

Hybrid Learning in Action

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Centre of
English Studies

- IALC Working Group on Hybrid Learning

'A survey of instances of, and attitudes to, Hybrid Learning in Language Teaching Organisations around the world as a response to the Covid-19 pandemic'



By Thom Kiddle, Chris Farrell, John Glew-O'Leary, Sophia Mavridi

What do you think Hybrid Learning is?

What do we mean by hybrid?



All pictures
from IALC
Hybrid Learning
Working Group
Members

1. Comparisons between the non-tech classroom and the Hybrid Context
2. Models of best practice
3. The apprenticeship of observation:
 - Do we know what we don't know?
 - Do we know what we need to know?

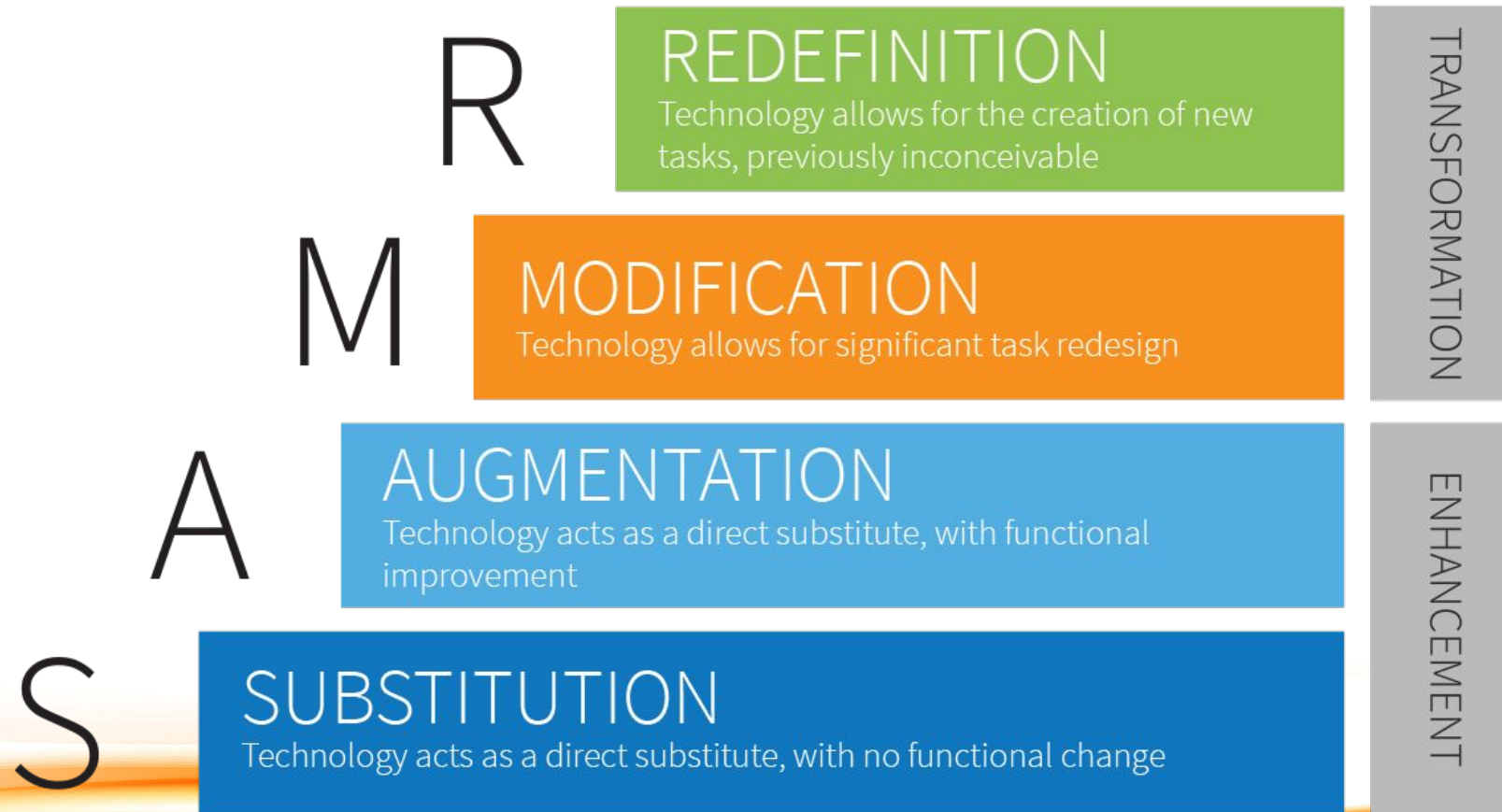
Initial Concerns/Comments?

1. The Hybrid Classroom

Limitations and Constraints:

1. Classroom Management
 - a. Key Teacher Contact Points
 - b. Feedback and Assessment
2. Lesson Planning
 - a. Material
 - b. Achievable Learning Outcomes
3. IT Skills
 - a. Exploiting the context

Opportunities for exploitation



2. Models of Best Practice

What does *best practice* look like in a Hybrid Classroom?

1. Building this model as a school, and as an organisation
2. Considering the learner
3. Identifying issues and finding solutions
4. Bridging competencies

3. What do we not know?

1. What does a good Hybrid Lesson look like?
2. Are our Learning Outcomes still appropriate?
3. Are our Assessment procedures still relevant?
4. Are our typical language competencies hindered by the context?
5. How are learners engaging with each other?
6. How learners are engaging with the material?

4. What do we need to know?

1. The key skills/competencies the teacher needs in order to run a successful Hybrid Lesson
2. What material is suitable for exploitation in this context
3. ***As much information as possible from the learners***
4. How the lesson looks like from the learners perspective
5. The unknown unknowns

5. So...



1. Reflection
2. Opinions
3. Collaboration
4. Material



Questions?

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