

Hybrid Delivery Good Practice Exemplars



Groupwork Hybrid Strategy with Dr May Lim

Faculty / School: UNSW Engineering, School of Chemical Engineering

Room: Hybrid CATS - [Business 115](#) Turn & Learn Active Learning Space, [Quadrangle G025, G026 & G027](#) Interactive Active Learning Spaces

Course: Undergraduate (n=90)

Application(s): [Teams](#) (as a communication & collaboration platform), PowerPoint (for presentations and as a collaborative workspace for students)

Technology used: Lectern PC, [Dual Radio microphone](#), [document camera](#), screens and push to talk microphones (at each pod), own digital ink device (laptop or iPad), wireless headset, students' own device (i.e. laptop), fixed wall mounted digital camera (Presets)*

Academic Takeaways

How did you manage engagement with the students?

I provided many opportunities for interactions, as well as different mode and timeframe for interactions (e.g., text, audio/video recording, asynchronous), and reduced student interactions that relied heavily on live audio where possible. I kept the interaction simple and technology appropriate. I allowed additional time for setup and mishaps; two hours session are less stressful than one-hour sessions. I kept in mind that it is a learning curve for the students too – so I started with simple interaction and ramped it up slowly over the term.

Also, have a way for the online students to signal to the instructor for help, e.g., using mentions in Microsoft Teams.

What were the outcomes?

The importance of on-timely communication, support and feedback becomes more critical in hybrid delivery. I am now spending more time in improving the 'support' quadrant of the resources-activities-support-evaluation (RASE) course design model.

What advice would you give other academics wanting to teach in hybrid?

Make sure there is enough time for course re-design and there is access to support. Share your problems and practices with others on the [Hybrid Learning & Teaching CoP \(Community of Practice\)](#) in Teams – chances are someone will help you or you will help someone. Think of teaching as a week-long activity as opposed to something that happens within 1 to 2 hour time slots. Introduce more formative assessments with many opportunities for feedback, including peer feedback. Encourage feedback giving and feedback seeking behaviour.

NOTE

* From Term 1, 2022 camera function options include tracking, presets and manual control.

