Hybrid Teaching
Teaching Checklist

Overview

We define synchronous in-person and online teaching as Hybrid.

Here we are providing a checklist to support teaching and supporting learning in Hybrid mode.

Before Class

Make sure you are familiar with the hybrid teaching room setup for the room you will be teaching in. You can do this by

- attending familiarisation sessions and practising in the room before your first hybrid session
- reading the guidance on how to use the hybrid equipment

At the Start of Class

- Welcome students in the room and those joining remotely.
- Check that everyone, both in the room and on Zoom, can hear you clearly. Adjust your lapel microphone if needed.
- Remind yourself of the microphone controls for both campus and remote students.
- Check that your display configuration on the display and on your lectern screens are right for you and your students.
- Mute all microphones on Zoom. (Open the Participants list in Zoom, and select "Mute All".)
- Start the Zoom recording.
- Use the share screen function on the Zoom panel to display your Housekeeping slide, providing basic information for students on what to expect.
- Advise students in the room that, if they want to join the Zoom session, they must join without connecting to audio. (If they accidentally connect to audio, they must find the setting to "Leave audio" or "Disconnect audio". Muting their mics will not be sufficient, as their device speakers will cause a feedback echo in the room and for remote participants.)
- Signpost:
  - how and where you will be providing opportunities for all students to actively participate
  - any specific channels and technology that will be used

- Explain that you will stop from time to time for students to ask questions (e.g. using the Write a Question activity).
- Explain how you will deal with any unanswered questions after the session (see the section on planning to address students' questions).
- Inform the students if the session will be recorded.

During the Class

- Make regular eye contact with the students in the teaching room and show your awareness of the remote students by looking into the camera.
- Interact purposefully and at specific times with both campus and remote students via questioning, ensuring that:
  - Students are clear how they can interact with you and their peers
  - You switch on/off the appropriate microphones
  - You have designated signals for campus and remote students to alert you of technology (audio / video) issues or inadvertent mistakes
- Allow equal opportunities for all students to participate.
- Use active, interaction learning techniques.
- If you use group work during class, remember to check on the remote groups as well as the campus groups, and give both sets of groups the same opportunity to report back afterwards.
- You can get other ideas from the Active Learning Cookbook, for example: warm-up activities, sentence stem activity, wrap-up retrospective (e.g. ask students to post a one-minute video/ text on a discussion board, or to contribute to a shared Word Doc)
- Ask students to spend time at the end of each lecture answering a few simple questions
  - What have I learned?
  - What worked well? What did I enjoy?
  - What didn't work well? What did I find challenging?

After the Class

Ensure that you follow through on any commitments you have made to the students to respond to questions after the class. For example:

- Save the Zoom chat and check it for unanswered questions.
- If you have set up a Q&A discussion board on Canvas, remember to check it on the days and times you promised to do so.
- If you set up a shared Microsoft Word Document online, follow up in whatever way you said you would.
- If you set up Quizzes in Canvas, use the students' responses to inform your future teaching.
- Ensure that you update students on how you have responded to their questions or feedback, so that they know you are listening to them.

Further Reading

Supporting Active Learning in Large Group Teaching at Birmingham: Starters, Mains and Desserts

https://canvas.bham.ac.uk/courses/52821

HyFlex Bibliography

https://www.hyflexlearning.org/bibliography/

What Is Hybrid Learning? Here's Everything You Need to Know

https://resources.owllabs.com/blog/hybrid-learning