

**“Spatio-hybrid,” “Chrono-hybrid,”
“Classroom,” “Homework,” and
Other Puzzling OLI Terms**

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A lot going on...

- Online teaching central to a few current conversations:
 - Pandemic
 - Equity and accessibility
 - Evidence-based digital discourse
 - The role of higher education in the lives of citizens

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**Who are we?
What do we call ourselves?**

- Most of us here are part of a larger field that still often defies easy description
- What do you call yourself? A professor/instructor/teacher/tutor of
 - Humanities
 - English
 - Rhetoric and/or Composition and/or Writing
 - Writing *Studies/Arts*
 - Communication
 - Digital Studies and/or Media

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**Who are we?
What do we call ourselves?**

“The Visibility Project” achieved two things:

- Classification of Instructional Programs Code (23.13) as Rhetoric and Composition/Writing Studies
- Code recognition by the National Research Council, which allows it to be part of the NRC’s periodic evaluation of doctoral programs

(Phelps and Ackerman, “Making the Case for Disciplinarity in Rhetoric, Composition, and Writing Studies: The Visibility Project,” 2010)

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**Digital writing nomenclature –
shifting and unstable**

- Spring 2014 *Computers and Composition Online* looked at the “tectonic shift from alphabetic to multimodal composing at all levels of the writing curriculum”
- Academic writing/composing? Yancey in 2004: “Never before has the proliferation of writing outside the academy so counterpointed the compositions inside”
- Selfe and Hilligoss in 1994: What model of literacy will guide our discussion of technology?
- Faigley in 1992: The “radical changes in our thinking” embodied in hypertext and electronic software

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Learning at a distance...

- *Correspondence courses* in 1800s through “the medium of the Post” in Sweden and Germany; in the U.S. they were listed by “The Society to Encourage Studies at Home” (qtd. in DePew et al., “Designing Efficiencies...,” 2006)
- “...radio and television failed to change schooling or higher education in any significant ways. What may we learn from this history?” (Moore, “Lessons from History,” 1997)
- More recent names for learning at a distance (Rennie and Smyth, *Digital Learning: The Key Concepts*, 2020)
 - Correspondence
 - Distance
 - Online
 - Web-based learning
 - Remote

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Online vs. remote

- **Online teaching and learning** features quality design and delivery standards developed from 20+ years of educational research and experience as well as from the rich content and disciplinary pedagogical expertise of faculty
- **[Emergency] remote teaching** is *not* the same as the experience of students and faculty in courses designed to be online (Hodges, et al. "The Difference Between...", 2020)
 - **Asynchronous modalities** create opportunities for writing and literacy courses

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One more piece for us: Writing or literacy?!

- OWI to OLI
- Welcome to GSOLE!
- A peek ahead (back in 2015):
 - "... almost all composing will be accomplished digitally through keyboard and even voice-recognition technology [...] these digital tools will be invisible technology-wise in the same ways that we do not now differentiate composing by pencil (e.g., wooden, disposable, and refillable mechanical) versus pen (e.g., fountain pen, ballpoint, and rollerball)"

(Hewett & Warnock, "The Future of OWI," *Foundational Practices of Online Writing Instruction*)

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Understandable pressure

- So it's understandable there is pressure on us to clearly conceptualize our **modalities**
- This pressure strongly manifests itself modality-wise in the ways hybrids or blended courses are thought about... and described

*(it'll be "hybrid" from here on out)

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"So if my fully onsite, f2f course meets in a computer lab and uses Word to produce a piece of writing....is [the student and my] 'interaction' mediated by the computer?"

Do questions like this lead us to reframe ideas about literacy and interfaces in light of the reality of students sitting somewhere, maybe in a classroom, maybe not, writing, reading, and researching on a handheld and, someday, perhaps, an embedded, device?

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ONLINE + On Campus
= **HYBRID**

A HYBRID COURSE
COMBINES THE
ONLINE & FACE-TO-FACE
FORMATS

"Hybrid"!

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hy' · brid

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“Hybrid” has become different in all-remote learning

- Once, we thought about how we use the *space*
- Now, we have to think more about how we use the *time*

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    graph LR
      A[Onsite] --> B[Spatio-Hybrid]
      B --> C[Remote]
      C --> D[Chrono-Hybrid]
      D --> E[Online]
    
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Where/how might these terms fit?

- Onsite/face-to-face:** We get this.
- Spatio-hybrid:** We *mostly* get this: You're in a room at some point with other people, and you also teach some of the course online.
- Remote:** You're fully online with regular, scheduled synchronous meetings.
- Chrono-hybrid:** You're fully online: You have *both* a synchronous schedule, but a significant amount of the work (maybe 50%) will instead be asynchronous.
- Online/distance:** Asynchronous with no regular synchronous meetings.

[Low-residency: Some version of the above (except #1) with a rare (once a month, perhaps) onsite meeting; this might be a version of #2, although low-res programs are generally not called "hybrids."]

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Chrono-hybrid

- Robust, well-managed asynchronous writing and literacy work in place of/in conjunction with synchronous/remote meetings
- This designation might have particular importance for *our* courses
- A different conception of *hybrid course*

Online can be a great place to teach/learn writing and literacy

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“Bichronous” OL

Martin, Polly, and Ritzhaupt, “Bichronous Online Learning: Blending Asynchronous and Synchronous Online Learning,” *EduCause*, September 2020:

- “Although the blending of face-to-face and online learning has been researched in many studies, the blending of synchronous and asynchronous online has not been researched to the same extent”
- “We define *bichronous online learning* as the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by the course and the activities included in the course”

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DoE Distance Ed Final Rule

- U.S. Department of Education “Distance Education and Innovation: Final Rule,” September 2020:
 - DoE “regulations regarding distance learning had not kept pace with advances in technology and they created tremendous uncertainty for institutions about what kinds of innovations were permissible...”
- The Rule
 - Will “provide flexibility to distance education, competency-based education (CBE), and other types of educational programs that emphasize demonstration of learning rather than seat time...”
 - “Simplifies clock-to-credit hour conversions and clarifies that homework time included in the credit hour definition do not translate to clock hours,” including for DoE requirements
 - “Encourages institutions to give students equal credit for time spent preparing for and participating in lecture and laboratory courses”

(Not supposed to go into effect until July 2021)

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Why might “chrono-hybrid” matter... and to whom in particular?

- Teachers
- Students
- Administration
- External audiences

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Teachers

Might help teachers understand the time they are spending teaching.

- Teachers have been increasingly asked to reimagine their time spent teaching
 - For better or worse, things were once pretty straightforward
- Opens the door for classifying and categorizing innovations in terms of hybrid spaces where students can meet in hybrid “studios” or do other things outside the class[room]

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Managing the online workload

- How much time does it take to teach online?
- How much time does it actually take to teach onsite?
 - Studies of time spent teaching
- What do we do with ourselves “in class”?
 - How do we count “writing in class”?
 - How does digital work function in that regard?
- Clearer sense of levels of technological skill vis-à-vis teaching time



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class' · room

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Are teachers happy?

- **CCCC OWI Principle 12:** Institutions should foster teacher satisfaction in online writing courses as rigorously as they do for student and programmatic success.
 - Effective Practices:
 - Choice
 - Adequate training
 - Teachers be educated about the benefits and challenges of teaching an OLC in their institutional context
 - **Clear employment parameters** (emphasis mine)
- Of course, our teaching is much more visible now...

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Students

Might help students better understand online studenting.

- They need new ways to perceive and understand their engagement in their courses
- We have made a lot of headway with this through ideas about hybrid instruction

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Access and equity

- If we want to help students learn more effectively, we could start with the way we describe our courses:
 - Where will they put their energy?
 - How will their time be dispersed throughout the term?
 - What is...

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home' · work

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Managing the online workload: For students

Remember **Tenet 1 of OLI Principle 1**:

“All stakeholders and **students** should be aware of and be able to engage the unique literacy features of communicating, teaching, and learning in a primarily digital environment.”

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“Studenting” in an OWC/OLC

From my co-author Diana Gasiewski’s perspective:

- “Reading worked the same as an f2f course”
- “The only places to work on material this late at night at a city campus were the library, a common space in residential hall, or my dorm room”
- “This schedule worked for me and would hopefully continue [...] especially since I was addicted that café’s bagels”
- “Until this point, I felt like everything I contributed to the course *was* homework”



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Administration

Might help administration understand—and represent—teaching time and effort better.

- How to account for or represent time
 - *Teaching loads!*
- After all, we’re mostly bound now by the Carnegie Credit

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Carnegie Credit

- Remarkably rigid measurement considering the diversity of courses taught
- Not a new administrator problem: Online Learning Special Section, *CHE*, November 2011:
 - “Accreditation sets basic standards of academic quality, and then peer-reviewers assess whether colleges are meeting those standards” (Kelderman, “Online Programs Face New Demands From Accreditors”)
 - Robert Mendenhall, President of Western Governors University: “Another quality issue raised for online-learning institutions is how they know when their students are ‘attending class’” (“How Technology Can Improve Online Learning—and Learning in General”)

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Are our students ready?

- Clearer descriptions of what courses *are* might help prepare students before they enroll and aid them in anticipating what they’ll need to be *ready*:
 - Technologically
 - Psychologically
 - Maturity-wise
 - Organizationally
 - Writing-wise
- Expectations are crucial for **retention**

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External audiences

Might help others [start to] understand what happens in a digital classroom.

- Parents want to know what their students are doing
- Lauer (2014): “What we call the work that we do inside the field has direct implications for how we are able to talk about it outside the field...”

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General implications

1. I don’t like the idea of other people naming for us: Let’s get there first
2. More chrono-hybrid teaching coming
 - Conflation of chrono- and spatio-hybrid leave stakeholders confused
3. OLI community has shown value of asynchronous
 - We don’t want to lose ground in the rush to remote
4. We must account for teaching time

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