



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

A hybrid introduction to hybrid teaching



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Introduction to Session

- ▶ Hybrid offering!
- ▶ Some participants onsite, others virtual
- ▶ Structure:
 - ▶ Short pedagogical introduction
 - ▶ Short lessons learned from each panelist
 - ▶ Moderated Q+A

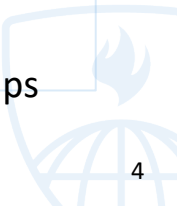


What are we talking about here?

- ▶ “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





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Hybrid Teaching: Getting Started

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JHSPH Center for Teaching & Learning



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

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Pedagogy for Hybrid Teaching

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

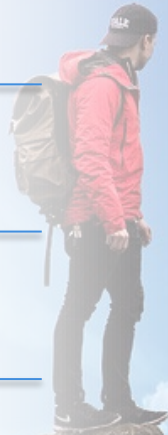
Key Points

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)



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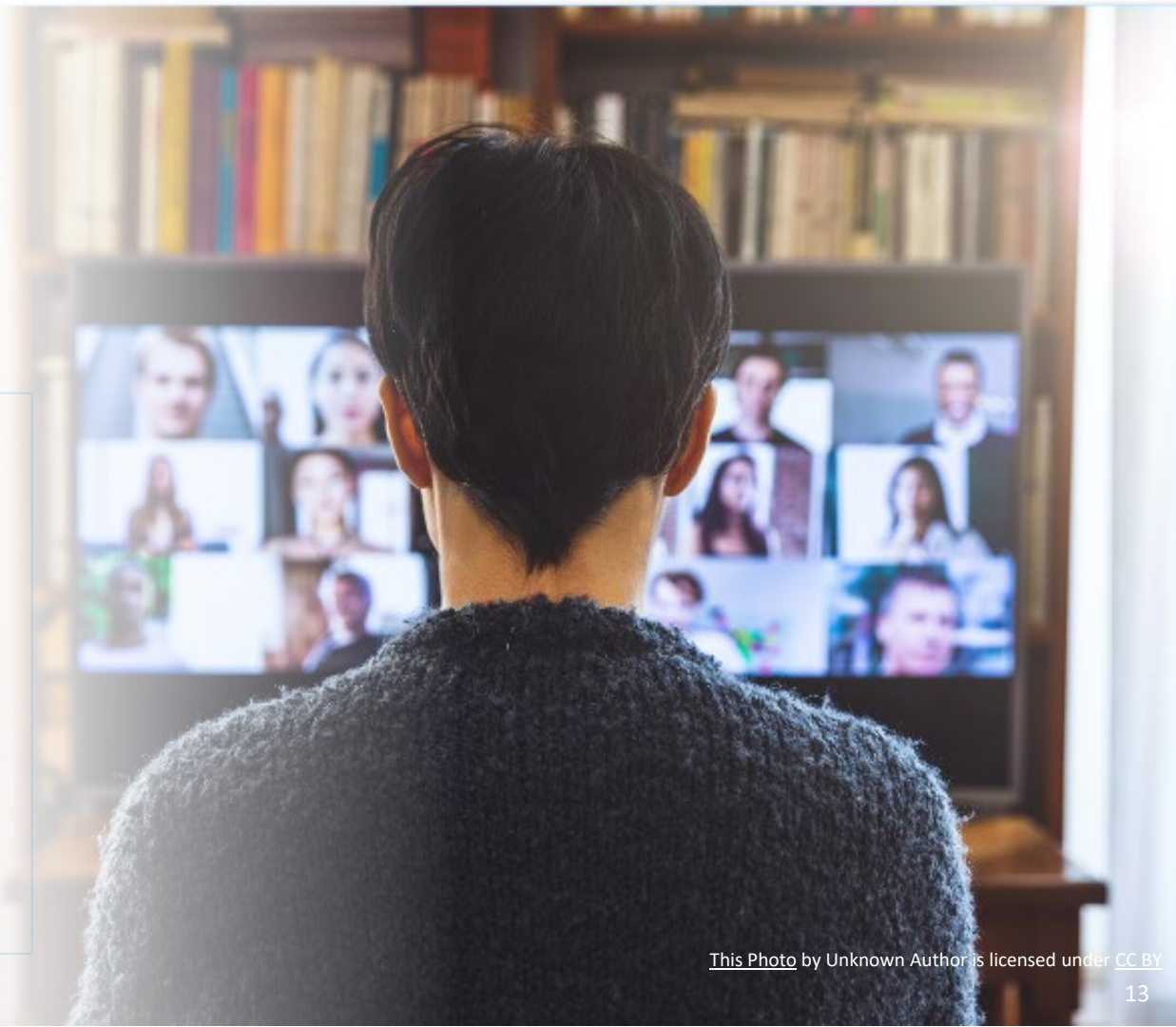
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- (Beatty, 2019)

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

- ▶ Beatty, B. J. (2019). Designing a hybrid-flexible course: Creating an effective learning environment for all students. In B. J. Beatty (Ed.). *Hybrid-flexible course design: Implementing student-directed hybrid classes*. EdTech Books. Retrieved August 5, 2021, from https://edtechbooks.org/hyflex/hyflex_design
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- ▶ Columbia Center for Teaching and Learning. (2021) *Community building in online and hybrid (hyflex) courses*. Retrieved August 4, 2021, from <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/community-building/>
- ▶ McMurtrie, B. (2020, July 9). Teaching: How to engage students in a hybrid classroom. The Chronicle of Higher Education. Retrieved August 5, 2021, from <https://www.chronicle.com/newsletter/teaching/2020-07-09>
- ▶ National Education Association. (2021). *Rethinking the classroom for hyflex learning*. Retrieved, August 5, 2021, from: <https://www.nea.org/professional-excellence/student-engagement/tools-tips/rethinking-classroom-hyflex-learning>

Doug Hough (Health Policy and Management)

Strategic Planning

Structure

- ▶ 1 3-hour class/week
- ▶ 18 students on-site, 22 students remote
- ▶ Relatively little lecture
- ▶ 3 in-class case studies with “live” CEO, led by student team

Assignments

- ▶ NO EXAMS
- ▶ CEO Interview (individual)
- ▶ Strategic assessment of health-related organization (team-based, self-organized)



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.**



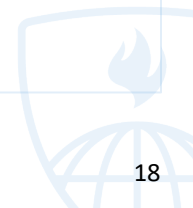
Judy Bass (Mental Health), cont.

▶ 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/ctl/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
<http://ctltoolkit.s3.amazonaws.com/VirtualClassroom2021/TeachingCouncilAndTeachingFellowsAY21-22.pdf>
- ▶ 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>

