Overview

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

Here we are providing some guidelines to consider in order to support managing teaching and supporting learning in Hybrid mode.

Managing Student Questions

If you are used to stopping during class to take questions, you will need to plan for receiving and responding to questions from both the students in the room and those joining remotely. Some suggestions for ways of doing this follow.

- Consider establishing and sharing a Teaching Philosophy statement around questions, for example:

  o As a teacher, questions are important to me. I welcome... I will...

  o As a student, you can influence what is taught by asking questions, bringing in ideas, or requesting certain topics.

  o There are no stupid questions. If you have a question, it is likely that others will also want to know the answer.

- Explain to students how they can ask questions and give you feedback. You could include this information in the "housekeeping" slide you show at the start of every session.
- Ensure that you purposefully support campus and remote students in a balanced way during the session.
- Consider building in time before, at the beginning of, during and after a class to take questions.
- You may want to encourage students to ask further questions after class - particularly if you receive a lot of questions in the Zoom chat during class which you are unable to answer. You may also want to offer students opportunities to give you regular feedback on their experience of hybrid teaching in between sessions. Here are some ways of doing this:

  o Set up a Canvas discussion board for Q&A, indicating that the purpose is for students to ask any unanswered questions after each lecture. Tell students when you will respond to their questions.
  o Use Canvas Quizzes to invite questions for clarification. If you want to enable anonymous question submission, you can create an Ungraded Survey with the option to "Keep submissions anonymous" ticked. You can also use this method for soliciting feedback from students on their experience of hybrid delivery.
  o Try using weekly Canvas Quizzes to test students' understanding of key concepts. This will identify content areas that need further clarification in future lectures.
  o Set up a shared Word Online Doc and invite students to write their questions (and suggested answers) on it.
    o Schedule time in your diary to review the Zoom chat after every session, so that you can respond to questions in the next lecture or seminar. (Note: You will need to record the Zoom sessions in Hybrid Teaching rooms in order to have access to the chat afterwards.)

The First Hybrid Session: Managing Student Expectations

In the first hybrid session, you will want to put students at ease and ensure that they know what to expect. Some suggestions for doing this follow.

- Start by following the recommended procedure for the beginning of a session. (See the hybrid teaching checklist.)

- Alert the students in the room to the location of the microphones and cameras. Tell them that the cameras may capture video images from the room and share them to Zoom. The camera capture will be a wide shot of the whole room or block of seating; it will not capture close-up images of individual students.

- Acknowledge that hybrid teaching and learning is new for all, and that we will all be learning how to make it work best for us. Tell your students you will be very open to their feedback about their experiences, and any constructive suggestions they have as you go along for making the hybrid teaching experience work well.

- Briefly share your teaching philosophy, especially focusing on why active learning is important in this module, and how you will provide opportunities for it, for example through questioning. Explain the types of questions and technologies you will use, and indicate how you will take questions from the students.

- Tell students about the opportunities they will have to give you feedback on their experience of hybrid delivery, and tell them how you will report back to them on how you have adapted (or why you have not adapted) your teaching in response (e.g. verbally in the next class, via Canvas announcements or a discussion board on Canvas).

- Share with your students why you have decided to set up the learning space in a specific way, including the layout and also the opportunities for interaction between remote and campus students.

- Remind students where to find the Student Guidance on hybrid teaching.

Zoom students' cameras/names display here. There can be 24 students shown on each projector screen.

Further Reading

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

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

Digital Familiarisation of Hybrid Teaching Rooms

https://www.thinglink.com/media/1478673264090808323

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