

# TOP TIPS FOR STAFF ON TEACHING ONLINE AND ON-CAMPUS SIMULTANEOUSLY

If you have decided to teach simultaneously online and on-campus ('simultaneous dual mode teaching') these top tips may help you. If you are not sure about whether teaching simultaneously in dual mode is appropriate for your class, read the Teaching Online and On-Campus Simultaneously guide.

## PREPARING FOR THE SESSION

- Plan your session and include some activities for online and on-campus students' interaction.
  - Consider that a standard two-hour on-campus session may require more time if teaching simultaneously online too. You may need to adjust your session accordingly.
  - Build-in time for questions throughout the session, remembering that you will need to check the online meeting chat too.
  - If you are co-teaching or have an assistant be clear about what each of you will be doing and when.
- Check all the equipment/tools you will need in the classroom and online are working.
- Ensure that all students have the basic tools on their devices to be able to engage with the class and peers.
- Ensure you have IT support available in an emergency e.g. a contact number.
- Give clear instructions to students on how to join online, and how to check their audio and video in advance.
- Ensure students have advance access any resources, tools or activities that they will need and clear instructions on what they will be required to do with them during the session.
- If on-campus students need to engage online ensure that they will have access to a relevant device to do so, for example their own mobile, tablet or laptop. Also check that there will be sufficient power and connectivity for this.
- Think about whether you need some help checking the chat online. If so, who can provide this? E.g. a teaching assistant, other colleague, a student?

## STARTING THE CLASS

- Confirm that everyone who needs to can be heard (and seen) clearly. Remember to check this for different parts of the classroom.
- Agree any ground rules for the class. This might include:
  - Keeping mics muted when not speaking.
  - How to indicate a desire to contribute / participate e.g. to share a question or comment.
  - Keeping other devices / notifications on mute.
- On any presentation device, close all browsers/tabs which will not be used in class.
- Check that all students can see / access any presentation or resources being used.
- Start recording (if required). This may be using an on-campus recording system (e.g. Wolfvision) or on an online platform (e.g. Collaborate Ultra, Teams) or both.

## DURING THE CLASS

- Take time to check for understanding and for questions / contributions from on-campus and online students. Check the online chat as well as who has their hand up.
- Facilitate connection between on-campus and online students. Encourage them to talk to each other as much as to you.
- Think about where you are positioned in the room, so that you can pay attention to online and on-campus students – nobody wants to constantly see the back of your head!
- Ensure on-campus students use a microphone when speaking so they will be audible to everyone in the session. If a microphone is not available, repeat their point so everyone can hear.
- Give clear instructions for how to engage in any activities.
- Ensure all students have equal opportunities to participate in discussions and activities, ask questions, and provide comments.

## AFTER THE CLASS

- Add any further resources to the VLE and upload any recordings from the session.
- If necessary, respond to any questions and feedback from students in the chat and discussion forums.
- Make use of your course communication channels to respond to any further questions, comments or issues around the topic.

## FURTHER READING

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Heriot-Watt Learning and Teaching Academy (2021) Top tips for staff teaching simultaneously online and on-campus.

Bruff, D. (2020) Active Learning in Hybrid and Physically Distanced Classrooms. [online].

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

Centre for the Enhancement of Teaching and Learning (2020) Dual mode teaching framework, Hong Kong University [online].

Available at: <https://www.cetl.hku.hk/dualmode/framework/>

Centre for instructional technology (nd) Hybrid instruction, University of Alabama [online].

Available at: <https://cit.ua.edu/flexible-instructional-modes/hybrid/>

Miller, K. (2020) Trying out Hybrid Teaching on Campus [blog] Centre for Innovation in Education 29/9/20.

Available at: <https://www.liverpool.ac.uk/centre-for-innovation-in-education/blog/general/trying-out-hybrid-teaching-on-campus/>

University of North Carolina (2021) Hybrid-Flexible (or hyflex) implementation guide, [online].

Available at: <https://keep-teaching.unc.edu/modes-of-teaching/hybrid-flexible/>

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## NOTES