Beyond Crisis: Hybrid Teaching as Inclusive Teaching

Elif Sendur & Jennie Snow
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Our emails – Elif: es1037@english.rutgers.edu
Jennie: jennie.snow@rutgers.edu
Today’s Agenda

1- Who is in the room (including US)
2- Some definitions of access beyond the crisis
3- Ways of Conceiving Synchronous and Asynchronous Hybrid modalities of teaching
4- A synchronous interactive exercise
5- An asynchronous interactive exercise
6- Key takeaways
Who are we? Who are you?

Elif Sendur (A-Leaf)
She her hers
Teacher/ Researcher: interested in equitable inclusive teaching, posthumanism, Weird bodies and cinema
Cat Companion
English is not her first language, her home
Invested in inclusive teaching

Jennie Snow
Any pronouns
Teacher: adult education, community college and prison education
Scholar: 20th century multi-ethnic American literature, war, postcolonial studies
Invested in collaborative pedagogies

Please add in the chat: three things (words, adjectives, jobs/roles) that you would like to share about yourself!

teacher/ catlover/ filmbuff
In the chat...

When’s the last time you felt included online (or at all)?
How did you feel this?
What made it possible?
What do we mean when we say:

Beyond Crisis
Inclusivity
Accessibility
Hybrid Teaching
Beyond Crisis

Hybrid and online teaching (fully online, online synchronous or asynchronous) became a prevalent form of teaching as a response to a severe health crisis. Hence, it is perceived as transitory by many teachers waiting to go back to “normal.”

Our experience shows us that this is indeed a valuable, effective, and more importantly an inclusive/ accessible, form of teaching that we argue should be considered as “normal” rather than being seen a merely crisis control.

→ this is an opportunity to change what we see as “normal”
Inclusivity / Accessibility

While accessibility of often understood as rooted in the historical discourse of disability (Susie L. Gronseth and all 3) we are not limiting the term of diverse abilities. instead we are using it as having multiple points of access in one’s teaching leading to inclusivity. This accessibility may manifest itself on several levels: technological, economical, curriculum, pedagogical, racial etc....
Hybrid Teaching

Hybrid teaching provides us with multiple points of access

Accessibility for: abilities, learning forms, social location/educational experience

Slides & subtitles

Recording for later access

Engaging written & spoken opportunities – full sense of class period

Teaching determines the technology → teaching is the medium : Thoughtful design rather than excited design. (Pauline and Eliza talked about design justice today, let’s keep in mind specific goals for each design)
Design Considerations

Synchronous

★ How to design the conversation between zoom and in person classes?

★ Zoom advantages: PPTS, subtitles in lectures, visuality therefore more access points

Lecture: know-how in zoom with illustrative exercises

Commons but not always group work

★ In person classes prep: If working with able- bodies, this is a space for practical activities, encourage students to walk, play, act and work in groups

<table>
<thead>
<tr>
<th>Before the zoom class</th>
<th>Zoom class</th>
<th>In person</th>
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</thead>
<tbody>
<tr>
<td>Initial reading/ encounter the knowledge</td>
<td>unpacking/ digest the knowledge</td>
<td>Metacognition / add to the knowledge</td>
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Design Considerations

Asynchronous

- What activities are better suited for autonomous work? pre-writing
- What activities are better suited for extended engagement? pair/group exchange
- What activities can be modified to encourage inquiry, self-reflexivity, and self-directed learning? discovery tasks / “review & respond”
- On the flip: when is “embodied togetherness” advantageous?
Sample Assignment: “Review & Respond”

Review & Respond: Analytical Essay

Your first Writing Assignment is due next week on DATE. This analytical essay is based directly on the discussions we have been having in class and your group presentation.

FIRST, read the assignment expectations HERE. (Tip: open in a separate tab, so you keep the questions below in front of you.)

THEN, take some time to process the assignment through writing, and sharing with me your first response. Submit here.

Please tell me:

- As you understand it, what do you need to do for this assignment?
- What are the main goals of this assignment?
- What questions do you have? Where do you want more explanation or clarification?
- What will be most difficult in this assignment?
- Set one goal for yourself based on your prior experience with writing and your learning in this course so far. Note: if your goal is a particular grade, break it down into something more concrete that you can work towards. What kind of support do you want from the course (from me as instructor, from assignments, from peers, etc.) to help you work toward your goal?
Active Unpacking in Four Parts

Objective: MAXIMIZE ACCESS

1. Before the class (asynchronous): hypothesis
2. During the zoom session: Google docs and series of close reading questions + present thematic reading in groups
3. Between classes (asynchronous OR synchronous): small group work to prepare presentation
4. Next class (in person or synchronous): group presentations of layered analysis
Practice: Annotation Discussion

https://docs.google.com/document/d/10BdEg4pplce5oF3wb2XtK0WWzXrNqNtI2Q2XgRDasI/edit?usp=sharing

1. Read the excerpt on your own. Please highlight and unpack a moment or a passage that is relevant to you. You might notice: use of language, important ideas, questions you have, connections you can make. It’s also welcome to simply record your reactions and reflection about why you reacted that way.

2. After about 5 minutes of reading and annotating, a couple of volunteers will be asked to read the annotations that were left by our community. This will give us a foundation for our analysis.
In the chat...

What themes are you seeing emerge in the annotations?
Practice: Self-Organize Presentations (synchronous and/or asynchronous)

Please choose a room to join based on the themes that you would like to unpack. Then we will ask you to discuss the theme, think about some illustrative moments and come back to main room to share your discussion with us.

Imagine how you would use this time to organize your presentation team and plan how you will work asynchronously or synchronously to prepare for our next class meeting, where student presentations will start our discussion.
Reflect...

*Why is this model inclusive?*

*How is it accessible?*

*How is it more inclusive than in-person instruction?*
Key Recommendations

1- Have multiple access points to content and objectives...hybrid model does that!

2- Give students space to grow and be themselves. Cultivate autonomy in this process, rather than standardization.

3- Inclusive teaching includes knowing who is in the room and learning from participants (students).

4- Use technology tools like subtitles, powerpoints, videos. Yet do not use them because they are shiny and new.

5- Hybrid teaching opens up different ways of teaching not always “perceived” as traditionally “successful,” so instead, engage students on that evaluation.