



Teaching in a Hybrid World

Hosted by the MRFA's Professional Development Committee

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Terminology (the PowerPoint from the session is available [here](#))

Teaching Online – a form of distance learning using internet and other technologies.

Asynchronous Delivery: all those things students can do on their time and self-directed by students (this can include discussion boards – videos – etc.)

Synchronous Delivery: requires that students interact through their computers at the same time (this is usually in class time but can be synchronous discussion boards or activities)

Blended Delivery / Hybrid – this is a purposeful blend of on campus and online learning

- When delivering a blended course you consider which parts of the course would most benefit from direct contact amongst students and between students and instructor, and what parts students might engage with independently
- Note: last year MRU used “hybrid” to denote a blend of synchronous or asynchronous delivery for online courses, but this fully online learning may be called [bichronous delivery](#) elsewhere

The Flipped Classroom: One common example of blended/hybrid teaching. As an alternative to the usual method of having in person lectures then sending students home to do their coursework, the flipped classroom provides the instruction / lecture in advance and then has students working together in class in real time where they can connect with each other and with the teacher

Hybrid Flexible – Hy-Flex delivery: teaching in real time in the classroom and simultaneously online. Students get to choose how they attend each class – online or in person. With this mode the goal is to have equal opportunity for students to equally engage in the material. This type of delivery is very hard to do well. The MRFA was clear that we do not support hy-flex delivery – faculty are not trained for it and are not prepared for it and classrooms are not equipped to do it well. This option is not currently being considered seriously or being required at MRU

[Glossary of terms](#)

QandA:

Q: Are there spaces set up for hy-flex delivery?

A: There is one lecture room in MRU set up for this and there are flexible learning labs in the second floor of the library. Students need to get equivalent experiences and opportunities to meet course objectives – and with hy-flex this is really difficult to balance

Q: How do you deliver content to students who cannot be in class?

A: Faculty members' professional judgement should be the guide here but it is not incumbent on faculty to move to hy-flex for students.

- Q:** Access and Inclusion Services are receiving requests to attend in person classes online – how do faculty facilitate this?
- A:** There is a new [instructor toolkit here](#): there will be no accommodation for students to do in person classes online.

Questions Submitted in Advance

Questions:

1. What was something new or different that faculty did in their online classrooms that they'd like to try to adapt for in-person sessions?
2. How do we prepare for students who can't make it to class without doubling our work load?
3. What are some 'best practices' for group work?
 - a. Experiences with break out rooms?
 - b. Evaluative vs non evaluative?
 - c. Size of groups?



Learning from the online environment

- **Create PowerPoint videos to address FAQs**
 - Rather than directing students to the course outline – do a video providing a tour of the blackboard site, a review of the course syllabus, a review of course assessment etc.
 - Make everything as obvious as you can: it will save you time. Rather than answering the same question repeatedly, make a video answering the common questions.
 - Make these videos short and to the point – focus on the critical information and focus on the common student questions.
 - Tell students how long the videos are in advance – they will be more likely to view short videos and it is helpful for them to know how much of a time commitment is needed.
- **Using videos for course content delivery**
 - Chunk the videos into up to 15-minute chunks (the ideal length for videos is 7-8 minutes)
 - Provide a weekly email to students to let them know which videos to watch, what would be covered in class each week.
- **Communications with Students**
 - Students appreciate these summaries and overviews, and it can help faculty remain on track as well.
- **Moving PowerPoints from online to in person – how to move around the classroom**
 - Slide advancers can be purchased for a small amount but there are not any for use in each classroom ([PD funds](#) would pay for this).

- These can be [booked from the library](#)
- You can install an app on your phone for a slide advancer for google slides
- **Using Google forms for discussions**
 - Provide a series of questions related to the material covered each week and make it small scale assessment – this gives them a quick feedback loop to let them, and you, know where they are at: what they are or are not understanding
 - This may be better as a blackboard exam function that will open and close and track grades
 - Using forms or blackboard exams may make it easier to track the discussion and reduce workload from the usual discussion forum
 - It is also valuable to provide experiential learning opportunities by providing a video for them to watch before engaging in the discussion forum/Google Form/Blackboard exam.
- **Online quizzes from the textbook and do pre-testing before classes**
 - This method encourages students to prepare for class in advance. This supports comprehension in advance.
 - Students found these to be a very useful learning tool for them.
 - This was worth up to 10% of the total grade (this amount is low stakes – provided motivation to do the work – and encourages students to engage)
 - [ADC Sandbox Youtube Channel](#) has some [useful videos to support faculty in preparing these blackboard tests and quizzes](#).
 - Including [how to drop the lowest quiz mark](#), which can be helpful for low stakes assessment
- **Moving documents online:**
 - Shift away from paper-based materials and circulate as much as you can online.

How do we prepare for students who cannot make it to a class without doubling our workload?

- **Traditional Methods:**
 - Encourage students to connect with their classmates to catch up when they miss class
 - It is the students' responsibility to make up the time when they cannot attend class
- **Planning for Assessment:**
 - Plan for online assessments so that you do not need to deal with too many deferral requests
- **PowerPoints:**
 - Use PowerPoints for classes and post these for students to access them if they cannot attend
 - Pre-recorded narrated PowerPoint videos – of the key points from the class – but not the full class as that would double workload.
- **Recording lecture time**
 - Faculty can record in person synchronous delivery and then post those audio files online
 - Best practices for recording in-person lectures:
 - Determine where to record and where not to,
 - Explain, be clear with those present and participating in discussions to be clear about the reason for the recording,

- Stop recording for the interactive sections of in-class time,
 - Make a reminder for yourself to pause and restart the recording, and
 - Turn on the closed captioning for the session when you are recording.
- Note – it may be problematic to record in-person lecture time as you do not want to disincentivize students from attending in class.
- **Using the flipped classroom:**
 - This may be an ideal way to address the current challenges of in-person / online learning
 - Presenting lecture/didactic content online the facilitate in person coursework
 - *One possible method:*
 - Use the videos made for last year's courses and make them available for all students
 - Use in person class time to apply content to in case studies and critical analysis of content
 - Reduce the in-person class time so as to not double the workload of students

Faculty Teaching in-person and online in back-to-back courses – how do we manage this?

- Chairs are working on finding spaces that faculty who have shared offices will have a place to go to when there are conflicts in spaces
- In Bissett there are private spaces that can be booked as needed.
- Faculty should connect with their Chairs and/Deans to see what the precise opportunities are for faculty.
- There are spaces in the Library that faculty can book (these are group and presentation based rooms – there are 33 rooms in the Library but they have varying set-ups (faculty may need to bring their laptops to ensure they have the technology needed to deliver their online course).
 - Faculty can ask Katharine Barrette on this – what rooms are best and how are they booked
- Faculty should be familiar with the [instructor toolkit](#) which is a living document and will be amended as we move forward.

Faculty Teaching online classes for students who are on campus

- Faculty need to be aware that student engagement in synchronous online sessions may be limited based on their ability to engage due to where they are attending the online course (i.e. large space in the old Library)

What if we need to shift online fully – tips for people who have not delivered online instruction?

- Google meets is the easiest way to make your recorded lectures
 - It is supported by the University and there is very little learning curve
- Voiceover on narrated PowerPoint slides

- This can then be edited based on slides so that you do not need to re-record the whole lecture when something goes awry
- Editing is not advisable as it can take too long – we do not need professional video quality. Though it is a permanent recording – it is valuable to maintain a sense of authenticity.
- Other options
 - OBS (open broadcast software – may be good as it does not depend on bandwidth)
 - Zoom (higher quality than google meets but no captioning)

What are best practices for group work?

- Breakout room feature in google meets works really well; however you should keep groups to 6 or less people to ensure that everyone has the opportunity to participate in the discussion.
- Using collaborative boards where groups can work collectively on google docs, [padlet](#), [mural](#), [jamboard](#), and [micro](#).
 - Det up things that you can get back to or take a screenshot of jamboard
 - Students appreciate a record of what they did.
 - If in person group work take a picture and upload it
- Options for setting up Breakout groups:
 - You can set up google meets groups ahead of time by making multiple entries in blackboard – hyperlinking individual groups to google meets – you can keep students in the same group this way every week
 - You can use the blackboard setting to create breakout groups – this can be slower and tedious
- Using Jamboards
 - This can take some time to set up in advance
 - Set up the sheets you want students to talk about in their breakouts and then it comes back to discuss as a whole
- Without social distancing in the classroom how do we manage in person group work?
 - Use the same online tools for group work even in class
 - Work to manage sound as this can be a barrier
- How to add Q&A to google meet before it goes live?
 - You can go into a google meet in advance and create polls and QAs in advance (but not too far in advance or they will be deleted)