

## Tips for Simultaneous Teaching

Simultaneous teaching, also known as hybrid or concurrent teaching, involves teaching to both face-to-face and online learners at the same time. This mode of teaching may be necessary for students unable to attend face-to-face classes. It comes with a range of challenges and opportunities; with some planning and preparation, simultaneous teaching can be a highly engaging form of teaching and learning. This worksheet offers a guide and key strategies for simultaneous teaching.

LDTI runs regular workshops on simultaneous teaching. Please contact the team for additional advice.

### Key Considerations and Strategies

Preparation and planning	Consider: What are your needs for this class, including student outcomes, content, learning activities, peer collaboration, and the numbers of students online/face-to-face? What tools, technology, and learning activities are necessary to facilitate your needs?
	Use Canvas as the central repository for resources, information, discussion boards for asynchronous discussion.
	Provide learning materials ahead of time. Establish clear learning objectives and expectations before each class.
Classroom set up and technology	Some rooms are set up with technology designed for simultaneous teaching, e.g. Zoom-enabled rooms. Familiarise yourself with the technology, e.g. sharing screens, setting up monitors, PowerPoints, etc, before class. Other rooms may require you to bring your own laptop and webcam and other technology.
	Use a chat tool, e.g. Zoom or another tool. You may want to use a backchannel, e.g., Padlet up on screen for F2F class to see, and both cohorts to use. Have a prompt ready to get started. Establish ground rules, adjust settings if necessary, use positive affirmation.
	Have a backup plan ready if technology fails or something unexpected happens, e.g. ask online students to complete an alternate activity. Be aware of contact for IT and Classroom Technology Support.
	Consider accessibility, diversity of needs: ensure all students can access class virtually or F2F. Consider recording lessons for students to rewatch. Use variety in learning activities.
	Use multiple modalities to your advantage - e.g. online students have ready access to internet and research opportunities.
	Do you have opportunities to co-teach, or have a tutor assist? If so, they can monitor/facilitate the chat, set up online tools, breakout rooms.
	Set aside office hour for students to check in.

# Teaching and Learning Guide to Simultaneous Teaching

In class	Build in regular check-in points for online students throughout the lesson. Alternate between addressing both groups.
	Establish expectations early: use of technology, student engagement. This may include use of cameras, audio, communication tools/chat, participation requirements and protocol. e.g. the expectation should not be that cameras should always be on; instead, all students are expected to participate and engage fully in all activities.
	Simulate face-to-face experience, employing opportunities for synchronous peer collaboration across cohorts, encouraging contributions from online students. Ensure student-centred learning; students being active agents in controlling their learning.
	Assign a student chat moderator in each class.
	Employ interactive tools, e.g. for quizzes and polls- Zoom poll, Mentimeter, Kahoot, PollEverywhere, Kahoot, Socrative. Other tools available include Padlet, Flipgrid, and AnswerGarden.
	Integrate self-directed learning activities
	Be reflective, adaptive, and flexible, allowing for changes.
	Check in with both cohorts- are they being heard, able to share their thoughts or reach out with questions?
	Consider if you want F2F students to BYOD for additional participation options.
Peer collaboration	Cross-mode collaborative opportunities: breakout rooms. Have F2F students join as well, mixing the groups. Ensure there are clear deliverables for each breakout.
	Use discussion boards for all students to continue discussion.
	Collaborative tools: Google docs, discussion board, Jamboard, Padlet. Use tools consistently, with clear instructions. Ensure they serve a purpose.
	Incorporate opportunities for informal interaction between students.
	Have students answer questions or respond to one another in group chat. Model collaborative interactions.
	Integrate group or pair activities across cohorts.