

Survey

on Hybrid Teaching Experiences

preliminary results

2025

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Introduction

This Survey on hybrid teaching experiences was conducted as part of the Circle U. Alliance project “[Collaborative Hybrid Circle U. – for inclusion, flexibility and internationalization](#)” (**HybridCU**), supported by the Circle U. Seed Funding Scheme 2024.

The project focuses on hybrid teaching and learning formats as a sustainable, low-key solution for intensifying the international and interdisciplinary exchange and collaboration among students and staff of Circle U. partners. The project brings together expertise from six Circle U. universities to support teaching staff in implementing hybrid teaching, thus offering international experience for as many students and staff as possible.

As part of the project, the survey is being led by King's College London and therefore all documentation (e.g. information sheet and consent form) aligns with the King's College London research ethics and integrity guidance.

Cohort details

Fifteen participants completed the survey. Of these 8 (53%) identified as female, 6 (40%) as male and one preferred not to disclose gender identity. The mean age of participants was 42.29 years (SD = 12.14). Participants were from several different countries with 5 (33%) from the UK, 4 (27%) from Austrian and 4 from Germany (27%). Denmark and France also contributed a single participant each. Participants represented five universities in total. Participants had a range of roles, with the following recorded by more than one participant: 8/53% Professor, 3/20% Associate Professor, 2/13% Researchers. Other roles included educational developer, researcher and student. Multiple academic disciplines were represented with health sciences and social sciences each contributing 20% of participants followed by arts and humanities, physical sciences and education contributing 13% each. All other noted disciplines only contributed single participants. Outside of Hybrid teaching 93% had experience of in person teaching and 73% had experience of fully online teaching. Only one person had only experienced teaching with Hybrid (7%).

Hybrid teaching experiences

Amount of Hybrid Teaching

Participants had used Hybrid teaching for bachelor's students (8/53%), master's students (9/60%), doctoral students (4/27%) and one reported another cohort. Fourteen of the participants indicated the amount of Hybrid teaching they had completed in the last academic year in both hours (M±SD, 10 ±12.75) and percentage of total teaching (24.83 ± 32.95).

Training for Hybrid Teaching

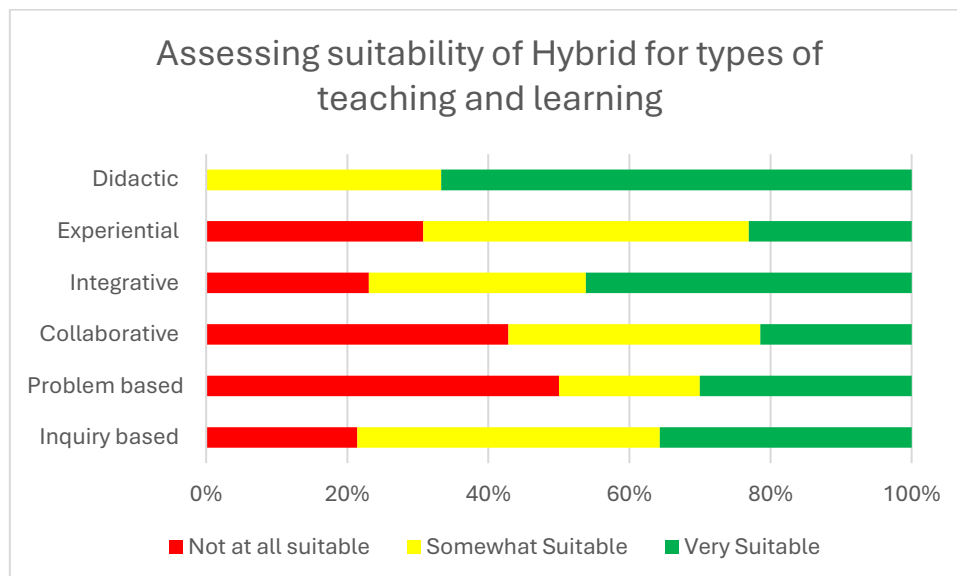
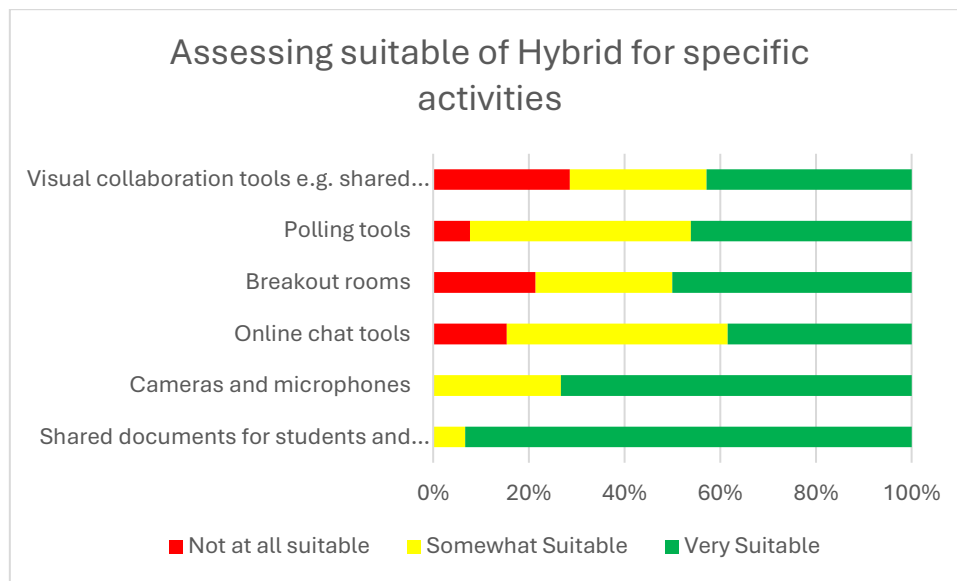
In terms of training, 5 (33%) reported receiving no training although one of these also suggested training was ‘on the go’ but giving no further details. Of the remainder 6 (40%) reported receiving one kind of training and 4 (27%) reported receiving two types of training. The percentages receiving the different types of training were:

- Self-learning online materials 47%
- Workshops and other training sessions 47%
- Ongoing technical support during classes 7%

Of those who had received training 13% strongly disagreed that it was sufficient, 7% neither agreed nor disagreed whilst 40% somewhat agreed it was sufficient and 7% strongly agreed it was sufficient. Only one individual opted to justify their rating of strongly agree, noting that they received a full run through with technical services.

Suitability and Benefits of Hybrid Teaching

Participants rated the suitability of Hybrid for different types of teaching and learning and different activities of which they had experience. All ratings were made by at least 10 of the participants. The results are shown in the graphs below:



Participants had mixed views about whether using a Hybrid format can strengthen inclusivity (13% strongly disagree, 7% disagree, 40% neither disagree or agree, 27% agree and 13% strongly agree) and allow for more internationalisation (7% strongly disagree, 33% disagree, 13% neither disagree or agree, 27% agree and 20% strongly agree). However, there was stronger agreement that it increased flexibility (7% strongly disagree, 7% disagree, 20% neither disagree or agree, 47% agree and 20% strongly agree).

Twelve participants outlined their perceived benefits of Hybrid. These are summarized with the help of AI below:

1. Accessibility & Flexibility

- Enables students to join sessions remotely when travel is difficult due to illness, distance, or personal responsibilities.
- Supports participation from international and non-local students.
- Offers flexibility for students with jobs, families, or other commitments—especially mature postgraduates.

2. Inclusivity

- Makes education more inclusive for students with accessibility needs or those self-isolating.
- Allows broader participation regardless of physical presence.

3. Enhanced Learning Experience

- Students can rewatch lectures to clarify missed or misunderstood content.
- Encourages student-centred learning by accommodating different needs and schedules.

4. Continuity of Education

- Maintains educational access during disruptions (e.g., illness, isolation).
- Supports live collaboration across cities and countries.

However, it should be noted that several noted minimal benefit, suggesting hybrid teaching is only useful in specific circumstances (e.g., missing a presentation).

Workload considerations

Participants were asked to indicate workload comparisons where they had taught using other approaches. The results are shown for comparison to in person teaching below using percentages with the mode response highlighted for each stage of teaching:

	Lower for hybrid	No difference	Somewhat higher for hybrid	Much higher for hybrid
Preparation	7	43	21	29
In class	0	29	50	21
Follow up	7	43	43	7

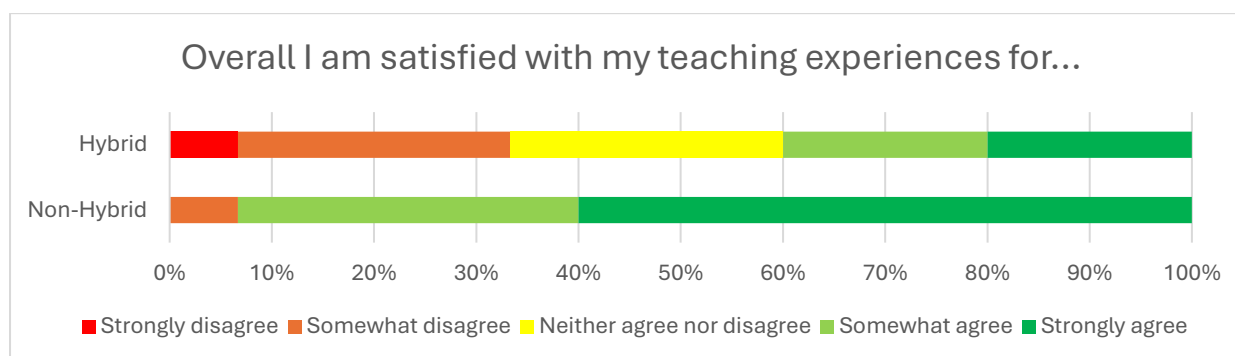
The table below shows the same comparison but now between hybrid and fully online teaching:

	Lower for hybrid	No difference	Somewhat higher for hybrid	Much higher for hybrid
Preparation	0	55	18	27
In class	18	36	27	18
Follow up	9	64	27	0

For participants who felt there was a difference in workload between Hybrid and other formats, only 7% felt this was recognised by their university and this when asked how, they noted this was through provision of technical support.

Satisfaction

Participants were asked to rate their agreements with the statement 'Overall, I am satisfied with my non-hybrid/hybrid teaching experiences'. The results are shown below and indicate generally higher levels of satisfaction with non-hybrid teaching.



Perhaps unsurprisingly given the above graph there were mixed views on whether they would recommend Hybrid to a colleague (13% strongly disagree, 33% disagree, 27% neither disagree or agree, 7% agree and 20% strongly disagree).

Basic Psychological Needs (BPN) and Motivation

Note that I did not score this quite how I had intended but I think the approach is still valid for reporting purposes.

Considering first work-based fulfilment of BPN for Hybrid teaching the means and standard deviations are presented below. The midpoint value would be 3 in all cases.

Competence = 2.95 (1.62)

Autonomy = 2.59 (0.92)

Relatedness = 2.60 (0.86)

These results suggest that staff do not feel particularly competent when using Hybrid or that they have autonomy in this approach. Similarly, the method does not support relatedness to others.

For motivations around Hybrid:

Autonomous (intrinsic/identified) = 3.04 (1.06)

Interjected = 2.53 (1.07)

External = 3.20 (1.40)

This suggests both intrinsic and external motivators but no guilt or repercussions about not using Hybrid.

Giving Advice

Participants were asked to give advice in three areas: pedagogy, space and technology. Around 10 responses were given for each of these and are summarised below with the help of AI.

Pedagogy

1. Preparation & Structure
 - Share learning materials with all participants in advance to support online engagement.
 - Set clear expectations and shared goals with students to foster inclusion and motivation.
 - Design activities that work well in both online and in-person formats—adapt where necessary.
2. Engagement & Inclusivity
 - Regularly check in with online participants to ensure they feel involved.
 - Use breakout rooms and mixed-format small groups to build a sense of learning community.
 - Involve online students actively through tools like chat and feedback mechanisms.
3. Technical & Logistical Support
 - Prioritize reliable IT and technical support to reduce stress and ensure smooth delivery.
 - Be mindful that hybrid teaching can be more demanding—plan accordingly and manage stress.
4. Clarity & Focus
 - Clearly communicate who the session is optimized for (online vs. in-person) to manage expectations.
 - Consider restricting hybrid formats to information delivery, and switch to in-person for interactive elements when feasible.
5. Challenges & Cautions
 - online and in-person students can be difficult.
 - Hybrid teaching may not suit all session types—especially highly interactive ones.
 - Some responses indicated uncertainty or lack of perceived benefit.

Space

1. Physical & Virtual Space Design
 - Use large screens so online participants are visible to those in the room.
 - Arrange seating so in-person students are visible to online attendees.
 - Ensure both physical and virtual spaces are equipped for interaction (e.g., movable furniture, whiteboards, good cameras, sound systems).
2. Technical Support & Monitoring

- Always check that online participants can see and hear clearly.
 - Consider having a co-lecturer or assigning roles (e.g., communication monitor) to manage both environments effectively.
 - Reliable IT support is essential for smooth delivery.
3. Group Size & Balance
 - Smaller groups in larger spaces improve interaction.
 - Avoid imbalance between online and in-person participants—if too skewed, consider switching to fully online or fully in-person formats.
 4. Participation & Engagement
 - Monitor online spaces actively to ensure engagement.
 - Use cameras that allow natural movement and gestures to maintain expressiveness.
 5. Challenges & Observations
 - Hybrid formats may reduce in-person attendance over time.
 - Some educators suggest limiting hybrid teaching to information delivery and using other formats for interaction.
 - “Less is more” – simplicity and clarity are key to managing hybrid complexity.

Technical

1. Preparation & Testing
 - Test all technology in advance—audio, video, screen sharing, microphones.
 - Have a backup plan (e.g., switch to lectern mic if roaming mic fails).
 - Try out the tech multiple times before teaching to build confidence.
2. Equipment Essentials
 - A basic setup can be effective: camera, microphone, and screen sharing.
 - Use tablets/laptops with touchscreens for live annotation (e.g., OneNote).
 - Wireless microphones and beamers help replicate traditional teaching tools.
 - Consider additional cameras for experiments or gesture-rich teaching.
3. Monitoring & Support
 - Assign someone (co-lecturer, student, or assistant) to monitor the online space.
 - Encourage online participants to keep cameras on if they feel comfortable.
 - Don’t hesitate to ask for help—students and colleagues can assist with tech.
4. Balance & Feasibility
 - If equipment or support is lacking, consider cancelling hybrid delivery to avoid poor experiences.
 - Hybrid teaching increases dependence on technology—plan accordingly.
 - Success depends heavily on reliable technical support and infrastructure.
5. Observations & Alternatives
 - Some educators prefer fully online formats due to technical challenges.
 - Hybrid formats may reduce in-person attendance over time.

Circle U interest

Participants were asked if they would be interested in developing international partnerships within Circle U to support Hybrid and 33% said yes, 40% were unsure and 37% said no, indicating some interest. When asked what they would need to support a partnership, 8 people responded. Two mentioned being given time to do this and four noted the need to have initial connections and opportunities to meet regularly. One noted the need to have a pleasant Hybrid space and, finally, two asked what would be achieved from this. Only 53% of respondents were aware of Circle U funding and resources.

Conclusion

There are several conclusions we can draw from this. The findings from the hybrid teaching study reveal a complex and often challenging experience for educators. While hybrid formats were used across all levels of higher education, the amount of teaching varied widely, and many participants reported limited or insufficient training. The most common forms of support were self-learning materials and workshops, but few felt fully

prepared. Satisfaction levels were generally higher for non-hybrid teaching, and only a minority would recommend hybrid formats to colleagues. The data also suggest that hybrid teaching is not well supported institutionally, with minimal recognition of increased workload and limited fulfilment of basic psychological needs such as competence, autonomy, and relatedness.

Despite these challenges, participants offered practical advice for improving hybrid delivery, emphasizing the importance of preparation, clear communication, and reliable technical support. Pedagogical strategies focused on inclusivity and engagement, while space and technology recommendations highlighted the need for thoughtful design and robust infrastructure. There was some interest in international collaboration through Circle U, though awareness of available resources was low. Overall, the study underscores the need for more structured support, clearer expectations, and better integration of hybrid teaching into institutional frameworks to enhance better support educator experience and student outcomes.

Citation

Project “[Collaborative Hybrid Circle U. – for inclusion, flexibility and internationalization](#)” (HybridCU). (2025). *Survey on hybrid teaching experiences*. Circle U. Alliance

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