

Resilience in Hybrid Learning Environments:

Moving to Hybrid Programmes

Online Educa Berlin

Thur, 2 December 2021
12:00 – 13:15

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Malmö University in numbers

- Founded in 1998
- 24,000 students
- 2,093 employees
- 83 professors
- 428 doctoral-level teachers
- 264 PhD students (62 % female)
- 100 degree programmes and 350 courses
- 500 international peer-reviewed articles
- 1.6 billion SEK turnover (2019)



The Centre for Teaching and Learning

[Teaching and Learning](#)[Education](#)[Research](#)[Widening participation](#)[Cooperation](#)[Contact](#)

Outcomes

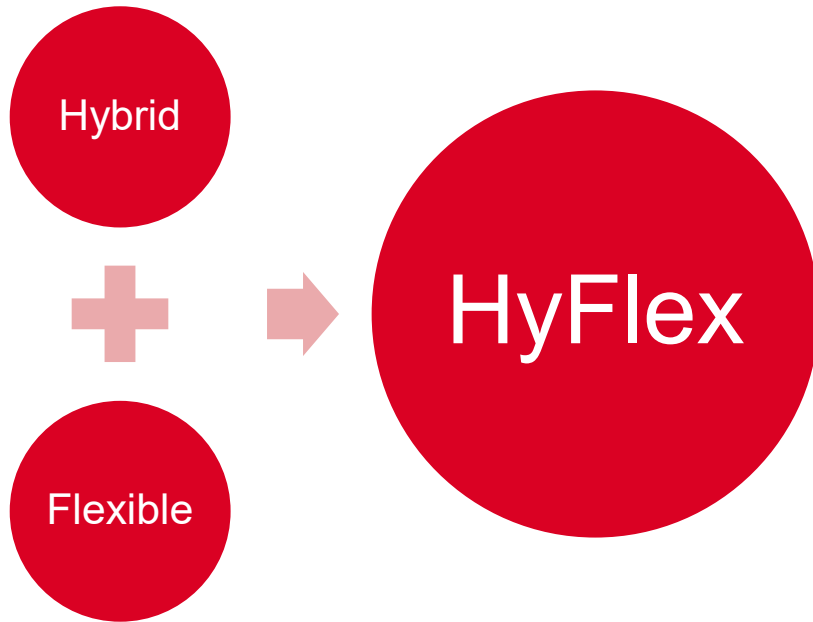


- Analyse the needs when designing a hybrid course
- Evaluate the technology when implementing a hybrid course
- Reflect on how adapt a hybrid course to your context

“Blended learning and hybrid learning are terms that are used interchangeably by providers when describing different models of delivery which use a mix of methods to engage students in learning. Blended is the more commonly used term of the two and is applied in several different ways to describe different models of delivery and/or student engagement. Hybrid is not as prevalent in the UK higher education sector. Providers use both to describe students' engagement with learning that takes place partly in a digital environment (either onsite or remotely) and partly in-person, onsite.”

Source: The Quality Assurance Agency for Higher Education 2020 (www.qaa.ac.uk)

HYFLEX

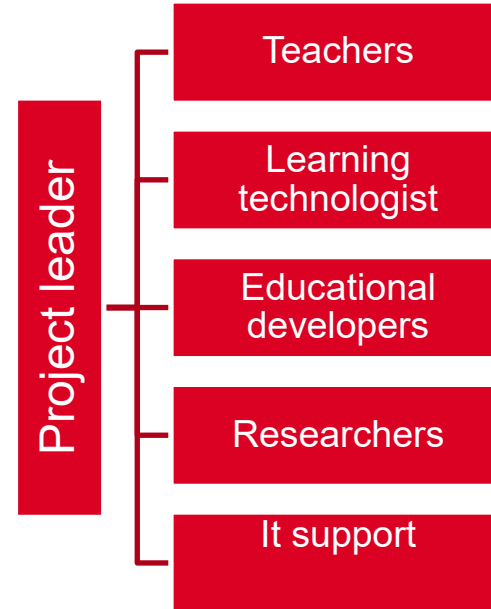


- Hybrid: “a mix of face to face, asynchronous, and synchronous online activities”
- Flexible: “learners can choose their method of participation ... per session, topic, or activity”

(Beatty, 2021)

Pilot project

develop research-based concepts for
how hybrid teaching can work at
Malmö University



Hybrid pilot

Project phases

September 2020
Initiation

January 2021 - the project
receives funding

Jan-Feb 2021 – teachers
are enrolled

Feb-Jun 2021 –
technology and classroom
design

Explore and decide what
technology to put in which rooms.

March - May 2021 Design
of workshops

Maj - June 2021 Running
workshops

September 2021
Implementing hybrid
learning at MaU

Oct-Dec 2021 Ongoing
evaluation

Teachers' and students'
perspective

2 courses
4 teachers
Around 120 students

Analysis of the need to use both types of delivery at once

Value

- changing needs of students
- flexibility to attend class in person or online

Feasibility

- time to design new HyFlex courses
- workload
- training faculty
- administration of enrollment

DIDACTIC CHOICES

“HyFlex courses are class sessions that allow students to choose whether to attend classes face-to-face or online, synchronously or asynchronously.”

Source: SFSU Academic Senate Policy S16-264: **Online Education Policy (CURRENT) | Academic Senate (sfsu.edu)**

HYFLEX

Participation options



face-to-face
synchronous
class sessions
in-person

face-to-face
class
sessions via
video
conference

fully
asynchronously

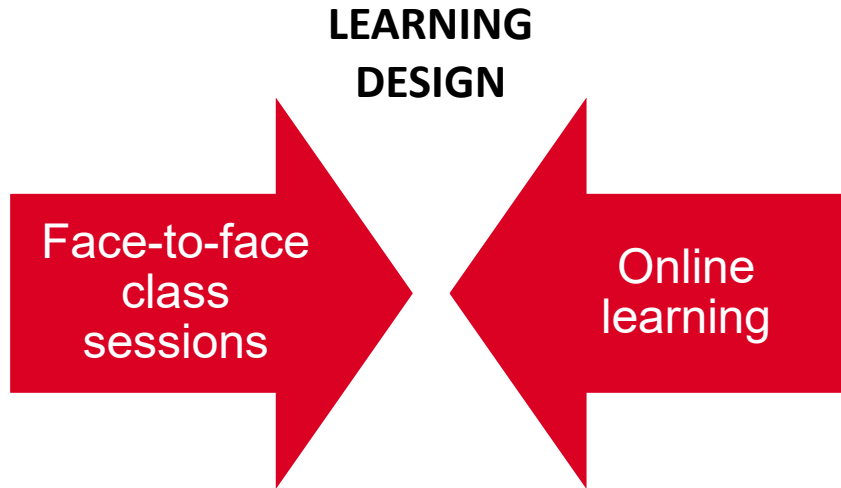
Challenges

- To provide equivalent learning experiences in different participation options

“It is important that students have equivalent learning opportunities regardless of how they attend lecture. “ (Beatty, 2019, p.156)



The role of the teacher



- The teacher facilitates learning by providing structure, content, learning activities and assessment tasks to meet the needs of students participating both in class and online.

Technology



- Monitor- speaker- camera
- Monitor flexible



Technology

- Microphones
- Blind spots



Building teachers' confidence to use new technology

Usability:

- Easy to learn
- Easy to use

Insights from teachers' experiences of hybrid learning



Building rapport in the online environment



Dropouts



Technical problems



Pedagogical value



Pedagogical value



Pedagogical value

- Technology per se does not improve learning outcomes; the way the technology is used has an effect on learning (Russell, 1999)

Building rapport in the online environment



Building rapport in the online environment

- On campus: we take social interaction for granted
- Infrastructure: library, coffee shop, small-group study rooms, etc.

“Covid-19 pandemic has taken these crutches away and now we discover that we are not that good at walking”

- (Ryberg, 2021)



Building rapport in the online environment



- "Flesh ><Present/close
- (Ryberg, 2021)

Building rapport in the online environment

- Prompt feedback, call/chat/email students
- Presence and attention
- Use your experience from emergency remote teaching.



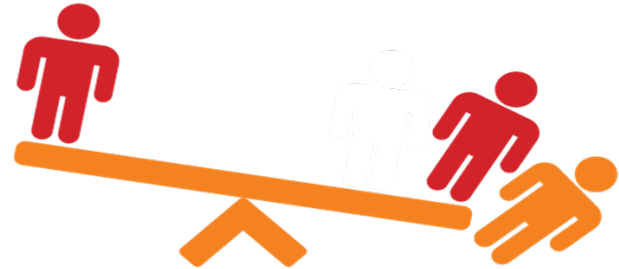
Building rapport in the online environment

- Backchannels communication
- Virtual coffee break
- Open office



Dropouts

- Lack of student-teacher rapport and feedback could lead to decreased motivation and eventually drop-out (Qvortrup, 2020)



Technical issues



Planning:

- Check if you need technical support with:
 - Chat
 - Backchannel communication
 - Screen sharing
 - Audio
- Plan B

Conclusion

1. Teachers' role as designers is crucial to ensure that distance students can participate on equal terms than those on campus
2. Institutions must provide time to faculty to develop quality HyFlex courses.
3. Building rapport in the online environment and connect the two learning environments

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Reference list

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