

# Hybrid Fall – ETM’s Working Advice to Faculty.

## 1 Approach

Some general advice for any modality.

1. As you plan your course, work out which interactions or activities are best as synchronous and how to prioritize those interactions during whatever synchronous time you have. This is based on the working assumption that all courses may have less synchronous time to rely on.
2. As you plan your course, if you have thoughts on how you would adjust if you had to self-isolate, your student(s) had to self-isolate, or campus closed, annotate your copy of your course plan with them. You might not need these annotations, but if you have the notes (physical or digital), it gives you something to come back to if needed, and it may help get it off your mind.
3. Use our Remote Teaching Template as a basis for your course. If you have a course home page and create weekly overviews of what the week looks like, students have a clear point of reference if things change. We’re happy to help you import this or merge the template with your existing course if you like. You could also build placeholders for pieces of your course plan and not develop them further or publish them unless you need them.
4. For any option in which you are recording, a microphone other than your laptop’s built-in one is recommended. In general, acquire and test your tech before you need it. We can offer some advice to departments on tech for some of these purposes.

## 2 Working Definitions of Hybrid Modalities

This is intended to provide a shared vocabulary for talking about different options for “hybrid” in fall. It attempts to comment on the flexibility of the various approaches, the preparation overhead required, and the technology infrastructure needed. What follows assumes access to a laptop and the tools supported by ETM.

### 2.1 On Campus (with distancing)

In campus space, with social distancing. Canvas is still advised for assignments and gradebook. This model includes (or may require) the possibility of dividing the class into smaller sections to meet social distancing requirements. The class takes place at fixed times determined by the time schedule. If students cannot attend the on-campus course meetings, the professor can adjust by recording audio and their PowerPoint or screen. Recording video is possible, but will not be of high quality and may need support. Capturing whiteboards or doc cams well is likely to be complicated.

Support: ETM and CIS may be able to provide advice/an initial walkthrough for this. Doc cam or whiteboard capture will need new tech purchases and may only be possible in some rooms.

### 2.2 Online

Whether synchronous, asynchronous, or a mixture. Canvas is advised for course outlines, weekly overviews, any recorded content from Panopto, assignments, readings, feedback, and gradebook. Other tools and options can be added in. Synchronous sessions may require time scheduling. It is not recommended to try to directly replicate on-campus teaching pedagogy, but rather to consider how to best use the affordances of an online environment.

Support: Requires access to high-speed internet connection for students and faculty; ETM can provide planning advice and professional development, and may be able to offer instructional design support as needed.

### 2.3 Flipped

In this model pre-recorded lectures, readings, videos, or other materials are assigned and students prepare in advance of the synchronous time-scheduled class session. In-class time is spent in discussion, problem solving, group work, or other active learning activities. In the context of fall, this model will likely assume that the synchronous class activities are on campus and switch to online if needed. This model may be combined with other models.

### 2.4 Hybrid or Blended

This is hybrid/blended per SPU's catalog. In this model all students follow a percentage mix of online and on-campus class sessions. There's no particular advice to add to this beyond the considerations outlined in the preceding sections.

### 2.5 Flex and HyFlex

There are plenty of definitions of these around for our purposes. In this model faculty create a detailed plan for their course for both modalities (on campus and online). In a flex model, faculty implement the plan needed, choosing whether to be on campus or online class session by class session. In the hyflex version of the plan, the professor provides both options for the whole term and each student elects (session by session if they wish) which one to participate in. The options and paths are equal.

The flex version requires more upfront planning but reduces workload should we need to pivot again. The hyflex version is effectively teaching two versions of the course at once. Although this is exceptionally responsive to student needs and changing local circumstances, this is more work than we would recommend unless there are compelling reasons.

### 2.6 Streaming and Mixed Mode Delivery

This model livestreams the time-scheduled on campus class to others not in the room. This can either be as a pure broadcast or can attempt to bring remote participants into the room as well. Interaction that includes remote participants requires deliberate design, increased instructional effort, or the assistance of a TA.

Streaming classes may be possible if the model is to broadcast PowerPoint and audio to a Zoom account and check in with students through Zoom chat. It may be possible to add video as well, but this may require additional equipment and planning to usefully add to the audio the lecture.

Mixed Mode may work in small seminar classes using something like a Meeting Owl or webcam (especially when traditional lecture or presentation is not used; however, with social distancing this may mean no more than 6? in a room before a single microphone is not adequate). Beyond that, it is very hard to capture the classroom well and/or provide a visual of remote students.

**Please note:** There are some who do this well and, done well, this can be great. However, ETM and CIS cannot undertake to provide ongoing support for this model beyond some initial advice (i.e., we can't provide tech, help you set up each week, or troubleshoot). The few times we have supported this it has taken significant sustained effort that we will not be able to provide at scale next year.