Models for Hybrid Teaching

Hybrid courses are organized to take advantage of the strengths of both in-person and digital spaces; students attend some in-person class meetings and also engage with a significant amount of content asynchronously online. There are several ways to structure a hybrid course, and you will want to consider which model will best meet your course learning objectives and instructional activities. To aid in your thinking, this document introduces three hybrid models and examines advantages and challenges associated with each. If you would like to discuss which model would work best for your course or how to tailor a model to meet your learning objectives, please email teaching@trentu.ca to book a consultation with one of our education developers.

Flipped Classroom

In the Flipped Classroom, the traditional relationship between group and individual learning is reversed. Rather than through traditional in-person lectures, students learn key course content and themes through asynchronous instructional materials and instead use in-person, face-to-face time to apply these concepts through individual and collaborative activities such as problem sets, discussions, or case studies.

Model in Action:

Each week of the term can be structured around what students should complete before, during, and after in-person class meetings:

> **Before In- Class:**
> Students can be required to watch lectures or listen to podcasts, complete readings, prepare written notes/problem sets for in-person activities, or complete low-stakes formative assessments.
> **During In-Person Class:**
> Students can meet together for discussion, problem sets, lab exercises, or case studies.
> **After Class:**
> Students can engage in reflective writing, post-lab write-ups, or other formative assessments to gauge their learning.

Advantages

- This model will work well for large classes if Trent moves to "Contingency Plan A – Physical Distancing and/or Reduced Classroom Capacity."
- Since the content from traditional lectures can be presented through recorded lecture or podcast segments and online readings/activities, students can work at their own pace to absorb course concepts.
- Typically, in-person classes are spent engaged in active learning activities that emphasize application of ideas to authentic tasks, lab experiments, collaborative work, and critical thinking.
- The flipped classroom model makes students accountable for their learning of course content and encourages them to come to class prepared.

- Flipped classrooms can accommodate diverse learning styles as students engage with content through multiple modalities.

Challenges/Considerations

- Designing high-quality asynchronous and in-person components of a hybrid course can be time consuming for instructors.
- Lecture and podcast segments are best when they are short and focused. This may require instructors to trim some content usually presented in lecture.
- It is important to consider students' overall workload for the course and ensure that the asynchronous and in-person requirements are appropriate.
- In order to encourage participation and help students gauge their learning, many instructors offer marks for both asynchronous activities and in-person participation, which can add to instructors' workload.
- Especially in larger courses in which Teaching Assistants lead in-person components, it is important to provide students with opportunities for face-time with their professors such as question and answer sessions or enhanced office hours.

Group/Station Rotational Model

In the **Group/Station Rotational Model**, students rotate with a cohort of peers between asynchronous learning activities during one week and in-person, face-to-face meetings during the following week.

Model in Action

In this model, students would be divided into lab or tutorial groups. In a given week, a tutorial group would engage in either independent asynchronous learning, group asynchronous or online synchronous learning, or in-person meetings. For example,

Week 1-3 (Groups Rotate Through Three a Three-Week Cycle):

Group A: Students work independently and asynchronously on Blackboard to watch lectures, complete readings, and take a short quiz.

Group B: Students work collaboratively with their cohort on Teams on tasks such as annotating a document, peer reviewing an upcoming paper, discussing a case study, or completing an online activity.

Group C: Students meet with their instructor in-person for discussion and lab activities.

*Repeat cycles throughout the term

Advantages

- This model is especially useful in larger classes, as it allows students to meet in small groups for in-person discussions and activities. It would also be a useful model to consider if Trent moves to "Contingency Plan A – Physical Distancing and/or Reduced Classroom Capacity" or to "Contingency Plan B – Maximum Gathering Size Restrictions."
- Students can move weekly between individual or group asynchronous learning and in-person application activities.
- This model shares many of the benefits of the flipped classroom as students are able to complete asynchronous lectures and readings at their own pace and engage in active learning activities during in-person meetings.
- This model encourages student collaboration through the use of smaller peer cohorts.

Challenges/Considerations

- Instructors may find it difficult to manage and support students when different cohorts are engaging in different activities (in-person versus asynchronous) in a given week.
- It can be confusing for students, especially early in the term, to know whether they are in an in-person or asynchronous rotation.
- In order to encourage participation and help students gauge their learning, many instructors offer marks for both asynchronous activities and in-person participation, which can add to instructors' workload.
- Especially in larger courses in which Teaching Assistants lead in-person components, it is important to provide students with opportunities for face-time with their professors.

Class Rotation Model

In the **Class Rotation Model**, the format of the course changes over the course of the term. In some weeks, students meet entirely in-person for face-to-face instruction and discussion, while in other weeks the students work through course activities asynchronously online.

Model in Action

In this model, students meet in-person during some weeks and work asynchronously in other weeks. For example,

Week 1-3: Students meet in-person to build community, discuss key texts, and set standards of practice for the course.

Week 4-6: Students work asynchronously to develop individual research projects and begin their research. Students share progress through regular participation in discussion boards, Teams, VoiceThread or individual written reflections and hand in segments of their project each week.

Week 7-9: Students meet in-person to discuss assigned readings, work through case studies, and present preliminary research.

Week 10-11: Students work asynchronously to finalize individual research projects. Students share progress through regular participation in discussion boards, Teams, VoiceThread or individual written reflection.

Week 12: Students meet in-person to share research projects.

Advantages:

- This model provides distinct time and space for and group collaboration and individual application.
- In-person meetings can be used to model standards of practice in the course, encourage community building between students, and provide close contact with the professor.
- Asynchronous activities can be used to allow students to access content at their own pace and through diverse modalities as well as to provide time for individual research and project development.
- The movement between in-person and asynchronous activities can provide a welcome change in schedule throughout the term.

Challenges/Considerations

- This model would be difficult to implement in larger classes without cohorting students.
- It is important to clearly communicate to students which weeks of the term they will be meeting in-person and which weeks they will work asynchronously.
- There is the possibility that some students may not keep up with course content when given several weeks of asynchronous activities in a row.
- In order to encourage participation and help students gauge their learning, many instructors offer marks for both asynchronous activities and in-person participation, which can add to instructors' workload.

Resources:

Digital pedagogy - A guide for librarians, faculty, and students. (2021). *University of Toronto Libraries*. https://guides.library.utoronto.ca/digitalpedagogy

Blended Learning Universe. (2021). Blended learning models. http://www.blendedlearning.org/models/