exaggerated arguments posited by DE advocates and critics alike, the debate itself essentially asks educators to reconsider and reflect deeply upon the validity of their chosen modalities of instruction.\* And upon such reflection, hybrid courses can be viewed as a valuable, philosophically sound modality because the structure of hybrid courses allows for online and on-campus, virtual and real, and mind and body educational experiences.

Evidence of the usefulness of this philosophical debate comes in the form of many recent articles on the issues of presence and community in distance education courses. The issue of presence—physical and virtual—is an important one. In “Teaching College Courses Online vs. Face-to-Face,” Glenn Gordon Smith and colleagues at SUNY Stony Brook generate a qualitative description of online instruction from interviews with 21 instructors who had taught both in fully online and in fully on-campus courses. Among the emerging themes, they discovered several about the disembodiedness of the online teaching experience and report that faculty had to spend many hours online to create an “online presence,” a psychological perception for students that the instructor is out there and is responding to them.” (Smith et al.) Clearly, this time would not be required in the same way for a hybrid course, as students would regularly see the physical presence of the faculty member.\*

Many faculty prefer regular face-to-face interaction in order to read student body language. Eye contact is constantly cited as important to many educators, as is the need to be able to see cues of students “tuning out.” The glossy stare of a stu-

dent struggling to comprehend material communicates something important to a teacher, communication that is especially important for at-risk students because in a fully online class, faculty cannot see the embodied cues of student anxiety, inattentiveness or apathy, such as frowning, fidgeting, daydreaming. (Wang) Likewise, despite the numerous conveniences afforded by fully online courses, many students prefer face-to-face interaction as well. Even students who enjoy and perform well in fully online courses report that they miss the interpersonal interaction with their peers and professors. McCray cites several studies in which students “did...complain of an inability to pay attention to on-line content delivery (perhaps owing to a lack of eye contact) and bemoaned the inability to get instant feedback for questions that occurred to them while working with on-line materials.” Students in fully online courses often express missing nonverbal cues like gestures, facial expressions and eye contact that help them better comprehend the course material.

This intuitive tendency of both faculty and students to miss face-to-face interaction in fully online courses highlights another benefit of hybrid courses: Because they operate in both real and virtual spaces, participants’ comfort level increases, which, in turn, allows for an easier interaction of teaching and learning. Several researchers have described this kind of comfort in terms of having a strong sense of classroom community. Marshall Soules of Malaspina University-College calls for increased interdependency and collaboration in student work in hybrid courses, to make the most of the mixed modalities, and suggests that hybrids are a “unique performance medium” because students have multiple ways to make themselves visible, felt, and heard to the professor and to their classmates. This supports the findings of Christensen et al. that students are quite concerned with having a class “feel” like a class, that is, having a sense of community.

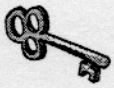
In the Journal of Social Work Education, Karen Randolph and Denise Krause report that, in their version of a hybrid course for social work education at the University of Buffalo, the “applications



Despite the sometimes reductive or exaggerated arguments posited by DE advocates and critics alike, the debate itself essentially asks educators to reconsider and reflect deeply upon the validity of their chosen modalities of instruction.



See Section C on bargaining for reduced class size and adequate support to ensure that faculty members have enough time to meet the needs of online students.



It is imperative for us as educators to examine our understanding of how individuals learn, both in body and in mind, as well as the ways in which a sense of community shapes the learning experience.

of instructional technology provide opportunities to engage students in the learning process” and that, since interaction among students influences learning, their “move beyond simple interaction toward the more dynamic process of mutual aid through progressive Internet-based exercises” (259) resulted in more dynamic interaction and an increased sense of connectedness in the classroom—certainly a desirable environment in any course.

Dianne Conrad poses a different argument on the need for on-campus components integrated into online courses in “Deep in the Hearts of Learners: Insights into the Nature of Online Community.” She argues that “...course designers attempt to ‘build’ community through careful architecture,” which ironically pushes rather than pulls students into a sense of a community “somewhat like an arranged marriage.” In the program Conrad studied, she reports that having to create an online community negatively affected students because the “learners’ need for sustained, interactive online coexistence created in them feelings of conflict and anxiety”:

They told me, through their words and stories, that they designed their online behaviors to exhibit tolerance, etiquette, and gracefulness. In measured, rational ways, learners made citizenship gestures toward doing their respective parts in creating a pleasant learning community. ...Their use of the medium was functional, organized, time driven, and carefully evaluated. Its personality was manifest as much in silences and spaces as it was in conversation, the result of a “fishbowl” existence for the learners in my study. In this model of distance delivery in these online courses, there was no distance: you cannot run and you cannot hide.

Given what she terms the “deceptive façade of distance,” Conrad points to the public and permanent nature of the online discussion board and the class roster as factors that paradoxically caused a sense of contrived community among the students. Interestingly, students in this online course were able to meet in person during a site visit. They expressed great appreciation for this because they could “get a sense of the people” and said that during the on-site meeting “this group became a group.” Having the on-campus, in-person interaction was crucial for these students in developing a real sense of community as a class.

It is imperative for us as educators to examine our understanding of how individuals learn, both in body and in mind, as well as the ways in which a sense of community shapes the learning experience.\* Perhaps Alan Warhaftig says it best: “Community has more dimensions than software can emulate.” And because we are embodied beings, we have both a real, felt, physical voice and a cybervoice. Hybrid courses encourage communications using both.

**Education as Communication: On the Dialectical Structures of Discourse** Amid the enthusiasm for fully online courses came much discussion of the ways in which students’ reading and writing skills improved because all course communications—from faculty and students alike—were in writing. For example, of his students’ online writing activities, Soules writes, “What is often missing in the traditional classroom is an audience of one’s peers. My research suggests that student writing shifts focus when audience changes and generally becomes more engaging; the style and tone of the writing becomes more authentic and sincerely motivated; the level of editing improves; students are more able to respond to ideas and issues of concern to their cohort.” (“Collaboration and Publication in Hybrid Online Courses”) Distance education enthusiasts discovered that fully online courses were more effective in developing written communication skills because they forced students to be more precise and concise in their use of language. Also, the asynchronous nature of participation enabled more time for reflection and revision before submitting coursework via e-mail or a discussion board.

However, this perception of improved comprehension of written text and expression was tempered by two factors. Some, like Joseph Caruth Jr. at the University of Maryland discovered that “the entire delivery of DE instruction is dependent on the student’s abilities to read and write well. Some students read well and others write well; however, the ability to do well at both becomes critical in the virtual environment.” Thus, strong reading and writing skills were something of a “prerequisite” for students to succeed in fully online courses.\*



See AFT’s *Distance Education: Guidelines for Good Practice*. Standard 4 establishes that “students must fully understand course requirements and be prepared to succeed.”

Second, after the bandwagon rush for fully online courses began to subside, some faculty's fundamental questions about the function of communication in distance education were finally heard. Educators realized that, in addition to needing the time and space afforded by asynchronous learning to read and reflect and to write and respond, students just as sorely need the synchronicity of on-campus communications to practice their listening and speaking skills—and to learn to “think on the fly, inventing at the edge of consciousness and possibility.” (“Synergy and ‘Thought-Coming-into-Existence’”) Enthusiasm for the ways in which reading and writing skills improve in Web-based courses, therefore, always must be tempered by concerns about how the aural silence of most cyberclassrooms may negatively affect students' interpersonal communication and speaking skills—those skills that help them function in so much of their personal and work lives.

Hybrids can help resolve these concerns that students should develop effective listening and speaking skills as well as effective reading and writing skills because they extend the kinds of communication that can take place through various types of rhetorical situations. Hybrids allow for both the reflectiveness of written communications online and the immediacy of spoken communications on campus. In a hybrid course, students entering without the “prerequisite” of already sharp written communication skills have the opportunity to speak with their classmates and professor during the on-campus components, while also giving them the chance to develop their written skills through the writing-intensive online components. Faculty can gain a stronger sense of students' physical embodied voices (what Peter Elbow calls the “resonant voice or presence” in *Landmark Essays on Voice and Writing*) during regular on-campus meetings, against which to balance their virtual voices in online communications. Thus, both students and faculty benefit from the multiplicity of rhetorical situations in hybrid communications.

We know that learning happens through the dialectical structure of discourse, and Chris Dede

has shown that his students found a voice in at least one of the modalities of his hybrid course. Currently a professor in the Harvard Graduate School of Education, Dede reported on his students' communications in “The Role of Emerging Technologies for Knowledge Mobilization, Dissemination, and Use in Education”:

In my course, some of these “passive” participants come alive in the groupware, some in the text-based virtual world, some in asynchronous discussions—but almost all are active and fluent in at least one of the six virtual media. At the same time, those students adept at face-to-face interaction often report their expressive and communicative abilities diminish in at least one virtual medium—they feel disenfranchised and “lurk” when forced to use that type of rhetoric. All the participants are surprised by this outcome and often are unable to predict which media they personally would find empowering or which they would find disabling.

Because the vast majority of class participants find their voice in at least one of the media provided, each student is able to make a full contribution, thus increasing the overall learning experience for everyone. Also, those students who feel hampered by a particular medium can watch others model effective expression and communication. As a result, everyone's fluency and comfort in all the media improves over time, although distinct preferences remain.

Because of their broader structural potential, hybrids help alleviate various communication apprehensions that can inhibit student learning. In the online components of the hybrid, student-to-student interaction may be increased for some because of the public discussion boards; in the on-campus components, student-to-student interaction may be increased for others because of the interpersonal setting. Faculty expertise and design has a great deal to do with this, as faculty can prioritize which communications should occur online and which should occur on campus in ways flexible enough to meet the needs of all students. This is another way in which faculty members' control over the course structure can model effective and appropriate applications of educational technology. When considering the ingredients going into their design of the participatory and interactive learning environments, faculty must carefully assess the rhetorical situations and the desired outcomes for the course in terms of communication.

Finally, hybrids address the concerns of faculty who feel that, while fully online classes serve a useful function, they cannot and should not completely replace the student-to-student communications afforded by on-campus classes. No small part of this concern has to do with an understanding of in-person communication as "an intensely relational act," as described by Carol Gilligan in her preface to *In a Different Voice: Psychological Theory and Women's Development*, and therefore very much about understanding social power dynamics based on identity markers that may or may not be "seen" in a fully online course. All students need to come to an understanding of both their online and offline personas to become effective critical readers, writers, researchers and thinkers.

In this way, hybrids offer a balance that avoids the isolation of feeling like a "campus of one" (as a recent *Mother Jones* article termed a fully online class) which functions for some students as an inhibitor rather than a liberator. In some ways, anonymity in a fully online course can be positive in that students don't prejudge others and in that students may feel empowered by being able to self-disclose identity markers, such as membership in a minority group. It also can be negative, however, in terms of efforts toward greater understanding of diversity, since many students are first exposed to diversity at college. Hybrid courses help balance these two aspects.

**Reaching Students and Keeping Them: Balancing Access and Retention** The perception of distance education as wielding wide-reaching democratization potential has been well discussed in recent years. As the demographics of American college students continue to shift, fully online courses will continue to serve as a method by which to deliver a college education to students who—due to their location, economic status, or family, work or other responsibilities—would otherwise be prohibited from access. Indeed, fully online courses have been hailed as a panacea for adult learners as well as for rural, international, disabled, and homebound students, among others.\*

While fully online courses have proven effective in reaching certain student populations, their success in reaching students is tempered by their not-so-successful track record in retaining them. In the November/December 2002 issue of *Change*, Nancy Carriuolo explores this DE access and retention issue in "The Nontraditional Undergraduate and Distance Learning," in which she argues that fully online courses may actually harm those students who most need to gain access to and find support in the postsecondary world: "...on-site study still presents some advantages," Carriuolo writes, "especially for the undergraduate who has academic, technical and/or socioeconomic disadvantages to overcome." (58)

Carriuolo illustrates how, for disadvantaged students, professors model language, behavior, social skills and even dress codes appropriate for the professional world. These socialization opportunities cannot be achieved in fully online courses. First-generation students often are exposed to culture because professors require attendance at on-campus plays, art shows, exhibits and poetry readings, Carriuolo continues, and they often first encounter diversity on campus. In addition to social skills and access to diversity, Carriuolo asserts that fully online courses often put students with low technical proficiency at an increased risk for dropping out because the technology gets in the way of their learning—and too many colleges and universities still do not provide adequate technical support for their asynchronous learners.

Given her cautions against distance education becoming another way to privilege the privileged, Carriuolo concludes:

What opportunities, then, should state policymakers craft for the nontraditional undergraduate? Such students probably are best served by a combination of electronic and on-site study that attends to the students' academic, technical, and social needs. (60-61)

Such students are best served by a combination, or blend, of online and on-campus courses. In this way, hybrids can empower students who cannot make two or more visits to campus each week and/or who are at increased risk of failure in a



See Tom Kriger's discussion of access and who is really taking distance education courses in Section B.

fully online course because such students can enjoy the convenience of fewer on-campus meetings and yet still have regular, frequent access to various socialization opportunities, the diversity of the college campus and the technical support options offered by other students, faculty and support staff. That hybrids can help mitigate the high dropout rates of fully online courses is crucial. Accessing adult learners and other targeted student populations does little good if they drop the course due to missing the interpersonal interaction or feeling isolated.

In addition to providing both the social and colloquial environment of the campus as a central location of learning, hybrids also assist in the development of technological literacy. Often, technological traumas can be readily resolved when a knowledgeable classmate demonstrates a shortcut or solution. Thus, for students less likely to have grown up “wired” due to geographical location or socioeconomic status, hybrid courses can do much to increase retention rates. Because the technology isn’t transparent to all students, the physical presence of classmates and the professor is important for purposes of training, familiarization, practice and troubleshooting.

In addition, course innovation demonstrated by a faculty member can model a technological proficiency to which students should aspire for preparedness in a growing number of careers. Since students benefit from achieving strong technological skills, hybrid courses are ideal because they provide a context for advanced mastery of such skills for techno-literate students, yet still allow for the in-person interaction that helps those on the other side of the digital divide to develop them. Further, hybrids directly acknowledge this digital divide because student-required attendance on campus better insures regular access to reliable computers, labs, Internet access, software, hardware and virus protection, all of which would come at a significant personal cost to students.

**Balancing Consumer Perks with Accountability, Assessment and Academic Integrity** Finally, hybrid courses resolve something of a contradic-

tion in the way fully online courses typically are advertised to students. Most frequently, the terms “anytime, anyplace learning,” convenience and flexibility are used to appeal to potential cyber-students. And yet certain students who most crave “anytime, anyplace learning,” convenience and flexibility are precisely the same students who erroneously conflate such concepts with “ease.” Therefore, since it has been well established that successful distance education students must be more active, engaged, mature and self-disciplined, touting “consumer perks” like convenience and flexibility—above all other benefits of online learning—seems to appeal illogically to the student trend generally known as passive learning or passive consumption.

Students today are used to being treated as consumers. We live in a consumer culture, and students are accustomed not only to having numerous options but also to a perception of technology as something that makes their daily lives easier. Of course, the market model has been sweeping the higher ed landscape since the Reagan years, and students don’t resist being posited as the “learner-customer.” Both the market model of higher ed and the use of technology to make life easier have contributed to the rush for fully online courses. Although thousands of “learner-customers” didn’t exactly stand up and clamor for fully online courses, given that more and more of them are juggling family and work responsibilities while furthering their education, they weren’t adverse to the promises of greater convenience, flexibility and time and money saved.

Many faculty readily deduced the driving forces behind these “consumer perks” and recognized that they would become serious impediments to students unprepared for successful online learning. Susan Dempf and colleagues at Franklin Pierce College assert in their conference paper “Blending the online and traditional models of teaching: The next paradigm for adult education” that flexibility, convenience and even individual one-to-one learning can be trouble spots if students aren’t motivated or don’t have the technological skills:

The Distance Learning Model presents serious impediments to learning for those adults who lack essential

computer skills and this model fails to provide the opportunity for personal contact with the instructor and peers that adults require for success. The Distance Learning Model often fails at offering this “flexibility in communication.” The well-touted [sic] benefits of online education, such as “freedom of movement” and the ability to work at one’s own pace, can become a lethal combination for those students who are not properly motivated in this environment.

The selling of these “consumer perks” to reach specific student populations has been exacerbated by other problems relating to the relentless appeal to “anytime, anyplace” learning. Faculty have maintained their concern, however, with student accountability, assessment and academic integrity. Faculty have continued to ask how DE practitioners know that students are doing their own work in fully online courses, how they can accurately assess student learning, what can be done about the disproportionate instances of plagiarism and cheating, and what can be done to ensure student accountability as well as the academic integrity of the course. These are all legitimate concerns, most of which have yet to be resolved for fully online courses.

Hybrid courses offer an academically sound resolution. Hybrids help alleviate faculty concerns about cheating, academic dishonesty and plagiarism because on-campus assessment or proctored exams can be more readily structured into the course. Hybrids also help alleviate faculty concern with the plagiarism and cheating that have plagued fully online courses for years because, as discussed above, the on-campus component allows the faculty member to get to know each student’s voice better so that cheating can be better detected and prevented.

Therefore, we should not develop and teach hybrid courses because we’re catering to students’ convenience, flexibility, ease of use and time and cost savings, but because hybrids are \* pedagogically sound methods of teaching and learning and because they balance these “consumer perks” with solutions to our accountability, assessment and academic integrity concerns. In this way, hybrids situate what Dempf et al. call “institutional control” over how and when teaching and learning takes place with “student con-

trol” in a symbiotic relationship with bidirectional movement.

### Implications for the Union

As noted above, hybrid courses have proliferated significantly. If faculty accept that hybrids have become a trend for pedagogically sound reasons and want to pursue developing and teaching hybrid courses in our institutions, the question then becomes: What does this mean for our unions? That is, which areas of our contract and policy language need to be revisited by local bargaining units if current language for fully on-campus or fully online courses isn’t sufficient?

First, as with fully on-campus and fully online courses, faculty must make full use of governance\* and collegial committees to continuously study, interrogate and explore the potentials of the hybrid model of distance education courses. Hybrid courses need constant and rigorous examination of their pedagogical effectiveness and need to be held to high standards. In continuing to evaluate their educational efficacy, faculty must assess each hybrid’s objectives and methods. Peer review, evaluation and feedback on hybrid courses—by knowledgeable faculty members within and outside of one’s own department—would be immensely useful. We also need to continue to focus our attention on access (reaching new students) and retention (especially of nontraditional learners), the development of technological skills and the integration of new technologies into innovative forms of hybrids.

Also, in the evaluation of hybrids, we must remember that the national agenda for accountability, assessment and standardization should not elide into standardization of the development or teaching of distance education—or any other—courses. Such standardization is a particularly significant threat to DE courses because of their technological components (many faculty were critical of fully online courses precisely because they recognized the potential for systematization and disaggregation). Such standardization, however, must not happen; it is antithetical to the fundamental strength of hybrids, which is the utilization of multiple modalities to reach students with



“expanding student access, not increasing productivity or enrollment, shall be the primary factor when a decision is made to schedule a distance education course.”  
From San Diego Community College Guild contract language in Section C.



See Case Study # 1 in Section C on the use of labor/mamangement committee for distance education.

a wide variety of learning styles. Furthermore, hybrids allow for much greater individualization in student learning, depending on the faculty member and the students, so we must carefully and critically examine our motives for and the implications of our participation in developing and teaching DE courses.

Second, to better accomplish the above goals, faculty must maintain control of the development and teaching of these courses, as they should with fully on-campus and online courses. They must retain ownership, property and intellectual rights. The single most effective way to secure such protections is through the collective bargaining agreement. Due to the rapidly shifting landscape of educational technology in higher education, a contractually agreed upon joint labor-management committee can most efficiently and effectively address many issues that affect the terms and conditions of faculty members' employment as they arise.

More specifically, a local should pursue strong contract and/or policy language for all DE modalities, including hybrid courses, in the areas of definitions, intellectual property/ownership, compensation, course development, course assignment, class size, training and technical support, privacy and surveillance, and course observation and evaluation. In each of these areas of concern, the contract or policy language should be specific in identifying and outlining the ways in which hybrid courses are to be treated differently from either fully online or fully on-campus courses.

Four of the above areas, however, merit special attention. In defining modalities, it is important for local bargaining units to clarify their own definition(s) of hybrid courses to distinguish them from fully online courses and technology-assisted education courses. The contract or policy language should outline which courses qualify as hybrids by identifying the guideline ratio(s) of on-campus to online components, any changes in seat-time requirements, and any changes in the days/times of on-campus components.

Regarding compensation, local bargaining units

should achieve specific language for the compensation of both the development and the teaching of hybrid courses. As some locals have already discovered, the institution may argue for less compensation for hybrid courses than for fully online courses due to the blend of on-campus and online components. Hybrid courses often require just as much—if not more—technical skill, training, development time and resources, pedagogical and technical innovation, and teaching time and resources as do fully online courses. In fact, faculty may need more time to determine pedagogical principles appropriate to each blend of on-campus and online elements because hybrid courses remain a relatively new mode of instruction.

Similarly, class size specific to hybrid courses should be agreed upon and may require special attention at the bargaining table. Institutions may argue for a larger class size in hybrid courses than in fully online courses using the argument that hybrid courses demand less time and fewer resources (especially because of the on-campus components) from the teaching faculty. The nature of all distance education courses, however, including hybrids, is such that they require significantly more time on the part of the faculty member to ensure quality instruction and to maintain a high level of one-on-one interaction with students. The class size for hybrid courses should at least be smaller than their on-campus equivalents or similar to their fully online equivalents.

Finally come the areas of training and technical support. These can be tricky areas to bargain for hybrids because of the aforementioned assumption that, due to the blend, hybrids are inherently easier for faculty to develop and teach. But clearly articulated policies are necessary. Because faculty must attain a certain level of technological proficiency in their chosen DE modality—fully online or hybrid—the institution must provide the best possible training and technical support on a regular and ongoing basis and in a variety of ways. Technical support is critical, as there might be an unspoken expectation that the faculty serve both as professor and as technical support per-

sonnel during the on-campus components, thus unfairly increasing workload. This should not happen, and strong contract language can help prevent it.

Again, as new technologies and approaches to hybrid courses continue to arise, local bargaining units would do well to establish a joint labor-management technology committee to quickly address matters that may negatively affect the terms and conditions of faculty workload.

**Conclusion: Continued Interrogations of DE Involvement**

Distance education in the form of fully online courses has transformed higher education in the past decade and will continue to do so. Despite the claims of some, however, that “clicks” would

mean the demise of “bricks,” this simply hasn’t happened. Instead, in the past couple of years, the trend has progressed toward hybrid courses. Perhaps this convergence of fully online and fully on-campus courses was inevitable because of the tensions between differing administrative and faculty motivations for pursuing online courses and because fully online courses can too easily slide from student-centered “anytime, anyplace” learning to “learning without teachers.” Hybrid courses offer a pedagogically sound option and better shift the balance back so that both faculty and student are at the center of the teaching and learning process. Given their promise in truly blending pedagogical soundness, structural potential and technological innovation, hybrid courses should continue to be explored and negotiated by faculty unions.\*



Given their promise in truly blending pedagogical soundness, structural potential and technological innovation, hybrid courses should continue to be explored and negotiated by faculty unions.



## Works Cited

- "About SUNY CourseSpace." SUNY CourseSpace. State University of New York. 1 May 2003  
<<http://coursespace.suny.edu>>.
- Carriuolo, Nancy. "The Nontraditional Undergraduate and Distance Learning." *Change*. American Association of Higher Education. 34 (Nov/Dec 2002): 56-62.
- Caruth, Joseph Jr. "Some advantages and problems associated with distance education." *Academic Exchange Quarterly*. 5 (Winter 2001): 59-63.
- Chamberlin, W.S. "Face to face vs. cyberspace: Finding the middle ground." *Syllabus*. 15 (2001). 1 May 2003  
<<http://www.syllabus.com/article.asp?id=5857>>.
- Christensen, Edward W., Uzoamaka P. Anakwe, and Eric H. Kessler. "Receptivity to Distance Learning: The Effect of Technology, Reputation, Constraints, and Learning Preferences." *Journal of Research on Technology in Education*. International Society for Technology in Education. 1 May 2003 <<http://www.iste.org/jrte/33/3/abstracts/christensen.cfm>>.
- Conrad, Dianne. "Deep in the Hearts of Learners: Insights into the Nature of Online Community." *Journal of Distance Education*. 17.1 (2002). 1 May 2003  
<<http://cade.icaap.org/vol17.1/conrad.html>>.
- Dede, Chris. "The Role of Emerging Technologies for Knowledge Mobilization, Dissemination, and Use in Education." George Mason University. Jan. 2000. 1 May 2003 <<http://www.virtual.gmu.edu/EDIT895/knowl-mob.html>>.
- Dempf, Susan T., Raymond V. Van der Riet, and Eric W. Plaug. "Blending the online and traditional models of teaching: The next paradigm for adult education." 2000 eCollege Center for Internet Technology in Education (CiTE) Conference. 1 May 2003  
<<http://cite.ecollege.com/papers/dempf.html>>.
- Edwards, Alan. "Corporate trainers, colleges are big on 'blended learning.'" *Deseret News* 23 Oct 2002. 1 May 2003  
<<http://deseretnews.com/dn/view/0,1249,415015089,00.html>>.
- Elbow, Peter. *Landmark Essays on Voice and Writing*. Davis, Calif: Hermagoras Press, 1994.
- Ellis, Martha. "The tangled, wonderful web we've weaving." *Community College Week* 40.20 (May 2002): 8-11.
- Epstein, Mikhail, and Samuel Candler Dobbs. "Why the University is Not a Strip Mall of Knowledge: A manifesto for humanistic education." *Academic Exchange*. Feb/Mar 2003. 1 May 2003  
<[http://www.emory.edu/ACAD\\_EXCHANGE/2003/feb-mar/epstein.html](http://www.emory.edu/ACAD_EXCHANGE/2003/feb-mar/epstein.html)>.
- Freire, Paulo. *Pedagogy of the Oppressed*. New York: Continuum, 2000.
- Fuller, Ryan P. "UC-Davis heads for 'hybrid' education in near future." *The California Aggie*. 23 Oct 2002. 1 May 2003  
<[http://www.californiaaggie.com/\\_articles/4301.taf](http://www.californiaaggie.com/_articles/4301.taf)>.
- Haney, Jeffrey P. "BYU embracing technology, Internet in 'hybrid' classes." *Deseret News* 27 Aug 2002. 1 May 2003  
<<http://deseretnews.com/dn/view/0,1249,405026772,00.html>>.
- "Hybrid Course Website." Learning Technology Center. University of Wisconsin-Milwaukee. 1 May 2003  
<<http://www.uwm.edu/Dept/LTC/hybrid.html>>.
- "Institutional Self-Study, submitted to Commission on Institutions of Higher Education/North Central Association of Colleges and Schools." University of Colorado-Denver. March 2001. 1 May 2003 <<http://thunder1.cudenver.edu/accred>>.
- "Internet brings CLL to state's far reaches." *New Hampshire Sunday News*. 5 August 2001: H3.

- Lenzner, Robert, and Stephen S. Johnson. "Seeing things as they really are." *Forbes* 10 March 1997: 122-128.
- McClelland, Jerry, Karin Dahlberg, and Jane Plihal. "Learning in the Ivory Tower: Students' Embodied Experience." *College English* 50.1 (Winter 2002): 4-9.
- McCourt, Julie, and Margaret Kilduff. "On-line versus Traditional Instruction: Have You Logged on Yet?" *Academic Exchange Quarterly* 6.4 (Winter 2002): 83-88.
- McGray, Gordon E. "The hybrid course: Merging on-line instruction and the traditional classroom." *Information Technology and Management* 1 (2000): 307-327.
- "NHC prepares to graduate to university status." *The Union Leader*. 20 Nov 2000: A7.
- Parsons, Philip, and Deepika Ross. "Designing the Hybrid Campus." *Ocotillo Technology Visioning Forums*. Maricopa Center for Learning and Instruction. 30-31 January 2002. Maricopa Community College District. 1 May 2003 <<http://www.mcli.dist.maricopa.edu/ocotillo/tv/forums.php?yr=0102&id=1>>.
- Randolph, Karen A., and Denise J. Krause. "Mutual aid in the classroom: An instructional technology application." *Journal of Social Work Education* 38.2 (Summer 2002): 259-272.
- "Research Showcase." *Research Initiative for Teaching Effectiveness (RITE)*. University of Central Florida. 1 May 2003 <<http://pegasus.cc.ucf.edu/~rite>>.
- Ross, E. Wayne. "The promise and perils of e-learning: A critical look at the new technology." *Z Magazine* 13.12 (Dec 2000): 32-38. <<http://www.zmag.org/ZMag/articles/dec00ross.htm>>.
- Schwartzman, Roy, and Heath V. Tuttle. "What can online course components teach about improving instruction and learning?" *Journal of Instructional Psychology* 29.3 (September 2002): 179-189.
- Shedletsky, Leonard J., and Joan E. Aitken. "The paradoxes of online academic work." *Communication Education* 50.3 (2001): 206-217.
- Skill, Thomas D., and Brian A. Young. "Embracing the Hybrid Model: Working at the Intersections of Virtual and Physical Learning Spaces." *New Directions for Teaching and Learning* 92 (Winter 2002): 23-32.
- Smith, Glenn Gordon, David Ferguson, and Mieke Caris. "Teaching College Courses Online vs. Face-to-Face." *T.H.E. Journal* 28.9 (2001). 1 May 2003 <<http://www.thejournal.com/magazine/vault/A3407.cfm>>.
- Soules, Marshall. "Hybrid Online Courses and Strategies for Collaboration." Malaspina University-College. 1 May 2003 <<http://www.mala.bc.ca/~soules/hybrid.htm>>.
- "Collaboration and Publication in Hybrid Online Courses." Malaspina University-College. 1 May 2003 <<http://www.mala.bc.ca/~soules/hybrid2.htm>>.
- Spanier, Graham B. Speech to Masonic Lodge. Perseverance Lodge No. 21. Harrisburg, Penn. 8 April 2002. 1 May 2003 <<http://www.psu.edu/ur/GSpanier/speeches/Masons042802.html>>.
- "Synergy and 'Thought-Coming-Into-Existence.'" from "Creating a Virtual Academic Community: Scholarship and Community in Wide Area Multiple-User Synchronous Discussions." *Computer Networking and Scholarly Communication in the Twenty-First-Century University*. Harrison, Theresa, and Timothy Stephen, eds. Albany: SUNY Press, 1996. Intersivity 1 May 2003 <<http://intersivity.org/cnsc21/synergy.html>>.
- Taylor, James C. "Teaching and Learning Online: The Workers, The Lurkers, and The Shirkers." Speech. Open University of Hong Kong. CRIDALA: The Second Conference on Research in Distance and Adult Learning in Asia. 5-7 Jun 2002. 1 May 2003 <[www.ouhk.edu.hk/CRIDAL/cridala2002/speeches/taylor.pdf](http://www.ouhk.edu.hk/CRIDAL/cridala2002/speeches/taylor.pdf)>.
- Wang, Alvin, and Michael Newlin. "Predictors of Performance in the Virtual Classroom." *T.H.E. Journal*. May 2002. 1 May 2003 <<http://www.thejournal.com/magazine/vault/A4023.cfm>>.
- Warhaftig, Alan. "Web-Based Learning: But the Prom Will Not Be Webcast." *Education Week* 29 May 2002. 1 May 2003 <<http://www.edweek.org/ew/newstory.cfm?slug=38warhaftig.h21>>.
- Werry, Chris. "The rhetoric of online commercial education." *Workplace* 5.1 (Oct 2002). 1 May 2003 <<http://www.louisville.edu/journal/workplace/issue5p1/werry.html>>.
- Young, Jeffrey R. "Hybrid' Teaching Seeks to End the Divide Between Traditional and Online Instruction." *Chronicle of Higher Education* 22 March 2002. 1 May 2003 <<http://chronicle.com/free/v48/i28/28a03301.htm>>.