

Welcome to the CTL's

# Hybrid Teaching Workshop

## with Susan Ko

### FORMAT:

1. Introductions
2. Context re: Yale-NUS Sem I, AY2020-21
3. Susan Ko: Best Practices and Different Approaches to Hybrid Teaching
4. Case Studies and Discussion
5. Participant-led Q&A.

### NETIQUETTE AND STRUCTURE:

- Please use the Chat function to ask questions and share comments/ resources. Type your question/ comment in full or just write “question.” I will invite you to speak during intermittent Q&A.
- Keep your microphone on Mute unless speaking.
- Use the video function so we can see each other's faces. Go to Zoom → Preferences to select a Virtual Background if you wish.
- This session will be recorded and made available to other Yale-NUS faculty on request.

# Hybrid Teaching Workshop for Yale-NUS

Susan Ko, PhD  
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# Hybrid (aka blended)--some of the variations

- Face to face with substantial and required portion online (percentages vary)--classic OLC definition--at least 30% online
- Online portion may be synchronous (real time, for example, using Zoom) or asynchronous (not in real time, for example, using LMS like Canvas)
- Students all have the same amount and type of online instruction and participation (standard) or have different levels (or different schedules) of online participation (pandemic adjustment/ students with impediments to f2f)



# What best practices for teaching online apply to all hybrids?

- First week is crucial for student adjustment and engagement
- Active, regular, and meaningful presence of instructor online
- Opportunity for interaction with instructor, other students, and content online
- Purpose and rationale for each technology used



# Best practices for designing the course

- Deliberate, intentional design of course and activities
- Coherent, consistent, logical organization
- Detailed syllabus and instructions, clear expectations, protocols for all students and for students who are online only cohort
- Integration of f2f and online elements; integration of synchronous and asynchronous
- Effective, meaningful transitions from one mode to the other & from one element of course to another



# Use a planning document to organize course week by week, element by element

- Need more than an outline of course topics--think learning activities, not just content
- Use a tabular or linear planning document
- Account for how each f2f and online activity will take place, where, when, how--and how they are connected

# Planning Document, Table format

Week/Unit and Associated Learning Outcomes	Developer or Instructor-Generated Content, Communications, and Feedback	Class Interaction and Activities	Readings, Web Resources, Title and location (i.e., URL, textbook, publisher material, e-reserve, etc.)	Assessments, Student Submissions
Week 1/Unit 1 Topic(s):	<ul style="list-style-type: none"><li>• <b>Instructor commentary</b></li></ul>	<ul style="list-style-type: none"><li>• <b>F2f meeting</b></li><li>• <b>Online discussion follow up</b></li></ul>		<ul style="list-style-type: none"><li>•</li></ul>
Learning outcomes fulfilled: <ul style="list-style-type: none"><li>•</li></ul>				
Targeted skills: <ul style="list-style-type: none"><li>•</li></ul>				



# Planning document, Linear format

## **Week 1**, Inclusive weekly dates; Topic and Learning Outcomes

- Readings and Instructor Presentation Materials
- Synchronous meetings if any (date and time and topic)
- Discussion board activity
- Assignment, post reflection on class blog

## **Week 4**, Inclusive weekly dates; Topic and Learning Outcomes

- Readings and Instructor presentation materials
- Group meetings in LMS or in synchronous meeting
- Group assignment posted (where and how)



# Special considerations and factors when only part of the class will meet face to face

- Is it feasible from a technology, classroom venue and equipment, communication, or other consideration to bring distant students into the face to face meeting?
- How can one best structure the participation/inclusion of distant students into face to face meetings? Questions? Opportunity to speak?



# Ideal scenario for a distant cohort in a f2f meeting

- Those at a distance all reside within a few hours of the f2f time zone
- Those at a distance can be seen and heard by the entire f2f class or there is a person who can serve to moderate and repeat the distant cohort's questions and comments
- Class activities are easy enough for those at a distance to do or there are class activities that allow all students to communicate and work together online asynchronously before or after a f2f session



# When it may be preferable to have a separate distant cohort

- There are a half dozen students or more who cannot attend f2f or all the distant students reside in widely different time zones
- There is a lot of small group work or students working in pairs
- There are f2f class activities that are difficult logistically for distant students to fully join in



# Using asynchronous, online for distant cohort

- Can you devise a way to bolster the participation of distant students through use of the asynchronous online classroom?
- Can you also provide some asynchronous, online opportunities that will allow distant students to be on the same footing as f2f attendees?



# How can asynchronous online (like LMS) support both f2f or online synchronous?

- Provide a means for reflective and writing activities, student group work and presentations
- Provide more opportunity for instructor feedback
- Provide access to recordings, resources, and readings
- Provide for extended discussions, wider participation
- Provide a means for regular self-assessment or low stakes quizzes, practice exercises
- Provide a regular spot for students to ask and have answered questions during the whole week



# When all are online in synchronous sessions

- Clearly establish the rules and protocols for communication
- Have agenda for each session--post the agenda online
- Don't spend the whole session lecturing. Focus on one or two aspects of what would be your lecture and post a longer lecture online if needed
- Ask students to come to the online session prepared--use asynchronous tools like discussion board to have students respond to or ask a question before the session
- Follow up a session with an extension of discussion, an assignment, a task.
- Post recordings of online sessions



# Some final thoughts

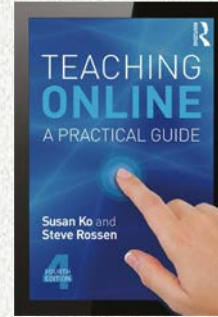
- Don't just try to replicate face to face class activity:  
**redesign, re-envision and revise what you do online**
- Plan ahead--**don't try to “wing it”**
- Think in terms of an **entire class week**--what happens before, during, and after any f2f or online real time sessions



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Ko, S. & Rossen, S. (2017). [\*Teaching Online: A Practical Guide\*](#). 4th ed. Routledge.

Zhadko, O. & Ko, S. (2019). [\*Best Practices in Designing Courses with Open Educational Resources\*](#). Routledge.



# Brief Q&A



# SCENARIO #1: PROFESSOR CORAL

## Scenario:

Professor Coral starts her Oceanic Biology seminar teaching in a socially distanced classroom. Thirteen students attend class face-to-face (F2F). But two students have not been able to book flights to Singapore and are unable to physically attend class for at least the first month of the semester. Professor Coral has a number of approaches she can consider:

- A. Have the two remote students join the F2F class via Zoom
- B. Meeting online once/week and F2F once/week.
- C. Move the entire seminar online until all students can be physically present in Singapore.
- D. Host a separate class for the remote students online.
- E. Other \_\_\_\_\_.

## Discussion Questions:

1. What are the advantages/ disadvantages of these options in terms of student learning?
2. What are the advantages/ disadvantages in terms of faculty workload?
3. What are the most important practical and pedagogical concerns involved if this was your class/ subject matter?
4. What if the two students are in different time zones (e.g. Brazil and Bulgaria). How does that impact your decision?

**Consider (3 minutes) and Discuss.**



## SCENARIO #2: PROFESSOR XAVIER

### Scenario:

Professor Xavier is teaching a history course on superpower mythology. It is a very popular class, with twenty students enrolled. Because of social distancing protocols, any student who has even a mild cough or sore throat must not attend class. It is now four weeks into the semester, and each week at least two different students are unable to physically attend class because of these social distancing requirements. Rather than having students Zoom into class when they cannot attend in person, Professor Xavier has been telling students to get notes from their peers when they miss class. But at this point some students are falling behind and the sense of community in the room is impacted by the constant absences. Additionally, Professor Xavier likes to integrate a lot of small group dialogue in his class, and is concerned that the students who are not permitted to physically enter the classroom are missing out on these important learning exercises.

### Discussion Questions:

1. As he looks to the rest of the semester, how should Professor Xavier support students who cannot physically attend class? What are the best options?
2. If he opts to have remote students 'attend' class via Zoom, what steps should he take to make sure that they can fully participate in the class session, including discussion?

**Consider (3 minutes) and Discuss.**

# Q&A -- Discussion



# Critical Considerations in Hybrid Teaching, I-2

## 1. Plan for Less Time, and Prioritize Accordingly

In a socially distanced classroom, time will be lost on check-ins, wiping desks, repeating oneself to be heard through the mask or shield, etc. If you are teaching online, you need to account for technical glitches. Either way, you may have less time with students than you have in the past on a day-to-day basis. Additionally, we could experience another circuit breaker or other disruption. In the spirit of *'hope for the best, plan for the worst'* identify the absolutely essential learning outcomes for your students, and prioritize those in how you structure individual classes – whether in the classroom or online – and your overall learning goals for the semester.

## 2. Plan for Dual Directional Inclusion of Remote Students

If you plan to have remote students attend class via Zoom, a lot of attention needs to go into designing learning activities and content delivery to be accessible to your remote students. If dual direction inclusion is not possible, consider alternating online and classroom days (e.g. Tuesday class online, Friday class F2F), bring the whole class online, or create separate online lessons for the RS cohort.

Step One: They need to be able to see, hear, and access what is happening in class.

*Classroom → Remote Students*

Step Two: Remote students need to be able to actively contribute to what is happening in class as well – to make comments, ask questions, and generally be on equal footing to their peers in the classroom.

*Classroom → Remote Students*

*Classroom ← Remote Students*

Strategies for Including Remote Students:

- Appoint monitors/ hosts from F2F students to create space for remote students during classroom sessions, e.g. to raise their hand e remote student can ask a question.
- Assign a different note-taker each class so if a student's WiFi fails or they can't hear someone mid-class they still have good class notes.
- Move content and groupwork to online formats. E.g. instead of having students use the white board in class, ask them to use a shared GoogleDoc.

# Critical Considerations in Hybrid Teaching, 3-5

## 3. Foreshadow Some Trial and Error, Be Transparent

Hybrid teaching/learning is new to you and to your students. You might learn in the first few weeks that you simply cannot hear well through the masks, or that your plan for alternating online and F2F instruction is not working. Alert students that the first few weeks will be somewhat experimental. If you prime them for change it may not feel as disruptive to students and gives you flexibility to adjust your course as you learn more about what works and doesn't. And if you can explain the pedagogical rationale behind your choices, they will likely trust you and be more receptive as the course evolves.

## 4. Plan Weeklong Learning Journeys, Not Just Individual Classes

If students cannot attend traditional F2F class, the learning they do outside of class becomes even more important. You may want to redirect some energy away from planning 80 minute lesson plans and towards planning a holistic week-long learning journey with different and complementary components. One learning activity is Zooming into class. Another is watching the recorded lecture. Another is reading assigned articles. And another is a peer review exercise of an essay or lab report. Consider what learning objectives you have for each element and structure accordingly. This approach takes some of the pressure off in-classroom activities to achieve all your learning objectives for students.

## 5. Solicit Input Early and Often

Host special check-ins with remote students, e.g. extra Zoom office hours once a week, to make sure they are learning and feel connected/supported. Invite input on what is working and what isn't. Signal the effort you are putting into making this class work for them, and they are likely to reciprocate with effort of their own. Consider providing them with anonymous feedback channels if you don't feel you have a strong or trusting rapport. As you invite their input also make it clear that ultimately you will decide how the course is structured. You have the understanding and experience to make informed decisions and you also may be privy to private information about student learning needs (ie. if someone has hearing impairment) that students would not be aware of.



# SUMMARY: HYBRID TEACHING DECISION-TREE

## Variables to Consider in Weighing Options:

- Number Remote Students (RS) v. F2F students
- Time zones of RS
- Quality and ease of technology available in the classroom and quality of technology RS have in their homes.
- Complexity of F2F learning activities – how easy to incorporate RS Zooming-in.
- Nature of content and whether learning goals achieved via lecturers, interactive conversation, hands-on exercises, etc.

## Options:

**A. Incorporate RS & F2F Students – Teaching Exclusively in Classroom**

**B. Incorporate RS & F2F Students – Alternating Online and Classroom**

**C. Incorporate RS & F2F Students – Teaching Exclusively Online**

**D. Separate Remote Student Cohort – Teach RS Separately or Mostly-Separately**

## Considerations for Classroom Teaching of Mixed Group:

- Plan two-way involvement of RS. The goal is not only to have RS access/hear/learn from what is happening in the classroom, but *also* to contribute to what is happening in the classroom – to make comments, ask questions, on equal footing.
- Design in-class activities / content delivery to be accessible to RS. If that is not possible, consider alternating online and classroom days, bring the whole class online, or create separate online lessons for the RS cohort.
- Appoint monitors/ hosts from F2F students to include RS / create space for them during classroom sessions.
- Have special check-ins with RS, ie. extra Zoom office hours to make sure they are learning and feel connected/ supported.

## Considerations for Online Teaching of Mixed Group:

- Integrate synchronous and asynchronous learning to complement each other/ accomplish different things.
- Synchronous: To promote active learning, intellectual community. Avoid long lectures – keep short and/or record lectures and share as homework.
- Asynchronous: Canvas to promote student-to-student discussion boards, Q&A, self-assessment activities (e.g. ungraded and graded quizzes).
- Bridge RS and F2F Cohorts through group work (group presentations, group lab reports).
- Plan to put more time into written or recorded feedback.
- Actively invite student input/ check in on their progress.