

HYBRID TEACHING IN LLC: A DIGITAL-FIRST APPROACH

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School of Literatures, Languages and Cultures



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Executive Summary

The Hybrid Learning Working Group was established by the LLC Learning and Teaching Committee to recommend how to adapt LLC's learning, teaching and assessment (LTA) activity in response to the COVID19 crisis.

The report concludes that we can assure our success next year by:

- Ensuring that activities are accessible to all, by placing emphasis on asynchronous methods and reserving synchronous methods for situations where there is no alternative
- Implementing active teaching methods over passive information exchange
- Using the same teaching and assessment methods with online and on-campus students
- Limiting our tools and platforms – especially student-facing ones – to the smallest number possible and to ones that we already use
- Increase interactivity in large and medium groups and preserving the interactivity integral to small groups and meetings
- As much as possible, using consistent terminology and course structures

Hybrid Teaching in LLC

A DIGITAL FIRST APPROACH

(REPORT OF THE HYBRID LEARNING WORKING GROUP)

1 Introduction

The Hybrid Learning Working Group was established by the LLC Learning and Teaching Committee to recommend how to adapt LLC's learning, teaching and assessment (LTA) activity in response to the COVID19 crisis. This report has been prepared to advise the Senior Management Team in the first instance, but also to act as a potential guide for academic staff.

The remit of the Working Group was to address the following:

1. What is hybrid learning and how should it be implemented in LLC?
2. What is possible, what is desirable, and what are the risks?
3. What platforms are available and how do they map upon our current activity?
4. Are there existing models of hybrid learning available in the School or beyond that colleagues can draw upon?
5. What are the Equality, Diversity and Inclusion (EDI) and Widening Participation (WP) implications of hybrid teaching? What are the key aspects to consider and guidance that we should follow?
6. How can they be best mitigated, or in the case of positive implications, improved upon, through Hybrid LTA?

As defined in 'Hybrid Teaching Approaches' ([Bayne et al 2020](#)), **hybrid learning** 'does not separate online and on-campus cohorts but focuses on bringing them together'. It is differentiated from an **online** approach, where all material and student activity are web-based, and a **blended** approach, which 'introduces elements of online to a fundamentally on-campus model' (ibid.).

The Working Group agrees that a hybrid approach best addresses all eventualities in Sept 2020. It is the University's planning assumption that classroom teaching will take place in Semester One. However social distancing, which is likely to be with us for the foreseeable future, may mean that in-situ teaching is either minimal or impossible for some classes.

The safest assumption is that most of our students, if not all, will access their learning online in 20-21. Therefore, we advocate a **digital-first** approach, which means orienting our planning and preparation towards the online cohort first and foremost. It is, in essence, an **online-weighted hybrid approach**. If

in-situ students do attend next semester, even periodically, it will be far easier to adapt a digital-first approach to that scenario than to quickly generate material and methods for an unanticipated, fully online one. In sum, we are better off planning for a likely situation than an unlikely one.

Although telepresence rooms are planned for Edinburgh Futures Institute, current provision in LLC does not allow us to combine physical and on-line students safely or reliably. Furthermore, there are serious issues relating to EDI/WP and time-zone disparity that we need to address when employing high-bandwidth, synchronous¹ teaching methods. Another of our primary recommendations is to use asynchronous LTA methods wherever possible in Semester 1. In fact, this is the only way to ensure compliance with EDI guidelines (see Section 4).

The digital-first approach brings many challenges and some risks, but they pale against those of not adopting it. Importantly, a digital-first approach also offers significant opportunities: we can future-proof our provision and make it more effective, more active-learning based and, therefore, more student-centred.

Our **assumptions** for this document are:

- Social distancing rules will remain in effect in September 2020, but be loosened for small groups in certain domains
- LLC will have a geo-temporally diverse online cohort of students (domestic and international)
- We also may have a cohort who is physically present
- Because of health risks, some LLC staff will continue to teach on-line even if social distancing rules are relaxed²
- Most LLC students will have access to a web-enabled device
- Not all LLC staff or students will have access to reliable, high-speed internet, or quiet spaces suitable for their work
- Additional support capacity will be necessary to mitigate the IT challenges for these groups
- Additional academic support (e.g. teaching fellow hours) may be necessary to implement the recommendations in this document

Our guiding **principles** for the recommendations below are:

1. Solutions should be clear, simple and achievable in the time-frame
2. Solutions should be as active and student-centric as possible, cognisant of the challenges that our learners face

¹ By **synchronous**, we mean time-bounded activities occurring between participants in real time, for instance a video meeting or an oral language tutorial. **Asynchronous** activities are those where interaction takes place flexibly across time, such as in a blog or discussion board.

² This is likely to be true until a vaccine is widely available.

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3. Tools and platforms – especially student-facing ones – should be limited to the smallest number possible and, ideally, be ones that we already use³
 4. Asynchronous, low-bandwidth online methods should be preferred over synchronous, high-bandwidth ones, to facilitate access and participation and comply with EDI guidelines⁴
 5. As much as possible, our solutions should increase interactivity in large and medium groups, whilst preserving the interactivity integral to small groups and meetings

The remainder of this document will focus on the following questions, across several sections:

- Section 2: What is an online pivot? What are our core aims in a digital-first approach?
- Section 3: Which tools are recommended?
- Section 4: What are the important EDI/WP issues? How can we mitigate, or possibly capitalise upon them?
- Section 5: What are the main course types in LLC? How do we prepare them for a digital-first approach? Which learning and assessment techniques can help?
- Section 6: How can we move between different scenarios (e.g. between a fully online and a conventional or blended one)?

Finally, a note on expectations of how this report might be used. No doubt you are reading with a sense of trepidation, and we want to end with a message of reassurance and support.

When producing this report, the group took a frank look at the challenge of hybrid learning and produced ideal recommendations based on our collective experience and understanding of best practice.

But we recognise that the contents of this report must be adapted to local practices and goals, and that the ability to implement some or even many of our suggestions will necessarily be constrained by availability of resources. There will certainly be areas, courses and options where we simply cannot implement all the suggestions contained here. But that is fine as long as we've taken onboard the recommendations and worked with them as best we can. We need to be pragmatic here, and that's perfectly okay. In that sense please view this report as a reference point for your local conversations and decisions.

³ By limiting the tools that we use, we help ourselves, our students and – crucially – our IT support team.

⁴ If it is determined that a course requiring synchronous methods is not accessible to its prospective students, consideration must be given regarding its viability for 20/21.

2 Towards Hybridity: The Online Pivot

We are responding to an uncertain, but temporary situation. Our aim is not to develop true online courses or degrees, which would require exponentially greater time and resources.⁵ Existing course materials and structures should be used as much as possible when adapting to the hybrid format. We are engaged in an online pivot⁶ only, and must be attuned to what is achievable in the time-frame. A good place to begin, when thinking about what needs to be done, is to consider what we do already.

LLC carries out diverse styles of teaching and learning, but our student contact time – barring assessments – can be summarised as follows:⁷

Figure 1: Current on-campus approaches - size and passivity



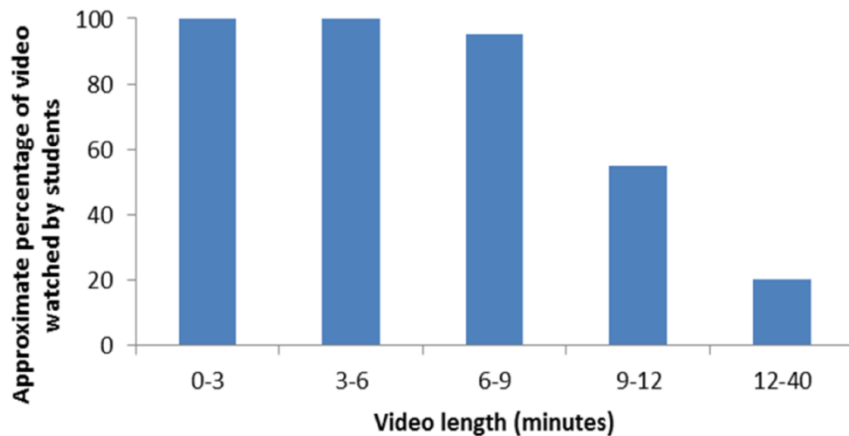
As group size increases in on-campus approaches, so does the potential for passivity. The calculus must be different online; passivity is never desirable, but online students tolerate it even less. For instance, while the pedagogical benefits of standard lectures are debatable, online students typically do not engage with long videos, such as those generated through lecture capture (see Figure 2).

⁵ Developing five or six such degrees would normally cost an institution [£10 million](#).

⁶ See Nordmann et al (2020): '10 simple rules for supporting a temporary online pivot in higher education' <https://psyarxiv.com/qdh25>.

⁷ List generated from a spreadsheet of LLC's room booking categories provided by Jackie Barnhart

Figure 2: Student engagement with streaming videos (Guo et al 2014, in [Brame 2015](#))



As we move towards hybrid LTA, a key principle is that we must **increase interactivity** in our large and medium courses and **preserve the interactivity** integral to our tutorials and meetings. Additionally, we need to provide an equal and inclusive environment that adheres to all aspects of the [University's Dignity and Respect policy](#). In Section 5, we make recommendations for how we can do this for three common course types in LLC:

- 1) A large, lecture and tutorial-based pre-Honours course
- 2) A medium seminar-based Honours course
- 3) A language course

First, it will be useful to examine the tools at our disposal, considering which will be most useful to us and our students (see also Appendix 1: Recommended Technologies).

3 Tools for Digital-First Teaching

Our recommendations for digital tools are that we a) prioritise what we already use; b) limit them to the fewest possible and c) opt for asynchronous, low-bandwidth approaches to comply with EDI. The following tools have these qualities, and every course coordinator is advised to begin with these ‘workhorse tools’⁸ when planning adaptations for Semester 1:

- Announcements (Learn)
- Assignments (Learn)
- Blogs (Learn)
- Discussion boards (Learn / Teams)
- File-sharing (Learn)
- Online ‘clicker’ platforms (TopHat)
- Resource lists (Learn)
- Surveys (Learn)
- Tasks (Learn / Teams)
- Tests (Learn)
- Wikis (Learn)

Announcements and file sharing are perhaps the most common non-assessment modes of using Learn in LLC presently, and their usage in a hybrid course need not diverge significantly from current practice. Most course coordinators will have some experience with Learn **discussion boards**. We propose in Section 5 that we increase their usage in Sem 1, to facilitate group-based activity, such as what would normally occur in tutorials. **Blogs** may also be useful. **TopHat** may have a role to play for those with prior experience of it (e.g. for review questions and online quizzes) – but we recommend that it is used asynchronously only. **Resource lists** will be of central importance: we recommend 100% adoption of resource lists across LLC and that course organisers ensure that all entries point to online material only for Sem 1.⁹ **Surveys** will be helpful from time to time, for example to check comprehension of material. **Tasks** can help students plan their time and give staff an indication of their progress through course activities. **Tests and self-corrected activities** offer various possibilities for asynchronous interaction, comprehension and assessment. For more information on Learn tests, see Appendix 3: FAQ. **Wikis** provide a virtual space for generating collaborative content or setting out course materials.

⁸ See Stanford (2020) ‘Videoconferencing alternatives: How low bandwidth teaching will save us all’: <https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/>

⁹ If an online resource does not exist, course coordinators should contact the Library in the first instance to enquire if it is possible to acquire it or scan the sections needed. Temporary relaxation of copyright rules means that 30% or 3 chapters of a book may be scanned, but not all publishers have signed up to this.

Low-bandwidth, synchronous tools such as the following can impart presence for students and enable interaction and co-construction:

- Collaborative documents (MS Office 365; OneDrive)
- Chat messages (Teams)

Collaborative documents be useful for many courses, e.g. during group projects, peer-learning and co-composition. **Teams** may also be an attractive option as we have experience using it, and as a professional platform for remote-working, engaging with our students via Teams may help them develop important transferable skills. However, we should sound a note of caution. Boundaries must be set with students for the use of Teams such as setting clear expectations for standards of communication, feedback turnaround times, hours of engagement, and general codes of conduct.

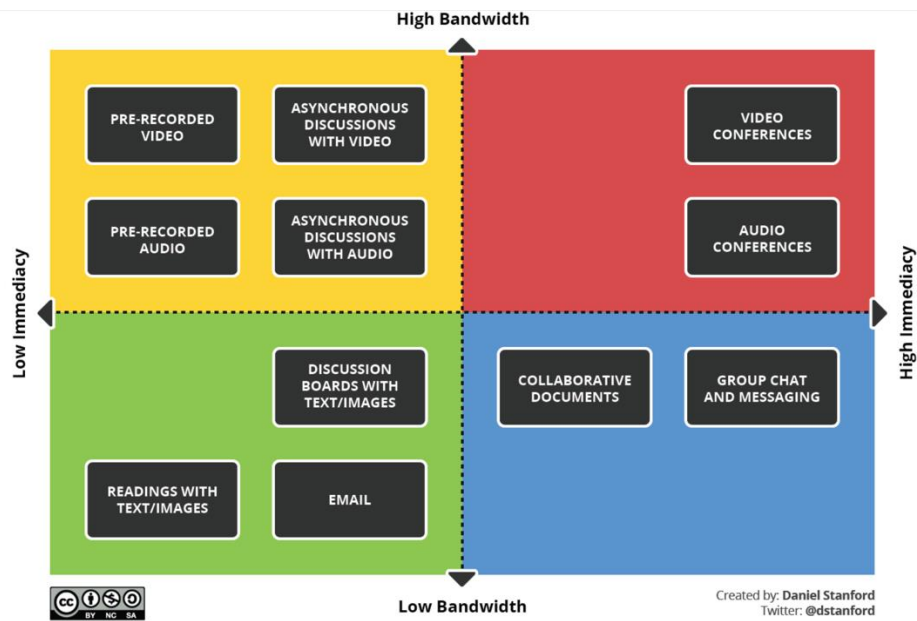
In Figure 3, Stanford¹⁰ provides a useful chart of tools according to their immediacy and bandwidth. We agree that the bedrock of courses should come from low bandwidth tools. Where videos and podcasts are used – being high bandwidth – we recommend that they are limited to 10 minutes in duration. We encourage using these media to complement and enhance active learning approaches rather than replacing them. Many platforms are available for generating **videos and podcasts**. For example, it is possible to record and edit audio and video with most smart phones and all current computers and export it as a file to be hosted on Learn. **Kaltura Desktop Recorder** is supported by the University (see [Media Hopper Create](#)) and recommended for these purposes, as well as for capturing on-screen video.

Stanford observes that although we favour immediacy in conventional teaching, in an online environment, its lower flexibility and higher bandwidth needs decrease flexibility and disadvantage many EDI/WP students: they ‘can jeopardize their success in the course, create a sense of shame and anxiety, and leave them feeling like second-class citizens’. **We recommend reserving the tools in Stanford’s red square for when no substitute is available for synchronous communication, e.g. for supervision meetings and language teaching.** We recommend that lecturers use [Blackboard Collaborate](#) for language tutorials and use Teams for research supervision, but avoid high-bandwidth, high immediacy tools unless they are absolutely necessary. We also recommend that these activities never enter into a student’s mark (i.e. that they are added-value only).

Appendix 1 provides a full list of tools recommended for use in LLC organised by purpose. They are all supported by the University and have the advantage of being linked to our user accounts

¹⁰ Stanford (2020)

Figure 3: Bandwidth Immediacy Matrix (Stanford 2020)



4 EDI and WP Implications

The **Equality, Diversity and Inclusion priorities** that are vitally important to consider for hybrid delivery:

- As per all in-person teaching, we must ensure that all teaching practices adhere to the University of Edinburgh’s [Dignity and Respect policy](#) and [Accessible and Inclusive Learning Policy](#).
- The **University’s Accessible and Inclusive Learning Resource** which aims “to help address some common questions staff in learning and teaching roles may have about making their activities more accessible and inclusive” is available [here](#).
- The **University’s Accessible and Inclusive Teaching and E-learning** information is available [here](#).¹¹
- The University’s **Mainstreaming Learning Adjustments** information is available [here](#).
- In order to safeguard an inclusive learning environment across all forms of hybrid, blended and digital-first teaching, it is a first priority that we ensure that there is **no expectation that students will be able to participate synchronously**. Our recommendation is that where synchronous activity occurs, it is never assessed towards the final mark.
- In this new learning context, it is our responsibility to state to all students that we recognize that they will be **encountering additional pressures, challenges and difficulties that are not currently covered by existing Learning Adjustments protocols**. In all introductory materials and resources for each course, it is a first, urgent priority that we reassure all students that we are adopting a **student-centered approach** by inviting them all to raise any problems they are experiencing with us in an **inclusive, respectful and confidential space**. It is therefore vitally important that we put **an equal and inclusive protocol** in place for students to report the difficulties they are experiencing and for us to undertake the necessary **action** to resolve these issues as quickly as possible in order to ensure that they are experiencing no barriers to their learning.
- Eleoma Bodammer’s **LLC Accessibility Guide** (Appendix 4: LLC Accessibility Guidance) contains important information on the following areas: Room information checklist; Health and Safety

¹¹ All text should be readable by automatic text readers. Ensure that *images* of text (e.g. PNGs or JPEGs) are not used.

checklist; Online registration for events; Conferences, events, seminar series etc.; Accessible text; Further links to resources on Creating Accessible materials.

- **Digital Safety** – the University’s **Staying Safe While Learning and Teaching Online (Document 5)** contains vitally important material (available [here](#)) on the following areas: Building Digital Resilience; Cyber Resilience Scotland; Digital Safety Tips and Resources; Information Security – Top 10 Safety Tips; Support for Digital Safety Concerns; Dignity and Respect Online; Digital Self-Care; Video Conference Etiquette; Digital Tools for Teaching Online and Remote Working; Guidance for Students: Using Online Learning Tools.
- **Digital Technologies and Transcription problems** – a major problem exists for UK universities regarding an Equality Act 2010 compliance issue due to the lack of live transcription technologies available for use in teaching and meetings with students via Skype/Teams/Zoom. Many UK universities have yet to introduce adaptive AI technology and instead continue to rely on BSL translators, note-takers, and interview/focus group transcribers. There are solutions such as **Otter.ai** and **Verbit**, but there are important issues to consider with these related to their GDPR compliance.
- **IT Equipment availability** – there is a major WP issue as many students may not possess their own IT equipment to support any and all forms of Blended/Hybrid/Digital First teaching.

5 Three Types of LLC Courses: Adapted for Hybrid Delivery

In this section, we will offer guidance on how to reconfigure activity for three types of common courses in LLC: the large, pre-Honours lecture-based course; the medium-sized seminar-based Honours course; and the variably sized language course. **We must emphasise that successful implementation of an online pivot does not require – and is actually inhibited by – like for like reproduction of synchronous activities.** We should emphasise that these proposals will be more or less achievable for some sections and courses. We present them as suggestions of good practice, rather than imposed measures.

5.1 Lecture-based Pre-Honours Courses

These courses typically have the following components in **conventional delivery**:

1) Learning

- 3 weekly lectures of 50 minutes (33 in total)
- 1-2 pieces of assigned reading per week
- A weekly or fortnightly tutorial, in groups of 8-12 students (5-10 in total)
- Other activities (e.g. watching videos and consulting webpages)

2) Assessment

- Coursework
 - 1-2 short writing assignments (500-1000 words)
 - 1 longer writing assignment (1500-2500 words)
- Exam-hall based exam with 3 questions

We recommend the following components for a **digital-first approach**:

1) Learning

- 1 introduction video and 1 end of semester video (5-7 minutes each)
- 1-2 pieces of assigned reading per week, linked to [active learning](#) exercises (see below)
- 3 content [videos](#) of 6-10 minutes each per week.
 - each video introduces, or is integrated within, an active learning exercise
 - one active learning exercise per week is longer and group-oriented

- longer exercises are coordinated by course tutors, where possible¹²

2) Assessment

- Coursework (50%)
 - 1 short writing assignment (500-1000 words);
 - 1 long writing assignment (1500-2500 words)
- One or more of the following (40%):
 - Collaborative (e.g. small group) research project
 - Diary entry (e.g. for a real or imagined character)
 - Open-book examination
 - Poster session with peer critique
 - Short podcast or video response
 - Student-devised test with answers
- Participation mark for active learning components (10%)

Utilising active learning approaches will be new for many of us. Fortunately, copious resources are available online (see Appendix 2: Links and Resources). Here is one example – conducting an asynchronous online debate:

1. Students are split into two groups to debate a key controversy in a discipline
2. Group A reads one article; Group B reads another with a polar view
3. They watch a short video, which is neutral on the debate, but which highlights additional context and nuances and introduces the task in more depth
4. Students select a leader for the group
5. They work together to present an opening argument (using a discussion forum, chat or similar)
6. The leader of each group posts an opening argument on a discussion board
7. Each student replies individually to the opposing team's statement
8. The lecturer or tutor moderates discussion and provides comments
9. Each student votes for a winning team
10. The lecturer/tutor debriefs the students – e.g. signposting impressive lines of argumentation, mentioning what perspectives were missing, etc

Ideally, as in this example, videos and reading are integrated *within* active learning assignments rather than standing alone.¹³ Our challenge is to work backwards from active learning components to the

¹² It is recognised that divisions of labour will differ across LLCs courses. One model might be to have lecturers set and monitor shorter active learning exercises, while tutors do the same for longer ones. In the first instance, longer activities could be built from pre-existing tutorials.

¹³ Brame, C.J. (2015). [Effective educational videos](#).

videos that support them. Admittedly, not all course organisers will be able to achieve this level of integration for Semester One, but at a bare minimum, they are encouraged to link small, discrete active learning or assessment activities to each of the videos and readings posted, for example through:

- Brainstorming (e.g. using a collaborative document or the whitespace in Blackboard Collaborate)
- Jigsaw discussion: Students summarise and discuss sections of a long article in a group
- Peer-assessment (e.g. students design and answer multiple-choice quizzes in pairs)
- Surveys and polls (Learn)
- Responses to a study question on a discussion board (NB: ask open-ended questions that will generate new discussion after the first 30 minutes; try to engage students' experiences and perspectives)
- Short answer and multiple-choice questions (e.g. using Learn's Test function)

Regarding division of labour between the lecture and tutors: for some disciplines, the task of the tutor may be getting the students to engage in close reading of texts, while the lecture focusses upon contextual material. We recommend beginning with current structures and labour divisions and attempting to move towards the proposals here.

Finally, it is worthwhile considering how to build a community amongst your learners, beginning with your first session. Using a collaborative document, you could ask them to introduce themselves and mention something about their experience of the lockdown. By assigning and participating in weekly group-based activities, you will help foster a sense of community in your course.

5.2 Seminar-based Honours Courses¹⁴

These courses typically have the following elements in **conventional** delivery:

1) Learning

- A weekly seminar of 110 minutes (11 in total)
- 1-3 pieces of assigned reading per week
- A fortnightly ALG (optionally), in groups of 5-6 students (5 ALGs in total)
- Other activities (e.g. watching videos and consulting webpages)

2) Assessment

- Coursework
 - 1 short writing assignment (500-1000 words)

¹⁴ With slight changes, these proposals could inform the adaptation of taught Masters courses as well.

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- 1 longer writing assignment (1500-2500 words)
 - Exam-hall based exam
 - Student presentation
 - Participation mark (if using ALG)

We recommend the following components for a **digital-first approach**:

1) Learning

- 1 introduction video and 1 end of semester video (5-7 minutes each)
- 1 short [active learning](#) task + 1 longer one per week (see Section 5.1 for ideas)
 - longer exercise is collaborative and group-oriented
- 2-3 pieces of assigned reading per week, as background to [active learning](#) exercises
- 2 content [videos](#) of 6-10 minutes per week
 - each video introduces, or is integrated within, an active learning exercise

2) Assessment

- Coursework
 - 1 short writing assignment (500-1000 words)
 - 1 longer writing assignment (1500-2500 words)
- Student project (e.g. a podcast, poster-session or video presentation)
- Participation mark based upon engagement in active learning tasks

NB: see Section 5.1 for further ideas on how to adapt seminar-based Honours courses to a digital-first approach.

5.3 Language Courses

5.3.1 Oral elements

Language courses typically have the following oral elements in **conventional** delivery:

1) Learning

- A weekly seminar of 50 minutes (10 or 11 in total)
- Assigned task ahead of tutorial: one video, podcast or reading per week
- Other activities (e.g. online listening and comprehension tests)

2) Assessment

- Coursework (e.g. regular written exercises and tests)
- Presentation
- Participation mark (based on attendance and active class participation)
- Exam-hall based exam (e.g. listening test)
- Oral exam (e.g. text analysis/presentation followed by questions)

We recommend the following for a **digital-first approach**:

1) Learning

- One 5 to 10 min video, podcast or text-based¹⁵ task per week
 - Vary formats to ensure inclusivity¹⁶
 - Weekly tasks should be linked to active learning exercises
 - e.g. automatically graded tests or discussion board contributions
- One weekly oral tutorial using Collaborate (**synchronous**)
 - Attendance not compulsory; sessions should be recorded
 - Class size to be kept to a manageable size for tutors
 - 8 max is ideal but we also need to take attendance levels into account
- Additional active learning component – left to the discretion of each tutor
 - E.g. video, podcast, poster, or contribution to blog or discussion board
 - see Assessment below for more details

2) Assessment

- Average mark for weekly automatically graded tests or activities
- Presentation mark (audio or video)
- Participation mark, formed by a percentage of the marks related to, e.g.:
 - Discussion Board or Blog contributions
 - Collaborative (e.g. small group) research project
 - Diary entry (e.g. for a real or imagined character)
 - Poster session with peer critique
- Oral exam (not recommended): oral exams do not adhere to current EDI guidelines

4.3.2 Written elements

Language courses typically have the following written elements in **conventional** delivery:

1) Learning

- One weekly tutorial of 50 minutes (10 or 11 in total)
- For some 1A courses: 1 additional weekly seminar of 50 minutes (10 or 11 in total)
- Assigned preparation task ahead of tutorial

¹⁵ Consider using voice-overs with digital versions of textbooks: open the digital textbook in the screen and comment on some of the content, capturing your screen and audio using Kaltura (Media Hopper Create: See Appendix 1).

¹⁶ Using a flipped classroom model: to be completed ahead of the oral tutorial

- tasks to be completed ahead of tutorial (depending on courses: course dossier exercises, e.g. writing and translation exercises; textbook-based exercises; online exercises)

- For relevant 1A courses: assigned preparation materials ahead of weekly seminar
- Other activities, e.g. formative writing exercises using wikis or discussion boards

2) Assessment

- Coursework: take-home assessed language assignments following the format of the exam
 - Writing or translation
 - Language essay
 - Group project (helps manage marking in big courses)
 - Reflective/learning portfolio using a Learn blog
 - Peer-assessment exercise
- Exam-hall based written exam (translation; language essay; etc.)

We recommend the following written elements for a **digital-first approach**:

1) Learning

- Weekly instruction materials covering a discrete point, completed before active learning
 - Online notes
 - Video instruction
 - Short PowerPoint with voiceover
 - NB: online instruction materials and active learning components should be geared towards the preparation of coursework assignments (see Assessment below)
- Active learning components linked to the weekly instruction materials above, e.g.:
 - writing or translation exercises, with feedback provided by the end of the week
 - automatically graded tests, using step-by-step approach for a specific grammar point
 - Learn assignments
- Additional active learning component left to the discretion of each tutor, e.g.:
 - e.g. formative writing tasks completed in group wikis or as blogs, etc.
 - NB: Generic group feedback, rather than individual feedback, suffices for such tasks; they provide additional opportunities for written production for students without being too onerous in terms of supervision/markings

2) Assessment

- Average mark for weekly automatically graded activities or tests
- Coursework: take-home assessed language assignments, e.g.
 - Writing and translation
 - Language essay

-
- Online or open book exam, or replace with the average coursework mark

5.4 Additional Considerations

Censorship. Some of our students come from countries who would censor some of the material that we teach. Accessing it may pose a risk for these students. For example, an LLC course on censorship uses material that is currently banned in China.

PG/GH tutors' work environments. Tutors and teaching fellows don't tend to have private offices, so may have to use their homes for recording or streaming tutorials. It is important to consider workload for 10-month contract staff who are not working over the summer and are only available till the end of June to participate in the creation of online resources.

VPNs. There has been an issue with VPN connection to the UoE network from China. This could have an impact on Chinese students studying online with a need to access library resources.

6 Moving Between Online and Conventional Delivery

Having adopted a digital-first approach, how do we shift back to conventional delivery, if we are permitted to once again teach students in large groups? **Our advice is that, for 2020-21, we commit to hybrid teaching.** This means that any potential in-situ groups are assessed identically to the online cohort, and taught in as similar a fashion as possible. Although splitting students into separate online and physical groups may be attractive on the surface, it actually doubles the workload. Where classroom-based teaching is feasible, we believe that it is more sensible to focus on conducting the active learning sessions with physically-present students, *enhancing* their learning through immediate, shared experience. Effectively, what we are suggesting in this document is a [flipped-classroom](#) model, where the emphasis is not on imparting information alone, but on processing and extending it through analysis, discussion, application, integration, problem-solving, collaboration and other deep-learning techniques (see Appendix 2: Links and Resources for more information).

7 Conclusions and Recommendations

The Hybrid Learning Working Group was tasked with setting out what is required, what is possible and what we would ideally do to respond to the COVID crisis in LLC. This report has set out the rationale and means for adopting a digital-first approach, which galvanises our activity towards the most difficult challenge before us: delivering teaching and assessment online. To reiterate our main recommendations, we suggest that the following are necessary for our success next year:

- Ensuring that activities are accessible to all, by placing emphasis on asynchronous methods and reserving synchronous methods for situations where there is no alternative
- Implementing active teaching methods over passive information exchange
- Using the same teaching and assessment methods with online and on-campus students
- Limiting our tools and platforms – especially student-facing ones – to the smallest number possible and to ones that we already use
- Increase interactivity in large and medium groups and preserving the interactivity integral to small groups and meetings
- As much as possible, using consistent terminology and course structures

As at all times, it is important that we also manage expectations around responsiveness and engagement. We should communicate when and how (i.e. by what media) staff members will be available to students. We may want to inform our students that we will:

- Comment on email within 3 working days
- Comment on short tasks within 5 working days
- Comment on larger assignment in 15 working days

We will also want to make it clear what is expected in terms of active and independent study time for each course.

The concern for staff wellbeing must be paramount over the year ahead. For some of us, it will be the most challenging time of our career. Therefore, beyond the IT and pastoral support that we already have in place, we recommend that an LLC staff discussion forum is established on Teams for the exchange of ideas and support over the transition period. This could be split into the following channels, for a start:

- Active learning techniques and resources
- Online assessment
- Language teaching
- What is working / what to avoid

It would also be useful to have some opportunities for staff to practice using some of the less common tools (e.g. Blackboard Collaborate) in sandbox sessions. We should also mention that measures must be in place to shield staff from online abuse and protect their intellectual property.

This document is an inchoate map to help us navigate the road ahead. Our actual solutions will diverge more or less, evolving in response to the challenges and opportunities that we encounter. Once the COVID crisis is over, we may find that our baptism by fire into hybrid teaching has changed our orientation towards education in certain ways. While some of us may favour a return to conventional methods, others may wish to keep what we developed during this challenging, but innovative time. Regardless of whether we do or not, the next time we are physically isolated from our students, we will be confident that we can continue to foster learning, collaboration, inspiration and achievement, unabated. That will be a legacy to be proud of.

6 May 2020

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Appendix 1: Recommended Technologies

	Good practice	Technologies and Resources
Provide content	A consistent approach to structure and terminology across the School and the university provides students with a better learning experience. Within a Learn course organise content into folders to provide a consistent and logical structure, e.g. by week, or by topic. Intersperse content with related learning activities.	<ul style="list-style-type: none"> • Using consistent terminology • Consistency and templates • Learn checklist • Adding folders into a Learn course
Upload presentation slides, documents and other files, as well as web links	There are many types of content you can add to your Learn course. Consider the relevance of each content item and ensure that this is made apparent to the students. Ensure that file sizes are kept as small as possible to make them easy to download.	<ul style="list-style-type: none"> • Making content available to your students in Learn • Upload files into a content item
Create and share audio-visual materials, e.g. voice recording/podcast, screen recording, short video	You can make short videos or voice recordings to share with your students using Media Hopper tools. These can be useful for introducing topics or concepts, steering students through your online resources, letting them know what tasks they need to do, or even for providing general feedback to the class after an activity. Recorded audio and video files can be stored in Media Hopper , and can be shared directly into Learn courses, or re-used at a later point from Media Hopper. Use	<ul style="list-style-type: none"> • Link to Media Hopper Create platform • Help with Media Hopper Create • Kaltura Desktop Recorder for PC or Mac (Media Hopper Create)
Language teaching: demonstrating written script	MS Teams mobile sharing can be a tool for teaching writing of various scripts.	<ul style="list-style-type: none"> • MS Teams Mobile sharing
Link to Library resources	Resource Lists provide students with easy access to key reading materials including ebooks and copyright-compliant digitisations. Course organisers can request library resources via Resource Lists.	<ul style="list-style-type: none"> • Library resource lists guides
Provide supplementary resources	LinkedIn Learning playlists: Create a playlist of videos which teach skills and techniques. BOB Box of Broadcasts: Use recordings of TV programmes to supplement your content.	<ul style="list-style-type: none"> • More about LinkedIn Learning • What is Box of Broadcasts?
Communicate with students	Communication is more important than ever in online teaching and learning. It is vital for clarity, as well as maintaining a sense of contact between lecturers and students.	

	Use synchronous (live) interaction only when it is necessary, and make sure to use a university supported tool or platform.	
Lecturer and whole class, e.g. providing important updates, conducting online oral language classes	Announcements in Learn are useful for official updates, and provide a reliable and convenient way of reaching all the students in a course at one time. Announcements can include images, video, file attachments, and direct links into course content. Use Blackboard Collaborate or Teams for live interaction and live file sharing.	<ul style="list-style-type: none"> • Learn Announcements • Blackboard Collaborate • MS Teams resources for staff
Lecturer and individual student, e.g. office hours, individual tutorials, PG supervision	Depending on circumstances, this can happen synchronously, or asynchronously. When in doubt, opt for an asynchronous approach first, e.g. email. If it is necessary and appropriate, use web conferencing tools supported by the university. Each course in Learn automatically has a Blackboard Collaborate “Course Room” available for course participants to use at any time. Staff can also set up specific time and date limited sessions in advance. NB: In Collaborate you can set up breakout rooms to serve as waiting rooms for students. PGR students are not usually enrolled into courses on Learn. Supervisors can use MS Teams to create a supervision space for individuals or groups to allow for asynchronous chat, file sharing, and for synchronous supervision (video or voice call) sessions.	<ul style="list-style-type: none"> • Blackboard Collaborate • MS Teams resources for staff
Make space for students to discuss with each other	Using Learn, you can create opportunities for students to engage with each other. Create Learn discussions to allow space for reflective thinking and social learning. Associate the discussion with specific topics in the content. Teams can also be used to facilitate discussion.	<ul style="list-style-type: none"> • Setting up Learn Discussions • Facilitating effective discussion online • MS Teams resources for staff
Student to lecturer	Learn Journals can be used as diaries visible only to the individual student and the lecturer. Encourage reflections on student learning.	<ul style="list-style-type: none"> • Learn Journals
Collaborate		
For Learning, Teaching, and Assessment	Learn has several options for student collaboration and production that may also have marks assigned to them: <ul style="list-style-type: none"> • Wikis 	<ul style="list-style-type: none"> • Learn wikis • Setting up Learn Discussions • Using blogs with Learn

	<ul style="list-style-type: none"> • Discussions • Blogs <p>Students can be allocated into groups for collaborative work. Group spaces have private file sharing and other tools, such as discussions. Encourage students in groups to work on tasks that are later shared with the whole class in blogs or wikis.</p> <p>OneDrive is a secure space for students to store and collaborate on documents. Teams is another alternative for learning tasks.</p>	<ul style="list-style-type: none"> • Learn groups and adaptive release • Collaboration in OneDrive • MS Teams resources for staff
For staff groups	Use MS Teams for group web conferences, group chats, and sharing resources, and collaborative document writing/editing. OneDrive is a secure place to store work-related files, and to share them securely amongst colleagues.	<ul style="list-style-type: none"> • MS Teams resources for staff • Collaboration in OneDrive
Assess and provide feedback	In each Learn course create a content area in the left-hand menu for all assessment information and drop boxes, so that students can find this easily. All of the tools below can be used for formative or summative assessment activities.	
Text-based assignments: documents, e.g. essays, reports, presentation slides	A Turnitin Assignment is suitable for work that consists primarily of text, although the work may also contain graphs and charts, photos, and other graphics. Turnitin was designed to match text submitted by students with existing text from other sources (students, journals, internet) to produce a similarity report. When students are allowed to see the similarity report, they can use it to improve their academic writing and referencing skills.	<ul style="list-style-type: none"> • Turnitin Resources for staff • Choosing your assignment tool
Media assignments, e.g. podcast, video, images (poster, photos of handwritten work), recorded presentation.	Work that does not contain any typed text is best submitted to Learn Assignment drop box. Students can either just upload their file as an attachment, or they can first record/upload media into Media Hopper, and then insert it from Media Hopper into a space within the Learn Assignment drop box.	<ul style="list-style-type: none"> • Setting Up Assignments in Learn • Video: Create an assignment in Learn
Tests and surveys	Learn has a built-in test tool. It is possible to create a variety of automatically marked questions, as well as short answer and essay type questions that require a human marker. Use the test tool to establish prior knowledge, check progress, or aid revision. It	<ul style="list-style-type: none"> • Learn tests and surveys • Top Hat electronic voting system

	<p>is possible to allow students to take multiple attempts at a test, or take the test within restricted date/time constraints. Remote tests are not a good substitute for a conventional proctored exam. Test questions can be added to question banks and reused, but it is not simple to copy over tests from one course into another.</p> <p>Learn surveys are useful for short polls, or gathering anonymous student inputs.</p> <p>Top Hat is an online voting system used to poll groups of students in a lecture or tutorial session. Students respond via an app or web browser on their own device. Use this to check understanding and to engage students in other ways. You can ask multiple choice questions or more open questions that require students to construct answers of their own.</p>	
<p>Oral elements and presentations, e.g. for language learning, or PhD vivas</p>	<p>Schedule a session for each student in Blackboard Collaborate. Give explicit instructions about how the session will be conducted, and what to do/who to contact if the connection should fail. Students can be given the permission to present materials from their own device.</p> <p>If it is deemed necessary and appropriate, the session can be recorded. A session report can also be generated that lists participants and captures other salient data.</p>	<ul style="list-style-type: none"> • Introduction to Blackboard Collaborate • MS Teams resources for staff

Appendix 2: Links and Resources

ABC Teaching Method

<https://www.ucl.ac.uk/teaching-learning/case-studies/2018/jun/designing-programmes-and-modules-abc-curriculum-design>

<https://elearning.qmul.ac.uk/enhancing-your-teaching/abc-learning-design/>

Adapting to Online Teaching

'10 simple rules for supporting a temporary online pivot in higher education' (Nordmann et al 2020):

<https://psyarxiv.com/qdh25>

A Quick Guide to Converting your Face-to-Face Pedagogical Approaches to the Online Environment: Advice on on-line learning from World Economic Forum:

<https://www.weforum.org/agenda/2020/03/covid-19-10-steps-online-learning/>

Iain Milligan's blog about 'Emergency Remote Teaching': <https://www.ianmilligan.ca/post/caut-webinar/>

QAA tech resource hub: <https://www.qaa.ac.uk/scotland/en/focus-on/technology-enhanced-learning>

Flipped Classroom Methods

'What, why, and how to implement a flipped classroom model':

<https://omerad.msu.edu/teaching/teaching-strategies/27-teaching/162-what-why-and-how-to-implement-a-flipped-classroom-model>

'Six step guide to flipping your classroom': <https://medium.com/@jdunns4/the-6-step-guide-to-flipping-your-classroom-d721878f85c1>

'Flip your students' learning':

<http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Flip-Your-Students%27-Learning.aspx>

Making Educational Videos

Brame, C.J. (2015). Effective educational videos: <http://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>

Recording lecture videos at home: technical guidance (high-standard):

<https://www.epiphan.com/blog/lecture-recording-studio/>

Recording lectures at home: technical guidance <https://www.panopto.com/blog/how-to-record-class-lectures-with-lecture-capture-software-and-apps/>

Pedagogy and Online Teaching

Free OU course on on-line teaching: <https://www.open.edu/openlearn/education-development/education/take-your-teaching-online/content-section-overview?active-tab=description-tab>

Herriot-Watt's Rapid Response Toolkit for supporting student on-line learning: <https://lta.hw.ac.uk/supporting-student-learning-online/>

Herriot-Watt's Supporting Accessible Learning On-line: https://lta.hw.ac.uk/wp-content/uploads/07_Supporting-Accessible-Learning-Online.pdf
<http://www.bu.edu/ctl/converting-face-to-face-pedagogical-approaches-online/>
<https://www.mededpublish.org/manuscripts/3064>

IAD's making e-learning accessible guidance: <https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive/accessibility/teaching/e-learning>

How to continue teaching remotely

<https://www.ed.ac.uk/information-services/learning-technology/more/teaching-continuity>

Training for remote teaching

<https://www.ed.ac.uk/information-services/learning-technology/more/teaching-continuity/training>

IAD is running online workshops on teaching in online environments and online assessment practices, bookable via <https://www.events.ed.ac.uk/index.cfm?event=showEvents>

Library: Access to Library resources during COVID19

<https://www.ed.ac.uk/information-services/library-museum-gallery/covid-19/access-to-online-resources>

Managing Digital Footprints

Digital Footprint MOOC – how to manage one's online profile/footprint:

<https://www.ed.ac.uk/institute-academic-development/about-us/projects/digital-footprint/mooc>

Appendix 3: FAQ

Q: I had a lot on my plate even before COVID. What is the minimum required?

A: Things that would make a difference to your students:

- Ensure that you follow the EDI/WP guidelines set out in Section 4
 - Importantly, use asynchronous, low-bandwidth methods as much as possible (see Section 3)
- Use well-organised [Resource Lists](#) and ensure that all items are available online
 - Condense lists to focus on the most salient texts: deeper is better than broader
- Build your teaching and assessment from your course Learning Outcomes
- Ensure recorded lecture material is made relevant through learning activities, assessment or both, and present it in short blocks
- Ensure that students know what to expect from your course, and what you expect of them
- Provide regular opportunities for students to contact you
- Seek help as required from support staff

Q: I have recorded lectures from last year on MediaHopper. Can't I just use them?

A: Online students benefit from short videos linked to active learning opportunities (see Section 2). But we also recognise the difficulties inherent in developing new content at this time. Therefore, while not ideal, it is possible use pre-recorded lectures. However, we do recommend you supplement these lectures with 6-10 minute, lightly scripted videos focussing on key, dynamic material. Ideally, the video content ideally will be explored by students through a range of activities, such as discussion, further research, quiz taking/generation and peer-learning. Captured lecture video can be supplied as ancillary learning material if helpful.

Where previously captured lecture videos are of good quality, they could be edited to form a series of smaller videos which build in active learning tasks.

Q: What do I do with all of my PowerPoint slides?

A: One good option would be to assign them as background reading. But look carefully at what you cover through other means and consider whether some quick edits are necessary. You may wish to copy all of your PowerPoints into a 20-21 folder for this purpose, keeping your original versions separate.

Q: If I am teaching both online and in-situ tutorials, how do I combine them effectively as a single cohort?

A: Plan your teaching and assessment to be similar or identical. Create opportunities for students to work together through asynchronous group work. See Sections 5 and 6 for further ideas and information.

Q: How can I record more polished lecture videos?

A: See Appendix 3 for useful links.

Q: How do I submit temporary changes to the Board of Studies for my courses?

A: We await guidance on this, but have been assured that mechanisms will be available.

Q: How do we timetable synchronous tasks (e.g. online chat, collaborative sessions or tutorials)?

A: As above we await guidance on this, but have been assured that mechanisms will be available

Q: How do I set up an online test in Learn?

A: There is a catalogue of automatically corrected tests that can be set up on any Learn page (see Course Tools > Tests, Surveys and Pools), including:

1. Either/Or: These questions show two answer options, such as True/False or Yes/No. Available labels are: True/False, Agree/Disagree, Yes/No, Right/Wrong.
2. Fill in the Blank: Fill in the Blank questions are scored based on whether the student answer matches the correct answers you provided. You can require student answers to match exactly, contain part of the correct answer, or match a pattern that you specify. You choose whether or not the answer is case sensitive.
3. Hot Spot: Hot Spot questions are based on students identifying an area in an image file. The area is set by pixel coordinates and if students click within this range, the answer is recorded as correct. Points and extra credit are handled in the inline points fields for each question on the canvas.
4. Jumbled Sentence: Jumbled Sentence questions ask students to select the correct word from a set of words in a drop-down list to complete the sentence.
5. Matching: Matching questions ask students to pair items in one column to items in another column. A Matching question may include a different number of items in the questions column and in the answers column to make the question more difficult.
6. Multiple-Answer: Multiple-Answer questions allow users to choose more than one correct answer. Up to 100 answers can be added to the question.
7. Multiple-Choice: Multiple-Choice questions allow students to choose one correct answer from a selection of answers. Up to 100 answers can be added to the question.
8. Ordering: Ordering questions ask students to put a series of items in the correct order.

Appendix 4: LLC Accessibility Guidance

Room information checklist

- University **Room information** website: click on campus, building and room to get a photo of the layout and a list of facilities; check the disability statement: [Link to Room Information](#)
- Check that **ramps** are in place as alternatives to stairs, if there are steps to a podium, a raised door threshold etc. The room's disability statement might not have this information.
- Request extra lapel **microphones** for all speakers (e.g. for the Project Room) and a roving microphone for the audience from the Languages and Humanities Centre: lhc@ed.ac.uk
- Wear and switch on all lapel **microphones** provided in teaching rooms: it is inappropriate to ask if you can be heard.
- Broken **lifts**: inform all participants of the class/event if the lift is not working; check with the participants whether you need to relocate the class/event
- Height of **PCs, chairs, tables, lecterns**: are these accessible to everyone who needs to use them?
- Allocating classrooms related to **group sizes**: check if you need to include spaces for wheelchair users and the tutor
- Accessibility of **corridors**: you should close doors that open out into corridors

Health and Safety checklist

- Anyone needing assistance in an evacuation emergency should have a **PEEP (Personal Emergency Evacuation Plan)** for the university building they are in
- Evacuating anyone needing assistance in an evacuation emergency: [Link to PEEP Guidance and Forms](#)

Online registration for events

- Arrange for the participants' **accessibility and dietary requirements** to be passed on to you
- Be clear about whether a **personal assistant** needs to register too
- Example statement to include in the online registration for an event with contact details: **"If you have any specific accessibility needs, please contact@.ed.ac.uk."**

Conferences, events, seminar series etc.

- Plan **breaks** of at least 20 minutes after every 90 minutes
- Distribute **accessible formats** ahead of time
- MLA advice on making conference presentations more accessible: [Link to MLA conference accessibility guidance](#)

Accessible text

- Include in your invitation or handbook a statement about the provision of material in **other formats** (such as large print, braille, easy-to-read versions, or an accessible electronic format) and give contact details.
- Example **statement of provision**: “If you require this document, or any of the internal University of Edinburgh online resources, in an alternative format, please contact@ed.ac.uk
- Making **text** more accessible:
 - Use sans serif fonts and don’t use more than two. These are:
 - **Latin fonts**: MS Trebuchet, ITC Avant Garde Gothic, MS Arial, MS Verdana, Univers, Futura, ITC Stone Sans, Gill Sans, Akzidenz Grotesk, Helvetica
 - **Greek fonts**: Attika, Typiko New Era, MS Tahoma, Monotype Gill Sans 571, Helvetica Greek
 - **Cyrillic fonts**: Helvetica Cyrillic, ER Univers, Lucida Sans Unicode, Bastion
 - **Hebrew fonts**: Arial Hebrew, MS Tahoma
 - **Japanese fonts**: Shin Go, Heisei Kaku Gothic W5, UD Kyokasho
 - **Arabic fonts**: MS Tahoma
 - Avoid a font size smaller than **12pt**
 - **PowerPoint slides**: use one sentence per line
 - Avoid using block **capitals** e.g. AVOID THIS
 - Use **italics** sparingly
 - Switch off **hyphenation** (i.e. don’t split words over two lines)
 - **Align text** to the left margin
 - Use **high contrast colours** (black/dark text on white background; avoid bright yellow and red backgrounds)
- **Exam papers**:
 - Try to provide **more space** than most people require in order to accommodate certain types of visual impairments, arthritis and other conditions
 - **Provide lines** for people to write on that are more than 1cm apart
- **Audio-visual material**:
 - Use audio-visual material with **subtitles**
- **Images**:
 - Add **descriptions of images** in PowerPoint presentations
- **Websites**:
 - When referring to websites (e.g. https:. www...etc.), try to make them more **screen readable** by right-clicking on the link, clicking on **edit hyperlink**, deleting the content of the box called “text to display” and entering a shorter title that relates to the content of the website with the words “Link to”. A screen reader will otherwise read out the entire website URL.

For more information on **creating accessible materials**, please go to these links:

- [Link to creating accessible word documents](#)
- [Link to creating accessible materials](#)

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- [Link to Information Services Accessibility Guidance](#)

For more information on accessibility, UoE guidelines, policy and legal requirements, please go to this link: [Link to University of Edinburgh accessibility guidelines, policy and legislation](#)

Source text consulted for this document in addition to the websites listed already:

European Disability Forum: [Link to European Disability Forum Accessible Meetings Guidance](#)

Compiled by Eleoma Bodammer, January 2020