



Hybrid Teaching Survival Kit

Resources and strategies
for a 'half in, half out' class



About this resource

Instead of returning to normal post-pandemic, teachers have been thrust into limbo.

We've got half a class in front of us, and an equal number of students sitting baffled in front of computers at home.

But they both need teaching.

So, if the crash course in distance teaching wasn't enough, 2020 has thrown us another challenge: **Hybrid Teaching.**

This Hybrid Teaching Survival Kit contains three resources designed to help you teach your class both online and in-person.

Here's what you'll find inside:

- ✓ A lesson plan template for hybrid teaching
- ✓ Teaching strategies which work both online and in-class
- ✓ A checklist to ensure you've got all the bases covered

All resources have been created with flexibility in mind, so adapt, scrap, or add to them to suit the needs of your class.

Date:	Class/Group:	Time:	Room:
Topic:			
Curriculum links: List here the curriculum descriptors or content this lesson is targeting.		Specific Objectives/Learning Goals: What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?	
Prior Learning: <ul style="list-style-type: none"> • What do students know about this topic already? • What related content has already been covered? 		Resources, materials, and technologies required: In addition to classroom materials this should entail digital supports for at home students, e.g. <ul style="list-style-type: none"> • LMS • Educational games/programs • Communication tools • Cloud documents 	
Instructional Steps			
Date: <i>Hook</i> Hook student interest with something such as: <ul style="list-style-type: none"> • A challenge question • An anecdote • A physical item • A digital resource (e.g. video) <i>Introductory set</i> Set student expectations for the lesson by explaining: <ul style="list-style-type: none"> • The learning goal(s) • Relevance of the learning • Activities • Final product to be generated <i>Instruction</i> Direct instruction of the learning content.		At-home students: <i>Hook</i> Engage at-home students by: <ul style="list-style-type: none"> • Posing a challenge question digitally on LMS in advance • Recording a video • Linking a thought-provoking online resource that connects with topic. <i>Introductory set</i> Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video.	
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			

3 step-by-step strategies for hybrid teaching

You've got a lesson framework – now you need something to put in it.

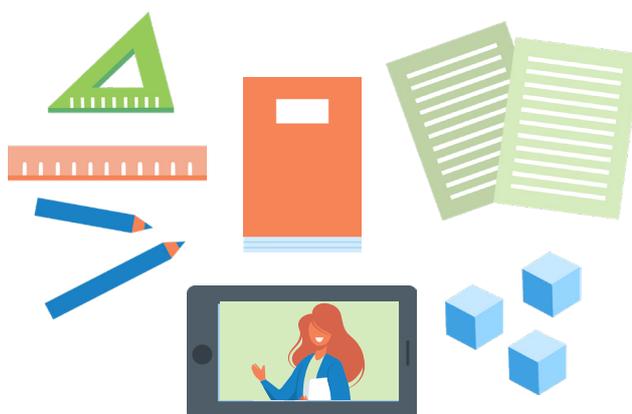
Fortunately, most classroom-based teaching strategies can be easily adapted to suit students who are learning from home. You just need digital versions of standard paper-resources, access to an LMS, and a communication strategy that allows you to stay connected.

We've compiled three core instructional strategies here with the steps you can take to make them accessible for at-home learners.

Direct instruction

What you'll need

- A webcam or camera phone
- A whiteboard, paper or shareable screen for your instructional video
- An LMS where you can upload video



How to deliver direct instruction for at-home learners

1. Record the instructional component of your lesson as a video

Record the instructions you give to your in-class students and then upload it to your LMS for students working from home. This spares you from having to deliver the same set of instructions twice, or from having to stage an elaborate video lesson outside of regular class time.

Remember: take extra measures to ensure your lesson translates well to video. Test your placement of the camera and avoid walking out of the frame while delivering instructions. It's also best to project your voice more than you would ordinarily so that it is clearly audible when viewed online.

2. Coordinate a learning activity for both groups

Independent activities are achievable for both in-class and at-home students. Just ensure that any resources provided in class are uploaded to your LMS in editable versions for students to access at home.

To ensure students at home get the same level of support in completing the activity, create a designated 'help hotline'. This could take the form of:

- A discussion board on the LMS reserved for questions
- A live chat session on Skype, Zoom, or Teams (reserve a designated hour)
- Email or other preferred means of contact

3. Deliver feedback

While feedback for in-class students can take a traditional form, feedback for those at home can be delivered as:

- Written comments emailed or posted on the LMS. Use GIFs, emojis and images to give it a personable tone
- Recorded verbal feedback. This is much quicker than writing individual comments, and it has a welcome personal touch

Remember: you don't have to double your workload by taking a different feedback approach for both groups. Save time by giving all students feedback online.

4. Students practice independently

Provide activities for students to hone the same concept or skill independently. In class this can take paper form, but make sure there are digital copies available online for at-home learners.

Gamified learning programs are well suited to independent practice, as they require little teacher input. For example, Readwriter Spelling and Mathletics provide student-friendly practice opportunities in engaging virtual game-worlds. Alternatively, you can create your own practice activities.

Whichever option you choose, ensure that you keep providing students with feedback along the way.



Collaborative activities

What you'll need

Choose an online communication tool suited to your students' technical capabilities. This might be:



- A discussion board
- Emails and private messaging
- Social media
- Telecommunications apps: Skype, Zoom, Teams
- Cloud-based collaborative software: Google Docs, Google Hangouts, OneNote
- LMS live chats

How to coordinate group work for at-home learners

This approach assumes you do not have a tool that allows students to communicate in real time. If you do, discussion and collaboration is even more straightforward.

1. Establish a protocol for online communication

Set the following behavioural guidelines for your students before you start a collaborative activity:

- Use clear headings in posts so that other learners can navigate the discussion easily.
- Disagree with others, but always respond with courtesy and respect.
- Let all voices be heard. Don't talk over others.
- Take the time to respond calmly and rationally if something sparks a strong reaction in you.

2. Group students

Post the groupings online and assign each group a different aspect of a research topic or activity.

Note: ensure each group is responsible for producing something. E.g. a page of notes, ideas, or a resource.

3. Each group works on the activity collaboratively

If you are using asynchronous tools then this might be done via email, messaging or discussion board posts. However, it's just as likely that your students will connect via social media or instant messaging apps. Encourage them if they aren't already doing so.

4. Each group uploads their final product to a shared space on the LMS

This applies to students who are learning in class as well. Consider using a screenshare video to talk you students through the process if they have not done this before.

5. Prompt students to post replies and messages on each other's resources in order to generate discussion

Let *all* students interact and engage with each other online, not just those who are learning from home. Taking the discussion online allows students to reply to each other with videos, links and images, making for a dynamic and engaged discussion.

6. Collate student resources into a single document

This can inform the next phase of student learning. A useful, self-authored resource also gives students a sense of ownership over their own learning.

Differentiated online learning

What you'll need

- Any LMS.
- Digital activities tailored to different ability levels.
- (Optional) Gamified learning programs.



How to differentiate instruction for at-home learners

1. Provide core content for the whole class

Even with differentiation as the goal, all learners need to start with the same content. You can make this as engaging as possible by filming a video lecture which includes text, voice, visuals and physical gestures.

2. Create a resource library catering to different levels of ability

Arrange learning activities and worksheets in a scaffolded fashion, so that students can advance through them at their own pace.

Tip: make the most of online resources to save time. For example, 3P Learning has a library of workbooks and activities available for free. Find mathematics materials [here](#), and literacy resources [here](#).

3. Create a help hub

Create a discussion board where students can go for assistance. Monitor it closely and answer queries as they come up. To promote further interactivity, peers could help each other using the same platform. This is also a great way of promoting a growth-oriented class culture where seeking help is normal and encouraged.

Also provide a direct 'help hotline' for private questions or any queries that students don't feel comfortable making public.

4. Set self-paced homework using an EdTech program

The best homework is differentiated according to student ability level, and gamified learning programs make this a whole lot easier. For example, Mathletics and Reading Eggs use a placement test to determine a personal lesson sequence tailored to each student, which they can then work through at their own pace. Alternatively, take the time to create differentiated homework activities for varied ability levels.

Save time by using strategies that work for both at-home and in-class students *without* customisation. For example, all students could work from digital documents, regardless of whether they're at home or in school.



Hybrid teaching checklist

It's easy to forget important tasks when you're juggling two sets of instruction. Use this checklist to ensure you've ticked all the right boxes when providing hybrid instruction for online and in-class students.

Before and after each hybrid lesson, make sure:



- All classroom documents and materials have been uploaded to your LMS to be accessed by students at home.
- All activities or worksheets uploaded are editable, so students can complete them at home without printing.
- Students at home have been given a clear deadline for when work is to be completed.
- Students at home know how and when to contact you for help.
- Instructional components of the lesson have been recorded or converted to text and uploaded online.
- Online student contributions, questions, and ideas have been noted so you can include them in classroom discussions.
- Both groups of students have been given opportunities to connect.
- Any homework given in class has also been communicated to students online as well.
- Any discussion questions for the following lesson have been provided to online students in advance.
- A time has been set to provide feedback for students' online work.

Need more help with hybrid teaching?

Check out our blogs on the following:

- [How to communicate effectively with online learners](#)
 - [How to create an online classroom that actually works](#)
 - [Online assessment strategies](#)
 - [How to make online teaching sustainable and avoid burning out](#)
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