

Hybrid Teaching Advice

This document gives you advice about how to handle hybrid teaching, in general, before, during and after class.

General

1. Don't panic! We are all facing the same challenges. Ask colleagues for advice if you need it.
2. Check the IT facilities available in your classroom from the ITS website [here](#). Of course, it's best to go to the room yourself and test the equipment to make sure you know how to use it. Ask your Department's technical staff for help if you need it.
3. Hybrid teaching is challenging because you are trying to handle 2 groups of students at the same time. However, you can take advantage of the two-group situation: use the in-class students to help you with the online students; e.g. the in-class students can remind you if you forget to turn on recording, and can act as group leaders of mixed online and in-class student groups.
4. Handling hybrid meetings is going to be a 21st-century work skill, as our graduates, especially those in international companies, will probably need to communicate with clients, customers, suppliers, interviewees and other stakeholders who are not physically present. Get students used to hybrid meetings by explaining this and involving them in managing the class, such as calling on people for their opinions.
5. Technical problems can be frustrating. If you are alone in the office or at home, you may have no-one to help. But in a hybrid classroom, the students, some of whom might have good IT skills, can help. You are not expected to be a tech-guru or a sage-on-the-stage: view any problems as an opportunity for genuine interactional language use and as development of the students' problem-solving skills. From the students' point of view, it's frustrating if the teacher can't solve a problem with an obvious solution, but the teacher doesn't ask for help.
6. Be professional: despite the inevitable problems, don't moan about hybrid teaching to students. Be a role model of a person with a high [Adversity Quotient](#). Tell your subject leader or mentor if there is a problem that you don't know how to handle, or if you have a suggestion.
7. Share teaching tips and solutions that have worked for you with your colleagues.

Before Class

1. You may need computer files in the classroom, so put them both on USB and online (e.g. in OneDrive). Don't put student information on the USB, and don't leave it in the classroom. Attach it to an [Apple Airtag](#) or equivalent, so if you lose it you can find it.
2. Encourage F2F students to bring laptops: phone screens may be too small.
3. Blackboard Collaborate has an [attendance function](#) that you can set during the set-up of an online session. Then you don't have to worry about taking attendance during class.
4. Do an audio check with the online students to see if they can hear you in different places in the classroom.
5. Make sure all materials that will be used in class are accessible online. If you forget, ask a student to photo it and upload it to a shared file / virtual whiteboard, wiki, OneDrive or Google Doc.
6. For lesson planning, have a Plan B, it is comforting to worry less about things going wrong. For example, if you want to use a virtual whiteboard, your Plan A might be [Padlet](#), Plan B [Jamboard](#), and Plan C the built-in one in BB Collaborate or Zoom. If you want to do a poll, Plan A might be [Mentimeter](#), Plan B is the built-in poll in BB or Zoom, and Plan C is students write the questions on a virtual whiteboard, then other students tick the options they prefer.
7. In case there are technical problems that you need some time to sort out, have an activity that students can do on their own; e.g. a lesson-related online video for them to watch and rate, or a controversial topic for them to research and discuss. If available, you can also ask them to do Indiwork or some supplementary materials from the subject materials. Try to find something open-ended, because you won't know how long it will take to solve the technical problem.

During Class

1. Greet both online and F2F students so that they all feel included and noticed.
2. Avoid using the real whiteboard in the classroom – online participants will not be able to see the whiteboard clearly because the pens are too thin. Use a system that shows bigger, clearer writing, such as a digital whiteboard or the visualiser.
3. Consider ice-breaker/get-to-know-you activities to improve the class atmosphere and thus entice the students to come to class.
4. Consider having an activity for the in-class students to do while you are starting up the computer and the programs. This could be a mingle like [Find-someone-who](#), a survey or other warmer.
5. If you want to entice students to come to class, do some special things in class; e.g. F2F groups can do an activity in a game format, but online students can only do it as an exercise because they are not together.
6. Encourage student to re-name themselves with names you can remember (such as English names) if the system allows it. If they are in-class as well as using Zoom, ask them to add a * after their name, so you can know who is present.
7. Explain when to ask questions: can they interrupt, when will you give opportunities for online students to ask questions?
8. Repeat/paraphrase questions from the F2f students, to ensure that the online students can hear the question.
9. Beware of showing the F2F students the teacher's view of Zoom etc.: it may contain information that you don't want them to see; e.g. a private chat message from a student to you.
10. Make eye contact with the online students by looking at the camera lens (rather than the screen) when talking to them.
11. Demonstrate how to use the virtual classroom features to enable a better view of on-screen information, such as in Zoom, students can show the Speaker View with the speaker and the ppt side by side, and they can adjust which is bigger by dragging the central divider.
12. To encourage online students to use their cameras, do activities that require visuals, such as practicing gestures for oral activities.
13. Get a F2F student volunteer to remind you if you forget something; e.g. to turn on recording.
14. Get another volunteer to act as a contact between you and the online students and tell you if the online students have a problem; e.g. they can't hear you.
15. Consider forming student groups for group activities that have both online and F2F students in the same group, so that the F2f students can involve their classmates. Get oral feedback on the group activity from the more-confident F2F students.
16. When returning from a break or after feedback, ask students to show an icon (e.g. from Zoom's Responses) about how they feel. This lets you see who is listening.
17. For collecting student ideas, decide if you want them to be anonymous or identifiable.
 - a. If anonymous, use a whiteboard program that does not identify the writer; e.g. Jamboard or Padlet
 - b. If identifiable, you can use the chat, or a OneDrive or Google Doc file etc.
18. In Opinion Polls consider having an 'Other' or 'Not applicable' option
19. Check that students can see the results of polls: you may need to close the poll so online students can see.
20. Simple anonymous polling can be done by students selecting icons; e.g. in Zoom reactions. However, you need to tell the students the results, because they are not visible in the student view. Alternatively, you can put the questions on a whiteboard, and ask the students to annotate it with a tick if they agree.

After Class

1. Keep a record of attendance.
2. Chase up absentees. Tell them to watch the class recordings. Remind them of the attendance requirement. Involve your subject leader if it becomes a problem.
3. Keep in touch with students via email. Tell students that they need to check their email.
4. Remind students of what they need to prepare for the next class.

This document was originally produced by colleagues in the English Language Centre (ELC).

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