

# Hybrid Teaching and Learning Guidelines

## Purpose

The purpose of these guidelines is to assist academic and administrative staff in understanding how hybrid learning and teaching is delivered at the Institution.

The aim is to provide students with flexible learning opportunities and access to equivalent learning experiences, whether in-person, or online (synchronously or asynchronously). There are benefits to each mode of delivery: in-person and synchronous learning provides immediacy, access to body language and conversational interaction. Asynchronous learning allows students to engage with the class content and at time of their choosing. Giving students choices allows them to accommodate changing life needs, from work, severe weather impact to self-isolation should this be required. Choice also helps motivate adult learners, empowering them and increasing engagement.

## Glossary of terms

### Face-to-face learning

Face-to-face learning refers to the learning and teaching that happens in a classroom where lecturer and student meet in a physical space for a scheduled time for group classes. Face-to-face students in a hybrid class access learning content and activities in the Moodle Learning Management System (LMS) in a comparable way to online students.

### Online teaching and learning

Online teaching and learning refer to learning and teaching taking place in a virtual space where educator and student are not physically together. At the Institution, this takes place through the Moodle LMS and Zoom platform. Online learning involves the students in learning activities that can be completed in their own time as well as through 'live' scheduled Zoom sessions where students can interact directly with the lecturer or communicate with their peers for a set period.

### Synchronous

Synchronous (or Synch) - refers to communication between educators and students in real time, either face-to-face or online. With synchronous learning students engage with fellow learners and with educators through interactive tutorials and instant messaging with the aid of breakout rooms and chat functionality. The learning occurs at scheduled times and for set timeframes.

### Asynchronous

Asynchronous refers to online and offline communication. Asynchronous learning involves watching recorded lectures, contributing to online discussion forums and activities, and pursuing self-paced learning tasks. Students watch the lecturers, contribute to online discussion forums and work on self-paced tasks in their own time, within a prescribed timeframe.

## Hybrid teaching and learning

Hybrid teaching and learning is underpinned by the Institution's Learning and Teaching Principles as outlined in the Learning and Teaching Policy. It is a flexible, multi modal approach to learning and teaching, where face-to-face students, online students, and asynchronous students all have access to the same material and where all can achieve the same learning outcomes, regardless of their chosen mode of access – online, face-to-face, or asynchronous-

The Institution has adopted Beatty's four core values (Beatty, Ed., 2019) for Hybrid courses.

- **Learner Choice** — The course provides alternative participation modes that are meaningful and allow students to choose the mode of engagement that works best for them.

- **Equivalence** — The modes, though not equal, provide equivalent learning outcomes. All students are expected to reflect, contribute developing ideas, and interact with their peers in the process of learning.
- **Reusability** — Artifacts from learning activities in each mode are captured and can be reused in other modes. Representations of in-class activities (recordings, discussion notes, etc) are available online for all students; activities produced by online students (asynchronous discussions, posted files, etc) connect to and support all students.
- **Accessibility** — Students are equipped with the technological resources and skills to equally access all participation modes. Universal Design for Learning principles are considered.

### Designing hybrid material and activities

The Institution's learning environments use the principle of 'Constructive Alignment' developed through a process of 'Backwards Design' (Wiggins & McTighe, 2005) At the end of a study period, students should be able to demonstrate and apply skills and knowledge as outlined in the subject's intended learning outcomes. To achieve these, all content, activities and learning materials are aligned to outcomes and their achievement is measured through the criteria in the assessment rubrics.

Design and re-design of hybrid materials and activities should be constructively aligned and incorporate the four core values for hybrid courses (outlined above) and align with the overarching Learning and Teaching Principles of the Institution

Technologies can augment the design of learning activities. [Here is a link to some third party and native Moodle tools](#) that are supported by the Institution with benefits that are engaging and well aligned to hybrid learning and teaching.

### Classroom sizes for hybrid teaching and learning

To ensure that there is an effective hybrid classroom for students and lecturers as a viable delivery option class size limits are set, and considerations provided as per the below.

Class size limits:

- The overall hybrid classroom capacity is 60 students in total, split into 30 online students and 30 face-to-face students.
- The minimum classroom size for a hybrid class to run effectively is 10 students (online and face-to-face) with at least four students in each mode to enable small group work for activities. If the class does not have the required number of students as above the hybrid component must be cancelled and the class must go either fully online or face-to-face, to cater for where most of the demand is.
- Hybrid classes up to 20 students are taught by one lecturer (or the class is moved online instead of hybrid at the discretion of the relevant Program Manager after consultation with the relevant Dean).
- A reverse hybrid option is available for main lecturers who cannot attend the physical classroom for valid reasons. In this case the class is delivered online by the main lecturer with a co-pilot supporting the face-to-face students in the classroom.
- A co-pilot will be contracted to support hybrid teaching when the class is expected to be greater than 30 students.
- If a class size is between 20 and 30 students, typically the class will either be moved fully online or face-to-face to ensure the class can be managed by one lecturer.

- In case the class cannot be run in hybrid mode, the lecturer and co-pilot will be made aware of this situation during O-week by the Program Manager. The main lecturer will take over the class – online or face-to-face. If the co-piloting is cancelled between week 1 and week 3 due to student numbers, the co-pilot is paid for the classes worked plus two weeks' of pay as a gesture of goodwill.

Considerations:

- When planning and deciding the delivery mode of subjects, effective approaches to learning and teaching (L&T) for the subject area should be considered. For example, subjects that include an active or experimental approach to L&T, are typically better suited for a face-to-face mode whereas subjects, that are aimed to develop digital or online skills are effectively taught in an online mode.

## Positions descriptions

All hybrid classes are taught with two academics consisting of a main lecturer who leads the teaching and a co-pilot who supports the main lecturer to ensure a smooth learning experience. Role descriptions are provided below.

### Main lecturer

The main lecturer in a hybrid class is responsible for:

- Preparing, teaching and engaging students in the class. Students should feel welcome and engaged whether they access class online, face-to-face, or asynchronously.
- Creating activities that are suitable for the hybrid class and providing feedback on the activities for all students whether online or face-to-face.
- Operating in-classroom technology to run the class. This includes the interactive digital whiteboard, mobile zoom room, webcams, lapel mics and Catch Box audio.
- Promoting participation among students. Questioning the online and face-to-face students to increase engagement. Ensuring online students are as engaged as face-to-face students.
- Facilitating and monitoring self-directed asynchronous activities in Moodle e.g., Discussion forums, including responses to asynchronous students who are accessing the recording and activities after class.
- Replying to students within 24 business hours.
- If the main lecturer is unavailable (sickness, emergencies, other commitments) then, the main lecturer must inform the Program Manager and the Program Manager will decide what is the best course of action. (a makeup class, co-pilot delivers with another co-pilot, another lecturer is engaged, etc).
- Preparing lesson plans and modifying activities for the class. This can be done in collaboration with a co-pilot.

The payment for the role as a main lecturer is lecturers' rates as per the Institution's pay guides.

### Co-pilot

The co-pilot has a support role in the hybrid class. The preference for the level of qualification of the co-pilot is that it is at the same level as the main lecturer, either by experience or by academic qualifications. It is preferable that the co-pilot has taught the same class in the past.

The co-pilot is responsible for:

- Supporting the main lecturer to ensure a smooth learning experience for students in Zoom.

- Meeting with the main lecturer prior to each class to understand the content and activities to be delivered and how they will support their effective delivery.
- All zoom sessions automatically use the lecturer's Zoom ID and so it does not require any further action from the co-pilot. The class is recorded automatically in ECHO 360 for the subject.
- Helping the main lecturer test equipment and software ahead of class and adopting the position of a remote student to help surface any technical or access issues.
- Setting up and running activities in the Zoom breakout rooms as discussed with the main lecturer, including dropping into small group activities to ensure that remote students are clear on task instructions, or not experiencing technical problems.
- Monitoring and answering questions and comments in the Zoom chat.
- Gathering feedback to share with the lecturer.

#### Further responsibilities:

- Posting welcome and housekeeping instructions (webcam on, mic off etc.) in Zoom chat at start of class. Remind everyone of online etiquette expectations.
- Making themselves a host of the meeting: on the teacher's PC and selecting Zoom user profile as the Host option (not just the co-host).
- Wearing headphones in both ears, not just one – to replicate the online auditory experience.
- Always having the microphone off but webcam on is optional and managed depending on circumstances.
- Monitoring for the 'hands up' icon from online students.
- Regularly asking how the sound is within the Zoom chat.
- Always ensuring the Catch Box is near the person speaking.
- Posting activity instructions and links in Zoom chat and asking students to screenshot or copy these, as well as posting the same instructions and link in breakout rooms.
- Updating activities on the Moodle site based on discussions with the main lecturer (co-pilots are given role in Moodle providing the required access).
- If wanting face-to-face and online students to work together in a breakout room with microphones on – asking face-to-face students to find a space outside of the lecture room to limit audio feedback.
- The co-pilot is to mark 50% of the assessment work submitted by the students in the class, regardless of class size. Due dates for marking need to be met to ensure students receive feedback on-time.

The payment for the role co-pilot is based on a three-hour class, and the rate is three hours  $h \times$  tutorial first rate, which like the normal class rate, includes one hour of delivery and two hours of associated work time such as preparation and marking.

### Main lecturer and co-pilot relationship

The relationship between the main lecturer and the co-pilot is particularly important. These two roles are to work closely with each other and support each other during the study period. So, it is important for them to have productive and positive communication before and during class.

#### Joint responsibilities:

- Constant and clear communication: this is important for smooth delivery of the lesson and an equivalent online/face-to-face student experience.

- Time management: the lecturer must brief the co-pilot on the lesson plan prior to class, especially on when and how the activities will be delivered.
- Technical accessibility: the lecturer must ensure that activities are enabled and ready for students to interact with. The co-pilot to check and distribute links and instructions to activities in Zoom session via chat or breakout rooms.

## Booster sessions

Booster sessions are sessions offered to lecturers who have already undertaken hybrid training but feel they need a booster session to upgrade their knowledge. The booster sessions can be asynchronous, where the lecturer revisits the Moodle page and is reacquainted with the information or the booster session can be undertaken as a face-to-face workshop, where the lecturer revisits the classroom to upgrade their technology skills. Face-to-face booster sessions are paid at the standard rate of other activities.

## Standard classroom set up

The Institution has equipped several classrooms in the Manly and City Campuses for hybrid delivery. Each of the classrooms has access to an interactive touchscreen panel and the following:

Figure 1- mobile zoom display with a camera

Figure 2- a lapel microphone

Figure 3- and a Catch Box microphone

Figure 4- Catch Box

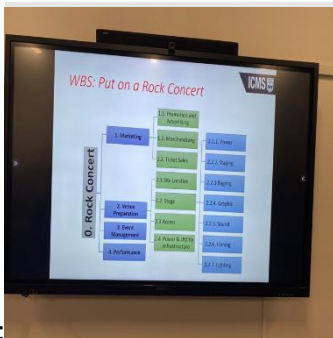


Figure 1:



Figure 2:



Figure 3:



Figure 4:

The Video conference software used for hybrid classes is Zoom. The lecturer and co-pilot should access Zoom using the Zoom ID provided to them by the Institution so the recording uploads into their ECHO360 library.

The technology on each of the campuses is slightly different. The standard technology and set up details for each of the Institution's campuses are detailed in the links below.

## Manly Campus

The link provided below will help to make staff familiar with the Manly Campus technology:

### [Manly Campus technology](#)

For Manly campus, the co-pilot must record the session to the cloud. When the recording stops, it will automatically import into the lecturers Echo 360 library where they must link it to their Moodle class so that students can view it.

### [City Campus](#)

The link provided below will help to make staff familiar with the city campus technology:

### [City Campus](#)

For this campus, the zoom session automatically uses the lecturer Zoom ID and so it does not require any further action from the co-pilot. The class is recorded automatically in ECHO 360 for the subject.

### [Hybrid class attendance](#)

For a Hybrid class, students enroll themselves in their preferred modality, either face-to-face or online. They are expected to attend their chosen modality. If the student wants to change classes between face-to-face to online or vice versa, the student must talk to Student Services to effectuate this change. It is acceptable if the student, due to unforeseen circumstances e.g., illness, needs to attend class temporarily in the other modality they may do so but not on a permanent basis.

### [IT support](#)

IT is there to support hybrid teaching and learning with all the IT needs, including setup, and troubleshooting any problems with the hybrid class. If IT support is required, please contact the IT team.

## Online Etiquette for Academic Staff (For Hybrid/Online Classes)

Lecturers are expected to maintain the following etiquette while delivering classes either face-to-face or virtually.

| Online Etiquette for Academic Staff   |   |
|---|---|
| General behaviour   |   |
| <p style="text-align: center;"><b>Do's</b></p> <ul style="list-style-type: none"> <li>• Ensure your background is distraction free or use an ICMS approved background.</li> <li>• Always be mindful that you are at work and representing the Institution.</li> <li>• Lecturers are expected to be in the classroom 15 minutes before the start of the lesson</li> <li>• Check all equipment including cameras, speakers and headsets.</li> <li>• Always be professional e.g. dress in professional attire and avoid bad language.</li> <li>• Ensure your full name is visible online.</li> <li>• Remember to record session and post recording in a timely manner.</li> <li>• Always comply with the staff code of conduct outlined in the Employee Handbook.</li> </ul> <p style="text-align: center;"><b>Don'ts</b></p> <ul style="list-style-type: none"> <li>• Do not distract by taking part in online chats on apps and email during the Zoom session.</li> <li>• If you are sharing your screen, check that you do not have any inappropriate windows open (such as online banking, personal social media accounts etc.) or sensitive windows, such as gradebook, assessment submissions, or confidential emails.</li> <li>• Do not post or share inappropriate material (even privately).</li> <li>• Be respectful of others' opinions and do not make personal or insulting remarks.</li> </ul> |   |
| Engagement and collaboration  | Reporting guidelines  |
| <ul style="list-style-type: none"> <li>• Post a welcome message and any housekeeping instructions (webcam on, microphone off etc.) in Zoom chat at start of class. Remind everyone of online etiquette expectations.</li> <li>• Set the tone of your class and reset if you are unhappy with the tone.</li> <li>• Monitor for the 'hands up' icon from online students.</li> <li>• Regularly ask how the sound is within the Zoom chat.</li> <li>• Always ensure the Catch Box is near the person speaking.</li> <li>• Request that cameras are on when a student is speaking and that their faces are visible.</li> <li>• Allow others space and time to react to the material under discussion.</li> <li>• Post activity instructions and links in the Zoom chat and breakout rooms for students to screenshot or copy.</li> <li>• For collaboration between face-to-face and online students in a breakout room, if possible, request that face-to-face students find a space outside of the lecture room to limit audio feedback.</li> </ul>  | <ul style="list-style-type: none"> <li>• Ensure that all students are respectful towards each other at all times and comply with the Student Code of Conduct, Equity and Diversity Policy and Sexual Assault and Sexual Harassment Policy.</li> <li>• All unacceptable behaviour must be dealt with promptly and, if required, be reported in accordance with the General Misconduct Policy.</li> </ul> |

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| <b><i>Email communications</i></b>   | <b><i>Lecturer presence</i></b>  |
| <ul style="list-style-type: none"> <li>• Email students from your ICMS email account only.</li> <li>• Maintain formality in your address and avoid informal opening lines such as 'Hey'.</li> <li>• Include your subject code in the subject line.</li> <li>• Always be mindful that emails can be easily distributed and passed on.</li> <li>• Keep your email short and specific.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide synchronous and/or asynchronous opportunities for students to discuss issues that are beyond the scope of a specific activity or topic and monitor and respond to these discussions as appropriate.</li> <li>• Communicates personal industry experience within activities as appropriate, as a basis for authenticity.</li> <li>• Student-to-student and student-to-teacher interactions are required as part of the subject.</li> </ul> |



## Online Etiquette for Students (Hybrid/Online Classes)

All students are expected to maintain proper etiquette while attending classes either face-to-face or virtually. This etiquette aligns with the Student Code of Conduct.

| Online Etiquettes for Students   |  |
|--|--|
| General online Behaviour   |  |
| <p style="text-align: center;"><b>Do's</b></p> <ul style="list-style-type: none"> <li>• Be on time and join your virtual classroom five minutes before the start to have time to troubleshoot, if necessary.</li> <li>• Be polite and let your lecturer know if cannot attend or if you will be late.</li> <li>• Listen and follow to the instructions from your lecturer.</li> <li>• Choose a quiet location with a headset.</li> <li>• Always turn your camera on and remain seated if it is reasonably practicable to do so.</li> <li>• Mute microphone unless speaking to prevent echoing and interruption in the class</li> <li>• Dress appropriately in smart/casual clothes when attending classes online (No PJ acceptable).</li> <li>• Ensure your name is visible as per your enrolled name, so that your attendance can be acknowledged.</li> <li>• Engage and participate in class, especially in the break-out rooms.</li> <li>• Always follow Student Code of Conduct <a href="https://policies.icms.edu.au/student-code-of-conduct/">https://policies.icms.edu.au/student-code-of-conduct/</a></li> </ul> <p style="text-align: center;"><b>Don'ts</b></p> <ul style="list-style-type: none"> <li>• Refrain from sharing the zoom meeting details with others; instead, notify the meeting host if someone, for example a classmate is missing.</li> <li>• If you are sharing your screen, check that you do not have any private or personal windows open (such as online banking, personal social media accounts etc.) and ensure that all virtual backgrounds are professional, non-offensive and/or non-discriminatory.</li> <li>• While communicating (either orally or via chat box), avoid the use of unprofessional language i.e., informal abbreviations and slang.</li> </ul> |  |
| Online tutorials & discussion  | Email communications   |
| <ul style="list-style-type: none"> <li>• Use the 'raise hand' function if you want to ask a question or contribute to the conversation</li> <li>• Use the chat function to ask questions to avoid interrupting the conversation.</li> <li>• Make posts that are related to the topic.</li> <li>• Keep any off-topic discussion to a social forum designed for that purpose.</li> <li>• Be respectful of others' opinions and do not make personal or insulting remarks.</li> <li>• Try and keep your message short.</li> <li>• Type in lower case as typing in ALL CAPITALS can be interpreted as aggressive/shouting.</li> <li>• Avoid dominating a discussion and allow sufficient time for others to respond while participating.</li> <li>• Avoid short responses, such as 'I disagree' without elaborating.</li> </ul>  | <ul style="list-style-type: none"> <li>• Email from your student email account only.</li> <li>• Maintain formality in your address, avoiding opening lines such as 'Hey'.</li> <li>• Always add a subject to your emails using the subject line and include your subject code in the subject line.</li> <li>• Keep your email short and specific.</li> <li>• Avoid using incomplete sentences and abbreviations while writing your email.</li> <li>• Always be mindful that emails can be easily distributed and passed on.</li> </ul> |