Hybrid Teaching

HYBRID approach in School of Art:

innovative and resilient, online-offline model of teaching provision drawing on the University of Edinburgh Near Future Teaching Project

- **Synchronous**
  - What currently synchronous teaching (course inductions, lectures, demonstrations, etc.), can be easily made asynchronous?
    - e.g. record course inductions, lectures and demonstrations in advance and place in the VLE.
    - Follow up asynchronous with synchronous Q&A on Blackboard Collaborate.

  - Aim to teach all synchronous activity on campus <u>at 2m distance.</u>
  - If campus is closed; have a clear backup plan to teach synchronously online.
  - <u>∴ only schedule synchronous activity on campus if it can be backed-up online. Only assess an assignment/LO if it can be assessed online. No backup, don't run it!</u>

  - Need to accommodate different time zones:
    - ∴ use of Calendy for 1:1 appointments and surgeries https://calendly.com (tells local time in the zone students are working in)
    - ∴ running repeat sync Q&A sessions for groups using Blackboard Collaborate
    - ∴ Mixed mode triad crits: 1x staff, 1x student on campus, 1x student online. Enables 2m social distancing while keeping on/off campus students in dialogue. Minimises transactional distance https://elearningindustry.com/tips-minimize-transactional-distance-elearning.
    - Telepresence to minimise transactional distance.: placing "always-on" or "drop-in" VoIP camera and monitor in each studio to ensure that staff and students can study together at any time.
    - Use of time-boxed **stand-up meetings on MS Teams for courses**

to minimise transactional distance. Stand-ups last no more than 15mins and take place 2-3 time per week. Keeps people connected and informed. https://en.wikipedia.org/wiki/Stand-up_meeting

- List of tools that are currently being used for synchronous teaching in the School of Art:
    - MS Teams (using groups set up by Admin) / MS Teams can also be used for formative feedback
    - Blackboard Collaborate (set up within MyEd and add to Learn)
    - Skype (for Business)
    - Whiteboard in Microsoft Office 365 for live whiteboarding
    - WordPress can be adapted for live conferences and webinars:
        - https://wordpress.org/plugins/tags/conference/
        - Conferencer for WP
        - BuddyPress for WP

    - Hopin for live conferences and webinars https://hopin.to/

- Synchronous resources used outside of University of Edinburgh that students often use for their work:
    - Zoom for very large groups; webinars; large swarms, hackathons, edit-athons. NB: University of Edinburgh doesn't recommend Zoom; it's known to spread malware.
    - House Party for larger groups that want to have breakout rooms (Quarantini) https://netsanity.net/what-is-house-party-app/ https://app.houseparty.com/login
    - Whatsapp (secure end-to-end but need mobile numbers)
    - Facebook Messenger
    - Twitter
    - Instagram
    - https://minecraft.net and other sandboxes people meet in virtually such as Roblox, etc.

- **Asynchronous, Time-Shifting**
    - All asynchronous aspects of teaching are, by default, online
    - All asynchronous teaching adopts a flipped classroom (= flipped studio)

model https://www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/march-2014/flipped-classroom

- List of resources that are currently being used for asynchronous teaching in the School of Art, supported by UoE IS:
    - LEARN - use this as the course handbook, as the summative assessment site and as a link to other platforms such as:

    - WordPress blogs.ed.ac.uk [each courses can have its own WP. WP can act as the VLE if required or can be where students show their work to each other, etc.)
    - MS Teams for Assessments (formative especially)
    - PebblePad for e-portfolios https://www.ed.ac.uk/institute-academic-development/postgraduate/taught/career-development/pebblepad
    - Whiteboard in Microsoft Office 365 https://www.microsoft.com/en-gb/microsoft-365/microsoft-whiteboard/digital-whiteboard-app
    - Endnote Web https://www.myendnoteweb.com and https://www.ed.ac.uk/information-services/help-consultancy/is-skills/catalogue/information-literacy/managing-references-with-endnote-flipped-classroom
    - PeerMark (part of Turnitin, within LEARN) asynchronous peer review
    - Mediahopper https://media.ed.ac.uk/ for a/synchronous A/V editing, sharing and feedback
    - Open Educational Resources (OpenEd) https://www.ed.ac.uk/information-services/learning-technology/open-educational-resources
    - LinkedIN Learning (1,000s of teaching resources for staff and students) https://www.linkedin.com/learning/ e.g. Essential Photoshop https://www.linkedin.com/learning/photoshop-2020-essential-training-the-basics/welcome-to-the-photoshop-essential-training-series?u=50251009

Asynchronous workspaces currently being used for asynchronous teaching in the School of Art (non-UoE supported):

    - Trello - easy to use visual kanban for working on projects in groups; can

be integrated easily with MS Teams https://trello.com

- Art Spaces - Kunstmatrix https://artspaces.kunstmatrix.com/en For creating virtual gallery/project spaces to install virtual work within
- VR Designer https://www.artsteps.com/register
- Padlet for visualisation and decollage https://padlet.com/features
- Notion https://www.notion.so/ (all in one workspace)
- Tiddlywiki (microsite for wiki edit-a-thons) https://tiddlywiki.com/