

Kaffeeklatsch Notes

Subject: **Hybrid and Flexible Learning at UNBC in Fall 2021**

Hosted by: CTLT

Date: Wednesday, November 10, 2021

Time: **10:30 am – 11:20 am**

Collaborate Link: <https://bit.ly/unbc-kaffeeklatsch>

We will be joined by instructors engaged in the 2021-2022 UNBC Hybrid Course Delivery Pilot <https://pressbooks.bccampus.ca/unbc/chapter/2021-2022-unbc-hybrid-course-delivery-pilot/> who will be sharing their methods and approaches to flexible course delivery this semester.

We invite all instructors who have been exploring flexible course access this semester to join the conversation to explore the successes and challenges of flexible course delivery this semester and visions for the future.

We also invite students to add about their learning to this discussion.

Past presentation discussion notes are found at <https://www2.unbc.ca/centre-teaching-and-learning/kaffeeklatsch-discussions>.





Have you recorded some or all of your lectures for students this semester?

Results: 3 yes, 2 no



Have you needed to adapt your course delivery this semester to address student needs regarding self-isolation or potential COVID-19 exposure?

Question 2	
No Response	19
Yes	0
No	0

Show Responses

Results: 1 yes, 2 no

Comment: "I can click, but some of us are not instructors 😊"



Have you used lecture recordings from past semesters to meet the needs of courses this semester?

Question 3	
No Response	20
Yes	0
No	1

Show Responses



Do you have concerns/reservations about recording your lectures?

- students might think reviewing recordings is a replacement for studying
- I don't record live meeting session this semester so that people feel free to say whatever they need to but record lectures and post those
- I've had instructors tell me there is hesitancy regarding intellectual property and their lectures being shared without their permission or used in ways they don't approve of.



Do you foresee yourself recording your lectures in the Jan 2022 semester?

- I am teaching a seminar in January so no lectures!
- I will be using recorded lectures and live sessions as work sessions

Scope

For the purposes of Fall 2021, members of the pilot have taken into consideration the possibilities and limitations of current campus infrastructure and supports and have defined Fall 2021 hybrid designs as "Hybrid/Blended".

[See here for a table outlining all course delivery modes.](#)

Term	Hybrid/Blended
Description	Curriculum is designed intentionally and thoughtfully to integrate F2F and online learning experiences. F2F teaching time is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of learning outside of class.
Place	On-campus learning space AND online
Time	Meets at scheduled class time in physical location OR access content online through recorded lectures.

The first hybrid course delivery pilot will be conducted during Fall 2021 with 6 courses.

- BIOL 30B – Ken Otter
- HIST 190 – Dana Wessell Lightfoot
- COMM 341 – Charles Scott
- COMM 400 – Charles Scott
- XMAT Fall 2021 – Jean Bowen
- MATH 190 – Jean Bowen

Full chart of Course Delivery Modes: https://docs.google.com/document/d/1t3E-m4_AzjmNgZdaH5ORJkIpAsfgHOAmBJ5SU_cOuTY/edit

Jean: I have 2 classes that she posts lectures ahead of time. During face-to-face online, work through problems. Has been helpful for students who are ill.

Live lectures are not recorded so students can feel free to say what they need to say. She will post material covered after the fact if students have to miss the class.

Dana: Hybrid class—lectures are Zoom live and recorded and tutorials are live in person and online (gives students options)

Survey results: (one at beginning, mid, and end), question created by CTLT and amended to fit the class. "How comfortable do you feel going to class in person on campus?"

—13% extremely uncomfortable and 12% somewhat uncomfortable

60-70% are attending the live lecture, this has dropped to 50% this last week.

"I think excited and uncomfortable is quite possible"

Some students watch the live to listen and use recording to review. You can track the numbers of views as an instructor.

When I am back F2F – I will find a way to record my lectures.

Concern: from instructor and TAs, students are not making use of office hours. More that 50% had not ever gone to an office hours

However: Dana is getting some emails-- is using a Mattermost chatboard and get some messages there.

"Thank you! That was an argument I heard in another session that in-person questions and meetings were minimized my virtual communications. I was curious."

Dana - uses Mattermost (online chat platform) Uses polls and other interaction methods.

With tutorials, is not concerned about lower attendance and less in-class time.

Jean Bowen- Has a student who listened to lectures while he walks his dogs.

Gives participation marks for watching the videos. Level of attendance has been amazing.

Is not getting a lot of e-mails. (it was mentioned that there is a perception that when teaching online there is less engagement from students and they are less likely to e-mail you.)

Students felt that their obligations to be successful went up – they have to watch the videos and then do hand-on activities during class. Live interactions and videos is part of their studying time – the use of videos may actually be having students studying more than before.

Some of the scope and details of the pilot can be reviewed at pressbooks.bccampus.ca/unbc/chapter/2021-2022-unbc-hybrid-course-delivery-pilot

Comment: As a student who got to have both the fully online, the hybrid, and the on-campus experience-- I agree with you Jean-- having online classes and the ability to go back and review/engage with content made me feel like my expectations were higher. The only 'saving grace' was the stress of the pandemic causing some decreases.

Dana- Not having as many students "disappear" as previous terms.

Question: Are caption options being utilized with both recorded and live online sessions? I have a classmate who is deaf and caption accessibility is crucial for her.

No—doesn't work for all subjects like Math or history.

<https://pressbooks.bccampus.ca/unbc/chapter/lecture-capture/>


Requirements for courses in the pilot

Attendance expectations

- Some on-campus attendance expected, flexible access option is intended to be accommodation for students with illness/health issues.
- Courses in this pilot will not assign *participation grades* for on-campus attendance.

Lecture recording expectations

- All courses in the pilot will engage in lecture capture (in addition to automated captioning) with the methods outlined at <https://pressbooks.bccampus.ca/unbc/chapter/lecture-capture/>



Comment: After the recording, it can be closed captioned to 80% accuracy. CTLT can have editing to 'fix' the rest

Captioning applied to the recording can be proofread and corrected afterwards.

Captioning can be done by hired students for videos – or done by the TA or Instructor. UNBC has an automated captioning service but it needs to be proofread after).

It's also a bit problematic for folks with accents or speech impediments, as it sometimes struggle to understand.

It helps with notes as well.

Comments on students with accommodations:

Jean- tends to write out everything that she says in examples and lectures beforehand in a document – it is almost closed captioning itself.

Dana- Will definitely continue to use close captioning in the future because she thinks it is very important. It helps the students who need accommodations.

Jean: I have not had students ask for note taker since this method. (This is also mentioned by the Access Resource Centre during the period where all courses were online/recorded they experienced a dramatic reduction in notetaking requests)

The captions applied to the recordings also allow you to search for terms within the video. So you can essentially jump through the video using search terms.

Had no idea, this is very useful to know.

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As a previous student with a disability, who had a notetaker-- I also didn't really need one once we went virtual. I only needed it for classes that were virtual that provided no notes, slides, or recordings.

Students like mistakes because it shows the instructor is human. Some edit out mistakes with Descript + edit transcript.

Student in agreement

And it tests students critical skills and their understanding

critical *thinking* skills

Suggestion: Lecture capture Blooper Reels

In the month of September 2021 - 7,590 cumulative hours of pre-recorded lectures and media items viewed by 662 <https://learn.unbc.ca/> users

In Jan 2022 Jean Bowen will try to attempt Synchronous Hybrid – so students can choose to attend the lecture live either online or in-person.

Testing will be in-person because Math cheating is an issue.

Dana: Would like to capture the chat

Ice storm conversation when lectures were affected: If online, not affected—Tutorial's cancelled to not make TAs flip online but considered possibility.

Tutoring and Supplemental Instruction was able to shift online easily during the ice storm day.

Why use Lecture Capture?

- Provides flexibility for students and instructors in case of campus closures, illness, accommodations for international students, and students with varying abilities.
- Enhances courses by providing easy access to recorded prerequisites or supplemental material and gives students the ability to view lectures they cannot attend.
- Allows students to replay lectures so they can carefully review the material they need to succeed. It was shown in the two CTLT Student Experience Surveys that students used recordings as a review tool to re-watch explanations of difficult concepts after the class (even if they attended the live class) Recordings can be closed captioned so you can read and hear the material.



Series of infographics about 2020-2021 student experience surveys:

infogram.com/1p2m15p9lrp5kpi0eqp79yp6qgbrk1j63x1?live

In infographics (400+ responses), 60.9 % preferred blend of online and in-person on campus learning

Comment: I also liked the option of having a time frame for exam completion rather than a set time because some students are located in other time zones and some had to complete their testing at crazy hours, which are not ideal for performance

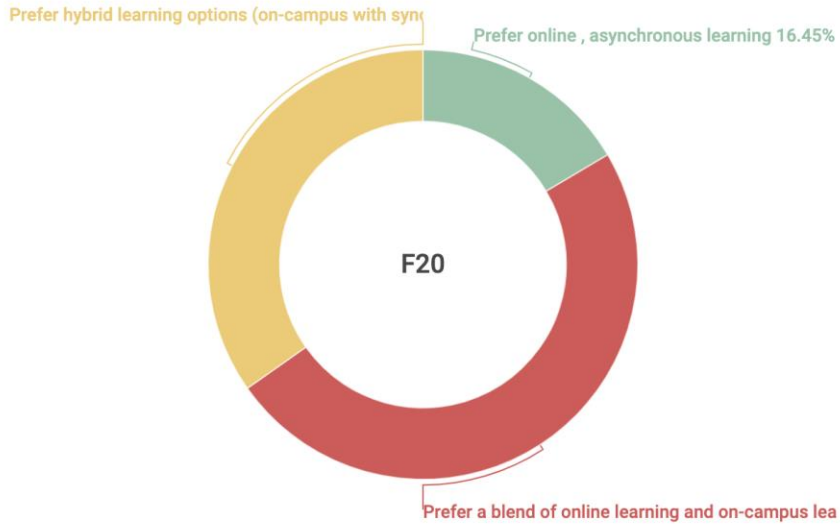
Dana: will consider if there should be an online option in addition to F2F tutorials



Student 2020/21 Learning Experience

Question: Indicate your preference for learning

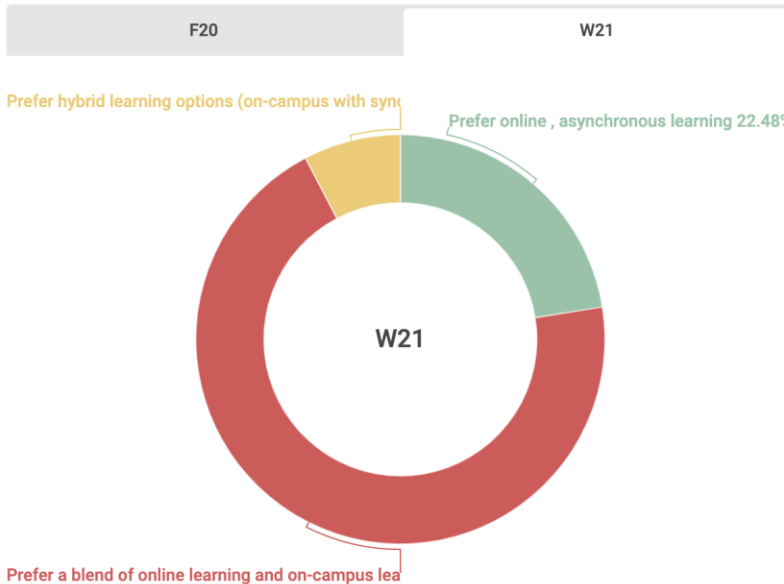
F20 W21





Student 2020/21 Learning Experience

Question: Indicate your preference for learning



Hardware & Software Used

- Wired USB Microphone or Wireless USB Microphone
 - Blue Snowball USB Mic <https://www.bluemic.com/en-us/products/snowball/> (\$49.99 Amazon) on podium
 - Wire XPD2 Lavalier – USB Digital Wireless System <http://www.samsontech.com/samson/products/wireless-systems/xpd-series/xpd2lav/> (Price: \$200) (TED talk like mike)
- Webcamera (integrated in laptop/Surface or external USB connected camera on a tripod)
- **Kaltura Capture launched integrated with** <https://learn.unbc.ca>. UNBC lecture capture guide found at <https://pressbooks.bccampus.ca/unbc/chapter/lecture-capture/>
- The lecture capture methods employed by the pilot are best accomplished using your own laptop in your class. Desktop computers present in classrooms at UNBC are not currently configured to fully accommodate these methods. UNBC IT and the CTLT are engaged in planning to better equip desktop computers in UNBC classrooms to accommodate lecture capture practices in Winter 2022.

Jean: Microsoft Surface set-up with internal mic—Upgraded to a newer one because she loves it so much. Uses MS OneNote (can upload PDF pr PPT and draw right on the document) + Kaltura Capture-- uses Surface audio alone, no other equipment—has excellent audio quality.

Pro about a MS Surface – can move around the room and able to wirelessly connect the surface to get it projected to the screen. Students can write their answer on the Surface as well without leaving their seats.

Further info on the Hybrid Delivery Pilot, including a how-to Video by Ken Otter:

<https://pressbooks.bccampus.ca/unbc/chapter/2021-2022-unbc-hybrid-course-delivery-pilot/>

How to Lecture Capture: <https://pressbooks.bccampus.ca/unbc/chapter/lecture-capture/>

<https://bit.ly/course-delivery-modes>

	Face-to-face	Face-to-face with online complements	Hybrid/Blended	Hy-flex	Online
Description	Learners and instructors meet in real time in the same physical location to facilitate instruction and learning	Learners and instructors meet in real time in the same physical location to facilitate instruction and learning with some use of technology for content, instructional supports.	Curriculum is designed intentionally and thoughtfully to integrate F2F and online learning experiences. F2F teaching time is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of learning outside of class.	The curriculum is designed intentionally and thoughtfully to provide choice to learners in their mode of engagement with the learning. Learners have the choice to attend classes in F2F or online modalities. Remote learners can join real-time classes via digital/web-based technologies, and learning activities are designed to intentionally integrate remote and F2F learners.	Course curriculum is intentionally designed for, and facilitated, using digital/web-based technologies. Online courses may make use of asynchronous or synchronous (real-time) strategies for curriculum delivery

<https://bit.ly/course-delivery-modes>



In future—we hope to move more to the right on this diagram

One of the potential challenges of Hyflex- Testing for those who are not in PG.

Dana: Being able to choose between synchronous and asynchronous—nearly double attendance because of asynchronous instruction accommodating full-time summer work or other program practicums. Just requires more online monitoring.

Good to see other students are being brought in from other programs given the accessibility of the content (e.g. nursing)



If you have tried Lecture Capture or Hybrid Learning – what have been your experiences this semester? Tell us in the chat or grab the mic.

Question: I wonder if there are differences in the success of students who choose an asynchronous vs a synchronous delivery?

I think it depends on the individual students. There are students who prefer and excel at online learning. And there are some that love in-person interaction.

Anecdotal: my grades went up with asynchronous learning overall. It allowed me to learn when it was best for me and review more. I felt that my learning was better, and that I was not just quick cramming as much.

Dana- Grades between Asynch and Synch courses were about equal.