

Hybrid Delivery Good Practice Exemplars



Student Engagement Hybrid Strategy with Dr Rotimi Boluwatife Abidoye

Faculty / School: UNSW Arts, Design & Architecture, School of Built Environment

Room: Hybrid CATS – [Rex Vowels Theatre](#) Tiered Lecture Theatre

Course: Postgraduate (n=85)

Application(s): [Teams](#), PowerPoint (for presentation of content)

Technology used: Lectern Computer, [Dual Radio microphone](#), own laptop, fixed wall mounted digital camera (Tracking)*

Academic Takeaways

How did you manage engagement with the students?

I use the lectern computer to project my PowerPoint slides, and in addition I also have another device (my laptop) to monitor the online class chat box. During lectures, I do check this from time to time for any online questions or feedback. I always ensure that I am conscious to take contributions from both online and in-person students, although you may not get this right in the first few classes. When I ask a question, I always try to be patient to get feedback from the online students because there could be a lag and it takes time to type in the chat box. I ensure that in-person students use the roving mic so that those online can hear them.

Lastly, just like I would in a face-to-face class, sometimes I may call some online students by their names and ask for their contributions because they could be 'hiding' online.

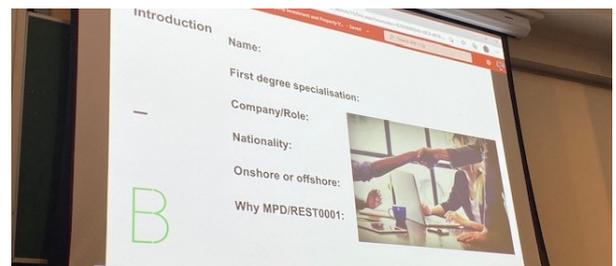
What were the outcomes?

One of the noticeable outcomes is an increased level of engagement with my students in different locations. Before COVID-19, students that cannot be in the classroom physically could not ask questions during lectures/tutorials, so they send me emails after the class to ask questions. Hybrid teaching has provided me with the opportunity to answer common questions at once during the hybrid class, hence, receiving very less emails (or none) after each class.

Another outcome is the opportunity for the two cohorts of students (in-person and online) to engage with themselves and network. Hybrid teaching also offers me flexibility, for my students, and guest lecturers. Overall, this led to an exceptional myExperience score for me after participating in the Hybrid Learning Mode Pilot during Term 1 2022.

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

First, I understand that not all courses can be delivered effectively in hybrid mode. If you have reviewed your course, and you conclude that it can be delivered in hybrid mode, then I believe strongly that it is worth the try, so you should give it a go. When you master the technology, you would not miss face-to-face teaching because you will still see some students in the class.



Also, please remember that technology is not 100% perfect, so you may need to troubleshoot the system sometimes and one of the common solutions is to restart the whole system.

NOTE

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