

# HYBRID TEACHING

## Guiding principles & Core values

These guiding principles and core values for hybrid teaching have been developed to try to find a common thread in hybrid teaching models, and to show that it is not so different to our usual teaching values. This helps to ensure the continuity of our professional practice in teaching. These values and principles may change as hybrid teaching develops, but these make a start at a time when hybrid teaching is still new to many (Oct 2020).

## Guiding principles

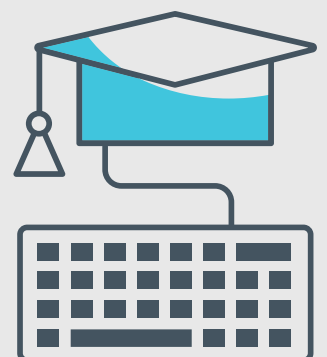
### RESILIENCE & WELLBEING

It is important to have clear boundaries when teaching in hybrid modes, as spatial and temporal boundaries can be blurred. This is important for both [students](#) and [teaching staff](#). Separation of your work and life is even more important. Set some expectations for your students by making clear when your working hours are and try to stick to these. Being kind to yourself and others is important as we all adjust to changes to our teaching and working practices. Take breaks. Have realistic expectations of yourself and others. Be mindful of your wellbeing and seek help if needed.



### PROFESSIONALISM

Remember that your professional teaching practice and values should not be undermined by technological considerations. [Technology and pedagogy](#) go hand in hand and occur together, not apart. You do not need to have extensive [digital skills](#) in order to teach well digitally. Be confident in your skill set and use it creatively and to your best abilities.



### SAFETY & NETIQUETTE

Hybrid teaching should promote a safe environment for all participants. [Good digital practices](#) should be promoted for any digital learning environment to help encourage respect and appropriate behaviours. These could be co-created with participants to build a sense of ownership and encourage adoption of agreed guidelines. Similar practices could be mirrored across different modes of hybrid teaching to enhance the sense of community and to help build an inclusive environment.



### RE-USABILITY

The effort and time of designing hybrid teaching need not be a one off, and we can encourage the re-use of our teaching materials by adopting open teaching practices. Consider making your resources [Open Educational Resources](#), and sharing your materials, or using other's materials and ideas to lessen the load.



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### Core values

#### FLEXIBILITY

[Hybrid teaching](#) should help students to move between modes of learning and make the transitions between them as fluid as possible. This will help enable learning and teaching to continue even when circumstances change for individuals. Modes can be synchronous (live) and asynchronous and can involve in person or digital environments. It does not assume that students only use one mode at any one time, and teaching can include elements of all.



#### EQUITY

Equivalency between modes of learning in hybrid teaching should be considered. However, this does not mean that students [learning experiences should be the same](#). All students should feel [respected](#) and included and be able to achieve the learning objectives in all modes.



#### ACCESSIBILITY

The flexibility of hybrid teaching can allow greater accessibility. However, accessibility does not only apply to the [learning materials](#), but must also consider access to [technology](#) and appropriate learning spaces. Hybrid teaching must be accessible on all levels and should be a core part of the design.



#### COMMUNITY

Students should feel part of a single cohort, regardless of how they are able to attend or access the learning. It is important to encourage a sense of shared [community and belonging](#) both locally to the course and more widely at the [School and University](#) level.



#### ENGAGEMENT

Hybrid teaching should [engage all students](#), and this might be done in different ways depending on the learning context. It's important to try to recognise that digital teaching is different from in person teaching and both can be rich and engaging modes of learning.

