HOW TO CREATE AN ACCESSIBLE AND EQUITABLE HYBRID CLASSROOM

CAPACITY BUILDING THROUGH THE COVID-19 LENS

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MODES OF CLASSROOM LEARNING

	TRADITIONAL	REMOTE	HYBRID	HYFLEX
In-person, face-to-face instruction, synchronous activities	✔		✔	
Online learning where learners and instructors can participate from any location		✔	✔	
Flexibility in mode of participation, students have the choice of: • Exclusively in-person • Exclusively online • Mix of in-person and online Instructor is prepared to teach **all** modalities **at once**				✔

GAPS AND CHALLENGES IN HYBRID LEARNING

- Lack of appropriate devices, sharing devices within a household
- Unaffordable internet and/or limited bandwidth
- Varying digital literacy levels within the same language level course

BEST PRACTICES IN HYBRID LEARNING

- Digital lending libraries
- Partnerships with telecommunication companies to provide subsidized or free internet services
- Utilize ongoing needs assessments throughout the language course to determine changing needs of learners over time

ENSURING LEARNERS ARE NOT BEING HELD BACK WHILST OTHERS ARE FALLING BEHIND

Establish *netiquette*

Create clear expectations by:
- Outlining course content
- Providing level-appropriate waiver forms and statements of agreements
- Providing codes of conduct pertaining to attendance, confidentiality, deadlines, etc.
- Outlining clear communication standards of when to engage with students and staff

Choose appropriate technologies

Possible considerations include:
- Understanding the unique accessibility needs of learners
- Being mindful of cognitive loads by limiting the introduction of new tools
- Selecting technologies that are purposeful, pedagogically sound, accessible, and safe

Multilevel instruction

Possible considerations include:
- Grouping together learners of similar digital literacy levels
- Implementing *scaffolding* and creating varying digital tasks for different digital literacy levels
- Grouping learners of different levels, fostering collaboration to complete tasks and build technical expertise

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TRIED AND TRUE PRACTICES TO HYBRID LEARNING DEVELOPED DURING THE PANDEMIC

ONLINE ASPECT OF HYBRID LEARNING

Provide students with:
- The space to foster a *community of inquiry* between learners and instructors
- Meaningful asynchronous activities
- Screenshared and pre-recorded lessons
- Physical learning packages when applicable and appropriate to assist in online learning
- Breakout rooms and learner-centred activities

APPROACHES THAT EXCEL IN BOTH MODES

Identify ways to leverage and build upon the benefits of both delivery modes. This creates consistency and creates mutually supportive practices. For example, hosting conversation circles both online and in-person to:
- Build interpersonal connections between students
- Build digital literacy skills and confidence in utilizing technology

IN-PERSON ASPECT OF HYBRID LEARNING

Maximize in-person learning through:
- Utilizing a hands-on approach to assist learners with digital challenges
- Building interpersonal connections to ensure learners have a safe space to ask questions
- Facilitating small group discussions to practice verbal skills
- Creating opportunities for learners to ask questions

INCREASING EQUITY WITHIN HYBRID CLASSROOMS

Utilize technology to maximize learner choice and autonomy
- Technology can **expand capabilities of learners** to participate in online learning, but learners should be supported through **being informed** and having the capacity to **choose their mode of instruction**

Providing technical support for learners
- Learners are **oriented to training platforms** and given technological support
- Language programs ensure that learners have the **means to sufficiently participate** in courses

Consider varying technological access
- Learners using mobile devices for language programs will have different instructional design needs than learners using laptops
  - Challenges on mobile devices include: *watching course presentations, drag-and-drop, matching words, and column designs*