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.