

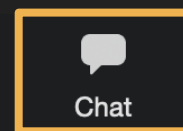
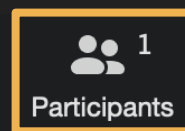
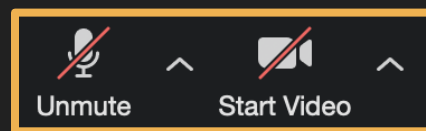
Welcome to the session!

We will start at 12:30pm. Before then, please open **Participants** and **rename yourself** with your full name and department.

Open the **Chat** and say hi.

○ **Online participants:** **Unmute** and **Start Video**.

○ **In-person participants:** log in to Zoom via <https://polyu.hk/WQiqt> or scan the QR code.



Session 1: Getting Started with Hybrid Teaching

Dave Gatrell (EDC), KP Mark (EDC) and Pony Ma (ITS)

Learning outcomes

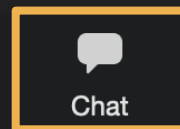
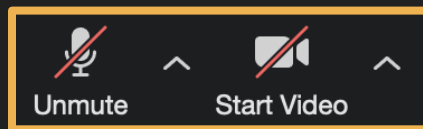
By the end of this session, you will be able to:

- make effective use of time and resources in the hybrid classroom
- use tools, techniques and activities for successful hybrid teaching.

Questions?

If you have **any questions** during the session:

- **In-person participants:** Raise your hand
- **Online participants:** Use your microphone or type them in the chat.



End Meeting

Your feelings about hybrid teaching

Your feelings about hybrid teaching

How do you feel about hybrid teaching this summer?

Share your thoughts by adding up to three words or short phrases to the [word cloud](#). Choose either of these options:

- A. go to [menti.com](https://www.menti.com) and enter the code [4748 9486](#)
- B. scan the [QR code](#) using your mobile device.



Hybrid teaching: Best of both worlds?

Hybrid teaching: Best of both worlds?

Hybrid learning can benefit you and your students because:

- it is **flexible**: students can decide whether to attend in person or online
- it can combine **the best of both modes** of learning
- it supports new forms of **engagement and interaction**.

Hybrid teaching: Best of both worlds?

Hybrid learning can also be challenging for teachers because:

- it can be difficult to **address students' needs** in two different learning modes at the same time
- it can be difficult to **facilitate interaction**
- it is difficult to **multitask** and **manage complex technologies** used in synchronous online learning.

Your hybrid teaching context

Your hybrid teaching context

Complete the [Zoom poll](#) to tell other people about your hybrid teaching context.

Be ready to [expand on your answers](#) via the chat or in the classroom.

Five activities for hybrid teaching

#1: Location, location, annotation

Online students mark their location on a map. In-person students ask questions about the locations that have been marked.

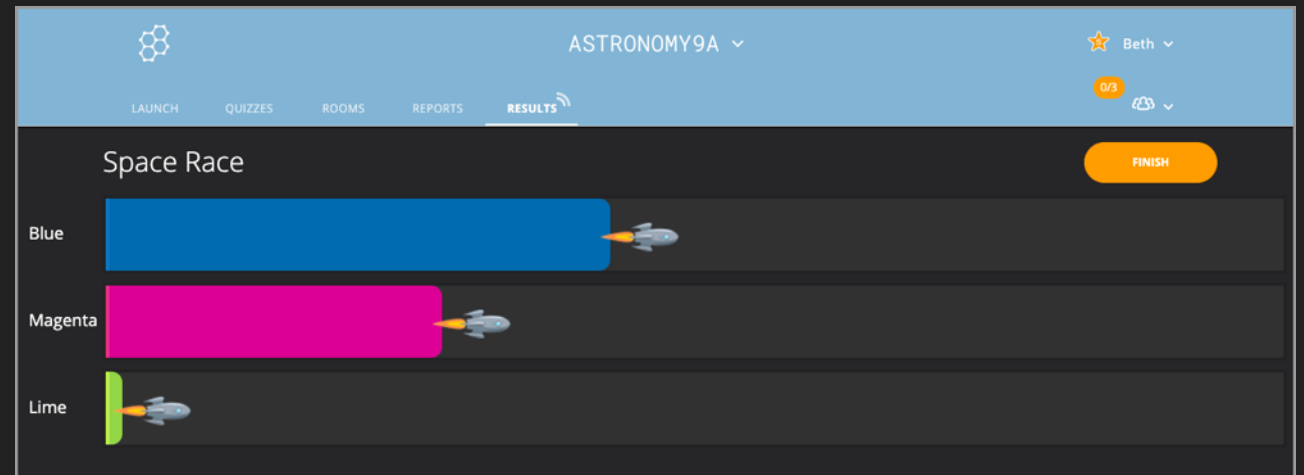
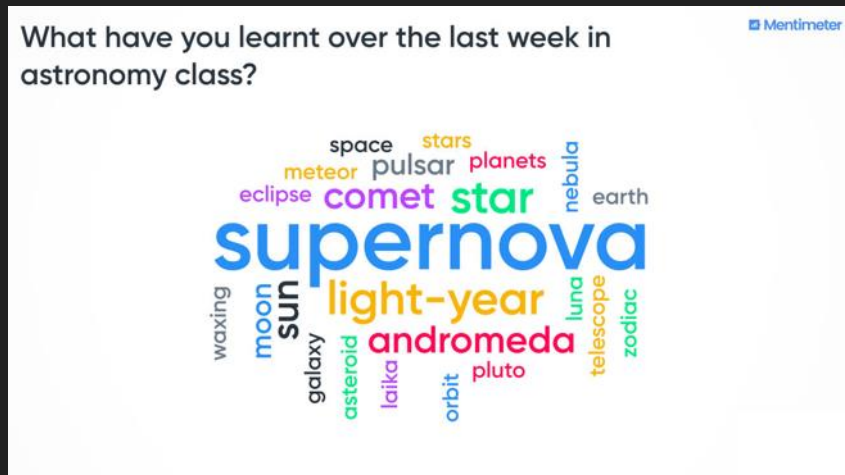




#2: Knowledge check

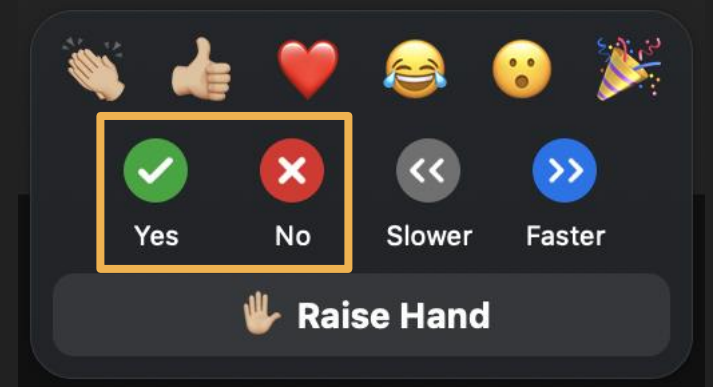
Students share what they know using a third-party quiz or polling tool:

[Kahoot!](#) | [Mentimeter](#) | [Socrative](#) | [uReply](#)



#3: Instant reaction

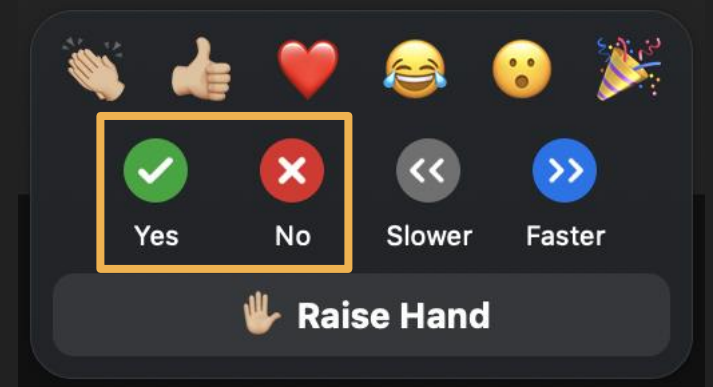
Students read statements on the screen and use the **Yes/No reaction icons** to say if they think they are true or false.



#3: Instant reaction

Students read statements on the screen and use the **Yes/No reaction icons** to say if they think they are true or false:

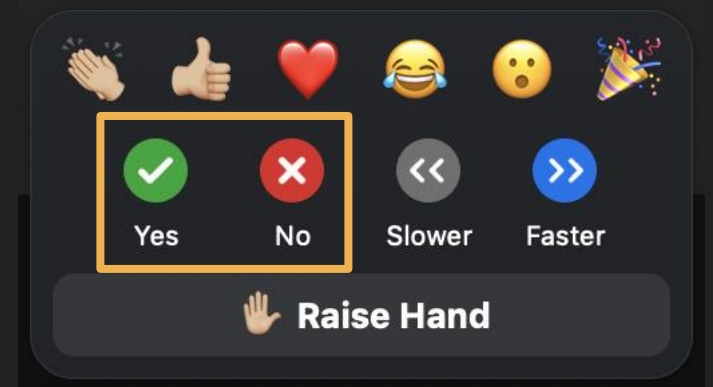
1. In-person learning is more effective than online learning.



#3: Instant reaction

Students read statements on the screen and use the **Yes/No reaction icons** to say if they think they are true or false:

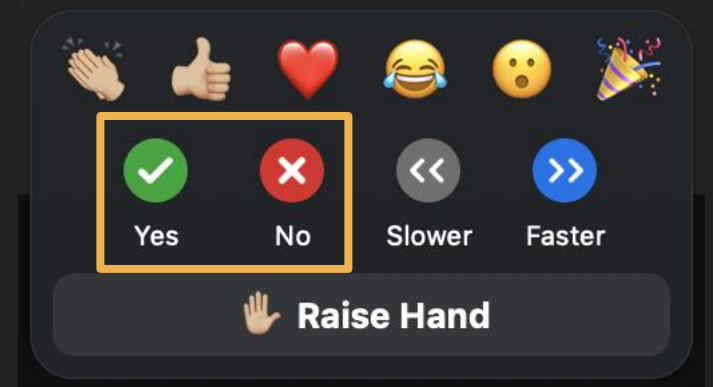
2. Online teaching gets easier with practice.



#3: Instant reaction

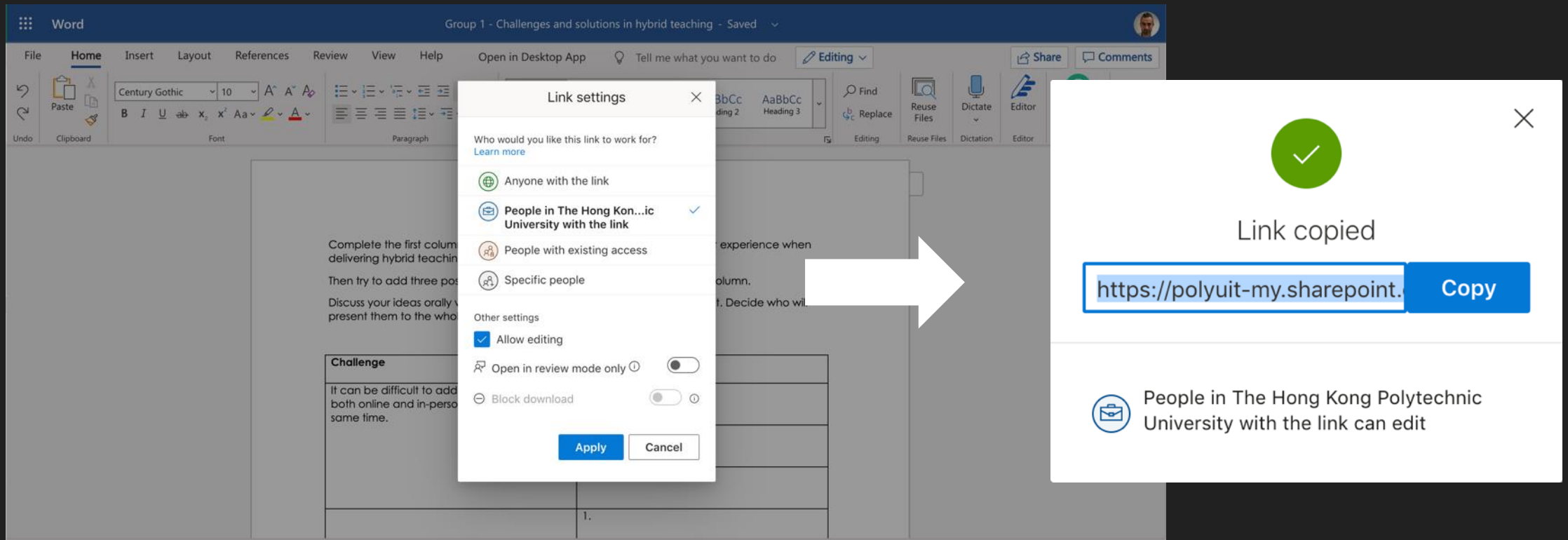
Students read statements on the screen and use the **Yes/No reaction icons** to say if they think they are true or false:

3. I am looking forward to using a hybrid teaching approach.



#4: Co-create a document (use Connect Account)

Students co-create an online document or presentation.



The image shows a screenshot of the Microsoft Word interface. The title bar indicates the document is titled "Group 1 - Challenges and solutions in hybrid teaching - Saved". The ribbon is set to "Home". A "Link settings" dialog box is open, showing options for who can access the link. The "People in The Hong Kong Polytechnic University with the link" option is selected. Under "Other settings", "Allow editing" is checked, and "Open in review mode only" is turned off. The "Apply" button is highlighted. A white arrow points from the "Apply" button to a "Link copied" notification box on the right. The notification box shows a green checkmark, the text "Link copied", the URL "https://polyuit-my.sharepoint.", and a "Copy" button. Below the notification, it states "People in The Hong Kong Polytechnic University with the link can edit".

Word

Group 1 - Challenges and solutions in hybrid teaching - Saved

File Home Insert Layout References Review View Help

Open in Desktop App Tell me what you want to do Editing

Share Comments

Undo Paste Clipboard Font Paragraph

Century Gothic 10 A⁺ A⁻ A₀

B I U X₂ X² Aa

Find Replace Reuse Files Dictate Editor

Link settings

Who would you like this link to work for?
Learn more

- Anyone with the link
- People in The Hong Kong Polytechnic University with the link ✓
- People with existing access
- Specific people

Other settings

- Allow editing ✓
- Open in review mode only
- Block download

Apply Cancel

Link copied

https://polyuit-my.sharepoint. Copy

People in The Hong Kong Polytechnic University with the link can edit

Challenges and solutions?

Challenges and solutions?

You are going to brainstorm **solutions** to three different **challenges** in hybrid teaching.

- **Online participants:** open the **Word document** using the link in the chat and add your ideas to the document.
- **In-person participants:** discuss the challenges at your table and make notes of any solutions you find.

Challenges and solutions?

In-person participants, choose **one** challenge to discuss with colleagues at your table:

1. it can be difficult to **address students' needs** in two different learning modes at the same time
2. it can be difficult to **facilitate interaction**
3. it is difficult to **multitask** and **manage complex technologies** used in synchronous online learning.

Challenges and solutions?

Share your ideas and review the online document together. Do you have any comments?



Tips for hybrid teaching

Tips for hybrid teaching

Try to:

- develop an approach that best suits *your programme*
- *plan lessons with colleagues* in your department.

Tips for hybrid teaching

Remember to:

- map the synchronous and asynchronous elements to the **learning outcomes** of your course
- be aware of **activities that do not need to be synchronous**, e.g. assignments, tests or studying text, audio or video – do these asynchronously where possible
- promote the skills of **self-guided, independent learning**.

Tips for hybrid teaching

Be sure to:

- **make in-person learning experiences meaningful** for students who choose to attend in person **and** those who cannot
- **help students feel connected** – schedule one-to-one sessions and maintain an ongoing group chat or message board
- **make learning accessible** – use captioning, ensure students can access content and activities on mobile, and make the recording available to anyone who can't attend live
- **delegate technical tasks** to students who can fulfil them.

Tips for hybrid teaching

Finally, don't forget to [collect student feedback](#) and be ready to redesign parts of your course if needed.

#5: Exit poll

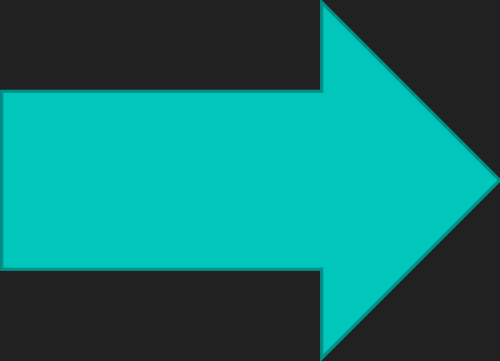
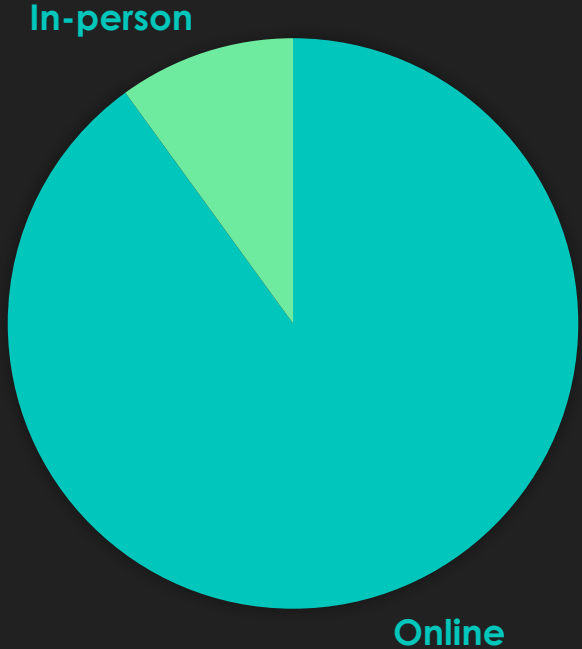
Before finishing, students use a polling or survey tool or the chat to:

- tell you their favourite part of the lesson
- decide how far they achieved each learning outcome
- say which other areas they would like to work on.

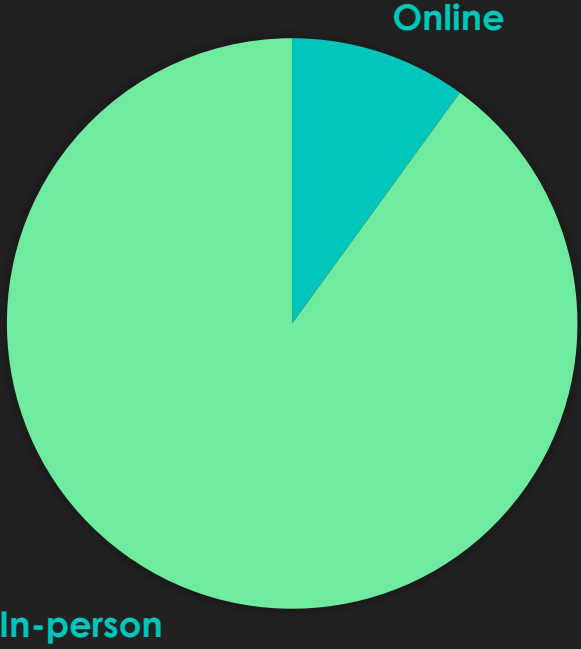
Practice guidelines: Managing the lesson

Practice guidelines: Managing the lesson

SEM 2, 20/21



SEM 1, 21/22



Practice guidelines: Managing the lesson

Action	
Teacher	Student helper (invite students who will attend your class in person)
Turn on PC.	Bring headphones and laptop running Windows OS. Turn on monitoring laptop and connect to headphones.
Go to Blackboard / MS Teams	
Go to course and open VC session as host.	Go to VC session and join as enrolled student using PolyU SSO login.
Adjust and test GT LT camera* and microphone.	Check that instructor video image and audio is OK and provide feedback to instructor.
Open PowerPoint presentation.	Turn on VC chat.
Share screen (with audio); move slides forwards and backwards to check mouse or remote control are working.	Monitor VC screen, video and audio shared by host and participating students, monitor chat messages submitted by classmates as well as those who raise their hand on VC platform.
Start recording on the VC platform. Carry out teaching delivery similar to in-person teaching.	Alert instructor if any slides are out of sync or if there are any host audio issues, as observed on VC participant screen. Remind instructor if there are questions posted in the VC chat. Read out questions on behalf of remote students to allow all in class to hear.
Repeat questions from in-person students using a handheld or clip-on microphone to ensure remote students can hear them.	Input in-person student questions in the VC chat to make remote students aware of questions raised by those attending in person.

Practice guidelines: Managing the lesson

Follow the steps below to start your lesson:

1. Turn on the [classroom PC](#).
2. Turn on the [AV system](#).
3. Set the [projector source](#) to PC.
4. Sign in to [LEARN@PolyU](#) and open the [video conferencing software](#).
5. Test the [camera and mic](#), including [computer audio](#) if using video.
6. Open your [PowerPoint presentation](#).

Resources for hybrid teaching

Resources for hybrid teaching

Resources on the ITS [Online Teaching Delivery](#) website:

- [Instructor guide: Zoom, MS Teams or Blackboard Collaborate Ultra](#)
- [AVIT Teaching Facilities in Classrooms](#)
- Webinar: in [Cantonese](#) and [English](#)
- [Flipped Mode Teaching guides](#)

Resources for hybrid teaching

Resources on the EDC [Online Teaching website](#):

- [Practice Guidelines: Preparing and Conducting a Hybrid Session](#)
- [Checklist for Effective Delivery of a Hybrid Session](#)
- [Live Lectures: Getting Students to Come, Keeping Them Engaged](#)
- [Ten Activities for Engaging Live Online Teaching](#)
- [Blackboard Collaborate Ultra vs. Microsoft Teams vs. Zoom: Comparison Chart](#)

Resources for hybrid teaching

EDC [webinar recordings](#):

- [Building Engaging Online Courses and Activities](#)
- [Active eLearning: Giving Students a Voice in Online Learning](#)
- [Apps for Interactive Online Learning](#)
- [Enhancing your Recorded Teaching Videos using uRewind](#)
- [Making Use of Recorded Lessons to Facilitate Learning](#)

Resources for hybrid teaching

Online help resources for synchronous platforms used at PolyU:

- Zoom: <https://support.zoom.us/hc/en-us>
- Microsoft Teams: <https://support.microsoft.com/en-us/teams>
- Blackboard Collaborate Ultra:
<https://help.blackboard.com/Collaborate/Ultra/Moderator>

Resources for hybrid teaching

Blog posts and shorter articles on hybrid teaching and learning:

- What Is a Hybrid Learning Model? <https://www.rev.com/blog/what-is-a-hybrid-learning-model> – excellent article with tips for implementing hybrid learning and a discussion around the future of the approach in higher education
- EDUCAUSE 2020: 7 things you should know about the HyFlex Course Model <https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf> – more in-depth article

Resources for hybrid teaching

Journal articles on hybrid teaching and learning:

- Bower, M., Dalgarno, B., Kennedy, G. E., Lee, M. J. W. & Kenney, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. *Computers & Education*, 86, 1–17.
- Raes, A., Detienne, L., Windey, I. & Depaepe, F. (2020). A systematic literature review on synchronous hybrid learning: gaps identified. *Learning Environ Res*, 23, 269–290.

Learning outcomes

You should now be able to:

- make effective use of time and resources in the hybrid classroom
- use tools, techniques and activities for successful hybrid teaching.

Thanks for joining!

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If you have any other questions:

- In-person participants: Raise your hand
- Online participants: Use your microphone or type them in the chat.

Thanks for joining!

If you have **any other questions**:

- **In-person participants**: Raise your hand
- **Online participants**: Use your microphone or type them in the chat.

Please complete the short [evaluation form](#). We will share the **recording** and **slides** with you by email.

