

# **Blended Synchronous Teaching**

Support Resources and  
Staff Survey (Sep 2020)

Macquarie University 11 Feb 2021

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# MQ Resources



BlendSync Project website (Bower et al): <http://blendsync.org>  
+ handbook <http://blendsync.org/handbook>

Teche blog post, links to detailed MQ guide + prev workshop recording:  
<https://teche.mq.edu.au/2020/07/returning-to-campus-small-group-classes-with-an-online-option/>

Quick Guide (2 page summary):[https://mqoutlook-my.sharepoint.com/:w:/g/personal/olga\\_kozar\\_mq\\_edu\\_au/EZW2EilbKQRNmJ2UG14Vx\\_gByXWKSR-bsysLx2z6nADYnA](https://mqoutlook-my.sharepoint.com/:w:/g/personal/olga_kozar_mq_edu_au/EZW2EilbKQRNmJ2UG14Vx_gByXWKSR-bsysLx2z6nADYnA)

Ask technical support from:

- Your faculty L&T group
- iLearn help
- AV services (for in-room equipment)
- OneHelp ticket to borrow the Logitech meetup bar or other audio equipment (e.g. extra mic for lecture rooms). – do it well in advance because there is only one or two!

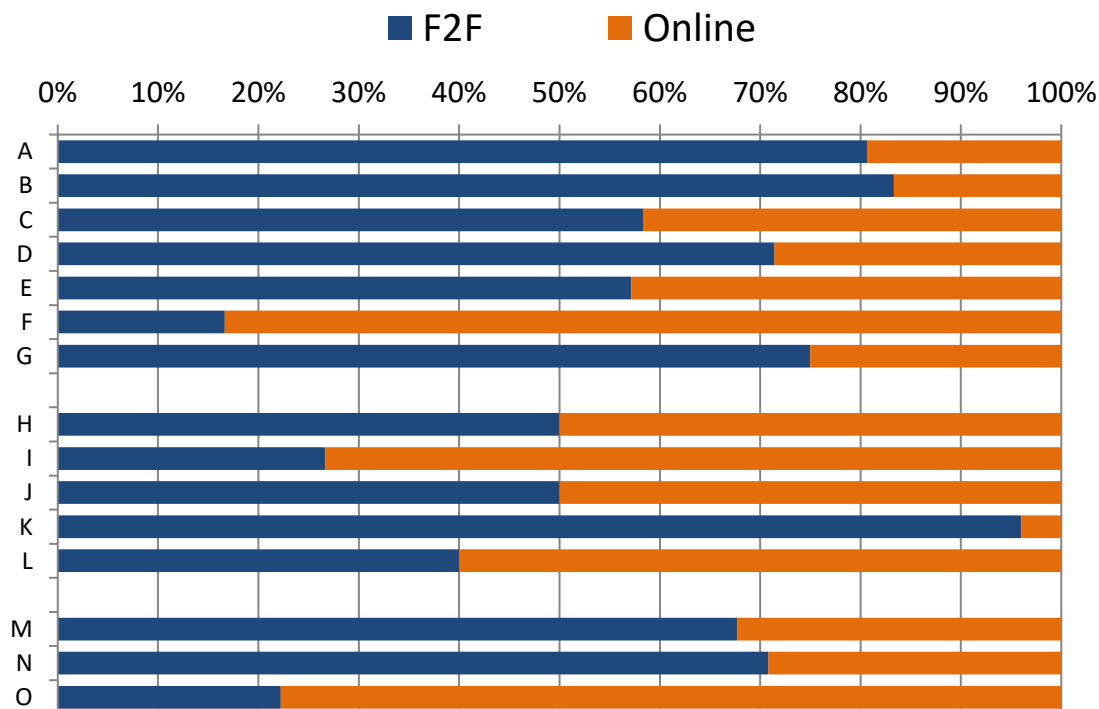
# Staff Survey S2 2020

Brief survey in S2 2020 of those using Blend Sync methods (n = 18).

## Units areas:

AHIS (x2), AHIS, CROA, GEOP, GRMN, MEDI, MGRK, MMCC (x3), PSNN, PSYC, PSYC, PSYP, PSYU, STPH, TRAN.

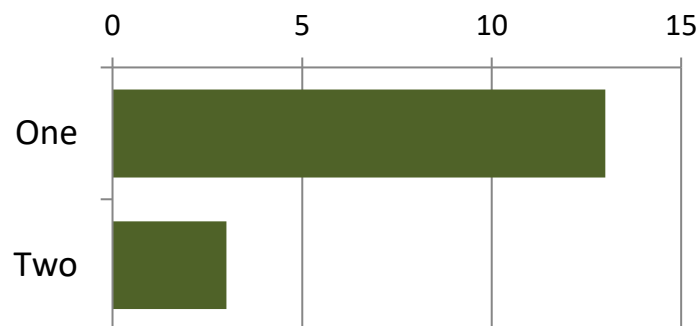
**Ratios** of Face-to-face and online students in classes.



	F2F	Online
Avg	17	19
Min	4	1
Max	25	100

# Staff Survey S2 2020

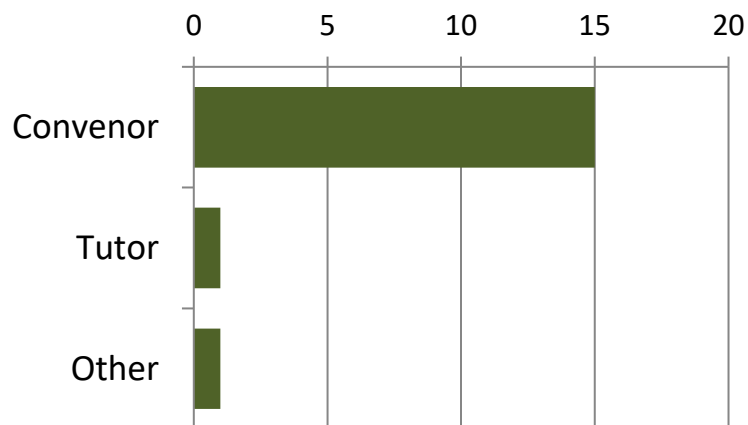
Number of staff teaching in a Blend Sync class space (Count of respondents):



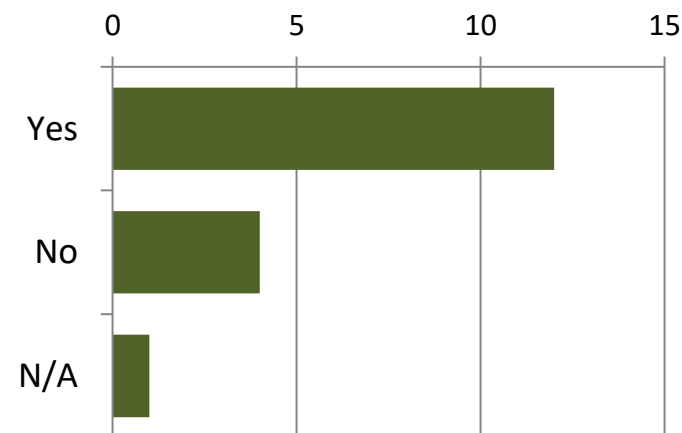
Respondents: Number of overall years of teaching experience

	Years
Min	1
Max	25
Average	12
St.Dev	7

Role of staff teaching a Blend Sync class (Count of respondents):



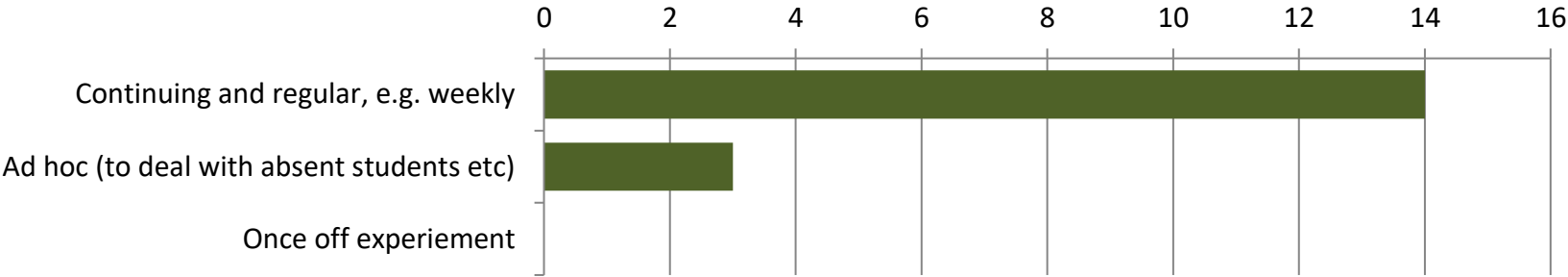
Is this your first time teaching using Blend Sync (Count of respondents):



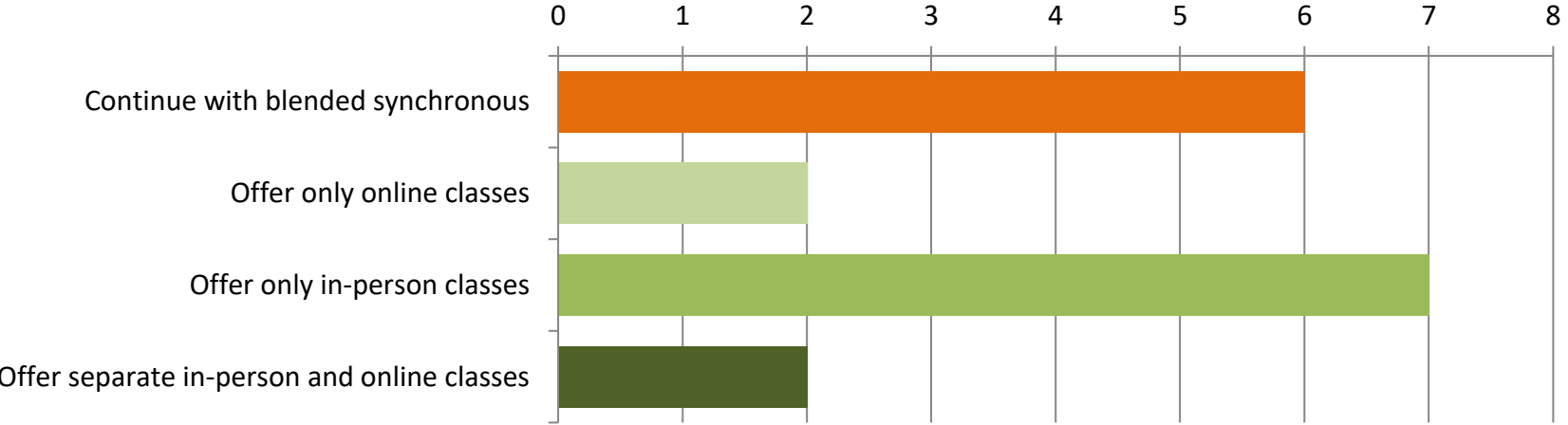
# Staff Survey S2 2020



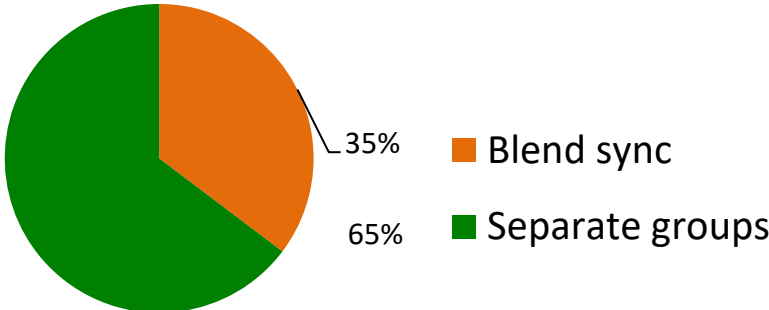
Frequency of use of Blend Sync (Count of respondents):



Preferred future teaching mode (Count of respondents):



Do separate groups or use Blend Sync?



# Tips: Small group work

- Place material/activity sheets etc on iLearn before the lesson.
- Use google docs for collaborative work
  - One doc per group, or
  - One doc for all (depends on the task!).
  - Online students can edit and show.
  - On-campus students could do the same!

# Tips: Small class teaching

- Zoom –
  - Use ‘share desktop’ to show slides then project that screen to the room. Or...
  - Use laptop to host in Zoom with ‘share desktop’ AND login to zoom session on Lectern PC and project that screen to the room – student’s view. (“double zoom”).
  - Online students join Zoom, on-campus students see projected screen.
- Use a radio mic or USB headset when speaking (so online students can hear). OR stay near lectern mic.
- Submit a OneHelp ticket to book in advance: A Logitech USB ‘meetup’ mic/webcam/speaker bar is available (but very limited availability)
- Ask your faculty to borrow a laptop.

# Tips: Small group discussions



- Best to avoid 'whole class' discussions – go via groups.
- Group work:
  1. Online students in Zoom – use breakout rooms.
  2. On campus students – face to face (with distancing).
  3. Then have some groups share a summary across modes.
- To connect audio – options:
  - When online students are speaking: Put room mic near laptop speaker so on-campus students can hear those online (laptop mic to be muted at that time).
  - When on campus students speaking:
    - Mic for in-room students to speak into Zoom - may need to walk closer to students holding mic (roving mic, or mobile device connected to zoom) OR
    - Have on-campus students use a phone or laptop to join zoom.
  - Mute mics/speakers to avoid cross-talk audio feedback loops (only 1 *active* mic)
    - **Rule of thumb – only one mic is to active at a time** in the on-campus room. If you are not actually speaking then mute your mic.
    - Mute the room loudspeakers if a mic is on in the on-campus room.
    - Turn on the room loudspeakers when an online student is speaking so those on-campus can hear them.



# Tips: Interaction / Lectures

- Polls in Zoom or Echo.
  1. In zoom setup before session - Use generic options in the poll “Your response: a, b, c”
  2. Put actual questions and options on your slides.  
Means you can easily re-use the same poll.
- Use text chat
  - for comments.
  - for questions – ask students to prefix chat with “Q:” to easily identify.
  - Assign a student volunteer to monitor the online chat as the “chat master” for a session.
- You may need to repeat questions/ responses using your voice/mic to ensure both groups hear.

# Concluding comments

Blended Synchronous Learning - can unite on-campus and distributed learners using media-rich real-time collaboration tools.

But you need to be prepared and *practice!*

If there is more MQ can do to help – let us know.