Hybrid Teaching: Strategies for Instructors with both In-classroom and Remote Students

During Fall 2020 you may be teaching a course with both on-campus students and remote students. There are several approaches to how you use your face-to-face time in the classroom described below.

Recommended Learning Framework for Hybrid Classes

The Provost has strongly advised all instructors to adopt Lehigh’s blended learning framework, which recommends using both asynchronous and synchronous instructional approaches for all Fall 2020 classes, including Hybrid classes.

Find out your students’ plans by surveying them as soon as possible.

- How to find your class roster
- Technical advice on using Google forms to survey your students

Recommended questions:
- Are you planning to attend our class meetings in-person or remotely (in Zoom)?
- If you are taking the course remotely, how many hours are you ahead of or behind GMT? (If you aren’t sure, Google “timezone” and the name of your nearest city. Pennsylvania is “GMT-4”. China is “GMT+8”. Madrid is “GMT +1”).

Select an Instructional Approach

OPTION 1: Split the class into groups—where at least one group is for remote students—and meet with the groups on an alternating pattern.

Some examples:
- Meet one day a week in-classroom exclusively with in-classroom students; one-day a week in Zoom exclusively with remote students; and perhaps a third in Zoom with all students *
- Any class with few remote students: meet with on-campus students during regularly scheduled class times; add at least one weekly synchronous meeting exclusively for remote students.*
- Any class with few in-person students: meet with all students in Zoom during regularly scheduled class times; add at least one weekly in-person meeting exclusively for in-person students.*

* All of these approaches assume you are making up for lost synchronous meetings by adding asynchronous modules as described in the blended learning framework.

IMPORTANT: If you are adopting this approach and do NOT need special in-classroom technology to support a HyFlex approach (described below), please email Carol Bene in RAS (cbe205) asap to let her know you do not need a room that supports Zoom meetings...or may not need a classroom at all.

OPTION 2: Use a HyFlex approach (teaching in a classroom, simultaneously to your in-classroom and remote students).

A caveat: This approach can work, but can be difficult for faculty as it requires dividing attention between students who are in front of you and students who are remote. If not done well, remote student can have a poor experience. And not all classrooms are suitable for this mode of instruction.

Step 1: Using the guidance below, determine what equipment you will need for your classroom.
- You want remote students to see/hear you lecturing: look for a "wireless microphone" and a "lectern-facing camera."
- Also: consider pre-recording videos and using classroom time for discussion/Q&A/active learning.
-You want remote students to see your handwriting and hear you: look for a "document camera" or "SMART Podium."

-You want remote students to see/hear a classroom discussion: look for an "audience-facing camera" Tip: Use the classroom computer/projector to display your remote students on Zoom.

Step 2: Check in Banner to see what classroom you are in.

Step 3: Check on the LTS Classroom Site to see what technology is in your classroom.

Step 4: If your classroom does NOT have the technology you need, submit a request to LTS asking that the equipment be added to your classroom.

Step 5: Prepare yourself for teaching in the HyFlex classroom

The biggest challenge is keeping the experience equitable for in-classroom and remote students. Always double check that remote students are connected and are seeing and hearing what they are supposed to see and hear. It is important to call on remote students, engage them in activities, connect them to in-classroom students. In-classroom students can take turns playing a role monitoring Zoom or chat for questions.

- Watch CITL’s workshop on HyFlex Teaching: Strategies for Instructors Who are Teaching In-classroom with Remote Students PM - [View Panopto recording] [View Zoom recording w/chat] [Session slides]
- InsideHigherEd’s, “The HyFlex Model” (Edward J. Maloney and Joshua Kim)
- “Teaching a Hybrid-Flexible Course: The Faculty Experience in HyFlex” (Brian J. Beatty)
- Chronicle of Higher Education’s “How to Engage Students in a HyFlex Classroom” (Beth McMurtrie)
- Educause white paper on “The HyFlex Course Model”

Step 6: Ask for Help

- If you have non-urgent questions about anything in the email or about using classroom technology generally, please submit a request to LTS/CITL Classroom Technology Team.

- If, while teaching, you have an urgent need for help, call the LTS Help Desk at 610-758-4357 (8-HELP) or by text at 610-616-5910

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