HARVARD UNIVERSITY GRADUATE SCHOOL OF DESIGN

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# HYBRID AND ONLINE TEACHING

## MODALITIES

There are various modalities of hybrid teaching that may be used in your course.

**HYBRID FIXED SYNCHRONOUS:** students all meet at the same time, some in person and some online.

- This is close to a standard course meeting, with the addition of students attending virtually.

**HYBRID FLEXIBLE SYNCHRONOUS:** groups of students meet based on availability.

- This is a great option to accommodate students in different time zones, for which normal Eastern Time meetings may be difficult. Works well for desk crits, pin-ups, and discussion sections.

**HYBRID ASYNCHRONOUS:** some students attend synchronously, and some students review the recording and participate asynchronously

- This is a highly flexible option, but does require pre-planning to ensure asynchronous students have equitable participation options

**ASYNCHRONOUS:** content is available to all students when convenient, with no arranged meeting time

- This is the most flexible option, and is a good option for a single speaker lecturing, or reading and verbally annotating a passage of text. Students can also pre-record presentations if applicable

| **Suitability of Hybrid and Online Modalities for Different Course Types** | **Studio Course** | | | **Lecture Course** | | **Seminar** | |
|---|---|---|---|---|---|---|---|
| **Modality** | *Meeting / Pinup* | *Desk Crit 1:1* | *(Guest) Lecture* | *Lecture* | *Discussion* | *Discussion* | *Project Work* |
| *Hybrid Fixed Synchronous*<br>(best across nearby/adjacent time zones) | (◯) | N/A | (◯) | (◯) | (◯) | (◯) | (◯) |
| *Hybrid Flexible Synchronous*<br>(best if co-teaching/alternating weeks and meeting times) | ◯ | ◯ | X | X | ◯ | (◯) | ◯ |
| *Hybrid Asynchronous*<br>(best if alternating btw remote and in-person cohorts) | (◯) | ◯ | X | (◯) | (◯) | (◯) | ◯ |
| *Asynchronous*<br>(best if students pre-record presentations) | (◯) | X | ◯ | ◯ | X | X | (◯) |

◯ Most suitable
(◯) Suitable if (parenthetical condition) is met
X Not suitable

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Your course does not need to follow a single modality, and you may find it beneficial to combine different modalities. For example, you could combine asynchronous lecture recordings with discussion sections scheduled to accommodate students located in different time zones, where applicable. This works especially well for larger lectures that receive TF support or co-taught courses, where instructors can take on different time slots.

Note that the suitability of different modalities is often driven by the time difference between students' locations. Students located in Italy should have no problem attending a 10:30 EST / 16:30 CET course meeting synchronously, while it may be prohibitive for a student in South Korea to attend the same meeting at 23:30 local time. If you are planning on recording your lectures or presentations, you can consider doing so via Zoom at varying times and invite students to attend live if they are available. This allows for incorporating student questions into your recording and for students in different time zones to attend live on a rotating basis.

No matter the modality of your hybrid course, the goal should always be an equitable experience for your students, no matter their method of attendance and participation. This means that all students should have equal access to course materials, instructional staff, and collaboration and connection opportunities with fellow students.

When planning your course, consider which parts of your course must be synchronous and for what subset of students, and what could be effectively achieved by creating asynchronous materials.

## BEST PRACTICES

**COMMUNICATION:** Expectations for attendance and participation should be clearly defined in the syllabus at the start of the term and regularly reinforced by verbal reminders at the start or end of class.

**STRUCTURE AND PACING:** Long periods of screen time can be an additional strain on students, so build in short breaks and foster an environment where students can communicate their needs for breaks. An average of 10 minutes per 60-minute block is recommended. You may also provide breaks from screen time via short reflection exercises or writing tasks, during which all participants turn off their cameras and microphones – such measures can add helpful pacing and structure to your class meetings.

**INFORMAL INTERACTIONS:** In online instruction, students attending virtually miss the spontaneous interaction with their peers as well as instructional staff, sometimes described as "the hallway effect." For synchronous meetings, whenever possible, join a meeting 10-15 minutes early and remain 10-15 minutes after. Allow students to speak with you directly during these times and consider offering breakout rooms so students can more casually connect with each other.

## TECHNOLOGY

The GSD, as well as Harvard University at large, provides technologies and platforms to enable hybrid teaching. No matter the technology you select, make sure it is one that is vetted and supported by the University IT staff.

**SOFTWARE**

- ZOOM: Zoom is an easy-to-use video conferencing tool that offers a seamless experience for collaboration across mobile devices, desktops, and conference rooms. It can be used to self-record asynchronous content or live classroom meetings.
- MICROSOFT TEAMS: Microsoft Teams is a secure, chat-oriented collaboration center that integrates several Microsoft 365 applications into a single workspace and supports video calls. It can be added to your course Canvas site and can function as a student hub while still being a moderated platform.
- MIRO: Miro is a digital whiteboarding platform you can use to create boards, upload content, and collaborate with colleagues.

**HARDWARE**

- CLASSROOM TECHNOLOGY: Some GSD classrooms have permanently installed video conferencing technology, while portable equipment can be provided in other rooms to support remote participation.

## ASSISTANCE AND TRAINING

- For **classroom technology**, contact Averyl Freimarck (Media Services Technician, Classroom Technology) at classroomtechnology@gsd.harvard.edu with questions or to schedule a consultation
- For questions and issues with **Canvas**, submit a ticket for support by emailing canvashelp@gsd.harvard.edu
- For questions about **hybrid modalities and teaching strategies**, contact Victoria Quamme Rhoden (Associate Director, Online Learning and Education) at quamme_rhoden@gsd.harvard.edu
- For general **computing and IT support**, file a ticket by emailing helpdesk@gsd.harvard.edu