Hybrid Models of Instruction

		Presentation-Oriented	Activity-Oriented	Discussion or Seminar-Oriented
Where are the students?	**In-person**	Most students joining in-person	Most students joining in person	All students in class or section
	Remote	Synchronous attendance of students who can't attend in person.	Not present synchronously; work completed asynchronously	Separate synchronous meeting online
What are the expectations around interaction?	**In-person**	May interact with instructor or other students in the room, but not expected to interact with remote students during class.	Purposefully engaging with instructor and each other.	Students engaging with instructor and each other.
	Remote	Mainly watching/listening to the class via Zoom. No expectation of interacting with in-person students during class.	Not present during session; Engaging with other remote students asynchronously	Separate synchronous meeting online
What are the methods used to engage students?	**In-person**	**All students**: Individual reflections, one-minute papers, asking/answering questions; polling	Socially distanced active learning strategies; use of collaborative tools; may interact with remote students	Socially-distanced discussion strategies; full group discussion; collaborative tools
	Remote		Not present during session; completing active learning strategies asynchronously (reflective activities, discussion boards, Canvas groups)	Not present during session; use of asynchronous discussion methods

Presentation-Oriented Model

Best for: Presentations with little interaction among students
Where are the students? Those who can attend in person are in person, the rest are online at the time of the class
Delivery:
- Asynchronous delivery of pre-class content (videos, readings, podcasts, etc.) then synchronous, in-person delivery of content to all of students each class period.

Engagement:
- Instructor may engage in class students with conversation; in-class students not expected to engage with remote students.
- Instructor may use basic interactive strategies (pausing for questions or comments; online polling, individual reflections)

Teaching preparation:
- Prepare pre-class content for all students and organize it in Canvas.
- For synchronous sessions, prepare presentations for both remote and in-person students.

What instructor sees:
- The students who can attend in person are in the room, in pre-assigned, fixed seats.
- The students who cannot attend in person are on Zoom and visible to the instructor on a screen.

What students experience when they attend in-person:
- Asynchronous material (videos, readings, podcasts, etc.) to prepare for class.
- In-person presentations.

What students experience when they attend remotely:
- Asynchronous material (videos, readings, podcasts, etc.) to prepare for class.
- Attendance online for synchronous class session. *There may or may not be someone monitoring the Zoom chat to check for remote student questions

Recommended (socially-distanced) active learning techniques:
- *Polling:* ask students to respond to quick open or closed questions via mobile phone or computer; discuss responses.
- *Pausing and reflecting:* Build reflection questions into presentation every 8-10 minutes. Pause for a minute to let an idea sink in. Ask students to generate hypotheses, reflect on a concept, apply an idea to a new context, generate examples, etc.
- *One minute paper*: Ask students to respond to a prompt for 1-2 minutes to help them focus their thoughts, identify areas for more discussion, generate ideas for problem solving, etc.

Technology needs:
- Canvas, Zoom, classroom technology allowing students to interact whether they are in the room or online (microphones for audio pickup of in-person student questions and discussion points, speakers for audio production of remote student questions and discussion, separate camera for recording of writing on blackboard or document camera use, display screens so that in-person students and instructors can see remote students, cameras to pick up video of in-person students so that they can be seen by remote students).

Activity-Oriented Model

Best for: Interactive activities (may combine mini-lectures, group work, collaborative tools)

Where are the students?:
· The students who can attend in person are in the classroom. The students attending remotely are not taking part in the classroom experience; instead, they have the entire course online.

Delivery:
· Asynchronous delivery of pre-class content (videos, readings, podcasts, etc.) then in-person delivery of interactive or application activities to in person students. Asynchronous material delivered to remote students.

Engagement:
· Faculty can interact with in-person groups to check on application and knowledge comprehension.
· Faculty will use online tools (quizzes, surveys) or online office hours to check on application and knowledge comprehension of remote students.

Teaching preparation:
· Prepare pre-class content for all students and organize it in Canvas.
· For in-person sessions, prepare interactive activities, such as hands-on experiences, problem-solving, simulations, writing, etc.
· For online activities, prepare engagement with content through asynchronous material, such as discussions, collaborative annotations, etc.

What instructor sees:
· Students in person, in a classroom.
· Remote students online.

What students experience when they attend in-person:
· Asynchronous material (videos, readings, podcasts, etc.) to prepare for class.
· In-person class for interactive activities or presentations.
· Online activities scheduled for days they are not scheduled to be in the classroom.

What students experience when they attend remotely:
· Asynchronous material (videos, readings, podcasts, etc.) to prepare for class.
· Online activities.
· Interaction with other remote students.

Recommended (socially-distanced) active learning techniques:
· Collaborative documents and tools that allow students to work together (in-person and remote students could be grouped together)
· Small group activities (solving a common problem; discussing a case) in in-person groups, and on zoom for remote students
· Think-pair-share
· Reverse "fish bowl" (remote students discussion, debate, role play on zoom; in person students listen and then debrief)

Technology needs:
· Canvas, Zoom, camera for recording of writing on blackboard or document camera use.

Discussion or Seminar-Oriented Model

Best for:
- discussion-oriented courses, discussion sections; seminar-style (no remote students during session)

Where are the students?
- The students who can attend in person are in the classroom. The students attending remotely are not taking part in the classroom experience; instead, they have the entire course online, with expectations of synchronous activity and interaction with the instructor.

Delivery:
- Asynchronous delivery of pre-class content (videos, readings, podcasts, etc.) then in-person delivery of interactive or application activities to in-person students. Remote students meet with instructor online to complete activities that are parallel to in-person activities.

Engagement:
- Interactive application activities with in-person groups. Faculty can interact with both groups separately to check on application and knowledge comprehension.

Teaching preparation:
- Prepare pre-class content for all students and organize it in Canvas.
- For in-person sessions, prepare interactive activities, such as discussions, hands-on experiences, problem-solving, simulations, writing, etc.
- For online activities, prepare engagement with content through synchronous activities, such as discussions, peer reviews, etc.

What instructor sees:
- In person students, in a classroom.
- Remote students online.

What students experience when they attend in-person:
- Asynchronous material (videos, readings, podcasts, etc.) to prepare for class.
- In-person class for interactive activities or lectures, with interaction with other in-person students in the same group.
- Online classes scheduled for some meetings, with interaction with other students in the same group.

What students experience when they attend remotely:
- Asynchronous material (videos, readings, podcasts, etc.) to prepare for class.
- Online classes scheduled for all meeting times in a week, with interaction with other students in the same remote group

Technology needs:
- Canvas, Zoom, camera for recording of writing on blackboard or document camera use.