

# EDC Hybrid Teaching Guidelines

To help teachers and teaching assistants be ready for hybrid teaching, EDC has prepared this document to include useful information and advice to help you kick start hybrid teaching.

## What is a hybrid approach to learning and teaching?

Hybrid teaching is an approach that combines in-person and online *synchronous* instruction. It allows students to choose whether to attend each class in person or online (EDUCAUSE, 2020).

## Top tips for a hybrid approach

### *Before your hybrid class*

*Plan carefully:* Always start with plans to help students achieve the Intended Learning Outcomes through your hybrid classes. Think about how this can be achieved through your interaction with your students and their engagement with their peers, the learning materials and activities. It is especially important to plan interactions between students joining in person and those participating online. Make sure that synchronous and asynchronous activities are integrated, and channels for discussion and/or feedback are available to all students. The [Quality Standards](#) and our [sample lesson plan](#) show how this can be achieved.

*Choose the right platform:* Choose the videoconferencing platform that you and your students are most comfortable using. If you are not sure which platform will best meet your needs, you may find our [overview of the three centrally supported platforms](#) useful. You can consult the websites for [Blackboard Collaborate Ultra](#), [Microsoft Teams](#) and [Zoom](#) for more detailed information.

*Find out what equipment is available:* Consult the [ITS AV/IT Teaching Facilities search page](#) to check what IT facilities are available in your classroom. Pay particular attention to the camera: having a ceiling camera rather than a simple webcam will enable you to plan a wider range of activity types and capture more on the lesson recording. Some classrooms may be equipped with wireless handheld and gooseneck microphones so it is worth paying a visit to the classroom to try them out.

*Familiarise yourself with the teaching environment:* Visit your classroom at least two days before your session. Follow the general [AV/IT user guide](#) to help you, but be aware of differences between classrooms. Check that the audio and visual equipment works and that you have access to the software and hardware you need. Think about how the seating arrangement may affect interaction.

*Test specific tools:* If you intend to write or draw freehand, be aware that using the classroom whiteboard may be challenging, as it requires careful zooming and adjustment of the camera angle. [Using the visualiser](#) is one alternative. Be sure to click the visualiser app (see [page 2 of this ITS guide](#)) and press the switch on the physical visualiser display. You could also consider using an iPad with an Apple pencil, or, if you would like to annotate PowerPoint slides, you could use a drawing pad [connected to a laptop computer](#). Some additional hardware e.g., an air mouse or a cordless presenter can be helpful for a teacher to move around the classroom. Finally, online whiteboard applications such as [Miro](#) or [Mural](#) may also be helpful.

*Communicate with your students:* Send an announcement well in advance of your first lesson with an overview of what students can expect and what you expect from them. Be clear about how the lesson will work, what activities they will do, and what collaborative tools and equipment they will need in order to take part. If students will use laptops or mobile devices in the classrooms, make sure that they mute themselves and the speakers must be off to avoid noise and feedback. Please also advise students to read EDC's [practice guidelines](#) for students before the first class.

Reflect on our [Checklist for Effective Delivery of a Hybrid Lesson](#) to further aid your preparation and planning.

### ***During your hybrid class***

*Fine-tune camera, microphone and speakers:* Before your lesson starts, switch on the AV IT system in [Lecture Theatres](#) or [General Teaching Rooms](#) for face-to-face and online delivery. To optimise video quality, you may wish to [adjust the ceiling camera position \(Section 1.3\)](#) so that you can focus on the appropriate location in the classroom. For simplicity, use one of the four preset camera views. If you are using a webcam or smart panel, make sure it is switched on. You will need to [adjust the camera angle manually \(Sections 2.2 and 2.4\)](#). Test the microphone and speaker volume.

*Communicate with your students:* Remind students how the hybrid session will work, what learning activities they can expect for the achievement of which intended learning outcomes, and what collaborative tools and equipment they will need in order to participate. Inform students that you are recording the session.

*In-class interaction:* When an in-person student speaks to the whole class, e.g. when asking a question, make sure that the online students can hear the question clearly. One way to do this is to hold your microphone in front of the student; another is to repeat or rephrase the student's ideas, using your microphone. If you would like students to focus on what you are saying, and not communicate with each other, remember you can temporarily disable the chat feature and later reactivate it.

### ***After the hybrid class***

*End the session:* Stop the recording and end the online class properly by using the respective end meeting functions in the tools. This allows the system to process the class recordings properly. Do not switch off the computer and AVIT system directly without the above steps.

*Check your belongings:* Double check if you have taken back your stationery and small devices, e.g., USB thumb drives, dongles, and portable hard disk, etc.

*Check who attended:* Download the attendance report from [Blackboard Collaborate Ultra](#), [Microsoft Teams](#) or [Zoom](#).

*Make use of the recording:* Remind students to watch the recording. [Upload the recording to uRewind](#) so students can access it easily, and so you can use learning analytics to see which students have viewed it. You can also set [discussion questions](#) and [quizzes](#) within the video for pre- and post-lesson learning activities.

## EDC support to you

EDC and ITS provide training in hybrid teaching. You can also watch the recordings of our previous training sessions on our [uRewind Channel](#).

Departments may request an on-site consultation about hybrid teaching by contacting [kaipan.mark@polyu.edu.hk](mailto:kaipan.mark@polyu.edu.hk) or [john.sager@polyu.edu.hk](mailto:john.sager@polyu.edu.hk).

## Further guidance

To find out more about hybrid teaching, visit <https://www.polyu.edu.hk/onlineteaching>. For specific themes, please visit the following articles:

- [Quality Standards for Online Teaching](#)
- [Checklist for Effective Delivery of a Hybrid Lesson](#)
- [Practice Guidelines for Teachers Preparing and Conducting a Synchronous Session in a PolyU Classroom](#)
- [Blackboard Collaborate Ultra vs. Microsoft Teams vs. Zoom: Comparison Chart](#)
- [Ten Activities for Engaging Live Online Teaching](#)
- [Live Lectures: Getting Students to Come, Keeping Them Engaged](#)
- [Live Online Lectures - Ten Activities to Use in Your Sessions](#)
- [Engaging Live Online Lectures - Before, During and After](#)
- [Facilitating Online Discussions](#)
- [Building Engaging Online Learning](#)
- [ITS Hybrid Teaching](#)
- [Hybrid Teaching Advice](#) (courtesy of ELC)

## References

EDUCAUSE 2020. '7 things you should know about the HyFlex Course Model'  
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