Twenty-year Assessment of a Hybrid Course

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Abstract: In 1989, an ill-structured, problem-based course was launched with web elements that could be accessed only through campus-based terminals. The history of the course, which has been taught every Fall, illustrates the evolution of hybrid courses: static websites, dynamic web sites, discussion boards, interactive chat, online assessment. Several assessment measures are highlighted that demonstrate the advantages and disadvantages of different hybrid strategies. The presentation suggests directions for future hybrid strategies based on this experience.