

# Leeds Beckett: The Six Principles of Hybrid Teaching and Learning

Hybrid (also known as hyflex) teaching and learning describes any scenario where an activity takes place at the same time for students who are physically present in the classroom with the tutor, and for students who join the class remotely via an online platform such as MS Teams.

This guidance for colleagues aims to support thinking about maximising the learning experiences of the different groups of students that may be participating in a hybrid learning session.

If you require guidance on the technologies currently available in a teaching space please contact the [IT Service desk](#).

Principles	Considerations to guide your reflection			Possible <b>practical solutions</b>
	Consider for <b>all students</b>	Consider for students engaging with the session <b>in-person</b>	Consider for students engaging with the session <b>online</b>	
<b>1. Hybrid teaching must be planned</b>	In designing a session that will utilise hybrid teaching approaches, have you factored in time for setting it up and thought through appropriate activities to get all students engaged?	Do your in-person students have the resources/technology to be fully engaged in the session? Do they need a digital device to engage in chat or online polls/quizzes?	Have online students access to the software, teaching materials and resources that in-person students have?	Ensure everybody understands the additional challenges hybrid L&T brings. Provide students with all the information they will need, e.g. information on laptop loans or specific apps you will be using. Consider planning sessions with breakout groups spaced throughout to enable students to work together or to do independent investigation and to allow staff members to deal with queries/issues.

<p><b>2. Hybrid teaching must be managed</b></p>	<p>Are your activities and hybrid approach adaptable if circumstances change suddenly, e.g. if in-person is no longer possible or the designated classroom changes?</p>	<p>Are you clear about the ground rules for how each session will run, e.g. identifying when in-person students can speak and ask questions (so some students do not monopolise time)?</p>	<p>How will you keep students engaged when they are only able to access the online hybrid space compared to their peers in the in-person classroom?</p>	<p>Ensure you have the resources to manage in-room teaching alongside online, e.g. consider co-piloting sessions so that one person can manage the technology and online presence whilst the other drives delivery of the session. Does the room have a set-up that will allow the online session to be visible alongside the session materials? Do not assume it does. Establish ground rules, provide prior warning and introductions and tools to support engagement</p>
<p><b>3. All students (and staff) should be supported</b></p>	<p>Have you considered how you will make your sessions accessible and inclusive to all your students, including those with additional needs? <a href="#">More information</a></p>	<p>How will you support students who are uncomfortable about speaking out, to fully participate in a hybrid environment?</p>	<p>Have you provided advanced information on the accessibility tools available on your chosen platform and where to get assistance if your students have connection issues in a session?</p>	<p>Does your timetabled room support your needs? It should not be assumed the required technology is available. Share guides on accessibility tools built into platforms and Library technical support Consider offering both in-person and online tutorials for all students, having an online discussion area for students to post queries and offering paired/small group work to introduce students to presenting to others.</p>

<p><b>4. The whole hybrid learning community should be sustained</b></p>	<p>How will you build and sustain peer support and a learning community on your course/module/session between the different cohorts of students?</p>	<p>How will you ensure that running the online session does not detract from the in-room experience? How will you encourage in-person students to engage in the online space? Have you designed activities to be done online between sessions to encourage them into this space?</p>	<p>How will you design activities to ensure online students have a way to build relationships with their peers and not to just complete module activities?</p>	<p>Consider what all students need to see and hear to be able to fully engage in the session. Ensure that the available technology supports the students' identified needs and that you are appropriately familiar with its operation. Consider creating an MS Teams space or discussion board for your course/module to which you post regularly before and after sessions, encouraging students to use regardless of which space you teach in.</p>
<p><b>5. All students (and staff) should be provided with the opportunities to develop</b></p>	<p>How will you develop your students' capabilities to successfully learn in both the physical and online environments?</p>	<p>How will your in-person students (who may have greater access to staff and peer support) be supported to develop as independent learners?</p>	<p>How will you provide opportunities for your students to develop and demonstrate capabilities such as presentation and practical skills?</p>	<p>Ensure that staff are adequately trained in the use of any technology they are to use and are prepared for solving basic problems which may occur (muting mics, selecting correct audio devices etc,) so that the tech does not impede the session. You could consider videoing practical activities being undertaken with narration as a step-by-step guide for all students, especially if using specialist equipment/processes. You also may consider allowing all students to present through an</p>

				online session or pre-record the presentation.
<b>6. Students should be appropriately challenged</b>	How does the course/module/session allow students to explore and learn in a way and pace that suits their individual needs – supporting and extending where needed (e.g. through reading lists, videos, discussion questions, differentiated reading and activities for after the session )?	Is in-person students’ learning being restricted in any way due to accommodations made for online students? How can you ensure they are not?	How are online students being challenged, given their different access to materials, resources, and spaces? Consider what technology is available and how it can be used to provide the best experience for remote students. How do you know an individual student is being challenged?	Consider developing a range of pre and post activities that all students can engage with if they need further support or have an interest in the specific subject area and acknowledge when they have been utilised. Having extra help in your classroom, such as technically capable colleagues, activities designed for the different spaces and using peer teaching, can support you to focus your time on the whole cohort and the learning activity.

### Bibliography

<https://core.ac.uk/download/pdf/286086813.pdf>

[https://lta.hw.ac.uk/wp-content/uploads/10\\_RBL-Teaching-online-and-on-campus-simultaneously.pdf](https://lta.hw.ac.uk/wp-content/uploads/10_RBL-Teaching-online-and-on-campus-simultaneously.pdf)

<https://keepteaching.unc.edu/modes-of-teaching/hybrid-flexible/>

<https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

### Resources

[https://www.leedsbeckett.ac.uk/teachlearn/learning-and-teaching-guidance/inclusive-practice/DisabilityAdvice\(leedsbeckett.ac.uk\)](https://www.leedsbeckett.ac.uk/teachlearn/learning-and-teaching-guidance/inclusive-practice/DisabilityAdvice(leedsbeckett.ac.uk))