# Engaging students in flexible and hybrid pedagogies

## Share some benefits and barriers to flexible learning

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| Benefits |
| More accessible |
| Learn at your own pace and in a convenient location |
| Developing student agency |
| More inclusive for students |
| Balancing work and family |
| Can work around life commitments |
| Can balance/work around other commitments |
| Can tailor learning to the best times for students to learn |
| Can work around other commitments |
| Inclusive - for example people with different learning preferences, different life circumstances, caregivers, people with disabilities |
| Any time, any place |
| Work life balance |
| More inclusive and helps open higher ed to a wider audience |
| Asynchronous |
| The sheer flexibility. |
| Meets students where they are at |
| No commute time |
| Ideally cheaper! Both fees and living costs |
| Develop digital literacy |

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| Barriers |
| Trick for fac to provide |
| Time zones for synchronous activities |
| Technology |
| Technology |
| Access to technology/internet |
| Bad wifi |
| Lonely |
| Very good working knowledge of technology and ongoing development |
| Access to tech |
| Distractions from pets and kids |
| Can feel isolating at times |
| Currency of learning, if there are gaps or study over a long period |
| Can Lack rapport with pupils |
| Synchronous hybrid isn’t equitable |
| Can’t benefit from peer learning and sharing if learning in isolation |
| Technology behaving as we’ve just seen. |
| Limited / prescriptive tech |
| Hard to gauge understanding at times |
| Less coherence in the student journey if too flexible |
| No appropriate space to work at home |
| Biases against flexible learning - people who want students to be on campus all the time (which is not inclusive) |
| Challenges of studying with family around/ in the evening. |
| People's rubbish WiFi |
| Institutions need to prioritise, celebrate, and invest in systems to support flexible learning |
| Needs really good structure and scaffolding so students not lost |
| Learners may not have access to appropriate equipment or tools |
| Connectivity |

## Share your experience of learning or teaching in flexible or hybrid modes. What worked for you? What did you struggle with?

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| There can be a lack of rapport with students who are only online and asynchronous as limited opportunity to connect more informally |
| There can be less opportunity to ask questions |
| Good experiences making use of discussion boards to facilitate asynchronous conversations rather than synchronous in-person |
| Group work - felt harder to get students to work collaboratively when they had never met in person |
| The hybrid model for CEP seems to work but there is definitely more interaction whenever F2F |
| I much prefer teaching people in a rooms than pre-recording lectures |
| The spatial element is often very challenging for me as an educator. Students “beaming in” from the library or a hallway can’t exactly join in online discussions. Not to mention cameras off! |
| Flexibility works well for everyone |
| Some less confident students asked more questions on the 'online board' than they did in the classroom, which felt positive |
| At another institution, I allowed exam retakes and make-ups and it allowed students to learn the material at their own pace and keep trying until they successfully met the learning outcomes. It worked great for both my students and myself. |
| Can also be students developing their own learning outcomes to respond to their own needs |
| Structuring shorter blocks of teaching works well for me online or on campus. Staff and students struggle to have time to engage in longer sessions. |
| Worked: it fitted well within my family/working life  Struggle: level of engagement with tutor and other students |
| Very hard to gauge understanding or engagement without asking directly |
| Flexibility suits both me and the student. Very positive influence on work/life balance. |
| Flexibility means people can drop in when suits but that can make arranging meetings very hard! |
| I teach costume pattern cutting and sewing classes, which involves teaching practical work in person. During Covid I had to find a way to do this remotely, which was incredibly challenging. It took a lot more time and extra work to teach students via computer |
| Pressure taken off students with classroom anxiety/ worried about returning to academia |
| Struggle - in prior institution, lack of workload support for providing hybrid options in return to campus |
| I think the flexibility of lecture mode is important as well - sometimes a live lecture online is actually more effective than speaking to a filled theatre like Gordon Aikman. Questions easier to deal with in many ways - spoken or by chat. |
| I think more opportunity to ask questions, but easier for miscommunication to occur |
| I experimented in one class with trying to negotiate almost everything with the students including the type of assessment and when the assessment would be submitted. The flexibility worked well. We were honest about regs and constraints. |
| What worked - inclusion of learners |