Hybrid Courses: Lessons Learned from Multi-Campus Instruction

Instructions

Each dossier summarizes a fictional student's ongoing experience with a course, captured through journaling. Your group is assigned **one** student. Familiarize yourself with the student and their learning experience. You will be filling out a survey while role-playing as the student later in the activity.

1. First group meeting (student level): Introduce yourself. Review the course details and discuss your student's experience and perspectives on the course. ~7 minutes.

2. Second group meeting (cohort level): Adopt the role of your student and discuss your learning experience with your colleagues. Have you been treated fairly? Are you learning effectively? Are you interacting with your peers? ~8 minutes.

3. Complete the online survey (10 minutes):
   https://coi.mech.ubc.ca/?do=Survey&sKey=abcfa1776d5c4b1aad44fc676d7af340

4. When you complete the survey please raise your hand in Zoom. When everyone is finished we will continue.

Course Details

- You are a first year student belonging to the University of Northern Cascadia.

- The university services a small (in-person) population in the interior of BC and many individual, remote students scattered throughout the province.

- The course is ENGG 103, a first year introduction to engineering course. The course is taught in person to a cohort of 30 with an additional 25 students attending synchronously through Zoom (remote).

- The course contains lab and lecture components, with lab kits mailed to remote students.

- You are currently halfway through the term.

- The instructor has an excellent reputation for engaging in-person activities and effective teaching, though she is new to teaching in a hybrid format.

Choose your student based on your group number in Zoom…

Group 1: Victoria Grace

Cohort: Local Face to Face

Journal Entry 1

I'm loving the course! Me, Jack, Anne, and Melody go to class together and often meet for lunch afterward to help each other with the assignments. We often work together on the labs in the lab space, even though we're not really supposed to. The TA doesn't seem to mind.

Journal Entry 2

I was elected to the student council! It's a VP Finance role, but I'm really looking forward to meeting more students in other programs and advocating for more clubs on campus. The course is going well, but it's strange that we never hear from the students who are attending remotely.

Journal Entry 3

We had a great group activity in the lecture today. All the groups in class offered different ideas on how to solve the problem, and I was really impressed with their creativity! The prof was also really helpful, as usual. We were supposed to work with a remote student, but they didn't really say much. They didn't have their camera on and I didn't know them.

Group 2: Jonathan Betri

Cohort: Local Face to Face

Journal Entry 1

I'm really enjoying the class so far. The instructor is great, she really makes me think about the content that she's teaching by asking us to participate in activities and interact. She's also great at selecting material that is relevant to us and at the right level for where we are in our learning.

Journal Entry 2

Our instructor is just great. We have a lot of impromptu discussions before and after class about engineering and sometimes the course and assignments. She's really personable one-on-one and I value the times I get to interact with her like that. It helps keep me engaged during the rest of the lectures.

Journal Entry 3

The online students are really annoying and all the in-person students agree. They keep interrupting the instructor because they didn't hear something she said. I bet they were just on facebook instead of listening. I'm in a lab group with some of them, which makes it difficult because we don't see each other between classes. I think I'll talk to them about it next time we meet though. On the flip side, I'm really enjoying getting to know the other in-person students. I play on an intramural soccer team with some of them.

Group 3: Carol Rutamanawagi

Cohort: Remote through Zoom

Journal Entry 1

The first few weeks of the course have been going well. The instructor is quite engaging and really makes an effort to include the remote students. I am having a bit of trouble concentrating on the lectures from time to time though, I really need to work on being more engaged.

Journal Entry 2

I'm still enjoying the course. I can tell the instructor is a really great teacher but I'm still having a bit of trouble staying engaged. It's also frustrating when I can tell that she has been talking with the in-person students about the course when we're not online. One example is when an in-person student asked a question about the homework and she started answering just as she closed Zoom and the online students didn't get a chance to hear her response.

Journal Entry 3

I've had a few one-on-one Zoom meetings with the instructor and really like her. I told her about the inequity I've noticed between the in-person and online and she's done well at addressing it. My only complaint now is that I feel like I don't know anyone else in my class and I'm having trouble working on homework assignments without any peers to study with or ask questions.

Group 4: Izzy Wu

Cohort: Remote through Zoom

Journal Entry 1

The course is going well so far. The instructor seems ok but I'm not sure if she's the right fit for my learning style. We'll see as the course goes on I suppose. It seems like the in-person students have access to a lot of great facilities. We had a quick Zoom lab tour where I got to see what was available. We don't really need it for this course but I wonder if I would benefit more from being there in person.

Journal Entry 2

I can tell the instructor is trying to engage the online students but I find that I'm not able to stay engaged or mentally present during the lectures. I also feel disconnected from all of the other students and have trouble participating in any of the discussions or group activities.

Journal Entry 3

I think I'm getting used to the instructor a bit more. She seems to be getting more used to this teaching style as the course unfolds. My biggest complaint now though are the in-person students. They make jokes about the online students from time to time and make it difficult to participate in discussions. I feel disconnected from them and the other online students.

Group 5: Shawn Furcotte

Cohort: Local face to face

Journal Entry 1

I've got some great classmates in this course, lots of them are from my other courses. The instructor seems ok too. I can tell that she's putting a lot of effort into the online students, which is great for them but sometimes it detracts from the in-person student's experience.

Journal Entry 2

The class is going great! The instructor does lots of fun activities that really help me stay engaged, which is better than lots of other courses where I fall asleep sometimes.

Journal Entry 3

We've been using the laboratory to work on some of our activities. We don't really need it but it's nice to be in there. Also, the instructor has popped in a few times while we've been working and spent some time explaining stuff from the lecture.

Additional Resources on Hybrid Teaching

Brown University

[Entrance and Exit Tickets](#)

Creative Sandbox Solutions

[How to spruce up your zoom chat game](#) (Waterfall chat activity)

Drawing Change

[15 ways to increase participation in your next online meeting](#) (Waterfall chat activity)

6 Tips for Teaching Online and In Person Simultaneously

https://www.insidehighered.com/advice/2020/08/26/strategies-teaching-online-and-person-simultaneously-opinion

21 Ways to Structure an Online Discussion, Part One - Five Online Discussion Ideas to Apply Learning

https://www.facultyfocus.com/articles/online-education/online-student-engagement/21-ways-to-structure-an-online-discussion-part-1/

21 Ways to Structure an Online Discussion, Part Two - Four Online Discussion Ideas to Explore Concepts Through Divergent Thinking

https://www.facultyfocus.com/articles/online-education/online-student-engagement/21-ways-to-structure-an-online-discussion-part-two/

21 Ways to Structure an Online Discussion, Part Three - Seven Online Discussion Ideas to Explore Concepts through Convergent Thinking

https://www.facultyfocus.com/articles/online-education/online-student-engagement/21-ways-to-structure-an-online-discussion-part-three/

21 Ways to Structure an Online Discussion, Part Four - Five Online Discussion Ideas to Foster Metacognition

https://www.facultyfocus.com/articles/online-education/online-student-engagement/21-ways-to-structure-an-online-discussion-part-four/

21 Ways to Structure an Online Discussion, Part Five - Online Discussion Ideas - Multimedia Resources

https://www.facultyfocus.com/articles/online-education/online-course-delivery-and-instruction/21-ways-to-structure-an-online-discussion-part-five/

Aligning Outcomes, Assessments, and Instruction.

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-students/aligning-outcomes-assessments-and-instruction

Designing and teaching for impact in online courses.

https://canvas.ucdavis.edu/courses/34528

Engaging Students Equitably in an Online or Hybrid Course.

https://www.brandeis.edu/teaching/continuity/engaging-students-equitably/index.html

Heilporn, G., Lakhal, S. & Bélisle, M. An examination of teachers' strategies to foster student engagement in blended learning in higher education. Int J Educ Technol High Educ 18, 25 (2021). https://doi.org/10.1186/s41239-021-00260-3

Hybrid-Flexible Course Design

https://edtechbooks.org/hyflex

Increasing Student Engagement During Synchronous Online Classes.

https://www.facultyfocus.com/articles/online-education/online-student-engagement/increasing-student-engagement-during-synchronous-online-classes/

Resources for instructors to use when planning, creating, teaching, and assessing.

https://blog.citl.mun.ca/instructionalresources/

Take your teaching online.

https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=78123

Teaching in Higher Ed (podcast). Episode: HyFlex learning with David Rhoads.

https://teachinginhighered.com/podcast/hyflex-learning/

The CDLI blended flow toolkit.

https://www.seattleu.edu/cdli/resources/blended-flow-toolkit/

Think UDL (podcast). Episode: HyFlex Course Design Model with Brian Beatty

https://thinkudl.org/episodes/hyflex-course-design-model-with-brian-beatty