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ECA HYBRID TEACHING STRATEGY FOR 2020-21



THE UNIVERSITY of EDINBURGH
Edinburgh College of Art

ECA Hybrid Teaching Strategy for 2020-21

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“It’s the obstacle in your path, which might help you find a better path”[1]

1 Executive summary

1. This document has been prepared by ECA's Covid-19 Learning and Assessment Mitigation (CLAM) Group (section 2). Parts of it may be expanded or updated over time.
2. ECA faces a range of challenges and uncertainties in preparing for academic year 2020-21. We need to plan our teaching with this in mind (section 3), and we need to engage with a range of new terminology and approaches to curricular delivery (see section 4).
3. As a School within the University of Edinburgh, ECA is committed to delivering its teaching by a hybrid mode (section 5) during academic year 2020-21, catering to students that may be on-campus in Edinburgh, or connecting via online platforms.
4. ECA's approach to hybrid teaching is "online first", as described in Core Principle 1 – one of our two Core Principles (section 6). Where it is safe and feasible to do so, we will look to provide, for those on-campus students, access to our campus for activities of various kinds – though this access is likely to be much-reduced in all ways in comparison with pre-Covid times. This approach is defined within Core Principle 2.

It is important to note that "online first" must be our guiding principle throughout academic year 2020-21, despite any potential relaxation in Covid-19 guidelines, and any increased on-campus teaching activities that this may facilitate. Broad parity of access to learning must be maintained for all on-campus and online students. We must also mitigate against potential local lockdowns, and against students/staff being unable to attend on-campus activities for any number of Covid-related reasons (e.g. through having to self-isolate).

5. We need to be particularly aware of issues pertaining to accessibility, equality, diversity, and inclusion as we adapt our many and varied teaching activities (section 7). Care and attention here is not optional.
6. The ABC (Arena Blended Connected) curriculum design framework (section 8) provides an intuitive and pragmatic methodology through which we can examine our existing teaching practices (section 9), and adapt them for hybrid delivery (section 10).

In as much as it is possible to do so, we should design our course plans as simply and adaptably as possible, and where appropriate in accordance with models of hybrid teaching determined in each of our Subject Areas, as agreed at ECA-level.

7. ECA's Course Organisers will need carefully to examine their existing courses, and the associated teaching activities, assessments, and Learning Outcomes from which they are constructed. All essential teaching activities that students must undertake in order to be able to meet and demonstrate Learning Outcomes, including through completing their formative and summative assessments, will need to be made available online. Where this is deemed unachievable for a given course, its Learning Outcomes and/or assessments will need to be adjusted via an expedited ECA Board of Studies process.

In parallel, Course Organisers will need to provide indicative timetabling information for all teaching activities in academic year 2020-21, even where engagement for a given teaching activity is likely to be asynchronous. During summer 2020, this will relate to Semester 1 courses only, with Semester 2 courses being dealt with in autumn 2020. This timetabling information request will be in two stages – an initial high-level request (supported by a form) that outlines the broad hybrid adaptation approach being taken for each teaching activity in early July, followed by a more detailed appraisal in early August.

Details about the process through which Board of Studies and timetabling information will be gathered, together with forms and guidance, are outlined in section 11.

2 Document overview

2.1 What are the objectives of this document?

This document is intended to support ECA's successful adoption of the University of Edinburgh's hybrid strategy for delivery of teaching in academic year 2020-21 (see section 5). By "successful adoption" we mean that:

- All of ECA's students will be supported to meet and demonstrate their course Learning Outcomes, and to complete their course assessments, wherever they are in the world (see section 6).
- All of ECA's Course Organisers will be supported and assisted in dealing with the significant challenge to the preparation and delivery of our teaching next year, which is presented by the ongoing Covid-19 pandemic.

The document provides an overview of our hybrid teaching strategy, and details on how this strategy can be made to work in practice – particularly for teaching activities that are specific to ECA.

However, this document is not the "end" of the process – rather, it is one step within the wider journey of getting from summer 2020 through to the end of academic year 2020-21. As a Course Organiser, you can expect to receive further communications, support, and engagement from your Subject Area Learning and Teaching teams, and from CLAM – including in the days shortly following the release of this document.

Our students value highly the learning and engagement they receive through the teaching practice of Course Organisers and teaching teams. We are the campus. And we are very much aware that it will take more than a single, lengthy strategy document to guide us through the challenges ahead. Our courses and programmes are where the curricular rubber hits the road – as with every academic year, the success of 2020-21 will ultimately be down to the expertise, creativity, and hard work of our many and valued teaching teams.

2.2 Who is this document for?

This document is designed to support ECA's Course Organisers (COs) in adapting their courses for the delivery of hybrid teaching during academic year 2020-21. It contains a mixture of contextual information, guidance, policies, checklists, and a timeline.

2.3 Who prepared this document?

This document has been prepared by ECA's Covid-19 Learning and Assessment Mitigation (CLAM) group, in June 2020. The terms of reference for the CLAM Group are listed in Annex E; the list of colleagues involved in CLAM, and in producing this document, is provided in Table 22 (also in Annex E). This document has also received input from many academic colleagues across ECA and the wider University of Edinburgh, as well as senior professional and technical service colleagues – to all of whom we express our thanks and appreciation.

3 Societal context

Planning for delivery of ECA's teaching in academic year 2020-21 presents a significant challenge. This is due to the way that the Covid-19 pandemic has placed restrictions on many aspects of daily life, to the considerable and ongoing uncertainty as to whether and when these restrictions might ease, or tighten, and to the practical nature of some of our disciplines. These challenges combine to present three key contextual issues:

- **Issue 1:** There remains considerable and ongoing uncertainty as to how the pandemic will evolve over the next few months across Scotland/UK/International, and what this will mean for daily life, e.g. ongoing physical distancing rules, further spikes/lockdowns;
- **Issue 2:** The capacity of UoE and ECA campuses during 2020-21 is likely to be significantly reduced (e.g. University-level planning is currently for around 20-25% of normal space capacity to be available, i.e. a drop of around 75-80% of what would normally be available);
- **Issue 3:** All ECA staff are currently working from home, and in some cases with increased responsibilities of various kinds, e.g. caring responsibilities for children and other family members. Although as of late June the Scottish Government is now planning to reopen schools in August, the viability of this plan is clearly coupled closely to progression of the pandemic over the following weeks and months. In future, if there is a further lockdown of any kind, we may find ourselves in a situation similar to that we experienced during spring/summer 2020.

The remainder of this document presents a strategic and operational approach to the preparation and delivery of academic year 2020-21, which is designed to grapple with these many issues in ways that are pragmatic and supportive, whilst being responsive to the dynamic nature of the situation.

4 Definition of key terms

- **Essential teaching:** This refers to teaching activities that are essential in order to enable students to meet Learning Outcomes through their engagement in a course, and through their completion of course assessments, wherever they are in the world.
- **Synchronous activity:** Time-bounded activities occurring between participants in real time, whether online or in-person. Some examples:
 - Live online video conferences, on-campus lectures/tutorials/seminars, online streamed lectures, workshop demonstrations, studio crits, music performance tutorials.
- **Asynchronous activity:** Time-unbounded activities that take place flexibly across time. Some examples:
 - Online discussion boards, pre-recorded lecture videos, pre-recorded workshop-based technical demos, lecture slides, Learn-hosted audio-visual media, Learn quizzes
- **Identifying our students** according to their spatiotemporal characteristics:
 - **Type 1 students:** On-campus students, co-present in time and space
 - **Type 2 students:** Online students in the same time zone
 - **Type 3 students:** Online students in different time zones
- **On-campus teaching activities:** Teaching activities that take place fully on-campus, normally in a synchronous manner.
- **Online teaching activities:** Teaching activities that take place fully online, whether in a synchronous or asynchronous manner.
- **Pre-Covid teaching:** This refers to established practices and patterns of teaching at ECA that were prevalent prior to the Covid-19 lockdown in March 2020. The majority of such teaching involved synchronous *on-campus teaching activities* of various kinds, supported by components of *online teaching activities*
- **Hybrid teaching:** Hybrid teaching refers to courses and programmes that can be taken by online and on-campus students working together as a single cohort[3]. Given the broadness of this definition there are a range of ways in which hybrid teaching may be defined in practice for a given School, degree programme, or course – ECA’s approach will be an “online first” teaching model (see below, and also section 6.1).
- **Online first teaching model:** This is a teaching model in which teaching activities and assessments are delivered largely or wholly online, and supported by use of some on-campus activities for those students who are able to be physically in Edinburgh. Of key importance is that all teaching activities and assessments are available to online students, and the entire teaching delivery and learning engagement can be straightforwardly “cross-faded” into online only teaching.
- **Online only teaching model:** This is a teaching model through which all teaching activities and assessments, whether synchronous or asynchronous, are entirely delivered online, with no use of the physical campus in any way.
- **Blended learning:** A broadly defined teaching model that involves a mixture of on-campus and online teaching activities, but where the online component usually plays a supporting role to the on-campus component. The University’s 2020-21 strategy is *not* being described as blended learning, since blended learning approaches are usually based on the assumption that students are all physically on-campus. Aspects of our implementation of hybrid teaching, via our “online first” approach, may include some blended components.

5 The University of Edinburgh's hybrid teaching strategy for 2020-21

The University has stated that all Schools will be teaching in 2020-21 in a “hybrid” mode. It defines hybrid teaching as^[3]:

- *Hybrid teaching refers to courses and programmes that can be taken by online and on-campus students working together as a single cohort. In this sense it's very different from remote or online teaching, which doesn't assume any need for students to come to campus. And it's also different from 'blended' teaching or 'flipped' classrooms, which start from the position that all students are on campus, but wraps various online activities around that.*

The closest we have to a more detailed University-level exposition on what hybrid teaching might mean in practice can be found in the document “Hybrid teaching for academic year 2020-21” by Bayne^[2], which has now been subsumed within the University's Hybrid Teaching Exchange website^[3]. Colleagues are encouraged to explore this website, to gain a wider and deeper perspective on the emerging vision for hybrid teaching across the University. Aspects of this document draw directly from this institutional-level set of policies and guidance.

Considering the various University-level sources and communications together, we note the following key points about the University's strategy for hybrid teaching:

1. The University intends to be ready to teach despite any travel restrictions, and wherever our students are in the world. In the wording of Prof Colm Harmon (May 2020): “Everyone can start their studies at the start of the academic year on 21st September 2020, despite any travel restrictions affecting you, wherever you are in the world.”
2. The University hopes that as many students as possible will be able to come to Edinburgh in person in September.
3. The expectation is that students who can travel to Edinburgh should do so.
4. The University acknowledges that it will not be possible for some students to come to Edinburgh for a variety of reasons. It is accepted that some students will make a personal choice not to come, and they will be free to do so if this option is preferred or required for whatever reason.
5. Any student who is unable to engage with their studies at all, whether remotely or on-campus, will need an Authorised Interruption of Studies, as would normally be required.
6. Tier 4 students should contact the Student Immigration Service for specific advice. We anticipate that UKVI will support Tier 4 students to commence their studies remotely until it is possible to travel to Edinburgh, but SIS will confirm the position for individual students.
7. The University is developing a vision of how campus life might feel for both new and returning students, which should be available soon. This will include information about central support services, e.g. SDS/SCS, and other facilities, e.g. Sport & Exercise.

6 Core Principles of ECA's hybrid teaching strategy

ECA's adoption of a hybrid teaching strategy for academic year 2020-21 is ultimately driven by University of Edinburgh policy, which applies to all of the University's Schools. The particular implementation of this strategy, through our adoption of the "online first" approach described in this document, is particular to ECA. It is important to note, however, that our approach in this regard is very much in line with all other Schools within CAHSS, and indeed the majority of Schools across the University.

6.1 Our two Core Principles

- **Principle 1:** We must plan to deliver all of ECA's essential 2020-21 teaching and assessment through an "online first" approach, so that students can engage with and complete their studies wherever they are in the world, including through the use of assessments that can be submitted or documented online*.
- **Principle 2:** Once we are satisfied that "online first" teaching and assessment can be delivered, we will look to use our campus and associated physical facilities as much as possible for those students who can make it to Edinburgh, in as far as it is safe and feasible to do so.

6.2 Assumptions that have informed our hybrid teaching strategy

Our two core principles, as outlined in section 6.1, have been determined by taking into account the assumptions contained in the following sub-sections 6.2.1, 6.2.2, and 6.2.3, themed as noted.

6.2.1 Estates and technical facilities throughout academic year 2020-21

- Limited access to a reduced set of spaces and facilities across the University and ECA estate is likely to be possible, but it is not guaranteed. Further details on the availability of these resources will become clearer during summer 2020.
- Access to the University and ECA estate may be interrupted at any time due to government-mandated infection control measures, such as a partial or total lockdown, or through individual staff or students losing access to campus through having to self-isolate.
- There will be some form of ongoing physical distancing requirement, currently assumed to be 2m (June 2020).
- Although it is not yet formal government nor University policy, there may at some stage be a requirement for staff and students to wear face coverings when indoors. Any such measures will require that we consider carefully impacts relating to accessibility, equality, diversity, and inclusion (see also section 7), for example in regards to lip-reading for staff or students who are hard of hearing.

6.2.2 Location and distribution of our student population throughout academic year 2020-21

- Although we expect that a majority of ECA students may end up being located in Edinburgh, our students may also be located anywhere in the world, whether for part of, or all of the

*Assessments need to be able to be completed without penalty by students engaging only via online means. This may require a reframing of some assessments, even, for example, in essay-based assessments where usual expectations of access to archive and library resources will not be equivalently available to all Types of student (see section 6.2.2), and/or may become unavailable to *all* students at short notice.

academic year.

- As noted by Bayne[2], and building on the previous point, “hybridity in the current context means adapting courses for efficient and high-quality teaching across three quite distinct groups”. For clarity of reference, we elect to categorise these distinct cohorts in line with this University-level definition, as follows:
 - **Type 1 students:** On-campus students, co-present in time and space
 - **Type 2 students:** Online students in the same time zone
 - **Type 3 students:** Online students in different time zones

and where we note that use of **Type 1, Type 2** etc is our particular choice of nomenclature.

Within the University’s hybrid teaching strategy, and indeed within ECA’s, these three cohorts must be considered as constituting a *single hybrid cohort*. This means that for any given course and programme, **all** students within the *single hybrid cohort* must have access to teaching, learning, and assessment activities such that they are able to meet and demonstrate Learning Outcomes.

- Unlike in pre-Covid times, there will be no formal procedure/approval process for students who choose (or who are required) to pursue their studies remotely, rather than travelling to Edinburgh.
- We expect that some students will change location during their studies (e.g. transfer from being a Type 3 to a Type 1 student, or vice versa), and our approaches to hybrid teaching must accommodate this from the very start of semester, and throughout the year. Students will be free to transfer between these three Types, with no Leave of Absence concession required.
- All ECA students will have access to an internet-connected computer of some kind (e.g. a laptop or desktop computer), whether they own the device, or are **granted access to one** in some way.

6.2.3 Considerations around ECA’s academic and professional service staff

- Adapting courses to hybrid delivery will cost considerable person-hours, and potentially increased workloads for many staff. ECA line managers will need to consider carefully the distribution of this increased workload during summer 2020, and throughout the academic year 2020-21.

Line managers will need to think carefully about how to ensure as equitable a distribution as possible, and to reduce the risk of excessive workloads accumulating with particular colleagues, or groups of colleagues. ECA’s Workload Allocation Model (WAM) working group, and their recently-agreed set of curriculum-adaptation tariffs, are key here – though we must acknowledge that WAM-related tools are currently available only for academic staff.

- Because of health risks and other factors, some ECA staff will have to, or will prefer to, engage in their teaching and related contractually-mandated activities remotely. This may even be the case if physical distancing rules are relaxed. Our overall approach to hybrid teaching should support colleagues to carry out their teaching duties in the place and manner that is appropriate to them.

However, as noted in the previous point, we acknowledge potential disparities here between academic and professional service colleagues. We will continue to pay close attention to policy and guidance developments in this area from CAHSS and the wider University.

7 Consideration of accessibility, equality, diversity, and inclusion

A move to hybrid delivery of teaching will impact upon all aspects of student and staff experience. It is imperative that we reflect and act upon these issues in advance of the new academic year, to ensure that we are not designing curricular delivery to solve one set of problems, only to create a host of other issues.

In the following sections 7.1 and 7.2 we provide an overview of key issues that we need to take into account in planning our teaching next year, which relate to matters of accessibility (for both students and staff), and to equality, diversity, and inclusion (EDI).

We have also included, in Appendix B, guidance on inclusive language pertaining to matters of accessibility and disability. Colleagues should also be aware of the University's useful and developing [Learning Technology and Accessibility website](#).

7.1 Accessibility and learning adjustments

7.1.1 Our obligations under the UK Equality Act

As educators at the University of Edinburgh, we already recognise the importance of making our teaching materials accessible to students with a range of learning needs[†]. Ensuring that students of all backgrounds are suitably and reasonably supported during their time in our School **is not optional, but a requirement** under the UK Equality Act 2010[22, 23].

The Equality Act 2010 stipulates that people should not be discriminated against in higher education on the basis of one or more of their protected characteristics[24]. A further key principle, and one that we need to bear in mind in both the present situation and in more "normal" times, is that further and higher education institutions are required to consider and take reasonable action in relation to barriers that impede people with disabilities, **prior** to an individual person with a disability seeking to become a student.

7.1.2 Mainstreaming learning adjustments

Provision for students with disabilities should be built into our learning and teaching design. In support of this **anticipatory duty**, the University has agreed to **mainstream** a small number of commonly recommended learning adjustments, which are[19]:

1. Course outlines and lists of core readings shall be available at least 4 weeks before the course starts;
2. Reading lists to indicate priority or relevance;
3. Lecture outlines or PowerPoint presentation slides for lectures and seminars to be made available at least 24 hours in advance of the class[‡];
4. Key words and formulae to be provided to students at least 24 hours before the class;
5. Students shall be notified by email of changes or announcements such as changes to courses, room changes or cancellations;

[†]This document has been formatted with a linespacing factor of 1.15. The dark blue font colour used for the main text throughout is expressed in HEX format[21] as #072B61. The font is the sans-serif *Open Sans*[27], and the main paragraph text as been set to left-align. These typesetting conventions are in line with recommendations by the British Dyslexia Association[20], designed to be accessible for a wide range of readers.

[‡]If such content contains "spoiler information", students may be provided with partial content in advance of the class; the full materials can then be made available following the session.

6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning;
7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.

The preceding list caters to approximately half of all the adjustments recommended by the [Student Disability Service](#). By “mainstreaming” these kinds of adjustments, we significantly improve the accessibility and inclusivity of our teaching practices, reducing the number of ad hoc adjustments that teaching staff need to make.

Course Organisers may also need to make further reasonable adjustments for specific students who disclose a disability to the University of Edinburgh. Implementation of any such adjustments is the responsibility of all members of staff, but support for students with disabilities and specialist advice is available from the [Student Disability Service](#).

7.1.3 Creating accessible learning materials

This document includes a range of references and links to further resources. We fully recognise that time is short, so in this subsection we outline some of the key things that Course Organisers

Colour	Tick
Dazzling white backgrounds should be avoided as they can appear too glaring. Cream or a soft pastel colour can eliminate this. Different individuals will have their own colour preference, so it's difficult to choose the optimum background shade for everyone. As a rule, avoid bright white and ensure there is enough contrast for the text to stand out.	
Try to stick to one colour for any one section of text and avoid the use of red, pink, and green text, as these colours are often problematic for individuals with colour-blindness.	
Readable fonts	Tick
Use sans serif fonts, such as Arial. This helps to ensure that letters do not appear to be too crowded. Alternatives include Helvetica Neue, Tahoma, Century Gothic, Trebuchet, Calibri.	
Font size should be 12-14 point, or equivalent. Some dyslexic readers may request a larger font for some materials.	
Larger line spacing improves readability, and should be proportional to the inter-word spacing. Linespacing of 1.5 can be helpful for many materials.	
Where it is necessary to use a white background colour for a written document, use a dark blue font colour for the main text (for example, the dark blue font colour used throughout this document is, in HEX format ^[21] , #072B61).	
Headings, Layout and Structure	Tick
For headings, use a font size that is at least 20% larger than the normal text. If further emphasis is required in specific areas, then use bold font face .	
Text should always be left aligned (“ragged left”), and never justified. This helps to avoid inconsistent spacing between words.	
Ensure that hyperlinks look different from headings and normal text.	

Table 1: A checklist summary of the most important issues that Course Organisers should bear in mind when designing their general teaching, and associated materials and content – adhering to the recommendations here will help you to meet minimum accessibility requirements.

should bear in mind when designing their teaching, and associated materials and content. Table 1 contains checklist summary of these most important issues relating to production of general teaching materials, which will help you to meet minimum accessibility requirements.

7.1.4 Creating accessible videos

Guidance from the University's [Student Disability Service](#) states that **all videos that are uploaded to Media Hopper should be captioned.**

An automated service is available through the University, but it is recommended that you check captioning of complex or technical language, names of artists, authors, musicians, designers etc are correctly spelt before publishing on Learn. The University is implementing more support for this service and we will update this information as it evolves.

In practice it may not be possible to caption all videos before the video needs to be viewed by the students, because the University service will be under particular strain due to the upsurge in teaching activities being represented through online videos. However, your video uploads on Learn should be replaced with captioned versions as soon as they have been completed.

It is recommended that you make use of the captioning service as early as possible to avoid delays, and remember that this is a requirement for all video teaching materials.

More information can be found by [following this link](#). A short checklist summary of the key accessibility issues pertaining to video content is provided in Table 2.

7.1.5 Roles and responsibilities

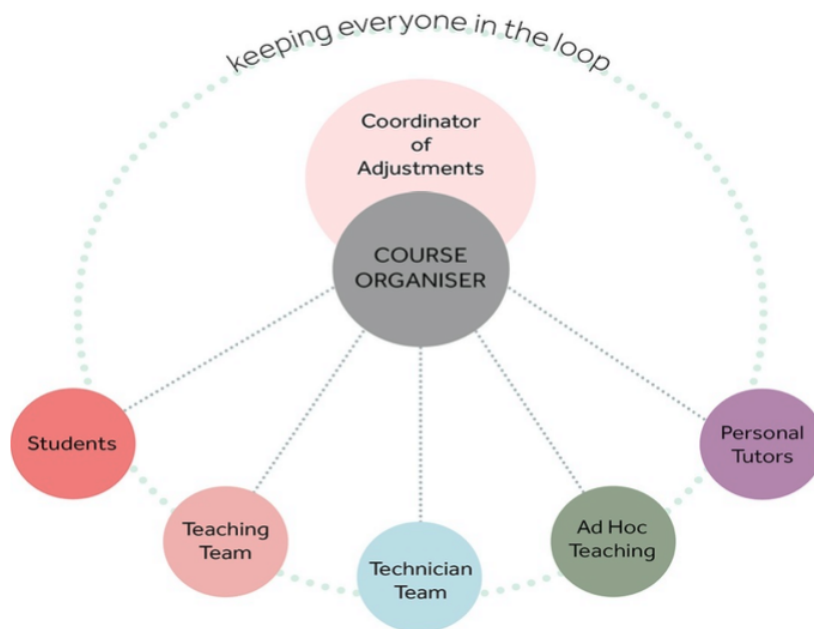
In Figure 1 we have outlined the approach that ECA takes in disseminating key information regarding students who have a Statement of Adjustment (SOA), and the various roles and responsibilities that interact with this work. In advance of the first semester in 2020-21 we recommend you look at your existing student cohorts and factor-in any necessary adjustments into your course planning. It should also be noted that there will be students who will not have a Statement of Adjustment implemented at the beginning of the year. However, through mainstreaming of adjustments and suitable anticipatory planning, your teaching activities and materials/resources will cover the most common support needs.

For reference, the Coordinator of Adjustments role holder in ECA will:

- Ensure that School staff who need to be aware of students' adjustments have access to the University's system for distributing this information;
- Raise with the [Student Disability Service](#) any concerns regarding adjustments that may affect the academic integrity or core competence standards of teaching within the School;

Accessible video	Tick
Speaker has used an external microphone (preferably not the in-built computer microphone) whilst recording to ensure that sound is clear.	
Video has had captions requested on Media Hopper.	
Videos that have been sourced from You Tube or Vimeo are checked to ensure automatic or embedding captions are available.	

Table 2: A checklist summary of these most important issues that Course Organisers should bear in mind when creating video content for their courses – adhering to the recommendations here will help you to meet minimum accessibility requirements.









Key	Roles and responsibilities
	Course Organisers are responsible for disseminating statement of adjustments (SOA) information to other members of teaching staff involved in their course. Staff may be enabled to view the adjustments through EUCLID, or the SOA list can be exported and included in the induction process. Supported by the Coordinator of Adjustments .
	There are many Students who either think they have an SOA and don't, or who have an SOA but don't understand what adjustments are in place. It is good practice for Course Organisers to contact students with adjustments in the first week, and/or as issues arise.
	Ad Hoc staff are quite often overlooked in matters of SOA. A member of staff teaching for 2 hours on the course should have the same information as a member of staff teaching all year.
	All Lecturers / Guaranteed Hours / Ad Hoc staff are responsible for making sure that all specific adjustments are in place for students with a SOA, and that mainstream adjustments are in place for all students . The overall responsibility here is of Course Organiser .
	Technicians should also be made aware of any adjustments for students they have regular contact with. If any student has a severe underlying health concern, which might need immediate emergency care, wider staff on the Programme and local First Aiders should be informed.
	We would like Students to have more ownership and understanding of their SOA, and to communicate with staff more openly so we are able to support their needs. If you are a Personal Tutor of a student with an SOA, please do discuss this with them.

Figure 1: A summary of the key roles and responsibilities involved in managing and implementing learning adjustments across ECA.

- Be part of a University-wide network of Coordinators of Adjustments for purposes of sharing expertise, good practice and relevant knowledge, skills and experience

7.1.6 Further University-level resources to support Course Organisers and teaching staff

The University has an extensive set of policies[18] in this area, and an accompanying range of useful resources[19] – these form the basis for the guidance in this section. The key University-level resources of which Course Organisers should also be aware are:

- We must ensure that all teaching practices adhere to the [Accessible and Inclusive Learning Policy](#).
- The University's [Accessible and Inclusive Learning Resource](#) aims “to help address some common questions staff in learning and teaching roles may have about making their activities more accessible and inclusive”.
- The University's [Accessible and Inclusive Teaching and E-learning](#) information pages support colleagues in considering how to make e-learning more accessible and inclusive. Important practical examples of this include guidance that, for example, all text should be readable by automatic text readers. Images of text (such as .PNG or .JPG files) should not be used in our teaching materials.
- The University's [Mainstreaming Learning Adjustments](#) information pages provide practical and supportive guidance as to how mainstreaming of adjustments can be incorporated into our teaching and course materials.
- The University's [Guidance for Staff who are Supporting Disabled Students](#) includes guidance on how to access the **Course Adjustment Breakdown screen** and how to share this information with other staff on your teaching team.

7.2 Equality, diversity, and inclusion

The CLAM group note the following key points which pertain to issues of equality, diversity, and inclusion (EDI), acknowledging the helpful work of the School of Literatures, Languages & Cultures[17] in compiling parts of this list:

- As per all in-person teaching, we must ensure that all teaching practices adhere to the [University of Edinburgh's Dignity and Respect policy](#).
- In order to safeguard an inclusive learning environment across all forms of hybrid and “online first” teaching, it is a priority that we ensure that there is no expectation that students, whether Type 1, 2, or 3 (see section 6.2.2), will be able to participate synchronously in our teaching activities during 2020-21. Any synchronous teaching activities will need to be made available in some form for students engaging asynchronously (see section 10 and Table 7 for more details), so that any such students will be able to complete assessments and demonstrate Learning Outcomes for all their ECA courses (see section 6.1).
- Digital Safety: the University's [Staying Safe While Learning and Teaching Online information \(Document 5\)](#) contains important material 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.
- It is important to be aware that students may be more likely to experience difficulties that could result in barriers to learning during academic year 2020-21. As Course Organisers we should ensure that we know the protocols to follow in cases where students are having difficulties, and that we communicate them to students at the outset of a given course.

For example, we may be likely to see an increase in concerns relating to:

- Support regarding learning adjustments;
- Policy on extensions and special circumstances;
- Mental health and wellbeing support, particularly for students with underlying health conditions, students with disabilities or students from BAME backgrounds;
- Technical support.

There will be pre-populated standardised text and links on all course Learn sites, supported as part of ECA's involvement in the University Learn Foundations Project[25, 26]. Course Organisers and Personal Tutors should become familiar with this standardised information, and should be prepared to engage in further training before the start of semester to help you direct and advise students appropriately. It is also important for Personal Tutors to “check in” regularly with students and provide reminders about routes to support.

8 The ABC curriculum design framework

8.1 Introduction to ABC

The ABC (Arena Blended Connected) curriculum design framework[4, 5] provides a rapid, simple, and effective way to construct, and where necessary to deconstruct and reassemble, teaching activities and courses. The framework is especially well suited for the design of teaching that involves online and/or blended activities. ABC is built upon learning design research from JISC/University of Ulster[6], and upon Prof Diana Laurillard's work on *learning types*[9]. The ABC framework is now widely embedded across the University of Edinburgh, including within the Institute for Academic Development's *ELDeR* workshops[10], and within ECA's own *course learning design workshops*. University College London provides an extensive range of useful information on the framework, with many practical examples of its use[7].

It is important to acknowledge that there simply isn't enough time available to complete a full learning re-design of all 600+ of ECA's courses, whether using ABC or any other methodology, and whether for the goal of hybrid or any other kind of teaching delivery. Course Organisers and staff across ECA are already working within a challenging and uncertain context (as noted in section 3), and the start of academic year 2020-21 is fast approaching. However, the framework is nevertheless useful and relevant to the task before us, and is introduced in this document for the following reasons:

- It is as straightforward and to-the-point as can reasonably be expected for a framework that provides such a useful toolkit for conceptualising our teaching activities, whether in the pre-Covid or hybrid contexts. In the context of a widespread adaptation to hybrid teaching delivery, it can be used in a fairly "light touch" manner where appropriate, whilst allowing scope for considerable reshaping of curriculum organisation and delivery where that is necessary.
- It lends itself well to the appraisal of existing curricula, pedagogical approaches, and teaching activities.
- It is flexible enough to be largely agnostic to particular disciplines, pedagogical approaches, or kinds of teaching activity, focusing as it does upon the underlying *learning types* through which students learn and develop (see section 8.2).
- It is built upon nomenclature and concepts that will already be familiar to many academic and professional service staff.
- Its approach naturally supports a clear and supportive articulation of teaching activities of all kinds, and their interrelationships with Learning Outcomes and assessments – a particularly important feature in a School, such as ECA, where there are so many disciplines and existing approaches to teaching.
- **Most importantly:** ABC provides a useful "thinking framework" through which to consider our courses as they may have been taught pre-Covid, including the ways that a course's teaching activities and assessments support students to meet given Learning Outcomes. By having a methodology through which to appraise the impact of hybrid delivery adaptations upon our teaching activities, which will include increased use of online tools and forms of engagement, we can have confidence that these hybrid adaptations will support the kinds of learning that we want our students to maintain over the coming academic year.

Of particular importance here is the pivotal role played by peer-to-peer interaction, both for individual student learning, and for building strong and healthy cohort relationships. This is

especially key for those students who will be new to Edinburgh, such as UG Year 1 and PGT cohorts, and who may experience fewer “in person” discussion-based activities (e.g. tutorials, seminars). We need to ensure that such peer-to-peer interactions and cohort-building activities are actively built-in to our hybrid adaptations, in ways appropriate to a given course, rather than assuming that they will happen “by accident”.

8.2 Learning types

A complete overview of the research that underpins the ABC framework is beyond the scope of the present exercise[4, 5, 9]. However, it is helpful, in attempting to make this document as self-contained as possible, for colleagues to be aware of the six *learning types* that underpin the framework[8]. These learning types, together with some illustrative examples of exemplar activities, are shown in Table 3.

Learning types provide a general, though still nuanced, prism through which we can appraise the ways that students engage with and learn during specific kinds of learning and teaching activities. The basic premises are simple enough, and might be defined as:

1. Different kinds of teaching activities support and foster different kinds of learning in our students. For example, a student engages with learning in a different way whilst reading a book chapter, in contrast to discussing and debating approaches to a problem or task during a seminar.
2. Many “classic” teaching activities are in fact comprised of a range of constituent parts, each of which might be associated with a different learning type. For example, a “tutorial” often involves students pre-reading material, preparing answers or further questions, listening to a tutor, discussing with fellow students, and so on. Each of these constituent activities can be thought of as enabling students to learn in different ways, which can be helpfully conceptualised using the ABC *learning types*.

As we adapt our courses for hybrid delivery, the notion of learning types will support us in taking ownership of these adaptations. They provide a reasonably intuitive way to recognise where students learn, and ultimately how they can be supported to learn regardless of whether they are a Type 1, 2, or 3 student (see section 6.2).

This approach will be particularly helpful as we consider the impact of changes to pre-Covid teaching activities to enable them to be delivered online, as part of our hybrid approach. For example, if a “lecture” ends up being delivered online-only as an asynchronous pre-recorded video, how can we ensure that the non-“acquisition” related aspects of the established lecture activity (see Table 3) as they might happen in pre-Covid teaching, such as students asking and answering questions, are made available online? Such issues are examined in more detail in sections 9 and 10.

Learning Type	Definition	Examples of on-campus activities	Examples of online/digital activities
Acquisition	Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.	<ul style="list-style-type: none"> •Listening to in-person presentations and lectures. •Reading books papers. •Watching demonstrations. 	<ul style="list-style-type: none"> •Watching videos, lecture recordings. •Listening to podcasts, webcasts. •Reading multimedia, websites, digital documents, and resources.
Collaboration	Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself.	<ul style="list-style-type: none"> •Small group project. •Discussing others' outputs. •Building joint output. 	<ul style="list-style-type: none"> •Small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs. •Building a joint digital output.
Discussion	Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.	<ul style="list-style-type: none"> •Tutorials. •Seminars. •Discussion groups. •In-class discussions. 	<ul style="list-style-type: none"> •Video/audio-conferencing tools (e.g. to support online tutorials and seminars). •Asynchronous discussions via email or web forums.
Investigation	Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.	<ul style="list-style-type: none"> •Analysing ideas and information in a range of materials and resources. •Searching/evaluating information and ideas. •Comparing texts. 	<ul style="list-style-type: none"> •Analysing ideas and information in a range of digital resources. •Using digital tools to search and evaluate information and ideas. •Comparing digital texts.
Practice	Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal.	<ul style="list-style-type: none"> •Doing practice-based projects •Labs of all kinds •Field trips. 	<ul style="list-style-type: none"> •Remote practice-based activities. •Virtual labs of all kinds. •Virtual field trips.
Production	Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.	<ul style="list-style-type: none"> •Essays. •Performances. •Designs. •Many kinds of coursework assessment. 	<ul style="list-style-type: none"> •Producing and storing digital documents. •Representation and documentation of designs and artefacts. •Video, images, sounds of remote performances.

Table 3: A summary of the six *learning types* that underpin the ABC framework. It is important to note that the examples of on-campus and online activities are only intended to be broadly illustrative, and don't in this form present a direct "mapping" from one to the other. Note also that many "on-campus" activities can be, or already are, achieved or partially achieved via online methods.

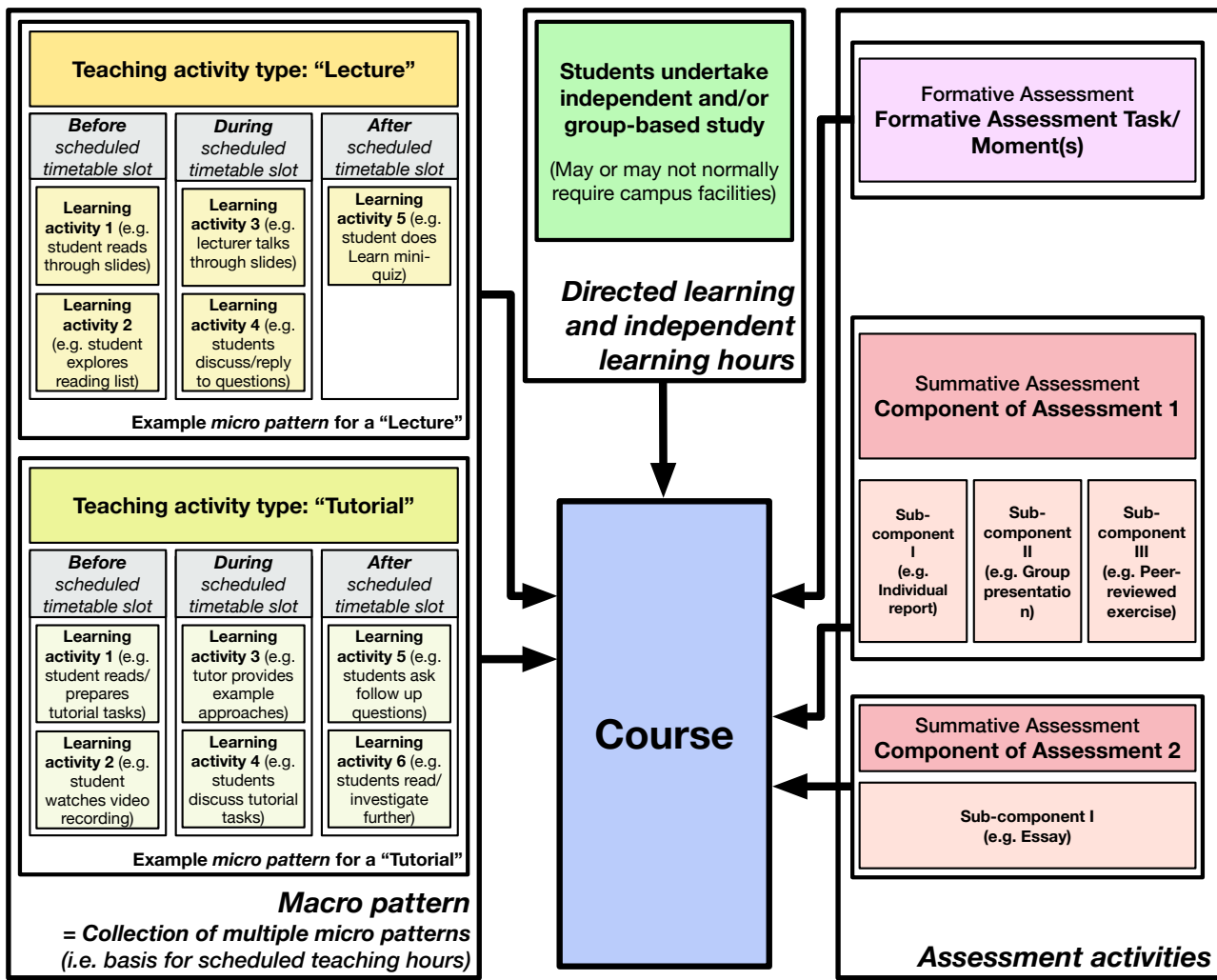


Figure 2: A course can be viewed as a collection of activities and formative/summative assessments of various kinds, which together constitute a process through which students explore, and ultimately demonstrate, a number of Learning Outcomes (see also section 8.3). In this document we define a particular broad type of teaching activity that is generally “led” by an academic as being a *teaching activity type*. A key concept in this document is that a given *teaching activity type* is not usually a single “thing” or “event”. Rather, it can ultimately be seen to be constructed from a range of smaller constituent *learning activities* of various kinds, as described in sections 8.3 and 8.4. The particular collection of such constituent *learning activities* that make up a given *teaching activity type* can then be described as forming a *micro pattern* (for example, a “Lecture micro pattern”). Any defined *teaching activity type*, such as a “Lecture”, is necessarily broad – in other words, there are a range of different *micro patterns* that might be constructed so as to deliver a “Lecture”, according to the nature of the course and the pedagogical approach (for example, “Lecture micro pattern A”, “Lecture micro pattern B”, and so on). Independent and/or group-based study undertaken by students outside of the scheduled teaching hours are referred to as “directed and independent learning hours” (DLIL – see also section 9.2.1 and Table 6) by the University’s course management system[14].

8.3 What is course? Using ABC to construct (or deconstruct) an ECA course

It is hard to think of a moment in recent history that has more challenged our existing cultures and expectations around “teaching” than the present situation. In this section, we briefly consider the foundational question “*What is a course?*” in the context of the ABC framework, and whilst reflecting on the significant and ongoing uncertainties we face in preparing curriculum delivery for 2020-21.

A course can be viewed as a collection of activities and assessments of various kinds, which together constitute a process through which students learn about, and ultimately demonstrate, a number of Learning Outcomes. This can be viewed graphically, such as in Figure 2 (see also the later section 8.4 for full details of the terminology used in this figure).

Some of a course's activities are "taught" or closely directed by an academic (e.g. a lecture or seminar); in this document we will refer to each broad type of such activities as a *teaching activity type* (e.g. the "Lecture teaching activity type") – see also section 8.4.1. Other course activities are driven by individual and/or group-based independent work (referred to as "directed and independent learning hours" within the University of Edinburgh's course administration system[14]).

In the pedagogically-driven course design approach promoted by the University of Edinburgh[4, 10] (and indeed by the SCQF[15] and QAA[16]) all aspects of a course's structure and delivery are ultimately viewed as existing to support students to explore and demonstrate Learning Outcomes. Such an approach is based upon an appraisal of where and how student learning actually happens, and can be made to happen successfully, rather than upon where we might expect it to happen because it is convenient, or "because it has always been done this way".

In approaching the challenge of adapting ECA's courses for hybrid teaching in academic year 2020-21, the key "invariant" aspect of a given course should be its Learning Outcomes. Hence:

- **We should prioritise the preservation of these Learning Outcomes as we adapt our courses for delivery by a hybrid teaching approach.** This is especially important for those of our courses that are professionally accredited, where we are required to demonstrate that our teaching is enabling students to meet externally-determined criteria of various kinds.
- **In courses where we don't feel that existing Learning Outcomes can be delivered by our "online first" approach to hybrid teaching, we will need to adjust them** (see section 11).

8.4 ABC nomenclature: Micro and macro patterns

In section 8.3 we discussed the concept of a course as a combination of activities and assessments of various kinds, through which students explore and demonstrate a number of Learning Outcomes. In this section we will introduce some key nomenclature from the ABC curriculum design framework[4] that will help to provide a consistent way in which to describe ECA's many and varied teaching activities and pedagogical methods. The terms defined in the following subsections 8.4.1 – 8.4.6 will be particularly useful⁵.

8.4.1 Teaching activity types

All Course Organisers will be familiar with a range of "well-established" teaching activities. For example, a "lecture", "tutorial", or "seminar". In this document we define a particular broad type of teaching activity that generally involves a significant component of activity that is "led" or "directed" by an academic as a *teaching activity type* (TAT).

In pre-Covid times, such a teaching activity type generally involves at least one specific "teaching event" of some kind, which is usually timetabled. For the most part it is these specific timetabled activities are described by the University of Edinburgh as "scheduled learning and teaching

⁵Colleagues should note that the terminology of "micro" and "macro" patterns used in Figure 2, and in sections 8.3 and 8.4, represents a particular approach to the practical use of the ABC framework that has been developed at Edinburgh[13].

Before	During	After
(Acquisition) Lecture slides shared in advance	(Acquisition) Students listen to lecturer talking through slides	(Investigation) Students read further on lecture topic, making their own notes and reflections
(Acquisition) Students directed to pre-reading material	(Discussion) Students engage in discussion with lecturer and each other	(Discussion) Students approach lecturer after class to ask questions
	(Practice) Students attempt to answer a question posed during lecture	

Table 4: An example of a simple micro pattern used to deliver the “Lecture” teaching activity type. The timetabled “event” is described by the top-middle entry, “**(Acquisition)** *Students listen to lecturer talking through slides*”, but the overall “Lecture teaching activity type” is ultimately described by the “micro pattern” of learning activities that happen before, during, and after this event (see section 8.4.3). In adapting our teaching activities for hybrid delivery, including considerable use of online delivery, it is helpful to take this holistic view of a teaching activity type and its constituent learning activities, and in so doing ensure that we design our hybrid adaptations to reflect the learning activities we truly want students to experience.

hours”[14]. However, as described below in section 8.4.2, the timetabled component of a particular teaching activity type is just one part of the overall activity.

For example, we define “Lecture” as one example of such a “teaching activity type”. As we will see in section 9.2.1 and Table 5, we will identify each such teaching activity type used in ECA with a specific identifying label (e.g. “Lecture” is labelled “TAT1”).

8.4.2 Learning activities

A foundational concept upon which much of this document is built is that a given *teaching activity type* is not usually a single “thing” or “event”. Rather, it is often seen to be constructed from a range of smaller constituent *learning activities* of various kinds. As noted in section 8.2 and Table 3, on *learning types*, individual learning activities can usually be identified as supporting learning in one of six particular ways. A particular learning activity might not be unique to a particular teaching activity type, but could contribute in various ways to a number of different teaching activity types. This is clearer to see by considering some example “stand alone” learning activities:

- **(Acquisition)** A student reads a set of lecture notes or slides in advance.
- **(Acquisition)** A student watches a lecturer talk through a set of slides or other contextual material.
- **(Discussion)** A group of students discuss a particular topic or question in a tutorial.
- **(Practice)** A student constructs an architectural model during a studio-practice session.
- **(Collaboration)** A student discusses their approach in constructing a material object with a tutor, during a studio-practice session.

For the most part, an individual learning activity doesn’t usually constitute an entire “teaching activity type”. Rather, it can be helpful to think of these individual learning activities as the smallest “units”, “elements”, or “building blocks”, of our established learning and teaching practices – the broader *teaching activity types* are usually constructed from more than one learning activity, as we will describe in the next section 8.4.3.

TAT ID	Teaching activity type (TAT)	Week number (in an 11-week teaching semester)										
		1	2	3	4	5	6	7	8	9	10	11
TAT1	Lecture	●	●	●	●	●	●	●	●	●	●	●
TAT2	Tutorial	●	●	●	●	●	●	●	●	●	●	●
TAT3	Seminar											
TAT4	Individual supervision											
TAT5	Studio N1 (small group)											
TAT6	Studio N2 (large group)											
TAT7	Online activities			●					●			
TAT8	Computing lab											
TAT9	Fieldwork				●					●		
TAT10	External visit											
TAT11	Technical tutorial in a specialist workshop											
TAT12	Studio S1 (specialist, small group)											
TAT13	Studio S2 (specialist, large group)											

Figure 3: An example of a simple course structure, made up from a combination of lectures, tutorials, online activities, and fieldwork (each of which can be thought of as a particular teaching activity type, as per Table 5). Considered together, this combination of teaching activity types forms a “macro pattern” (see section 8.4.4), from which the scheduled learning and teaching hours[14] can be determined. It can be useful to refer to a particular exemplar macro pattern as a “teaching model” – for example, we might refer to this pattern as “lecture/tutorial model A” (see section 8.4.5).

8.4.3 Micro patterns

The particular collection of constituent *learning activities* (defined in section 8.4.2) that make up a given *teaching activity type* can be described as forming a *micro pattern*[28] (for example, a “Lecture micro pattern”). Any defined *teaching activity type*, such as a “Lecture”, is necessarily broad – in other words, there are a range of different *micro patterns* that might be constructed so as to deliver a “Lecture”, according to the nature of the course, the pedagogical approach, and whether delivery involves on-campus or online components (for example, “Lecture micro pattern A”, “Lecture micro pattern B”, and so on). An example micro pattern for the “Lecture” teaching activity type is provided in Table 4.

The point here is not to say that a particular micro pattern is the “right way” to deliver a “lecture”. Rather, it is to prompt thought and reflection on the part of a Course Organiser as to what kind of learning activities are happening and being fostered by a particular approach. It is about supporting Course Organisers to “own” their teaching, and, particularly during a transition to hybrid teaching, it is about having a methodology that will help us to ensure that the adaptations we adopt will ultimately support all Type 1, 2, and 3 students.

8.4.4 Macro patterns

It can be helpful to refer to particular combinations of teaching activity types (TATs) employed in a given course as constituting a “macro teaching pattern”[28]. Associated with such a combination of teaching activity types would be, in the language of the University of Edinburgh, the set of *scheduled learning and teaching hours*[14].

For example, a course’s macro pattern might consist of twice-weekly lectures, a weekly tutorial,

various online activities, and two external field trips – such an example is shown in Figure 3. For the given course, each of these four specific teaching activity types (i.e. lecture, tutorial, online activities, field trips) can be described in terms of its own particular micro pattern (as per section 8.4.3).

There is rarely an *a priori* reason to consider that a particular macro pattern is the “best way” to deliver a course, though there may be sensible arguments on both practical and pedagogical grounds for one approach over another. And of course there is also nothing unique about a particular choice of micro pattern for a particular teaching activity type – there are likely to be a range of equally-valid ways to achieve the ultimate pedagogical goals for the course (i.e. its Learning Outcomes), particularly when taking into account any external pressures, such as a need to deliver teaching online.

8.4.5 Teaching models

It can be useful to refer to a particular exemplar macro pattern as constituting a “teaching model”. In this case of Figure 3, for example, we might refer to this macro pattern as a “lecture/tutorial model”, or “lecture-tutorial model A” (the specific terminology is unimportant, as long as it’s clear). Such a model might be quite general, such as by stipulating only that the course involves the teaching activity types of, say: lectures, tutorials, online activities, and external visits.

It is also possible to conceive of a more highly specified teaching model, in which the various micro patterns[28] used to deliver the teaching activity types are constrained in particular ways. In the current time- and delivery-challenged environment that we face in preparing for 2020-21, we need to strike a balance between generalisation (which emphasises Course Organiser freedom), and specificity (which factors in School- and institution-wide constraints of various kinds) as we develop models to support our hybrid teaching. Time constraints mandate that such discussions will have to happen at both ECA-level, and in our Subject Areas (indeed, they have been ongoing in most areas for the past several weeks).

8.4.6 Brief reflections on the ABC framework

The ABC framework is simply one way in which we can “unpick” our pre-Covid teaching activities, and reflect upon how and why they are structured in the way that they are, with the key terms of reference being the course Learning Outcomes. Appraising the various teaching activities that comprise a given course structure, and carefully considering the underlying “building block” learning activities within each of these teaching activity types, gives us a helpful starting point in considering course adaptations for hybrid teaching delivery (which will necessarily rely upon considerable use of online tools and platforms).

For some course structures, and associated macro activity patterns, the translation to hybrid delivery may prove to be relatively straightforward, in part because there may be a range of appropriate and readily applicable online teaching activity patterns. For other courses, it may be considerably more challenging – in these cases a clear methodological toolkit, such as that of the ABC framework, can become especially helpful. In the next sections 9 and 10 we will provide more practical guidance and policies that put all of this into practice.

9 Pre-Covid teaching in ECA viewed through the ABC framework

9.1 Overview, organisation, and the role of ABC

This is one of three key sections of this document (along with sections 8 and 10) that draw on the ABC framework in describing our teaching, and adapting it for hybrid delivery. Here in section 9, and specifically in section 9.2, we draw on the ABC framework in determining an ECA-wide common nomenclature to describe our pre-Covid teaching activities and courses. It should be read closely alongside the following section 10, which uses the ABC framework as a way to describe a range of recommended adaptations for hybrid teaching delivery.

The ABC framework will help us to describe our pre-Covid teaching, and our adaptation to a hybrid approach to teaching delivery, in terms consistent with the University's Learning Technology/Design teams and systems. There is an inherent "terminology hurdle" in introducing and working with these concepts and frameworks, but the reward is a consistent methodology that can be discussed and applied to our varied curriculum, and which builds upon valuable work already undertaken in many parts of ECA and the wider University.

Section 9.2.1 will establish a set of ECA-wide nomenclature to describe the various teaching activities that take place across our School in a consistent and clearly defined way (the terminology here having been agreed within the CLAM group). Section 9.2.2 will then discuss a broad categorisation of these defined teaching activities into "Generalist" and "Specialist" categories (nomenclature that is drawn from wider University systems), and upon which we will frame, in section 10, various aspects of our recommended hybrid adaptations.

All of the material in sections 9 and 10 will benefit from being read in tandem with ECA's developing web resource for hybrid teaching^[11].

9.2 Drawing upon ABC in describing ECA's pre-Covid teaching activities

9.2.1 Common ECA-wide nomenclature to describe our teaching activity types

As outlined in section 8.3, a course can be viewed as a combination of activities and assessments of various kinds, which together constitute a process through which students explore, and ultimately demonstrate, a number of Learning Outcomes (see also Figure 2). ECA is a particularly large and diverse School, with a wide range of established teaching activities and patterns (see section 8.4).

To support our adaptation to hybrid teaching, the CLAM group has worked to agree upon a common set of nomenclature to describe these many activities, which is presented in Table 5. The goal of such a list is to provide a consistent and meaningful description of our activities that will help us to address the challenges of reduced access to UoE/ECA campus, and to support our development of hybrid approaches to teaching delivery.

Where certain teaching activities have to move to new parts of our campus it will be useful to have a shared language through which we can constructively work with each other, including through dialogue between academic and professional/technical service colleagues. We believe that it is largely possible to identify all common ECA teaching activities as being aligned to one of the teaching activity types listed in Table 5. These activity types are labelled, for convenience and consistency, as TAT1–TAT13 (where "TAT" means "teaching activity type"; see also section 8.4.1).

9.2.2 Broadly categorising our teaching activity types as “Generalist” or “Specialist”

Having established, in section 9.2.1, a common nomenclature to describe our many teaching activity types, we now opt to broadly categorise each of these teaching activities as being primarily “Generalist” or “Specialist”[¶]. Generalist activities do not usually require highly-specialist spaces, facilities, or equipment, and there are examples within all 5 of ECA’s Subject Areas. Specialist activities normally involve specific campus resources, whether space, facilities, or equipment, and again there are examples of such activities in most of our Subject Areas.

Specialist activities tend to be quite specific to ECA – for the most part the University’s *Course Creation, Approval and Maintenance* (CCAM) system[14] does not provide sufficient nuance in describing what they are, and when/where they might take place. Table 5 shows how we have chosen to categorise these activities. Specialist activities are most widespread in the Subject Areas of Art, Design, ESALA, and Music.

Broadly categorising our teaching activities as described in this section is important because our approach to the hybrid adaptation of Generalist vs Specialist teaching activity types may need to be different in both broad and nuanced ways. We will explore what this means in practice in the following section 10.

At the same time, we acknowledge that “Generalist” and “Specialist” are not entirely black and white terms, and certainly not so when viewed in pedagogical terms (e.g. there are overlaps between aspects of “tutorials” and “studio tutorials”). Our focus here has been to agree upon a pragmatic framework that helps us to focus on the practicalities of preparing for academic year 2020-21 – there is an unavoidable tradeoff here between ultimate and comprehensive precision of terminology, against a nomenclature set that general enough to be useful in a highly time-pressured environment.

[¶]Note that “Generalist” and “Specialist” are terms used within central-UoE course administration, and are employed here for consistency with these systems. This is not intended to suggest that our Generalist teaching activities are not in themselves specialised – all of our teaching activities are, of course, highly specialised within their disciplines.

	TAT ID	Teaching activity type (TAT)	Description	UoE CCAM Label[14]
Generalist spaces or facilities	TAT1 [†]	Lecture	Traditionally, an academic introduces concepts, methods of analysis, etc. to a group of students. Often involves larger groups of students than do tutorials/seminars, and is less interactive.	Lecture hours
	TAT2 [†]	Tutorial	Could be whole-cohort, sub-cohort, or group/project-based; usually lead by an academic. Students discuss topics and/or to explore them in more detail than might be covered in a lecture or assigned reading. Tutorials tend to place stronger emphasis on role of tutors giving direction or feedback, compared to seminars.	Seminar/ Tutorial hours
	TAT3 [†]	Seminar	See entry above for TAT2 (Tutorial).	Seminar/ Tutorial hours
	TAT4 [†]	Individual supervision	Meetings with a supervisor to plan, discuss, and monitor work on an extended and substantial assignment, such as semester- or year-long dissertations and projects.	Dissertation/ Project Supervision hours
	TAT5 [†]	Studio N1	Small group (<10) studio practice tutorial, crit, or material-based discussion in a non-specialist space.	Supervised PWS* or Studio Hours
	TAT6 [†]	Studio N2	Large group (>10) studio practice tutorial, crit, or material-based discussion in a non-specialist space.	Supervised PWS* or Studio Hours
	TAT7 [‡]	Online activities	Any teaching activities conducted wholly online (may be synchronous or asynchronous).	Online Activities
	TAT8 [†]	Computing lab	Whole or sub-cohort computer-based workshop/tutorial using UoE computer lab.	Supervised PWS*
Specialist spaces or facilities	TAT9 [‡]	Fieldwork	Practical work conducted at a site external to UoE campus (could still be in Edinburgh). May be unsupervised or supervised, and supervision could be provided by staff or appointed representatives.	Fieldwork hours
	TAT10 [‡]	External visit	Visit to a location outside of the usual learning spaces, to experience a place or event relevant to the course of study. Examples: visit to built environment site, museum or collection, attendance at a performance or exhibition. Visits may be unsupervised/supervised.	External Visits
Specialist spaces or facilities	TAT11 [†]	Technical tutorial in a specialist workshop	Workshop-based technical demo or tutorial (could be 1-to-1, small group, or large group). Usually led by an academic or technical service staff member.	Supervised PWS*
	TAT12 [†]	Studio S1	Small group (<10) studio practice tutorials and crits. Individual music performance lessons and/or rehearsals with a tutor-accompanist. Activities normally depend critically upon specialist spaces and/or are supported by specific technical facilities.	Supervised PWS* or Studio Hours
	TAT13 [†]	Studio S2	Large group (>10) studio practice tutorials and crits. Music masterclasses and workshops. Activities normally depend critically upon specialist spaces and/or are supported by specific technical facilities.	Supervised PWS* or Studio Hours

Table 5: A list of ECA's main teaching activity types (see section 8.4.1) as they are considered to have existed and to be broadly defined in pre-Covid times (the nomenclature here having been agreed within the CLAM group). "Specialist" describes activities which normally involve specific estates facilities, whether space or equipment. The final column maps our agreed nomenclature to that used in the wider University[14], and from which we note that the agreed ECA-wide teaching activity types provide a level of nuance that goes beyond the University's existing and necessarily more generalised *Course Creation, Approval and Maintenance* (CCAM) system. [†]Supervised (largely). [‡]Could be supervised or unsupervised. *PWS=Practical/Workshop/Studio hours. Note that "Generalist" and "Specialist" are terms used within central-UoE course admin, and employed here for consistency with these systems. See also Table 6, which focusses on more "student-led" activities.

TAT ID	Teaching activity type (TAT)	Description	UoE CCAM Label[14]
TAT14 [‡]	Self-directed workshop, studio, and rehearsal activities	A student, or a group of students, work on independent projects or coursework in a workshop, studio, lab, computer lab, or other environment. Student-led music rehearsals and private practice. May include some degree of unscheduled supervised input.	DLIL [†] (may also be considered as Studio Hours, or PWS* in some disciplines)
TAT15 [‡]	Installation, presentation, and exhibition	Critiqued dance or project spaces (especially in Art and Design), and/or end of course presentation of work.	DLIL [†] (may also be considered as Studio Hours, or PWS* in some disciplines)
TAT16 [‡]	Placement	Learning that takes place through an organised work or placement opportunity, rather than in a university or college setting. Periodically supervised or monitored (either by UoE staff or a mentor within the host organisation).	DLIL [†]

Table 6: A list of ECA's three broad categories of student-led "teaching" activities, as they are considered to have existed and to be broadly defined in pre-Covid times (the nomenclature here having been agreed within the CLAM group). Many of these activities fall within the "grey" zone between directed and independent teaching/learning activities. We have opted to use the same nomenclature of "teaching activity types" (TAT) as in Table 5, reflecting the fact that many Course Organisers will view these activities as intertwined in their pedagogical structures. The final column maps our agreed nomenclature to that used in the wider University[14], and from which we note that the agreed ECA-wide teaching activity types provide a level of nuance that goes beyond the University's existing and necessarily more generalised *Course Creation, Approval and Maintenance* (CCAM) system. [‡]Could be supervised or unsupervised. [†]DLIL=Directed Learning and Independent Learning Hours *PWS=Practical/Workshop/Studio hours.

10 Hybrid teaching strategy for ECA drawing on the ABC framework

10.1 Introduction and overview

In this section, our two Core Principles (as first defined in section 6.1) are combined with a further set of broad principles (outlined in section 10.2), and through use of the ABC curriculum design framework[4] (introduced in section 8) developed into more detailed guidance and policies to support our adaptation to a hybrid teaching approach for 2020-21.

In section 10.3 we cover some key terminology, which is essential in developing a clear and shared understanding of the complexities in adapting our teaching practices. In section 10.4 we present a range of model hybrid adaptations for ECA's established Generalist teaching activities. In section 10.5 we will present a range of suggested hybrid adaptations for ECA's established Specialist teaching activities. See section 9.2.2 and Table 5 for definitions of the broad Generalist and Specialist categorisations.

In section 10.6, we will then explore how these various hybrid adaptations for our teaching activity types (i.e. exemplar micro patterns) can be combined into a set of course-level macro teaching patterns (see section 8.4 for further details on the specific nomenclature used here). Such exemplar macro teaching patterns, defined in terms of broad categories of pre-Covid teaching practices, constitute a set of *hybrid teaching models* for these various categories of course. The detailed work on identifying broad categories of course (i.e. pre-Covid course teaching models), is happening already within our Subject Areas, and will continue throughout the summer.

Finally, in section 10.7 we will outline some further key issues for Course Organisers to bear in mind during 2020-21 (e.g. relating to timetabled exams).

10.2 Broad principles that inform our approach

In addition to our two Core Principles (defined in section 6.1), the following broad principles have informed our approach in the development of the hybrid teaching guidance here in section 10:

- Our overall curriculum design for 2020-21 should be as **clear, simple, and achievable** as possible within the very short available time frame in which to prepare it.
- Our curriculum design should be **as agile as can reasonably be achieved**, to enable us to deal with both increasing and decreasing levels of access to campus, and to fluctuations in populations across the various student Types (see section 6.2.2). It is important to realise that even those Type 1 students, who we might assume would be available to join on-campus activities, may have to self-isolate for extended periods, and at short notice; the same can also be said of our teaching staff. Our curriculum needs to support such flexibility right from the start of the year. **Distance should not mean distant.**
- By **co-developing the common approaches** described in this document in a collaborative manner across our School, we aim to embed a degree of resilience in the way we describe, plan, and deliver our teaching. This will make it easier for teaching activities that might normally have only ever happened in one part of the ECA campus to be delivered in other areas, should this be necessary and feasible.
- Course Organisers should have a reasonable degree of autonomy in determining the appropriate hybrid adaptations for their courses, but the scale of the challenge for our School as a whole, and the short time available, means that the range of options here cannot be arbitrarily wide ranging.

- Our **hybrid adaptations** and models are designed to **simplify the organisational side of teaching delivery**. Course Organisers are encouraged to be **creative and pragmatic** in using these recommendations, and to view them as supportive scaffolds, not limitations.
- **Tools and platforms**, especially student-facing ones, should be **limited to the smallest number possible** and, ideally, be ones that we already use and which are centrally-supported by the University.
- Our recommended adaptations and models are broadly oriented towards **prioritising synchronous interactivity within a small-group context**, where deemed appropriate, rather than within large-group or whole-cohort contexts.
- With the previous point in mind, Course Organisers should nevertheless be aware that **asynchronous and low-bandwidth online teaching activities provide the greatest degree of parity** of access to learning for the three student cohort Types (section 6.2.2).
- **Large group teaching activities**, as they might normally be imagined (e.g. large on-campus synchronous lectures), are **unlikely to be viable during 2020-21**, on health and safety grounds (i.e. risk of increased viral transmission). Indeed, all on-campus teaching activities will be subject to strict participation limits, determined via relevant physical distancing regulations, as mandated by the Scottish Government and the University.
- There is an **extensive body of research about the delivery of teaching activities online**. One of the most important general findings is that, in regards to activities which involve students “watching” something (e.g. a video recording), the most **successful approaches tend to employ “chunking” of content into smaller and more digestible pieces**[9].

For example, this tends to suggest that a successful way (though not the only way) to adapt an activity such as a **50 minute synchronous “in-person” lecture** would be to break it down into a number of short (circa 5-10 minute) topic-focussed videos, leading to **a total of 20-30 minutes of “learning content”**. (This example gives an approximate tariff for ECA.)

The ABC framework (section 8) provides a practical way to conceptualise this challenge, by guiding us think of the broad *teaching activity type* (in this case a lecture) in terms of its constituent *learning activities* and associated *micro pattern*. Such an approach provides a way to maximise the chance of successfully carrying through the key aspects and learning activities of a pre-Covid teaching activity into an online format (for specific details of this example see Table 8, section 10.4.1). It also reminds us that the **total “contact time”** that a student might experience in regards to a lecture can be interpreted as happening through a **range of directed learning activities**.

We will provide some examples of how this can be made to work for our pre-Covid teaching activities (as defined in Table 5) in sections 10.4 and 10.5 – but we also acknowledge that time is short, and it is not realistic to expect that all of our teaching can be adapted in a comprehensive and fully ABC-based “online first” manner. For some teaching activities in some courses we have to accept that less transformative adaptations will be necessary.

10.3 The terminology of our hybrid teaching guidance

10.3.1 Framing our guidance in terms of teaching activity types

In sections 8.4.1 and 9.2.1 we established a common nomenclature to describe our many and varied **teaching activity types**, as they are considered by CLAM to have existed and to be broadly defined in pre-Covid times. **This list of teaching activity types provides the foundation upon**

which we will describe our hybrid adaptation guidance, throughout this and subsequent sections.

Our guidance draws upon the expertise and co-developed input of a range of academic colleagues from across our School, from other parts of the University of Edinburgh, and from the wider higher education sector (for example, Boston University's *Center for Teaching and Learning* has an excellent overview of synchronous and asynchronous online adaptations for many common on-campus teaching activities[12]). Our work is further informed by the expertise of **ECA's Learning Technology team** – and ultimately leads to a number of recommended hybrid adaptations for our various teaching activity types, and combinations thereof.

10.3.2 Synchronous and asynchronous timeframes

Before we provide detailed guidance around specific forms of hybrid adaptation for specific kinds of teaching activity types, we need to establish some further key nomenclature that we can use to describe the ways that various kinds of synchronous and asynchronous activities interrelate to each other within a particular teaching activity.

In section 4 we defined the terms **synchronous** and **asynchronous** as they pertain to teaching activities, along with various other key terms. We also defined, in section 6.2.2, three distinct student cohort Types, which together comprise the “hybrid cohort” for 2020-21, but which individually exhibit variable levels of access to our physical campus, and to mutually-compatible timeslots for scheduled (synchronous) activities.

Grappling with this varied range of access to our campus is clearly one of the major challenges we face. Whilst it might be “simpler” to adopt a fully “online only” approach, this would not be in line with University of Edinburgh strategy (section 5), and it arguably under-represents the kinds of on-campus “added value” activities (as per Core Principle 2, defined in section 6.1) that we might be able to offer, depending on the evolution of the pandemic.

Different kinds of hybrid teaching delivery will lead to different kinds and levels of access for each of the three student cohort Types. Consideration of the various issues here has led us to define, in Table 7, **three broad categories of hybrid approach** that we might take when adapting a given teaching activity type. This overview should be considered in the context of how we might normally deliver such teaching activities in pre-Covid times. We refer to these categories of adaptation as **Hybrid Approaches 1-3**.

The key message here is that, for every ECA course, all pre-Covid teaching activity types that are essential to students being able to demonstrate Learning Outcomes and complete their assessments need to be made available in some way via one of the Hybrid Approaches 1-3.

It is important to note that the **ABC framework** (see section 8) can be of **practical use in planning the detailed micro pattern** (section 8.4.3) structure for a given teaching activity type within a given course, **regardless of the particular Hybrid Approach 1-3** that is chosen in adapting the activity. In other words, it is fundamentally useful to think of each of our broad teaching activity types as being formulated in terms of a micro pattern, regardless of how we chose to adapt them for hybrid delivery – there is not necessarily a single “best” approach.

By ensuring that each teaching activity type in each ECA course is available via one of Hybrid Approaches 1-3, we can be confident that our courses align to an “online first” approach. Where a course employs an on-campus only teaching activity for Type 1 students (under our Core Principle 2 section 6.1), should that be deemed safe and feasible, it will need in parallel to plan for an accompanying Hybrid Approach (1-3) that supports Type 2 & 3 students – **Learning Outcomes and assessments cannot require that students engage in on-campus only activities.**

Label	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3	On-campus only
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn	Non-hybrid
Most beneficial for students of Type:	Type 1	Type 1 & 2	Type 1, 2, & 3	Type 1 only
Less beneficial for students of Type:	Type 2 & 3	Type 3	—	Type 2 & 3
Minimally viable for students of Type:	Type 1, 2 & 3	Type 1, 2 & 3	Type 1, 2 & 3	Type 1 only
Timetabling	Activity is timetabled , and assigned a physical space (with known max capacity)	Activity is timetabled , but no physical space assigned	Activity appears in timetables to indicate course structure, but no physical space assigned	Activity is timetabled for (some) on-campus students, and assigned a physical space (and known max capacity)
Notes	Recording of activity made available asynchronously online for all student Types. It is important to ensure that any activity delivered in this way does not <i>require</i> students to be on-campus	Recording of activity made available asynchronously online for all student Types	Activity is "natively" asynchronous and available to all student Types	Any course that employs an on-campus only activity (under our Core Principle 2, see section 6.1) needs to plan for an additional and broadly parallel Hybrid Approach (1–3) that supports Type 1, 2, & 3 students – course Learning Outcomes and assessments cannot require that students engage in on-campus only activities

Table 7: The three broad **Hybrid Approaches 1–3** that are available in adapting each of our teaching activity types (TATs) for hybrid teaching delivery (e.g. “Lecture” is an example of a teaching activity type, specifically labelled as TAT1 in Table 5, and which normally, in pre-Covid times, would include an on-campus timetabled component). The terminology here is – the term “**teaching activity type**” reminds us that for a given example, e.g. “Lecture”, the **timetabled** component represents just one particular aspect of the overall **micro pattern** that might frame the teaching activity (see section 8.4.3 for more details on micro patterns). The three “**student Types**” are defined in section 6.2.2. Note that, for some kinds of teaching activity types, one or more of Hybrid Approaches 1–3 may not be readily applicable, as seen in the detailed examples within sections 10.4 and 10.5. Note also that the **ABC framework** (see section 8) can be of practical use in planning the detailed micro pattern structure for a given teaching activity type within a given course, regardless of the particular Hybrid Approach 1–3 that is chosen in adapting the activity. In other words, it is useful to think of each of our broad teaching activity types as being formulated in terms of a micro pattern, regardless of how we chose to adapt them for hybrid delivery – there is not necessarily a single “best” approach. By ensuring that each teaching activity type in each ECA course is adapted using one of Hybrid Approaches 1–3, we can be confident that our courses are compatible with an “online first” approach.

10.4 Hybrid adaptations for ECA's *Generalist* teaching activity types

The following subsections 10.4.1 to 10.4.7 contain, in order, our suggested hybrid adaptations for each of ECA's **Generalist (pre-Covid) teaching activity types**.

- **TAT1 – Lecture** (section 10.4.1)
- **TAT2 – Tutorial** (section 10.4.2)
- **TAT3 – Seminar** (section 10.4.3)
- **TAT4 – Individual supervision** (section 10.4.4)
- **TAT5 – Studio N1** (section 10.4.5)
- **TAT6 – Studio N2** (section 10.4.6)
- **TAT7 – Online activities** (section 10.4.7)

10.4.1 TAT1 – Lecture

TAT1 – Lecture			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Lecture is timetabled, and assigned a physical space (with known max capacity)	Lecture is timetabled, but no physical space assigned	Lecture appears in timetables to indicate course structure, but no physical space assigned
Delivery	Lecture delivered “as normal” and “in person”; recorded/archived to Learn (e.g. via Media Hopper); may also be livestreamed if room supports it (i.e. to support Type 2 students)	Lecture delivered “live” and largely “as normal” but only via appropriate online platform (e.g. Collaborate, Teams); recorded/archived to Learn (e.g. via Media Hopper)	<ul style="list-style-type: none"> •A weekly “learning overview” video (or written text) serves to set the scene for the week’s activities, and to create a periodic/consistent rhythm to the course •Each 50 minute lecture block is replaced by a number of shorter pre-recorded videos (approximate tariff: 50 mins → 20-30 total mins of direct “content”) •Optional weekly summing up video (or written text); e.g. could include a set of answers to the week’s “FAQs”
Synchronous engagement	Type 1 students (or some fraction of them as determined through a yet-to-be defined process) attend in person. If lecture is livestreamed online, Type 2 students engage live through the relevant online discussion tool (e.g. Collaborate, Teams, Echo360 Q&A) according to how lecture is being hosted	Since lecture is being delivered “live” online, Type 1/2 students engage live through the relevant online discussion tool, depending on how lecture is being hosted (e.g. Collaborate, Teams, Echo360 Q&A)	Students do not engage “live” with lecture recording, but may (or not) engage live through other learning activities associated with the lecture
Asynchronous engagement	Type 3 students (or Type 1/2 who missed lecture) watch the lecture recording online. Consider using Learn discussion forum (e.g. with named “engagement day(s)” so as to allow all students, and especially Type 3, to ask questions	Type 3 students (or Type 1/2 who missed lecture) watch the lecture recording online. Consider using Learn discussion forum (e.g. with named “engagement day(s)” so as to allow all students, and especially Type 3, to ask questions	Students engage in task(s) or other activities (e.g. hybrid tutorials or seminars, pre-reading material or videos) that relate, as appropriate, to weekly “taught” video content (i.e. a “flipped” approach)
Other forms of engagement	All students encouraged to engage through other established routes (e.g. other hybrid teaching activities, Learn discussion forum, etc), which may be synchronous or asynchronous as appropriate	All students encouraged to engage through other established routes (e.g. other hybrid teaching activities, Learn discussion forum, etc), which may be synchronous or asynchronous as appropriate	All students encouraged to engage through other established routes (e.g. other hybrid teaching activities, Learn discussion forum, etc), which may be synchronous or asynchronous as appropriate
Further notes	Careful consideration of lecture delivery tools needed for certain kinds of discipline (e.g. ways to accommodate hand-written or audio/visual components). Where lecture is based on a set of slides (e.g. Powerpoint file), all methods here will work in a fairly logical manner.		

Table 8: Hybrid adaptation approaches for the **Lecture** teaching activity type (TAT1). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.4.2 TAT2 – Tutorial

TAT2 – Tutorial			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Tutorial is timetabled, and assigned a physical space (with known max capacity)	Tutorial is timetabled, but no physical space assigned	Tutorial appears in timetables to indicate course structure, but no physical space assigned
Delivery	Largely “as normal” – in person, recorded and archived to Learn (Media Hopper Create/Replay used to record and archive). Session may also be livestreamed if room supports it (i.e. to support Type 2 students - but this would require additional teaching resource to monitor and manage live stream student questions and interaction)	Delivered “live” and largely “as normal” but only via an appropriate online platform (e.g. Teams, Collaborate). Session is recorded/archived to Learn (e.g. via Media Hopper Create/Replay)	Tutorial topic prepared and released in advance with predecided prompts / tasks and activities. Tutorial leader/tutor records small topic intro video and makes this available via Learn. Students engage in small groups via appropriate online tool (Learn discussion board) with input from leader/tutor as required to guide discussion
Synchronous engagement	Tutorial needs to be recorded (audio only is potentially sufficient) and archived via Learn. If tutorial is being simultaneously livestreamed then Type 2 students can engage synchronously via appropriate channels (Collaborate, Teams etc) – but for larger classes this may require additional teaching resource to monitor and manage live stream student questions and interaction.	Engagement is entirely “virtual” for all students and academic staff, with “live” discussion taking place through appropriate synchronous tools (Collaborate through Learn, Microsoft Teams, Echo360 Q&A). Tutorial needs to be recorded (audio only potentially sufficient) and archived to Learn	Students do not engage “live” in any way
Asynchronous engagement	Type 3 students (or Type 1/2 who missed tutorial) watch the tutorial recording online. Also consider using Learn discussion forum, Teams etc (e.g. with named “engagement day(s)” or hours, so as to allow all students, and especially Type 3, to ask questions.	Type 3 students (or Type 1/2 who missed tutorial) watch the tutorial recording online. Also consider using Learn discussion forum, Teams etc (e.g. with named “engagement day(s)” or hours, so as to allow all students, and especially Type 3, to ask questions.	Engagement is entirely “virtual” for all students and academic staff, with discussion taking place through appropriate asynchronous tools (e.g. Learn discussion board, Teams, Media Hopper replay). Careful planning needed to provide students with material/task that they can then “respond to” via the asynchronous platform (e.g. could be a short video by the course staff, a set of other online resources, or some theoretical/physical/practical task that students carry out asynchronously, and which they then discuss via the asynchronous tutorial). Async tutorial can be made available over the course of a week giving students time to interact with the materials, topic, and each other with tutors feeding as appropriate.
Other forms of engagement			
Further notes	The use of text-based environments such as Teams and Learn discussion boards allow for tutorial materials/discussions to be available indefinitely.		

Table 9: Hybrid adaptation approaches for the *Tutorial* teaching activity type (TAT2). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.4.3 TAT3 – Seminar

TAT3 – Seminar			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Seminar is timetabled, and assigned a physical space (with known max capacity)	Seminar is timetabled, but no physical space assigned	Seminar appears in timetables to indicate course structure, but no physical space assigned
Delivery	Largely “as normal” – in person, recorded and archived to Learn (Media Hopper Create/Replay used to record and archive). Session may also be livestreamed if room supports it (i.e. to support Type 2 students - but this would require additional teaching resource to monitor and manage live stream student questions and interaction)	Delivered “live” and largely “as normal” but only via an appropriate online platform (e.g. Teams, Collaborate). Session is recorded/archived to Learn (e.g. via Media Hopper Create/Replay)	Seminar topic prepared and released in advance with predecided prompts / tasks and activities. Seminar leader/tutor records small topic intro video and makes this available via Learn. Students engage in small groups via appropriate online tool (Learn discussion board) with input from leader/tutor as required to guide discussion
Synchronous engagement	Seminar needs to be recorded (audio only is potentially sufficient) and archived via Learn. If seminar is being simultaneously livestreamed then Type 2 students can engage synchronously via appropriate channels (Collaborate, Teams etc) – but for larger classes this may require additional teaching resource to monitor and manage live stream student questions and interaction.	Engagement is entirely “virtual” for all students and academic staff, with “live” discussion taking place through appropriate synchronous tools (Collaborate through Learn, Microsoft Teams, Echo360 Q&A). Seminar needs to be recorded (audio only potentially sufficient) and archived to Learn	Students do not engage “live” in any way
Asynchronous engagement	Type 3 students (or Type 1/2 who missed seminar) watch the seminar recording online. Also consider using Learn discussion forum, Teams etc (e.g. with named “engagement day(s)” or hours, so as to allow all students, and especially Type 3, to ask questions.	Type 3 students (or Type 1/2 who missed seminar) watch the seminar recording online. Also consider using Learn discussion forum, Teams etc (e.g. with named “engagement day(s)” or hours, so as to allow all students, and especially Type 3, to ask questions.	Engagement is entirely “virtual” for all students and academic staff, with discussion taking place through appropriate asynchronous tools (e.g. Learn discussion board, Teams, Media Hopper replay). Careful planning needed to provide students with material/task that they can then “respond to” via the asynchronous platform (e.g. could be a short video by the course staff, a set of other online resources, or some theoretical/physical/practical task that students carry out asynchronously, and which they then discuss via the asynchronous seminar). Async seminar can be made available over the course of a week giving students time to interact with the materials, topic, and each other with tutors feeding as appropriate.
Other forms of engagement			
Further notes	The use of text-based environments such as Teams and Learn discussion boards allow for seminar materials/discussions to be available indefinitely.		

Table 10: Hybrid adaptation approaches for the *Seminar* teaching activity type (TAT3). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.4.4 TAT4 – Individual supervision

TAT4 – Individual supervision			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Not timetabled but arranged mutually – On-campus face-to-face meetings (e.g. in a staff office if available, or some other bookable space) largely “as usual”, but in line with H&S guidelines and relevant Covid regulations. As this is individual supervision, no extra need to record/archive session.	Not timetabled but arranged mutually, e.g. meeting via Teams or Collaborate	Not timetabled
Delivery	Face-to-face meetings on-campus (e.g. in a staff office if available, or some other bookable space) largely “as usual” Student given the option to have the meeting recorded as audio or video and made available via a private Teams chat, Learn space or other means May be appropriate for work to be shared via multiple methods, e.g. submission boxes in Learn, Learn forums, OneDrive, Teams or as a Digital Sketchbook (e.g. Blog).	Virtual “live” meeting via Teams or Collaborate. Meeting recorded as audio or video and made available same tool May be appropriate for work to be shared via multiple methods, e.g. submission boxes in Learn, Learn discussion boards, OneDrive, Teams or as a digital sketchbook (e.g. blog).	Asynchronous discussion via email, Learn discussion board, or other appropriate platform. Work requiring discussion to be shared via appropriate methods, e.g. submission boxes in Learn, Learn discussion board, OneDrive, Teams, or as a digital sketchbook (e.g. blog). Discussion area created in appropriate tool such as teams and student asked to post questions or requests for feedback which the tutor can then respond to.
Synchronous engagement	Student attends meeting synchronously, potentially with prior work submitted for discussion/feedback	Student attends meeting synchronously, potentially with prior work submitted for discussion/feedback	
Asynchronous engagement			Student provides guidance on themes they would like to cover in meeting, and supervisor can respond to this and provide feedback and guidance as required Student to then respond to this feedback accordingly
Other forms of engagement			
Further notes	Moray House School of Education and EFI have experimented with a teacher bot – a robot which can be controlled by the student to attend synchronous meetings with supervisor (allows the student to experience a physical environment)		

Table 11: Hybrid adaptation approaches for the **Individual supervision** teaching activity type (TAT4). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.4.5 TAT5 – Studio N1 (small group)

TAT5 – Studio N1			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Studio session is timetabled, and assigned a physical space (with known max capacity)		Activity is routed through a virtual studio, e.g. on Microsoft Teams
Delivery	Studio session is delivered largely “as normal” and recorded/archived to Learn (also potentially livestreamed if room supports it)	Studio session is adapted for remote/online delivery. Depending on the discipline it may be relatively unchanged, or significantly adjusted.	Annotated files (drawings, sketches, etc) or recordings of demonstrations to be shared via Learn or Microsoft Teams). As this type of Studio activity typically requires some demonstration of sketching/drawing, the set-up of a “desktop studio” for this purpose is essential if the drawing/sketching/making is physical. For digital drawing/sketching/making, create screen recording then upload to Learn via Media Hopper Create. If recording through Media Hopper Create the tutor/student can also use their webcam to show their face as they work, increasing their “presence”.
Synchronous engagement	If studio session is being simultaneously livestreamed online, students engage live through the relevant online discussion tool, depending on how the session is being “hosted” (e.g. Collaborate through Learn, Microsoft Teams, Echo360 Q&A)	Crits can be held synchronously in Microsoft Teams. Tutors can opt to be in the “virtual studio” at set times where they can chat live with students as well as answer questions. Links to recorded tutorial material etc can be shared or linked to in Learn etc.	
Asynchronous engagement	A virtual studio space can be created using Microsoft Teams which allows for a place where students and staff “hang out” both formally and informally. Discussions can be had which are available to all (just like in a physical studio) but with the option of creating channels within the Team to allow for separate and/or private spaces for students.	Crits can be held asynchronously via Learn discussion boards, and so be available to all throughout the week. Tools such as blogs can also be used to enable students to display or share work, thoughts, progress etc; other tools such as Media Hopper videos can be integrated into these.	A virtual studio space can be created using Microsoft Teams which allows for a place where students and staff “hang out” both formally and informally. Discussions can be had which are available to all (just like in a physical studio) but with the option of creating channels within the Team to allow for separate and/or private spaces for students. Students engage with the annotated files or watch the video recording online; consider using Learn discussion board (or Teams chat) so as to allow for asynchronous discussion.
Other forms of engagement	A tutor can choose to have an “open” virtual window into their own studio for a set period, allowing a unique viewpoint and prompting other types of learning.	A tutor can choose to have an “open” virtual window into their own studio for a set period, allowing a unique viewpoint and prompting other types of learning.	
Further notes	Teaching staff must set clear expectations and guidelines of how they expect any virtual spaces/studios to be used – refer to these as “the studio” and model the expected behaviours. As with all teaching, it's important to set out the what is expected of the student and what the student can expect from the teacher – e.g. “engagement day(s)” to limit overload on staff).		

Table 12: Hybrid adaptation approaches for the **Studio N1** teaching activity type (TAT5). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.4.6 TAT6 – Studio N2 (large group)

TAT6 – Studio N2			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Large-group on-campus studio practice sessions are unlikely to be feasible in 2020-21. In most cases it is likely that what would normally be large-group studio practice sessions will need to be delivered at smaller scales, and/or online-only.	Refer to section 10.4.5, Studio N1 (small group). In most cases it is likely that what would normally be large-group studio practice sessions will need to be delivered at smaller scales, and/or online-only.	
Delivery			
Synchronous engagement			
Asynchronous engagement			
Other forms of engagement			
Further notes			

Table 13: Hybrid adaptation approaches for the **Studio N2** teaching activity type (TAT6). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.4.7 TAT7 – Online activities

TAT7 – Online activities			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation		Activity is potentially unchanged, though care needed to ensure that it's available asynchronously in a form that supports Type 3 students	Activity is potentially unchanged
Delivery			
Synchronous engagement			
Asynchronous engagement			
Other forms of engagement			
Further notes	Where a course already employs online teaching activities, it is likely that these can be maintained in a relatively unchanged form within an “online first” model of hybrid delivery.		

Table 14: Hybrid adaptation approaches for the **Online activities** teaching activity type (TAT7). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.5 Hybrid adaptations for ECA's *Specialist* teaching activity types

The following subsections 10.5.1 to 10.5.6 contain, in order, our suggested hybrid adaptations for each of ECA's **Specialist (pre-Covid) teaching activity types**.

- **TAT8 – Computing lab** (section 10.5.1)
- **TAT9 – Fieldwork** (section 10.5.2)
- **TAT10 – External visit** (section 10.5.3)
- **TAT11 – Technical tutorial in a specialist workshop** (section 10.5.4)
- **TAT12 – Studio S1** (section 10.5.5)
- **TAT13 – Studio S2** (section 10.5.6)

10.5.1 TAT8 – Computing lab

TAT8 – Computing lab			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Computer lab is timetabled, and assigned a physical space (with known max capacity)	UoE guidance has said there should be no synchronous online computer labs	Computer lab appears in timetables to indicate course structure, but no physical space assigned
Delivery	Computer lab activities and resources set by tutor in advance, with live tutor/demonstrator support. Session is recorded using lecture recording, if available, and made available via learn.		Computer lab activities and resources set by tutor and demonstrations recorded as short video or screencasts and made available via Learn. Structured self-study using activities set by tutor and made available via Learn.
Synchronous engagement			
Asynchronous engagement	Structured self-study using activities set by tutor and made available via Learn. Responsive post-event tutor/demonstrator support via Teams/Learn discussion board with appropriate peer-to-peer support also encouraged.		Students watch videos and carry out directed tasks. Responsive tutor/demonstrator support via Teams/Learn discussion board with appropriate peer-to-peer support also encouraged.
Other forms of engagement	Where appropriate, guided access to LinkedIn Learning , library resources and online tutorials		Where appropriate, guided access to LinkedIn Learning , library resources and online tutorials
Further notes			

Table 15: Hybrid adaptation approaches for the **Computing lab** teaching activity type (TAT8). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA's teaching activity types.

10.5.2 TAT9 – Fieldwork

TAT9 – Fieldwork			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation			
Delivery			
Synchronous engagement			
Asynchronous engagement			
Other forms of engagement			
Further notes	The School of Geosciences has done some excellent work on “virtual field trips”. See examples here , here , here , and here .		

Table 16: Hybrid adaptation approaches for the **Fieldwork** teaching activity type (TAT9). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.5.3 TAT10 – External visit

TAT10 – External visit			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Timetabled and group size known in advance	Timetabled, but activity is an entirely “virtual” visit	
Delivery	Largely “as normal” and in-person – on-campus students directly involved in visit creation	Videos or presentation from tutor or expert with discussion or guided tasks and activities	Short pre-recorded videos or presentation from tutor or expert with guided tasks and activities
Synchronous engagement	Type 1 students and tutors urged to create video blogs (vlogs) and, as appropriate, other social media content during the visit which can be shared with Type 2/3 students. Potential for peer learning with individuals or small groups following instructions, e.g. via blog or Learn.		
Asynchronous engagement			
Other forms of engagement			
Further notes			

Table 17: Hybrid adaptation approaches for the **External visit** teaching activity type (TAT10). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.5.4 TAT11 – Technical tutorial in a specialist workshop

TAT11 – Technical tutorial in a specialist workshop			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Workshop tutorial is timetabled and assigned a physical space (with known max capacity)	Workshop tutorial is timetabled, but no physical space assigned	Workshop tutorial appears in timetables to indicate course structure, but no physical space assigned
Delivery	Workshop is delivered largely “as normal” and recorded/archived to Learn (also potentially livestreamed if room supports it)	Workshop activities are demonstrated “live” by a tutor or technician, and streamed via Microsoft Teams or Collaborate	Workshop activities/demonstration is recorded offline by tutor and/or technician, with technical content/organisation, and recording is uploaded via Media Hopper and embedded into Learn
Synchronous engagement	Students (or some fraction of them according to capacity vis-a-vis physical distancing requirements) attend in person. If workshop is being simultaneously livestreamed online, students engage live through the relevant online discussion tool, depending on how teaching activity is being “hosted” (e.g. Microsoft Teams, Collaborate through learn, Echo360 Q&A)	Since workshop is being simultaneously livestreamed online, students engage live through the relevant online discussion tool, depending on how teaching activity is being “hosted” (e.g. Microsoft Teams, Collaborate through learn, Echo360 Q&A)	
Asynchronous engagement		Students may also engage through other established routes (e.g. other course hybrid teaching activities, Learn discussion boards, etc), which may be synchronous or asynchronous as appropriate	
Other forms of engagement			
Further notes			

Table 18: Hybrid adaptation approaches for the *Technical tutorial in a specialist workshop* teaching activity type (TAT11). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.5.5 TAT12 – Studio S1 (specialist, small group)

TAT12 – Studio S1 (specialist, small group)			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Refer to section 10.4.5, Studio N1 (small group).	Refer to section 10.4.5, Studio N1 (small group).	Refer to section 10.4.5, Studio N1 (small group).
Delivery			
Synchronous engagement			
Asynchronous engagement			
Other forms of engagement			
Further notes			

Table 19: Hybrid adaptation approaches for the *Studio S1 (specialist, small group)* teaching activity type (TAT12). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.5.6 TAT13 – Studio S2 (specialist, large group)

TAT13 – Studio S2 (specialist, large group)			
	Hybrid Approach 1	Hybrid Approach 2	Hybrid Approach 3
Summary of approach	Synchronous on-campus; may also be livestreamed; activity is recorded & made available online in Learn	Synchronous online only; activity is recorded and made available online in Learn	Asynchronous online only; activity is natively available online, either in, or routed through, Learn
Organisation	Refer to section 10.4.6, Studio N2 (large group).	Refer to section 10.4.6, Studio N2 (large group).	Refer to section 10.4.6, Studio N2 (large group).
Delivery			
Synchronous engagement			
Asynchronous engagement			
Other forms of engagement			
Further notes			

Table 20: Hybrid adaptation approaches for the *Studio S2 (specialist, large group)* teaching activity type (TAT13). For the chosen hybrid adaptation approach, the details provided here are necessarily quite broad and high-level. As such, a range of different **micro patterns** might be constructed as practical ways to deliver the teaching activity, according to the particular nature and pedagogy of a given course. See Table 5 for definitions of ECA’s teaching activity types.

10.6 Hybrid teaching models for ECA's courses

(Please note that this sub-section of the document will be updated over time).

We have now introduced the foundational concepts of learning activities, teaching activity types, micro patterns, macro patterns, and hybrid adaptations (refer back to section 8.4). We have also defined agreed ECA-wide nomenclature for our established teaching practices (section 9.2 and Tables 5 and 6).

Using these tools, it is possible to construct exemplar course-level macro teaching patterns to support the adaptation of our courses for hybrid delivery. This approach will need to be built upon further detailed work in identifying broad categories of course (i.e. pre-Covid course teaching models) – work that is happening already within our Subject Areas, and which will continue throughout the summer.

The range of disciplines, teaching activities, and pedagogical approaches across ECA is sufficiently broad that it is not feasible to define every such teaching model that might apply to every ECA course within this section alone. Rather, this is work that must continue within our Subject Areas, cross-referenced with ongoing work within CLAM, and which can make use of the methodologies and nomenclature introduced in this document.

10.7 General course design issues to bear in mind during 2020-21

10.7.1 Examinations

The University of Edinburgh will not have an on-campus exam diet for Semester 1, 2020-21. Rather, where exam-style assessments are academically essential, these will need to be **remotely delivered** in one of the following formats:

- **“Short form”** – circa 2-3 hours (+1 hour for learning adjustments) online/digital upload exams
- **“Long form”** – circa 24 hours (as a direct replacement for the 2/3 hour on-campus exams, and therefore with no additional time to be added)

The University is referring to this as a “remote examination diet”, and as usual it will be overseen by the University Exams Team.

For the vast majority of our courses, however, we should aim to be designing assessments that are largely completed in-course, avoiding the need for end-of-course “exams”. Assessing by final examination should only be requested because such a controlled, time-restricted examination is deemed **academically essential** (not simply preferable).

We understand that across the University certain professionally-accredited programmes require examinations, so this format of assessment will continue to be supported at University level. In designing any such assessments, Course Organisers are reminded of the need to make sure that exams delivered within the **remote examination diet** are appropriately designed so as to guarantee robustness, fairness, and to ensure full integrity and quality. However, learning from our experience in March 2020, it is generally preferable to plan ahead for robust and agile coursework-style assessments that are constructed in ways that naturally mitigate against loss of access to the University campus.

A key challenge for any exams that are delivered within the **remote examination diet** relates to the potential for students to be located in different time zones. At present, the University is still

looking into this and is evaluating the current exam diet and exploring lessons learned. There is no guarantee that such challenges will have simple solutions, and therefore as noted above **we would urge Course Organisers to avoid exams in Semester 1**. We also strongly encourage that the same approach is taken for Semester 2.

ECA SASS will need the detailed exam information for Semester 1 and full-year courses by around July 20th (aligned to the rapid-BoS deadline – see section 11.2), in order that we can provide this information to the University Exams Team.

11 Timeline, process, and forms for Course Organisers

(Please note that this section of the document will be updated over time).

Timetabling of our teaching activities goes hand-in-hand with course design – we recognise that these are not entirely separate aspects of our course adaptation and planning. We also recognise that Course Organisers will need time to reflect upon the material in this document, and to discuss the practicalities of hybrid teaching with colleagues and L&T leadership teams in our Subject Areas. It is simply impossible to imagine that detailed teaching plans for Semester 1 will be fully fleshed-out before the end of July.

However, in parallel with the release of this document, we do need to begin actively planning our teaching activities for next year; we also recognise that much planning is already underway. **For each ECA course, this planning must ultimately engage with the following two key issues:**

- **Timetabling** – see section 11.1 below
 - Determining which teaching activities are viable within an “online first” approach to hybrid teaching;
 - Timetabling the teaching activities identified in the previous point;
- **Board of Studies** – see section 11.2 below
 - Considering whether any key course parameters need to be adjusted – in particular, Learning Outcomes and assessments – to ensure that the course is compatible with our “online first” approach;
 - Where any changes are deemed necessary, these must be submitted to an expedited ECA-level Board of Studies process.

Figure 4 provides a high-level overview of the workflow and timeline involved in these interrelated processes.

11.1 Timetabling

In parallel with the release of this document and its accompanying communication, Course Organisers will receive a **separate, detailed email** about the process of timetabling for 2020-21, which will request some initial high-level **indicative** timetabling information for our **Semester 1 and full-year courses**.

Course Organisers need to act upon this request, and provide the requested information regarding Semester 1 and full-year courses by 12pm (noon) on Thursday 16 July.

We acknowledge the closeness of this deadline – it is necessary to allow ECA to meet the compressed timeline to which the University’s timetabling unit (TTU) is now operating.

If this request has arrives while you are annual leave, please contact your Subject Area timetabler (see table of contacts in the separate email noted above) on your return, and we will collect your data locally.

An equivalent exercise for Semester 2 courses will take place in October; we ask you to focus on Semester 1 and full-year courses at this time.

Please note: In engaging with timetabling for 2020-21, we must acknowledge that, given the complex and dynamic situation in which we are trying to plan our teaching, **timetabling this**

year will be very much a process rather than a single event. This **initial round** of timetabling is not expected to completely solve the many challenges involved – **there will be further rounds of refinement** and clarifications as we progress through the process of adapting our courses for hybrid teaching during the rest of the summer.

11.2 Board of Studies

In pre-Covid times, we would not expect to be making changes to courses for the forthcoming academic year at this late stage. However, as noted above and in many places within this document, for some courses it may be necessary to implement adjustments to course details through an expedited Board of Studies process, in order that we are able to plan our teaching in line with our two Core Principles (section 6.1).

Where changes are required to a course's Learning Outcomes, Components of Assessment, or Assessment weightings, these changes will need to be submitted to ECA Board of Studies by 20th July 2020.

Submission of these changes will need to be done by a Subject Area Learning Teaching Director and/or CLAM Representative – details on the process here will be forthcoming in each of our Subject Areas.

We have created a dedicated Microsoft Word form to support this expedited BoS process, and which accompanies this document. Course Organisers wishing to request changes to their course(s) in line with the above must use this form.

The filename for the course changes form is:

- ECA-BoS-Course-Change-Form-2020-21 . docx

and is available, along with this document, by navigating to:

- <https://edin.ac/eca-hybrid>

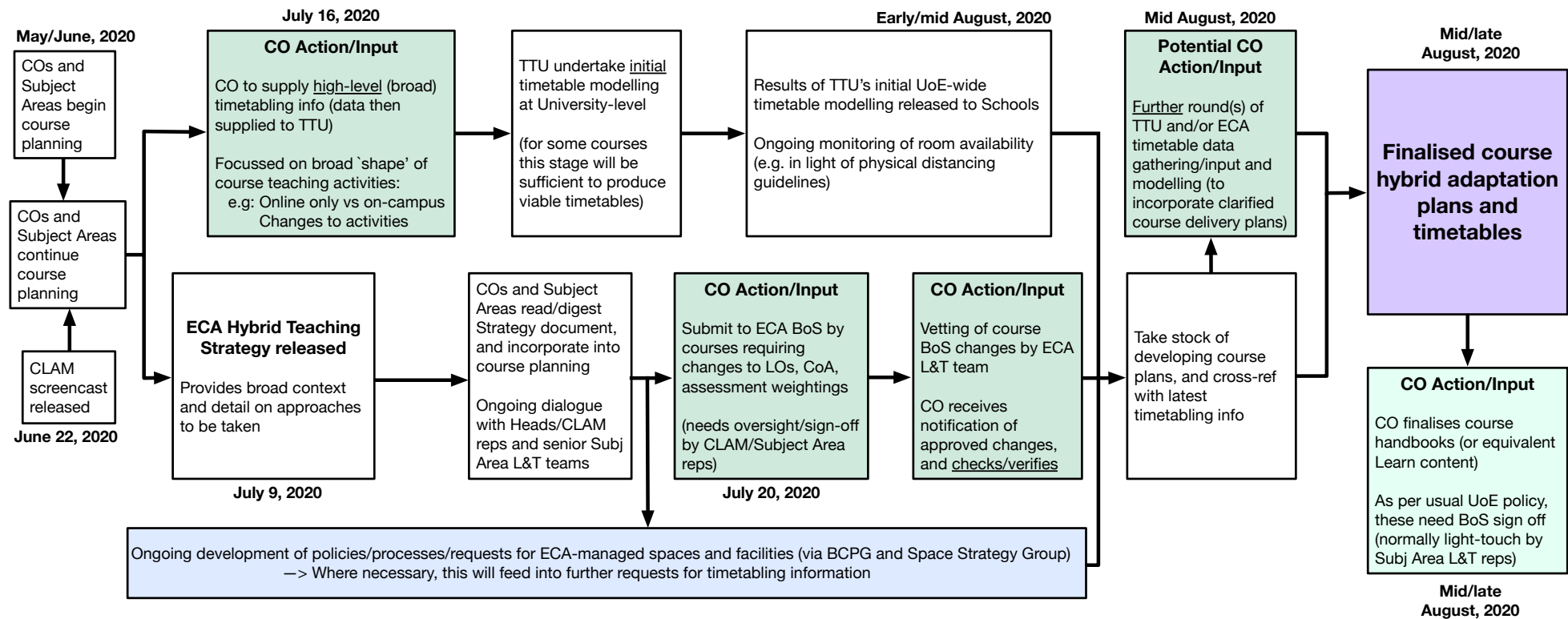


Figure 4: A workflow and timeline to outline the ongoing process of course planning, and how it will interact with timetabling and Board of Studies processes. Of key importance here is the fact that timetabling will be an ongoing process during summer 2020, which will need to reflect the dynamic and uncertain nature of the wider pandemic situation.

A Appendix A: Reflections, suggestions, and FAQs on hybrid teaching

(Please note that this section of the document will be updated over time).

A.1 Reflections and suggestions about adapting our courses for hybrid teaching

There is a lot of information in this document, and it comes at a time in which many of us are feeling overwhelmed. In this section we present some general points and reflections to bear in mind as you adapt your courses for hybrid teaching.

- Our students' most valuable learning assets are the staff of ECA, not its physical spaces. **We are the campus.**
- The ultimate point of this document is not to say that a particular way to adapt a particular teaching activity, such as through adoption of a particular micro pattern (section 8.4.3), is the ultimate "right" or "best" way.

Rather, it is to prompt thought and reflection on the part of Course Organisers as to what kind of learning activities are happening and being fostered by a particular approach to adaptation. It is about supporting Course Organisers to "own" their teaching, and, particularly during a transition to hybrid teaching, it is about having a methodology that will help us to ensure that the adaptations we adopt will ultimately support all Type 1, 2, and 3 students.

- Whilst it's always a key consideration, the issue of parity of access to learning for our three student Types (see section 6.2.2), and the wider issues of equality, diversity, and inclusion (see section 7), are of acute relevance in the coming academic year. Asynchronous, low-bandwidth teaching activities (see sections 10.4 and 10.5) provide the most equitable access to learning for our students.
- Remember that a course is a means through which students explore and demonstrate Learning Outcomes (see section 8.3). As a result, we should always come back to these Learning Outcomes as the foundation upon which we consider hybrid adaptation of teaching activities. We must also think carefully about how these Learning Outcomes articulate with our formative and summative assessments, and ensure that students will be able to complete their assessments even if they don't have any access to our physical campus.
- Ensure that students know what to expect from your course, and what you expect of them. As long as the teacher sets expectations of when they will be available, e.g. to answer queries, provide feedback etc, and rigidly sticks to this, students will learn to trust that the teacher is there and will respond to them as expected.
- Ensure that where teaching activities have been adapted for hybrid delivery, such as through the use of recorded lecture materials, student engagement is maintained through other learning activities – the ABC framework (see section 8) is helpful in conceptualising and dealing with such issues.
- Provide regular opportunities for students to contact you, but be clear about the extent of your availability to reply to such requests. As in pre-Covid times, Course Organisers and wider teaching teams cannot be available at any time of day or night to engage with student queries.

At the earliest opportunity work to establish a set of “ground rules” around your availability (and that of your teaching team), and when/how students can expect to engage with you. Establishing the Learn Discussion Board as a place for questions to be asked can be helpful in this regard, in that multiple students can benefit from any exchanges.

- Rather than overly focussing on our spaces and facilities, and on whether or not we have temporarily lost access to them, we should focus on how we have previously used our spaces to facilitate learning. We can then explore creative ways to replicate and/or adapt this to support students wherever they are located.

This is not to say that spaces and facilities are unimportant – they are of course key components of our School, and we do want to find ways to use our campus in safe and productive ways in 2020-21, according to our Core Principle 2 (section 6.1). But we must work constructively in the context of ongoing and considerable uncertainty of many kinds, and not predicate the future successes of our students upon access to campus.

- Use well-organised [Resource Lists](#) and ensure that all items are available online. Try to clearly identify the key and most salient texts.
- ECA’s Learning Technology team is here to help support the technical and learning design aspects of online (and indeed on-campus) teaching.

A.2 FAQs

B Appendix B: Inclusive language

B.1 Inclusive language

Language shifts and changes all the time. There is a need to adapt to the most socially-conscious terminology to keep up with these changing cultures. Using the correct terminology and language demonstrates our respect for people, regardless of their background or ability. Table 21 provides an overview of useful terminology and etiquette to bear in mind as we plan and deliver our teaching and learning activities.

This Appendix is not intended to be comprehensive or timeless – it covers only a fraction of examples that exist. It will, however, give you an understanding of the kinds of issues to consider in using inclusive language when talking and writing about matters of disability. It will also help us to maintain our obligation to neither directly or indirectly discriminate against students or staff, in line Equality Act 2010[22, 23].

As a general rule, avoid using a person’s disability as a precursor to their identity, and only refer to issues of disability if the information is relevant to the given circumstances. Where possible, ask the person how they would like to be identified or mirror how the person has described themselves, using their terminology.

B.2 Reclaimed language

Particular groups of disabled people have sought to reclaim **different words and phrases** as a way of asserting their own political and/or cultural identity. People with physical impairments have, for example, sometimes adopted terms such as “crips”, while some Mental Health System Users and Survivors have adopted the term “mads”.

In these cases, language is being used to reclaim and subvert words that were previously seen as derogatory and to give them a positive meaning. However, such language is of course very context-dependent. While it may be okay for members of the group to use these ‘reclaimed’ terms, they usually still retain their original negative connotations in wider society.

B.3 Further information and guidance

[Inclusive Communication](#)

[University of Edinburgh Disabled Staff Network](#)

[University of Edinburgh Student Disability Service](#)

With special thanks for the community input from the following people, who advised and supported on the development of the material in this Appendix:

- Leah Francisco (she/her)
Leah is a Deaf Consultant, a Stand-up Comedian who performs in British Sign Language and holds a MSc in Inclusive and Special Education. Leah is Deaf and a BLS user.
- Alison Wren (she/they)
Alison is a Psychotherapist and trainer in mental health and LGBTQ+ awareness. She holds a BA(Hons) Art for Community, MSc Art Therapy.
- Ross Grant Wilcock (he/him)

Avoid	Suggested alternatives
"Special needs"	Some folks will require support that is "additional to" or "different from" others. Instead of "special needs" you might say "they have support needs" or they have a "specific learning difference".
The term "suffer" – for example "they suffer from epilepsy", or "they suffer with autism"	Suffer suggests discomfort, constant pain and a sense of hopelessness. Better to say "have" or "experience" – for example, "they have epilepsy". Say "they manage a long-term health condition".
The term "problem" - for example "they have a mental health problem"	Avoid problematising the student and/or their disability as the "issue" or "problem". Rather, the disability might be a factor in how they are able to manage a particular situation. For example, it's better to say "the student is not able to meet a deadline and has reported that they have anxiety which is affecting their ability to cope with this situation".
The word "only" can imply judgement – for example "they can only use a computer for one hour"	Instead, consider something like "using more manual approaches is the most effective way of working for them" .
"She is bipolar"	Avoid diagnosing the person with a condition; if needed, explain behaviour instead. Try "I am concerned about Jamie; he seems paranoid" .
The "blind person/person"	To quote Rae from RNIB Haggeye Scotland : "I don't want to be known as the blind girl, I want to be known as the girl who dyes her hair lots of bright, cool colours". Say "My student who is blind" , "they are blind" or "Jamie is blind". You could also say "Jamie is living with sight loss" or "Jamie is living with limited sight" . Interestingly, unlike hearing-impaired, "visually-impaired" is still considered to be okay by most people who were born with limited sight or experienced sight loss in later life. However, there are debates around this, so it may change.
"Deaf person" "Hearing impaired" "The deaf student/person" "Hearing problem"	"Hearing impaired" and "hearing problem" are now considered to be outdated. Use "they are hard of hearing" or "they have hearing loss" instead. Rather than saying "my deaf student, Jamie" say "my student Jamie" and then "...who is deaf" (but only if it is relevant). Types of deafness • Deaf – Usually refers to people born severely/profoundly deaf and who use BSL as their first language. See themselves as part of the Deaf Community. Some Deaf people don't see themselves as having a disability, but rather as a language minority group. • deaf (lower case "d") – A term which can be used, generally, to include the whole range of people with deafness. • Hard of hearing – Used to describe people who experience a hearing loss after the acquisition of spoken language and for whom hearing aids will often give some benefit. • Deafened – A term for people who have become profoundly deaf, either through illness or injury, after the acquisition of spoken language. • Deafblind – Used to describe people who have both severe/profound hearing and sight.
Avoid terms such as "wheelchair bound" , or "housebound" as these are often unnecessarily judgmental.	Wheelchair users may not view themselves as "confined to" a wheelchair – try thinking of it as a mobility aid instead. Say "uses a wheelchair" , "doesn't leave the house" or "Jamie is a wheelchair user" as these are factual statements.

Table 21: A brief overview of some terminology to avoid, and more suitable inclusive language to use, to be borne in mind when discussing matters of accessibility and disability.

Ross is an Accessibility Coordinator, Poet, Writer and Activist. Ross is severely visually impaired.

- Rae Walker (she/her)

Rae was the Editor of Haggeye magazine written by and for blind and partially sighted young people. Rae is severely visually impaired.

- And the University of Edinburgh's Victoria Buchanan (she/her), Assistant Director, Student Support

If you require this document in a different format, please contact the the ECA Coordinator of Adjustments, Emily Ford-Halliday: efordha@ed.ac.uk.

C Appendix C: Technology for delivery of online teaching activities

(Please note that this section of the document will be updated over time).

D Appendix D: Glossary of terms

(Please note that this section of the document will be updated over time).

E Appendix E: CLAM Group terms of reference and membership

ECA's Covid-19 Learning and Assessment Mitigation (CLAM) Group was established in March 2020 to oversee our School's response to the impact on learning and teaching of the ongoing Covid-19 pandemic. The terms of reference for the group were updated in May 2020 to reflect the refocussing of the Group's responsibilities towards preparing for academic year 2020-21, and are:

1. To assess ECA's preparedness for hybrid delivery of teaching and assessment across all Subject Areas, and at UG, PGT, and PGR;
2. To coordinate the development of ECA-wide guidance and methods, especially for non-standard forms of assessment;
3. To support and advise all Subject Areas on the development and delivery of hybrid teaching and assessment;
4. To advise on resourcing, staffing, training, and equipment that may be required for the delivery of hybrid teaching and assessment, in partnership with Business Continuity Planning Group;
5. To monitor, assess, influence and act upon, as necessary, University advice as it pertains to mitigation of Covid-19's impact on teaching and assessment

Table 22 lists the membership of the CLAM Group during summer 2020. The colleagues listed here contributed directly to the construction of this document.

Subject Area Head delegates/representatives	
Joan Smith	Art
Juliette MacDonald & Bettina Nissen	Design
Fiona McLachlan & Liam Ross	ESALA
Glaire Anderson	History of Art
Marian Jago	Music
ECA learning and teaching team	
Emily Ford-Halliday	Co-ordinator of Adjustments
Emma Gieben-Gamal	Co-Director of Equality, Diversity & Inclusion
Deborah Jackson	Co-Director of Equality, Diversity & Inclusion
Glaire Anderson	Director of Quality
John Lee	Technologies Strategy Director
Olwen Gorie	Head of ECA Student Admin & Support Service, Co-Chair of ECA Exam Board Group
Neil Cox	Director of PGR, Co-Chair of ECA Exam Board Group
Jonny Murray	Director of Learning & Teaching (UG), Chair of ECA Board of Studies
Mike Newton	Director of Learning & Teaching (PG), Chair of CLAM
ECA professional service team	
Marije Ross-Vugts	Estates Development and Buildings Liaison Officer
Eli Appleby-Donald	Learning Technologist
Iraklis Pantopoulos	Learning Technologist
Geoff Lee	Learning & IT Services Manager
Alistair Craig	Technical Learning Services Manager
Kirsty Stewart	ECA Administrative Officer
Jacqueline Hay	Head of Engagement and Communication

Table 22: Membership of ECA's CLAM Group during Summer 2020.

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