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## Tip sheet - Running hybrid classes

Hybrid classes involve synchronously delivering sessions to students who are in the room with you and to students who are attending using [Collaborate](#) (the [recommended](#) and supported technology for teaching online at Flinders). This tip sheet covers considerations in both the physical room and Collaborate (rooms, equipment, use of and support for technology and resources) and for pedagogy (planning and delivering your sessions) and is organised as follows:

- Planning for the class
- Technological considerations
- During the class
- After the class

### Planning for the class

During your planning it is important to consider the kinds of materials and resources you need to support your teaching during the class. This includes both the technology requirements and the teaching resources students will access. You will also need to consider any students with disability access plans and students for whom English is not a first language to ensure you make appropriate accommodations and your sessions are [accessible to all students](#).

Keep the design of your lesson in mind: What are you trying to achieve with students during their class? Your [Academic Developer](#) and [College Learning Designer](#) may be able to help provide some guidance here. Ideas include:

- Chunking – into discreet, specific, focussed sections, punctuated with activities,
- Adaptable – both for students in the room and in Collaborate, these need to be designed differently,
- Using FLO – how will the FLO site complement both delivery types,
- Flipping the class and/or using videos, and
- Incorporating responses to student questions in session content.

If you intend on asking students to complete tasks in groups (and they need to discuss and write something), ensure they can do the same task online. You may need to allow time to set up the groups in Collaborate and for students to access the necessary resources.

- If you are not using groups, how do you intend on [engaging the students attending via Collaborate?](#)
- Prepare a document outlining the tasks you are asking the students to do in groups (once students are in Collaborate groups they can no longer see the PowerPoint you are sharing in the main room unless you share to their groups individually).
- Simplify group work – ask students working in [Collaborate to form groups](#) and those in [front of you to form groups](#).
- Resources - prepare these in advance (handouts, quizzes, case studies, lab notes etc.) and make them available on your FLO site a few days before the session.
- Consider how students are connecting to your Collaborate session (audio/video/both) and discuss the technical considerations with your [College Learning Designer](#).

### Technological considerations

The university has several types of technology available across the campuses. For teaching hybrid classes, the most desirable rooms will be those that are equipped with 'web conferencing' ([check room facilities here](#)). This means that the room has the facilities (camera and microphone) for running Collaborate sessions from the room PC. In these rooms, you can use the built-in room microphone(s) for students to be able to hear the classroom discussions. Even with room microphones, it may be useful for the presenter to repeat questions and comments from students so that they are captured well for online students. You could also consider borrowing a microphone 'catch box' from your [College eLearning team](#). All other rooms, including those listed with 'video conferencing' do not have the facilities for online sessions via Collaborate.

Importantly, this means you will need to be prepared to bring a computer that has a microphone and

desirably a webcam into the room. Most university laptops should be equipped with these. However, you also need to consider the audio for Collaborate participants. While it is likely that your laptop will 'pick up' your voice, should the online students need to communicate with others in the class, you may need to [borrow appropriate audio technology](#).

Students access to appropriate technology is a further consideration. In order to participate in a hybrid class as an online user, students will need access to a computer equipped with audio and video capabilities. Most recent laptop computers are compatible with Collaborate, however the FLO student help desk recommends using [Chrome](#). It is recommended that you provide a time for students to test their technology setup before class. Some students may need to purchase a headset or webcam to be able to fully engage in a hybrid class raising equity issues; thus, the library will be equipped with spaces where students can access a Collaborate session via a computer with these features. Note, access to these spaces will be limited.

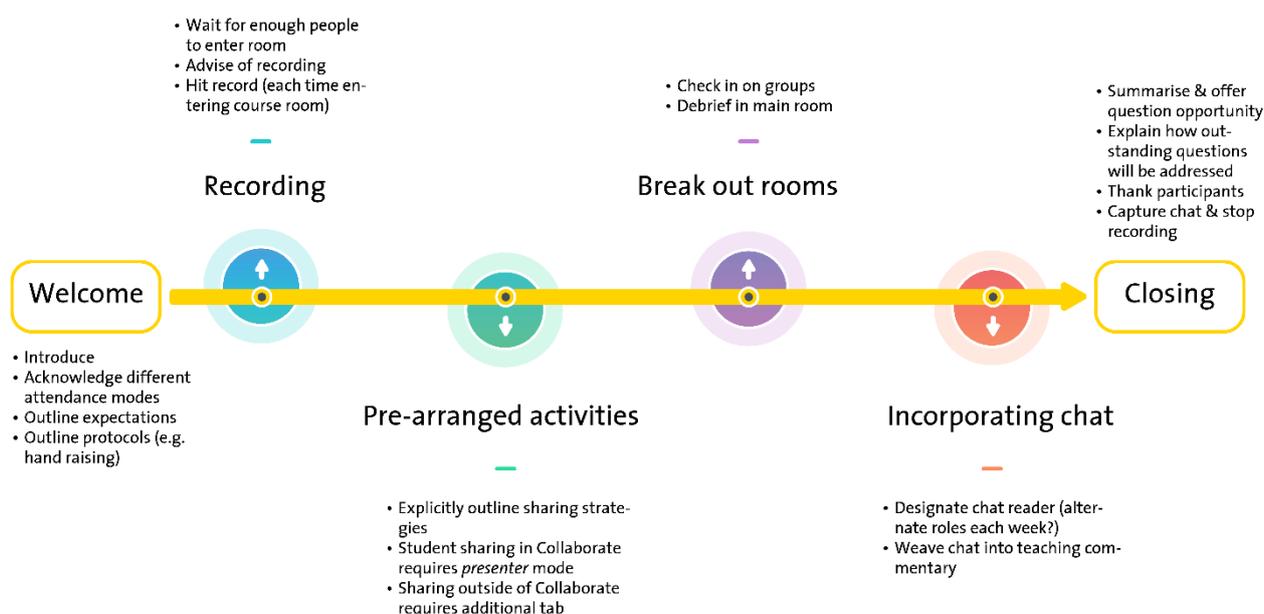
As with any teaching, it is worth spending some time communicating with students about the expectations for hybrid learning. Resources are available via [FLO Student Support](#) to help students become more familiar with using Collaborate. It is worth scheduling a time to run a practice class with the students so you see how this will work and identify any issues before a real class. It may be worth having a discussion with your [local eLearning team](#) to notify them of your use of a hybrid class so they are primed to support you.

Students can receive support for Collaborate via [FLO Student Support](#) and 1300 354 633 (option 3).

We recommend, as with all technology use, that you have a robust backup plan. Remember that access to technology may be limited during the session. To account for this, you may wish to spend some time prior to teaching to plan for potential technological issues. In the first instance, when undertaking a hybrid class, we recommend using the record function in Collaborate. Recording the session enables online students to return to the content of the class later to catch up should there be any technical issues at their end.

Remember to start the recording at the beginning of each class, as currently there is no way to automatically record a Collaborate session. Inform students how they can [access these recordings](#), and providing them with the opportunity to engage in out-of-class activities instead of in-class workshop materials may be a useful backup plan.

## During the class



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## After the class

There are several ways you can follow up in-class discussion, as a follow up to a session:

- Create a [discussion forum on FLO](#) that operates in a question & answer format so that students can post their questions about each session. By sharing these questions in a shared online space, students may be able to find answers to questions without having to email or follow up with tutors and topic coordinators. Remember to direct students to use these spaces, which may be a change to normal practice.
- Ask students to submit questions via an anonymous [touchpoint survey](#), which you can then answer to the whole group through FLO.
- Capture 'chat' on Collaborate - the incidental learning is another unique possibility when using technology for hybrid teaching, so it can be useful to include some of the comments/questions from chat to spark an offline discussion in FLO. Students using Collaborate often engage in discussions about the learning content, which are incidental but valuable to learning, talk to your College [Learning Designer](#) about how to do this.
- Ask students for their feedback, those who attended online and on campus. Students bring a unique perspective to hybrid classes, as an embodied member of the hybrid 'classroom', they will be able to indicate what worked, what did not and even provide some ideas about what to try moving forward. Students are, often, also attending a range of other classes and might be able to provide some insight into different strategies that work well for them. You might also consider adding a [touchpoint survey](#) on FLO so students can contribute feedback about the ways in which they are engaging with the topic. Getting student feedback and addressing any concerns early will benefit both you and students.
- After each session you might like to spend some time reflecting on the kinds of learning activities that worked well for you and your students. This might include some reflections on the use of technology, too.

If you need further assistance with moving your classes to a hybrid mode, or online, please get in touch with your [Learning Designer](#) or [Academic Developer](#) who can provide additional support and advice.