

# What is hybrid learning at Strathclyde?



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New [Hybrid Teaching and Learning Guidance](#) has recently been approved by the Education Strategy Committee for staff preparing teaching for academic year 2021-2022. This mCPD session explores the notion of hybrid learning in more detail.

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## What is Hybrid Learning?

At the start of the 2021/22 semester, it is anticipated that most modules will be delivered via **Blended Learning**. JISC defines blended learning as [a combination face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning](#).

**Hybrid Learning**, can be thought of as an extension of blended learning. The term is often used to describe arrangements where students are given a greater degree of choice regarding how, precisely, they engage with learning. However, the term has acquired a new significance at Strathclyde thanks to the impacts of the COVID-19 pandemic.

In practice, examples of hybrid learning might include:

- Provision of lecture recordings to students who were unable to attend an on-campus lecture, or an online lecture delivered live
- Provision of moderated online discussions where students were unable to contribute on campus, or in an online synchronous discussion

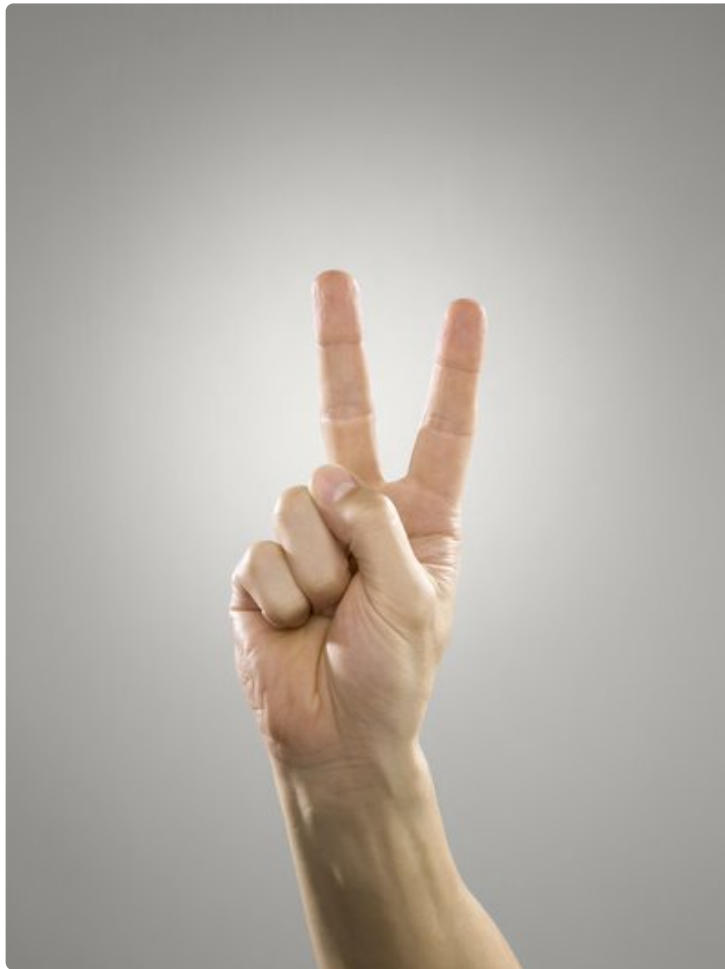
- Provision of an online tutorial session via Zoom or Teams for students unable to attend an on-campus tutorial
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## **Effective hybrid learning**

Hybrid learning is most successful when it is planned proactively. Effective hybrid educators offer parallel activities that students can access either on-campus or remotely. Here, the principles of flexibility, choice and agency are balanced by the necessity to offer learning experiences of equivalent quality regardless of the mode of delivery.

Occasionally simultaneous provision may be possible such as a lecture being given face-to-face while also being streamed live via Zoom or Teams. However, this approach will generally be the exception at Strathclyde for the foreseeable future.

While it may be possible to make last minute adjustments for students who provide short notice of a requirement for a hybrid learning option (perhaps due to a requirement to self-isolate) it is likely that options available for hybrid teaching are fewer. In this scenario, a range of methods may be used to facilitate the student catching up with their class, such as provision of a summary of the missed class. Hybrid accommodations should, wherever possible, be anticipated and planned in advance.



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## Further Resources

While all decisions regarding preparation for the 2021/22 semester should refer, in the first instance, to the recently approved [Hybrid Teaching and Learning Guidance](#), you may find the following resources to be supportive:

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**[Hybrid Learning staff development opportunities at Strathclyde](#)**

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## Resources from the Sector

- [How to design and teach a hybrid class](#) (Harvard)
- [Hybrid teaching resources](#) (Harvard)

