

Hybrid approaches to the university classroom

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Practical advice in hybrid teaching from practitioners

This list of advice is for teachers undertaking hybrid teaching (working with students online and in class simultaneously). The advice comes from my own experience as well as various websites and twitter conversations on the issue.

1. Find ways of engaging both online and on-campus students in classwork. For example:
 - a. Arrange for on campus students to come to class with laptops and to log in to your Teams / Zoom meeting with their on-line classmates.
 - b. Organise group work in Teams / Zoom which explicitly connects students online with students in the classroom.
 - c. Instead of using the classroom blackboard, try to use an online tool such as Google Jamboard as your space for writing and explaining concepts. (That way you can be sure that online students are seeing what you are writing.)
 - d. Introduce regular online polls and quizzes which are open to both sets of students.
2. Don't underestimate the value of asynchronous group-work (e.g. forums in Moodle).
3. Students are often connected via Whatsapp – encourage in class students to report problems that online students may be having.
4. Learn as much as you can about whatever video-conferencing program you are using for online participants. That means practising on your own things like sharing the screen, picking an audio/video source, and putting links/resources into the chat.
5. Do not say that online participants are "people who are not here." They ARE here; their bodies are just not in the room. Simply refer to your online participants as online participants. And acknowledge their presence from the beginning. Begin your class with "Who is joining us from home today?" If they have cameras on, try and display that on the classroom screen.
6. Ask online and on-site participants to state their name before they start speaking. That way, everyone knows who is speaking when.
7. Explain at the start how you'll include everyone. What will that look like? That means suggesting the on-site participants have a device to log in to the video conferencing

platform with you. Think of the online space as the shared space, NOT the physical classroom.

8. Everything is going to take longer. Plan accordingly. Don't over-plan and build in time into your planning for longer transitions between moments in the agenda (expect 5-minute transitions at a minimum). Be sure to ask at regular intervals if everyone can hear/see.
9. Try not to express frustration about the technology – especially if it goes wrong. When you are leading the class, you might feel nervous about looking incompetent. Just explain that you're learning. That's good modeling.
10. Give your remote learners a variety of ways to demonstrate that they are engaged during your lessons. Just because their screens may be off, doesn't mean they are not there. You can encourage them to unmute themselves, use the chat box, use reactions or hand signals to share. Use regular polls or class surveys or spot quizzes (e.g. socratic) to keep them involved.
11. For platforms with chat, such as zoom: Ask students to help monitor the chat, answer questions, and call items to the attention of the class as a whole.
12. Create routines. Give your students a sense of routine and stability by starting your days the same way.
13. Make sure your classroom has sufficient wifi capacity to have all students – both remote and face-to-face – on Zoom at the same time.
14. Have a water bottle with a straw so you don't have to take masks off to drink.
15. Get a rolling table for your laptop – that way you can focus your camera on different parts of the room.
16. Have fun with the new situation – get students to say hi or wave to the students (their friends) at home.
17. Verbally repeat questions/comments made by face-to-face students so remote ones hear them.
18. Face-to-face students need headphones so they can work 'in pairs' with online partners without disturbing each other.

Bibliography of online reading resources on hybrid learning

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- 9. A Framework For Delivering Blended Learning In A Post-pandemic University**
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