



Hybrid Teaching Panel

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**Georgia
Tech**

CREATING THE NEXT

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Outline

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Understanding Your Course Mode

- **Residential Spread (coded as HYBR)**
- **Remote with limited in-person: Hybrid* (coded as HYBR).**

Examples:

- Hybrid touch-points
 - Hybrid hands-on
 - Hybrid split
- **Remote (REM/ASYN or REM/SYN)**

*: Faculty can choose hybrid mode most appropriate to the needs of the course

Independent of your course mode, you may want to plan your course for remote delivery and then identify meaningful in-person experiences to take place in person. This way, if later in the semester there is a shelter-in-place order, you are prepared to switch to full remote delivery.

Establishing a Campus Attendance Schema for Hybrid Courses

Plan for Day 1

- Go to your classroom and test the technology ahead of the semester.
- Assess the capacity of the assigned classroom space.
- Observe/plan how traffic will flow in your classroom.
- You are recommended to meet remotely during the first few class days while the class enrollment numbers are still fluid during the add/drop period and while a grouping of students is still being worked on.

Grouping your students for in-class attendance in hybrid split mode

- Depending on the capacity of your classroom, group your students to A and B (or more groups) and mark the days of the semester as A and B (or more). A students come to class on A days and B students on B days.
- You can use [Canvas Groups](#) to communicate to these groups separately.
- Depending on your class size, you may need more groups to maintain physical distancing.
- The students who are not physically in the classroom will connect to your lecture hour via remote technologies available in your classroom.
- Having students connect synchronously to the residential teaching is not a requirement. Faculty can use a combination of synchronous and asynchronous activities for students.

Hybrid hands-on or touch points schedule

- Class meets several times a semester on a pre-determined schedule for hands-on work or essential in-person activities
 - Identify these dates and activities in your syllabus
 - Communicate to your students via your
 - [Syllabus](#),
 - [Canvas Announcements](#)
 - [Canvas Calendar](#).

Assigning seats to students

- The seats in the classrooms will be numbered and you can use these numbers to assign students to seats.
- You can allow students to choose their seats on the first day they are in class and lock them into those seats for the rest of the semester.
- [Canvas Attendance tool can be used to creating a seating chart.](#)
- Attendance taking and seating charts will be needed for contact tracing purposes in case of infection.
 - Stamps Health Center will contact faculty to request a seating chart in case of a positive case in that class.

Taking Attendance

- Faculty are advised to be flexible with attendance requirements; however, attendance poll is expected from in-person classes to assist in contact tracing.
- Communicate the attendance expectations in *your syllabus*. You can use language such as *“You are expected to attend the class sessions unless you have a compelling reason not to do so.”*
- Technologies available to assist attendance-taking: Canvas Quizzes, Canvas Attendance Tool, TurningPoint

Communications Channels and Resources to Support Your Course

- Thinking through and planning your communication channels and letting your students know what will be used and for what purposes is essential.
- Communicating early with your students and often will help them stay connected and reduce their anxiety.
- Channels to facilitate communication in your course: Canvas Syllabus, Canvas Announcements, Canvas Discussions/Piazza, virtual office hours, Canvas Inbox, email

Student Engagement and Interaction Strategies

- Course without engagement is a correspondence course.
- Virtual office hours
- Student presentations via BlueJeans (or WebEx or Teams)
- Live polling among in-person and remote students through [TurningPoint](#)
- Students collaborating in groups: [Canvas Groups](#) tool as well as [Microsoft Teams](#)
- [Canvas peer review of assignments](#) and [peer review of discussions](#)

In-Class Discussions

- All centrally scheduled classrooms equipped with camera and microphones
- If you hold discussions in the classrooms, students who are attending remotely will not be able to clearly hear or participate in these discussions
- Alternatives can be using [Canvas Discussions](#) for student Q&As and/or holding [virtual office hours](#) to enable better interaction.
- Remote students can use the chat function in BlueJeans, Teams, or WebEx to ask their questions. You can ask a student, or a group of students taking turns, to moderate the chat questions for you while teaching.

Content Creation and Delivery Resources

- Review and test out the [classroom AV technologies](#) ahead of the semester.
- To amplify your voice, you can [check out microphone for the duration of the semester to use in conjunction with the room speech reinforcers](#), where available.
- [Asynchronous content creation](#) is the recommended method, with [best practices](#)
 - [Camtasia recording and editing software](#), available to all Georgia Tech faculty. Publish the content you produce to Canvas/Kaltura.
- [Synchronous content creation and delivery tools](#) are available, [best practices](#).

Development and Administration of Assessments

- Plan for smaller and more frequent assessments rather than few large assessments.
- Providing students with frequent feedback/corrective loops via multiple assessments: a strong indicator of quality of instruction.
- Plan better for a possible shelter-in-place scenario later in the semester by not having large stakes assessments under undesirable circumstances.
- Adjust your assessment plan to hybrid and remote teaching using [Decision Diagram for Assessment Approaches and Technologies](#)
- Homeworks and assignments are strongly encouraged to be submitted digitally (via [Canvas Assignments](#) or [Gradescope](#)) to prevent infection and spread

Digital Proctoring

- Controlling the test-taking environment, and the real-time audio and video surveillance of test- taker to detect unauthorized behavior.
- [Honorlock](#) is the digital proctoring solution available at Georgia Tech.
- If using Honorlock, make sure that you include the following requirements in your Syllabus:
 - Please refer to important [Honorlock technical requirements](#)
 - Students must have a broadband internet connection
 - Students must have a webcam and microphone
 - Students must have a secure private location to take an exam
 - Students will be asked to provide a picture ID as part of the exam process
 - Honorlock is not compatible with Linux OS, Virtual Machines, tablets, or smartphones
 - Honorlock requires that you install the Honorlock Chrome extension into Google Chrome.

Collecting Student Feedback

- [Early gathering and responding to feedback from students](#)
- [Early course feedback at midterm](#)
- Canvas [Weekly Key Performance Indicators \(KPI\)](#) tool is currently being piloted in Georgia Tech online courses.
 - It provides a weekly anonymous snapshot of your students' assessment of how they're performing in your course
- End-of-semester survey of student feedback will be collected via [CIOS](#).

Supporting Academic and Mental Well-being of Students

- [Dealing with the Unexpected](#): This CTL resource to help you out when you are dealing with the unexpected as you teach.
- [Understanding and supporting students' academic wellbeing](#) : Read about a variety of different ways you can build community and connect to students during this time.
- [An extensive online resource on positive teaching \(PDF version\)](#)
- Services available to students so that you can make referrals and recommendations as needed and visit the specific service page for more information. Operational details and services including the [CARE Center](#), [Counseling Center](#), and [Stamps Health Services](#) are available from the [Office of the Vice President and Dean of Students or the Division of Student Life](#).

Student Accessibility Resources

- [The Office of Disability Services](#) point of contact for students and faculty in terms of student accommodations requests.
- Faculty can review their students' accommodations by accessing the [Disability Services AIM portal](#). (list of students who have requested accommodations and which accommodations they need by class and section.)
 - Faculty should consider alternate assessments to timed, exam-based assessments, as many students with disabilities have special situations that could impact their ability to complete a timed, online exam.
 - Students should review updated syllabi for course adjustments and contact faculty via email if there are concerns.
 - Faculty should also check-in with each student via email to ensure that accommodations are applicable and adequate.
 - Students and faculty should consistently monitor and address accommodation concerns and continue to vet all questions about accommodations through the Office of Disability Services.
- More [information on how faculty can create accessible courses](#) is provided within the Georgia Tech Remote and Hybrid Teaching Academy.

More Information and Request Assistance

- [Georgia Tech Remote and Teaching Academy](#) is available to all instructors of record upon logging on to Canvas.
- Hybrid Teaching Guide for Fall 2020 ([PDF File](#))
- Faculty can [request one-on-one consultation](#).
- To receive additional technical assistance, submit a request at: <http://services.gatech.edu>.
- Feedback on this session: https://gatech.co1.qualtrics.com/jfe/form/SV_bwuajGRqRJODBQN

Q&A