



your  
Hybrid Teaching

Who am I...



6 years



12 years



3 years



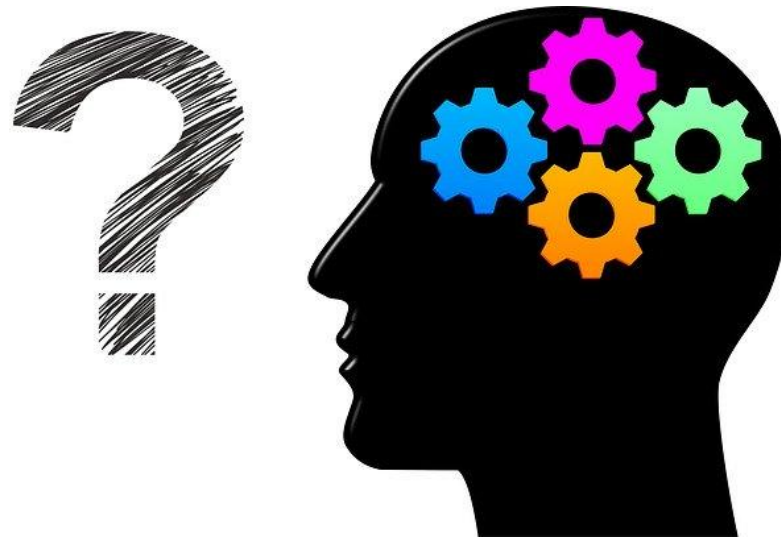


Design Thinker

# *Today's Plan:*

- ❑ Context
- ❑ Key Principles of Planning for Hybrid
- ❑ Classroom Considerations
- ❑ Quick break
- ❑ Designing the Experience: Three Scenarios + Breakout Conversations
- ❑ Next steps





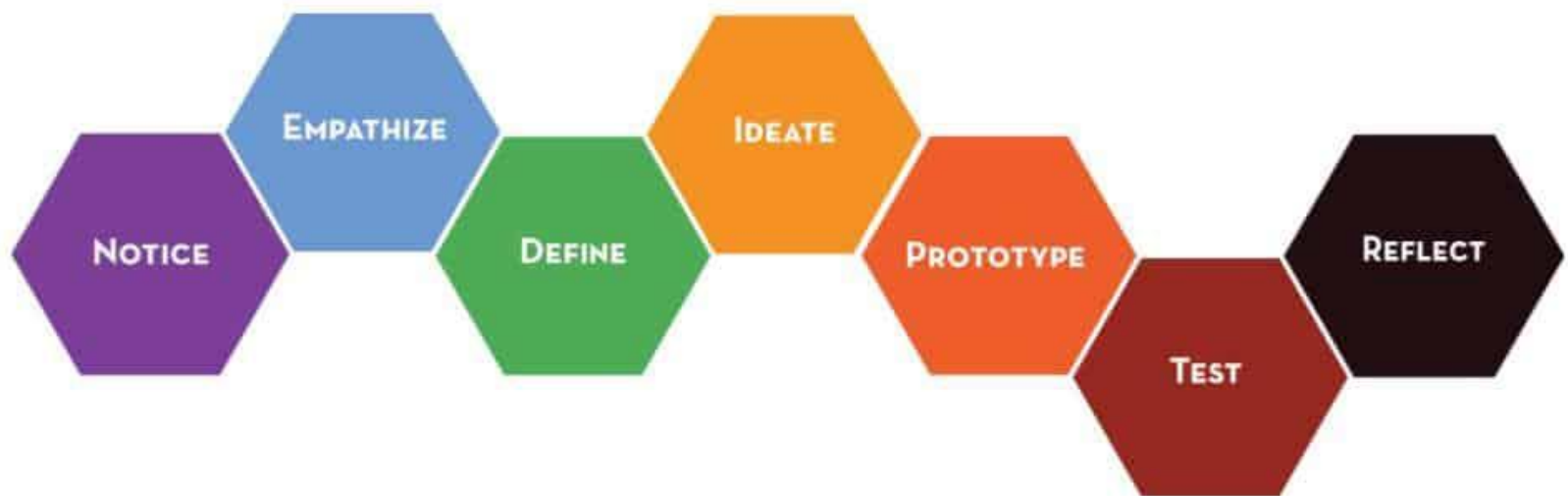
*Context...*

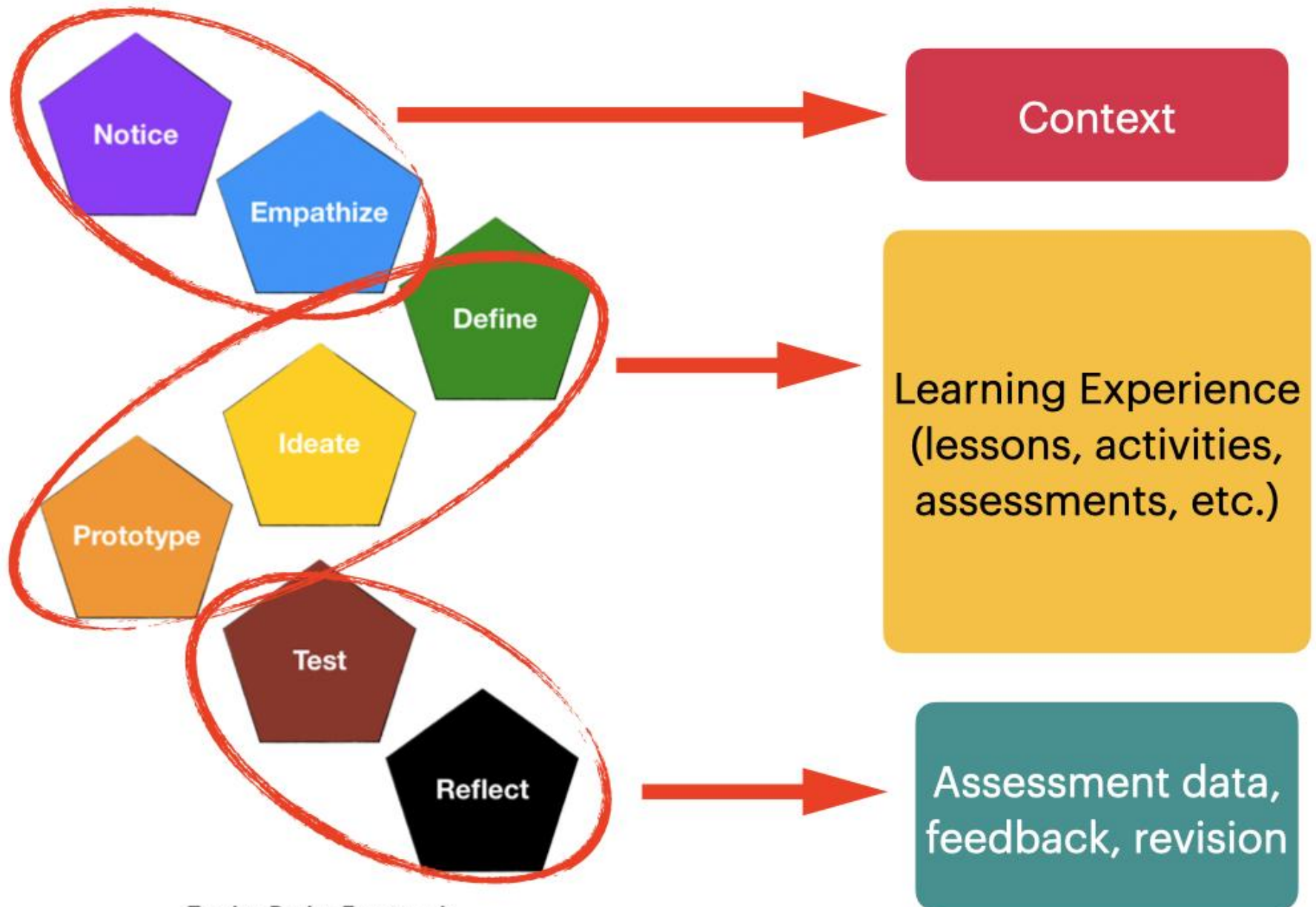
## *What we know...*

- ❑ Safety/health protocols re masks and spacing will be in place for a long time.
- ❑ Digital learning has gone well and we have developed new skills, flexibility, and creativity--*BUT* limits social interaction and increases screen fatigue.
- ❑ In-person opportunities improve social, emotional, and academic experience.
- ❑ Hybrid learning can balance the benefits of both...but will present new challenges too.

*What is the “ask”?*







Teacher Design Framework  
Stanford d.school Design for Equity Model

Learning Designer



Imagination

# *Key Principles*

- *Do what you already do, but adjust for in-class experience.*
- *Keep it simple.*
- *Keep it digital.*
- *Plan for the week, not the day.*
- *Gather frequent feedback and adjust accordingly.*

# *Classroom Considerations*

## *In-class considerations:*

- Students in classroom cannot be on Zoom.
- Managing audio will be extremely important.
- Build in a time buffer--hygiene, repeating questions, managing tech, etc.
- Build in short breaks, movement, brain teasers, etc. during class--that's a long time to focus!
- Create time/space in lessons to connect directly with your online students--don't let them get lost!



*Bio Break: 5 min*



**5:00**



*Designing the Experience*

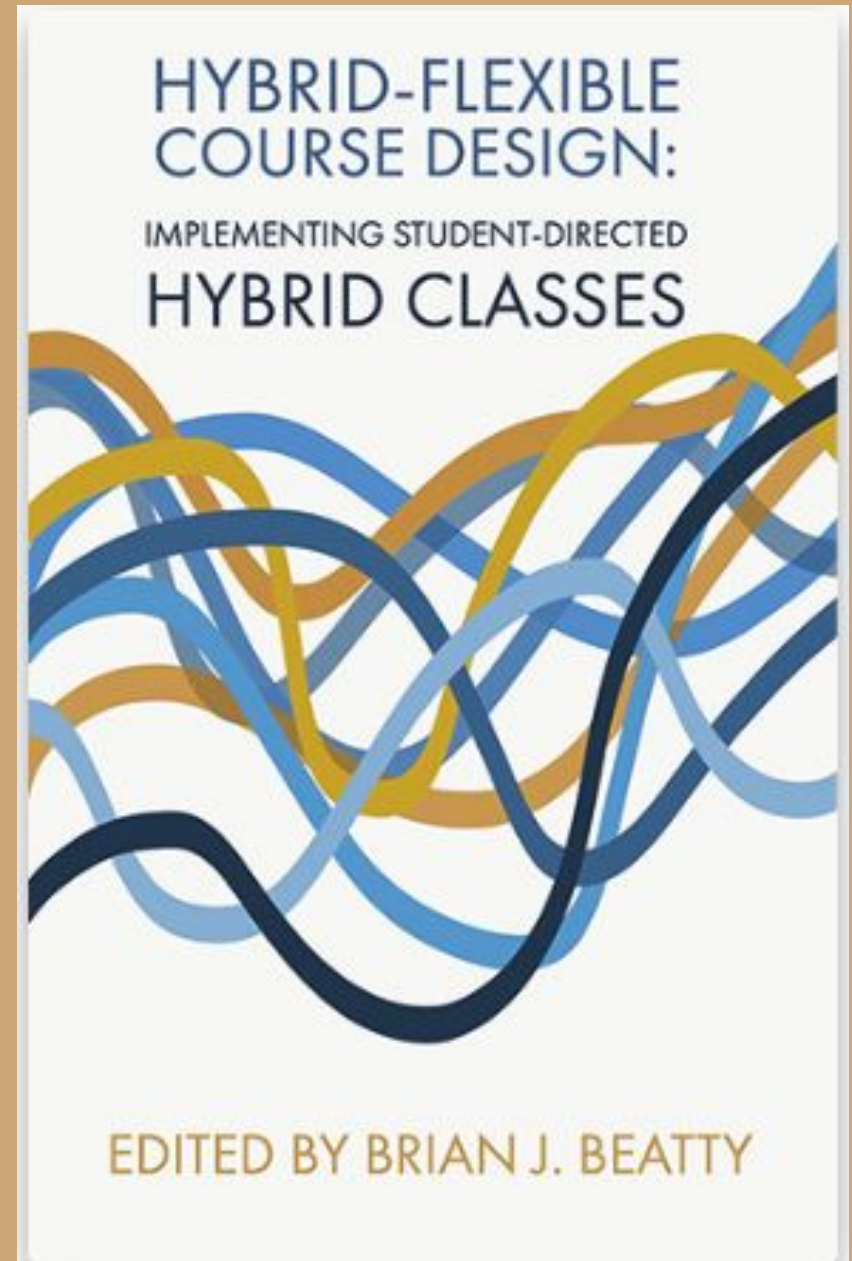
*Three likely scenarios...*

*Scenario 1:*  
*“Bridging” between in-class*  
*and online groups*

# The HyFlex Lesson

Inspired by Brian J. Beatty

Hybrid-Flexible Course Design:  
Implementing Student-Directed Hybrid  
Classes  
(free e-book)



# When to use this format...

To create *equivalent* experience for students, synchronous or asynchronous; home or school.

Ideal for...

- New material
- Same sequence for everyone
- Experiences that are shared between both groups

Click [HERE](#) for template

# Key ingredients...

- ❑ “Chunking” with short activities < 15 or 20 minutes long
- ❑ Some synchronous experiences (short lectures, discussions, readings, etc.)
- ❑ Some asynchronous experiences (independent practices, group work, switching between at-home and in-class groups.)
- ❑ **Everything digital, but NOT all on Zoom.**

# Example:

- (2 min) Students in class wipe desks and get seated. Students at home sign onto Zoom.
- (5 min) Teacher takes attendance for everyone while all students complete a digital warm-up activity.
- (15 min) Teacher delivers short lesson via slides that are screen-shared on Zoom and projected in classroom.
- (10 min) Partner/group practice: students on Zoom placed in breakout rooms while students in class partner with person nearby. Teacher checks in with Zoom groups, then with in-class group.
- (10 min) Review of practice activity with all students.
- (20 min) Independent individual work. Students at home turn off cameras but leave Zoom open to ask questions.
- (10 min) Synchronous reflection or closure activity for all students.
- (2 min) Students leave Zoom or spray desks prepare to leave room.



# Tips from other schools...

- Project Zoom room on the main screen and turn the webcam toward the class when “bridging” between groups for all-class discussion.
- Keep small-groups organized by cohort OR use other collaborative tools to connect groups across cohorts.
- Use Google Chat in place of Zoom chat for backchanneling.
- Don't show videos over Zoom--have students at home watch them separately while you show in class.

# Breakout...



Think of a lesson you are planning in the near future that might fit this scenario.

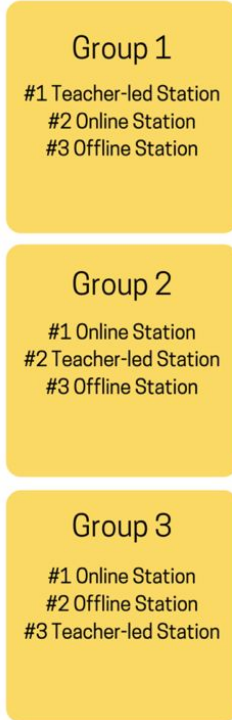
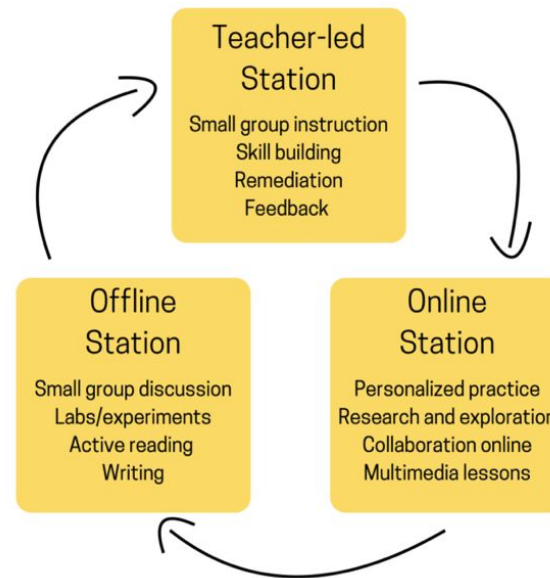
- What would you need to adjust for hybrid mode?
- What questions does this raise that you would need to explore further?

*Scenario 2:  
Semi-separate  
“Station Rotation”*

# The Station Rotation Model: Online Version

Created by Dr. Catlin Tucker

"Station Rotation in an Era of Social Distancing"



# When to use this format...

To have students complete a set of independent **TASKS** when sequence doesn't matter.

- Exploration & research
- Practice work
- Small-group & individual meetings

Click [HERE](#) for template.

Click [HERE](#) for example.

# Key Components

- 3 to 4 **task-based** activities spread over both cohort days in any sequence.
- All support materials/submissions = digital.
- Vary between teacher-led, online, and offline activities.
- Primarily independent work.
- Don't need to grade everything!

# Example (same plan, both class periods of week):

- (2 min) Students sign onto Zoom or arrive in class and wipe desks.
- (5 min) Teacher takes attendance while all students complete digital warm-up activity.
- (5 min) Teacher reviews instructions and set norms with everyone.
- (50 min) Students independently move between tasks at home or in class per instructions. All tasks require a submission or completion element to keep students on track. Teacher regularly reminds students to move to next task.
  - Students at home either stay on Zoom, work in breakout rooms, or leave and come back. They work on tasks that can be completed at home.
  - Students in class work on tasks to be completed in class, such as teacher meeting, peer reviews, short labs, etc.
- (10 min) Students at home return to Zoom. Teacher answers questions and sets context for next period.
- (2 min) Students at home sign off. Students in class spray desks.

# Breakout...



Think of a lesson you are planning in the near future that might fit this scenario.

- What would you need to adjust for hybrid mode?
- What questions does this raise that you would need to explore further?



# The “Lab/Performance” Model

Inspired by Jennifer Gonzalez, *Cult of Pedagogy*

“Making the Most of a 90-Minute Block”



MAKING THE MOST OF A  
**90-MINUTE  
BLOCK**



CULT OF PEDAGOGY

# When to use this format...

When you need structured space for longer activities:

- Labs & independent research
- Group projects & design experiences
- Performances & presentations
- Assessments

Click [HERE](#) for template.

Click [HERE](#) for synchronous example.

Click [HERE](#) for asynchronous example.

# Key ingredients...

- Requires both periods in the week
- “Bridged” opening/context setting during both class periods
- Large chunk of time in each period for students to work. Can be synchronous or asynchronous.
- “Bridged” closure activity
- Equitable, alternative assignment for 100% online students.

# Example (same plan, both class periods of week):

- (2 min) Students sign onto Zoom or arrive in class and wipe desks.
- (5 min) Teacher takes attendance while all students complete digital warm-up activity.
- (5 min) Teacher reviews instructions and set norms with everyone.
- (50 min) Class splits:
  - Students in home cohort leave Zoom to complete self-paced part of lesson.
  - 100% online students sign off Zoom to complete first part of alternative assignment.
  - Students in class complete in-class part of lesson.
- (10 min) Students at home return to Zoom. Teacher answers questions and sets context for next period.
- (2 min) Students at home sign off. Students in class spray desks.

# Breakout...



Think of a lesson you are planning in the near future that might fit this scenario.

- What would you need to adjust for hybrid mode?
- What questions does this raise that you would need to explore further?



*Where do we go from here?*

# Reflect:

- ❑ Reflect on this session: What did you hear that sparks ideas?
- ❑ Connect/collaborate
- ❑ Incorporate your ideas into your planning where appropriate



Next time:

Friday Jan 22, 3 to 4 pm via Zoom



Matches Made in Heaven: Hybrid  
Strategies and Tech Tools



THANK YOU