

# Hybrid, online, and flipped classes: ideas for teaching with technology

BEN LAABS AND TESSA HILL

EARLY CAREER WORKSHOP FOR GEOSCIENCE FACULTY

## Session goals

- Identify the benefits and challenges of online teaching
- Consider some communication and management strategies for your class
- Share ideas for active learning in an online environment

## Online classes

1. What is your experience with online teaching and/or learning?
2. In previous classes you have taken or taught, what learning strategies were effective? What strategies were not?
3. What are your concerns about teaching online?

## Definitions

- **Synchronous learning** – "live" activities with instructor and all students
- **Asynchronous learning** – activities completed on students own time
- **Flipped class** – asynchronous lectures, active learning during class time
- **Hybrid class** – blend of online and face-to-face teaching and learning

## Some benefits of online teaching and learning

- Flexibility and convenience
- Accessibility
- Opportunities created by formalized asynchronous learning
- Higher enrollment, retention and student satisfaction

*#1. How would your students and you benefit from online teaching and learning?*

## Some challenges of online teaching and learning

- Preparation time
- Creative strategies for teaching, engagement, and assessment
- Structuring class and communicating expectations to students
- Managing communication
- Training students to use technology correctly

*#2. What specific challenge(s) do you anticipate for your online, flipped, or hybrid class?*

## Considerations and strategies

### • **Effective online teaching must include:**

- The same learning outcomes and expectations as an in-person class
- A course schedule
- Instructor accessibility
- Opportunities for student engagement
- Formative and summative assessment

## Considerations and strategies

### • **Assess your pedagogical readiness. Are you willing to:**

- Use a variety of teaching techniques to engage students
- Recognize the differences between in-person and online teaching
- Include active learning and formative assessment in an online environment
- Manage asynchronous and synchronous learning activities
- Create a fully accessible course

**#3. List 2-3 specific differences between your online and in-person teaching.**

## Considerations and strategies

### • **Communication plan (for online and hybrid classes)**

- Protocols for sharing course content, providing feedback, online interactions
- Should be clearly described in the syllabus
- Reiterate the plan early and implement it consistently
- Include a plan for synchronous and asynchronous activities

## Considerations and strategies

### • **Communication plan should answer the following questions**

- How will students be allowed to contact you?
- When and how can students expect a response to their inquiries?
- What type of feedback will students receive?
- How will announcements/reminders be communicated?
- How will you facilitate student-student interactions?

**#4. Write down a basic communication strategy for your class.**

Example syllabus for hybrid class

## Considerations and strategies

### • **Management plan**

- Set of strategies for handling online communication with and among students
- Synchronous communication → etiquette is similar to a classroom
- Asynchronous communication → management issues can arise

## Considerations and strategies

- **Management plan – consider how you may handle the following**
  - Inactivity
  - Dominant student(s) on discussion board or group project
  - Digressions on discussion board or group project
  - Common misconceptions displayed on assignments or quizzes
  - Inappropriate comments

**#5. What communication management issues can you foresee for your class?**

## Considerations and strategies

- **Strategy for dealing with common communications problems**
  - *Inactivity* – give students credit for participation/asynchronous feedback
  - *Dominant student(s)* – encourage students early with “step up” or “step back”
  - *Digressions* – set clear expectations and provide feedback frequently
  - *Common misconceptions* – provide opportunities for self-assessment and correction
  - *Inappropriate comments* – set expectations for etiquette and respect, provide examples

## Active learning and formative assessment

- **Active learning**
  - Design activities that allow students to interact with you and one another
  - Synchronous or asynchronous
  - Allow students to self-evaluate and correct their work
- **Formative assessment**
  - Quizzes and road checks
  - Discussions and group work

## Technology examples

- **Slack**
  - Group communications, file sharing, announcements
- **Blackboard Ultra**
  - Live presentations, virtual office hours
- **Camtasia**
  - Recording lectures and demonstrations