



THE UNIVERSITY
of EDINBURGH



INSTITUTE FOR
**ACADEMIC
DEVELOPMENT**

Engaging students in flexible and hybrid pedagogies

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Engage Network: 14th January 2025

My background

- 20 + years of teaching in blended and online contexts.
- Lifelong learner and studied in flexible and distance modes throughout this period.
- Gained my teaching qualification through a part-time block release flexible format while working full-time and juggling several lecturing contracts.
- Gained my doctorate part-time while working full-time.



<https://edin.ac/429q6Y7>

Overview

- Explore flexible and hybrid learning.
- Consider different models to help us understand learning modes.
- Share some examples of flexible and hybrid learning.
- Implications for student engagement.

Flexible learning

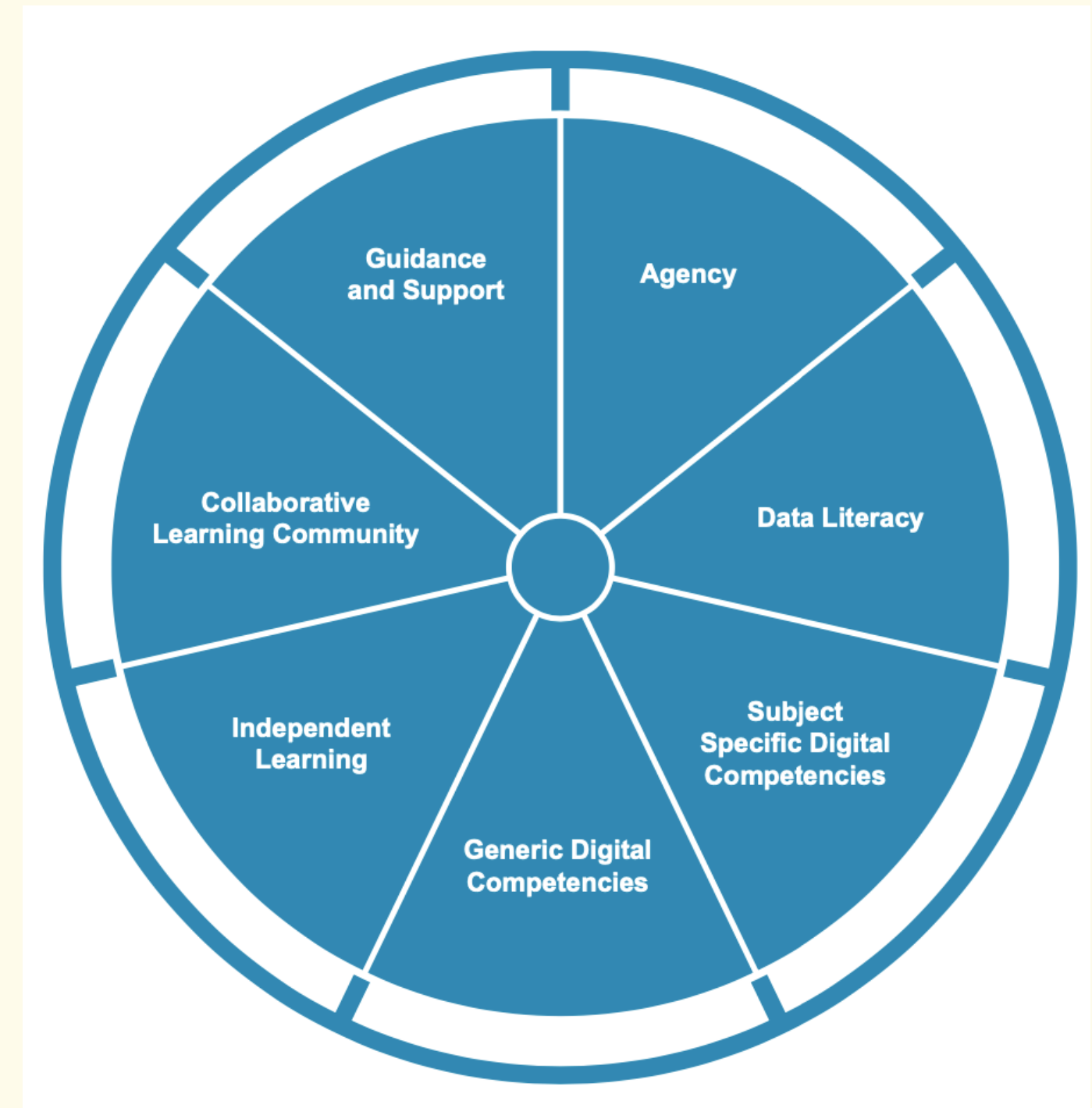
“ Using **different modes of study and technologies** of learning to enable students to manage their studies around other commitments and priorities and providing **freedom of choice for learners of ways and times to learn**, for example, through digital lectures or evening learning sessions.

Building a Taxonomy for Digital Learning, QAA (2020)

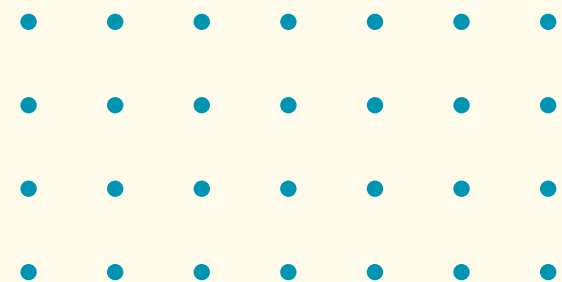
Flexible Learning Framework (Advance HE)

Enabler for students:

- Development of attributes and competencies to thrive in a digitally enabled workplace
- Agency to become independent lifelong learners
- Digital competencies: data literacy, virtual communication and collaboration, subject-specific digital competencies



<https://www.advance-he.ac.uk/knowledge-hub/framework-flexible-learning>

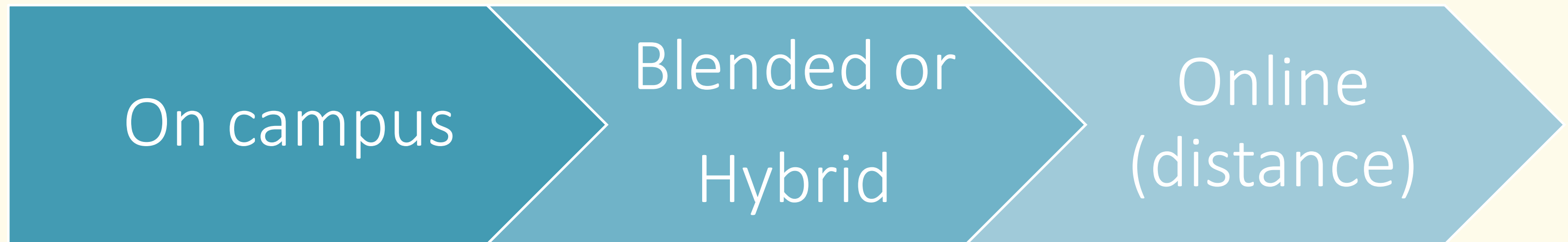


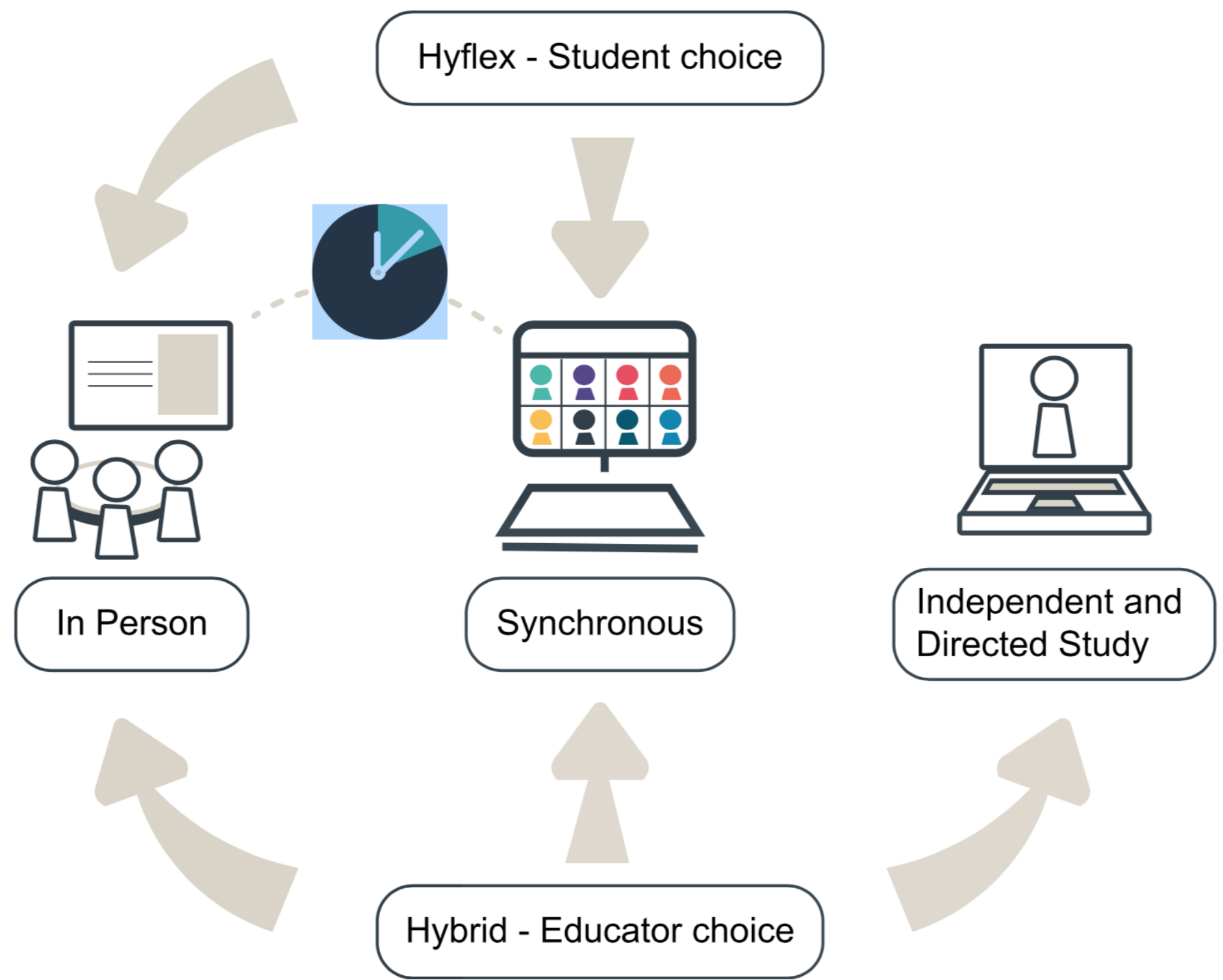
Hybrid Learning

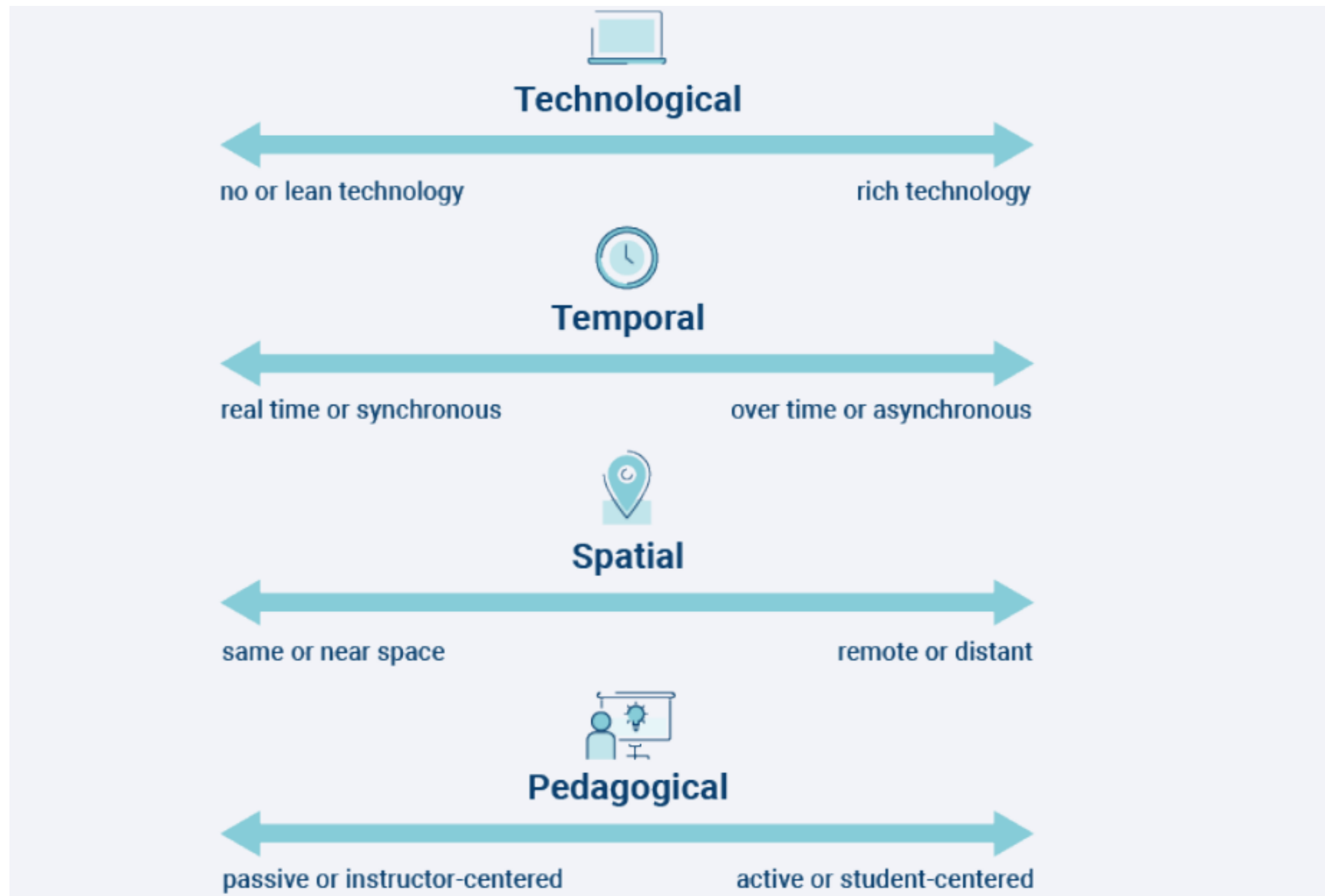
“ Blended learning and hybrid learning are terms that are used interchangeably by providers when describing different models of delivery which use a mix of methods to engage students in learning. Blended is the more commonly used term of the two and is applied in several different ways to describe different models of delivery and/or student engagement. Hybrid is not as prevalent in the UK higher education sector. Providers use both to describe students' engagement with learning that takes place partly in a digital environment (either onsite or remotely) and partly in-person, onsite.

Building a Taxonomy for Digital Learning, QAA (2020)

Learning Modes







Four-dialectical model of blended learning.

Joosten et al, 2021.
CC BY-NC-ND

Search

Hotels near JFK

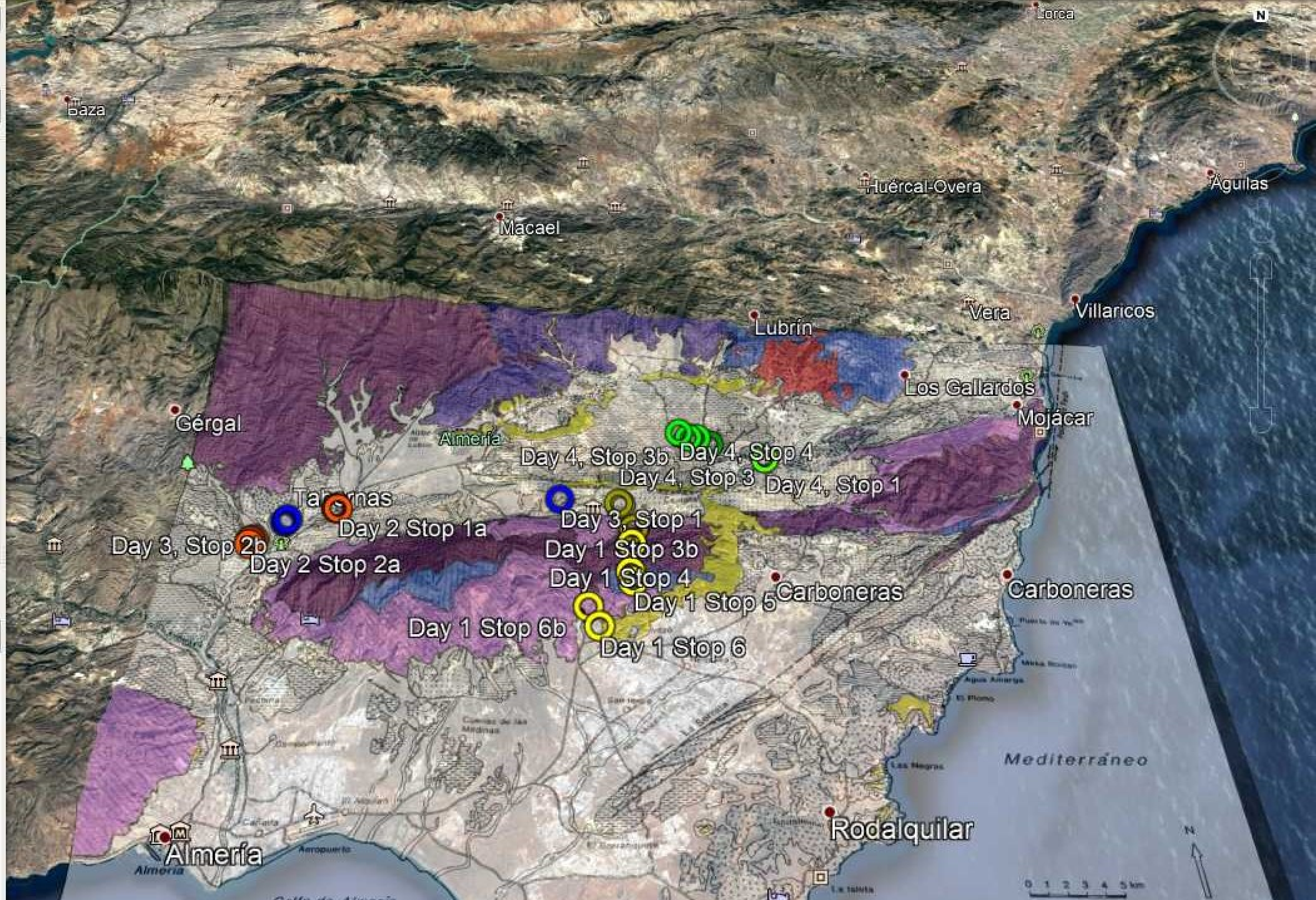
Get Directions History

Places

- My Places
 - Sightseeing Tour
 - Make sure 3D Buildings layer is checked
- Spain Virtual 2020.kmz
 - Spain Virtual
 - Geol map
 - Geological map adapted from:
 - Geol Map Caption
 - Geological map adapted from:
 - Day 1: Sierra Alhamill...
 - Day 2: Tabernas fill, E...
 - Day 3: Tabernas fill, L...
 - Day 4: Sorbas fill, Lat...
 - Day 5: Tectonic Geo...
 - Day 5: Capture
 - World Stress Map
 - The World Stress Map
 - WSM Database

Layers

- Primary Database
 - Upgrade available
 - Announcements
 - Borders and Labels
 - Places
 - Photos
 - Roads
 - 3D Buildings
 - Weather
 - Gallery
 - More



“ The students felt ... it was almost like they had more work to do, which they didn't, but I think they felt they had more work to do on their own... instead of having us there all the time ... so they probably would have felt that was quite a change. They've come full circle and actually they simple things like financially they're better off, they're not travelling into the hospital, they have more time to study. I think they're learning, you know, what suits them and how they learn, and that actually probably didactic teaching for 90% of them probably wasn't that beneficial.

Providing a clear structure and realistic timings to support students' learning



Weekly Overview: Understanding Health and Illness

Enabled: Statistics Tracking

Day	Activity	Detail	Time (approx.)
Monday	Lecture	Introduction to Social and Ethical Aspect of Medicine (SEAM)	17 mins
		Introduction to Unit 1: Understanding experiences of illness	10 mins
Tuesday	Introduction	Outline of the topic	5 mins
	Reflection	1.1 First thoughts; what do we mean by...	20 mins
Wednesday	Lecture	1.2 Understanding health and illness	20 mins
	Case application	1.3 What influences lay perspectives?	30 mins
Thursday	Lecture	1.4 Apply your learning to the case and post on the discussion forum	30 mins
	Patient presentation	1.5 The importance of understanding lay perspectives.	15 mins
Friday	Topic review	1.6 Watch the recordings by Anya D'longh	20 mins
	Reflection	Check key learning points	30 mins
	Next Steps	Note some reflections	
	Going Further	Read information on what's coming up next week	
		Explore the going further resources for this topic	

“

I think for them a little bit of a guide so that if there's a lecture that's a 10 minute lecture, and we put in 20 minutes, or 30 minutes, depending on what it is, and it's taken them an hour, then it's maybe for them to think about their own study skills as well, this is all taking me a bit too long, what's going on here, can I go and speak to somebody about this, so we've kind of said that to them as well.

Online Engagement Framework



Social engagement



Cognitive engagement



Behavioural engagement

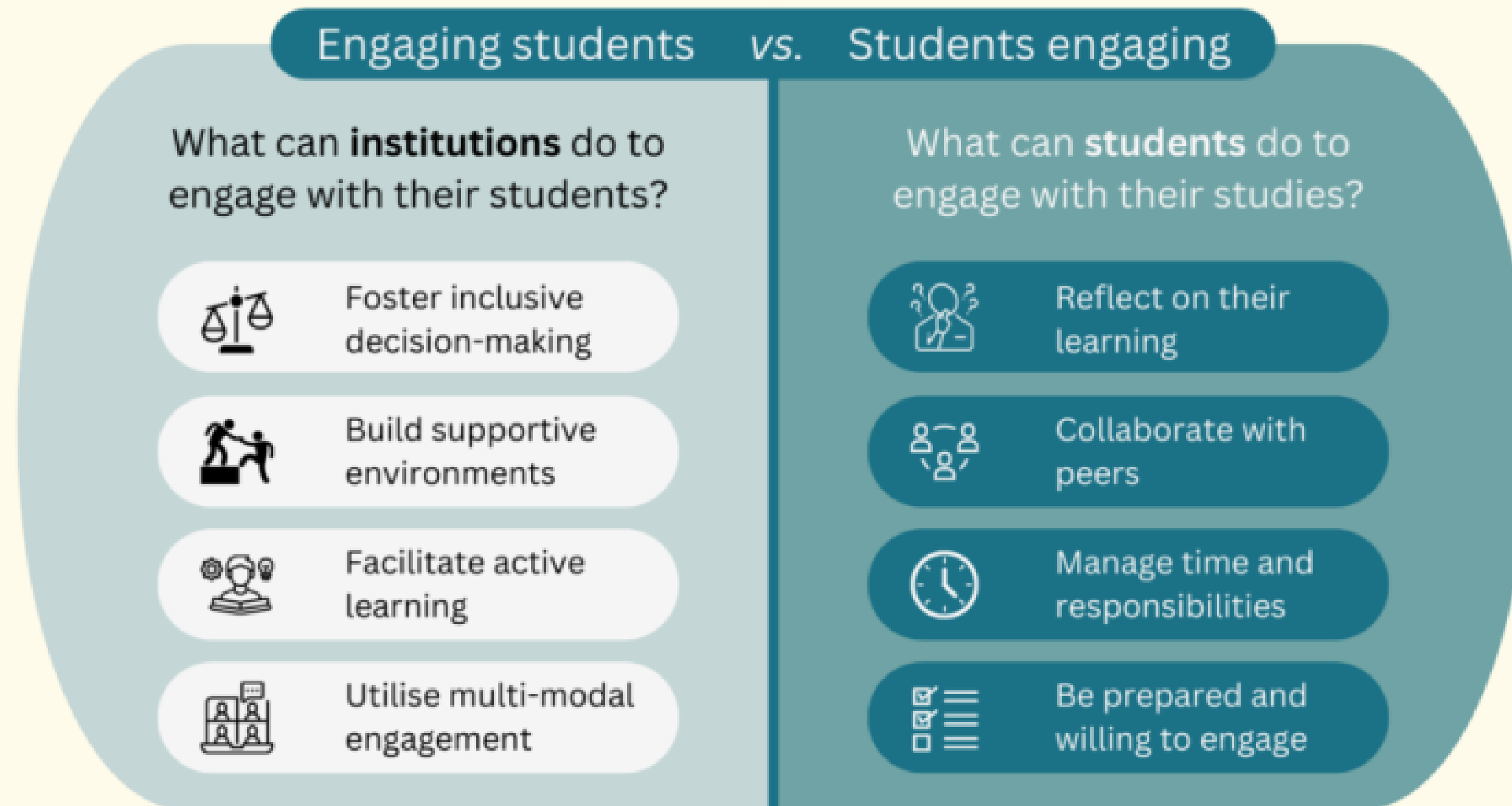


Collaborative engagement



Emotional engagement

Elements of “engaging students” and “students engaging” adapted from Bryson (2014)



Supporting student engagement

INSTITUTE FOR ACADEMIC DEVELOPMENT

Home Undergraduates Postgraduates Research roles Learning & teaching roles Working with us IAD support & funding About us

Study Hub learning resources

- Making notes in class
- Reading at university
- Time management
- Academic writing
- Effective studying
- Critical thinking
- Good academic practice
- Referencing and citations
- Literature review
- Dissertations and research projects
- Editing and proofreading
- Exams
- Group working
- Presentations and posters
- Hybrid learning and teaching
- Developing your English
- Digital skills
- Statistical and numerical data

Home > Institute for Academic Development > Study Hub > Study Hub learning resources > Hybrid learning and teaching

Hybrid learning and teaching

Information and guidance on hybrid learning and studying

During the COVID-19 pandemic, teaching and learning at the University of Edinburgh moved online and then to a hybrid model as restrictions were lifted. From 2022/23 most undergraduate and on-campus Masters Programmes returned to in-person teaching on campus while retaining many of the benefits of hybrid learning. The University has a lecture recording policy, meaning that most lectures should be available to watch if you need to revisit all or part of a lecture. Many Programmes and courses retain a digital element and the University continues to offer Online Postgraduate Degrees. The Edinburgh Futures Institute offers an approach called 'fusion' teaching on most of its Masters Programmes, where students can choose when to learn on-campus and when to learn online.

Hybrid teaching and learning: Some terminology

A few straight-forward definitions of key terms being used in a hybrid learning context.

Hybrid learning - where no separation is made between digital and on campus student cohorts. Students are brought together by the way teaching is designed and students are able to move easily between digital and classroom-based learning activities.

Synchronous - learning in real time together with a group of others at a specific time.

Asynchronous - learning that can happen at any time and therefore at different times for members of a group. Recorded lectures and discussion boards are examples of asynchronous learning.

Social learning - learning in a group with other people by having discussions and sharing knowledge (both digital and otherwise).

Netiquette - an awareness of a need to be respectful and have good manners when using digital platforms.

- Time management
- Effective studying
- Collaborative working
- Contributing to discussions
- Netiquette and staying safe online

Flexible and hybrid curriculum design



Institute for Academic Development SUPPORTING PROGRAMME AND COURSE DESIGN

- Programme & course design
- Universal Design, accessibility & inclusion
- Assessment & feedback
- Experiential learning
- Student & staff co-creation
- Student engagement
- Reflection
- Sustainability
- Decolonising & anti-racism
- Wellbeing, community & belonging
- Developing as a programme & course designer

Introduction to programme and course design

What is the curriculum?

Curriculum Design Principles

Useful curriculum approaches

Learning outcomes

Embedding digital pedagogy

Home > Institute for Academic Development > Supporting programme and course design > Programme and course design > Useful curriculum approaches

Useful curriculum approaches

While there is not a single, unified approach to designing curriculum, there are useful frameworks that can drive specific learning and teaching priorities. This section introduces some of these approaches and offers some relevant resources as well as examples in practice.

When considering which approaches may be useful for your teaching, it is worth familiarising yourself with the current directions of the Curriculum Transformation Programme (CTP) and the six [Curriculum Design Principles](#). CTP is a comprehensive and long-term initiative at The University of Edinburgh, closely aligned to [Strategy 2030](#).

References and resources

- Building a Taxonomy for Digital Learning - <https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>.
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- Redmond, P., Heffernan, A., Abawi, L., Brown, A., & Henderson, R. (2018). An online engagement framework for higher education. *Online Learning*, 22(1), 183-204. doi:10.24059/olj.v22i1.1175.
- IAD Study Hub Resources for Hybrid Learning and Teaching - <https://institute-academic-development.ed.ac.uk/study-hub/learning-resources/hybrid-learning-and-teaching>.
- Supporting Programme and Course Design - <https://institute-academic-development.ed.ac.uk/prog-course-design>.
- Teaching Matters Blog – Fusion Teaching theme - <https://blogs.ed.ac.uk/teaching-matters/tag/fusion-teaching/>.