

## Modality 2: Hybrid

**(This is a combination of Modality 1: Lecture, and Modality 5: Online)**

**Description:** Face-to-face seat hours in a physical classroom, with remainder of required seat hours completed with asynchronous D2L components. In addition, will have capability for remote synchronous delivery for face-to-face seat hours (i.e. via Zoom).

**Instructional Delivery:** In a classroom setting with the option of Zoom broadcasts and Zoom recordings. Through D2L videos, announcements, content, discussion boards, and assignments created before class and continued throughout the semester.

**Teaching Changes:** For this modality, it is recommended that the time spent in the physical classroom be maximized for more experiential, active, lab, and studio learning activities, while the asynchronous D2L components can be used for content delivery (e.g. reading assignments, video-recorded lectures, etc.). Faculty will need to differentiate the purposes for in-person and asynchronous components and structure the content appropriately. These different components should be communicated clearly to students in the syllabus. Faculty should consider tools for teaching that will allow socially distanced large and small group discussions and interactions for the in-person piece (e.g. Zoom breakout rooms or asking students to post to D2L discussion boards in class of group discussion). If room capacity does not allow all students to safely attend in person at one time, faculty should create a structured classroom management plan (e.g. rotating students between face-to-face and remote learning) and communicate this to students before the first day of class.

### **Questions to consider:**

1. What content will be made available to students online, asynchronously and why?
2. What content will take place in person?
3. How can the various components of the course (in person; synchronous Zoom; online) be structured in a clear way and how will these be communicated to students?
4. If you have been told that there is not enough room for all students to attend class while social distancing, how will students be selected for in-person vs remote learning? How will you communicate this to students? Will students be able to share their preferences?
5. Because of heightened anxiety some students may feel during in person interactions, what steps can you take to create a learning environment that feels safe for students as they are socially distanced and masked?
6. For interactive pieces of the course, especially where instruction under usual circumstances requires close proximity between faculty and student (e.g. faculty observing a student

drawing or performing an experiment), how will you adapt your instruction for a socially distanced environment?

7. For the interactive pieces of the course, how will you adapt activities for students who are attending remotely through Zoom?
8. What can you do to aid students in verbal communication to you and each other while socially distanced, masked, or attending remotely?
9. How will you check in with students to make sure they are hearing and understanding you?
10. How will the new learning contexts affect testing, quizzes, student presentations and other assessments?