

# Canterbury Christ Church University HyFlex Pilot Guide for Staff 2023-24



1. Clarification of terms .....	4
2. What are the benefits of HyFlex teaching? .....	5
3. What are the challenges of HyFlex teaching? .....	6
4. VLE design and expectations management for active HyFlex learning .....	7
5. Building cohort identity and classroom contracting.....	9
A. Ensure students are comfortable with the technology.....	9
B. Use asynchronous activities to bond all students.....	9
C. Create human presence throughout all aspects of learning .....	9
D. Model positive communications with students.....	10
E. Set up your Teams meeting and settings in advance .....	10
6. HyFlex activities: equitable engagement by design.....	11
A. Make sure activities are equitably HyFlex-ready .....	11
B. Structure your sessions clearly and signpost this to students .....	11
C. Plan small group work structures to reduce faff.....	11
D. Check student engagement regularly and respond fast .....	12
E. Keep it simple.....	12
7. Conversions table: making conventional activities HyFlex ready .....	13
8. HyFlex in Real Time – reminders to keep things running smoothly .....	16
A. You need to use the PC in the teaching room – screen set-up here .....	16
B. Be aware of the functionality of the HyFlex classroom .....	17
C. Consider a co-pilot.....	18
D. Monitor attendance consistently.....	18
E. Use Teams functionality confidently.....	19
1. Meeting controls in a meeting.....	19
2. Sharing content .....	19
3. Breakout rooms .....	20
4. Polls .....	20
5. Sending files.....	20
6. Accessing the recording .....	20
7. Sharing the recording with your students.....	21

9. Seeking and responding to feedback ..... 22

10. Help! I cannot find guidance on the challenge I am facing..... 22

# 1. Clarification of terms

**HyFlex teaching:** live - “synchronous” learning which happens simultaneously online and in an on-campus classroom. The tutor interacts both with “face-to-face” students who are in the on-campus classroom and with “online” students who are joining the online classroom remotely rather than attending in-person. In a HyFlex session, face-to-face and online students interact with the tutor and each other in activities to support learning.

**Face-to-face students:** students who have chosen to attend the session in the classroom on campus. In writing about HyFlex learning you will sometimes see this group nicknamed “roomies”.

**Online students:** students who have chosen to join the session via online MS Teams classroom from a location of their choice, be that at home, or an alternative appropriate study venue. In writing about HyFlex learning you will sometimes see this group nicknamed “zoomies” (because Zoom was a platform used during the pandemic and for the rhyme appeal of “roomies” and “zoomies”).

**Asynchronous learning:** this is all the work that is not “live” i.e., students can do at a time that suits them – this may include completing readings, coursework, watching a recorded lecture. Asynchronous learning can happen before or after the session. When you plan learning activities for HyFlex sessions, please try to ensure that all learning types suited to being completed asynchronously are set as preparation or after-session work rather than trying to use the session time to e.g., watch a 10-minute video.

**Blended learning:** this refers to a mix of digital and non-digital learning. University students have been taking part in blended learning for at least the last 15-years routinely anyway. Whenever students use Blackboard to complete preparatory tasks, submit assignments, check their timetable, access online journals, use LibrarySearch they are engaging in digital learning. And whenever they do offline activities like reading a book, discussing it with their peers in a small group, taking part in a debate, they are taking part in non-digital learning. You have been facilitating blended learning already. HyFlex is just one distinctive “blend” of blended learning in which you synchronously learn together with people who are physically absent but digitally present in the classroom activities.

## 2. What are the benefits of HyFlex teaching?

1. Saves money and time for students who, otherwise, will need to travel to campus. This could improve attendance and offers the opportunity to embed sustainability in learning & teaching through a range of access points to learning
2. Offers flexible engagement for students which may be particularly helpful for those with caring responsibilities, commuters, shift work, chronic health conditions, e.g., last minute train strikes or cancellations, poorly child sent home from school/nursery, student who have just worked a night shift and wouldn't logistically be able to arrive on campus in time; students with chronic conditions that flare up at certain times and make working from home a preferred option during flare-ups (e.g. Arthritis, Irritable Bowel Syndrome, Anxiety Disorders)
3. Reflects trends and allows students to develop skills for the hybrid professional working environments that students will experience post-graduation, post 2020
4. Develops the tutor's digital skills (e.g., digital creation, digital communication, digital wellbeing, digital productivity) and teaching practice with a focus on continuous improvement and innovation in the delivery of the curriculum
5. Learning with peers in-person and online can create a more dynamic and expanded learning environment and a stronger sense of belonging in the classroom through technology

### 3. What are the challenges of HyFlex teaching?

1. Cognitive overload and teaching anxiety for staff running the HyFlex session attempting to manage student learning in two distinct domains, online and in classroom.
2. Lack of cohort identity in the student group – two distinct groups face-to-face students and online students - this can lead to a lack of trust, sharing and contributions from students – unchecked, a tutor could become very didactic in approach and fall back on a non-interactive talk-and-chalk approach.
3. Impaired quality of student engagement during in person teaching due to technology issues interrupting flow and taking up time
4. Online students can feel forgotten/overlooked in favour of face-to-face students since chat messages and raised hands online are easier to overlook than in-room cues.
5. We are hoping for more engagement, but some students could feel disengaged/only engage asynchronously
6. It is not customary practice across the university – you may feel in need of support from others with shared experiences – a “community of practice”
7. When the technology does not work as planned – signal issues, visual and audio issues – either for students joining from home or for the staff member running the session on campus; academics who have undertaken HyFlex teaching speak about needing to ‘embrace disruption’ and ‘relinquish control’ over some elements of teaching
8. Transferring a module to HyFlex takes an investment of time for the academic leading the module. Even successful face-to-face modules need to be reviewed and adapted to design an equitable learning experience for face-to-face and online learners.
9. Initially, both face-to-face and online students might not realise what this mode of learning entails and requires, in terms of engagement and technology. To mitigate this, we will be providing students with an intro video to outline what HyFlex is, and how to best study and engage within a HyFlex learning environment. You will be open to discuss with students how to choose the mode that may work best for them. You will have systems in place to reflect with students on how they are finding this mode of teaching?

## 4. VLE design and expectations management for active HyFlex learning

Your face-to-face and online students may only spend some of their time in the same physical environment, so crafting them an equitable and distinctive quality experience on your VLE is more important than ever. You want your VLE (usually Blackboard Ultra) to be a well-organised, attractive, positive, and supportive online environment to set the tone of your work together, provide messaging about expectations management and a constant asynchronous reference point for your students' learning.

1. **Make sure that your VLE is available to students in advance** ideally this should be a good week or 10 days before teaching starts
2. **Turn on progress tracking and set alerts** so that students who have not engaged with the VLE for e.g., 7 days are flagged, and you can check in with them to check they are okay to reduce disengagement
3. **Use a 'learning modules' per week (instead of using a folder per week) in your blackboard**, as these will let you use an image for each work, to direct students' progress through the topic and gather information for you in learning analytics on who has engaged with what. If you check in 2 days before your session and see that nobody has engaged, you can pre-empt a nosedive seminar by sending them all a prompt to prepare
4. **Choose and use an attractive course image as a banner** – it takes 2 seconds to do and makes the module look more cared for and engaging
5. **Whether they are HyFlex or not, use a consistent structure in each week's learning module** to help students get used to navigating their way through
6. **There will be a video made by LTE which you can add to your Blackboard explaining HyFlex, but you could also helpfully make a short (e.g., 5 min) introductory video to your module** to tell students a built about what they can expect about the content and teaching methods in the module and to welcome them. You might also want to talk about why you felt it might be especially supportive or helpful to them to be part of this pilot and run their sessions HyFlex
7. **Most of the preparation for the first session could be getting used to the VLE, module, HyFlex and introducing themselves to other students.** This upfront investment will save time and smooth students' path to learning later. Also, reward students for doing the preparation, tell them there will be a quiz and run one – keep it light and fun, but indicate from day 1 that you expect prep to be done and will know whether it is done. It would be a good idea to get the students to test their equipment in advance of online study – MS Teams

offers [a diagnostic/test](#) that you can set as part of the prep work for your students.

**8. Accessibility: as always, we need to try to make resources inclusive by design, this would include considerations like:**

- a. Ensure that the content uploaded can be read by a screen reader
- b. Avoid bright contrasting colours
- c. Ensure that information is presented in an order that is easy to follow (e.g., do not have one point at the left of the page then another at the right)
- d. Any images must have alt text - explaining the image and why it is used
- e. Include captions/ headers for tables
- f. Avoid language like 'click here'

**9. Be mindful of Learning Support Plans (LSPs) and the potential impact of HyFlex on students with LSPs:** invite details of LSPs and any concerns that students on your HyFlex module may have as soon as you get your group lists and work with you student to resolve concerns.

## 5. Building cohort identity and classroom contracting

For effective learning to happen, you want to minimise unnecessary stress, and one of the most effective ways to do this is to establish a culture of support and inclusion: you want students to feel comfortable working together, sharing ideas, being patient with each other and you when things (inevitably) go a bit wrong. To do this, you want to encourage students to feel comfortable discussing ideas with a few peers and (in time) with the whole group.

### A. Ensure students are comfortable with the technology

- a. For this to work, you're going to need to communicate with students and provide guidance in advance; they need to know what HyFlex is, what is expected of them, what technology they need at home and what technology they should bring to the classroom - make the non-negotiables crystal clear and set it as a preparation activity with a pop quiz for them to engage with this. On the HyFlex Pilot webpage you can see the Student as well as the Staff guide; both guides include links to 'how to' user guidance in MS Teams. Get them to test the functionality before and in class as appropriate.
- b. Where there is space for student input, invite them to own it – perhaps online in advance to contribute to a classroom contract (see below)
- c. Be open with students about the fact that this is new, experimental, pioneering; we are doing this work together in response to student demand – encourage students to feedback and be honest about what does and does not work

### B. Use asynchronous activities to bond all students

- d. The first activity could be e.g., a Padlet forming a classroom contract of how they will work together to make their learning effective whether in roomie or zoomie mode – you can form this into a classroom contract to return to
- e. Beyond setting readings or videos, what could you use to get all students to engage – a quiz that they all do, a discussion board or Padlet

### C. Create human presence throughout all aspects of learning

- a. set up an asynchronous Padlet or discussion board in which students introduce themselves before the first session. Encourage them to share

- a picture of themselves/a pet/a hobby or interest and model this yourself
- b. Ask zoomies to have cameras on at least at the start if not the whole session
  - c. Ask all zoomies to upload a photo of themselves to personalise their presence so that even if there are times when cameras are off, colleagues are seeing a face, not a blank screen
  - d. In sessions, facilitate regular small group discussions (think-pair-share or groups of 3 or 4)

## D. Model positive communications with students

- a. Send an announcement with a push email (about once a week) - make your sessions an event, praise things the group has done well, and talk about what you are looking forward to, what exciting activity or topic is coming up – treat sessions as enjoyable, anticipated events and they are more likely to become that!
- b. Have FAQs and gently direct students to these as needed, try to keep emails warm

## E. Set up your Teams meeting and settings in advance

To reduce pressure on yourself on the day, set up the Teams meetings for the HyFlex sessions in advance, select the settings you want (e.g. automatic recording of sessions) and share the meeting links with students. Here are the MS Teams guides on how to do this:

How to **Schedule a meeting in Teams and Invite people with a link.**

<https://support.microsoft.com/en-us/office/schedule-a-meeting-in-microsoft-teams-943507a9-8583-4c58-b5d2-8ec8265e04e5>

**About meeting options** and what they mean. This is where you can see how to set up meetings so that they start recording automatically.

[https://support.microsoft.com/en-us/office/meeting-options-in-microsoft-teams-53261366-dbd5-45f9-aae9-a70e6354f88e#bkmk\\_about\\_meeting\\_options](https://support.microsoft.com/en-us/office/meeting-options-in-microsoft-teams-53261366-dbd5-45f9-aae9-a70e6354f88e#bkmk_about_meeting_options)

How to **Change meeting options** prior to the meeting.

[https://support.microsoft.com/en-us/office/meeting-options-in-microsoft-teams-53261366-dbd5-45f9-aae9-a70e6354f88e#bkmk\\_change\\_meeting\\_options](https://support.microsoft.com/en-us/office/meeting-options-in-microsoft-teams-53261366-dbd5-45f9-aae9-a70e6354f88e#bkmk_change_meeting_options)

How to **Join the meeting.**

[https://support.microsoft.com/en-gb/office/join-a-meeting-in-microsoft-teams-1613bb53-f3fa-431e-85a9-d6a91e3468c9#bkmk\\_calendar](https://support.microsoft.com/en-gb/office/join-a-meeting-in-microsoft-teams-1613bb53-f3fa-431e-85a9-d6a91e3468c9#bkmk_calendar)

## 6. HyFlex activities: equitable engagement by design

### A. Make sure activities are equitably HyFlex-ready

While a group mind mapping activity could be converted into a Padlet activity, a hands-on-practical using specific equipment on another person cannot equitably be replaced for online students, practical activity would need to be taught face-to-face for all students. As a tutor, determine and make clear in advance which sessions are and are not HyFlex. For sessions which will be HyFlex, set up your Teams meeting link in advance and make that visible on your Blackboard so that students can click from the session prep to join the meeting from home (see guidance about setting up meetings). We recommend that you set up the meeting settings in advance (e.g., choose preferred settings for recording and transcription, breakout rooms etc.) to reduce stress on the day of teaching

### B. Structure your sessions clearly and signpost this to students

Include regular breaks (e.g., for every hour of teaching, schedule a 5-minute break. If you are teaching a long session and will need a 15 minute+ break, be aware of how you talk about this to students, saying “we’re all going for coffee” is not inclusive of online students). Do allocate a couple of minutes of set-up time at the beginning of any HyFlex session to make sure that you’ve opened and signed in to Teams, any tabs you need and checked that online students can hear and see you and that you can hear and see them. Build in some flex time for if there are technology hiccups, especially in your first couple of sessions – do share the learning outcomes for the session with your students; it may also be worth sharing a schedule for the session with the students before/at the start of the session so that if anyone has connectivity issues, they have some sense of orientation of where you are in the session if the signal drops out and reconnects

### C. Plan small group work structures to reduce faff

Think ahead to reduce frustration on the day: so, for think-pair-shares how will you manage everyone’s time effectively? You might want to ask the roomies to pair up and start discussing, while you set up breakout groups and hit mute on the PC for the zoomies on the understanding that the roomies will need to present first because they will get an extra minute of discussion time each time etc. And you will need to budget longer for getting people in and out of activities. Check how to set up and manage breakout rooms via the links in section 8 – our technical guide to teaching with MS Teams.

## D. Check student engagement regularly and respond fast

Build in a question per slide or every 5 minutes for any presentation portion; check the MS Teams chat bar and look for responses in the room. Remember, you can use the chat function, emojis, Mentimeter, Padlet to help you review this quickly and in the same manner for face-to-face and online students. You may find that some tasks work better with hands up and others better with chat function, try to agree and explicit with students about netiquette for sessions and when you would prefer them to use the chat function, when to raise hands etc.

## E. Keep it simple

When you start teaching HyFlex, start with the most basic group configurations first (pairs of face-to-face students and pairs of online students). Only once you are all more familiar with the format and it is working reliably, start trying more ambitious groupings.

## 7. Conversions table: making conventional activities HyFlex ready

Conventional Activity	HyFlex version
Think-pair-share	You will need to use breakout groups on MS Teams to make this work in a HyFlex class. Ask face-to-face students to sort themselves into pairs or the odd three in the class while you turn your attention to putting the online students into breakout groups.
Full Group/ Plenary Discussion	You can still run this for parts of the session but aim to keep it contained and alternate with smaller group work tasks as the audio-quality and experience can be poorer for everyone in this type of activity. Set out clear rules on etiquette about raising online or in-class hands and using the chat (or not) and consider alternating between an answer online and an answer face-to-face to ensure that online colleagues are not forgotten about.
Pop quiz	Getting everyone face-to-face and online to share the experience of a Mentimeter quiz (e.g., multiple choice, free text entry and word cloud answers) can be an effective way to bring your learners together with a bit of collaboration or competition to raise energy levels. Students will need to be told in advance to bring a Wi-Fi enabled device if attending face-to-face and to open a new tab for the Mentimeter parallel to their reduced size Teams tab if attending online.
Group think/	Use Mentimeter's word cloud function to gather one-word answers around a topic or MS Teams Whiteboard functionality to collect longer answers e.g., in reviewing prior

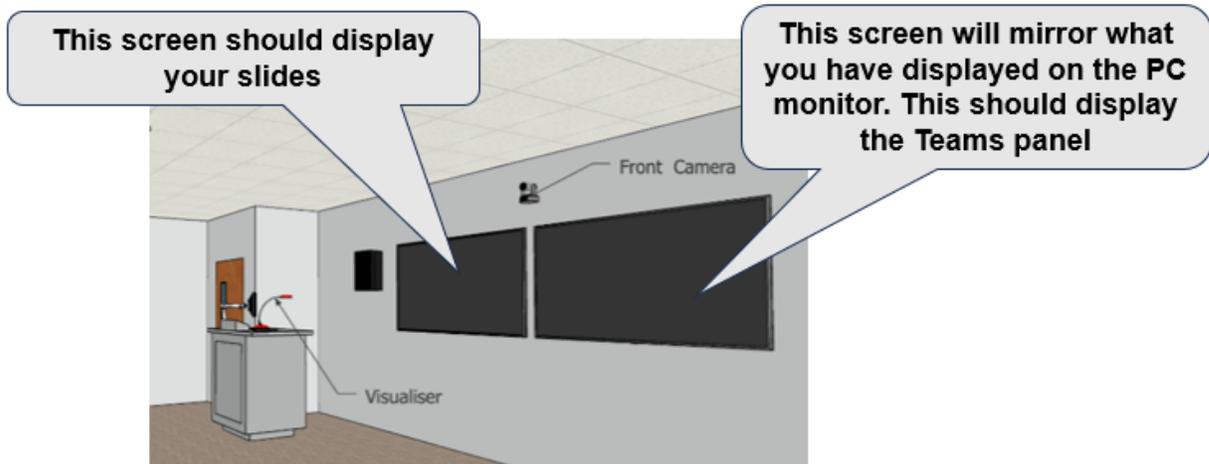
writing on whiteboard	knowledge about a topic at the start of a session or revising a topic towards the end of a session.
Mind-mapping or poster making activity	If you like getting groups to make posters in conventional sessions, you might like to transfer to the more sustainable, paper-free version on Padlet. Set up a Padlet in advance with the question and any prompts. You could even include an example for the type of format you want students to make. Then your face-to-face students can form groups in the room, and you can put your online students in breakout groups, and they all work on their own Padlet post (one per group) during the group work time. This is a useful way to bring together written and visual resources and can be extremely helpful in collecting students' perspectives after placement or research or a group discussion. You are left with a lasting revision resource for all students too
Hands up sharing voting	Use the MS Polls function in MS Teams for all students if you want them all to be able to vote anonymously. You could use this to help get an insight on group preferences about ways of working or as a quick way of getting yes/no answers to test understanding of e.g., definition of terms,
Gauging mood in the room	You are used to reading facial expressions and body language in a room full of students in face-to-face teaching, but how can you get a sense of what is going on for online students, especially if cameras are switched off? You could ask all students to use a Wi-Fi enabled device to use the chat function for parts of the session, e.g., before asking "any questions" and getting a deafening silence. Students can choose an emoji to express how they are

	feeling at the start of the session or in response to a particular topic or concept.
--	--

## 8. HyFlex in Real Time – reminders to keep things running smoothly

### A. You need to use the PC in the teaching room – screen set-up here

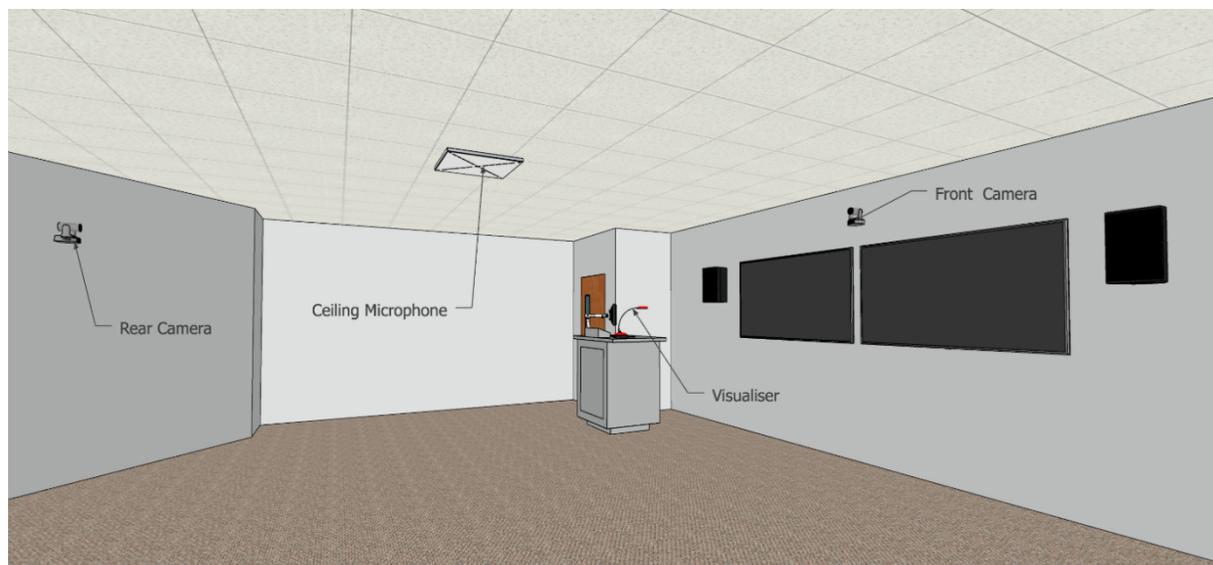
1. It is the PC in the HyFlex-enabled teaching room that is connected to the technology that you need for HyFlex. So, **you cannot run the session from your own laptop by plugging it in on the podium in the HyFlex teaching rooms; your teaching material needs to be saved in your OneDrive or available on the VLE or in the cloud so that you can access it readily from the PC in the classroom.**
2. On arrival, log-on to this PC as you would in any other teaching space
3. If you do not want students to see your desktop while you set-up, select blank screen from the control panel to the left of the monitor
4. On the PC, under settings for screen view, select “extend”. **The large screen furthest from the monitor will mirror whatever you have displayed on the PC monitor.**
5. We recommend that you open both Teams and your slides/visual content in ‘display’ mode before starting the session.
6. You will find that you cannot view both the Teams pane and your slides on the PC monitor. We strongly recommend that you keep the Teams panel open on your monitor to be actively aware of and responsive to online students during the session.
7. Therefore, the mirroring function on the screens is set up to mirror your main screen (Teams) on the monitor further away from you, while the screen nearest to you will be the only live display of your slides and any fine detail on them.



8. If you need to use a pointer to highlight something on a slide, please use the “annotate” mode in PowerPoint so that it will be accessible to online as well as in person students. (Note, a traditional laser pointer will not be visible to online students.) As usual, please ensure that you use high contrast between text and slide, colour, use pastel or off-white backgrounds on all slides and ensure that all text is 24pt or above and that images are large enough to be visible. For fuller details see the [BDA style guide](#)
9. If you have notes to accompany your slides, we recommend that you print these off in advance or access them via a separate tablet or laptop, otherwise the notes will display to students in the room.

## B. Be aware of the functionality of the HyFlex classroom

The AV system is operated by a touch screen control panel on the lectern. The control panel will allow you to select options for your HyFlex sessions, as well as controlling standard teaching spacing audio-visual functions such as volume and input selection.



The room is equipped with display screens and speakers, like other teaching spaces, but also has the following equipment for HyFlex sessions:

1. Front and rear cameras, with pan, tilt and zoom functionality. The rear camera(s) will capture anyone presenting at the front of the room. The front camera will capture attendees in the room; for example, a student asking a question.
2. Ceiling mounted microphone arrays. These units contain multiple microphones to capture audio from those speaking in the room, and also provide positional data to the AV system to allow automated movement of the cameras, so that they capture the person speaking.
3. A lectern mounted visualiser. The visualiser features a camera on a flexible gooseneck arm, allowing the display of paper documents or other physical objects on the display screen in the room and to remote participants via Teams.

### C. Consider a co-pilot

You may want to consider using a co-pilot at least for the first one or two HyFlex sessions that you run to have some back-up as you get used to handling the technology and meeting the needs of both face-to-face and online students simultaneously.

### D. Monitor attendance consistently

Students who attend sessions face-to-face in the classroom will still need to tap-in using the card readers in the room. For students who attend online, an attendance list will be available for download from Microsoft Teams after the session has ended. This

data can then be manually imported alongside the classroom attendance data in TDS.

## E. Use Teams functionality confidently

### 1. Meeting controls in a meeting

There are many things you can do and turn on/off while in a meeting. Here you will see how to **Mute and unmute your own microphone**, **Turn your camera on or off** and **Show or hide the meeting conversation** (chat), **Use reactions** and more.

<https://support.microsoft.com/en-us/office/use-meeting-controls-in-microsoft-teams-ee1134a2-c74d-41ef-be98-e979d6167915>

### 2. Sharing content

During a meeting you can choose to share your desktop, an individual window, use Teams' built in PowerPoint live, or its interactive Whiteboard.

Remember that if you share your entire screen attendees will see everything you can see on that screen; this is a straightforward way to switch between programs without having to pause sharing. You could show a video in one browser window and then click to open a Padlet or Mentimeter in another window and all attendees will see the change.

How to **Show your screen** in a meeting and **Include computer sound** (so you can play recordings and videos for attendees to hear).

<https://support.microsoft.com/en-us/office/share-content-in-microsoft-teams-meetings-fcc2bf59-aecd-4481-8f99-ce55dd836ce8>

How to **Use a Whiteboard in a Teams meeting** including how to add text, notes, pictures, and documents.

<https://support.microsoft.com/en-us/office/use-whiteboard-in-a-teams-meeting-26f87802-b37f-4af0-806d-af79fbfb8ae6>

The PowerPoint Live feature in Teams is great for online only meetings because it means that the presenter has a different view (with notes, upcoming slides etc.) to the attendees. In a HyFlex situation, however, it may be better to share a window or screen because you will want to have a normal view for people in the room.

How to **Share slides in Microsoft Teams meetings with PowerPoint Live**.

<https://support.microsoft.com/en-au/office/share-slides-in-microsoft-teams-meetings-with-powerpoint-live-fc5a5394-2159-419c-bc59-1f64c1f4e470>

### 3. Breakout rooms

You can set up multiple online meeting rooms separate from the main meeting where a small group of online attendees can discuss a particular issue before returning to the main meeting.

How to **Use breakout rooms in a Microsoft Teams meeting** including how to set them up before or during the meeting, how to set time limits for the sessions and how to interact with breakout room participants.

<https://support.microsoft.com/en-us/office/use-breakout-rooms-in-microsoft-teams-meetings-7de1f48a-da07-466c-a5ab-4ebace28e461>

### 4. Polls

You can set up polls that appear as pop-up notifications on the meeting screen and in the chat so you can ask your attendees questions (multiple-choice, multiple-choice quiz, word cloud, rating, and ranking) and gather responses in real time.

How to Poll attendees during a Teams meeting including how to set them up before or during a meeting and how to share results or keep responses anonymous.

<https://support.microsoft.com/en-us/office/poll-attendees-during-a-teams-meeting-9923b7d4-ea97-4aa2-b8b8-b45fefe7d454>

### 5. Sending files

If you need to send a file to attendees during the meeting, you can upload it in the chat.

How to **Share files in Microsoft Teams**.

<https://support.microsoft.com/en-au/office/share-files-in-microsoft-teams-0c4d34ee-5dd8-46d5-ab35-0d227b5e6eb5>

### 6. Accessing the recording

Once the meeting has finished, recordings of meetings are saved in the *Recordings* folder in the OneDrive directory of the person who started the recording.

Alternatively, you can open the meeting recording in the chat history of the meeting and download it from there:

- Go to the meeting recording in the chat history and select **More options** > **Open in Microsoft Stream**.
- On the Microsoft Stream portal, select > **Download**.

## 7. Sharing the recording with your students

You need to move the recording from Teams to Yuja and be aware that the chat and resources shared will not be captured:

[https://cccu.yuja.com/V/Video?v=21013&node=126334&a=1859298092&autoplay=](https://cccu.yuja.com/V/Video?v=21013&node=126334&a=1859298092&autoplay=1)

[1](https://cccu.yuja.com/V/Video?v=21013&node=126334&a=1859298092&autoplay=1)

## 9. Seeking and responding to feedback

1. Aim to actively seek, value and respond to feedback from your online and face-to-face students. Try to work together to make things better
2. Join your community of practice: if you are taking part in the 2024 HyFlex Pilot, you will be given access to a dedicated channel on Teams for sharing knowledge and experience with fellow staff on the Pilot. You will receive a notification when the channel is opened to you and it will appear on your list of channels on Teams. Please note, this channel is not for support in real time, but rather a forum for a community of practice to share ideas, tips, concerns, etc. This will be monitored by the project team, on a weekly basis – please do not expect a response on the same day.

## 10. Help! I cannot find guidance on the challenge I am facing

If you're experiencing **technical issues with any of the equipment in the room**, as in any other teaching space, your first point of contact for in the classroom support is the AV Team: Classroom Assistance: extension 2344

If you have queries or would like to discuss a **pedagogic element of your HyFlex teaching** design or delivery, please contact Claire Loffman on [claire.loffman@canterbury.ac.uk](mailto:claire.loffman@canterbury.ac.uk), Senior Academic Developer and the Learning and Teaching lead on the HyFlex Pilot

If you have technical queries about the **technological possibilities for your teaching** in HyFlex that are not addressed in the guide, **e.g. you're new to using Mentimeter or Padlet**, but want to use them as part of your HyFlex design we'd encourage you to:

- Access the [TEL Knowledge Base](#) for guides on using these – you will see that this guide is the first of the 'Quick Links for Staff' on the Institution page of Blackboard
- If you wish to engage in some training on using supported technologies such as Mentimeter or Padlet, please do sign up via StaffLearn to one of the regular workshops.
- If you've engaged with the guide or workshops mentioned immediately above, but have a specific query, we'd encourage you to join the LTE Lunchtime

Surgery, available everyday Monday-Friday inclusive between 1-2pm GMT. You will see that this guide is the second of the 'Quick Links for Staff' on the Institution page of Blackboard – if you click on the link between 1-2pm on a weekday, it will take you directly into an online classroom where you can talk one-to-one with a member of the Technology Enhanced Learning Team

If you have queries or would like to discuss a **Technology Enhanced Learning (TEL) element of your HyFlex teaching**, please contact Daniel Clark on [daniel.clark@canterbury.ac.uk](mailto:daniel.clark@canterbury.ac.uk), the Assistant Director: Digital Learning and TEL lead on the HyFlex Pilot