

# **The Inspired Hybrid Classroom**

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Kimberly Merritt, Elizabeth P. Callaghan,  
Stephen M. Kosslyn, Editors



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# Introduction

## What is the New Hybrid?

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Kimberly Merritt, Elizabeth P. Callaghan, Stephen M. Kosslyn

Education has undergone a radical transformation in recent years, with the rise of online learning, digital technologies and new pedagogical approaches. The year 2020 marked a tipping point as the COVID-19 pandemic forced a rapid shift to remote learning, creating an unprecedented demand for innovative and effective teaching and learning methods. In the aftermath of the pandemic, educators are increasingly exploring the potential of hybrid learning, which combines online and in-person components to create a more flexible, accessible, and engaging educational experience.

Hybrid education combines elements of both traditional in-person teaching and online teaching and can be either synchronous (live) or asynchronous (not live). It aims to take advantage of the benefits of different modes of instruction to create a learning experience that is engaging, flexible, and effective. Depending on how modalities are combined (virtual, in-person, synchronous, or asynchronous), each learning experience can be tailored to meet the needs of specific populations and educational goals.

The move to hybrid education was originally largely driven by the COVID-19 pandemic, which made it necessary for many schools and

universities to transition to online teaching. However, many educators and students have found that online teaching has its own unique advantages, such as increased flexibility and the ability to support more active and engaging learning. As a result, many schools and universities are now exploring the potential of hybrid education as a way to take advantage of the benefits of different teaching modalities.

*The Inspired Hybrid Classroom* is a guide to this new and rapidly evolving field, providing insight and guidance to instructors at all levels of education who are seeking to harness the power of hybrid learning. Drawing on Arizona State University's and its affiliates' expertise, this book explores the different forms of hybrid education, the lessons learned from specific cases, the applicability to different populations, and the projections for future developments. The book is divided into three sections: the first section reviews foundational concepts, the second covers methods and best practices, and the third summarizes specific case studies.

The chapters in this book, written by experts from academia and industry, bridge the gap between theory and practice, exploring a wide range of topics, including the design of hybrid learning experiences, the different types of hybrid courses, the role of hybrid education in promoting equity, the role of hybrid learning in career development, the importance of an agile university structure, and many more. With its engaging and practical approach, *The Inspired Hybrid Classroom* provides an essential resource for anyone seeking to understand and utilize the full potential of hybrid learning.

**Chapters 1-3** serve as a broad overview of the new hybrid model: what it is and why we need it. These chapters provide content on the philosophical underpinnings of why and how hybrid classes can be used to revolutionize how learning can be delivered. **Chapters 4-8** outline best practices and institutional structures that facilitate hybrid learning. Finally, **Chapters 9-12** represent hybrid in action: use cases that illustrate the power and benefits of hybrid education. They do a deep dive into various use cases and detailed observations from practitioners and designers in the field. The book presents voices from technology



creators to classroom implementers and provides insight into how to create active, thoughtful hybrid learning design.

**Chapter 1** focuses on the ways that educators can design a student experience that meets learning goals and helps students thrive in the hybrid learning environment. The goal of the hybrid experience is to balance the best aspects of online and in-person instruction to create accessible and engaging learning design.

**Chapter 2** explores the different types of hybrid courses, including the differences between synchronous and asynchronous modes and the different combinations of online and in-person settings. The chapter outlines the advantages of each type of hybrid course depending on the specific course goals, constraints, and resources.

**Chapter 3** discusses the challenges students face in the current college system, which was not designed with their needs in mind. It argues that higher education opportunities should be structured to put learners' needs and dreams at the heart of every design decision—and that hybrid designs can promote this goal.

**Chapter 4** begins the second section and argues that hybrid courses require an agile university infrastructure to support, recruit, and place students and professors, regardless of the particular teaching modality they choose.

**Chapter 5** provides a conceptual model for improving organizational support in hybrid environments. It outlines ways to align with instructors' social and creative identities, which should be useful for trainers and educators guiding educational reform initiatives.

**Chapter 6** focuses on how to use a hybrid model to make the most of synchronous teaching, which is the most valuable and scarce resource in education. It provides an overview of best practices for selecting the most appropriate modality for each aspect of a course, such as instructor-synchronous, peer-synchronous one-to-one, peer-synchronous one-to-many, AI-synchronous, and asynchronous.

**Chapter 7** discusses the use of learning objectives in hybrid courses, which can often be haphazard and disconnected at the individual class

level. It outlines the benefits of using granular learning objectives for each class session to guide learning and connect asynchronous activities to those in the classroom.

**Chapter 8** explores the challenge of blending online/asynchronous learning with in-person/synchronous learning to create a cohesive educational experience. The chapter discusses high-impact pedagogical practices, technology choices, and design principles to help bridge the gap and make the learning experience more seamless.

**Chapter 9** begins the final section of the book and describes a case study of the rise and evolution of hybrid learning at Arizona State University, with a focus on writing instruction. The chapter covers the innovations in hybrid writing instruction from the late 1990s to the present and reflects on future experiences that could support hybrid lifelong learning.

**Chapter 10** examines the development and modification of an online women's entrepreneurship program as a case study for creating and adapting a hybrid training program. The chapter explores the impact of changes in technology and participant abilities on the program and how different modalities can preserve its effectiveness.

**Chapter 11** illustrates how hybrid learning can be used to bring a community together to support youth and increase college persistence and life outcomes. It also addresses the lessons learned from the program.

**Chapter 12** examines the impact of automation on the workforce, which is estimated to threaten 47% of jobs. It argues that lifelong learning will be essential for workers to keep their skills up to date. The chapter explores the benefits of hybrid learning for career-long employee learning, engagement, and team culture and examines the key components of a skills-oriented hybrid learning program in a corporate setting.

# PART 1

## Why to Hybrid

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Kimberly Merritt, Elizabeth P. Callaghan, Stephen M. Kosslyn

### Part Introduction: Embracing the Future of Education

*The Inspired Hybrid Classroom* is a comprehensive exploration of the transformative potential of hybrid approaches to teaching and learning. In this first section, we focus on the compelling reasons to embrace hybrid education and the benefits it offers to students, educators, and society at large. We delve into the unique advantages of hybrid education, its myriad forms, use cases, and the opportunities it provides for evolving education to better serve diverse populations and address 21st-century challenges.

Over the course of the chapters in this section, we review many ways that hybrid education can enhance the learning experience, foster inclusivity, and prepare students for the rapidly changing world. At its core, the hybrid model seeks to reimagine the college experience so that it's more accessible to a wider population of students; it does so by adjusting pedagogy and program design to improve learning outcomes for all. Hybrid education has the power to break down barriers and expand access to quality education for students from diverse backgrounds. Moreover, an evolution to hybrid education creates

opportunities for new financial paradigms in the prioritization of programs.

The concepts and methods in this section outline the ways that hybrid education can be used to solve many challenges in higher education. With an expanding population and fewer resources, hybrid modalities can be used to personalize the learning experience and support instructors in a system with ever-growing demands on their time. And using hybrid modalities can enhance collaboration and communication among both faculty and students. As the workplace becomes more hybrid itself, mirroring that shift in education prepares students for rapidly changing 21st-century employment.

We invite you to join us on this journey to explore how this innovative approach can shape the future of teaching and learning for the better.

# Chapter 1

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Kimberly Merritt

## **Why to Hybrid: A Holistic Look at the Challenges that Face our Current Educational Systems and the Benefits of Designing Hybrid College Models**

### *Abstract*

*This chapter delves into the significance of hybrid education, a blend of online and in-person instruction, in fostering accessible and engaging learning experiences for an increasingly diverse learner population. Hybrid education, when well-executed, offers flexibility, career alignment, and personalization to meet individual learners' needs. It is crucial to address biases and actively engage with student feedback to implement hybrid programming successfully. The COVID-19 pandemic has accentuated the need for hybrid learning, but its importance extends beyond emergency measures. By re-evaluating the core tenets of higher education design, we can better understand our learners and address the gaps in serving diverse demographics. The chapter calls for a critical assessment of higher education's success and the potential of hybrid learning to revolutionize the future of education.*

*This chapter describes the benefits of effectively crafting hybrid student experiences that promote deeper learning and enable an ever-growing learner population to gain access to high-quality educational experiences. The goal of hybrid schools and courses is to strike a balance between online and in-person instruction, thereby creating accessible and engaging learning design. When executed well, hybrid education has the potential to revolutionize the future of education by offering flexibility, career alignment, and personalized approaches tailored to individual learners' needs.*

*To truly serve contemporary learners, including those who are first-generation or experiencing poverty, we must be open to hybrid programming and avoid biases that can cloud discussions. This requires active engagement with students' feedback and a willingness to challenge long-held assumptions.*

*Leaders must have the courage to ask difficult questions and receive honest answers about what is and is not working in the higher education system.*

## The Challenges Facing Current Education Systems

### **Need for Hybrid**

Online degrees and hybrid learning certainly existed pre-pandemic, but the onset of the COVID-19 pandemic in 2020 catapulted online education and hybrid learning to the center of higher education conversation. Yet the need for hybrid learning existed long before the pandemic and remains post-pandemic as well. The need goes beyond emergency measures and calls us to revisit the core tenets of higher education design. We need to consider why individuals choose to pursue a college degree and who our "customers" are. We need to understand how successful we have been in the support of our learners and honestly wrestle through why we may not have been as successful as we would have hoped for all demographics. It is in the context of those fundamental questions, or higher ed soul searching that the need for hybrid learning becomes clear.

### **Deconstructing the Purpose of College for the Majority of Learners**

The aspiration to complete college is almost universally shared by learners. Although the holistic benefits of college are many, approximately 74% of learners seek a college degree to gain upward mobility via enhanced career opportunities (Lumina Foundation, 2016). For many learners and families, choosing higher education (and the resulting debt) goes beyond having the college experience depicted in the movies or pursuing a passion. For many, it is the promise of a better life. Parents of first-generation students may have worked their entire lives to provide such an opportunity to their children, believing that it would open doors for their families that would remain otherwise shut.

A college degree has become an important step in the pursuit of the American dream and a gatekeeper of sorts on the path from generational poverty to generational wealth. According to the US Bureau of Labor Statistics, the median weekly earnings for an individual with a bachelor's

degree is \$1,334 compared to that of a high school graduate at \$809 (BLS, 2021).

### **The Current System Is Not Meeting Learners or Communities Needs**

Despite increased numbers of students attending college and hoping to earn college degrees, entire subsets of the student population are being left behind (Basch et al., 2015), and, unfortunately, colleges infrequently reassess their role in ensuring that students see and attain the two core values in attaining a college degree: reaching a college degree goal and getting a great job.

Students often grow up with the vision of college degree attainment as a shining accomplishment on their lifelong journey. This is reinforced throughout their K-12 experience and often within their family narratives (Souto-Manning, 2017; Stephens et al., 2014). In this American narrative, the path to success and upward mobility is a college degree (Laird & Kienzl, 2017; Baum et al., 2013). We must ask whether this narrative or ideal is attainable or even possible for the diversity of our citizens with the current systems we have designed. Given this narrative of success, what happens when the colleges we have designed don't meet the realities of the lives our college hopefuls live? College persistence rates for students experiencing poverty are disproportionately low, suggesting there is a disconnect between these students' desires and the realities of our current college system (Soria et al., 2014; Pascarella & Terenzini, 2005).

Merely accessing postsecondary education alone is a labyrinthine challenge. Students must have developed college aspirations, understand the college application and enrollment processes, have the financial ability to pay college tuition, and engage in a college system that meets their needs. However, navigating these college steps described above is a complex process that is often difficult, particularly for those who do not have the benefit of family members who have previously navigated the maze. This process further distances the reality of the current college system from learners' needs. The dream of college

degree attainment is rife with examples such as this, where despite a deep desire to succeed, learners do not graduate from college.

Although the goal of learning for the sake of learning is core to who we are as humans, learners also want to use college degrees to access better jobs, and the American economy wants college graduates. Demand for college-educated workers is growing. College degrees provide students access to diverse careers and the middle class (Hongwei, 2015) and ensure that the American economy has a skilled workforce to meet demand. In theory, a college education is a much-needed vehicle for upward mobility that gives all demographics access to these much-needed jobs to fuel the American economy. Yet, the reality is a starker picture. Learners rarely have a true concept of or applied skills in the workforce they seek to enter post-degree. They rack-up massive amounts of debt—often without a career trajectory to match the debt level. Most importantly, the system isn't designed for their needs, and they often leave college with unrecognizable college credits not fit for a resume and without the promised prize of a degree to leverage as they enter the workforce.

The goal of gaining a degree and getting a great job is almost universal for today's college students, but higher ed leaders have yet to embrace a learner-first design to support learners in meeting these goals (Jorgenson & Ahlburg, 2015). The current college system, as designed, does not account for the unique needs of learners, and historically, colleges suggested that the reason for this failure has been the student's deficiencies. It would not be out of character for schools to ask " why can't they do this' ' when discussing students challenged in the system. Colleges then create well-intentioned solutions based on questions like "How do we better prepare students to succeed in our college system?" The real question—we posit—is, "How do we listen to learners?" How do we understand what learners need, and then how do we change our system to meet those needs? The American education system is poised to undergo a dramatic shift to address persistent gaps in historically disadvantaged students' success. Our current education model is not designed to address these glaring gaps, thus creating a need for new



hybrid systems that can be designed with learners' needs at the forefront of programmatic design (Basch et al., 2015; Hongwei, 2015).

### **Deconstructing the traditional college framework (“how college works”)**

We in higher ed are involved in a noble mission. We know that a college degree is a key to social mobility and generational wealth. While we understand this mission and seek the success of our learners, it is also true that higher ed is slow to change. We are often reluctant to have difficult conversations about why students may not be finding success in our systems and even more reluctant to make systematic changes. Often “the way we have always done it” wins the day. But as society changes and our demographics change, that reluctance and those “sacred cows” inhibit the further success of our learners.

In higher ed, we tend to be adders. We like additive solutions. We like to add elements to current programs or to add entire brand-new programs. We tack-on solutions and see the value of expansion. In this book, we propose that it is important for us to move in the other direction. It is time for us to deconstruct: time to deconstruct our courses, our degree offerings, our support systems, our delivery modalities. We are not suggesting that we dismantle our systems outright, but to deconstruct them in such a way that we bring a critical, analytical lens to see whether our current systems still meet their original intent and whether they are maximizing the success of our learners. After all, shouldn't we be involved in that type of analytical rigor? Truly advancing equity will require this deconstruction so that we no longer merely tack on those additive structures with minimal success but actually correct historical design flaws or emerging design flaws and re-design with equity and student success at the forefront.

Asking the questions posed above and deconstructing our courses and degrees will inevitably lead to a conversation about hybrid programming and will challenge us to explore the potential benefits of the online components to our programs and maximizing how we spend our time in person. Maybe we will find that the benefits go beyond equity and flexibility. Maybe there are sound pedagogical reasons for online

components and an envisioning of in-person work that makes up higher education. Maybe deepening our view of learning and providing flexibility will make our degrees more powerful and practical for the needs of today's world. As we dig into the make-up of degrees, we also invite you to take a critical look at the what, the why and the how that is embedded in the challenge of educating the over seven billion people in the world. What does a degree entail; Why are each of the components necessary for a modern education; How do we prepare to educate the over seven billion people in the world?

### **A Note on the Pandemic**

Although the pandemic opened the door to hybrid learning across the country, for many in higher ed with little prior experience, it also colored perceptions of what hybrid learning is, what it looks like, and, more importantly, what it *feels* like. If first impressions affect our long-term perceptions, then for many, their ongoing relation to hybrid might be skewed. Additionally, most students' first exposure to hybrid occurred during a time of immense fear and confusion in the world more broadly.

Institutions made the pivot to hybrid learning under challenging circumstances, but often this change simply entailed moving a fully in-person course completely online, then when in-person became possible again, schools instituted a mixture of online learning with haphazard in-person options. There was no time to redesign for the new modality or to maximize the benefits of hybrid learning. While these decisions were necessitated by circumstance, they may have resulted in a distorted understanding of what hybrid learning is. One of our goals in this book is to correct the record, to illustrate the rich benefits of hybrid learning, and to demonstrate what it can look like when done well. As we flow through this chapter and this book, it will be important to remember that what we created as a response to the pandemic does not represent the true potential of hybrid learning.

### **Benefits of Hybrid**

As the student population diversifies and the needs of modern learners differ from those of previous generations, institutions must

adapt to serve all students effectively. Hybrid learning offers a flexible model that meets the needs of a range of learners, from those requiring a more flexible schedule to those seeking a more personalized approach. By embracing hybrid instruction, institutions can also increase their adaptability and better prepare themselves for future crises, as well as attract new students at a lower cost structure. Partnerships with outside industries and organizations provide additional opportunities for innovation and collaboration, benefiting both students and institutions alike. Finally, hybrid learning aligns with contemporary changes in employment modalities, preparing learners for the hybrid work options that are increasingly available in the job market. This section emphasizes the importance of hybrid learning as a means of creating a more equitable, adaptable, and effective higher education system, with a particular emphasis on equity, agility, cost structure, partnerships, and 21st-century programming benefits.

## **Equity**

Proponents of online and hybrid learning always knew that there was a segment of prospective students that would benefit from a more flexible model than the traditional 100% in-person instruction model prevalent in higher ed. What is quickly coming into sharper focus is just how many of our modern learners would not merely benefit from this flexible model but need it. In later chapters, we draw a profile of a modern learner and describe how her needs from a higher ed institution likely differ from that of a traditional student. Depending on the learners, those needs might differ drastically.

Institutions must wrestle with the future of hybrid learning. Is there space in the new normal to expand hybrid learning, or will an institution revert to a predominantly in-person model? We propose that this question goes beyond a juxtaposition of learning modalities. It is a question of who we are serving and how we enable their success. At its heart, it is a question of equity.

As college demographics change, not just in terms of race but also socioeconomics, the needs of the modern student will also look quite

different from previous generations. Students experiencing poverty often lack the support needed to access and graduate from college, thereby creating a gap in the level of success achieved by different sub-groups of students (Baugh et al., 2019; Joy, 2017). Current educational structures have yet to efficiently address this gap and create effective systems that meet the needs of these historically underrepresented students. This conclusion is supported by evidence demonstrating low college graduation rates for college- and university-qualified historically disadvantaged students (Dahill-Brown et al., 2016). Historically disadvantaged students have faced systematic limitations in their access to and success in college when compared to other student populations. Thus, these groups are often excluded from middle- and upper-class jobs and wages. These individuals are more likely to live in low-income areas and are often unable to access resources that can lead to prosperity (Caspar, 2015; Muskens et al., 2019). The need to work full time, navigate family responsibilities, and complete remedial coursework requirements have all affected timely college enrollment and often lead to part-time enrollment and a longer time to degree attainment (Falcon, 2020).

As enrollment of first-generation learners, underrepresented populations, and those who experience poverty increases, institutions must also consider how best to enable their success and how the broader context of their lives impacts their education. We assert that the foundation of the conversation, the need and drive for hybrid learning, is a moral mandate to purposefully include and equally serve those who do not fit the historical college student archetype. Often practices such as lecture-based learning, standardized testing, traditional grading systems, limited interdisciplinary collaboration, semester-based academic calendar, high tuition costs, and over-reliance on a central physical campus are often unchallenged. The changing landscape will require bold leadership and difficult conversations to determine whether current institutional structures are able to meet the needs of the time.

## **Agility**

Expanding hybrid instruction not only enhances the learning experience but also boosts the adaptability of institutions. College campuses with little to no existing hybrid instruction faced significant challenges when the pandemic hit, resulting in varied experiences for both students and faculty across different institutions and departments.

However, by embracing hybrid instruction and incorporating it into the higher education system, institutions can better prepare themselves for future crises. Whether it's a pandemic, natural disaster, or some other emergency, institutions with a hybrid structure in place will be better equipped to navigate uncertain circumstances. In today's fast-paced world, adaptability is essential, and hybrid instruction is a valuable tool for institutions looking to stay ahead of the curve.

## **Cost Structure**

Hybrid instruction also helps to address a key concern of prospective students and parents: prohibitive costs. As the country grapples with the rising costs of a degree and many wonder how and when they will see a return on investment, the value proposition of higher education is being questioned more explicitly today than it has in previous decades. With enrollments trending down across the country, higher education institutions must figure out ways to move forward with fewer tuition dollars and, for public institutions, often fewer state dollars as well. Because traditional courses typically depend on in-person instruction, there is a high corresponding capital infrastructure cost for the institution. Adding students often then means adding additional capital infrastructure. There will still be infrastructure needs in hybrid learning, but the amount and type will be vastly different than traditional instruction and may result in a lower cost structure. Those savings may be passed along to students or provide for additional investments in key areas such as student success. Hybrid learning allows an institution to maximize its current capital resources and attract new students at a lower cost structure.

## Partnerships

Hybrid learning structures offer a revolutionary approach to education, unlocking the potential to tap into partnerships, both local and global, and forge a new vision of what learning can be. By collaborating with outside organizations and industry leaders, higher education institutions can harness diverse skills, talents, and innovations beyond their walls. This is particularly vital in the realm of hybrid learning, where unconventional schedules and learning designs can help students tap into local expertise earlier in their academic journey—an opportunity that was once reserved for post-graduation. However, traditional learning frameworks often hinder the formation of meaningful local partnerships, despite their potential to enhance the learning experience.

Accessing partnerships can be challenging within the constraints of traditional higher education frameworks. This is because traditional models of higher education prioritize maintaining a closed system of education, with a strong emphasis on theoretical learning, research, and publication. As a result, institutions may find it challenging to connect with local organizations and industry leaders due to a lack of resources or a limited focus on community engagement. Additionally, universities may also face bureaucratic hurdles, such as navigating institutional policies and regulations, which can impede their ability to form meaningful partnerships with external organizations. In contrast, hybrid learning structures, with their more flexible and adaptive approaches, can provide an alternative means of overcoming these barriers and forging valuable connections with the local community.

Theoretical barriers aside, the traditional education construct of seat time—often literally taken to mean time learning while in a seat—does not lend itself to honoring learning that is place-based and applied. A hybrid model allows us to continue to meet the construct of seat time but frees students up to attend partnership location settings in the 9-5 structure many high-paying, upwardly mobile jobs have.

In the context of hybrid learning, local partnerships prove to be particularly valuable because they provide tailored education that meets the unique needs and interests of the local community. For instance, a

partnership with a local tech company can provide students with practical exposure to relevant technologies and prepare them for promising careers in the tech industry. Meanwhile, collaborating with community organizations can open doors to internships, networking events, and other resources that support academic and professional growth. Ultimately, students stand to gain the most from these partnerships, as they can access a broader range of opportunities and resources that go beyond what the institution can offer alone.

## **21st Century Programming**

Hybrid learning is also well aligned with changes in work modalities. With increasing numbers of employers offering hybrid work options for employees, the skills learners develop in a hybrid environment prepare them for not only *what* they will be doing in their jobs but *how* they will be doing it. Hybrid learning offers learners a unique opportunity to develop skills that are essential for success in the 21st-century workforce. In today's fast-paced, constantly changing work environments, employees need to be adaptable and flexible, often needing to be able to work effectively both in-person and remotely. Hybrid learning prepares learners for this type of work by teaching them how to balance their time, prioritize tasks, and manage their workload, no matter where they are located.

When collaborative experiences are prioritized in the hybrid setting, it also promotes an environment of collaboration and communication, skills that are highly valued by employers. In virtual settings, effective communication is key, and hybrid learning provides learners with ample opportunities to hone their ability to work effectively in online teams. By engaging in group projects, online discussions, and in-person and virtual presentations, learners can develop the skills they need to communicate their ideas effectively, work collaboratively towards common goals, and thrive in fast-paced, dynamic work environments—all in multiple modern modalities.

My dad often commented that nothing teaches someone to get good at something faster than doing it, and my first day as a teacher confirmed

it for me. This adage supports leveraging hybrid learning to ensure the powerful theoretical and humanistic education, paired with applied learning can ignite new neurological connections and deepen learning. The embedded practice in switching modalities can help learners maximize technology usage and become proficient in 21st-century workforce strategies like using virtual collaboration tools and online project management platforms. Broadly, as learners practice skill attainment and deliverable completion in college much in the same manner they will be doing it in the workforce, they are likely to enter the workforce much better prepared to be of value immediately.

## Conclusions

This chapter discussed the potential of hybrid learning, the misconceptions resulting from its rapid adoption during the pandemic, and its benefits in today's evolving educational landscape. Hybrid learning offers a flexible model that meets the diverse needs of modern learners, allowing institutions to serve a broader range of students and promote equity. This book highlights five key benefits: equity, agility, cost structure, partnerships, and 21st-century programming. Emphasizing the importance of adaptability, hybrid learning prepares institutions for future crises and helps reduce costs, making education more accessible. By fostering local partnerships, hybrid learning encourages collaboration and innovation, while 21st-century programming aligns with current workforce trends, equipping students with the skills needed to succeed in the modern, hybrid work environment.

In later chapters, we will delve deeper into the mechanics of hybrid learning. Hybrid learning encompasses various combinations of in-person and online education and is not a one-size-fits-all approach. We will provide definitions and examples of different hybrid learning permutations, demonstrating the vast possibilities available in this framework. The goal is to encourage educators and institutions to expand their horizons, listen to their learners, and design with the full flexibility and creativity that hybrid learning allows. These practical guides serve as a valuable resource for those eager to explore and



implement hybrid learning models in their own educational environments and as a springboard into the hybrid case studies that follow.