Circle U.
European University Alliance

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Guidelines
on Hybrid Teaching & Learning

Insights from the Circle U. Alliance

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Preface

These Guidelines have been developed through a collaboration between universities in the Circle U. European University Alliance as part of the project "Collaborative Hybrid Circle U. – for inclusion, flexibility and internationalization" **(HybridCU**), supported by the Circle U. Seed Funding Scheme 2024.

This project, initiated by staff from **Centers for teaching and learning** (CTL) and under the umbrella of the CU.til - Teaching Innovation Lab, brings together expertise of support staff, student fellows, and educators from six Circle U. universities (Aarhus University, Humboldt-Universität zu Berlin, King's College London, UCLouvain, University of Oslo, University of Vienna). HybridCU aims to help universities harness the potential of hybrid teaching and learning for increased flexibility, inclusion, and internationalisation in higher education.

The purpose of the Guidelines is to identify and discuss key considerations in planning and delivering hybrid teaching at both university and inter-university levels, thereby supporting educators and institutions in the high-quality implementation of this innovative pedagogical approach.

Although the Guidelines are directed at **educators**, they are also relevant for **students** and for **technical and administrative staff**, who play an active role in shaping and supporting hybrid environments.

Hybrid teaching comes with its own set of challenges and opportunities, requiring the right combination of technical equipment and support, pedagogical design and organisational considerations. A literature review of educators' experiences (see Wood et. al 2025, Chapter 1) conducted as part of the HybridCU project has identified recurring challenges faced by educators – relating to technology, redesigning of teaching and learning, student engagement, and workload – and highlights best-supported pedagogical approaches for addressing them. These findings, along with additional insights from literature and the work of partners in HybridCU, have been integrated into the Guidelines in a logical sequence, providing a comprehensive foundation for effective hybrid teaching that can be used by all higher educational institutions.

By reading this guide, you will learn the terminology surrounding hybrid teaching (Chapter 1), explore the technical requirements for different scenarios of hybrid teaching (Chapter 2) and investigate how hybrid courses can be designed (Chapter 3). Chapter 4 includes strategies for leveraging and supporting students' hybrid learning competencies, managing student expectations, and promoting engagement, while Chapter 5 focuses in more detail on questions of inclusivity and accessibility, including multilingual considerations, student wellbeing, and bridging the digital gap. Considerations for supporting educators who teach in hybrid formats—through resource sharing, workload reduction measures, and infrastructure improvements—are discussed in the final Chapter 6. In the **Annex** you will find useful templates that can be directly applied in the teaching process.

Since no single approach fits all hybrid teaching contexts, Case Studies are used to inspire readers to connect with their own experiences and design their own effective approaches.

Throughout the Guidelines, a number of pedagogical and hybrid-teaching-related terms are included that may be unfamiliar to some readers. The relevant terminology has been combined (followed by 🔎) in a **Glossary**, which may serve as a useful reference.

We wish you an engaging and inspiring read!

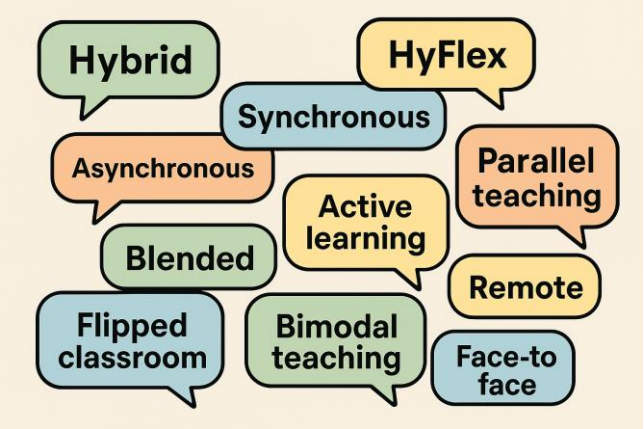
Best regards, HybridCU team

Content

Inhalt

Chapter 1: Hybrid Teaching: Terminology and Concepts

1.1. What is hybrid teaching?



This chapter of the Guidelines will help you understand and distinguish between different concepts surrounding hybrid teaching and provide an overview of how hybrid teaching can look like in its different implementations.

Depending on their country and institution, instructors are certain to come across different terms (Fig. 1) when discussing and developing their teaching.

But what exactly is meant by “hybrid teaching”, and how do the other terms in the list relate to it?

Figure 1. Range of used terms and concepts surrounding hybrid teaching

There is no universally accepted definition of hybrid teaching and learning in the literature or in European-level policy documents. In these Guidelines, a broad definition of the term has been adopted:

> **Hybrid teaching is teaching that takes place in-person and online at the same time (synchronously)**. In a hybrid environment, some participants join the course session "on-site" from a lecture hall or seminar room at the university, while others -- the "remote" or "online" participants-- join the session via streaming or video-conference.

In the literature and by some institutions, the terms **“blended synchronous learning 🎾”**, **“bimodal teaching”**, and **“hybrid virtual classroom”** are used instead of “hybrid teaching and learning” to express the same meaning.

In these Guidelines, “hybrid” is used to describe the format of a given **session** in a course – not necessarily the modality of the entire course. Over the course of a semester, it is possible that subsequent sessions take place in different formats, or that students are given some flexibility about participating in sessions online, in-person, or even in their own time. In addition, course designs can vary in terms of which activities take place **synchronously** (i.e. at the same time, during a class session, with the presence of an instructor) or **asynchronously** (i.e. in students’ own time, in-between sessions).

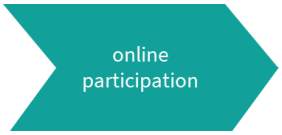
To distinguish between different course designs, the following definitions of session formats may be useful:

Types of session format

Fully on-site

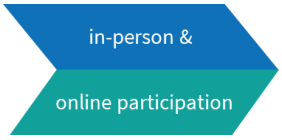
In a fully on-site session, the instructors and all students are physically present in a classroom at the university. The course content can be delivered in the form of lectures by the instructor or through interactive activities, small group work, and Q&A sessions.

Fully online (synchronous)



In a fully online course session, all participants join from a personal device via a video-conferencing system (such as Zoom). Lectures are delivered with the help of presentation slides or interactive whiteboards and a variety of digital tools (audience-response, collaboration boards, etc.)

Hybrid



In a hybrid session, some students (and most usually the instructor) are participating in the course live from a physical classroom while others join online. All participants engage with the same content simultaneously and complete the same or equivalent activities using a variety of digital and analogue tools.

Online asynchronous

Finally, a course component (or an entire course session) can also be conceptualized as asynchronous online learning. In that case, any activities (watching videos, reading text, completing interactive exercises, etc.) are not conducted by students during common class meetings, but in the students' own time. Asynchronous work can supplement or in some cases replace synchronous participation.

Types of course format

Depending on the combination of different session formats, described above, the following types of course formats can be distinguished:

In-person courses and online courses

The “in-person” and “online” course formats are self-explanatory and familiar to most instructors: in a typical in-person course, all sessions take place synchronously on-site, while all sessions in an online course take place virtually (e.g. in a conferencing tool like Zoom or MS Teams). In both types of courses, synchronous sessions are likely supplemented by some asynchronous work. If asynchronous activities take place digitally (e.g. within a Learning Management System like Moodle, Canvas, or D2L Brightspace), take up a significant portion of the course and/or serve as a replacement for synchronous participation, an in-person course could also be classified as “blended”. In addition, some online courses (more commonly in professional degree programs) can take place **fully asynchronously**.

Blended courses: Flipped Classroom, Hybrid and HyFlex

Blended courses contain a mixture of face-to-face and online components, while the format of individual sessions can vary between in-person, online, and/or hybrid.The course design “**Flipped Classroom** 🔎” is also a variation of blended learning, in which typical teacher-centered elements such as inputs are moved into the asynchronous phase, while the synchronous phases are optimized for active, student-centered learning, such as discussions.

Hybrid courses are a special type of blended format characterized by all or most sessions taking place in hybrid format (*synchronous* in-person and online). The difference between the terms “blended” and “hybrid” is that “blended” generally means “any combination of online and face-to-face components” (subsequently or concurrently to one another), while “hybrid” requires the simultaneous presence of online and in-person participants in a course meeting.

HyFlex (hybrid flexible) courses (Fig. 3), in turn, are a special type of hybrid course where students are given the freedom to participate in each session either on-site, online, or even asynchronously (e.g. by watching a lecture recording or completing an activity). HyFlex environments are highly dynamic and their flexibility allows for students with diverse life circumstances to complete the course.

Take a moment to study Fig. 2 for a visualization of these different definitions.

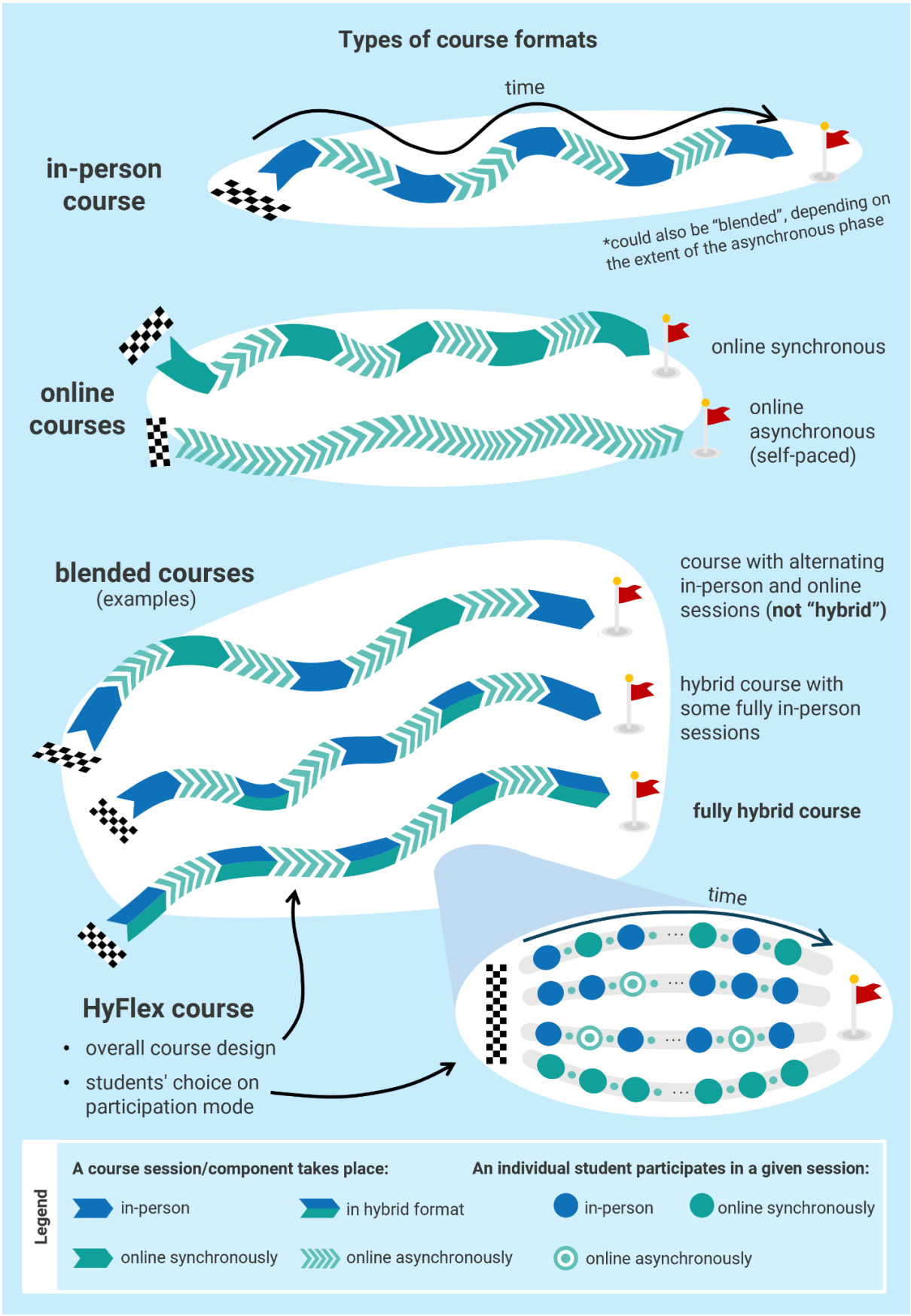
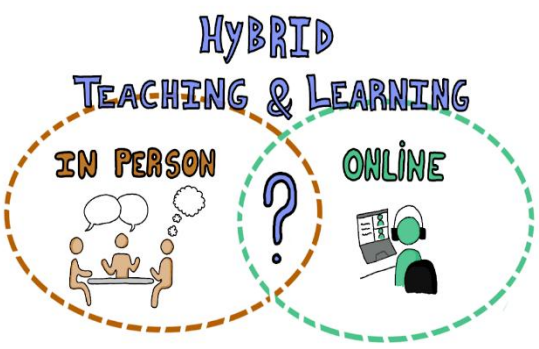


Figure 2. Possible designs of a course

1.2. Why do we care about hybrid teaching?



Hybrid teaching is neither an end goal in itself nor a universal solution suitable for every teaching context. However, it can effectively address several important needs of both students and educators in the areas of **flexibility, internationalisation and inclusion.**

Flexibility

The primary purpose of offering university teaching in a hybrid format is to provide location flexibility. This means that learners can take part in teaching activities, courses, or entire degree programs remotely — opportunities they might otherwise miss due to living or studying in another country, working far from campus, and/or experiencing needs that prevent them from coming to campus on a daily basis. Hybrid formats retain the flexibility of online learning while adding the social and cultural benefits of on-campus interaction.

Internationalisation

Another important objective is to give students the opportunity to collaborate with peers across countries, allowing them to develop intercultural competencies and practice foreign languages—without the need for physical exchange programs. A range of reasons may prevent students from participating in physical mobility programs including financial constraints, family responsibilities, or health-related issues. Hybrid formats connect classrooms across locations and enable international participation by students and guest lecturers (e.g., Virtual Exchange, COIL 🔎, BIP 🔎), creating unique opportunities for collaboration.

Inclusion

Hybrid courses can increase course enrolment by removing barriers and enabling participation for students with mobility or disability constraints. This broadened access also benefits universities by helping more courses meet the minimum enrolment required to run, thereby contributing to a more sustainable and inclusive curriculum. However, such accessibility is not an automatic feature of hybrid teaching. It depends on the deliberate design of inclusive course materials, thoughtful teaching methodology, and reliable technical infrastructure.

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Chapter 2: Hybrid Teaching Scenarios and their Technical Setup

This chapter addresses the technical dimensions of hybrid teaching.

Section 2.1 breaks down the technical infrastructure into four areas: room requirements digital tools, IT audio video infrastructure, and the presence of additional assistance (e.g. E-tutors).

For each of these areas, potential minimum, medium and maximum setups will be outlined. Minimum setups are what is typically required in order for hybrid teaching to happen at all and don't require many resources to implement. Maximum setups, by contrast, are typically more resource-intensive, but have the highest potential to provide a meaningful and equitable learning experience for students both online and in-person.

In order for a hybrid session to be conducted smoothly, its level of complexity should be matched by an appropriate technical setup. Provided in section 2.2 are 4 illustrative hybrid-teaching scenarios with increasing complexity: from a "traditional" lecture in scenario 1, to a plenary discussion in scenario 2, to homogeneous and heterogeneous groupwork in scenarios 3 & 4 respectively. While sessions such as scenario 1 can be conducted relatively smoothly with more minimal setups, hybrid sessions involving groupwork will generally require more advanced, resource-intensive setups.

Finally, in section 2.3 prominent challenges regarding technical infrastructure will be highlighted and possible solutions outlined.

2.1 The four areas of technical infrastructure

Room Requirements

The teaching environment influences audio-visual clarity and the ability to manage hybrid interaction. While basic configurations are sufficient for delivery, spaces designed or adapted for hybrid use allow for greater reliability and reduced setup time.

Minimum	Middle	Maximum
Standard teaching room with power supply and suitable surface for device placement	Dedicated hybrid-use room with equipment storage	Permanently equipped space with mounted cameras and microphones, integrated displays, structural features and materials to improve sound quality, clear visual signs or labels informing users about hybrid capabilities

Digital Tools

Digital tools in hybrid teaching encompass:

- LMS - Learning Management Systems 🔎 (e.g. Moodle, D2L Brightspace, Canvas) as a central anchor point for content and logistics related to the courseVideoconferencing tools (e.g. Zoom, BBB – Big Blue Button, Google Meets)
- Tools for collaborative work (e.g. Padlet, Miro-Board, Taskcards, Google Docs, Zoom Whiteboard)
- Student Response Systems for polls, Q&A, quizzes, feedback (e.g. Mentimeter, Slido, SRS)

Minimum	Middle	Maximum
Videoconferencing tool, ad-hoc shared workspace such as a Google Doc	Licensed videoconferencing subscription with extended features (e.g. whiteboards), institutional LMS	Fully integrated videoconferencing system linked to course platform, LMS with integrated activities (e.g. uploads, quizzes, forums)

TIPS:

1. Each institution has its own digital ecosystem, which is the combination of licensed digital tools allowed to use. Check out which digital ecosystem is used at your institution.
2. If you are conducting an *international course* with a co-teacher, the choice of tools becomes more complex as your institutions may have different digital ecosystems. In this case, you should agree on the tools to be used based on the principle of *accessibility* for all groups of students, while taking into account the *data privacy regulations* of the relevant countries.

IT/Audio/Video Equipment

Clear communication is essential for maintaining presence and inclusion in hybrid formats. While interaction can take place entirely through text-based channels, audio remains the most immediate and high-impact mode of engagement for most students. A single microphone, if well-placed, can support basic interaction, but more complex formats—especially those involving open discussion among in-person participants—require a portable microphone that can be passed along.

Though secondary to audio, video equipment supports social presence and participation by making group dynamics, gestures and facial expressions visible to online participants. This can make interactions feel more natural, increase engagement and help participants connect names with voices and faces.

Minimum	Middle	Maximum
Laptop with a built-in microphone & webcam	A portable 360° video-conferencing system, or one or more portable external cameras and microphones	Multiple portable screens, physical room connected with permanent virtual meeting room, automated video- and/or audio tracking through integrated cameras and microphones

Assistance/E-Tutors

Support staff and e-tutors can support smooth delivery of hybrid teaching, particularly when live interaction, technical troubleshooting, or parallel tasks are involved. Their presence can reduce the instructor's cognitive load 🔎 and help bridge communication gaps between remote and in-person participants. With regard to this dimension, the differentiation between levels is mostly binary: either there is support available in the form of e-tutors (or similar roles) or there is not.

2.2 Examples of hybrid scenarios

This section provides four practical scenarios – each accompanied by a recommended technical setup – that illustrate how hybrid teaching can be implemented in both lecture-based and

collaborative formats.The scenarios span varying degrees of complexity and are designed to support educators at all experience levels — from those just starting with hybrid teaching to those looking to refine or expand established practices.

Scenario 1: Lecture-based

Scenario:

The semester begins in four weeks, and Dr. Klug is scheduled to teach a large (50+ students) first-semester undergraduate lecture she has delivered in previous years. This time, however, due to students being placed across different regions for clinical observation days, the course will be offered in a HyFlex format, allowing students to choose whether to attend on campus or join remotely. While she expects a majority of students to join in person, a significant number will likely attend online during certain weeks.

Dr. Klug has been assigned a lecture hall equipped for hybrid teaching, which she decides to visit in advance to get familiar with the setup. Sessions will be streamed via Zoom, with a clip-on mic for her voice. For video, she will record herself using her laptop's webcam.To keep students engaged across both cohorts, she decides to integrate an audience response tool. This will allow her to include interactive moments throughout the lecture, asking for opinions, running short polls, or prompting reflection on key concepts.

Technical Setup:

Room requirements:

- Standard classroom with desks and chairs for in-person participants
- Sufficient space for camera placement and movement

IT/Audio/Video:

- Headset or clip-on microphone able to connect to the educator's laptop (e.g. via USB or Bluetooth)
- Webcam on laptop (basic setup) or external camera
- Optional: a secondary camera to make in-person participants visible online — or a 360° camera system (e.g. Kandao, Owl)
- Optional: an additional portable or room microphone for students to ask students in-person - alternatively the educator can repeat any questions asked by students
- Optional: an additional monitor to make online participants visible on-site

Digital Tools:

- Online polling tool (e.g., Mentimeter)
- Video conferencing software (e.g., Zoom, BigBlueButton)
- Recommended: an online shared workspace (e.g., Google Docs or institutional LMS)

Assistance/E-Tutors:

- Not strictly required but helpful for managing chat or troubleshooting

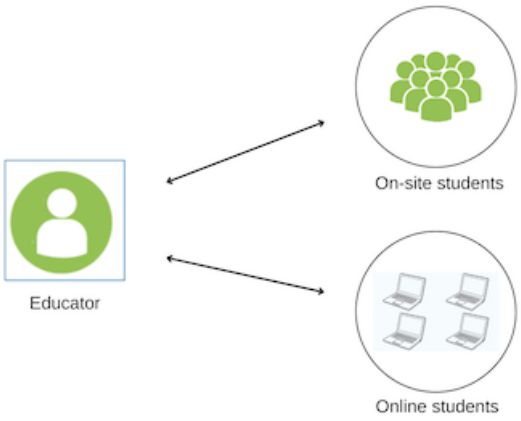

Figure 3: Scenario 1 Visualization. Arrows indicate direct communication

Scenario 2: Plenary discussion

Scenario:

Mirjana teaches a seminar (18 students) on journalism when about halfway into the semester it becomes apparent that, over the next two weeks, several students will have difficulty attending her full class. Due to a required commute between her course and another compulsory blocked event at a relatively remote location, some students would miss a significant portion of the session. To support their participation, Mirjana decides to temporarily move the class to a hybrid-capable space, drawing on her prior experience with hybrid formats.

Rather than switching to a fully flexible HyFlex model, she coordinates with the students affected and arranges for them to participate remotely for the two sessions only. Her main concern is making sure they can actively contribute to the plenary discussion, which is central to her teaching approach in this seminar-style course. To enable a smooth transition, she offers a 15-minute tech check with the remote group before the first hybrid session begins, verifying audio, video, and communication tools work as intended. Additional cameras, microphones and monitors in the hybrid classroom ensure that all participants can see and hear each other.

Technical Setup

Room Requirements:

- Seminar room with flexible seating

Digital Tools:

- Video conferencing tool (e.g., Zoom) with gallery view and chat functionality
- Optional: whiteboard for capturing main points during the plenary discussion

IT/Audio/Video:

- Video-conferencing system (including PC) integrated in the hybrid-capable room
- Headset or clip-on microphone for lecturer and a secondary wireless mic for on-site participants
- External speakers to make online-students audible on-site
- Projector or large screen to make online-students and any presented content visible on-site
- Recommended: A room-microphone that captures on-site dialogue and lets online-students participate seamlessly
- Recommended: a 360° camera that shows both the room and educator at the same time

Assistance / E-Tutors:

- Not strictly required but helpful for monitoring the chat or troubleshooting.

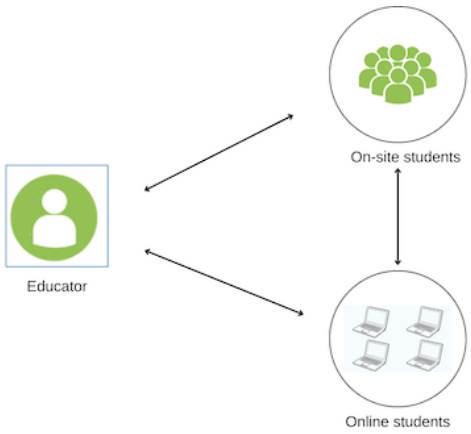

Figure 4: Scenario 2 Visualization. Arrows indicate direct communication

Scenario 3: Homogeneous group work

(i.e. small groups consist of students with the same participation mode 🎾)

Scenario

Dr. Radmilovićis teaches a HyFlex-format clinical psychology course (around 25 students), where students can join on campus or online. The course includes a group activity in which students should analyze a clinical case study together. For this activity, Dr. Radmilovićis organizes homogeneous groups— i.e. students working in either fully online or fully in-person groups—to avoid coordination and technical issues, especially given the small, acoustically difficult classroom.

Before the session, Dr. Radmilovićis sends a poll asking how students plan to attend and uses their responses to pre-assign online and in-person groups. A week before, he reminds students to bring laptops or tablets and prepares Etherpad templates for each group, accessible through Moodle (the institutional LMS), to support real-time collaboration.

On the day of, he sets up online breakout rooms according to the attendance list and arranges the physical seminar room into small working clusters. During the group activity, Dr. Radmilovićis visits online rooms to answer questions and reminds in-person groups to document their work digitally so all outputs share the same format. Throughout the session, he monitors the Etherpads, posts reminders in chat, and announces time updates for everyone —15 and 5 minutes before the end of the group phase—to keep the session on track.

After the group work, the class reconvenes in the plenary for each group's spokesperson to present their intervention plan. Dr. Radmilovićis closes by informing students that their documents will remain available on Moodle for review and use in future assignments.

Technical Setup

To support homogeneous group work, digital tools and classroom layout are used to create parallel but equivalent working conditions for both groups.

Room Requirements:

- Standard seminar room with flexible seating (e.g. movable desks and chairs) to allow for small group clusters
- Sufficient power outlets and Wi-Fi access for students using laptops

Digital Tools:
- Collaborative writing platform (e.g. Etherpad)
- Video conferencing software (e.g. Zoom) with breakout room functionality
- Shared document repository via LMS (e.g. Moodle)

IT/Audio/Video Equipment:
- Headset or clip-on microphone for the E-tutor and educator, additional wireless mic for in-person students to share results of groupwork[1]
- External speakers to make online-students audible on-site
- Recommended: A room-microphone, that captures on-site dialogue and lets online-students participate seamlessly
- Optional: projector or display for shared instructions

Assistance / E-Tutors:
- Recommended for monitoring both in-person and online groups, managing breakout rooms, offering tech support, and ensuring timing and participation are on track.

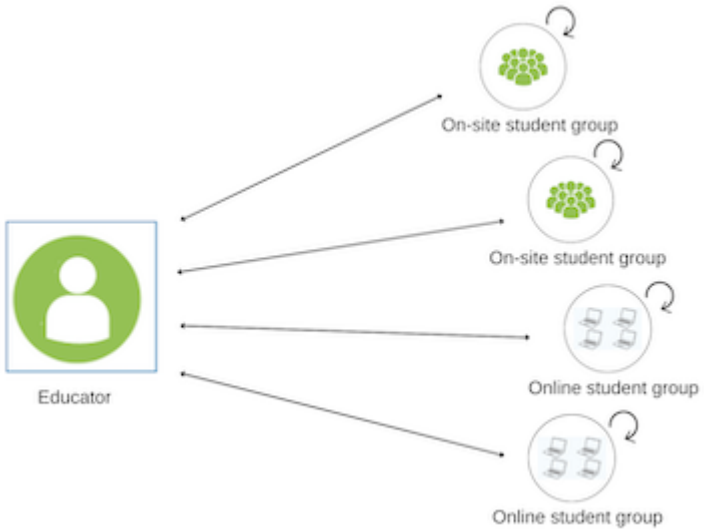

Figure 5: Scenario 3 Visualization. Arrows indicate direct communication

Scenario 4: Heterogenous groupwork

(i.e. small groups each including both on-site and online students)

Scenario

In coordination with a lecturer from a partner university abroad, Dr. Smith is teaching a laboratory course and an accompanying seminar with around 20 students. Students first chemically analyze water samples at their respective location and then share, interpret and discuss their results in small heterogeneous groups (4-5 students), each including members from both institutions. Each group is tasked with preparing a short presentation including their comparative results. The goal of the

[1] Multiple microphones typically require additional software and/or devices like mixers. If you're unsure whether or not something like this is available at your institution, get in touch with your local IT support.

heterogeneous group work is to strengthen students' ability to communicate scientific findings clearly to international peers and develop a shared understanding of how local environmental factors influence water chemistry.

Dr. Smith reserves three seminar rooms on campus—one per group—so local students can work in quiet, focused environments with access to Wi-Fi and audio equipment for connecting with their online teammates. He creates a dedicated Zoom room and shared collaboration document , Google Docs) for each group, where students will refine their joint analysis, collect comparative insights, and draft their presentation. On his University's LMS (Canvas) Dr. Smith provides links to all relevant digital tools as well as an overview document listing each group's members and their assigned seminar room (for local participants). Finally, he reminds students a week in advance to bring laptops to class.

On the day of each session, Dr. Smith arrives early to set up the seminar rooms, test the video conferencing equipment, and ensure that group materials are accessible. During the session, he circulates between rooms to support on-site students, troubleshooting any issues and encouraging balanced participation.

Technical Setup

Room Requirements:

- Three seminar rooms with flexible seating for small-group collaboration; OR one large room that can be divided with things like sound-absorbing panels
- Stable Wi-Fi and sufficient power outlets to support student laptops.

Digital Tools:

- Collaborative writing platform (e.g. Etherpad)
- video conferencing software with pre-assigned breakout rooms
- LMS providing access to group materials, links, and instructions

IT/Audio/Video Equipment:

- Minimally viable setup:
    - In-person students participate in the online meeting individually using their own laptops and cameras while seated together in a room.
    - A shared portable microphone or ONE of the student's laptops can be used to capture audio for all students in the room. Other students leave the audio (microphone and speaker) disconnected on their own laptops to prevent audio feedback.

- Recommended, more resource-intensive setup:
    - In every physical room, a single laptop is connected via HDMI to a shared screen for visibility
    - This is paired with a centrally placed 360° camera that includes an integrated microphone. This setup offers a more integrated visual representation by showing all participants together in one video frame, making interaction more natural for the remote group.

Assistance / E-Tutors:
A lecturer experienced with hybrid teaching can manage this scenario independently, but E-Tutors are very helpful—especially for first-time implementation—as they reduce the lecturer's workload. They support by preparing and testing equipment, organizing group assignments, and setting up room layouts in advance. During the session, they help coordinate communication between groups, manage breakout rooms, provide technical assistance, and send time reminders.

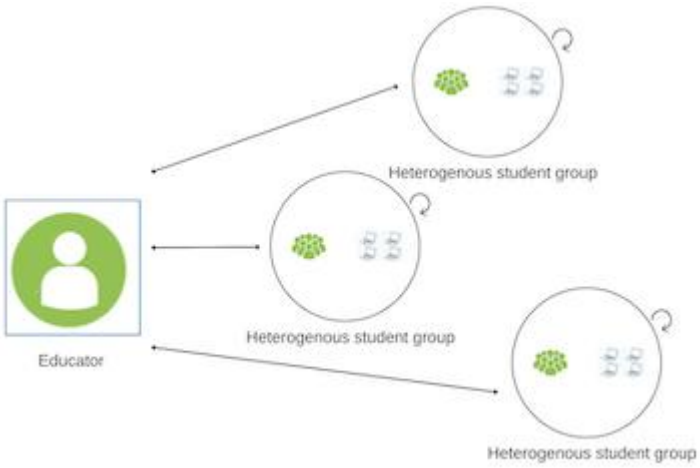

Figure 6. Scenario 4 Visualization. Arrows indicate direct communication

2.3 Technical challenges and their solutions

In this section prominent challenges will be highlighted regarding technical infrastructure that educators and students have reported in the context of hybrid teaching and provide possible solutions and/or methods for preventing them.

Challenges	**Possible solutions**
Educator & classroom setup Some of the most common technical challenges on the side of the lecturer include malfunction of the audio-visual infrastructure, and problems with the videoconferencing software.	- Get a walkthrough of the hybrid room setup from technical staff, including an introduction to the videoconferencing software if unfamiliar - Create a quick pre-class setup checklist - Arrive early to test mic, camera, and screen sharing - Confirm with remote students that they can see/hear everything - Define “back up plans” for what students should do in case of large-scale disruptions (e.g. if the session abruptly ends, please re-join with the same link)

Students' setup & tool access Some students might lack stable internet, proper devices, required software or quiet workspaces. Student's lack of access to- and knowledge about required tools and devices can lead to confusion and disrupt the session.	- Upload slides and tool links (Padlet, Mentimeter, etc.) in advance to a shared workspace (Cloud, LMS, etc) - Remind students about particular required tools/devices before individual sessions (e.g. "remember to bring laptops and chargers tomorrow") - Keep it simple: the more different tools are used, the more time - Walk students through tool basics in the first session - Refer to solutions offered by your university, e.g.: available quiet spaces, technical equipment on loan, freely available software - Define back-up plans for what students can do in case of individual disruptions (e.g. if your internet connection fails, use your phone to Dial-in, etc.)

References to the Chapter 2

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Chapter 3: Designing of a Hybrid Course

Hybrid teaching combines the strengths of in-person and online learning, but its dual structure also presents unique pedagogical and technical challenges. This chapter discusses how to design an effective hybrid course so as to ensure the successful achievement of learning outcomes by both groups of students (on-site and online).

3.1. Effectiveness of hybrid teaching

Hybrid teaching has been shown to be just as effective as in-person instruction when it comes to learning performance. Multiple studies have reported no significant differences in student achievement between in-person and hybrid modalities, even in cases where the hybrid infrastructure was relatively simple (see Raes, 2021 and Pullen, 2012). However, the findings are more complex when it comes to students' emotional and social experiences. While knowledge gains may be comparable, online students in hybrid settings may feel less connected or present than their in-person peers, which can influence motivation and participation. In fact, fostering interaction and engagement in hybrid classrooms is a recurring challenge brought up by students and educators (Raes, 2021; Romero-Hall, 2017 and Detyna, 2023).

There's also a lot of variation in how well hybrid teaching works across different settings. For instance, subtle elements like webcam use during online sessions have been shown to impact students' recall of content, while the types of multimedia used as synchronous and asynchronous course components can contribute to building community and social presence in digital learning spaces (Raes, 2020; Ramirez-Perez 2024 and Pacansky-Brock, 2020). Such examples underscore how even small choices in course design and delivery can shape the students' learning. By equipping educators with strategies to bridge the gap between remote and in-person participants, a more inclusive and effective hybrid experience for all learners can be created.

3.2. Hybrid teaching as pedagogical design

Careful planning becomes particularly important when designing hybrid learning experiences. Rather than treating hybrid elements as add-ons, they should be intentionally integrated through a process of **constructive alignment** 🔎—ensuring coherence between 1) learning objectives, 2) learning activities, and 3) assessment strategies (Fig. 7). Different methods based on constructive alignment can be used to achieve this. **Backward design** 🔎 proposes starting from clear learning objectives and how you would measure if these were achieved (i.e. assessment or exam), and moving backwards and designing the activities that support this. Another, quite visual method, is **ABC Learning Design** 🔎 offering tools and visual aids to build course activities, which can work well for planning collaboratively. The two methods can also be combined, with backward design being used to ensure learning objectives are clear and measurable, and ABC learning design being applied to plan a variety of suitable activities.

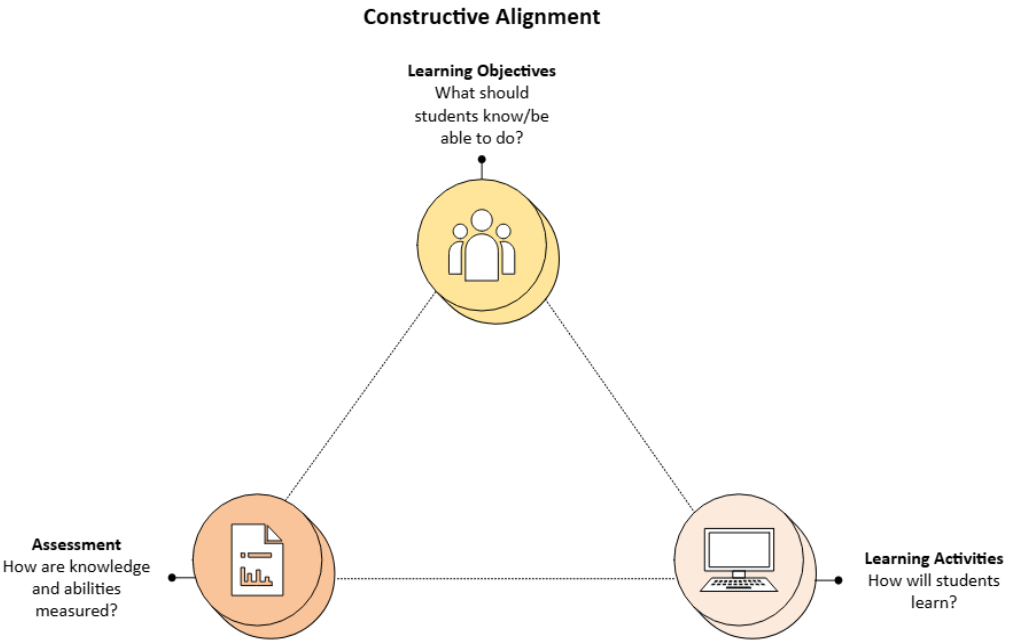


Figure 7. Constructive Alignment concept

To achieve constructive alignment in hybrid courses, *learning objectives* should be compatible with in-person and online participation as well as with the technology available to both groups; *activities, content, and assessments* must be chosen in alignment with those learning goals, and teaching methods must include strategies for fostering interaction, engagement, and community across the digital gap.

TIPS: Would you like to read more about pedagogical design? You can find more information about Backward design and other examples of pedagogical design in the Better Teaching resource from the University of Oslo.

The ABC Learning Design method resources can be viewed and downloaded from their website.

Let´s take a closer look at these elements.

Learning objectives

Learning objectives describe things that a student should know or be able to do at the end of a course (e.g. *describe A, compare B and C, demonstrate D,* etc.). When adapting an existing course to a hybrid format, an educator may not always have influence over the content covered in the course; however, there are some additional questions regarding the course learning objectives that instructors of hybrid courses can consider:

- Are the formulated learning goals equally achievable in the hybrid format for all groups of students, online and on-site? What does "success" look like for both groups?
- Is it relevant in your case to also have some knowledge, skills or attitudes relevant to hybrid teaching (digital competencies) added as learning objectives?

By reflecting on these questions, educators can identify potential blind spots and/or change the way they communicate learning goals to students, in order to ensure that neither group is disadvantaged.

Tips

Set Clear Expectations in Advance

Ensure that students know what to expect before each session begins. Share the agenda in advance and specify which learning objectives will be addressed. This transparency helps students understand the purpose of the hybrid setup and prepares them to engage more intentionally.

Use the Hybrid Format as a Learning Resource

If the hybrid setup relates to your course's learning goals, treat it as a subject of reflection rather than just a logistical constraint. Integrate short meta-level prompts that invite students to compare hybrid participation with fully online or fully in-person experiences. Reflection questions such as *"How did your engagement change depending on format?"* or *"What communication strategies worked well across modalities?"* can help deepen awareness of learning processes.

Learning Activities and Strategies

Hybrid-specific strategies aren't about duplicating in-person methods online -- instead, the strengths of each modality should be leveraged while bridging the gaps between them.

Case Study

During a discussion-heavy history course, the teacher Mr. Lee noticed that in-person students dominated the conversation, while online students barely contributed. He had assumed that a live chat feed would be enough to integrate them.

After class, Amira, an online student, gave feedback: "I want to join the conversation, but by the time I type something out, the discussion has already moved on. I feel like I'm always behind."

This made one thing clear to Mr. Lee: effective hybrid participation isn't just about access to tools—it's about aligning the rhythms of interaction across modalities so that everyone can contribute meaningfully. Achieving this requires deliberate pedagogical choices and open communication, but also attention to technical and technological aspects: for example, ensuring low-latency communication tools, multiple input options (voice, chat, reactions), and visible moderation that bridges the two groups.

Questions to reflect on

- How are your teaching strategies enabling equitable communication and participation for both online and in-person participants?
- What mechanisms do you have in place to equalize visibility and voice between formats?
- How are you enabling—not just allowing—cross-modal engagement?

What does this scenario mean for hybrid teaching?

- Hybrid teaching success hinges on rhythm and flow—of conversation, content, and connection.
- Even well-intentioned tools can inadvertently create lag or hierarchy between student groups.

- Hybrid-specific strategies ask instructors to become intentional facilitators of tempo, interaction, and presence and social mediators between the different existing student groups.

Tips and Strategies

Purposefully design interactions between on-site and online participants

Plan activities that intentionally engage both groups of students:

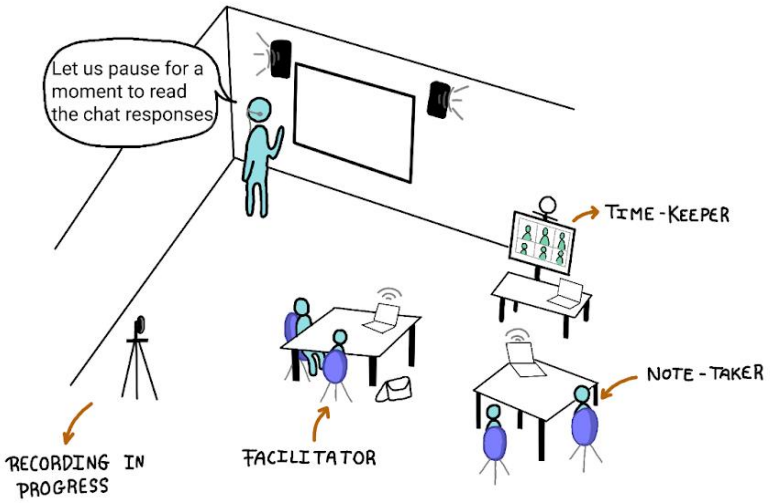
- **Think-Pair-Share Across Formats 🎾:** Pose a question, give silent thinking time, then have students pair up (e.g., in-person pairs and breakout rooms), followed by cross-group sharing via a shared slide or whiteboard.
- **Dual-Channel Discussion 🎾:** Facilitate discussions using both voice and a digital platform like Padlet where all students contribute simultaneously. Project the shared space so in-room students can see online input live.
- **Chat Monitors and Verbal Amplifiers:** Assign rotating student roles—one monitors the chat, another voices those contributions in the room. This creates a conversational bridge and validates all inputs. But always ensure that students have enough time for their own learning and are not overwhelmed with responsibility.

Support Active Learning in Hybrid Settings

Hybrid learning moves at a different pace than fully in-person teaching. Online students may need more time to speak, transitions take longer, and coordination across formats can slow things down. Educators sometimes worry that this leaves less time for content. Instead of trying to "fit everything in" live, use asynchronous elements 🎾 (such as flipped classroom videos or pre-class readings) to deliver core material. This allows synchronous time to focus on interaction, application, and collaboration.

Use Hybrid-Friendly Participation Structures

Choose methods that naturally involve both on-site and online students in the same learning process. When forming groups, decide whether they should be heterogenous (online + on-site students working together) or parallel (each modality working separately but reporting back to the whole class) and provide clear instructions on any new tools that students should use.



For example:

- **Problem-Based or Case-Based Tasks**: Create mixed groups where each student—whether online or in the room—contributes equally to solving an open-ended scenario. Use shared digital documents to coordinate across locations.

- **Jigsaw Method**: 🎾 Divide a topic into subtopics. Students first work in *expert groups* (which can be fully online, fully in-person, or mixed), then reassemble into *teaching groups* that combine both online and onsite students to share what they learned. Clearly signal how students should collaborate across formats to avoid confusion.

Make Hybrid Communication Practices Explicit

Hybrid collaboration requires different communication habits than fully in-person teaching. Instead of assuming students "figure it out," teach the interaction rules directly.

- **Co-Create Participation Norms:** Agree together on rules for turn-taking, response time, camera use, and how online students "signal" when they want to speak. Display these norms during class.

- **Narrate Transitions:** Verbally indicate when you're shifting attention between in-room discussion and online input (e.g., "I'm checking the chat now," or "Let's pause so remote students can respond.").

- **Use Shared Digital Spaces:** Collaborative documents, slides, or boards allow everyone to contribute visibly at the same time. This creates a single shared workspace instead of two separate "audiences."

The KISS principle
"Keep it ...super simple": prioritize using few, carefully selected tools consistently instead of introducing too many different tools. Introducing new tools can be enticing due to the additional functionalities afforded, but ensuring that students have enough time to become familiar with a tool is much more important.

TIPS: Need more ideas about possible activities and methods that can be used for your teaching and adopted for hybrid formats? Check the collection of Activities from Aarhus University (AU Educate) . They are designed as step-by-step manuals and can be integrated directly into your teaching.

Assessment & Evaluation in Hybrid Teaching

Assessing learning in hybrid environments involves evaluating not only what students know, but also how fairly our assessment formats account for differences in access, modality, and participation structures.

Case Study

After wrapping up a lively semester teaching a media studies course in hybrid format, Professor Okoye sat down to take stock—not just of grades, but of what her students had truly learned. During the final

project presentations, she had observed that many online students struggled with sharing their screen, coordinating with in-person peers, or managing breakout room transitions. Their discussions and written reflections showed strong understanding of course concepts, but their technical hurdles affected how smoothly they could present. This made her question whether presentation delivery was being conflated with content mastery when assigning grades.

Looking back at the final assessments—mainly timed online exams and written quizzes—she grew uncertain about whether these tests had truly measured students' understanding. Students in different time zones had to take assessments at inconvenient hours, which may have led to rushed or fatigued responses. Others with unstable internet connections reported losing progress mid-exam. Perhaps some of those low scores said less about what students knew and more about the logistical obstacles they were up against.

Reviewing anonymous midterm reflections, she also realized she had never directly asked her students whether the hybrid format supported or limited their learning. Without their perspective, she could not tell whether her evaluation methods had been fair—or whether they had unintentionally favored students in the physical classroom over those online.

Questions to reflect on:

- Are students being evaluated on their content knowledge—or their tech fluency?
- Do your assessment formats offer all students an equal opportunity to demonstrate understanding?
- How are you gathering evidence about the impact of hybrid teaching on student learning and experience?

What does this scenario mean for hybrid teaching?

Assessment of learning in hybrid teaching formats has 2 layers:

- The assessment of students' performance – whether the learning goals are achieved
- The assessment of the hybrid course design: how well is the teaching model working?

Tips and Strategies

Use hybrid-accessible methods to assess students' learning outcomes

When assessing students in hybrid courses, it's essential to ensure that evaluation reflects what students understand—not how well they can navigate differing access conditions, technologies, or time zones. The goal is to make assessments flexible enough to work equally well for both remote and in-person students, without privileging one mode of participation.

Design Assessments That Work Across Modalities

- **Dual-Channel Presentation Options**
  When presentations are assessed, give students the option to present *live or pre-recorded*. Remote students with unstable internet can upload a recording; in-person groups can present directly, while their recording is played for online peers. Both formats are assessed against the same rubric.

- **Hybrid-Friendly Collaborative Assessments**
  If group work is graded, use shared digital platforms (e.g., collaborative documents or version-tracking tools) so contributions from online and on-site students are visible and able

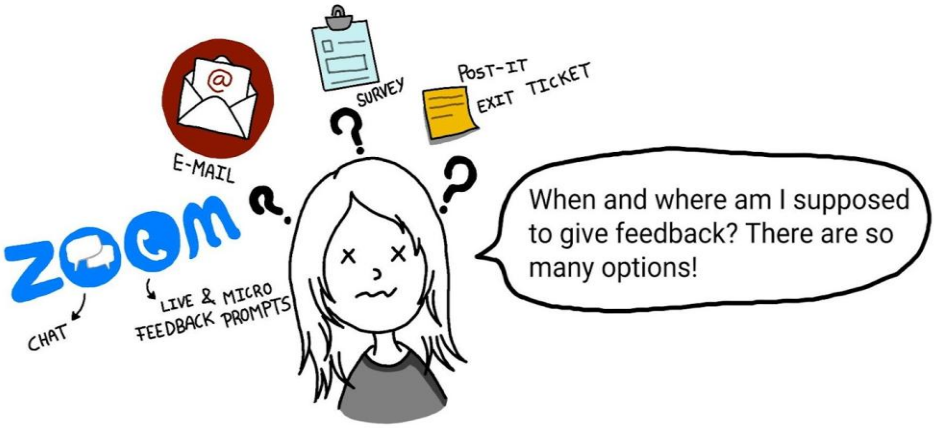
to be assessed.

- **Staggered or Time-Zone-Aware Assessment Windows**
  Instead of fixed exam times, offer submission windows that accommodate students across locations. If synchronous elements are required (e.g., oral defenses), schedule multiple slots or allow for video alternatives.

Provide feedback in a multimodal fashion

To increase accessibility and social presence in the online asynchronous space, adapt feedback delivery to hybrid learning realities:

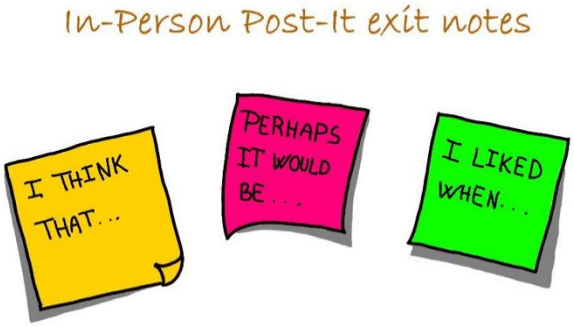
- **Video or Audio Comments**: Use tools like Loom, Mote, or audio feedback in LMS to offer more personal, nuanced responses—especially helpful for students with reading difficulties or second-language processing.
- **Annotated Screenshots or Visual Markups**: For visual or technical work, share screen-recorded feedback or marked-up visuals so students can follow your thinking step-by-step.
- **Feedback Banks** 🔎: Create a document or video playlist of common comments with suggestions, allowing students to self-diagnose before or after submission.

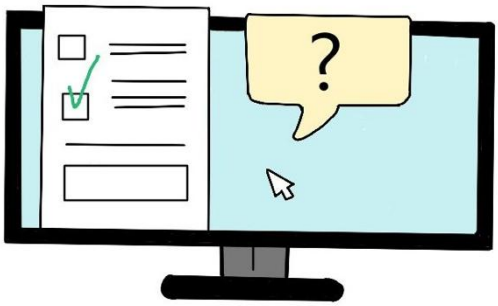


Evaluate design of the hybrid course and participants experience

Build in ways to assess how the hybrid format is working:

- **Mid- and End-of-Term Feedback Loops** 🔎**:** Use targeted surveys asking how hybrid tools, pacing, and engagement strategies are affecting learning and participation. Disaggregate by online/in-person groups.
- **Learning Analytics** 🔎 **(with context)**: Use data from LMS engagement, Zoom attendance, or discussion activity to spot patterns—but always interpret alongside qualitative feedback. Check and adjust the settings of the course in the LMS at the beginning of the semester (perhaps in consultation with a support staff) to decide what you want to measure and ensure it gets recorded.
- **Hybrid Exit Interviews:** Conduct short, reflective interviews or open-ended prompts asking:
  - "What worked best for you in hybrid learning?"
  - "Where did the format make learning harder?"
  - "What changes would have supported you more?"
- **Focus on Peer-exchange:** Encourage your colleagues to discuss their experiences, share classroom design ideas or technical solutions.





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Chapter 4: Student Participation & Engagement

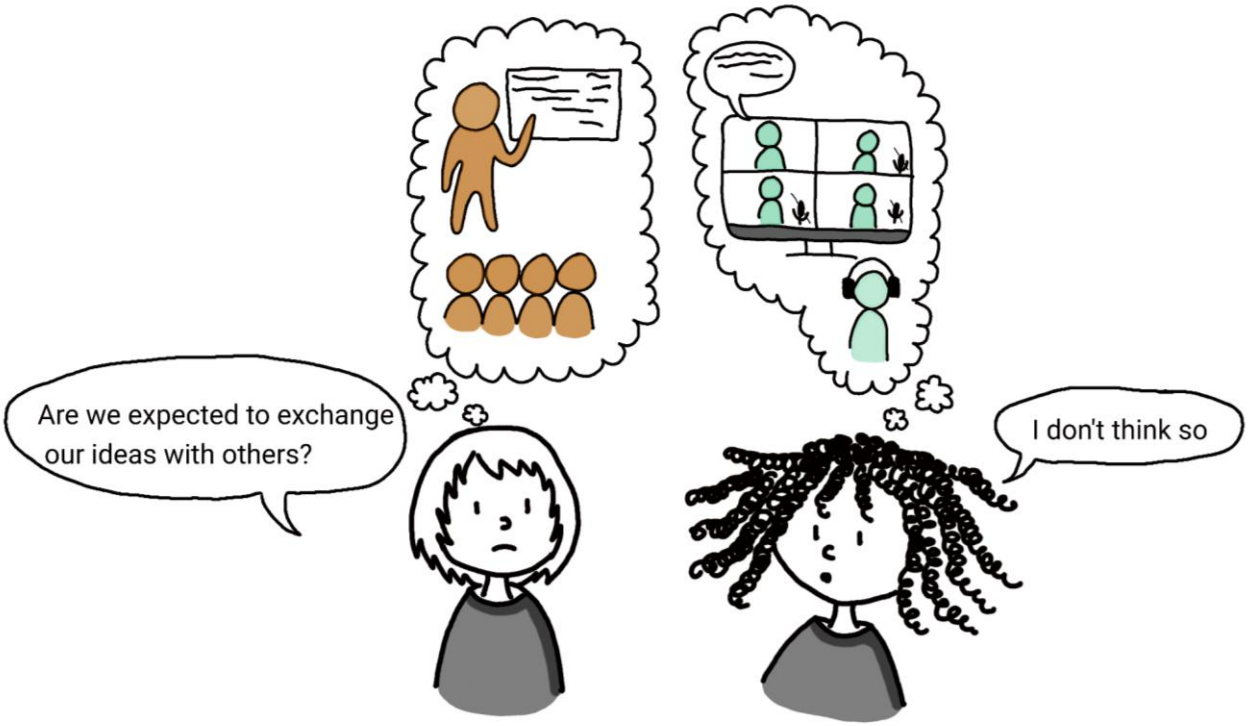
Hybrid teaching requires students to participate in new ways, some of which may not be familiar to everyone. In this chapter, the focus is on the additional skills students need (and develop) during the hybrid experience, provide tips and strategies for managing student expectations and needs regarding hybrid participation, and discuss the potential of students as resources and co-creators of the hybrid learning space.

4.1. Students' Expectations and Needs in Hybrid Learning Environments

Students enter hybrid teaching situations with implicit expectations shaped by their prior experiences—whether from traditional classrooms, emergency remote teaching, or informal digital spaces.

When these expectations clash with the structure and flow of a hybrid course, frustration, disengagement, or confusion can follow.

Understanding and addressing these expectations is not about catering to every preference, but about designing hybrid teaching that is clear, inclusive, and responsive.



Case Study

Student perspective:

Mila, a new Bachelor student, is attending a course that is delivered in a hybrid format. She has not taken part in hybrid teaching on campus before, but has attended fully online courses plenty of times in the past. The professor, Dr. Schmid has uploaded some instructions about Zoom on the LMS course page, but Mila finds them a bit confusing. Therefore she has chosen to attend in person for the first hybrid lecture to find out how it works.

During the lecture, Mila notices a distinct participation pattern: students in the classroom look towards the teacher (who is standing by the board presenting), notebooks out; meanwhile, on Zoom, cameras

are mostly off and the chat is quiet. Only one student – among the in-person group – responds to questions coming from the teacher. There is no interaction between students in the classroom and those on Zoom.

Teacher perspective:

After class, Dr. Schmid received a message from a remote student: "Just to clarify—is this a lecture we're supposed to attend live, or can we just watch the recording later?"

This would not be an isolated case. Over the next few weeks, the lecturer got variations of the same question—about participation, attendance, and interaction. Some students seemed to expect asynchronous flexibility, others expected Zoom "live-streams" to be passive viewing experiences. A few thought hybrid meant fully self-paced. It became clear that all students had entered with very different assumptions about what hybrid teaching would look like.

Questions to reflect on:

- What assumptions do students bring into a hybrid course, and how might these differ from your own or from the course's design?
- How does one distinguish between reasonable expectations that should be accommodated and misaligned assumptions that need to be reset?
- What strategies can help surface students' expectations early, before they lead to disengagement or confusion?
- What would you do in the professor's situation?

What does this scenario mean for hybrid teaching?

Hybrid learning often activates differing expectations around time, presence, and effort. When students associate hybrid formats with flexibility, but, without a shared understanding of how and when to engage, participation suffers. This means that when creating hybrid teaching, some faculties or departments may assume that students will "figure it out" but students may operate with entirely different expectations. A consequence of misaligned expectations can be decreased motivation.

Tips and Strategies

Explicitly map student expectations at the beginning of the course

In your first hybrid session, invite students to share what they believe hybrid learning entails.

Then, contrast these assumptions with your actual course design. This shared comparison becomes a foundation for clarity:

"Some of you expect that watching the recording is equivalent to attending live. In this course, live presence—whether online or in-room—is part of the learning process."

Use a "hybrid participation contract" or expectation agreement

Co-create a short document with your students outlining mutual responsibilities in a hybrid setting. Include elements like:

- Expectations for presence and interaction (e.g., "Camera optional, chat encouraged, small group tasks required")
- Technology norms and backup plans (e.g. what happens when…)

This co-authored contract 🔎, which you can periodically revisit after inviting student input, strengthens buy-in and reinforces shared ownership of the learning space.

Design for layered participation modes 🎾

Acknowledge that not all students will participate in the same way, and that hybrid presence can vary across time and energy levels. Build your sessions with multiple access points:

- Synchronous: live discussion, polls, in-room engagement
- Asynchronous follow-up: discussion boards, short reflection posts, collaborative note summaries
- Passive-access options: recordings, captioned slides, readings (Ideally check if students are engaging with the content, this can be done through e.g. LM analytics, quizzes or self-report)

Monitor participation trends and respond with micro-adjustments 🎾.

Track participation using data from your learning management system (LMS) or other platforms, noting who is attending live sessions, submitting follow-ups, or engaging in discussion forums and chat.

At institutions where LMS analytics are available, educators often use LMS analytics to identify patterns of disengagement early—such as a student consistently missing synchronous sessions but staying active asynchronously. When a group of students shows signs of disengagement in a particular format, follow up—either individually or collectively. Small, targeted adjustments can make a significant difference. These might include offering alternative ways to participate (e.g., recorded reflections instead of live discussion), bonus asynchronous prompts, or short one-on-one check-ins. These micro-interventions demonstrate attentiveness to student needs and help prevent learners from feeling invisible or left behind.

4.2. Students´ competencies for hybrid learning

Successful participation in hybrid learning environments requires students to demonstrate a range of competencies that extend beyond basic digital literacy. Hybrid formats demand the ability to **manage attention and time** effectively, **communicate across different modalities**, **navigate digital tools** confidently, **collaborate within mixed in-person and online teams**, and **exercise initiative and self-advocacy** in shaping their own learning experience.

At the same time, participation in hybrid courses provides valuable opportunities for students to enhance existing abilities and acquire new, transferable skills relevant to future academic and professional success. Through hybrid learning, students develop **reflective and metacognitive habits**, strengthen their **technological proficiency**, and refine their capacity for **problem-solving in complex, dynamic situations**. Moreover, they cultivate **empathy**, **equity** awareness, **adaptability**, and multimodal **communication** skills 🎾—competencies that are increasingly essential in intercultural and digitally mediated workplaces.

Tips and strategies

Design hybrid collaboration 🎾 as a purposeful learning tool

Treat hybrid interaction as a deliberate learning area where students build transferable skills and knowledge on remote teamwork, multimodal communication, and tech-supported coordination. This means including hybrid competencies in the course's intended learning outcomes 🎾, assessment rubrics, and explicit teaching activities (see also Chapter 3.2).

Evaluate and support hybrid fluency 🎾 alongside academic content

Support and evaluate students' ability to use hybrid tools and practices:

- **Digital Readiness Check-ins** 🔎: At the start of term, survey students on their comfort with tools like Zoom, shared docs, LMS platforms, etc. Use this data to guide onboarding or scaffolded training.
- **Informal feedback loops:** Consider developing dedicated feedback forms that focus specifically on students' hybrid participation experiences. These can include questions such as *" When do you feel seen and heard during hybrid sessions?", "What helps or hinders your engagement when attending remotely?,"* etc.
- **Micro-Tasks for Hybrid Skills**: Design small, low-stakes tasks that help students practice core hybrid actions (e.g., hosting a breakout, annotating slides, contributing asynchronously to a doc) and give feedback on their execution.

4.3. Students as a Resource in Hybrid Teaching Settings

One of the great challenges of hybrid teaching is the overload of educators, who must balance in-person and online instruction simultaneously often without sufficient technical or institutional support. The active participation of students as co-creators of the hybrid learning space and their ability to adapt to diverse learning environments can strongly influence the effectiveness of a course.

Reframing students as co-creators, mentors, and navigators of hybrid teaching challenges can transform the entire teaching and learning experience in the hybrid environment.

Case Study

Midway through a geoscience hybrid course, many students were struggling with a new collaborative tool introduced by the lecturer, Mrs. Patel.

Several in-person students managed to use it without major issues, but many online students struggled with delays, confusion, and the absence of real-time peer support.

Mrs. Patel was preparing a tutorial video when Kai, one of the more experienced students with the tool, emailed: "I made a step-by-step guide for my group—would it help if I share it with the class?"

Not only was the guide better than the lecturers draft, it also included annotations, and tips for common errors from a student perspective.

Mrs. Patel thanked Kai in the next session and encouraged other students to send their ideas during the course session or by contacting her individually through email. Soon after,several other students began sharing smaller contributions—clarified instructions, simple tool suggestions, and peer-friendly explanations.

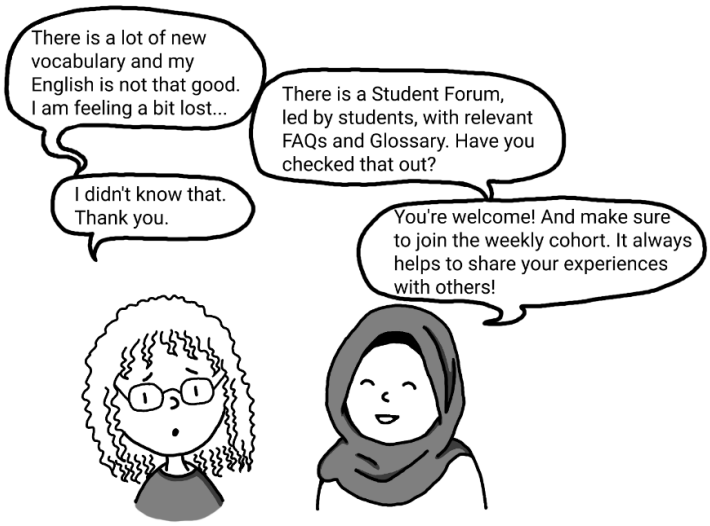
Questions to reflect on:

- Are there specific tasks within a course (e.g. technical, organisational or instructional) that students could do to facilitate the hybrid teaching and learning experience for everyone, without it having a negative impact on their own learning?
- Are there communication channels and a feedback culture that allow students to take a proactive role in offering support and initiatives?

- Are there ways to formalize or recognize student contributions without placing additional burden on them?

What does this scenario mean for hybrid teaching?

Students are not just users *of* hybrid systems but also potential designers, troubleshooters, and peer educators who *shape* those systems. When given permission and recognition, students often step into leadership or support roles that enhance engagement and equity for others. This means that these contributions deepen their own learning while fostering a more resilient and interconnected classroom culture. Importantly, the value of students as resources extends beyond tech-savviness, it can, when fostered and appreciated, include emotional insight, cultural navigation, and peer language that supports inclusion.



Tips and Strategies

Assign or rotate hybrid support roles for students

Depending on the design of a course or session, as well as the support needs of educators, students' responsibilities may include:

1. Technical support:
    - Checks audio, video, and internet connection before class
    - Troubleshooting basic tech issues
2. Moderation support:
    - Chat monitoring for questions or comments from online students. A student can read out the questions from the chat or post them during Q&A sessions.
    - Moderating breakout groups
    - Timekeeping: helping manage time for discussions and presentations, reminding the group when it's time to move on
    - Taking notes from group discussions (e.g. in a shared document in Google Docs, Padlet etc.)
    - Sharing links in the chat for online students (e.g. to the shared document, surveys etc.)
    - Observing the engagement of onsite and online participants and giving feedback to the teacher to improve future hybrid lessons.

The roles can be distributed for just one session or fixed for the whole course. If there is a long-term course, roles such as 'Hybrid Liaison' 🔎 or 'Tech Steward' for student volunteers can be introduced. Provide these students with brief training, clear guidance, and—if feasible—recognition such as certificates, digital badges 🔎, formal and paid Learning Assistant roles, or inclusion in learning portfolios.

However, it is essential to ensure these roles do not exploit students or shift core responsibilities away from the educator. The teacher remains the organiser and facilitator of hybrid learning. To protect students' learning time and ensure fairness, consider rotating these roles or sharing them

among several students over time. Support roles should always be *voluntary*, *lightweight*, and a*ligned with students' learning goals*, ensuring they do not interfere with the student's own ability to participate and succeed.

Build channels for student knowledge-sharing that persist beyond the classroom

Encourage the development of shared resources such as:

- Student-written FAQs or tool guides about course content or the hybrid format itself,
- "What I wish I knew at the start" forums for future cohorts

Foster hybrid mentoring systems across cohorts

In programs with multiple year levels or repeat course offerings:

- establish peer mentoring networks where more experienced students support newcomers in navigating hybrid tools, structures, and study strategies. Students may take on mentoring roles voluntarily or be hired and compensated, depending on institutional policy.
- Involve students in ongoing, formative evaluations 🔎 of hybrid components. Ask questions like: "Which participation methods feel most natural to you?", "How can hybrid group work become more inclusive?"
- Additionally, to the feedback, empower students to propose adjustments, pilot them, and report back.

Foster a culture of openness around hybrid teaching challenges

Hybrid teaching inevitably comes with occasional technical, communication, or interaction difficulties; this is normal and should be addressed openly and calmly. It's understandable that educators may feel concerned about appearing unprofessional or unprepared when things don't go as planned. However, these moments can actually serve as valuable teaching opportunities.

By modelling real-time problem-solving strategies, teachers not only address the issue but also demonstrate resilience, adaptability, and transparency, these are skills that can be cultivated in students. For example, saying, "I can't hear anyone on Zoom right now—can someone in the room confirm they're connected?" shows students how to manage uncertainty constructively. This approach helps create an environment where both students and staff feel comfortable acknowledging difficulties, asking for clarification, and requesting support without embarrassment.

Small gestures can also make a big difference in showing digital availability—for example, inviting questions during class ("Feel free to raise your hand or write in the chat"), or offering to stay a few minutes after class (in both the physical and virtual room) for informal follow-up conversations. These signals help replicate the accessibility that often happens more naturally in in-person settings and build stronger teacher-student connections in hybrid spaces.

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Chapter 5: Inclusivity & Accessibility

Flexibility and inclusion are where hybrid teaching can have the strongest potential for a positive impact in higher education. But in practice, hybrid settings can present challenges on multiple levels: overlapping schedules that limit access and inclusion; technical difficulties or excessive screen time that create stress; and language barriers that affect communication and learning. This chapter explores how to design hybrid formats with learners' differences in mind, so as to build truly flexible and inclusive learning environments

5.1. Inclusive Hybrid Teaching

Without intentional design, hybrid spaces can amplify existing inequalities: between students who participate online and in-person, neurotypical and neurodivergent learners, native and non-native speakers, or those with and without quiet study environments or reliable tech.

Inclusion in hybrid teaching isn't about always making everything accessible to everyone, instead it is about deliberately considering student differences in the course design process.

Case Study

Svenja was supporting a research skills seminar in a hybrid format as a student assistant, with around 60% of the class attending online. Over several sessions, she noticed that a student who had been highly active in the Zoom chat earlier in the semester was now quiet and withdrawn after switching to on-campus participation.

After class one day, the student approached her and explained that he often struggled to keep up with fast-paced verbal discussions. When attending online, he had regularly shared ideas through the chat, where another student acting as a chat liaison read selected comments aloud to the group. Hearing his contributions acknowledged in real time had felt validating and helped him stay engaged. In the physical classroom, however, that written channel was gone. He mentioned that he sometimes experienced social anxiety, which made it difficult to speak up spontaneously, even when he had something to add.

This conversation made Svenja pause and reflect. She realized that while she had focused on keeping the hybrid setup running smoothly, the design still favored certain modes of participation over others—and that inclusivity in hybrid teaching required more than just functional technology.

Questions to reflect on:

- Who is your hybrid teaching model unintentionally excluding—or tiring out?
- What types of participation are being privileged in your current format? Who gets to feel "present"?
- What would it mean to shift from equal access (everyone can technically attend) to equitable access 🔎 (everyone can meaningfully participate)?

What does this scenario mean for hybrid teaching?

Presence in a hybrid space is not just physical or technical—it's cognitive, emotional, and relational. Students with disabilities, neurodivergent learners, and those experiencing digital fatigue or language barriers often face hidden participation costs. Making a hybrid course inclusive means planning for varied attention patterns, interaction styles, time zones, and energy levels.

Tips and Strategies

Be aware of Universal Design for Learning (UDL) 🎾 when planning your courses

The UDL guidelines outline practices for giving all students equal opportunities to learn, by providing multiple ways of engagement, representation, and expression. To support diverse participation needs in a hybrid course, you can:

- use multiple representation forms when presenting key concepts via lecture – images, text, your voice, live-captions visible for both in-person and online students, or a script shared in advance –, so that the material is comprehensible and accessible to students with different needs
- invite students to submit voice notes or visual sketches as alternatives to written posts—particularly helpful for students with dyslexia or second-language processing delays.
- include anonymous response channels (e.g., anonymous forms or Mentimeter) to reduce social anxiety and enable participation from those who fear saying the "wrong" thing.
- periodically rotate which participation modes are highlighted or rewarded to prevent the same students from dominating through preferred channels.

Build "pause points" into your teaching flow

Pausing is an opportunity for co-regulation, not just solo reflection. In addition to giving time for reflection:

- Use "check-in checkpoints" at key transitions where students (in-person and remote) can respond via emoji, quick poll, or thumbs up/down to gauge energy, clarity, or engagement. This helps surface hidden cognitive fatigue or confusion early, without forcing verbal responses.
- Provide students with time to do "silent contributions 🎾" (e.g. giving students one minute to write down their ideas individually) before responding to a discussion prompt in-class).

The first type of pause also allows instructors to assess their own pacing reflexively. Use inclusive cues and language to affirm hybrid presence

Layer your inclusive language practice:

- When calling on students, rotate systematically between online and in-person participants rather than relying on those who self-select.
- Assign a "chat liaison" 🎾 role to students (rotating weekly), ensuring that chat-based contributions are acknowledged in real-time—even in group work. This reduces teacher overload and distributes presence-management.

Audit your materials for accessibility beyond compliance

Move from technical checks to user experience design:

- Use accessibility evaluation tools (e.g. WAVE, or built-in tools of document and presentation editors) to ensure that your teaching materials can be used by students with disabilities.
- Ask students to anonymously rate material clarity and usability early in the semester; adjust formats based on responses.
- Use content previews and wrap-ups (e.g., a quick slide at the beginning and end of lectures, summarizing what's coming/what was covered) to help students with attention or memory challenges orient themselves.
- Provide editable content formats (e.g., Word- or Google Doc in addition to PDFs) to allow students to annotate or adapt materials for screen readers or custom layouts.

Value Presence in All Its Forms

Disengagement is not always apathy and fatigue is not laziness. Factors such as ADHD, social anxiety, or second-language processing create hidden costs that affect how students participate. Validating different forms of presence and contribution can reduce these costs and lead to a more equitable learning environment.

TIP: Looking to further reflect on your inclusive teaching practices? The **Inventory of Inclusive Teaching Strategies** developed at the University of Michigan contains a list of 54 practices aligned with inclusive teaching principles. University educators can use this tool to reflect on the steps they are already taking or would like to take towards an inclusive pedagogy.

5.2. Multilingual Considerations in Hybrid Teaching

This chapter was written in consultation with Circle U. teachers as well as the Academic Chairs of Multilingualism, Interculturality and Language Lab (CU.mil)

One positive thing about hybrid teaching is that it allows collaboration of distant partners – often across country borders. To make the most of such formats, educators could explore and incorporate multilingualism as a resource 🔎 in their hybrid courses, rather than recreate the monolingual context (and often inadvertently, monolingual world-view) experienced in the average in-person class (one physical setting = one socio-linguistic context).

Language is never neutral. In a world where English is the dominant language, higher education institutions are responsible for perpetuating equality in their systems through critical language policy. Especially in hybrid teaching, where both "local" and "foreign" learners blend in, the role of educators in promoting multilingualism and encouraging plurilingual practices 🔎 becomes key in fostering inclusivity and advocacy in the classrooms. Embracing multilingual approaches can potentially help navigate changing institutional demands and students' needs as well as foster inclusivity and advocacy in the classrooms.

Case Study

Lucas is a professor who teaches a Biology course in species diversity in a BiP (Blended Intensive Programme) 🔎. During an interdisciplinary English-medium hybrid seminar, he noticed that some international students who participated online had been active in written assignments but said almost nothing during the hybrid class.

"After one session, one student reached out privately to explain that he found it difficult to follow the lecture portion. Lucas often showed slides with nice images but little text, explaining most details verbally. Although lecture notes were shared afterwards, during class the student felt overwhelmed by the amount and speed of spoken English, struggled to connect the visuals to the key points, and didn't feel confident enough to ask questions. Another student shared that they hesitate to speak up in breakout groups because they weren't sure about the pronunciation of key terms or felt their English might be "too slow" to keep up.

Lucas is really eager to have everyone engaged in his hybrid class and wants to improve the activities so that both local and international students are able to participate actively.

Questions to reflect on:

- Is your hybrid environment reinforcing a single-language norm, even when many students think—and sometimes learn—in multiple languages?
- If English is recognized as the Medium of Instruction (EMI), what other languages should students be encouraged to use in a hybrid teaching setting and why?
- How are these languages meant to be used? (e.g. written as subtitles in a pre-recorded lecture, a bilingual PowerPoint presentation, oral discussions in different languages while in breakout rooms…)
- Is your classroom favouring spontaneous verbal fluency over other forms of academic competence?

What does this scenario mean for hybrid teaching?

In multilingual hybrid classrooms, timing and format matter just as much as language itself.

Students who struggle with speed, not content, often find asynchronous tools more accessible—but if these aren't integrated meaningfully, they remain sidelined.

The goal is not simply to lower expectations but to diversify how linguistic engagement is made possible.

Tips and strategies

Find out which languages students are using

Conduct a survey at the start of the course asking students which languages they feel comfortable using. To the extent that you are able to, use this information to prepare some asynchronous material in different languages. This could be done by:

- Including -optional- readings in other languages than English.
- Pre-recorded lectures may include subtitles in other languages.

Clarify your classroom's language expectations—and revisit them

Many hybrid classrooms operate with implicit norms (e.g., "the classroom language is English here") that go unexamined. Instead, co-develop language agreements with your students:

- When is code-switching 🔎 welcome?
- Are errors in speech or chat ever penalized?
- What kind of support (peer or teacher-led) exists for language-related questions?

Incorporate different languages in synchronous hybrid sessions

Some strategies could include:

- Have PowerPoints in one language and the lecture that accompanies them could be in another language - that everyone in the course is able to understand. For example, AI can be used as a tool for translations in other languages, albeit occasional mistakes, and Power Point has a function that translates from speech- to-text into different languages.
- Allow code-switching and translanguaging 🎾 but take care that the whole group understands the communication (in one of the languages). If using English to approach the whole class, apply “positive action" to other languages to summarize as well. (There is a pe-conception on language hierarchy and teachers shall acknowledge other languages than English; *positive action* is this type of acknowledgment).
- Conduct student discussion groups in different languages: the teacher can separate in-person groups and create break out rooms into different languages where students can choose to discuss in the language of their choice (based on the institutions that host the course and the language background of the participants).

Consider offering assessments in different languages

In certain cases, it is feasible to allow students to write their work in one of 3 or 4 common languages.

Design with linguistic pacing 🎾 and flexibility in mind

Spoken interaction in hybrid classrooms often demands fast cognitive switching 🎾—especially from multilingual students who may be mentally translating or self-monitoring grammar. To mitigate this:

- Use structured turn-taking protocols to avoid speed-based exclusion and encourage students to also use them during small-group work (e.g. as Discussion Protocols – see Silverman 2024)
- Share discussion questions or key terms ahead of time so students can prepare vocabulary or responses.
- Consider using collaborative documents during class that allows more processing time. These practices reframe participation as thoughtfulness rather than speed.

Leverage written modalities to support oral confidence

Allow students to draft ideas in writing before sharing them aloud:

- Encourage students to post a short version of their ideas in the chat before expanding in speech.
- Use jamboards, polls, or shared note-taking spaces where students can formulate ideas without real-time pressure.
- Anchor class discussions on pre-class activities (e.g., Flipped Classroom) so students come prepared with well-articulated ideas.

Explicitly validate multilingual identities; even in a monolingual classroom

Simple acknowledgments go a long way. For example:

- “I know we’re all working in our second or third languages—feel free to take a bit more time or use the chat if that helps.”
- “It’s completely okay to pause or rephrase—many of us are learning how to speak academically in more than one language.”
- You can also invite students to include key terms in their own language during activities, or to note how concepts might shift across languages. This affirms linguistic diversity as an intellectual strength, not a barrier.

Revisit these agreements mid-semester and adapt them based on feedback. A transparent and evolving language policy fosters trust and improves engagement.

5.3. Student Workload and Wellbeing in Hybrid Teaching

Hybrid teaching promises flexibility, but flexibility isn't a cure-all for student stress. In practice, hybrid courses can create fragmented schedules (e.g. due to students needing to attend both online and in-person events the same day), increased screen time, and higher cognitive loads 🔎 as students navigate multiple platforms, communication streams, and modes of participation. Managing workload and well-being in hybrid environments isn't just about reducing the number of assignments—it's about designing with empathy for attention, energy, and life outside the screen.

Questions to reflect on:

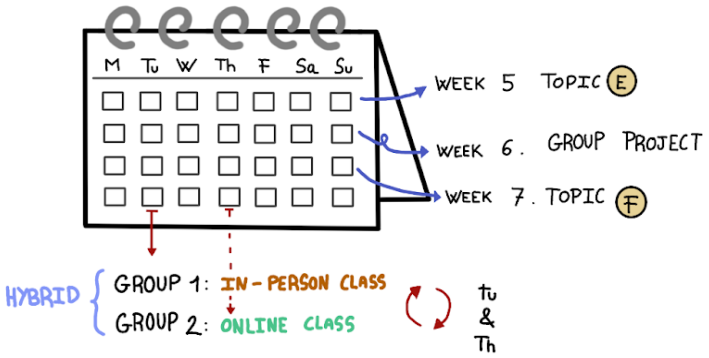
- How does your hybrid structure affect students' weekly workload and well-being?
- Are students being asked to juggle more formats and platforms than necessary?
- Do you have structures in place to monitor and support student well-being over time?

Tips and Strategies

Make workload visible and predictable

Help students manage time and energy across hybrid modalities:

- **Weekly Workload Snapshot:** Provide a visual overview of what's due each week, with estimated time commitments (e.g., 30 min reading, 15 min quiz, 1 hr project work).
- **One Platform, One Purpose 🔎:** Streamline digital tools. Clarify where to find content, submit work, and ask questions—avoid platform overload.
- **Consistent Weekly Rhythm 🔎:** Use predictable patterns for content release, deadlines, and check-ins (e.g., always post readings on Monday, collect reflections Friday).



Design for cognitive and emotional pacing

Balance rigor with rest:

- **Built-in Low Weeks 🔎:** Intentionally reduce workload during high-stress times (e.g., midterms, finals, campus-wide events). Signal these in advance.
- **Alternating Modes:** Rotate between high-engagement sessions (e.g., live discussion) and lower-intensity activities (e.g., asynchronous journaling or paired check-ins).
- **Mid-Module "Recovery Days" 🔎:** Create flexible days for catch-up, review, or reflection without introducing new material.
- **Workload reflections as metacognitive tools:** Invite students to reflect on their experience of learning—not just its content.

Support well-being as part of the learning process

Make care a part of your pedagogical approach—with realistic, sustainable practices that evolve through transparent communication with your students:

- Flexible Deadlines (within limits):
  - Offer flexibility for non-obligatory tasks (e.g., weekly activities, reflection logs).
  - Example: a set number of grace tokens 🎾—no-questions-asked deadline extensions students can use when needed.
- Normalize Breaks and Boundaries:
  - Schedule short breaks in longer sessions
  - Set clear expectations around response times
  - Avoid reinforcing a 24/7 availability culture
- Peer Support Channels (student-led or institution-supported):
  - Encourage students to set up informal spaces (e.g., Slack, Discord) to connect and decompress
  - Where possible, universities can support this through paid learning assistants (e.g., 20% student roles at UiO)

Collaboratively design for sustainability

Treat hybrid learning as an evolving, co-constructed experience. Involving students in shaping aspects of the course promotes transparency, motivation, and a sense of shared responsibility.

- Make feedback-driven changes visible, showing how student input affects the course
- Include wellness-informed criteria 🎾 in group work, such as role-sharing to balance workload
- Add check-ins or reflection prompts on group dynamics
- Encourage groups to plan timelines collaboratively to accommodate individual constraints

5.4. Bridging the Digital Gap: Teaching in Hybrid Classrooms with Unequal Access

In reality, students' digital access varies widely. Some rely on shared laptops or outdated devices, others experience unstable connectivity, and some may lack quiet, private environments for participation. These inequalities often go unnoticed—until a student falls behind, misses key interactions, or disengages completely.

Teachers may assume students will communicate access barriers—but stigma, embarrassment, or lack of clarity about expectations often prevent students from speaking up. Proactive design and awareness can help alleviate such inequalities in the context of hybrid teaching.

Case Study

In a first-year undergraduate course taught in hybrid format, students are encouraged to participate via Zoom or in person, with materials and recordings posted to the LMS. During the third week of the course, a student called Ravi emails the instructor Mr O'Conner saying she has been unable to attend live due to "technical problems." In a follow-up conversation, she explains that she shares a laptop with her siblings and sometimes joins Zoom on her phone using mobile data, which limits her ability to participate in discussions or complete interactive tasks.

She is not the only one. In the following weeks, the instructor notices a pattern: several online students have their cameras off, submit work late, or miss participation tasks. After reaching out informally, Mr. O'Conner learns that some are relying on old or borrowed devices, while others experience recurring internet outages, especially those living in shared housing.

While course materials were intended to be accessible, the design assumed baseline digital stability. Activities requiring simultaneous multitasking (e.g., switching between breakout rooms and collaborative docs) are difficult on phones, and lengthy recorded videos are nearly impossible to stream on limited data.

Questions to reflect on:

- What assumptions about digital access are built into your hybrid course design?
- How might students with limited access experience your teaching differently—both practically and emotionally?
- How can you surface and respond to digital access disparities early, without relying on students to self-disclose under pressure?

What does this scenario mean for hybrid teaching?

Hybrid teaching often assumes students have the infrastructure to engage fully: personal laptops, reliable Wi-Fi, and a distraction-free environment. But this is not a given.

Students with limited access may be perceived as disengaged, underperforming, or unprepared—when in fact they are navigating structural disadvantages.

As an educator, you cannot solve digital inequality alone. However, you can acknowledge such differences in order to actively reduce the penalties for circumstances beyond a student's control.

Tips and Strategies

Surface digital access needs early and sensitively

In the first week of class, include a private, low-stakes digital access survey.

Ask:

- What device(s) will you be using regularly?
- Do you have access to a quiet space for live sessions?
- Is your internet connection stable enough for video participation?

Reassure students that their responses won't impact grading, and explain why the information helps you plan inclusively.

Design for multiple device types and access levels

When possible, ensure key learning tasks can be completed from a mobile device or low-bandwidth connection.

- Use mobile-friendly platforms (e.g., Google Docs, Padlet) rather than tools that require multiple browser tabs or downloads.
- Avoid requiring simultaneous use of multiple tools or applications.
- Offer audio-only or text versions of recorded content for students with limited bandwidth.

Offer flexible participation options with equal value

Not all students can engage in live sessions in the same way.

- If live interaction is central to your course, provide multiple modes: speaking in Zoom, contributing in chat, or submitting short follow-ups post-session.
- Make it clear that "camera off" is not interpreted as lack of participation; some students may need to do so to preserve bandwidth.

Reframe your materials and instructions with access in mind

When preparing weekly materials, ask:

- Could a student complete this using only a phone?
- How long would this take to download or stream on limited data?
- Can I provide a low-tech version (e.g., transcript, outline, summary)?

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Chapter 6: Institutional support for hybrid teaching

6.1. Teacher Workload, Competencies, and Well-Being in Hybrid Higher Education

Behind each hybrid session is a mountain of invisible labour: adapting content for dual delivery, managing tech, coordinating student communication across platforms, and meeting institutional expectations. Teachers are not only presenters, but also facilitators, moderators, tech trouble-shooters, and emotional anchors in a fractured classroom.

Hybrid teaching demands a wide set of competencies from educators—digital literacy, inclusive pedagogy, clear communication, and emotional regulation—all while managing a significantly increased cognitive load.

Without institutional support and space to build these skills, the pressure can lead to a decrease in well-being, decision fatigue, and burnout of educators.

Case Study

A university lecturer, Dr. Morales, is delivering a master's-level seminar in a hybrid format across the semester. The course convenes twice a week, with a consistent mixture of students participating in-person and remotely via Zoom. Each session requires careful preparation: adapting course materials to function effectively in both modalities, structuring activities to allow equitable participation, uploading instructional resources to the LMS, and managing technological logistics before each class.

During the sessions, he facilitates dialogue while simultaneously monitoring the online chat, adjusting microphone placement to ensure audibility, and responding to intermittent connectivity or technical disruptions.

Beyond the classroom, Dr. Morales spends considerable time responding to student queries—many of which concern instructions that are already available online but may not be sufficiently clear across modes. Additional time is spent editing and uploading lecture recordings, moderating asynchronous discussions, and revising instructional materials based on student feedback and his own observations.

As the semester progresses, the cumulative cognitive load becomes increasingly apparent. The lecturer notes a decline in energy, reduced capacity for recovery between sessions, and growing difficulty in balancing teaching responsibilities with research, administrative duties, and personal well-being. Informal discussions with colleagues reveal varying interpretations of what constitutes effective hybrid teaching, with some relying on minimal adaptations and others, like Dr. Morales, investing significant time and care into maintaining parity between modalities.

Questions to reflect on:

- What forms of invisible labour go into "good" hybrid teaching—and who is currently carrying that burden?
- How does hybrid teaching affect your well-being and mental bandwidth across a semester?
- Which teacher competencies are you constantly using, and which do you feel underprepared for?

- What would it take to make hybrid teaching feel sustainable?

What does this scenario mean for hybrid teaching?

Hybrid teaching can stretch educators across multiple roles simultaneously, with limited structural support or time to disconnect. The workload doesn't end when class does—it spills into email, LMS updates, follow-up tasks, and ongoing course design.

This fragmented, always-on rhythm can erode teacher well-being—particularly when institutional systems treat hybrid teaching as a plug-and-play model rather than a major pedagogical shift.

Hybrid teaching requires robust competencies—but it also requires clear boundaries, shared expectations, and mental health support.

Tips and Strategies

Develop hybrid teaching competencies

Hybrid teaching isn't just about using Zoom or uploading slides—it requires layered, integrated skill sets. These include:

- **Techno-pedagogical fluency:** Choosing and operating digital tools that support learning goals (e.g., breakout rooms, polls, Padlet, Miro).
- **Equity-oriented design:** Planning for participation from both in-person and online students, and across neurodiversity, language backgrounds, and access levels.
- **Facilitation in split attention:** Managing classroom discussion while monitoring digital chat and reading non-verbal cues—across two spaces.
- **Emotional intelligence:** Co-regulating energy, responding to disengagement, building rapport with students you might never meet in person.
- **Boundary-setting and pacing:** Knowing when to pause, reset, or simplify—avoiding over-design or cognitive overload (yours and theirs).

Use course reflections or peer observations to self-assess and track your development in these areas.

Build sustainable teaching practices around competencies

Rather than trying to "do more," align your effort with practices that reflect your key strengths—and scaffold those that need growth.

- If you're particularly tech-savvy: Use that to automate or simplify feedback and logistics (e.g., LMS templates, recorded screencasts).
- If you're strong in dialogue: Use live sessions for critical conversations, but keep instructions and routines asynchronous for efficiency.
- If you're still learning to manage dual attention: Assign a rotating student or TA as a "chat monitor" to keep online voices present without splitting your focus constantly.

Develop hybrid routines that support both students and you

Build rhythm into your hybrid teaching:

- Use predictable session templates: (e.g., "Warm-up → Mini-input → Breakout or paired discussion → Wrap-up prompt").
- Include pause points for recalibration: "Let's take 3 minutes to reflect—either in chat or on paper."
- Use asynchronous anchors: weekly video previews, summary slides, or guided discussion prompts to reduce your live cognitive burden – especially in later iterations of your course when these materials are already developed.

These structures reinforce your competency as a designer of learning environments, not just a content deliverer.

Normalize rest, reflection, and co-creation 🎾

Sustainable hybrid teaching includes boundaries:

- Limit new tool adoption to one per term—build mastery instead of overload.
- Reuse and adapt materials across semesters.
- Let students co-create engagement: invite them to suggest formats, submit materials, or take roles in peer interaction.
- Reflect weekly on one competency you practiced well, and one that challenged you. This turns reflection into growth—not self-criticism.

Advocate collectively for system-level recognition

Push for institutions to:

- Provide training not only in tools, but in hybrid facilitation and design thinking.
- Recognize hybrid course development in workload calculations (e.g., course release, summer pay).
- Create faculty communities of practice where competencies and well-being can be shared topics—not afterthoughts.

6.2. Support structures, financial opportunities and data privacy

This final section outlines what kind of support educators at the Circle U. universities are able to receive at the institutional or European levels for the successful implementation of hybrid teaching.

Why strategic support matters

Implementing hybrid teaching without strategic and financial support can lead to several problems:

- **Technological gaps**: Classrooms may lack the hardware (e.g., quality microphones, cameras, or screens) and internet stability required for hybrid teaching to occur at the desired quality.
- **Educator overload**: Instructors are expected to adapt their methods and manage two groups of learners at once, which can reduce the quality of teaching for both groups.
- **Organizational uncertainty**: Without clear guidelines, educators are left to decide how, when, and where to use hybrid formats, leading to inconsistent practices and confusion among students.
- **Equity issues**: Not all students have equal access to digital tools, quiet learning spaces, or stable internet connections, especially international or economically disadvantaged students. Such restrictions in the opportunities for participation can lead to unequal learning outcomes.

These challenges demonstrate that hybrid teaching is not just a technical or individual issue. It requires coordinated, institution-wide support.

Support for hybrid teaching at the Circle U./European level

There are two platforms within the Circle U. ecosystem that equip the Circle U. community with the skills and competencies relevant to hybrid teaching: CU. til and CU.mil.

The CU. til - Teaching Innovation Lab was founded to enhance the quality of teaching and learning through student and staff collaboration in research, pedagogy, curricular innovation, professional development and internationalisation within the Circle U. alliance. CU til. was actively engaged in creating these Guidelines and will distribute the results of the HybridU project further.

The CU. mil - Multilingualism, Interculturality and Language Lab aims to foster multilingualism and interculturality across Circle U. If you want to enhance the multilingual and intercultural competences, enhance knowledge, understanding and attitudes in those areas, check the materials, events and resources of this platform.

Circle U. offers some programs with **financial support** for collaborations within the alliance. If you are planning an international hybrid course, module or event, the following opportunities may be of interest to you:

- Circle U. Seed Funding Scheme
- Circle U. – COIL Funding - Support and funding of up to 5,000 euros are available to projects involving colleagues from Humboldt-Universität zu Berlin
- Erasmus + Programm

Support for hybrid teaching at the institutional level

The following support may be requested from the various institutional support structures (Table 1).

The preparation stage of a course:

- Ask if *training workshops*, seminars, or courses are offered on hybrid teaching—either general or focused on tools and methods (e.g., Zoom, interactive course design etc.).
- Inquire about available *self-learning materials* such as videos, LMS-based tutorials, or open educational resources.
- Request ready-to-use *checklists, templates*, or sample course designs tailored to your subject area.
- If existing resources are insufficient, ask for a *personal consultation* to receive tailored instructional guidance.
- Ask about the existing *peer support* or established communities of practice where educators can exchange experiences and tips.
- Discuss available *technical facilities* at the university or faculty. Based on your hybrid scenario (see Chapter 2), explore options for equipped rooms or mobile solutions, and check if equipment can be borrowed from IT or media services. Depending on the available technical facilities there can be a need to make changes to the organisation of a course. Think about the prior booking of the necessary rooms.
- Ask about the *learning rooms* and spaces available for students (who want to participate online (e.g. from another campus location) and inform students about it in advance.
- Ask about the *licensed software* available at your university: video conference tools (e.g. Zoom, MS Teams; BigBlueButton etc.), tool for collaborative work (e.g. Padlet, Miro-Board). Be familiar also with the data protection issues (see below).
- Finally, ask about *mechanisms and incentives for recognition* of teaching effort; these can occur at the department, university, or regional level and could include funding for digital innovation, professional development credits if visiting the workshops, reduced teaching loads.

Support during course delivery

- Distribution of roles is important to minimize workload. If you do not have a co-teacher, think about support from students. They can help manage the chat, breakout rooms, or online

discussions and usually are happy to do that (see Chapter 4). The roles and responsibilities of students as well as your expectations of them should be communicated in advance.
- Ensure you have the contact information of first-level technical support in case of technical problems.
- Ask for on-site technical support to begin the hybrid session if it is your first experience with hybrid teaching.
- Use centrally supported and tested platforms to minimize technical issues
- Ensure backup internet or equipment is available in case of failure
- Provide real-time feedback mechanisms for students to report problems
- Coordinate with inclusion or accessibility officers to support students with special needs.

University	Department/Center
Aarhus University	Centre for Educational Development (CED)
Humboldt-Universität zu Berlin	The bologna.lab - the Lab for Innovation in Teaching & Learning
King's College London	Digital Education
UCLouvain	Louvain Learning Lab
University of Oslo	LINK – Centre for Learning, Innovation & Academic Development
University of Vienna	Center for Teaching and Learning

Table 1. Points of contact for hybrid teaching support at partner universities of the HybridCU project

Data privacy in a hybrid setting

Hybrid teaching often involves handling personal data, such as student names, images, voices, and participation logs. On the one hand, institutions must ensure that hybrid practices align with national laws and the EU's General Data Protection Regulation (GDPR). On the other hand the educators and students should also be familiar with these regulations.

- Inform students clearly about how their data is collected, used, and stored
- Use only approved platforms that meet institutional privacy and security standards
- Avoid unnecessary recording or storage of sessions unless there is clear educational value and informed consent.

Data privacy is not only a legal obligation but also a matter of trust. Institutions should support educators in navigating these responsibilities confidently.

TIPS: Check some resources and templates from other universities regarding the data privacy for online and hybrid teaching:

- Privacy notice of Trinity College Dublin, that explains the steps taken by the University to protect the right to privacy of students, staff members and associated individuals when conducting hybrid learning.
- Code of Conduct Remote or Hybrid Teaching of Universiteit Leiden.
- Guidance, documents and recommendations for teachers on Data protection in online teaching of Universität Konstanz.

References to the Chapter 6

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Glossary

Glossary of Pedagogical and Hybrid Teaching Terminology (University of Oslo)

Term	Definition	Example Sentence
ABC Learning Design	A structured planning method using visual mapping of learning types (e.g., acquisition, collaboration) to design teaching activities.	The team used ABC Learning Design to map out how students would engage with each module.
Asynchronous Learning/Material	Learning that happens at different times (e.g., recorded lectures).	I watched the lecture later because the course allowed asynchronous participation.
Backward Design	Planning by starting with desired learning outcomes, then designing activities and assessments accordingly.	Using backward design, she started with learning goals before planning content.
Blended Intensive Programme (BIP)	A short-term international learning experience combining virtual collaboration with a physical mobility component, designed to promote intercultural and interdisciplinary engagement in higher education.	Students participating in the BiP first collaborated online before meeting for a one-week on-site workshop.
Built-in Low Weeks	Weeks with reduced workload planned to help student well-being.	We scheduled a built-in low week during midterms to allow students to recharge.
Chat Liaison / Chat Monitor	A student assigned to monitor and relay online chat during hybrid classes.	The chat liaison made sure remote students' questions were addressed in class.
Collaborative Online International Learning (COIL)	A pedagogical approach that connects students and educators from different countries to engage in shared online projects, fostering global learning and intercultural competence.	The COIL course linked Norwegian and Japanese students in a joint research project on sustainable energy.
Co-creation / Co-authored Contract	When students and teachers collaboratively set course rules or expectations.	We co-created a participation agreement in our hybrid class.
Code-Switching	Alternating between languages or dialects in communication.	Students were allowed to code-switch if it helped them explain better.

Term	Definition	Example Sentence
Cognitive Load	The mental effort needed to process information and complete tasks.	Managing in-class and online students created a high cognitive load.
Cognitive Switching	Rapidly shifting between languages or communication modes.	Cognitive switching was frequent in the bilingual seminar.
Collaborative Documents	Shared online docs (e.g., Google Docs) for group work across modalities.	They used a collaborative document for hybrid teamwork.
Consistent Weekly Rhythm	Predictable patterns for content release and deadlines.	A consistent weekly rhythm helped students manage their time. (Page 50)
Constructive Alignment	Aligning learning outcomes, teaching activities, and assessments.	She used constructive alignment to connect assignments with course goals.
Digital Badges	Visual tokens or micro-credentials showing skills or achievements.	She earned a digital badge for completing the tech training.
Digital Readiness	How prepared a student is to engage with hybrid or online tools.	We checked digital readiness with a quick tech survey.
Dual-Channel Discussion	Simultaneous in-person and online conversation in a hybrid class.	Students joined the dual-channel discussion using Padlet.
Equitable Access	Designing so all students can meaningfully participate.	We revised the course to ensure equitable access for both remote and in-person students.
Feedback Banks	Collections of common feedback students can use to improve their work.	I used the feedback bank to polish my final draft.
Feedback Loops	Continuous feedback integrated into learning, not one-off.	The feedback loop helped improve each draft of the project.
Flipped Classroom	Students learn content at home, then engage in active learning in class.	In the flipped classroom, we watched lectures before class.
Flexible Deadlines / Grace Tokens	Allowing students to shift deadlines without penalty.	She used a grace token to delay her submission by two days.
Formative Assessment/ Evaluations	Low-stakes checks for learning that guide improvement.	The quiz served as a formative assessment.
Hybrid Collaboration	Group work involving both remote and in-person students.	Clear roles helped the hybrid collaboration succeed.

Term	Definition	Example Sentence
Hybrid Fluency	Skill at navigating hybrid tools and practices.	Hosting Zoom rooms built students' hybrid fluency.
Hybrid Learning / Teaching	Teaching format combining in-person and online participation.	Hybrid learning allowed students on campus and abroad to learn together.
Hybrid Liaison / Tech Steward	A student supporting tech and communication in hybrid settings.	As tech steward, she managed Zoom audio and chat. (Page 37)
Intended Learning Outcomes (ILOs)	Clear goals describing what students should achieve by course end.	One ILO was to apply theory in real-world teamwork.
Jigsaw Method	A cooperative strategy where each student becomes an expert on one topic and teaches it to others.	In the jigsaw, I presented the history section while others taught the rest.
Layered Participation Modes	Offering varied engagement methods to suit student needs.	Students chose between live chat and posting reflections later.
Learning Management System (LMS)	A digital platform used to organize, deliver, and manage educational content and activities in online or hybrid learning environments. It supports communication, assessment, and tracking of student progress.	Effective use of the LMS can enhance interaction in hybrid courses by centralizing communication and assignments.
Learning Analytics	Using data to track and improve learning (e.g., video views, logins).	We used learning analytics to identify who needed support.
Linguistic Pacing	Adjusting the pace of speech to accommodate language learners.	She used pauses and visual aids to help with linguistic pacing.
Micro-adjustments	Small changes made during teaching to meet students' real-time needs.	She made a micro-adjustment and turned the final quiz into a discussion.
Mid-Module Recovery Days	Days built into the course schedule for rest, reflection, or catch-up.	The recovery day helped us catch up without new lectures.
Multilingualism as a Resource	Treating students' diverse language backgrounds as assets, not problems.	Teachers encouraged students to draw on their native languages.
Multimodal Communication	Using different communication methods (visual, oral, written) to convey ideas.	Her presentation combined slides, speech, and a diagram for multimodal communication.
One Platform, One Purpose	Keeping each tool or platform limited to a specific role in the course.	We used Padlet only for discussions to avoid confusion.
Participation Modes	Different ways students can contribute (e.g., speaking, writing, polling).	She rotated participation modes to keep the class engaged.

Term	Definition	Example Sentence
Pedagogical Translanguaging	Intentionally designing lessons to include multiple languages.	Bilingual handouts supported pedagogical translanguaging.
Plurilingual Practices	Allowing fluid use of multiple languages in learning.	Students worked in groups using both French and English.
Silent Contributions	Non-verbal or asynchronous ways students engage, like commenting on a doc.	Her edits in the shared doc counted as silent contributions.
Synchronous Learning	Real-time participation where all students engage together.	Synchronous classes took place via Zoom at 10:00 a.m.
Think-Pair-Share	An activity where students think individually, then pair up, then share with the group.	We used think-pair-share to warm up for the group debate.
Translanguaging	Blending elements from different languages during communication.	Translanguaging helped them explain complex science ideas using native terms.
Universal Design for Learning (UDL)	Framework to make learning accessible to all by offering multiple options for engagement and expression.	The UDL model included both written and audio instructions.
Wellness-Informed Rubrics	Rubrics that assess not just academic work but also factors like teamwork balance and emotional effort.	The wellness-informed rubric included stress-management strategies in team work.

Annex

Annex 1. Quick Checklist: Hybrid Teaching

Quick checklist: Hybrid Teaching

This sheet provides reminders and prompts for running a hybrid session at short notice. It focuses on what is most essential and doable for a single teacher. Use it before, during, and after class.

Before Class

Technology

- Check audio: test your microphone and speakers/headset. Confirm that sound is clear both ways.
- Check video: adjust camera angle so remote students can see you and the classroom board or slides. (If possible, add automatic subtitling for hearing impaired students)
- Share access: upload slides or materials to the learning platform in advance. This helps remote students follow if the stream fails.
- Backup plan: have a simple alternative ready (e.g. email students slides, record on phone if Zoom fails).

Tip: A two-minute tech check at the start saves ten minutes of troubleshooting later.

Engagement

- Greet both groups explicitly at the start. This signals inclusion.
- Prepare one or two short interaction tools (poll, chat prompt, quick pair task) that work for both groups.
- Plan speaking cues: decide when to pause to check chat or invite remote students.

Reminder: Remote students notice immediately if they are forgotten — mention them early and often.

Inclusion

- Assign visibility: note who is online and in person.
- Make group work feasible:
  - *Option A (lecture focus)*: include quick polls or chat questions.
  - *Option B (group work)*: create small breakout rooms online and mirror them with in-room pairs or groups.

Think ahead: even small gestures, like repeating names, make online students feel present.

Support

During Class

Technology

- Begin with a quick check: “Can you hear and see clearly?”
- Keep your setup stable: avoid moving devices mid-session.
- Share your screen if using slides so remote students see the same material.

Remember: Stable settings reduce technical interruptions.

Engagement

- Speak to both rooms: look into the camera sometimes, not only at in-person students.
- Pause for inclusion: after a question, allow extra seconds so online students can respond.
- Use a single collaboration tool (Padlet, Google Doc, LMS forum) to collect input from everyone.

Tip: Silence after a question is normal — give it a few beats before moving on.

Inclusion

- Acknowledge online voices: repeat or paraphrase chat comments aloud.
- Rotate roles if group work is used (note-taker, presenter, chat monitor).
- If time is short, prioritise one meaningful activity that includes both groups equally rather than many that exclude some.

Reminder: Address both groups directly when giving instructions and ensure they were understood from both sides.

After Class

Technology

- Save and share: upload slides, notes, or recordings.
- If the session was disrupted, provide a brief written recap.

Think of it as a safety net: students should not be disadvantaged by a technical glitch.

Engagement

- Gather feedback: one short prompt such as “What worked well for you today?” via LMS, form, or chat.
- Use answers to adjust to the next session.

Tip: Feedback is not just data — it shows students you listen.

Inclusion

- Check who may have been quiet or absent. Follow up with a short message to maintain connection.
- Reflect briefly: Did both groups get chances to contribute? What can be simplified next time?

Reminder: The end of class is the beginning of improvement — write down one change for next time.

Annex 2. Rules of communication in a hybrid course

You may use these examples as inspiration when developing the rules and settings for your own course. It is essential to communicate the rules to students in advance—either before the start of the hybrid course or prior to each hybrid session. It is also recommended to briefly revisit them at the beginning of every hybrid meeting. An effective approach is to co-create the list of rules together with students, thereby engaging them as active contributors to the design and success of the hybrid learning environment.

Example #1 Setting and Rules of the workshop "Hybrid teaching across borders: from ideas to practice"

Setting and Rules

- **First-name** usage for participants and facilitators
- **Camera on** encouraged, **microphone off**
- Requests to speak by **raising your hand**:
    - Zoomies: Zoom function
    - Roomies: raise your hand, moderator will raise the hand in Zoom
- **Briefly state your name** before each contribution (for visibility)
- **Chatiquette**: educators will generally use the chat in different ways throughout the workshop and will inform you about how to contribute.
- For technical **questions**, feel free to reach out to **Tim** or **Laura**. There will always be support in the main Zoom Room.
- **Educators may intervene** (muting participants, deleting messages) if disruptions occur – please don't take it personally!
- If problems occur, **don't panic!** It's all part of the learning process 😳

Imprint

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