

## Hybrid Learning and Teaching

Hybrid learning and teaching is where some students attend in-person while others join virtually, and the teacher engages with both simultaneously. A hybrid course starts with pre-recorded elements and online activities and the face-to-face component is built in from there. This guide highlights the required protocols to facilitate safe hybrid learning and teaching while sharing a few scenarios to help you plan your teaching using this approach.

### Preparations

When planning your teaching consider the benefits of face-to-face learning and of online learning, and work to maximise both. Learning in-person can help build a sense of community and students have increased access to the teacher and each other. Online learning can foster a greater degree of agency, autonomy, and flexibility, but sometimes at the cost of feeling connected. It is recommended that the face-to-face sessions be used for more interactive modes such as Q&A, small or large group discussion, practicals etc. You may choose to stagger attendance in face-to-face classes amongst the student group so that everyone gets a chance to connect in person with peers, where health and geographical location permit. Remember there is a strong possibility that we will have to revert to fully online, so planning for remote teaching will ensure you are covered for both scenarios.

### UCC Safety Protocols (see [Returning to Campus](#) for full details)

- The [“Teaching Safely”](#) document specifies what to do before, during and after each session.
- The duration of face-to-face teaching is decided at local level but typically is 40-45 minutes to allow for orderly egress and cleaning of rooms.
- A maximum of 50 people are permitted in one room in face-to-face teaching (see [UCC social distancing room capacities](#)).
- Staff should wipe down the podium machine and other areas pre- and post- use.

### Hybrid Learning = Keep distant + Take attendance + Capture the learning

- Staff should remind students to maintain social distancing when entering and exiting room.
- Students must be seated at least 1 metre apart and have face coverings ([see IUA social distancing guidelines pg 8](#)). Lanyard wearers (i.e., those not required to wear face coverings) should maintain 2 metres distance.
- Attendance must be taken electronically in all face-to-face teaching to ensure adherence with contact tracing requirements ([see Recording Attendance guidance here](#)).
- As per the recent change to UCC’s Lecture Recording Usage policy, all live teaching should be recorded and made available to students who are unable to connect remotely during that time. Staff can pause or edit a recording where there are concerns regarding confidentiality. In such cases it is recommended that staff circulate a summary of the live input for students connecting asynchronously.



## Hybrid Learning Scenarios

### Starting well

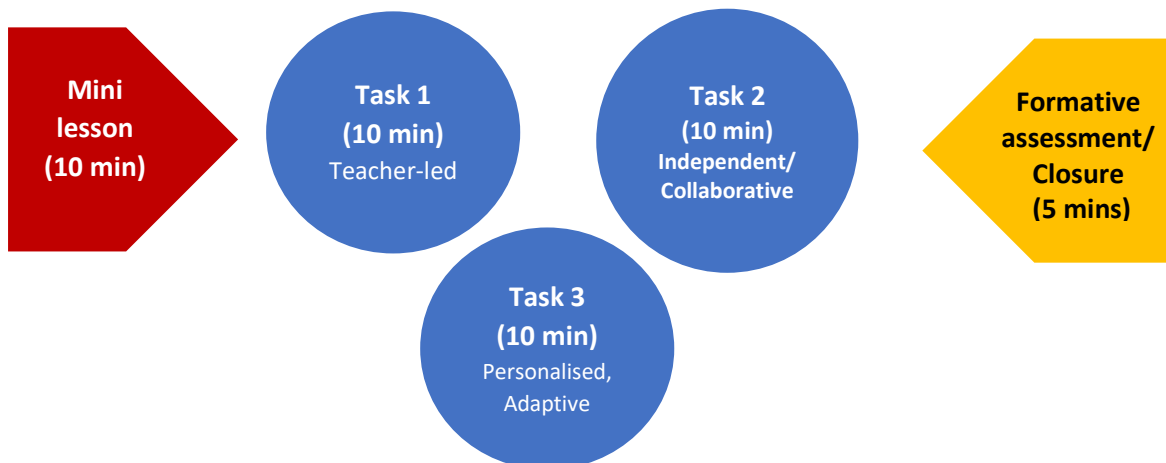
Establish a routine activity for your first 5-10 minutes. This could be a pre-recorded video summarising the learning from the past session, introducing today’s topic and outlining any related activities. This approach ensures that the online and in-person student can start immediately, and it frees you up to take attendance, help any students struggling to link in remotely, and begin recording the session.

Explain the purpose and expectations of your hybrid class clearly and often. Talk to students about how to manage their time so that they keep on track with their coursework.

### Task Rotation model<sup>1</sup>

Students rotate through several learning activities or tasks. One could be teacher-led, one could be online and personalised to the student’s interests or needs, and one could be self-directed or collaborative. Students would need to bring devices to be able to access Canvas and other online resources and ensure these are charged. The teacher should record a short video or write directions for each task/activity to reduce questions and confusion.

The teacher-led task need not just be content delivery but could also include Q&A, modelling and checks for understanding. The independent or collaborative learning task can include small group discussion, active reading, lab experiment, self-directed learning etc. The final task could include online tools and resources that students engage with based on their own interests and needs. Where possible students should mute their devices and use their own headphones if required.



Resource created by @E\_Sheninger

<sup>1</sup> This is normally called the ‘Station Rotation model’ but has been changed to ‘Task Rotation model’ in this guide to recognise that students will not physically rotate between the activities, rather the task will rotate.



### Flipped Learning model

A flipped learning approach is a great way to maximise the benefit of ‘live’ teaching (whether face-to-face or online). Content such as a video, podcast, a document, a case study etc is previewed prior to attending the scheduled class. To encourage student engagement with the content you might require students to post to a discussion board, complete a short quiz on the content or prior to class. Equally the student could be asked to complete an ‘entry ticket’ at the beginning of the class, i.e. respond to a prompt in an online discussion board or on paper relating to last week’s learning or the online content. The entry ticket approach aligns with the above guidance in the ‘Starting Well’ section of this guide.

<b>Teacher</b>	Create and post resources before class	Review responses	Assign practice	Review responses	Consolidate
<b>In-person learner</b>	Interact with resources	Discuss in class time	Practice alone or in-pairs	Discuss in class time	Exit quiz
<b>Remote learner</b>	Interact with resources	Discuss through MS Teams	Practice alone or in-pairs	Discuss through MS Teams	Exit quiz
<b>Technology and tools</b>	Canvas	MS Teams	Resources for practice	Screensharing on MS Teams	Google form
<b>Teacher response</b>	Check student responses	Observation	Live feedback	Live feedback	Review student responses

Resource created by @bethkalexander

### Technological requirements of hybrid learning and teaching

The recommendation is that staff use MS Teams for live interactive teaching as this allows for remote students to post comments, respond to quizzes etc during the session. For simple broadcasting of lectures you can use Panopto (see [Getting Started webpage](#)).

Most podiums have a webcam with a microphone which can be used to record the lecturer input at the podium. When using MS Teams for interactive teaching it is recommended that everyone mute their microphones to avoid feedback. *Tip: Reducing the room volume from the lectern will also reduce audio feedback for remote learners.* MS Teams has an integrated digital whiteboard which can enable rough calculations while presenting live. Alternatively, you could use a document camera, a webcam or even your phone to point at a sheet of paper and work out the formula etc.

The following steps are recommended for coordinating the technological aspects of hybrid learning and teaching:

**SETUP:** If using MS Teams create a meeting link in Canvas ([see Teaching with Canvas video](#)), or in Outlook and share the link with your students via Canvas Announcements. Use the desktop



computer on podium or own laptop and login to MS Teams. The MS Teams page can be projected onto room whiteboard for you and the in-person students. If using Panopto, login at the podium and point online students to the recording folder on Canvas where new recordings/live stream will appear (See [Getting started with Panopto](#) short course).

**COORDINATE:** Set a self-directed activity at beginning of class for all students while you note attendance and help students with online login. If session is interactive, you may wish to nominate one student to check on the chat function in MS Teams during the lesson or you could project the MS Teams chat on the whiteboard screen while also showing your slides. *TIP: When sharing your slides on MS Teams don't select to share "Desktop" or "Window" instead select "Powerpoint" or "Browse" and this loads your slides within the MS Teams window (see short video).* Nominate another student to capture essence of in-class comments and interactions, if appropriate, as a supplement to the recording. The Skills Centre has created a very useful [Netiquette guide](#) for students which you could direct students to.

**CAPTURE:** Begin recording your class using the record function in MS Teams or Panopto. This can be paused if you have concerns about student or speaker confidentiality or if you need to share copyright content. A second device with a webcam could be placed on podium to capture a video of the students (this would need to be agreed to by all in-person students).

**TEACH:** A hybrid course starts with pre-recorded elements. Use the face-to-face sessions for more interactive modes such as Q&A, small or large group discussion, practicals etc. Planning is essential here to intentionally involve remote and in-person students.

**SHARE:** The MS Teams recording can be downloaded following the session from Streams (see short course on [Webinars on MS Teams](#)). An email is automatically sent to your email with the link if you set up the MS Teams session. The recording can be imported into Panopto for editing and then uploaded to Canvas. If recording with Panopto then make any required edits and integrate directly into Canvas. Given the broadband requirements for downloading and uploading files it is recommended to complete this step while on campus using a networked computer.

## Further Resources

Gahan, S. and O'Donovan, A. (2020) Basics of Panopto for Module Teaching (Windows).  
[www.ucc.ie/en/media/support/audiovisualmediaservices/BasicsofPanoptoforModuleTeaching.pdf](http://www.ucc.ie/en/media/support/audiovisualmediaservices/BasicsofPanoptoforModuleTeaching.pdf)

Bruff, D. (2020) "Active Learning in Hybrid and Physically Distanced Classrooms". Center for Teaching, Vanderbilt University, June 2020. Available online at:  
<https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

Netiquette the dos and donts of online communication  
<https://ucc.instructure.com/courses/7281/pages/netiquette-the-dos-and-donts-of-online-communication> (this is part of the Student Success Zone).