Georgia Tech

Hybrid Teaching Guide for Fall 2020

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Understanding Your Course Mode

- **Residential Spread:** Courses/Sections are residential, with social distancing.
    - This is the traditional format that Georgia Tech is treating as the desired option.
    - Because of the limited supply of rooms with adequate capacity to accommodate social distancing, Georgia Tech will prioritize certain categories of class for in-person delivery: certain classes for in-person delivery: lab classes, group project classes, senior design classes, classes where there is a pedagogical advantage, project-based classes, classes requiring physical equipment, and discussion classes.

Residential classes are also coded as HYBR in OSCAR and represents the maximum in-person version of a hybrid mode.

- **Remote with limited in-person (Hybrid):** Courses/Sections have some residential component with social distancing and some remote/delivered online
    - All hybrid sections will maintain an in-person experience and can expect to meet in classrooms on campus regularly. The amount of in-person interaction will be determined by instructor teaching preferences and classroom availability for physical distancing.
    - Hybrid mode forms a spread of activities. Some examples of how it might be implemented are given below. Instructors might choose one of the methods below, for example, or a combination of them. A good practice for many courses would be to have all the course content available online and to use the classroom time for meaningful in-person experiences.
        - Hybrid hands-on: Courses/Sections offer lectures via remote delivery and bring students to campus for hands-on/studios/lab activities with social distancing.
        - Hybrid touch points: Courses/Sections offer lectures in a remote/online format and bring students to the classroom several times during the semester (not necessarily every day or every week) for meaningful in-person experiences.
        - Hybrid split: Courses/Sections offer lectures both in class and through broadcast recordings using classroom technology but also bring smaller groups of students to the classroom on a predetermined basis to ensure social distancing.

This set of courses are all coded as HYBR in OSCAR. Faculty members should choose the hybrid mode that is most appropriate to the pedagogical needs of the course. There is not a policy requiring a minimum number of in-person meetings for a hybrid course.

However, faculty should seek to engage the students in a few meaningful in-person meetings throughout the term. The exact number and timing should be determined by the instructor in accordance with significant events in their syllabus.

- **Remote:** Courses/Sections are completely remote/delivered online.
    - Remote instruction will be assigned with an approved faculty accommodation, or for courses that would be traditionally taught online.

Remote sections are coded as REM/ASYN or REM/SYN in OSCAR to represent asynchronous and synchronous modes, respectively.

Independent of your course mode, you may want to plan your course for remote delivery and then identify meaningful in-person experiences to take place in person. This way, if later in the semester there is a shelter-in-place order, you are prepared to switch to full remote delivery.

Establishing a Campus Attendance Schema for Hybrid Courses

Plan for Day 1

Go to your classroom and test the technology ahead of the semester. Assess the capacity of the assigned classroom space. Observe/plan how traffic will flow in your classroom.

A good practice would be to meet remotely during the first few class days while the class enrollment numbers are still fluid during the add/drop period and while a grouping of students is still being worked on.

You may want to plan your course for remote delivery and then identify meaningful in-person experiences to take place in person. This way, if later in the semester there is a shelter in place order, you are prepared to switch to full remote delivery.

Grouping your students for in-class attendance in hybrid split mode

Class meets once a week every week

- Depending on the capacity of your classroom, group your students to A and B (or more groups) and mark the weeks of the semester as A and B (or more). A students come to class on A weeks and B students on B weeks. You can use Canvas Groups to communicate to these groups separately. Depending on your class size, you may need more groups to maintain physical distancing. The students who are not physically in the classroom will connect to your lecture hour via remote technologies available in your classroom.

- Having students connect synchronously to the residential teaching is not a requirement. Faculty can use a combination of synchronous and asynchronous activities for students. They may choose to repeat the same in-class experience for the in-class students while asking the students not in attendance to complete meaningful and relevant asynchronous experiences.

Class meets twice a week every week

- Depending on the capacity of your classroom, group your students to A and B (or more groups) and mark the days of the week as A and B (or more). A students come to class on A days and B students on B days (for example, Tuesday would be an A day and Thursday would be a B day). You can use Canvas Groups to communicate to these groups separately. Depending on your class size, you may need more groups to maintain physical distancing. The students who are not physically in the classroom will connect to your lecture hour via remote technologies available in your classroom.

- Having students connect synchronously to the residential teaching is not a requirement. Faculty can use a combination of synchronous and asynchronous activities for students. They may choose to repeat the same in-class experience for the in-class students while

asking the students not in attendance to complete meaningful and relevant asynchronous experiences.

Class meets three times a week every week
- Depending on the capacity of your classroom, group your students to A, B, and C (or more groups) and mark the days of the week as A, B, and C (or more). A students come to class on A days, B students on B days, and C students on C days (for example, Monday would be an A day, Wednesday would be a B day, and Friday would be a C day). You can use Canvas Groups to communicate to these groups separately. Depending on your class size, you may need more groups to maintain physical distancing. The students who are not physically in the classroom will connect to your lecture hour via remote technologies available in your classroom.

- Having students connect synchronously to the residential teaching is not a requirement. Faculty can use a combination of synchronous and asynchronous activities for students. They may choose to repeat the same in-class experience for the in-class students while asking the students not in attendance to complete meaningful and relevant asynchronous experiences.

Class meets several times a semester on a pre-determined schedule for hands-on work or essential in-person activities
- Identify these dates and activities in your syllabus and communicate to your students via your Syllabus, Canvas Announcements, and Canvas Calendar. This is the method you would use if your course is considered hybrid hands-on or hybrid touch points.

Assigning seats to students
The seats in the classrooms will be numbered and you can use these numbers to assign students to seats. Alternatively, you can allow students to choose their seats on the first day they are in class and lock them into those seats for the rest of the semester. Canvas Attendance tool can be used to creating a seating chart. Attendance taking and seating charts will be needed for contact tracing purposes in case of infection. Stamps Health Center will contact faculty to request a seating chart in case of a positive case in that class.

Taking attendance
Faculty are advised to be flexible with attendance requirements; however, attendance poll is expected from in-person classes to assist in contact tracing.

Communicate the attendance expectations in your syllabus. You can use language such as "You are expected to attend the class sessions unless you have a compelling reason not to do so."

Several technologies can assist you to take attendance:

- Canvas Quizzes: A one-question attendance quiz can be created to take attendance in an automated fashion. All students (in class as well as remote) will need to have access to Canvas at the time of attendance.
- Canvas Attendance Tool can be enabled and used to take roll in your class.
- TurningPoint technology can also be used to take roll. Location-based attendance, PowerPoint polling, Anywhere Polling are available with TurningPoint. If you are using TurningPoint and allow your students to use mobile devices in the classroom, then they will not need separate clicker devices.
- PostEm in Canvas: You can create a spreadsheet that includes the seating assignment and attendance records. You can then upload this to the PostEm tool in Canvas for students to access and see only their record. This can be a good way for students to check their seat assignment and access their attendance record without seeing other students' data. Read this blog post or watch this video for a demonstration.

Communications Channels and Resources to Support Your Course

Thinking through and planning your communication channels and letting your students know what will be used and for what purposes is essential. Communicating early with your students and often will help them stay connected and reduce their anxiety.

- Syllabus: hybrid and remote courses have relatively longer syllabi to provide detailed information on how the class will work.

- Announcements: Canvas Announcements tool allow you to keep all class communications in one place and archived.

- Canvas Discussions / Piazza: Student-student interaction is essential to a successful remote and hybrid course.

- Virtual office hours: Synchronous opportunities allow students to connect to the instructor and improve your teaching presence in your course.

- Canvas Inbox: Using Canvas Inbox will keep your private class communication outside of your email, which will help you with organization and time management.

- Email: If you want to engage in your students via your email, include it in the syllabus. Make sure to set expectations in your syllabus about how quickly you will respond to these emails.

Student Engagement and Interaction Strategies

Thinking through your course from the perspective of how students interact with you and other students and aligning the technologies to enable these instructions will improve the learning experience and reduce confusion. Without the engagement piece, a course that only delivers content is a correspondence course.

Best practices and tools for engagement are available for you. You can also use this tool (MS Excel file) as you think through student engagement in your course.

In-class discussions

All centrally scheduled classrooms are equipped with frugal/low cost AV technology (camera and microphones). With hybrid teaching this fall, if you hold discussions in the classrooms, students who are attending remotely will not be able to clearly hear or participate in these discussions since in the frugal AV rooms only the podium and its vicinity will be broadcast/recorded. Alternatives to these in-class discussions can be using Canvas Discussions for student Q&As and/or holding virtual office hours to enable better interaction. Or, remote students can use the chat function in BlueJeans, Teams, or WebEx to ask their questions. You can ask a student, or a group of students taking turns, to moderate the chat questions for you while teaching.

Georgia Tech faculty have useful tips on how to facilitate online discussions.

Other tools for student engagement

- Virtual office hours: You can refer to best practices on synchronous lectures and office hours to plan and conduct real-time engagement opportunities for your students. This blog post created by Georgia Tech experts also includes useful tips.

- Student presentations: Avoid having students to use the podium to present to minimize exposure and contamination. Students (in-class or remote) can connect to the BlueJeans (or WebEx or Teams) session and share their screen to present remotely.

- Live polling among in-person and remote students: TurningPoint clicker technology, which is available inside Canvas, can be used to engage students in the classroom as well those who are remote. If you allow mobile devices in the classroom, students do not need separate clicker devices to participate. You can email clickers@gatech.edu to help set this up and receive assistance in how to include information in your Syllabus.

- Students collaborating in groups: Canvas Groups tool as well as Microsoft Teams can be used for students to collaborate synchronously or asynchronously.

- Canvas peer review of assignments and peer review of discussions can be used for students to give each other feedback on their assignments or projects.

Content Creation and Delivery Resources

- If you are teaching from the classroom and broadcasting/recording simultaneously, review and test out the classroom AV technologies ahead of the semester. If you want to amplify your voice, you can request a microphone to use in conjunction with the room speech reinforcers, where available. Faculty can check out these microphones for the duration of the semester.

- Asynchronous content creation is the recommended method. Following these best practices will increase the quality of the content you produce.
    - If you plan to create and reuse that content in the future semesters you can use Camtasia recording and editing software, which is available to all Georgia Tech faculty. Publish the content you produce to Canvas/Kaltura.

- Various synchronous content creation and delivery tools are available to you, along with best practices.

Development and Administration of Assessments

- Plan for smaller and more frequent assessments rather than few large assessments. Providing students with frequent feedback/corrective loops via multiple assessments is a strong indicator of quality of instruction. This approach will also help you plan better for a possible shelter-in-place scenario later in the semester by not having large stakes assessments under undesirable circumstances.

- A variety of approaches and technologies are available to walks you through these and adjust your assessment plan to hybrid and remote teaching. A very helpful [Decision Diagram for Assessment Approaches and Technologies](#) provides further information for each option.

- Homework and assignments are strongly encouraged to be submitted digitally via [Canvas Assignments](#) or [Gradescope](#) to reduce the chances of infection and spread of the virus. To prevent and detect plagiarism of submitted written work, you can use Turnitin.

- Digital proctoring refers to controlling the test-taking environment, and the real-time audio and video surveillance of test- taker to detect unauthorized behavior. Starting Fall 2020 semester, [Honorlock](#) is the digital proctoring solution available at Georgia Tech. However, before employing Honorlock, it is important faculty [consider alternative approaches to assessment and the tools](#) that are available. If using Honorlock, make sure that you include the following requirements in your Syllabus:
    - Please refer to important [Honorlock technical requirements](#)
    - Students must have a broadband internet connection
    - Students must have a webcam and microphone
    - Students must have a secure private location to take an exam
    - Students will be asked to provide a picture ID as part of the exam process
    - Honorlock is not compatible with Linux OS, Virtual Machines, tablets, or smartphones
    - Honorlock requires that you install the Honorlock Chrome extension into Google Chrome.

Collecting Student Feedback

- [Gathering and Responding to Feedback from Students](#) provides some options for collecting early course feedback about your teaching and some guidance on interpreting student feedback about your teaching from CIOS.

- An [early course feedback at midterm](#) is also available for your perusal.

- As part of the Institute's continuing efforts to provide additional insights into the courses, a new Canvas [Weekly Key Performance Indicators (KPI)](#) tool is currently being piloted in Georgia Tech online courses. It provides a weekly snapshot of your students' assessment of how they're performing in your course. It is an anonymous survey, so there is no way of knowing which person is associated with which survey response.

- End-of-semester survey of student feedback will be collected via [CIOS](#).

Supporting Academic and Mental Well-being of Students

- [Dealing with the Unexpected](): This CTL resource to help you out when you are dealing with the unexpected as you teach.

- [Understanding and supporting students' academic wellbeing]() has been a priority for Tech and remains a priority for remote and hybrid courses. Students are dealing with the uncertainty and disruptions caused by the pandemic just as we are. Read about a variety of different ways you can build community and connect to students during this time.

- [An extensive online resource on positive teaching]() is available to support instructor awareness of the learning environment and its significance in guiding teaching and learning. ([PDF version]())

- Please be aware of services available to students so that you can make referrals and recommendations as needed and visit the specific service page for more information. Operational details and services including the [CARE Center](), [Counseling Center](), and [Stamps Health Services]() are available from the [Office of the Vice President and Dean of Students or the Division of Student Life]().

Student Accessibility Resources

The Office of Disability Services continues to be the point of contact for students and faculty in terms of student accommodations requests. Faculty can review their students' accommodations by accessing the Disability Services AIM portal. There, faculty can view a list of students who have requested accommodations and which accommodations they need by class and section.

- Faculty should consider alternate assessments to timed, exam-based assessments, as many students with disabilities have special situations that could impact their ability to complete a timed, online exam.
- Students should review updated syllabi for course adjustments and contact faculty via email if there are concerns.
- Faculty should also check-in with each student via email to ensure that accommodations are applicable and adequate.
- Students and faculty should consistently monitor and address accommodation concerns and continue to vet all questions about accommodations through the Office of Disability Services.

More information on how faculty can create accessible courses is provided within the Georgia Tech Remote and Hybrid Teaching Academy.

More Information and Request Assistance

Georgia Tech Remote and Teaching Academy is available to all instructors of record upon logging on to Canvas.

Faculty can request one-on-one consultation.

To receive additional technical assistance, submit a request at: http://services.gatech.edu.