



HYBRID PIONEERS

ONE SIZE DOES NOT FIT ALL:
RETHINKING HYBRIDITY AS ACCESSIBLE, AGILE, AND
INSPIRATIONAL LEARNING AND TEACHING SPACES



THE INITIATIVE

- Cross-institute study developed at Moray House School of Education and Sport (MHSES) and the Centre for Open Learning (COL).
- Interdisciplinary team of students and staff covering 12 programmes and engaging with over 800 students.
- Researching our own practice and student experience, challenging current thinking and normative assumptions of hybridity.
- Exploring and analysing innovative and alternative ways for unravelling the complexities and potential inequalities of hybrid learning and teaching.

IN THIS WORKSHOP WE WILL...

Engage across different learning spaces on MHSES campus.

Outline emerging findings from the case studies.

Propose 'provocations' through which to frame our discussions.

Challenge existing assumptions of hybrid learning and teaching.

Consider hybridity through the lens of student agency and empowerment.

Critically evaluate approaches and tools, employed for hybrid learning across the university.

Discuss how these approaches can be further adapted and explored with students.

WORKSHOP SCHEDULE

10.15: **Welcome and Introduction**

10.20: **Hybrid Case Studies:**

- **Outdoors Space**
- **Dance Studio**
- **Games Hall**
- **Charteris 5.11**

10.45: **Breakout Discussion – four provocations**

11.05: **Whole Group Discussion: Key actions moving forwards**

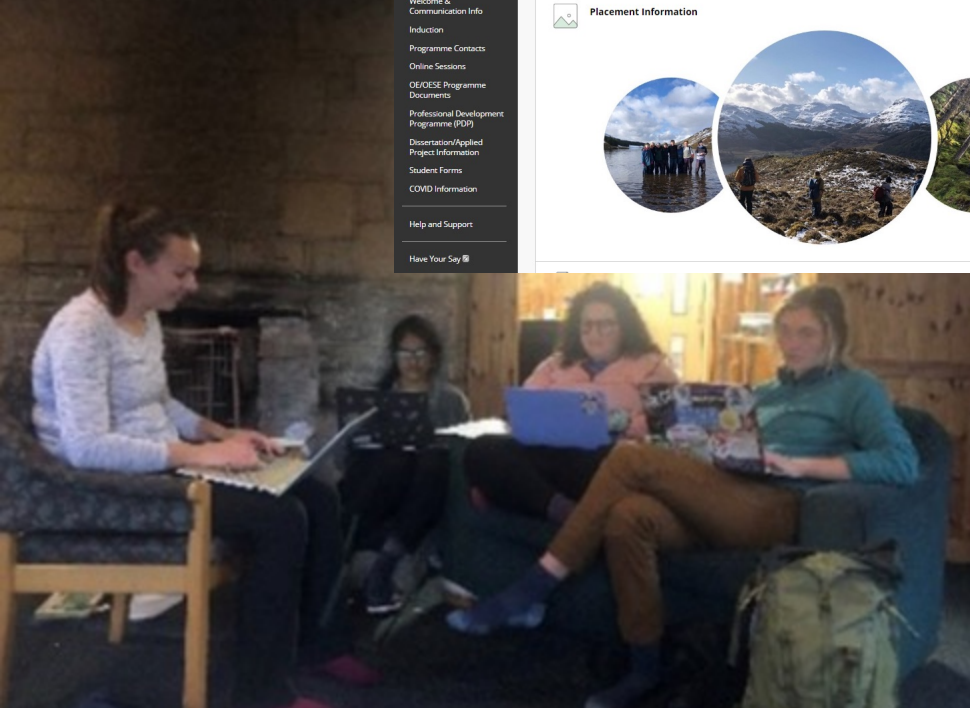
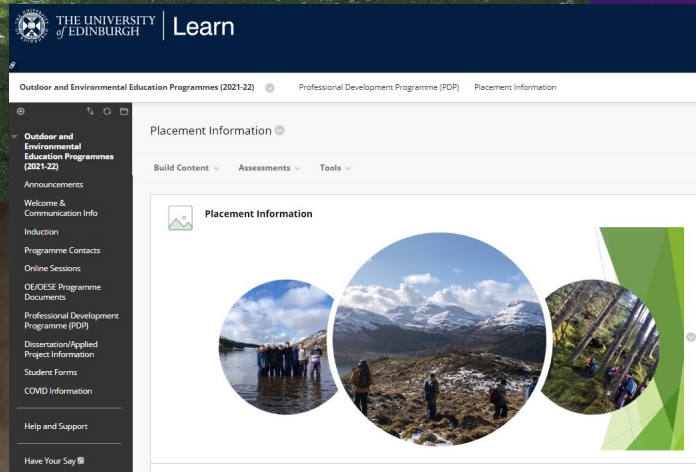
11.15: **Close**

SOME EMERGING FINDINGS

- **Reimagining, reconceptualizing, and redefining** hybrid learning and teaching.
- **Reflecting on our practice** and **taking a critical approach** to hybridity.
- **Opening up a dialogue** about hybrid – collaborating with Digital Services.
- **Student agency and empowerment** – meeting expectations and preferences across a range of programmes.
- **Achieving equitable experiences** across all learning spaces – building a **sense of community** through hybridity.



CASE STUDY: OUTDOOR AND ENVIRONMENTAL EDUCATION



- Outdoors, indoors and online
- Non-linear
- A diverse teaching team
- Transparent intentionality
- Green spaces; Grey spaces
- Different voices, perspectives, places, spaces
- Disruption of hegemony

Student pioneers: Jessica Chamberlain and Reshna Alex Chettikattu

The background image shows a dance studio with a large group of students in a circle, some sitting on the floor and others standing. The scene is dimly lit, with light coming from the left. The students are wearing dark clothing. The image is overlaid with a large, semi-transparent blue circle and a smaller, semi-transparent purple circle. The text is white and centered within the circles.

CASE STUDY: DANCE PEDAGOGY

An exploration of Hybridity through the application of

- Socratic Circle methods
- Creative space model
- Learning typologies

The aim was to provide a *safe space* that was conducive to creative dance practice

CASE STUDY: PHYSICAL EDUCATION

- Year 4 UG PE students (n=33)
- Weekly workshop (11 x 3 hours)
- Sports Hall
- Device - iPad(s); Platform - TEAMS
- Journal, focus groups, post-course survey

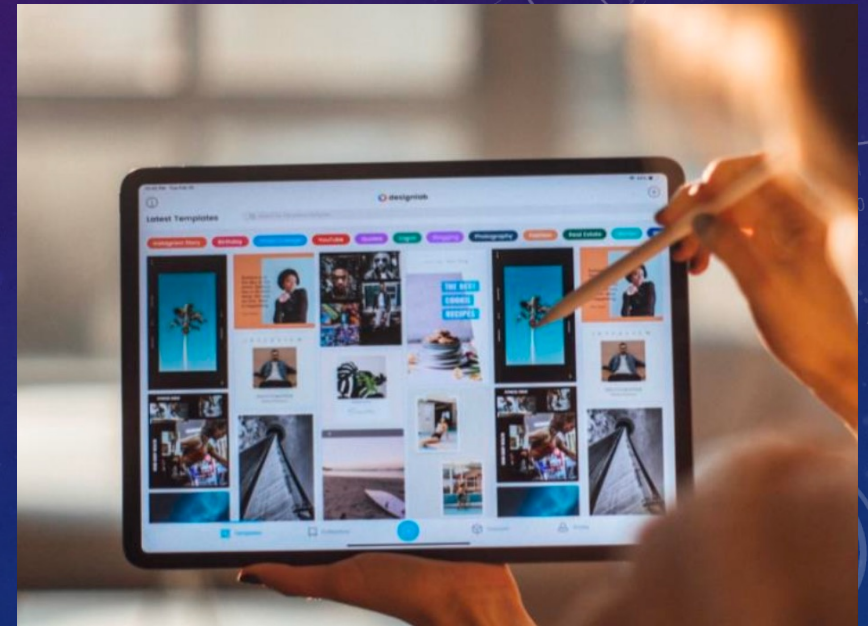


INITIAL FINDINGS

- ‘...*highly valuable addition...*’ Year 4 PE Student-5
- Investment (time & effort) Casey & MacPhail (2018)
van Hilvoorde & Koekoek (2018)
- Four discrete hybrid pedagogies (Alt./Eq./CT/Aut.)
- ‘Shadowy’ issues - inclusion & equality (Aaen & Nørgård, 2015)

CASE STUDY: HARNESSING SPACE AND PLACE

- **Tensions** – universities as business vs universities as places of learning.
- **Hybridity and reflexivity** – how much are we imposing learning models, rather than giving students agency?
- **Space as a resource** – learning *as space* rather than learning *in space*.
- Raising awareness of **spatial literacies**. Space is not a ‘neutral container for activity’.
- Models for achieving equitable, inclusive and meaningful hybrid learning and teaching – **uniformity is not the goal**.



SOME PROVOCATIONS

- **Provocation 1:** Educational institutions have conveniently interpreted hybrid learning as involving exclusively online and offline elements. **(Group 1 and 5)**
- **Provocation 2:** We need to move away from 'hybrid' as a label and invest in technologies that truly enable digital and spatial pedagogies for deeper learning. **(Group 2 and 6)**
- **Provocation 3:** Who owns (learning) spaces, and who belongs in (learning) spaces? **(Group 3 and 7)**
- **Provocation 4:** Pedagogy is fundamental to hybrid learning and teaching. **(Group 4 and 8)**

FURTHER INFORMATION

- Our Interim Report on the Initiative is available here: <https://edin.ac/3PvBF3d>
- Our blog space has updates about the initiative: https://blogs.ed.ac.uk/hybrid_pioneers/
- Contact us: Jonathan.Hancock@ed.ac.uk



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SPECIAL THANKS TO OUR STUDENT PIONEERS

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Dance Science and Education students