

# ACADEMY FOR TEACHING AND LEARNING EXCELLENCE



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## Teaching

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### OVERVIEW

## TEACHING DUAL AUDIENCES

For reasons that include ensuring maximum fairness and an emphasis on the health of students, USF has adopted a model for some classes called "Flexible Hybrid" in Fall 2020. Flexible Hybrid is very similar to a national model called **HyFlex**, particularly in that any given student has the option to participate in the class online if they so choose, on any given day, without penalty or limitations in their access to the course contents. In practice, this will mean that faculty in Flexible Hybrid courses will need to teach to two audiences simultaneously: one in-person in the classroom, and the other streaming online via MS-Teams. This page is designed to help faculty make decisions about how best to accomplish that.

Note: not every on-campus class will be "Flexible Hybrid." If they are coded with simply the face to face modality, then all students are expected to attend class in person.

### PAYING ATTENTION TO BOTH AUDIENCES

Clearly, it will be a challenge to provide engagement opportunities to both halves of a split audience. Here are a few options to consider:

1. **Convert the course to a flipped classroom.** In this model, faculty deliver course content online through readings and videos, and use the synchronous time to engage students in scenarios, case studies, problem-solving, and applications--whatever is appropriate for the discipline and the level of the course. In short, the classroom time becomes akin to a recitation section. It might be natural to focus primarily on the students in-class in this environment, since online audiences often default to a passive mentality, without an expectation of interactivity.
2. **Switch audience focus occasionally so that both audiences feel engaged.** Faculty can interact with online students via Teams (either spoken or via typed chat), and can select activities and interactions that can be accomplished by both audiences, as described in the next section.
3. **Exclusively lecture.** This approach is not recommended, because it results in the lowest levels of student learning **according to published research**. However, it is easiest for faculty to implement. Both audiences may find engagement enhanced if the instructor follows **certain guidelines for becoming a very strong lecturer**.

### DUAL AUDIENCES = DUAL VIDEO STREAM SETTINGS

It's useful to think of each audience needing its own video stream configuration.

- In-Person students: control what they see on the projector using the Crestron miniature screen next to the console computer
- Online students: control what they see using TEAMS:
  - Share your screen for them to see PowerPoint or other software
  - When you click to share your screen on Teams, under PowerPoint, your files will appear. If you've saved your PowerPoint to the desktop of the computer, it will appear in the screenshare options. You're also able to select "browse" and locate the file on your computer. Select the PowerPoint file you want to present, and it will appear for your students in the main window. You will have access to the chat box, as well as the ability to see participants' hand raises. You will want to prevent students from advancing the slides on their end by disabling the "eyeball" icon at the top of the screen
  - Show them the document camera by switching the "Camera" setting under "Device Settings" for the meeting (look for the triple-dots)

It's easy to forget what the online audience is being shown, so make it a habit to switch settings for BOTH audiences whenever switching. A switch from Document Camera to PowerPoint, for example, requires several steps: on the Crestron, switch input from DocCam to PC for the in-person students; for the online students, first switch the Teams Camera from Elmo to the room camera/webcam, and then use the Share screen to share the PowerPoint presentation.

## INTERACTING WITH THE ONLINE AUDIENCE: TEAMS

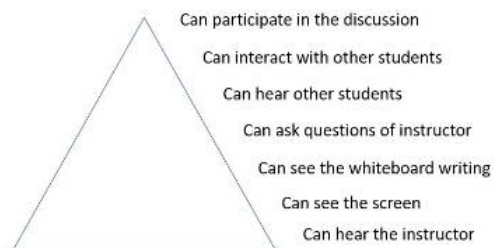
During Flexible Hybrid you may want to learn all the features of MS-Teams that allow you to interact with the online audience:

1. **Every class will be its own "team."** From within Canvas, faculty can click the TEAMS button on the left-side navigation to create a Class Team. That makes it easy to stream today's class to the online audiences: navigate to the Teams tab, select the right team (you may have to navigate back using the "all teams" link in the top-left to find the right team), then click "Meet" in the upper-right corner to start today's meeting.
2. **Use the built-in feature to send students in breakout rooms.** Faculty have the ability to divide students into smaller groups to enable groupwork. Note: to work right, in-person students will also need to engage their breakout group using their devices in class, since they will be part of the group assignments.
3. **Consider simultaneous meetings with unique URLs instead of breakout rooms or channels.** While faculty can jump into various breakout rooms or channels, there is no easy way to know which students need help, as there is no Raise Hand feature there. An alternative is to create five meetings: one is for the plenary class, and four are breakout rooms. Instructors can toggle between those five meetings (maximum of five) to check quickly for any raised hands. The four alternative meetings would have their own URLs that would need to be shared with students, who are then told to report to their assigned meeting for breakout.
4. **Many of the interactive techniques for in-person classes can be adopted for breakout rooms in Teams.** The breakout rooms provide an opportunity for students to apply the information, concepts, and processes explained in class, and the typical **list of interactive techniques** can mostly be used in the breakout rooms, with students typing to each other, just as effectively as when they talk to each other. Again, in-person students will need to participate via Teams rather than just among themselves.
5. **Online students can "chime in" just like in-class students.** For discussions that are intended to be plenary Q&A (where the instructor poses challenge questions and students offer answers without raising hands), the technology works well enough to consider the online and in-person audiences identical. The instructor simply treats an online voice as another voice in the in-person conversation, albeit a disembodied one.
6. **Ask all students - including the in-person students - to join the same Teams meeting.** This makes it easier for both audiences to interact with each other, including with breakout rooms. However, students in the room will likely need to mute their individual devices to prevent feedback/echo.
7. **Instructors will need to verbally clarify which student is speaking for both audiences in every instance.** Because in-person student devices are muted, the Teams display will not highlight them for the online students, who are hearing audio from the central audience microphone. Even in-person students may not know which in-person student is speaking due to the masks.
8. **Use the embedded apps within Teams to conduct polls.** Both the "Polls" app and the "Forms" app allow for clicker-type single-question polls that are useful before introducing a subject, practicing a concept already explained, or introducing the **spacing effect** to maximize student recall and memorization. These apps can be found in the "triple dots" in the chat box in the main Teams window (note: you may have to switch from the currently-active Teams meeting to the general Teams window, if they are separate, and click on the Chat tab for the current meeting). Be aware that students may have issues submitting their responses to polls. It's recommend to just use this function for interaction purposes.
9. **Share the screen in Teams if using PowerPoint or other software.** Online students have no way of seeing the in-class projection screen clearly, so the instructor must "share the screen" so they can see. Be aware that if you point at something on the

screen in the classroom, students online will not be able to see what you're pointing at clearly. It is safest to select the "desktop" option rather than one specific window or application.

10. **Use the Elmo document camera (or the Teams whiteboard) instead of the physical whiteboard in the room.** The Elmo unit works like an old-fashioned overhead projector, and can be streamed to online students as well as one of the options to "share" from within Teams. Located under the "sharing" menu, the Teams whiteboard allows instructors to draw on a digital whitespace using their mouse. Because drawing by mouse can be awkward, it may be worthwhile for instructors to purchase a graphics tablet (brand names Wacom, Huion, XPpen, etc) so that they can hold a "pen" that works like a mouse.
11. **Faculty should think through the options about recording every class period.** Having recordings gives students maximum flexibility for when to watch the class, as well as the ability to rewatch sessions later when studying for tests. Additionally, students may miss classes due to Covid-related issues. However, if students know that recordings are available, they may elect to skip the synchronous class (this is a known effect from other technologies), and there is some evidence that many simply never bother to watch the recording. One option might be to create the recordings, but only selectively release them to students when there is a Covid-related reason to do so (this would involve downloading the video then deleting it from Microsoft Stream and only giving it to certain students).
12. **Encourage online students to use the chat function to ask questions.** Faculty can pause the normal flow of activities and lectures to allow for students to ask questions. As students type questions in the chat box when they occur to them, there may be several accumulated to answer. Students may even answer questions posed by other students, turning the chat into a true "backchannel" conversation parallel to the main one run by the instructor. Encourage students to respond to each other using the @name function in the chat box. Let students know how you would prefer for them to ask questions at the beginning of the course.
13. **Use "windowed" mode in PowerPoint to see the Teams chat on the same screen.** Normally, PowerPoint presentations run in full-screen mode, which hides the Teams chat. But windowed mode will allow you to run the presentation in a window you can resize and move around, creating room for the Teams window (with chat pulled up) to also be visible on the same screen. To enable **windowed mode**, click the Slideshow tab, then "Set up Slide Show," then select "browsed by an individual (window)." Be aware: any notes you have written in the presentation will not be visible.
14. **Monitor the chat with help.** If a teaching assistant is available, instructors may wish to direct them to monitor the chat and, when possible, provide answers to student questions directly back in the chat, which saves time and provides quicker gratification to the students with questions. If no TA's are available, another option is to designate an in-person student to monitor the chat and notify the instructor as soon as questions are posed, but this has the downside of splitting the attention of this one student negatively.
15. **Alternately, instructors may prefer that students use the hand-raising feature in Teams.** Once called upon, students should unmute their microphones and verbally state their question. Unless the class is quite small, it's usually best not to invite online students to simply speak up without raising a hand, even though the same might happen with in-person students. Faculty should make clear on the syllabus and in the first week of classes whether they prefer that students use the chat window or raise hands.
16. **If not using PowerPoint, put the Teams meeting and chat on the main screen.** This will make it easier for the instructor to monitor chat and hands - plus the in-person students may assist in helping you notice faster as well!

## Student Hierarchy of Needs



## INTERACTING WITH THE ONLINE AUDIENCE: OTHER TECHNOLOGIES

In addition to MS-Teams, you may wish to explore options for online interactions that use other technologies:

1. **Take attendance with a Canvas quiz.** Since quizzes can go directly to the gradebook, this makes record-keeping automatic. Note: the quiz should be a single "softball" question that is easy for students to answer (but ideally is related to the course material, not a "throwaway" like the color of the sky).
2. **Use phone-based clicker apps.** Several clicker companies offer subscription-based access to clicker apps for smartphones, many

of which can integrate directly to the Canvas gradebook if desired. Free alternatives also include [www.polleverywhere.com](http://www.polleverywhere.com) (for classes smaller than 25) or **Google Forms** if the intent is only engagement, not integration with the gradebook. **This publication** offers good ideas for what kinds of questions to ask.

3. **Consider creating a collaborative note-taking document.** Creating a new folder (or just a file) in Box.com and sharing it with your students gives them a secure location to edit communal notes. This will involve and engage students from both audiences. To reduce chaos, it may be best to limit each communal page to five editors. This can also be done with Google Docs under "Collaborations" in Canvas.

## CHALLENGES WITH THE IN-PERSON AUDIENCE

The online audience may present the most obvious of the challenges, but there will be some factors of the face-to-face experience instructors need to consider as well:

1. **You may have rotating students present in-class.** Some classes will be placed in a large enough room that all students can attend every day and still sit six feet apart from each other, but most will not be able to fit all students. That will necessitate a rotation system, which will make it difficult to learn student names (try anyway, however, using name tents and/or assigned seats).
2. **Whiteboard use may be difficult.** The cameras that are in the classroom will not be able to clearly capture what is on the whiteboard for online students. Thus, most classes will need to avoid the physical whiteboard and use the digital one in Teams so as to make everything visible to online students. The rooms are unlikely to be equipped with a graphics tablet (like the brand name Wacom) to use the pen-shaped mouse as you would hold a pen, so instructors may wish to bring their own. For rooms equipped with an Elmo (a document camera like an overhead projector), this is the simplest alternative to a whiteboard that can be shared with the online audience.
3. **You may be "stuck" at the podium anyway so that you can be heard by the online audience.** The microphone that captures the instructor's voice for the Teams interface will be located at the console computer. That means wandering around the room, or even the front of the room, is likely to render the instructor unintelligible for the online students.
4. **Comments and questions by in-person students might not easily be heard by the online students.** Some rooms will have audience microphones, but acoustics will vary by room. Instructors might need to get into the habit of repeating student comments and questions for the benefit of the online students.

## OTHER PAGES FOR TEACHING IN FALL 2020

- **Classroom Management with Social Distancing:** ideas to ensure compliance with health-related directives for face coverings and physical distancing
- **Physical Distancing Pedagogy:** ideas for keeping interactivity when social distancing requires students to sit 6 feet apart
- **Teaching with Masks:** strategies and workarounds for how to teach, and how students should interact, when everyone is wearing a mask
- **Teaching with TEAMS - FAQ for Faculty:** quick answers to questions about how to teach using MS-TEAMS.



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