



GUIDELINES FOR HYBRID TEACHING

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Contents

Introducing these guidelines.....	2
Assessing the classroom.....	3
Handling equipment and tools.....	3
Getting ready for the hybrid space.....	5
Prior to the course.....	5
Time management.....	6
Group distribution.....	6
At the beginning of the course.....	6
Building teams.....	7
Design your hybrid course.....	7
General hints.....	8
Moderating the hybrid space.....	9
Moderation during the class.....	9
Moderation between classes.....	9
Adapting your teaching methods.....	10
Creating a hybrid community.....	10
Throwing the dice.....	10
Name Game.....	11
Get up, sit down and share.....	11
What about larger groups?.....	12
Questions and Answers (Q&A).....	12
Enabling active learning.....	12
Audience Response System (ARS).....	13
Chat waterfall.....	13
Discussion with a lower number of participants.....	14
Fishbowl discussion.....	14
Flashlight round.....	15
Groupwork: Think-pair-share.....	15
One-minute paper.....	15
Wheel of fortune.....	16
Special considerations: focusing on your reasons for hybrid teaching.....	17
Final remarks.....	18
References.....	19
Imprint.....	20

Introducing these guidelines

Hybrid teaching, also known as blended synchronous teaching, is an instructional approach where some students join the educator on-site in a classroom, while others attend online simultaneously using video conferencing or streaming devices. Whereas there are certain benefits of hybrid teaching formats for students, allowing them higher flexibility and a wider range of possible engagements, hybrid teaching can be overwhelming for the educators, posing them in a situation where they have to handle various tasks at once. Nevertheless, hybrid teaching formats might lead to unique situations, introducing new perspectives, and provide both students and educators with multifaceted learning experiences.

The following guide provides some strategies to tackle the challenges of hybrid teaching concerning the classroom, equipment and tools as well as necessary preparations. In further consequence, this guide focuses on hybrid teaching methods, complemented by information on team building, moderation as well as hybrid teaching objectives and specific questions related to them. All methods suggested in this guide were observed, documented and tested in hybrid classes at Freie Universität Berlin between 2023 und 2024. Note, that in this guide we don't focus on or name any particular tools, so that you should be able to use it despite your institutions' choices on that matter.

Hybrid teaching should aim at providing both online and on-site students with an equal (though not identical) learning experience to avoid the feeling of second-class students. Some key elements for hybrid teaching are patience, tolerance, motivation and willingness to explore new practices. Also, hybrid teaching makes it even more crucial to conduct a thorough design of the course as a whole and each concerning element. The following guide aims at helping you increase your confidence in performing in this specific situation and in facing its uncertainties.

Assessing the classroom

Depending on the type of course, educators and students might find themselves on-site in an ample lecture hall, a mid-size seminar or a small conference room. To enable hybrid teaching and learning, it could be useful to seek room solutions in which the furniture can be easily moved and assembled together in various ways. This might be conducive to facilitate teamwork and discussions in courses requiring student interaction. Moreover, when using video conferencing, (parts of) the classroom will be broadcasted for the online students. For those reasons, please consider the following aspects when assessing the facilities of the classroom:

- Is the classroom suitable for the specific type of course? Check the acoustics, the furniture and technical equipment of the room at hand.
- Are there any sources of background noise you will need to take care of (e.g., ventilating system, construction-site)?
- If student interaction is required: To what extent can the tables and chairs be moved and rearranged? Is another room also available where some of the students can work in groups (e.g., in a near-by library)?
- Where do you need to position yourself in accordance to the camera equipment? If you want to move around during class, please consider marking the stage area on which the camera focuses (with duct tape on the floor).
- Throughout the course, be mindful of how the changes and adaptations in the hybrid format affect your teaching experience and style.
- Never change a winning system: If you successfully taught hybrid in a classroom, try sticking to it in order to avoid future adaptations or rearrangements.

Handling equipment and tools

Hybrid teaching is an instructional approach made possible by using specific technical equipment and a wide range of various optional tools. The question of equipment and tools is strongly linked to questions of availability and accessibility. The equipment and tools at hand, provided by your institution, will determine the configuration of the hybrid teaching scenario, beginning with the availability of additional or special microphones and going all the way to the accessibility of learning management systems for international students.

Generally, three levels of participation can be distinguished depending on how the content is streamed and who is logged in the virtual classroom:

- Low level: Online students can hear (and maybe see) what is going on in the classroom by audio or video streaming. They are able to pose their questions by using the chat function of the video conference tool or an audience response system (ARS).
- Mid-level: Online and on-site students can see and hear each other in a video conference, online students appear on a screen in the classroom where at least one camera is positioned to film both the educator and the on-site students.
- High level: Additional to mid-level, the on-site students join the video conference individually with their devices.

In order to successfully handle the equipment at hand, please consider the following general aspects:

- The establishment of a stable audio connection is crucial. Consider taking care of improvements needed (microphone, speakers).
- Consider doing a test run to get familiar with technical procedures. Note, that ideally you do the test run in the classroom you will then use throughout your course.
 - How do you set yourself up for teaching hybrid?
 - Are the different components of the equipment fully compatible or do you need additional adaptation devices (for example, devices to link the classroom facilities to additional microphones or a special pointing device for your presentation)?
- Are there support structures? How and when should you contact them? Will they be available during the class hours?
- If you will be both teaching and moderating, consider having a second device to keep track of the chat in case you are presenting content (such as slides).
- Do all (international) students have access to the learning management system (LMS) and are familiar with all the tools you plan to use? If not, plan some time and activities to get everybody on board.
- Consider using the forum function of the LMS as a common ground where all students can communicate with each other. Note, that if you plan to use the forum, you should plan time to maintain and moderate the discussions there.
- Test and use collaborative work tools (Wikis, Collaborative Boards, etc). Pay attention to the regulations of your institution or partner institutions concerning data protection issues.

Getting ready for the hybrid space

In a hybrid space multiple subjects are interacting with each other in various ways. In order to enable this kind of interaction a series of preparations is needed prior to and at the beginning of the course. When planning to teach hybrid, consider the following aspects.

Prior to the course

Design a code of conduct to establish ground rules in the hybrid space facilitating communication and interaction between everybody involved:

Chatiquette

- When and how do you want the chat to be used? It can be useful to restrain the use of the chat to specific situations in order to simplify keeping track of it.
 - Will the chat be the main way for online students to write their comments and questions?
 - Will the content of the chat be displayed on the screen so that all on-site students can read it? If it is not possible for students on-site to access the contents of the chat, how do you deal with that?
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- When do you want the students to ask questions: It can make sense to assign specific time slots for asking questions (for example, if you are recording parts of your lecture or simply to facilitate the moderation of receiving questions and answering them)?
 - Are there certain roles that the students should fill in (such as chat moderation or keeping minutes)? How do you plan to assign these roles (spontaneously at the beginning of each class or using a scheduling tool at the beginning of the course)? Is there some kind of reward for those taking on extra-work filling in these roles (especially if not all the students can participate)?
 - Camera policy (for online students): Note, that you cannot force your students to switch their cameras on. Try providing reasons to do so: To feel more engaged, to influence the teaching, to get to know the classmates. Maybe it can help to agree with the students in which parts of the class (e.g., discussions) it is important to do so.
 - Which noises in the classroom may disturb the audio distribution and how do you avoid them? Make sure to spread awareness among the students concerning noise cancelling measures.
 - Is it necessary (or possible) for on-site students to bring their own devices to log in to the video conference and interact individually with online students? Note, that asking your students to bring own devices might point out differences in social background and therefore discriminate some students. Consider using a computer lab to avoid that.
 - Is it possible for all students (no matter if on-site or online) to raise their hands in the video conference? If not, establish who is responsible to keep track of the succession of speakers.

Time management

- Be generous with planning time buffers within your classes: Hybrid teaching requires more time to repeat and to explain to both groups of students but also to get comments and answers from both groups.
- Consider shifting some activities as preparation for the class (flip model) and allocate more time during the class for interaction purposes.

Group distribution

- How many students will be online and on-site? Is there a group of students who has priority to be online (i.e., students with work or family obligations, students of other universities)?
- Will students decide spontaneously before each class how they participate or shall you and the students agree on group distribution?
- If students have full freedom to choose how to participate, how will this affect the organisation of the class? Do certain activities require a specific number of students online and on-site?

At the beginning of the course

- Discuss the code of conduct you prepared beforehand with the students and keep updating it if necessary. Maybe explain and assign the roles or introduce the scheduling tool you want to use for role assignment.
- Ask online students (especially in case they switched their camera off) to have their full name and other relevant information visible. Also consider asking on-site students to prepare name tags and place them in front of them. The name tags should be readable for the online students. Explain that this facilitates communication in a closer way.
- Go through the stage function possibilities of the video conference software that can help online students keep more focused.

Building teams

Teaching tandems can be a useful way to share the different tasks of hybrid teaching. In a team of educators, you can, for instance, divide the content related activities from organisational related ones. Here are some questions to discuss within your teaching team:

- Do you know each other's teaching styles well? In which sense are they complementary or opposite?
- Will you all share the same space (online or in the classroom) or will you split across rooms (one part on-site and one part online)?
- How will you divide the tasks?
- How will you organise the way of communication and coordination within the team while in class?

Students can also join in and help you organising the hybrid space. If you work with student assistants, please consider the following questions:

- Which tasks do you want to delegate? Try to define the tasks as explicit as possible.
- Do the student assistants need to be there during the class or are they working in the backend of the course, for instance, on the implementation of online learning units?

Design your hybrid course

Hybrid teaching changes the classroom experience. Educators perform simultaneously in two different spaces: the physical and the virtual space, which taken together, constitute a third, hybrid space. Accordingly, educators need to address two different groups of students (online and on-site). Therefore, to keep students motivated and actively participating in the class, educators need to adapt their methods to the hybrid space and to the needs and characteristics of the different groups of students.

General hints

- Establish the hybrid space by explaining the setting, asking students online and on-site to introduce themselves to each other or by describing and showing the classroom surroundings to the online participants.
- Address both online and on-site students to integrate them all throughout class. Try varying who you address first or asking the online participants first to keep them involved. If the different groups are not involved equally, consider the causes and establish a way to improve the learning experience for all students.
- Repeat and/or paraphrase the students' comments and questions. Sound imperfections such as the lack of microphones and/or bad acoustics in the classroom may make it difficult to follow/understand everything said.
- If cameras are off or if the online group of students is too large to be seen simultaneously, the educator should be prepared for the lack of gestures and eye contact. Consider the use of audience response tools to get a better rapport from your students (also check below in *Enabling active learning*).
- Give names to the two groups to address them more easily. For example, the names Roomies and Zoomies are established in many places. You might also consider assigning different focus areas related to the topic of the course in order to discuss questions from multiple perspectives.
- Reflect on your teaching style: Do you tend to concentrate more on one group of students? Why is that?
- Get feedback from the students (online and on-site) to learn how they adapt to the hybrid format (either plan rounds of feedback or implement feedback tools in the learning management system or using audience response systems). Also try talking to the students who switch between online and on-site: they might voice the issues of the online students, who you may never meet face-to-face.
- Try combining synchronous and asynchronous phases: Since the synchronous phases (hybrid classes, in our case) are more demanding for educators in terms of addressing the two groups of students and performing different activities, asynchronous phases (individual or group activities outside the class hours) can take some pressure off the educator and give more flexibility to the students. Note, that you might need some extra time for designing, defining, explaining and supervising those asynchronous learning activities.

Moderating the hybrid space

Communication and interaction in the hybrid space should be moderated to enable equal participation from both groups of students in classroom and video conference. Online students can easily feel forgotten or left behind. Moreover, the lack of moderation can lead to parallel discussions, leaving questions unanswered or not sufficiently answered.

Moderation during the class

Establish the roles and activities related to moderation:

- Moderation is a form of translation between the different spaces: Try providing accounts of what is happening in the classroom for online students and be conscious to repeat questions in the chat for students on-site (and vice versa).
- If you plan on delegating certain activities to students, remember to be specific about the tasks and the modes of assigning them (see above in [*Getting ready for the hybrid space*](#)).
- It can be useful to divide the roles into online and on-site moderators to facilitate the communication and making sure that no-one goes unnoticed.
- Note, that online moderation features various tasks such as chat observation and keeping track of the order of speakers whereas on-site moderation means observing the classroom in specific ways to be determined beforehand.

Moderation between classes

As already mentioned, asynchronous activities are suitable for direct interaction between all students, regardless of how they participate in the hybrid classes. However, these activities should also be moderated and guided. For instance, if you want certain questions discussed using the forum function of your learning management system, make sure to integrate role designs and to plan time to actively moderate and complement such discussions. Without this active input, forum chats run the risk of being deserted or turning into bilateral communications between a student and the moderator.

Stay in touch: Be mindful, that not all discussions or questions should be posed publicly. In order to allow students to post questions or feedback anonymously, consider implementing a feedback section in an audience response system. Use open questions, for example to get feedback on your teaching or to accumulate a storage for further questions on the topic of the course. If you don't put a time limit to the questions, students are able to answer them repeatedly throughout the course. Also be explicit about how you plan to address the concerns or questions posted anonymously, for instance, devoting some minutes at the end or beginning of a class for discussion or providing some explanations in writing. Here are some examples for open questions you might use for this purpose:

- What is your main learning for today?
- Are there any uncertainties remaining?
- What is going well, what could go better?
- Do you have any further questions?

Adapting your teaching methods

Many teaching methods that work well in live online classes can be adapted for the hybrid space but this may not be true for methods designed for on-site only classes. Therefore, a common advice is to first plan and structure a class focusing on online students and then do the necessary adaptations to include on-site students. In any case, when adapting methods consider the equipment on hand, the intended level of interaction pursued and the distribution of students on-site and online. Note, that the estimated time length needed highly depends on the number of participants.

Creating a hybrid community

How can educators foster engagement and motivation throughout a hybrid class? On the one hand, student motivation is linked to the educator's enthusiastic attitude and reachability. On the other hand, engaging in a class depends on a sense of community among the students. Especially in small courses with a high level of interaction intended, it is crucial for the students to get to know each other. Therefore, it can be useful to take some time at the beginning of the course and use playful games to let everybody introduce themselves. This facilitates the communication across spaces throughout the course, since it is easier for the students to address each other. The following methods can also serve as activation methods at the beginning of a class throughout the semester. All the following methods require that students can see and hear each other.

Throwing the dice

This game can be used within smaller groups up to 12 participants in total. You should calculate one minute per person, adding 3-5 minutes for introduction and general information.

- 1) Prepare a set of six tasks to encourage interaction and create a sense of community among students. The tasks can be linked to the topic of the class or simply allow everyone to settle in.
- 2) Number the tasks consecutively from 1 to 6 or link them to pictures of the six sides of a dice, for instance:
 - 1 - My experience of the topic is...
 - 2 - I am participating online / on-site today, because ...
 - 3 - My opinion on the topic is....
 - 4 - My expectations for today are ...
 - 5 - During the course I want to learn how to ...
 - 6 - I would like to learn more about this topic, BUT...
- 3) Bring a dice to the class.
- 4) One student on-site throws the dice and, according to the number they get, they present themselves shortly by giving their names and completing the corresponding task. The task is to complete the given sentence. To use it as activation method in the beginning of a class, leave the intro out - with the student just completing the corresponding task.
- 5) That on-site student chooses an online student, calls them by their name and throws the dice for them. According to the shown number, the online student introduces themselves and completes the task.
- 6) The on-site student passes the dice to their neighbour and you continue with steps 4-6 until all online and on-site students have introduced themselves.

Note, how this exercise motivates students to focus across rooms. This game could also be performed with a digital dice tool, nevertheless an actual dice may provide a stronger connection among students since on-site students throw the dice for the online students.

Name Game

This game can be used within smaller groups up to 10 participants in total. You should calculate one minute per person, adding 5 minutes for introduction and general information. This game requires, that all students can see each other clearly: Make sure that the camera equipment on-site captures everyone in the classroom (if possible, consider activating the function "follow speaking person" of the video conference system to enhance that effect). Ideally, the on-site students form a single row in the shape of a half circle in front of the camera. This is a good opportunity to motivate online students to switch their cameras on.

- 1) All students (online and on-site) stand up.
- 2) One on-site student says their name and links it to a term beginning with the same letter, like in the following example: "Hi, my name is Emil: Emil as in elephant." While speaking, the term should be connected with a gesture. The students should aim at terms that are easy to pantomime in front of a camera.
- 3) Continuing clock wise, each student repeats the names and gestures from all previous students and then adds their own information.
- 4) When the turn comes for online students, they continue the exercise in alphabetical order.

Get up, sit down and share

This game can be used within smaller groups up to 10 participants in total. You should calculate two minutes per person, adding 5 minutes for introduction and general information. This game requires a tool that enables both online and on-site students to write among the same surface: For example, the on-site students can log in the video conference using their own devices and hence be able to access and write in the chat. Using an audience response tool is also possible.

- 1) All students (online and on-site) stand up.
- 2) Prepare a set of questions consisting of a yes-or-no question or statement followed by one open question each. Here are some examples concerning hybrid learning experiences:
 - Have you ever participated in a hybrid learning environment before? If so, what was your experience like?
 - Have you ever moderated in a hybrid learning environment before? If so, what would you do differently this time?
 - Are you planning on participating mostly online? Why?
 - Are you planning on participating mostly on-site? Why?
 - Are you unsure about how to participate in class (online or on-site)? If so, which information would you need to decide? Which questions or concerns do you have?
- 3) Firstly, you pose the yes-or-no question and tell the students to sit down if their answer is affirmative. Then make the corresponding following question and ask the students to write and share their answers.
- 4) Take some time so that everybody can write and read the answers and if there is enough time, allow for some spontaneous verbal comments on the written answers.

What about larger groups?

If you are teaching hybrid with larger groups of students, creating a sense of community among the students may be more difficult. Therefore, the role of the educators in keeping both groups of students engaged and motivated becomes crucial.

Questions and Answers (Q&A)

Frequent Q&A rounds during a class provide an excellent platform for students to communicate with educators while all students can profit from it. Therefore, Q&As are particularly appropriate for larger groups of students.

- 1) Announce clearly and repeatedly the exact moments when the Q&As will take place (for instance, after 15-20 minutes of lecturing, so students do not get exhausted from listening).
- 2) Decide how to collect questions from online students (written per chat or per hand raising function) and from on-site students (if online students will not be able to hear what on-site students say, please, be careful to repeat the questions for online students before answering).
- 3) Decide who is to be answering questions and how:
 - a) If you will answer all the questions yourself, be mindful to monitor both classroom and video conference: For instance, if there are only questions in the classroom at first, answer a few of them and then make sure to come back to the chat / video conference. If there are no questions in the video conference, consider actively addressing online students to take part.
 - b) If you will allow students to answer questions themselves, avoid simultaneous conversations: For instance, if online students answer questions via chat, it can get hard for on-site students to follow that conversation. Instead, you can ask students to answer orally or take some time to read and discuss the answers together. In this manner, you could prevent that some students feel left aside.

Enabling active learning

There is a wide range of choices to enable active learning. Such teaching methods aim on keeping the students motivated to enhance and/or deepen their learning experiences. Whereas there are various interactive teaching methods to choose from when teaching either solely in class or live online, getting interactive in the hybrid space may require extra effort to address both groups of students simultaneously. Here are some simple methods and tips to help you. Most of them are suitable for small to mid-size groups of up to 40 participants.

Audience Response System (ARS)

Using certain tools for getting live audience response, is an easily implemented method suitable for small as well as large group sizes. You should aim on posing 1-2 (max. 3) questions to keep it simple. Depending on how long you want to discuss the results, you should calculate about 10 minutes for the whole exercise. This method is suitable for starting or ending a topic before moving on to the next one, for example, as an interlude between different parts of a lecture.

- 1) Prepare your questions beforehand and create a survey.
- 2) Choose a tool that produces a link as well as a QR code, in order to integrate the latter in your slides while at the same time sharing the link in the chat so that online students won't need a second device to answer the survey. Most tools allow for anonymous answers. (Note, that some video conference systems already feature built-in solutions for conducting surveys, but establish beforehand if/how on-site students can participate.)
- 3) Choose how you want your results be presented. Many tools offer different options, such as tag clouds, pie or bar charts.
- 4) Pose your questions while in session. Specify if there is a time limit to answer.
- 5) Share the results of the survey and discuss them.

Chat waterfall

This method aims at activating online students in particular while at the same time keeping on-site students active and focussed. It is most effective in medium sized groups up to 25 participants in total, especially, if there are more online than on-site students. This method best serves to conclude a topic before moving on. Note, that if you use it as to introduce a new topic, it might be hard for the students to comment on the answers given. Conclude the exercise after 10 minutes. For this method, we recommend to have the chat of the video conference visible on screen for on-site students.

- 1) Prepare your question beforehand. It should be one singular question, clearly stated, to be answered openly.
- 2) Introduce your question while at the same time sharing it in the chat.
- 3) Ask all students (online and on-site) to think about answers to that question.
- 4) Ask online students to write their answers in the chat. Remind them to not press "enter" right away. Be specific about the time limit (we suggest limiting the time for answering to 60 seconds). Maybe use a timer to keep track.
- 5) After time has run out, tell the online students to press enter simultaneously.
- 6) Review the appearing answers. Pick some of the given answers one by one asking on-site students to comment on them.

Note, that if the number of answers in the chat is significant, you may need help from a moderator or a few online students to quickly scan messages in the chat and review the answers in a particular order.

Discussion with a lower number of participants

This discussion method combines groupwork with a discussion. Prior to discussing the topic, the students work on different perspectives or questions related to the topic in small groups up to 5 participants. For the discussion each group assigns one delegate to speak on the group's behalf and contribute the results of the groupwork.

- 1) Prepare breakout sessions for online students (if possible, prior to the class).
- 2) Present the topic of the discussion and explain the modus operandi.
- 3) Assign online students in breakout groups and on-site students in groups in the classroom. Assign specific tasks for each group to cover different aspects of the discussion topic. Be sure to post the tasks to the breakout sessions additionally to having them screened in the classroom. Be specific about the time limit of the groupwork.
- 4) Ask the groups to select their delegates who enter the discussion on behalf of the group.
- 5) Assign roles and tasks. Maybe assign one or more student moderators to help with organisation.
- 6) The discussion takes place.
- 7) Resume the main points or takeaways of the discussion.

Make sure to adjust the layout on the screen so that current online speakers are highlighted and enlarged.

Fishbowl discussion

In a fishbowl discussion a small part of the participants is discussing, while the rest of the participants is asked to fulfil observation tasks (such as taking notes, keeping minutes, phrasing questions).

- 1) Present the topic of the discussion and explain the modus operandi.
- 2) Select the discussants. Be mindful to relocate discussing on-site students closer to the camera in order to facilitate visibility.
- 3) Assign tasks and roles. Maybe assign one or more student moderators to help with organisation.
- 4) The discussion takes place.
- 5) Resume the main points or takeaways of the discussion.

Remember to adjust the layout on the screen so that current online speakers are highlighted and enlarged.

There are three different variations you could implement a fishbowl in a hybrid space:

- discussion led in the classroom by (some) on-site students with the online students observing
- discussion led in the video conference by (some) online students with the on-site students observing
- hybrid discussion led by some online and some on-site students with the rest of the students (online and on-site) observing

Flashlight round

Doing flashlight rounds is an effective method to conclude topics or sessions as well as to get feedback from students. It best works within smaller or medium groups with up to 20 participants. You should calculate one minute per three participants.

- 1) State a question concerning the session or topic, for example: "What realisation do I take away from today's class?"
- 2) Each participant in turn shares their key takeaways, insights or realisations from the session or topic.
- 3) Alternate between online and on-site students and allow students to nominate each other to promote mutual visibility and a sense of community.

Groupwork: Think-pair-share

Letting students think on their own about certain questions and then asking them to discuss them in small groups or pairs before sharing their results for the whole class is a popular method because it is not only highly effective but it also promotes team building among peers. It can be used to start, deepen or conclude a topic or session. You might also use it as a preparation for a discussion (see [above](#)). The time needed depends on the number of groups and the level of difficulty of the task.

- 1) Prepare breakout sessions for online students (if possible, prior to the session).
- 2) Ask students to individually think about a question, statement or topic.
- 3) Assign the students to small groups or pairs to discuss their thoughts. Ask the online students to join the breakout sessions. On-site students should pair or group themselves by proximity. Be sure to post the task to the breakout sessions additionally to having it screened in the classroom. Be specific about the form of documentation of the results (it should serve the intended form of sharing).
- 4) Let the students share their results. There are various ways of sharing, for example, short presentations, poster presentations, collecting the results on an online collaborative whiteboard (you might want to prepare a template when using a whiteboard). Make sure that all students are equally enabled to fulfil the shared task (for example that on-site students are able to edit the online whiteboard using their own devices or an extra device in the classroom, which you should think of providing in this case).
- 5) Let the groups on-site and online take turns in sharing their results. Ask them to nominate the following group.
- 6) Resume the main points or takeaways of the groupwork.

One-minute paper

A one-minute paper is a task carried out by each student individually. This method serves as a reflection tool or in order to assess the learning progress. It is generally used to conclude topics or whole sessions. If you use the variation "muddiest point" in order to find out which parts the students didn't understand throughout a session, it allows you to plan for further explanations on those issues in the next session. The time limit for answering the question is

one minute. Depending on the variation you choose, you should calculate at least 2 minutes for this exercise.

- 1) Pose a question to all students (for instance, they can describe their personal "muddiest point": "What did I understand least / not at all today?")
- 2) All students write their answers individually (either on paper or in a file).
- 3) Optionally, you can ask some students online and on-site to share their responses and then summarise the responses with the whole class.
- 4) Optionally, you might ask the students to hand in or send you the responses for your own assessment.

Note that if you want the one-minute papers to be handed in to you, it could be useful to ask the students to write their answers in files rather than on paper in order to have all the papers in one place. Consider using the learning management system to organise the submission process.

Wheel of fortune

This method is ideal, when you want to start a session by reflecting and summarising the topics of previous classes. It is most effective in small groups up to 10 participants and should not exceed 15 minutes. The idea is to get all the students thinking on the given tasks and make them work together by helping each other out. Because of its team building side effect, this method might enhance the learning experience in the hybrid space.

- 1) Program an online wheel of fortune concerning topics of interest for your class. The wheel should consist of as many segments as there are participants. Alas, not all the segments of the wheel are related to a task. The idea is to only have a few tasks and to compliment them with at least as many cartes blanches (named "saved!"). Here is an example for about 8 participants:
 - Name the most difficult concept for you so far and explain why.
 - Make a short summary of last class's topic.
 - Explain the concept of (insert term or topic).
 - Saved! Choose a student and let the educator spin the wheel for them! (With 8 participants you would add the Saved-card 5 times.)
- 2) Display the wheel on the screen and spin it for a student of your choice or randomly assigned.
- 3) Ask the student to elaborate on the resulting topic or question. If the student is struggling with an answer, allow for the rest of the students (online and on-site) to help them.
- 4) Ask the student to nominate another student to try their luck.

Special considerations: focusing on your reasons for hybrid teaching

In general, there are three main objectives for educators to make the extra effort of teaching hybrid:

- give students flexibility (consider those who work, have family responsibilities, live far away, have special needs, etc.),
- increase the or reach a critical number of students in new or very specific topics, and
- teach international students and facilitate transdisciplinary or intercultural work among them.

According to the specific objective for teaching in a hybrid format, educators should pay attention to particular aspects concerning its implementation. Of course, educators could pursue all three objectives simultaneously, but, for the sake of clarity, we will focus on them separately.

Educators aiming at increasing flexibility for students should consider:

- Let students freely decide in each class how to participate, instead of having fixed rules on the issue.
- Be more open to accept that a number of online students will have their camera off and maybe not participate in breakout groups because it could not be of value for them.
- Recording the content input of the class and make it available for self-study purposes, or design independent learning units for self-study in order to increase the chance of students to be up to date.

Educators aiming at increasing the or reaching a critical number of students in new or very specific topics should consider:

- The group of students can be very diverse in terms of interest, background and studying degree, therefore, activities with different levels of complexity are advisable.
- Quizzes and self-learning units are advisable to keep track of the learning progress of students.

Educators aiming at teaching international students and facilitating transdisciplinary or intercultural work among them should consider:

- Get to know your students, the relevance of the topic in their own curriculum and country, their personal interest on the topic, etc.
- Most probably you will teach in English to non-native English speakers. Therefore, provide opportunities for participation in written form in order to allow students to use translators to feel more comfortable. Most video conference software is constantly improving their subtitle and/or translator functions, advise your students to use it (if available).
- Organise synchronous or asynchronous activities mixing different students and, if needed, raise awareness to intercultural differences to create a comfortable and safe space for students to interact with each other.

Final remarks

Hybrid formats are not suitable for all courses. For instance, hands-on learning experiences such as experimenting in a science lab are not easily transmitted in a hybrid space (they could make sense though to allow access to certain groups of students who, due to their health, cannot take part in lab experiments).

Generally, we highly recommend educators and students to embrace an experimentation modality, with both, educators and students, learning to create and perform in the hybrid space together.

As mentioned in the beginning, a hybrid format changes the teaching and learning experience. Together with the individual learning preferences and the students' personal backgrounds, the mode of participation leads to different ways of learning. Therefore, educators should aim at creating equal (not identical) learning experiences for online and on-site students. In this sense, hybrid teaching is one possible future that can have a positive impact for many educators and students.

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