

# GETTING THE MOST OUT OF TEACHING IN HYBRID SETTINGS

M&L SEMINAR || 12 May 2022

Session moderated by [Zac Woolfitt](#), Inholland University, the Netherlands.



The article entitled "*Community building is the key to successful teaching in hybrid settings*" about the seminar and written by **Zac Woolfitt** can be found [here](#).

Whatever happens in the coming months, it's clear that teaching in hybrid settings is going to be with us for quite some time to come. Academic staff are teaching students in the classroom, while other students join the session online. It is a challenge in many higher education institutions to meet the learning needs of students in these synchronous settings. This calls for a combination of both pedagogical and technical skills and competences. Certain types of learning activities are better suited to this format. The responsibility for managing this learning effectively lies with the person giving the lesson in combination with the technical support service.

## Presenters:

[Anas Ghadouani](#), The University of Western Australia, Australia.

## Key takeaways:

1. *Talk to your students: They are always right!*
2. *Unlearn few things,....actually unlearn everything!*
3. *Have fun, together: build the community around the idea of having fun while learning.*

## Poll answers to "If you can unlearn one thing? What could that be?":

- getting approval/aknowledgements of others before getting to action
- Unlearn our fixed ideas of what a teacher is and what a student is
- That learning requires effort
- Powerpoint
- crochet
- evaluate the student only from the exams
- That universities can only work in a certain way (mostly like they've always worked).

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[Jelle Scheurleer](#), Inholland University, the Netherlands (**PRESENTATION**)

*To make your hybrid sessions are a success:*

- 1. Make sure that technical issues don't distract the goal of meeting.*
- 2. Keep all the students on-board. So, don't forget the online participants*
- 3. Flipped classroom concept works well in a hybrid setup of your course*
- 4. The lecturer acts as a moderator, we prefer 2 moderators in each session*
- 5. Keep the meetings limited in time or schedule breaks and use energizers to keep everyone focused.*

**Poll answers to "What is the biggest challenge in a hybrid meeting in your opinion?":**

- campus and online students working toget
- Connecting the two groups meaningfully
- integration of online and face to face
- Engage online participants
- Equity of learning outcomes (AV etc)
- Having the right equipment!
- remote students feel second class
- equity
- Technology for pupils, accessibility
- students interaction in two spaces
- interaction, connection btw. the groups
- interaction
- Ensuring parity of experience

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## [Adrienne Phelps-Coco](#), Harvard University, USA (PRESENTATION)

Key takeaways:

1. Empathy: How will your different groups of students experience class? Instead of focusing on technology, focus on your students' experience and how you might reach them.
2. Community: Spend time intentionally building community on Day 1. Talk to all of your groups of students and get them participating.
3. Consistency: Create a plan for interaction that works most of the time and replicate it week after week. Tweak it only when necessary.
4. Inclusion: Make sure all groups of students know their work is seen and feel included in the course community.

1. Which do you think most determines the success of a hybrid class? (Single Choice)

17/17 (100%) answered

People skills (16/17) 94%

Tech skills (1/17) 6%

Links to articles/resources shared in the chat:

- **Zac Woolfitt's** article *Camera on? Camera off?* ([LINK](#))
- **Iris Wunder FAU Erlangen-Nürnberg** shared the [LINK](#) to *Generation invisible?. Higher Education Students' (Non)Use of Webcams in Synchronous Online Learning* by Bedenlier et al.
- **Christian Wisecarver's and Christian Franco's** article *Building the Portable Hybrid Classroom* ([LINK](#))
- **Maha Bali's** article *Voices First, Faces Second: Beyond the Tweet* ([LINK](#))

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