

School of Health and Social Work

Learning and Teaching Conference 2023:  
Sharing Innovation in Learning and Teaching

# Sharing of good practice: hybrid teaching

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## Background:

- PG Cert AMHP
- Mature students, qualified professionals
- About 20 per cohort, twice a year
- Taught sessions and placements
- Broad geographical area

# Why the move to hybrid teaching for us?

- Covid
- Online worked well for some
- Tried it when allowed, encouraged by School, and students loved it.
- Worked for us staff and for our students

# How it works for us, practically?

- Owl: students viewing and listening
- Zoom: viewing students, breakout rooms and recording
- Netiquette

## How it works for us, more generally?

- Timetable: 2/3<sup>rd</sup>s hybrid, 1/3<sup>rd</sup> classroom or online only
- Message given re hybrid: students will get more from being in the classroom – but they have a choice.
- Attendance: Around half of the students in class and half online – usually different people – but some mainly online and some mainly in class.
- Attainment: very similar to when in class only or online only

# Major positives of hybrid teaching

- Flexible – adverse weather; train strikes; covid/crutches; travel break; family emergency . Usually used with good reasons.
- Inclusive, reasonable adjustments
- Suits different learning styles and preferences
- We choose which sessions are taught online only/class only/hybrid
- Promotes compassionate learning – need to be quiet so those online can hear properly
- We've learned through it #alwayslearning
- Very positive student feedback and it works!

# Challenges of hybrid teaching

- Harder for VLS to balance teaching inclass students and online students – Easier if doing it often
- Cameras off –
- Annoyed staff/worrying that student missing out – but it is not about me!
- Not always easy to see everyone – a second screen in each room would help!