Hybrid Teaching Workshop Summary

Important Updates

The Drop deadline for courses has been extended to February 6, 11:59 p.m. for students

Transitioning Back to In-person Instruction

It is important to remember that student situations may vary (e.g., moving back to Vancouver, receiving booster shots), resulting in the need for extra flexibility within the month of February.

Some practices you may want to consider:

- Relax or abandon participation/attendance policies
- Consider a flipped classroom as a hybrid teaching
    - For example: You can post an asynchronous lecture that has a quiz associated with it. The quiz will drive students to watch the lecture and be ready for a lab happening later during the week
- Hybrid classes with online lectures and in-person activities
    - Enabling captions for both live and recorded lectures for more accessibility
    - Having discussions in-person or in Zoom breakout rooms to encourage student engagement with each other and the material
- Communicate clearly your teaching plan with students (e.g., how many online sessions vs in-person sessions)
- Provide optional assignments for making up grades
- Give students extra credit for sharing study materials (e.g., notes, videos of their lab)
- Repeating sessions or making assignments optional if the attendance is poor

For more information on addressing absenteeism, please refer to [the Absenteeism Tip Sheet](#).

Hybrid Teaching Suggestions and Practices in Forestry

1. Synchronous/Multi-Access Scenario
2. Asynchronous Scenario
3. Combined Scenario

Synchronous/Multi-Access Scenario

Students are given the option to attend class either online or in-person at the same time. This also allows for 2-way interaction during class time but offering multi-access for every course activity/lecture could be challenging to set up logistically. Instead, instructors can consider having this approach only once a week, or only for guest lectures.

Strengths	Challenges
o Easy to convert between in-person and online teaching o Guest lecturers can join remotely o Useful for short term intensive programs	o Time zone differences o Engaging online students in course activities o Requires live streaming o Additional TAs and technological supports

Tools that can be used for student engagement in a synchronous scenario:

- iClicker Cloud polling
- Asynchronous Canvas discussion
- Zoom breakout rooms and chat
- Microsoft Teams
- Google Docs

Asynchronous Scenario

Students on campus attend in-person classes while students online can access recordings at another time. Instructors can consider separating the class into 2 groups. For example, the 'on-campus cohort' and 'online cohort', and design course activities differently for each group.

Another take on asynchronous teaching is to embed an online quiz or discussion board that is only available for a certain period of time within the week (e.g., 48-72 hours). This ensures that students engage with the asynchronous material while giving them the flexibility to tackle the content according to their schedules.

Strengths	Challenges
o Accommodates time differences o Recordings benefit all students o Relax classroom attendance polices o Outdoor programs	o Students online may find it more difficult to interact and engage in the course o Online resources

Note: Consent is needed for sharing course recordings outside of the course where students' personal information is involved. Please refer to Forestry's copyright page and UBC's copyright guidelines.

Tools and resources for asynchronous recordings:

- Zoom Cloud recordings on Canvas*
- Kaltura videos with quizzes*
- 360° videos
- 3D models
- GAA Support - To request GAA support, please fill out this form and send it to jill.yu@ubc.ca.

Learn how to enable closed captioning for both Zoom and Kaltura in this tip sheet.

Combined Scenario

Multiple combinations of asynchronous and synchronous elements for lectures, labs and exams.

Strengths	Challenges
○ Flipped classroom ○ Flexible	○ Switch between in-person and online teaching ○ Clear communications ○ GAA, TA, Tech support

Concurrent Hybrid Modality Adaptation Strategies (Presented by Dr. Suborna Ahmed)

Dr. Suborna incorporated different instructional approaches (Asynchronous learning, Online Flipped Classroom, Hybrid Lab Design) into a variety of learning assessment items.

Different ways to Assess Learning

- **[Asynchronous] Quizzes:** Using multi-part videos to assess student learning after each pre-recorded lecture video, for each learning module. Quizzes are completed before discussion periods.
- **[Online Flipped Classroom] Discussions**: Putting students into random discussion groups to not only allow for engagement with the material, but also with one-another.
- **[Hybrid Lab Design] Assignments:** Students come to campus and work on assignments in the same group of three each week.
- **[Hybrid Lab Design] Presentation and Peer-review:** Students form another group, further encouraging student engagement with each other.
- **[Online] Exams**: Exams completed on Canvas

Essential Items and Set-up for a Hybrid Class

FSC 1005

- Items used: Laptop, Noise-cancelling microphone, Headphones, In-class Lapel microphone, Live streaming camera, Wired Internet
- While live streaming for her online students, Suborna would wear headphones to listen for questions and would also use wired internet for better and stable connection.
- TAs were divided into 2 groups, some providing support in-person, some were at-home supporting online students.

FSC 1406

- Items used: Laptop, Noise-cancelling microphone, Bluetooth headphones, Live streaming Camera, Wireless internet
- Suborna would wear Bluetooth headphones which allowed her to walk around the class helping in-person and monitor questions from online students on Teams
- Similarly, TAs were divided into 2 groups, providing support to in-person and online students.

It is highly recommended to orient students between the different teaching modalities at the beginning.

Classroom Streaming and Recording

FSC 1001, 1003, 10051221

Please refer to this tip-sheet showing the use of different in-room recording and streaming options in FSC 1001, 1003, 1005, and 1221. If you need an AV demo and/or AV support in FSC classrooms, please contact Michelle (michelle.zeng@ubc.ca).

Outside of FSC

If you are teaching in other buildings, feel free to check out the recording features of all classrooms here. Please contact UBC IT AV (av.helpdesk@ubc.ca) for on-site support in classrooms outside of FSC.

Note: All in-room options do not have chat enabled, hence instructors will need to consider alternative options such as using Canvas discussions or Google Docs for two-way interactions

Live Streaming and Recording Requests

All in-room live streaming and/or recording must be reserved at least 2 business days before your class. One request is made for one course in one classroom (I.e., you will need multiple request forms if you teach different courses or in different classrooms). Requests can be made here.

Once your request has been processed, UBC IT AV will send you an email with a link to live streaming and recording.

Note: This link is not password-protected nor does it require a CWL sign in. You may request UBC IT AV to download the recordings and upload them to Canvas so that only the students of the course can watch them.

For more information, please refer to the Forestry TLS Recording and Streaming page.

Other Streaming and Recording Options

Zoom meetings can be used as an alternative to the in-room options, allowing for two-way interactions.

- FSC 1001: Mobile AV Cart
- Other classrooms in FSC:
  - Utilizing laptops (Your department may have loaners) and microphones (May be loaned from Forestry IT)
  - DIY Kit
    - Includes OBSBOT camera, adapters, lapel mic
    - Contact Michelle (michelle.zeng@ubc.ca) to reserve DIY kits

Other Recording Options

- Camtasia (Video and Audio Recording)
  - Can be downloaded from Canvas by clicking Help on your global navigation menu, and selecting Software Distribution. Look for and download the latest version of Camtasia
- PowerPoint (with Voice Over slides)
  - Please refer to Microsoft's guide on how to record a presentation.
- Voice recorder applications (Audio Recording)