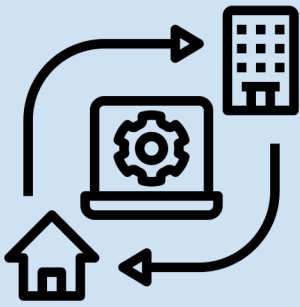# TA Training CoP: Format of Training

Session Workbook

January 2023

What does Hybrid Look like?

- A group joining online and a group joining face to face. Instructor/facilitator **lecture**s the entire time

- A group joining online and a group joining face to face. **Active learning i**s used. The group online works together, and the group face to face also work together (online and face2face g**roups work separately**). Facilitator prepares resources for the people online to use

- A group joining online and a group joining face to face. **Active learning** is used. Instructor/facilitator plans for the online and face to face **group to work together** on activities
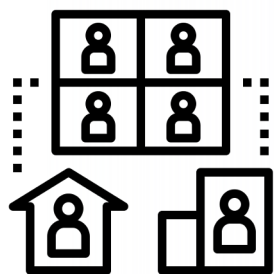
Rationale for choosing a format

Session format	In what logistical context would this format be most appropriate? (ie: TA population; available resources, etc)	For what pedagogical purposes would you prefer this format?	Why wouldn't this format work? What programming problems could arise in this format?
F2F	- Everyone in the same department and/or with similar schedules - Easier to offer everyone food in this format - When there is another in-person event happening during the day (e.g., a beginning-of-year BBQ can dovetail with TA training) - Smaller groups OR very large groups - When there is only one large training component - When folks are mostly on site for their roles to begin with (no extra commute)	- To go through activities like you would in a F2F classroom for in-person teaching - Role-playing / working through common in-person scenarios - Better connection with attendees, able to reach different learning styles more easily - Building community, safe space for discussions	- Might not work for a session where participants need to brainstorm or develop ideas - it would be too time consuming - Also wouldn't work if participants are joining from different geographical locations/timezones - Challenging to coordinate time that works well for all - Several individuals may still be very sensitive about COVID/live with immunocompromised folks.
Online Sync	- Remote TAs - Access (time, location) allows for flexibility and potential to reach more TAs - Many attendees and/or facilitator are sick - Bad weather - Morning session where TAs have a long commute? (Delays with commuting have derailed our in-person morning training sessions so badly)	- Teaching TAs to do something where they need to practice on a computer (e.g., grading in Canvas) - Information session where group work is not required - If real time discussion is needed - Group is developing a resource and it is more helpful to have that in an online space	- With camera and microphones off it's hard to tell the level of engagement - Community building is difficult in an online space - Low motivation
Online async	- Minimal information (5-10 minutes), summaries of meetings or training - During a particularly busy time in the term (e.g., if a TA training event absolutely has to happen during midterm marking, then people can do the training on their own time) - Could be a Canvas based activity - TAs asked to reflect on some experience	- Checking in with experienced TAs about some new skill? - Providing resources that can be accessed at anytime - Informative information only - Could be a good opportunity to model how to create "good" asynchronous resources.	- Difficult to build community - Hard to determine extent to which participants engage or to get their feedback if something is unclear - If discussion or questions/answers are needed for anything - Participants not engaging/doing the activities - No opportunity to check in - or respond to follow up questions - For lengthy workshops (can't stay engaged or focused)
Hybrid	- Mid-size group old and new TAs that are TAs for both in-person and online classes - Comfort levels in situations like COVID or times of high infectious disease(s)	- If the actual training content is about how to manage a hybrid session maybe it'd be good to practice live during the session. Experience the format for yourself.	- Don't have enough facilitators - Tech doesn't allow for good facilitation (depending on the room booked, e.g., whether there's a good enough camera and mic in the room) - Difficult to coordinate activities in mixed groups (Zoom limitations, echo)
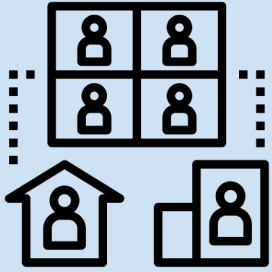
Some Challenges with Hybrid Format

1. **Connecting** the online and face to face sessions.

    a. Connecting the instructor to participants

    b. Connecting participants together

2. Navigating the expectations around **monitoring, offering support** and **sharing resources** in two different spaces.

3. Giving **equal space** to participants who are online and in person

Strategies for Addressing Challenges in the Hybrid Format

Challenge: Connecting the online and face to face sessions in the hybrid format.
- i. Connecting instructor to participants
- ii. Connecting participants together

PART 1: In your group discuss some specific examples of how this could present a challenge in a hybrid TAT workshop (10 min)

- Online group only participating if they have specific questions
- Can't control Zoom group diversity as easily as in person (e.g., assignment groups with small number on Zoom)
- Facilitator overwhelmed/busy with in-person space, harder to connect and monitor both spaces at once
- Hands on activities hard to adapt to online "as is"
- Zoom participants may have cameras off, hard to assess verbal cues in group discussions (when to start or stop talking etc.)
- Online to face to face: hardest to connect (e.g., one little laptop in one giant Zoom)
- Technology glitches
- Harder for online particiaptns to get an instructor attention (dependent on chat function, often ignored)
- Comfort levels speaking out from Zoom to a room of folks

PART 2: In your group reflect on the the following questions and record your responses (15 min)

How can technology (equipment, software) be used to address these challenges, and	- video/audio set up: key for clarity, inclusion (at the front, big screen etc.) - Have chat available at all times, can see it (or use different question platform that alerts in real time) - Designing activities that work online (e.g., google slides, jam board) - Take note of who is in what space (numbers ec.) can pre-form groups, pair up in-person with online - Co-facilitators (or one with help to monitor online questions, technology issues etc.) - Make sure everyone has access to the 'content' or material (i.e., not at a disadvantage by being on Zoom, don't get a hand out etc.). Use email to send out in advance or after
How can pedagogical strategies (design of the session) help?	- Community guidelines for participation in both spaces (e.g., speaking up, cameras) - Knowing what strategies work in online vs. in-person environment (same activity content but different active learning techniques etc.) - Have an ice breaker - Specific pieces for the online group to contribute, create meaningful space to ensure more participation/being heard - Specify prompts of which group t hear from "let's hear from Zoom… the classroom" - Having a break in sessions to allow space to move back from the screen (harder to focus online vs. in-person) - Use interactive checking or short activity to help online folks engage (e.g., kahoots)

Strategies for Addressing Challenges in the Hybrid Format

Challenge: Navigating the expectations around monitoring, offering support and sharing resources in two different spaces.

PART 1: In your group discuss some specific examples of how this could present a challenge in a hybrid TAT workshop (10 min)

- Facilitator managing both online and in-person
- Temptation to use digital resources (accessible to online and in-person participants) - maybe some people want physical resources
- Picking up on how online participants are doing (body language, etc.) can be challenging for the facilitator
- Distraction of being on a computer, and staying attentive and engaged, can be difficult for online participants
- Can be difficult for online participants to speak up if the people in the room are engaged, or if the facilitator is busy working with the people in the room
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PART 2: In your group reflect on the the following questions and record your responses (15 min)

How can technology (equipment, software) be used to address these challenges, and	- Host meeting in room set up with microphones and large screens, camera that tracks the speaker - Not strictly technological, but plan short breaks during meetings could help for those online - Send gift cards / food vouchers for those online in order to share a meal together - Ways to engage people with polls, etc on Zoom
How can pedagogical strategies (design of the session) help?	- Having two facilitators, one responsible for online, one for in-person - To minimize distractions, plan activities in breakout rooms, etc. - Making sure that presenters alternate between looking at participants and camera - Could ask in-person participants to bring computers and have them join Zoom meeting/breakout rooms to mix with online participants, and/or collaborate on some document together

Strategies for Addressing Challenges in the Hybrid Format

Challenge: Giving equal space to participants who are online and in person

PART 1: In your group discuss some specific examples of how this could present a challenge in a hybrid TAT workshop (10 min)

- In-person participants can more naturally contribute to large group discussions but online folks need to be called on, explicitly press a button to raise their hand before they can unmute, and THEN contribute.
- It's difficult to mix in-person and online participants; does each in-person also join through Zoom? So that there's a laptop in each group for more direct contact?
- Even if the groups were modality specific, the timing of activity will need to be slightly different across groups. Online people need more time to make it truly equal?
- If you're not in a room where good technology is available, online participants simply can't hear and contribute properly to in-person discussions.
- Managing air time across different participant groups while being cognizant of power dynamics across participants
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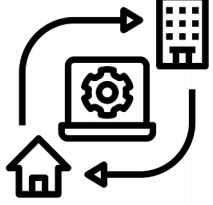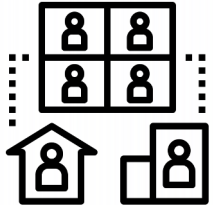| **PART 2:** In your group reflect on the the following questions and record your responses (15 min)	
How can technology (equipment, software) be used to address these challenges, and	- Anonymous Padlet to contribute thoughts at any point during the session puts all participants on an even keel in terms of asking questions. - Making sure there's enough equipment, e.g., laptops, in the room if small groups will be cross-modality mingling. - Book a room with an Owl camera with a good central mic to hone in on in-person contributions - Turn on closed-captions (even if something was missed auditorily, there's a chance it's present in text)
How can pedagogical strategies (design of the session) help?	- Allowing more time for online groups to discuss; pick specific activities, where online folks have a specific role, or in-person group member has the role of managing the chat in their small group. - Establish group guidelines right at the start of the session; helps in-person participants feel ownership of session, help facilitator out if they are overwhelmed with managing two spaces - Accept contributions by section - all in-person contributions, then all Zoom, or something.

Icon Attributions

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