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**Fall 2020 Hybrid Approach for BUAD 3335**

**Course Context & Major Learning Objectives**

Business Communication (BUAD 3335) is a junior-level course that is required for business majors. Students from other disciplines also often enroll in the course, including students majoring in CJ, Health Admin., Ag. Business, and more. Sections are capped at 30-36 students.

This course focuses on communication as a business tool through instruction in current business communication theories, research, and practice. There is an emphasis on the analysis and strategic development of evidence-driven, receiver-centric messages based on scenarios from various business disciplines. Major assignments typically involve analyzing sample cases and creating written, oral, or multimodal messages based on provided cases.

**Hybrid Set-Up: Flipped, Split Week, Student Rotation**

I teach this course using a “flipped” model for which students review audio lectures and complete readings prior to class sessions. During class meetings, we briefly review the relevant content and then engage in activities that require students to apply and/or enact the relevant strategies. Synchronous interactions are important for providing quick, formative feedback.

My current plan for Fall 2020 is to use a hybrid model based on the Split Week and Student Rotation examples. Students will be divided into three groups based on the scheduled meeting days, MWF. Each group will be assigned to attend one meeting per week in person. Students not attending in-person will be encouraged to attend synchronously via Zoom. Students attending virtually will use the chat and share-screen functions to engage in the lesson. The sessions will also be recorded and provided via Blackboard. An incentive-based attendance policy will be used, wherein students earn attendance credit based on the number of days attended rather than being penalized for absences (in person and virtual).

Major assignments are typically written, multimodal, or presentations. Each product can be submitted via Blackboard, but presentations will likely be conducted during class meetings. Students can complete provided activities files and submit them through Blackboard, as needed.

**Facilitating Hybrid Model & Student Communication**

Students’ assigned “in-person day” will remain consistent throughout the semester. For example, a “Monday student” will always attend in-person on Mondays and virtually on Wednesdays and Fridays. This consistency should minimize confusion or “forgetting” which days they are supposed to attend in person. I will reach out to students who frequently miss sessions.

All students will be expected to review the lectures and readings prior to meetings, regardless of the manner in which they attend the meeting. These expectations will be listed in the homework requirements for each meeting. In Blackboard, students will also have access to any handouts or activity materials needed for each class session, in addition to audio lectures, assignment sheets, and all other course documents. Students attending in-person will be expected to have access to these resources, either digitally or physically, which will minimize contact. Students attending virtually will be able to use these tools to follow along and engage at relevant moments.

I will use digital tools to engage with students synchronously and asynchronously via individual and whole class check-ins and class activities. Some tools I plan to use (or consider) for the Fall include Mentimeter, Kahoot, Survey Monkey, and Zoom Polls.

**Potential Challenges**

One major challenge is engaging students who are attending virtually. These students can engage through the Zoom chat and by engaging in activities through the Zoom screenshare option and the digital tools. Zoom reactions can be used by students to signal that they are typing a question.

There may be technical difficulties. Remaining calm while testing options in the moment is an important strategy for managing the effect of technical difficulties. Providing resources through Blackboard also ensures that students have a back-up option built in if there are technical issues on the instructor or student side.

If there is a need to transition to fully remote, this model would make an easy transition. Students would already have familiarity with attendance and engagement via Zoom.