



Handout

Adapted from Bruff, Derek. "Active Learning in Hybrid and Physically Distanced Classrooms." Center for Teaching, Vanderbilt University. 11 Jun 2020.

<https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

Overview

Assumptions about teaching blended/hybrid courses (synchronous class sessions with mix of in-person and online students)

- Online students are visible and audible to in-person students or in-person students are also logged into the videoconference
- All students are able to participate synchronously
- In-person students have a digital device (laptop, tablet, phone) that they can use to participate
- Classwide discussions present challenges because students who participate virtually may not be able to hear students who participate in-person.

Strategies

Live Polling: Use live polling (i.e. Zoom polling) to ask questions about the course materials. Use Poll Everywhere or Top Hat for asking more complex questions. Samples of questions include:

- One-Best-Answer Questions: Pose a question that asks students to select the one 'best' answer among competing alternatives.
- Student Perspective Questions: Ask students to share opinions or personal experiences.
- Misconception Questions: Ask questions designed to address common student misconceptions about certain topics.
- Peer Assessment Questions: Ask students to assess the work of peer's using clicker questions. Clicker questions allow students to respond anonymously, which makes it safer for students to share perspectives and take risks.

Backchannel: The conversation between instructor and in-person or online students form the "frontchannel," and the text chat allows for supplemental discussions among students forms the backchannel. The backchannel allows for discussion outside of class time and less formal communication among students and instructors. The Supplemental platforms include Slack,

Discord, GroupMe or Microsoft Teams. Instructors can appoint someone to be the “voice of the chat.”

Collaborative Notetaking: Instructors can use a Google Doc during class for students to use and contribute.

Group Work: Instructors can use a Google Doc where students discuss and contribute to questions. The instructor mimic circulating among students and asking questions by providing comments on the shared document.

Hybrid Pair Work: Instructors can pair up virtual students for a quick videoconferencing call.