Hybrid Learning: What Works and What Doesn't

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Session Outcomes

- Share experiences of pivoting to remote learning
- Become aware of design recommendations from USask
- Identify assumptions made about what can be learned online
- Identify assumptions made about what must be learned in person
- Consider opportunities and challenges in pivoting to full remote from planned hybrid

The path to hybrid and points to pivot

Best Practices for Asynchronous Online Learning

An online learning module should aim to include:

1. Module title
2. Purpose, outcomes, and to-do list
3. Activation of prior knowledge and pre-assessment
4. Learning materials
5. Active & social learning with practice and feedback
6. Major assessment
7. Summary

What is gained by bringing students into our classrooms?

Best Practices for Asynchronous Online Learning

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2. Purpose, outcomes, and to-do list
3. Activation of prior knowledge and pre-assessment
4. Learning materials

These work well online

5. Active & social learning with practice and feedback
6. Major assessment
7. Summary

https://www.niu.edu/facdev/_pdf/guide/learning/gagnes_nine_events_instruction.pdf

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In person, focus on these

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Four Key Elements of a Hybrid Class

1. An opportunity for students to gain first **exposure prior to class**.

2. A **task** for students to prepare for class.

3. A practice of **assessing student understanding** prior to class.

4. Facilitate **in-class activities** that focus on higher-level abilities.

1. An opportunity for students to gain first exposure prior to class.

- The style of first exposure can vary. Examples:
  - textbook readings
  - lecture videos
  - audio podcasts
  - home-based activities

- This is where your asynchronous remote teaching materials come in!
  - You've already curated and created these materials

2. A task for students to prepare for class.

- In the examples from element #1, students complete some preparation
  - E.g., completing a reading or watching a video
- Along with the preparation should be an assignment or task that students submit. Examples:
  - online quizzes (e.g., Blackboard quiz)
  - short writing assignments
  - creation of a concept map
  - annotation of reading or video (using Perusall)

2. A task for students to prepare for class.

- Examples:
  - online quizzes
  - short writing assignments
  - creation of a concept map
  - annotation of reading or video

Only connect to a grade if

1) they are true evidence of learning – better evidence comes after learning
2) you have evidence that your students won't complete it otherwise

If you need to provide a grade as an incentive, consider grading for completion rather than effort. Avoid performance pressure at this stage.

3. A practice of assessing student understanding prior to class.

- The pre-class tasks that students complete should help both you and the students assess understanding.
  - Review student performance and/or understanding before the in-class meeting
  - Tailor the in-class activities to focus on the elements with which students appear to be struggling
    - ❑ Add or remove tasks.
    - ❑ Shift time on each task.
  - Could include an open opportunity for students to submit questions (e.g., anonymous survey)

- (*A not quite as good option*) Assess students right at the beginning of the in-class session.
  - Still plan to tailor the class based on responses

4. Facilitate in-class activities that focus on higher-level abilities.

- Do not use class time to go over the pre-class materials. Have students apply what they learned!
  - If you find yourself going over the same things again, students will begin to not complete it or complete it at a surface-level only
- Spend class time promoting deeper learning. The specific activities will depend on the learning objectives or goals of the class.
  - Use active learning strategies, such as discussion, jigsaw, cooperative learning, problem-solving, case studies, and responding to and discussing polls (i.e. Peer Instruction)
    - Polling tools help you formatively assess and know how to proceed
    - Collaborative documents (e.g., Google Slides) work well with groups to monitor their progress and for sharing back to the full group

Ryan's Specific Case

- Award-winning online asynchronous course
- 70 students
- Students complete a pre-quiz to unlock core module activities
  - Activates prior knowledge
  - Sets learning goals
- Students complete some readings and videos but primarily complete an open-ended activity and prepare some notes to bring to class
- In-class, students discuss in groups:
  - What did you do? Why did you do it? What did you learn?
- Full class debrief

What I've found so far

- Most students want to be with others in person
- Many students are absent – flexibility is necessary
- When possible, record
    - Consider the audio
- Many students leave the pre-class materials to the last day or minute
- Beneficial to allow students to discuss in smaller groups
- Some students like the routine but others find it redundant
    - Mix up the groups
    - Mix up the strategies

What is gained or lost by pivoting to a synchronous class?

Best Practices for pivoting to Synchronous Online Learning

An online learning module should aim to include:

1. Module title
2. Purpose, outcomes, and to-do list
3. Activation of prior knowledge and pre-assessment
4. Learning materials
5. Active & social learning with practice and feedback
6. Major assessment
7. Summary

Pivot these from in-person to synchronous online

https://www.niu.edu/facdev/_pdf/guide/learning/gagnes_nine_events_instruction.pdf

Four Key Elements of a Synchronous Class

1. An opportunity for students to build or maintain **rapport**.

2. A **task** for students to complete synchronously.

3. A practice of **assessing student understanding** in the moment.

4. Facilitate **synchronous** activities that focus on higher-level abilities.

1. Build or maintain rapport

If you are pivoting from in person to synchronous class time, include space for your students to maintain rapport with peers, and with you.

Why?

a) Enable opportunities for informal learning from peers

b) Increase your students' level of comfortable with you, to reach out for support when they need it

2-word summary in the chat:

- What is a challenge to maintaining/building rapport synchronously?
- What is a solution?

2. A task to complete synchronously

How will you observe your students' learning in-person? How can you translate this to online?

Why?

a) Observing students solve problems or produce work gives you insight into their level of skill and development towards meeting your outcomes

b) Observing students helps you identify problem areas prior to a midterm or final

Using the <u>shared document,</u> identify one task and propose one translation:

- What is a task you have students complete in person?

- How might you translate this task?

3. Assess student understanding in the moment

How will you assess students learning you observe synchronously?

Why?

a) Memory might not be reliable – track what you observe

b) Ensure student learning you track aligns with your outcomes

Using the <u>shared document</u>, identify one assessment and propose one translation:

- What does assessing student learning in the moment look like in your class in person?

- How would you translate this?

4. Facilitate Synchronous activities that focus on higher-level abilities.

What synchronous activities can you facilitate that focus on higher-level abilities synchronously?

Some ideas:

Breakout sessions:

- Assign different questions to answer or problems to solve
- Have each group nominate a speaker
- Use a shared document to track work

Type ! into the chat to share:

- What is one in-person activity you facilitate that focusses on higher-level abilities?
- How would you translate this?

Wenona's Specific Case

- Highly active face-to-face course – shifted to synchronous online in response to pandemic
- 17 students
- Students are assigned brief and accessible resources to review before class (personality assessments, videos no longer than 20 minutes, short articles)
  - Activates prior knowledge
  - Sets learning goals
- In-class, students discuss in groups:
  - One large group activity per class that directly follows from pre-resources (e.g., online Barnga game)
  - What, Gut, So What, Now What?
- Full class debrief with one nominated speaker from each small group
- Students take turns in small groups leading follow-up asynchronous discussions each week

What I've found so far

- Most students want to be with others in person, synchronous online can fill that want
- Synchronous classes can lower barriers to participation
- Keep it simple: not all tools work well on all devices, and some students will join class from a cell phone
- Few students are absent, even though attendance is not required
- Breakout rooms will not record (pause recording in the main room during breakout)
- Many students leave the pre-class materials to the last minute
- Beneficial to allow students to discuss in smaller groups
- Some students like the routine but others find it redundant
  - Mix up the groups and strategies
  - Keep protocols for participating consistent (summaries, ! in chat to share, etc.)