



Pod cast, Upload, Download: The “Hybrid Model” and Public Policy Graduate Courses in the 21st Century



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Abstract



In the classroom of the 21st century, technology has a debatable albeit an inevitable place and role. From efficient use of classroom space to reaching out to the students who are reared in the world of text messaging and pod casts, i-Pods and Sidekicks, adapting to technology through tech-outfitted classrooms to e-communication, learning managements systems, and e-courses are becoming the norm in many universities. At the same time, instructors are conflicted and skeptical about what they have to sacrifice in the quest of revising and retrofitting courses in the technology mode. This paper will explore Monmouth University's* venture into using a blended or hybrid model whereby instructors use a 50/50 in-class/virtual delivery model to teach courses in the Public Policy graduate program. Beginning with the genesis of the model, the challenges from pedagogical, technological, and logistical perspectives will be highlighted. Thus we will explore the pedagogical and logistical rationale as well as challenges that we faced as we delivered core courses in this program:

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** Monmouth University is a medium sized comprehensive university in New Jersey, which offers baccalaureate and masters degrees.*



Outline of Talking Points



- **TECHNOLOGY, PEDAGOGY, AND STRATEGIC VISION OF MONMOUTH UNIVERSITY**
- **THE STATE OF ONLINE AND ‘HYBRID’ LEARNING MODELS IN HIGHER EDUCATION**
- **‘HYBRID’ MODEL AND MASTER OF ARTS IN PUBLIC POLICY AT MONMOUTH UNIVERSITY**
- **INTEREST-LEVEL AND PREPAREDNESS OF STUDENTS FOR ‘HYBRID’ MODELS OF TEACHING AND LEARNING: A CASE STUDY**
- **LOOKING BACKWARD: LOOKING FORWARD**

TECHNOLOGY, PEDAGOGY, AND STRATEGIC VISION OF MONMOUTH UNIVERSITY



- Strategic Plan and Administrative Vision of Use of Technology in Medium Sized University
- Historical Overview of Technology in the Classroom at the University
- Resource Allocation and Training Issues
- Faculty-Buy-in



THE STATE OF ONLINE AND 'HYBRID' LEARNING MODELS IN HIGHER EDUCATION



- Overview of Literature Survey
- Trends in Online and Blended or Hybrid Model of Delivery
- Student Preparedness
- Pedagogical Issues – Discussion Board, Role of Teacher as Facilitator, Assessment
- Profile of Prospective Students and Success Potential of Hybrid Model - Is the Graduate Student suited for this mode of instruction?



'HYBRID' MODEL AND MASTER OF ARTS IN PUBLIC POLICY AT MONMOUTH UNIVERSITY



- Genesis of MA in Public Policy at Monmouth University (MU)
- Why 'Hybrid' Model Chosen?
- Implementation Issues
 - Logistics
 - Training, Software etc.
 - Pedagogical Issues
- Comparison of Experience with the existing literature.



INTEREST LEVEL AND PREPAREDNESS OF STUDENTS FOR 'HYBRID' MODELS OF TEACHING AND LEARNING: A CASE STUDY



- Case Study – This study will shed light in this area by exploring the underlying reasons as to why some students might be more inclined to apply to a hybrid graduate program than others.
- Do students favoring the hybrid model share similar demographic characteristics, lifestyles, and/or personality traits?
- This research explores this question by surveying undergraduate students in order to glean whether correlations can be found between students who prefer the hybrid model and students who share: 1) particular demographic characteristics; 2) comparable lifestyles; and/or 3) similar interpersonal traits.



LOOKING BACKWARD: LOOKING FORWARD



- What were we thinking about Hybrid delivery model?
- What are students thinking?
- How should we plan to implement ‘Hybrid’ Delivery Model in the future?

