A hybrid introduction to hybrid teaching

Elizabeth A. Stuart, PhD
Vice Dean for Education, Professor Mental Health

Mia Lamm
Senior Instructional Designer, CTL

Doug Hough
Senior Associate, Health Policy and Management

Judy Bass
Professor, Mental Health

John McGready
Senior Scientist, Biostatistics
Introduction to Session

- Hybrid offering!
- Some participants onsite, others virtual

Structure:
- Short pedagogical introduction
- Short lessons learned from each panelist
- Moderated Q+A
What are we talking about here?

► “Hybrid” course: Concurrent onsite and virtual instruction for students in both modalities
  ► (Not just incidental/occasional virtual participation, e.g., through Panopto)

► Implemented using paired course section numbers
  ► .01/.60 for onsite students
  ► .41 for virtual students

► About 15 hybrid courses last spring; more this fall

► Likely to continue in at least some form post-pandemic

► Multimedia room upgrades to make technology consistent across rooms: better microphones and speakers, multiple cameras, multiple monitors/screens to help see virtual students (not our direct focus today)
What did students think last spring?

► Overall ratings generally similar to other courses

► As usual, mixed reviews

► Successes
  ► Students often felt included, especially when instructor made effort to engage both groups
  ► Students understanding of the challenges – appreciated instructors working hard to make it work as well as possible
  ► Audio quality in the room generally good

► Challenges
  ► Audio quality enhanced by the instructor using clip-on microphone
  ► Sometimes each group felt the other group was the priority
  ► Need to encourage virtual students to turn cameras on to help with full engagement of both groups
Hybrid Teaching: Getting Started

Mia Lamm, MSIS, MLIS
Senior Instructional Designer
JHSPH Center for Teaching & Learning

Contributions: Mackenzie Brown, M.Ed, Instructional Design Support Specialist, JHSPH CTL
Planning for Success

Pedagogy for Hybrid Teaching

This Photo by Unknown Author is licensed under CC BY-SA-NC
Defining Hybrid at JHSPH

A hybrid course format has a mix of onsite and virtual students

All hybrid classes have a .41 section (for virtual students) paired with a .01 or .60 section (for onsite students)

All students in a hybrid class are expected to meet the same learning outcomes
Key Points

Facilitation

Balance

Communication

Engagement
Facilitation: Logistics

► All hybrid-capable rooms will have the same technical setup

► Consider choice of camera, microphone, and monitor display options

► Plan to go into your classroom early and practice

Facilitation: Instructional Strategy

- Use frequent, low-stake formative assessment
- Maximize discussion by employing pre-recorded lectures
- Design opportunities for peer interaction across modalities

(Columbia Center for Teaching and Learning, 2021)
Balance for Equitable Learning

► Utilize CoursePlus

► Apply consistent organization

► Establish communication best practices

(National Education Association, 2021)
Communication

- Communicate expectations on the syllabus
- Prepare students about required technology and devices
- Send weekly emails with upcoming events and deadlines

(Beatty, 2019)
Building Community Through Engagement

► Try social icebreakers
► Create informal opportunities for peer sharing
► Consider breaking students into smaller groups, and cross-modality collaboration

(Berry, 2019; Bruff, 2020; McMurtie, 2020)
References


Doug Hough (Health Policy and Management)

<table>
<thead>
<tr>
<th>Structure</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>► 1 3-hour class/week</td>
<td>► NO EXAMS</td>
</tr>
<tr>
<td>► 18 students on-site, 22 students remote</td>
<td>► CEO Interview (individual)</td>
</tr>
<tr>
<td>► Relatively little lecture</td>
<td>► Strategic assessment of health-related organization (team-based, self-organized)</td>
</tr>
<tr>
<td>► 3 in-class case studies with “live” CEO, led by student team</td>
<td></td>
</tr>
</tbody>
</table>
Doug Hough (Health Policy and Management), cont.

- **Pros**
  - YOU CAN INTERACT WITH “LIVE” STUDENTS AGAIN!!
  - You can read body language more easily
  - Discussions are more natural
  - Guest speakers can join with less hassle

- **Cons**
  - Zoomland students can get lost/ignored
  - Group exercises with in-person & Zoomland students can be challenging

- **Recommendations/Suggestions**
  - Have TA manage the screens/PowerPoint/surveys
  - Make sure A/V tech stays through 1st 5-10 minutes of class, is readily available for remainder
  - Don’t forget the Zoomland students
    - Have TA monitor screen/Chat
    - Call on students
Judy Bass (Mental Health)

- 2 terms: 20/35 Mental Health MHS students, 4/8 on site.
- Lead instructor virtual, second instructor on site; included guest lectures.
- Presentations, discussion, and group work.

- **Overall**: While the student experiences will be different (in person/virtual); the intention is for **all students to gain the fully intended experience of the class**.
Some lessons learned:

- Instructors/TAs – one in-person, one virtual
  - Facilitate smaller group discussions
  - Virtual can let speaker know there are questions

Logistics:

- Log in early to allow greetings both modalities; use welcome question
- Alternate/Offer both after class Q&A virtual/in-person

Encouraging Discussion

- Ask open-ended questions – virtual folks can write and comment on one another’s while in-person present; don’t need to respond to each one
- Break into smaller groups – put ‘report backs’ into CoursePlus discussion forum
John McGready (Biostatistics)

Introduction to MPH Capstone Studies: a seminar style course held once a week for 1 hour in terms 3 and 4. Enrollment was 16 students, with an average of 10 attending in person and 6 attending online. Class activities included student presentations and (whole) class discussions.

In term 3, the class was held in W2008.
In term 4, the class was held in Sommer Hall.

My roles included facilitating cross-setting discussions and handling tech basics. I was the sole instructor/facilitator for my sections.
Thank you and Resources

► Big thanks to today's presenters!
► Email Liz Stuart (estuart@jhu.edu) with any questions, comments, or suggestions
► CTL Virtual and Hybrid Teaching Resources page: https://my.jhsph.edu/sites/ctlt/Pages/resources.aspx
► MS Teams group to continue the conversation: https://livejohnshopkins.sharepoint.com/sites/Office365Hub/SitePages/Teams.aspx
► Reach out to your Department’s Teaching Council member and/or Teaching Fellows for help
► CTL CoursePlus blog: https://ctl.jhsph.edu/blog/
► Multimedia help ticket to try out a room: https://my.jhsph.edu/Offices/InformationTechnology/forms/Multimedia%20and%20Production%20Request%20Form.aspx