

# Hybrid Sessions in Elementary French

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# What is a hybrid course?

- What a hybrid course is *not*:
  - fully “automated”
  - less “work” – either for the instructor or student
- What a hybrid course *is*:
  - “At its most basic level, the term ‘hybrid’ . . . refers to learning that happens both in a classroom (or other physical space) and online.”
    - Jesse Stommel, “What is Hybrid Pedagogy”, *Hybrid Pedagogy*, 10 March 2012
  - reconsideration of the structure course goals
    - What learning goals are best met in a face-to-face format?
    - What learning goals are more appropriately addressed in a hybrid format?
  - reconsideration of the methods of instruction
    - foster learner autonomy
    - take full advantage of the *best* of classroom and non-classroom formats

# Course Profile: French 101

- Traditional format:
  - 4, 60-minute sessions / week
- Hybrid format:
  - 3, 60-minute sessions / week
  - 1 hybrid session / week
    - 45-90 minutes worth of activities
- Course goals:
  - basic understanding of French
  - application of that basic understanding to
    - interact with others
    - explore facets of other cultures
    - make connections between their study of French and personal or academic interests outside the classroom walls

# Hybrid Course Design

- restructuring of in-class time:
  - activities that focus on practicing aspects linguistic accuracy
    - *ex: guided practice of new structures*
  - activities that benefit from greater scaffolding (from instructor and/or peers)
    - *ex: multi-part tasks with follow-up*
  - activities that foster whole-class interaction to process information and/or create meaning
    - *ex: discussions, debates*

# Hybrid Course Design

- taking full advantage of online tools, and/or outside-of-class time:
  - activities that make extensive use of authentic materials in a variety of formats
    - *ex: tasks structured around processing information from a variety of sources*
  - activities that are best self-paced
    - *ex: longer, more in-depth: readings, videos, writing*
  - activities that encourage flexible, extended peer interaction
    - *ex: partner conversations, interviews*
  - activities that would be impossible to do within classroom walls
    - *ex: Skype-based conversations with native speakers*

# Hybrid Course Design

- choosing tools that require no special training, are easy to use, easy to troubleshoot
  - = to learn French;  $\neq$  to learn tool X
  - “technology for technology’s sake”
- synthesizing “in-class” and “hybrid” time