Instructor: **Professor Rhona Sharpe, University of Oxford**
Date: **30 January 2023**
Time: **10:00-16:00**

Overview:
In this workshop we will explore the role of hybrid learning in university teaching, drawing on our experiences of teaching and learning through the COVID lockdowns and the literatures and practices of online and blended learning which preceded the pandemic. We will use the time to reflect on the extent to which our teaching and learning environments are inclusive (in meeting the needs of students) and flexible (in responding to local or global demands) and the value of such approaches in the future. Using established principles and practices of learning design, workshop participants will design a hybrid class or series of classes. By the end of the day, participants will be better prepared to plan and facilitate hybrid teaching, and to decide when this is, or is not, a valuable approach.

Target audience:
The workshop is designed for those who teach or support learning. There is flexibility through the day to focus on teaching at the level of session, module or programme of study depending on your role. You will have the opportunity to share work in progress with other participants at the end of the day.

Outline plan: *Refreshments will be available from 9.45*

10.00	**Welcome and introductions** We will start by mapping the landscape of digitally supported education, unpicking terminology including hybrid, hyflex, flipped, blended, online and remote teaching. You will share your experiences of teaching through the pandemic and consider how these experiences are shaping your current and future plans for teaching at the University.
10.20	**Values and principles underpinning hybrid learning** Using student feedback as a starting point, we will explore the values and principles that underpin our educational strategies. We will consider models of student-centred and multi-modal teaching which preface inclusivity and flexibility, including Universal Design for Learning and Oxford's Flexible and Inclusive Teaching (FIT) approach.
10.30	**Designing for hybrid learning part 1** Using established techniques to support teachers in their learning design, you will start to plan a learner's journey through a hybrid class or series of classes. In this activity you will start individually and then share your design with other course participants.
11.30	*Refreshment break*
11.45	**Designing for hybrid learning part 2** After the break there will be time to revise your design based on feedback from your peers. You will be presented with a series of challenges to further test your design, based on interviews with staff and students at Oxford.
12.30	**Some practical strategies and advice for hybrid classrooms** The hybrid classroom can be a testing environment for teachers and learners. The morning will conclude with some practical strategies for setting up and facilitating dynamic and interactive hybrid classrooms.
13.00	*Lunch break*

14.00	**Course models for hybrid learning**
	The focus for the afternoon will be how hybrid classrooms fit into a wider course approach. This will include consideration of:
	• creating a sense of belonging and connectedness
	• adding asynchronous elements
	• choosing the mode, duration and task of assessments.
14.45	**Poster tour** *(with refreshments)*
	You will update and display your hybrid learning designs.
15.30	**The role of hybrid learning in an ever-changing world**
	In the final session of the day, we will reflect on the role of hybrid learning for universities in an increasingly global and unpredictable world.
15.50	Wrap up and goodbyes
16.00	Close

Supporting resources (all open access):

Students connecting: Advancing hybrid teaching and learning at the University of Oxford (2022). Department of Education and Centre for Teaching and Learning, University of Oxford. https://www.ctl.ox.ac.uk/project-reports

'A checklist for a successful Hyflex approach' in Considerations for a HyFlex Teaching Approach (2022). Centre for Innovation in Education, University of Liverpool. https://www.liverpool.ac.uk/centre-for-innovation-in-education/resources/all-resources/considerations-for-a-hyflex-teaching-approach.html

Raes, A. (2022) Exploring student and teacher experiences in hybrid learning environments: does presence matter? Postdigital Science and Education, 4, 138-159. https://doi.org/10.1007/s42438-021-00274-0.

Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes.* EdTech Books. https://edtechbooks.org/hyflex/hyflex_design

Biography:

Professor Rhona Sharpe is the Director of the Centre for Teaching and Learning at the University of Oxford where she has brought together educational development and digital education services to provide a focus for academic development in teaching and learning. The Centre provides professional development and consultancy services around areas of strategic importance. Rhona has a strong track record in online teaching, with over 15 years' experience teaching with the UK Open University underpinned by an academic approach and a body of research and development projects. She has written, contributed to and co-edited a number of publications and journal articles in the field of digital education and educational leadership.

Rhona is an experienced transformation manager, having steered many projects throughout her career and has developed approaches which foreground student experiences and academic practices in order to lead to sustainable organisational change. Most recently she has led the development of a Digital Education Strategy for Oxford University.

Professional qualifications and awards

- Principal Fellowship of the Higher Education Academy
- National Teaching Fellowship
- MBA in Higher Education Management, University College London.

Esteem indicators

- Reviewer for international grant awarding bodies and journals in the fields of learning and teaching and digital education
- Panel member for the Educause Horizon Report 2021 which profiles key trends and emerging technologies shaping the future of teaching and learning.
- Member of the Jisc Senior Advisory Group on Technology Enhanced Learning

Recent publications
Over 4300 citations on Google Scholar, with an H-index of 21.

Sharpe, R., Bennett, R. & Varga-Atkins, T. (2022) (Eds.) Handbook of digital higher education. Edward Elgar Publishing.
Varga-Atkins, T, Sharpe, R, Bennett, S, Alexander, S and Littlejohn. (2021) The choices that connect uncertainty and sustainability: Student-centred agile decision-making approaches used by universities in Australia and the UK during the COVID-19 pandemic. *Journal of Interactive Media in Education*, 2021(1): 16, pp. 1–16.
Beetham, H. & Sharpe, R. (2020) (Eds.) *Rethinking pedagogy for a digital age: principles and practices of design.* 3rd Edition. RoutledgeFalmer, London and New York.
Sharpe, R. (2019) Evaluating the student experience: a critical review of the use of surveys to enhance the student experience, in K. Trimmer, T. Newman, & F. Padro (Eds), *Ensuring quality in professional education Vol II,* pp 29-45, Palgrave Macmillan.