<table>
<thead>
<tr>
<th>Planning Guide for Hybrid Classes</th>
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<tbody>
<tr>
<td>BY MCAEL GRANT PARTNERS</td>
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<tbody>
<tr>
<td><img src="image1.png" alt="Icon" /></td>
<td>Ask yourself the right questions</td>
</tr>
<tr>
<td><img src="image2.png" alt="Icon" /></td>
<td>Choose your model</td>
</tr>
<tr>
<td><img src="image3.png" alt="Icon" /></td>
<td>Instructional Design</td>
</tr>
<tr>
<td><img src="image4.png" alt="Icon" /></td>
<td>Using Technology</td>
</tr>
<tr>
<td>Why are we considering offering hybrid classes?</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>What is our intended outcome for offering hybrid classes?</td>
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<tr>
<td>What administrative and technical capacity do we have to do hybrid classes?</td>
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**Thoughts from Peer Programs**

Hybrid classes...
- Accommodate instructor and learner preferences for attending in person or online
- Create a solution for limited in person class space
- Offer more affordable options for programs
- Can help increase learner retention
### Choose Your Model

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<table>
<thead>
<tr>
<th><strong>Fill out the answers to your questions below</strong></th>
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<tbody>
<tr>
<td>How many learners can we accommodate in person?</td>
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<tr>
<td>What is the maximum number of online learners per class?</td>
</tr>
<tr>
<td>Will our instructor be online or in person?</td>
</tr>
<tr>
<td>Will we permit learners in hybrid classes to choose if they will attend in person or online from class to class?</td>
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</tbody>
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#### Advice from Peer Programs

- Have students determine preference for in person or online attendance when registering for hybrid classes
- Allow learners to attend in person or online from class to class
- Set a cap for both the number of students you can accommodate in person and how many online
### Instructional Design

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will we prepare instructors to teach hybrid classes?</td>
<td></td>
</tr>
<tr>
<td>How will we prepare learners to participate in hybrid classes?</td>
<td></td>
</tr>
<tr>
<td>How will we modify lessons for both audiences?</td>
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</tbody>
</table>

### Advice from Peer Programs

- Strive for equal engagement for in-person learners and online learners
- Recognize that in-person and online learning are different experiences
- When selecting in-person activities and tools, find an equivalent (but not necessarily identical) activity online
- Provide instructors with tools and training for teaching hybrid classes
- Slowly introduce instructors and learners to new digital tools
- Create opportunities for in-person learners to interact with online learners
## Using Technology
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Fill out the answers to your questions below

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What audio and visual technology will we need for our in person site?</td>
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<tr>
<td>Who on staff could troubleshoot technology issues?</td>
<td></td>
</tr>
<tr>
<td>Are the instructors comfortable with the technology that will be used?</td>
<td></td>
</tr>
<tr>
<td>Do learners need additional training on the technology they will use for class?</td>
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### Advice from Peer Program
- Use the resources currently available to you when starting hybrid classes
- Unmute one device at a time to minimize audio interference
- Use a centralized microphone in person when available
- Take time to introduce technology to learners before using it in the classroom
- Use digital visual presentations to share with students who are in person and online simultaneously
Catholic Charities Hybrid Classroom Set Up

- The instructor is in the classroom.
- The classroom has a laptop that faces the instructor and the white board.
- There is a projector with a built-in microphone.
- Students are virtual and in person.
Classroom 2 Community Classroom Set Up

- The instructor is in person.
- There are two TVs. One TV shows the class presentation. One TV shows the online learners.
- The instructor has a station with a desktop computer or laptop and docking station/hub to coordinate the use of classroom technology.
- Each in person learner has a laptop and headphones and is logged into Zoom.
- A centralized or Bluetooth microphone is used.
Community Reach of Montgomery County Classroom Set Up

- The instructor is online.
- The classroom has one TV.
- A laptop is connected to the TV.
- The TV shows the teacher’s presentation and online learners via Zoom.
- A microphone is placed centrally on the table in the in-person classroom.
- An in-person teacher assistant is available to provide learner and tech support.
Ana A Brito Classroom Set Up

- The instructor is in person.
- There are two computers in the classroom.
  - The first computer is next to the television and displays the classroom; all of the audio comes from this computer.
  - The second computer projects the teacher and any screensharing that takes place.
- The whiteboard is set up behind the teacher in view of the camera.
- A portable microphone is used to amplify sound and can be brought to a student if needed.
Acknowledgements

This guide would not have been possible without the input of program administrators who participated in MCAEL’s *How do You Hybrid?* Topics in Program Administration (TPA) Meeting on October 4, 2023.

Thank you to the follow for sharing how your programs structure hybrid classes:

- **Cecilia Rojas | Community Reach,**
  crojas@cmrocks.org
- **Chris Morphew | Classroom 2 Community (C2C),**
  chris@learnwithc2c.org
- **Laura Prado | Catholic Charities of the Archdiocese of Washington,**
  laura.prado@cc-dc.org
- **Megan Blanchard | Epworth’s Ana A. Brito Foundation,**
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Thank you to the following for your thoughtful inquiries that helped us think more deeply about implementing hybrid classes:

- **Cindy Newland | Sheppard Pratt**
- **Chiao Chiao Liu | CCACC**
- **Katherine Smithson | Identity**
- **Shari Waddy | Sheppard Pratt**

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