

## Tutor Support Forum, 22 June, '22. Hybrid Group.

### **How do we define “Hybrid”? –**

1. Some members remote on Zoom, some in class (Bridge Street).
2. These remote members can be anywhere.
3. They can be in the same space + monitor.
4. Host is not at home.

But, as with everything, these models are continually evolving.

### **To what is hybrid suited? –**

Not Arts and Crafts! – where hybrid is mixed with demonstration. Problem of use of camera and running out of hands.

A & C works with F2F and Zoom, but not hybrid.

Use of camera? Switching between 2 cameras and use of laptop camera and mic – difficult.

### **Discussion?**

Classroom can be inaudible to people at home. Tutor is a disembodied voice. Maybe a hanging mic might solve this?

Hybrid works best for discussion if the total group is less than 20, ideally roughly the same numbers in class and remote (if few remote members they tend to be ignored).

Hybrid works best if people know each other. It would be useful to have some introductory exercises at the beginning – “ice breakers”.

It is important to set the “ground rules” for the group, eg. one person to comment, then the next etc.

BUT can't have a conversation on hybrid if in a group.

In discussion groups there is more of a chance of an interrupting member. If the tutor is sitting at a desk with laptop he/she has less authority. Standing gives more authority.

If the discussion is ½ and ½ (F2F and Hybrid), the tutor can be like a match referee. Serial comments are best.

### **Balance of numbers?**

Better more in room/less remote.

Online – it is best to have groups of 8 to 10 – allows informality. Over that, need to be prescriptive/have

rules.

Sometimes, little conversations break out. Tell them not to – but they do not always obey. This is another example of why it is so important to have ground rules about how the discussion will be handled.

Members who are making a contribution to discussion must speak slower and enunciate better – whether in class or remote. Tutor repeating the question helps.

Small picture of tutor onscreen – tutor does not have such authority as solely F2F. Standing has more authority ( in class ).

**Discipline/meeting etiquette** is very important –

Eg. put up your hand if you want to speak.

Tutor can mute/unmute if host or co-host.

Remote members should be asked to sound check.

People's home tech should be checked for noise - sometimes a problem with I-pad etc. Laptops are better.

**MUST MUTE.**

**Advice?**

About tech – check with every student that they have suitable equipment and that they are aware of tech support on offer.

Also – tutors need more tech training for Hybrid.

**Microphones.**

Very important to make Hybrid work.

Encourage members to get close to mics at home.

Hand held mics can be passed around.

Hanging mic?

It was felt that, at the moment, hybrid is the least favourable option of F2F, Zoom or Hybrid. The best format solution may be one solely on F2F and one solely on Zoom. BUT this only works where there are multiple similar courses. Format is very important to success of the course. Other forms of hybrid may be an option in the future, eg. record Zoom (as at University) – allows recordings to be used several times.

Would it be possible – as a form of tutor support, to sit in and OBSERVE tutors who have had more hybrid experience?

Social interaction is felt to be very important – members can follow up discussion after class – go for coffee etc, meet up. F2F has multiple advantages.

After the forum I asked 2 tutors from our hybrid group what 2 things they felt were most important when teaching via hybrid. They suggested 3.....

ORGANISATION

SKILLS

CONTINUITY.