

# Journal Club of the *Netzwerk Hybride Lehre*

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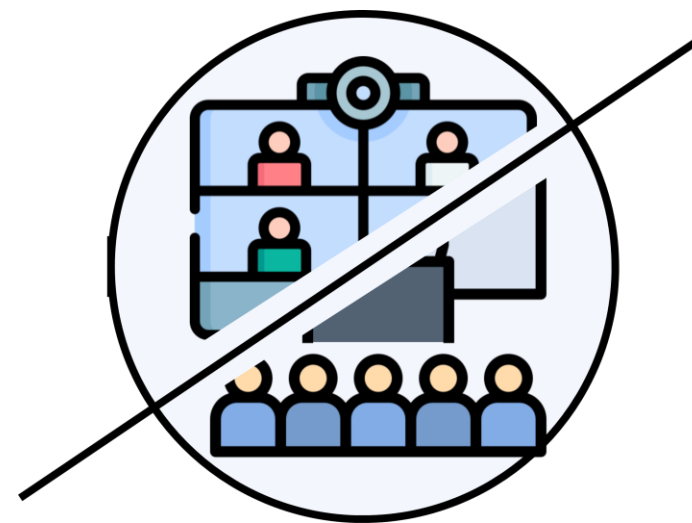
24. – 28. Juni 2024

**THEMENWOCHE  
HYBRIDE LEHRE**

HUMBOLDT-UNIVERSITÄT ZU BERLIN

# About the Hybrid Teaching Network

A Project supported by the second phase of the funding program QIO (*Qualitäts- und Innovationsoffensive*) of the Berlin Senate (2021-2024)



Netzwerk  
Hybride Lehre





# Literature on Synchronous Hybrid Teaching

- Hybrid Teaching relevant and researched long before COVID!
- Benefits:
  - Flexibility for instructors and students alike
  - Inclusion of external expertise
  - Strengthened social relationships (e.g. with remote classrooms)
  - Improved student retention
  - Better *sense of control* of students over their learning (caveat: presumes good self-organization ability!)
- Challenges:
  - Adaptation of pedagogical design to the “new” technology
  - Higher demands on preparation, coordination, and attention
  - Different needs and experiences of in-person & online cohorts



**The Remote Classroom**



**The Hybrid Virtual Classroom**

Raes, Annelies, et al. "A systematic literature review on synchronous hybrid learning: gaps identified." *Learning environments research* 23 (2020): 269-290.

# Literature on Synchronous Hybrid Teaching

- Literature gaps:
  - More empirical and/or longitudinal studies
  - Better control of conditions to evaluate learning effectiveness
  - Investigate scalable approaches
- Deeper look at student engagement beyond easily measured indicators

(Raes *et al.*, 2020)

(Gourlay *et al.*, 2021)



**The Remote Classroom**



**The Hybrid Virtual Classroom**

Gourlay, Lesley, et al. "Engagement discourses, relationality and the student voice: connectedness, questioning and inclusion in post-Covid digital practices." *Journal of Interactive Media in Education* 1 (2021).

Raes, Annelies, et al. "A systematic literature review on synchronous hybrid learning: gaps identified." *Learning environments research* 23 (2020): 269-290.



# Today's Article:

## An Overview of Student Perceptions of Hybrid Flexible Learning at a London HEI

Michael Detyna, Marta Koch  
2023  
King's College London

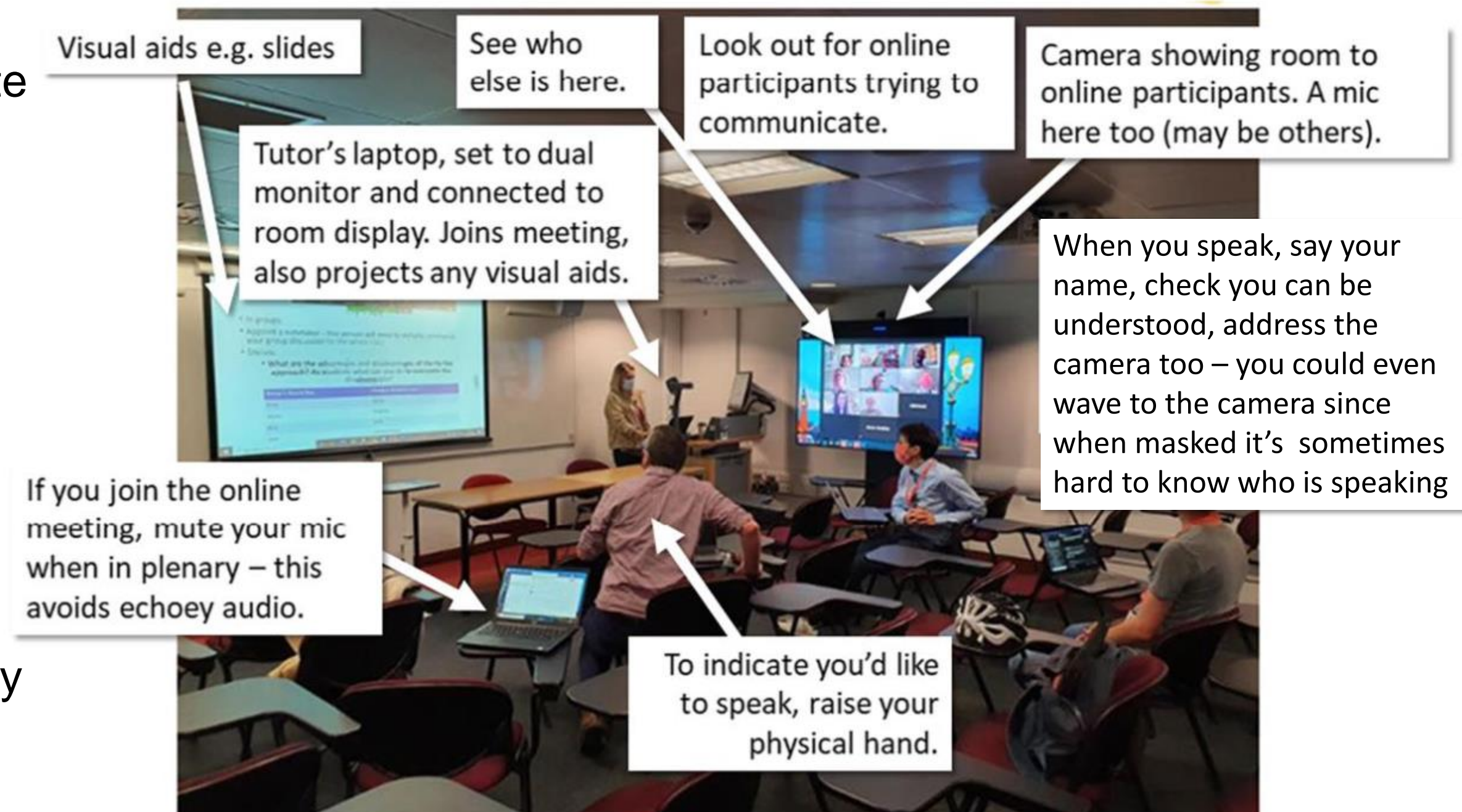
Synchronously F2F and online   Flexibility to choose delivery method

# HyFlex

- Still not a quantitative study! But...
- Rich data set on the student perspective
- One obtains tangible tips from the analysis (despite poor generalizability)

# Context and Methods

- 40 Student participants from variety of courses, undergraduate & graduate
- Volunteer participants
- Method: Focus group (33) or individual interview (7)
- Thematic analysis/coding: categories influenced by theory but mostly determined inductively (i.e. while analyzing the data)



Detyna, Michael, et al. "Hybrid flexible (HyFlex) teaching and learning: climbing the mountain of implementation challenges for synchronous online and face-to-face seminars during a pandemic." *Learning environments research* 26.1 (2023): 145-159.

# Research Questions:

- 1. What opportunities and challenges did students experience in [the HyFlex] approach?**
- 2. How did students learn through HyFlex?**
- 3. What did students feel they gained from their experience?**

# Results: Seven themes identified

**students'  
introduction  
to HyFlex**

**comparing  
different  
attendance  
modes**

**adaptive  
solutions,  
non-standard  
use**

**student  
interactions  
& group work**

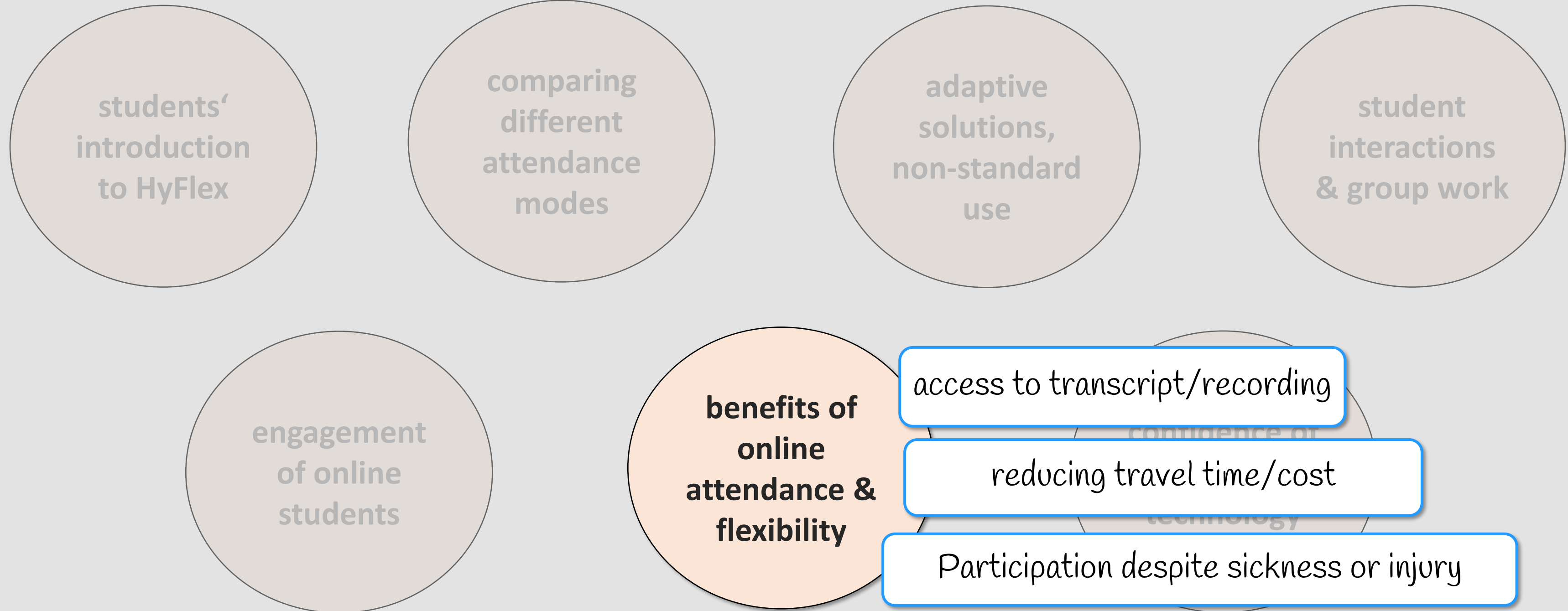
**engagement  
of online  
students**

**benefits of  
online  
attendance &  
flexibility**

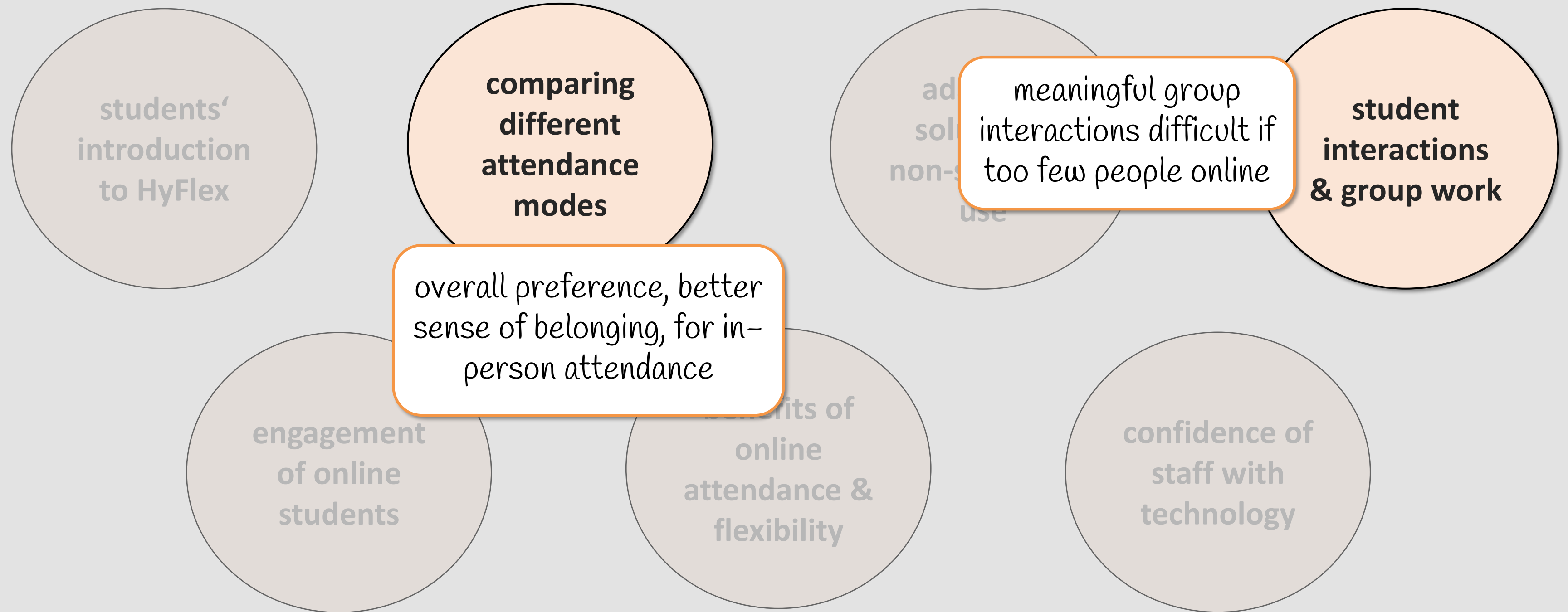
**confidence of  
staff with  
technology**



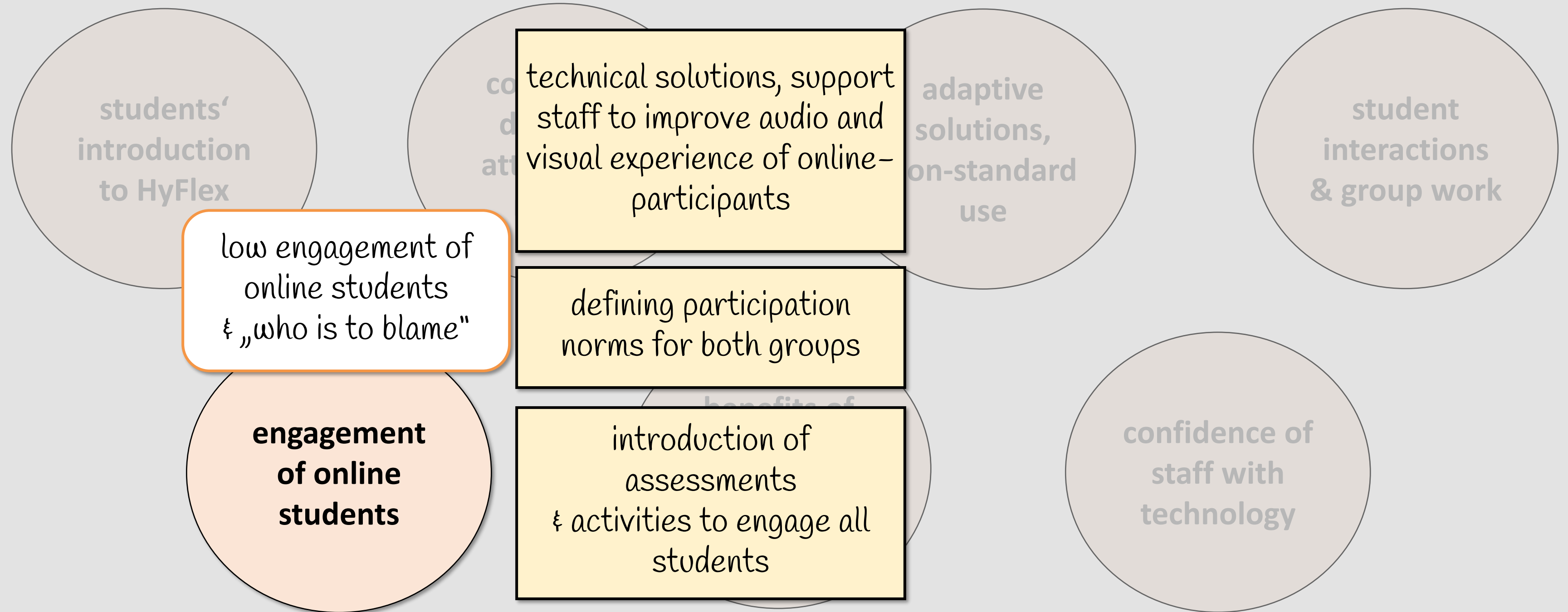
# RQ1: Opportunities and challenges with HyFlex



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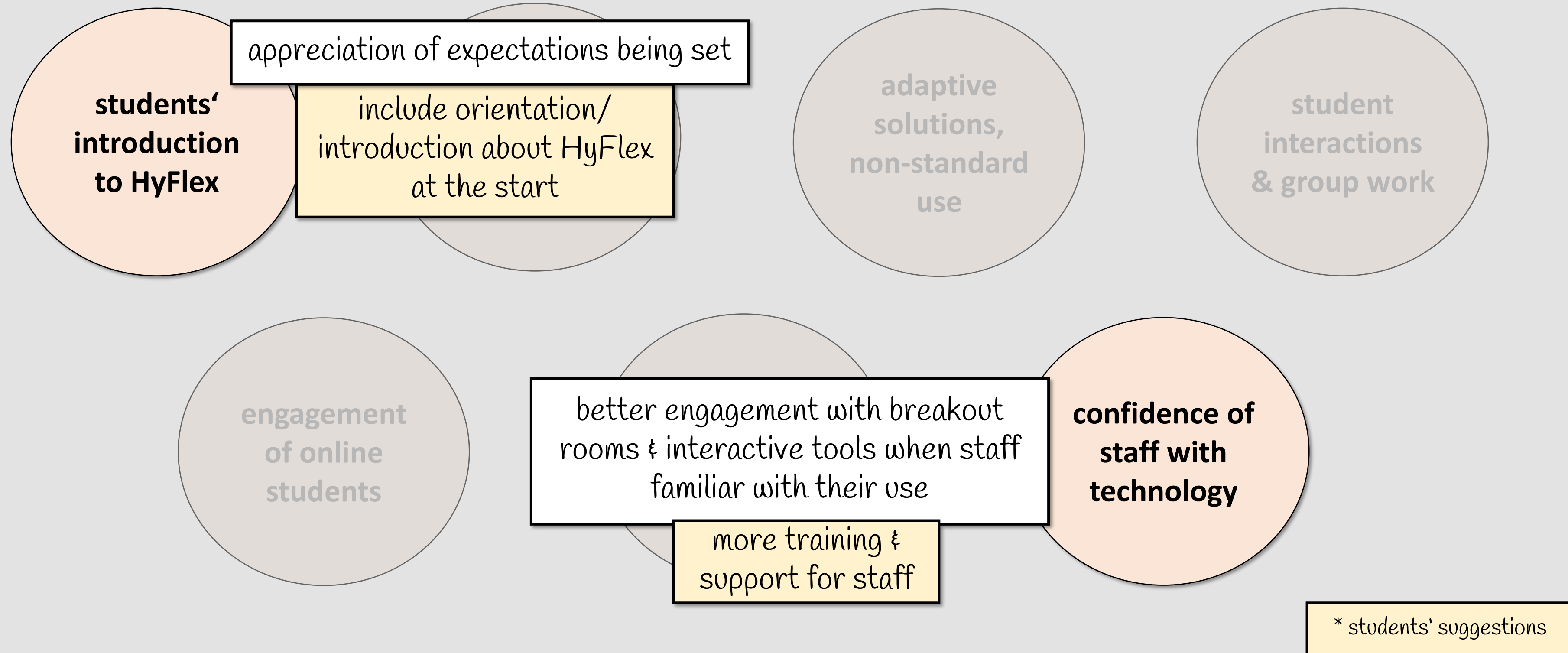
# RQ1: Opportunities and challenges with HyFlex



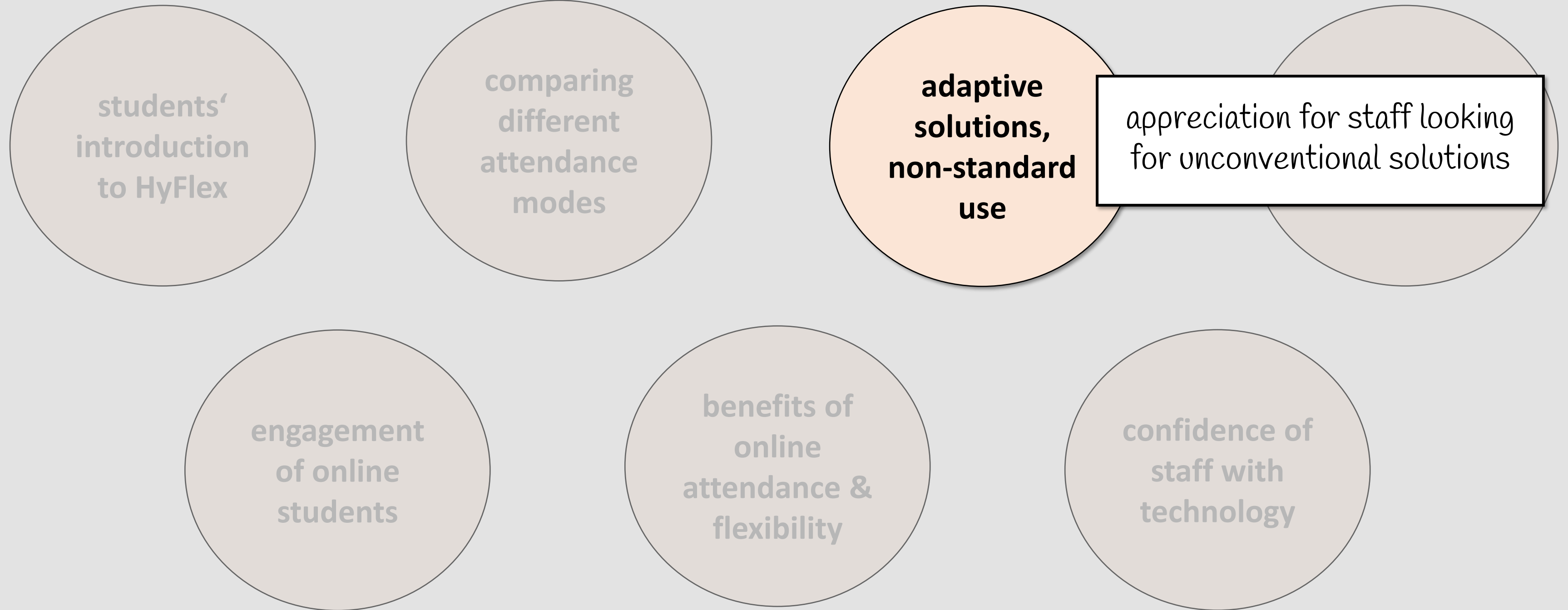
\* students' suggestions



# RQ2: *How students learned with HyFlex*



# RQ3: *What students felt like they got from HyFlex*



# Tying it back to theory

- Three important theoretical foundations mentioned:
  - Learner Engagement as **behavioral, emotional** and **cognitive** according to Fredricks, Blumenfeld and Paris (2004), alleged focus on cognitive in this article
  - **Acceptance of technology** by Venkatesh and Davis (2000)

*Our results show that cognitive engagement worked well when there was greater acceptance of the technology – building on research by Venkatesh and Davis (2000) around perceived usefulness and the technology acceptance model – and a key challenge for increased adoption was a lack of ease of use.* (Detyna & Koch 2023)

- **Technology, Pedagogy and Content Knowledge (TPACK)** structure by Mishra and Koehler (2006)

*Our results have shown that certain disciplines or content areas (C) create specific demands for the (T) technology and (P) pedagogical approach.* (Detyna & Koch 2023)



# Discussion

- First round: comprehension questions about the article!
- Second round: disagreements or challenges?
- Third round: Practical Takeaways