



Initiative for Learning
Innovation and
Teaching Excellence

Best Practices

Dual-Mode Teaching

This document was prepared by the INSEAD Initiative for Learning Innovation and Teaching Excellence (iLITE), based on observations of, and feedback from, INSEAD faculty teaching in a dual-mode setting. It also incorporates feedback from students, the IT team, faculty assistants, and other members of the ecosystem that makes learning come to life.

To access INSEAD iLITE's website, go to <https://www.insead.edu/centres/learning-innovation-and-teaching-excellence>

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This document is a guide for dual-mode teaching, which involves having some students physically present in the classroom, and others participating remotely, via video conference. We refer to Zoom here, because that is the current INSEAD set up.

The document provides tips on how to set up your system for dual-mode teaching, and takes you through the journey of preparing for your session, teaching the session, and following up. It is applicable to the variety of pedagogical methods that instructors use in different courses.

This is a working document. The INSEAD initiative for Learning Innovation and Teaching Excellence (iLITE) welcomes your feedback. For INSEAD faculty interested in personalised assistance, please contact [iLITE](#) directly and we will arrange an individual session promptly.

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Introduction

While INSEAD campuses have reopened, the ongoing COVID-19 pandemic has a significant impact on our daily lives and work. Safety measures such as social distancing, temperature taking, testing, sanitising, and mask wearing will continue to be in force for the foreseeable future. Furthermore, not all students are able to be physically present in the classroom. INSEAD therefore offers the option to join the class remotely. These circumstances require mastering a novel teaching and learning environment even as we return to the familiar setting of amphitheatre-shaped classrooms. (Amphi, in INSEAD parlance).

Here are some terms which are used for different teaching modes in this environment:

Dual-mode teaching in person involves an instructor in the Amphi teaching two groups of students simultaneously—one physically present and the other connected remotely.

Dual-mode teaching virtually involves an instructor connecting remotely and teaching two groups of students simultaneously—one physically present and the other connected remotely.

Remote teaching involves the instructor and all the students connecting through Zoom. For this mode, please refer to the [Best Practices - Teaching Online with Zoom](#).

Hybrid teaching involves combining in-person teaching and online teaching for a whole group, which meets face-to-face for some activities while other activities occur online.

The focus of this guide is on dual-mode teaching with the instructor physically in the classroom.

With two groups of students in different locations, or more precisely one group of students with some members in the same room and others connecting remotely, having all students feel equally involved and included in the learning process requires much planning and care.

Logistical Preparation

Technology

To get started, you need to become familiar with the setup of the Amphi you are teaching in. Different Amphis are configured differently. The number and orientation of monitors vary. Arrange a technical rehearsal with the IT team at least a week before you start teaching. We recommend testing your slides and videos, along with any technologies you will be using.

Below are some recommended Amphi setups:

1. Project the Zoom screen showing remote students in gallery view on the confidence monitor facing you. Open the chat box and arrange it beside the view of the students. This lets you call on remote students and respond to chat comments faster.
2. In Amphis with two confidence monitors, set up your slides on one, and the Zoom gallery view (with the open chat box) on the other. Where possible, move the monitors as close as you need them to see the content comfortably.
3. Use your notebook or the Amphi tablet to annotate on the projected slides. It is best to annotate slides instead of using the whiteboards, since remote students cannot see the boards clearly. Test the annotation during your technical rehearsal.
4. Zoom in the camera filming you to a close-up a shot—within the perimeter of your movements. The closer shot allows the remote students to see you clearer. Remember that due to social distancing requirements, you should remain closer to the boards.



Communication

- Set time in your teaching plan to monitor the Zoom chat at regular intervals, so you can see questions and refer to them regularly.
- You may want to appoint one or two students as communication reps to help monitor the Zoom room and chat space. Ask them to log in to Zoom while in class. They can alert you of questions or comments from the remote students or raise technical issues. Let the remote students know the arrangement, maybe in advance, and how to reach the reps. If you do this, rotate the communication rep role among different students through the course.

Well Before The Session

- You will need to cut about 10-15 minutes of content from your regular in person teaching plan, as moving between the two groups of students will take some time.
- Plan to lecture less than usual. Mask wearing makes speaking for an extended period tiring.
- Plan to use simple methods and tools to start with, until you feel comfortable with the setup.
- Get the latest list of remote students and plan how to involve them in the learning process.
- Print a copy of the class seating plan, if you like to have one on the lectern.
- If you only have one confidence monitor for your Zoom screen, you may also want to print a copy of your slides and have it with you when teaching.
- Distribute the materials on Canvas before class so that all students can follow the class.
- Plan your grouping:
 - For groupwork in Amphi, create student buzz groups in pairs or in groups of four, with two students in front and two behind. This arrangement complies with social distancing measures.
 - For breakout sessions, you have two options:
 - Group the physical students together, and the remote students together. The physical students can proceed to the breakout rooms (BORs) or work in class, while the remote students can meet in the Zoom BORs.
 - Form groups with a combination of both physical and remote students. The students on campus can still proceed to the campus BOR and log in to Zoom from there. This way of grouping lets the remote students feel more involved in campus learning.
- Have the onsite IT team contact at hand.
- Prepare a spare mask in the event you need to change it in the middle of a session.

Shortly Before The Session

- Arrive early in the Amphi. Arrange for the onsite IT team to help you with the setup. Test everything once more if you can:
 - Set up slides, videos, screens for the Amphi, and confidence monitor for you.



- Log in to Zoom and set up the gallery view and chat box on the monitor.
- Do a final test of annotation on slides, and of other tools you are going to use in the session, how to toggle between features and screens, etc.
- Fit the microphone. Test it. Check if the students in the Amphi and on Zoom can hear you well.
- Check with the remote students if they can hear their classmates in the Amphi.

Plan Norms and Set them Clearly in the First Session

It is important to set norms so that in-class and remote students can participate and interact smoothly. Take some time in the first session to introduce these norms. It will lower anxiety and set clear expectations. Some suggested norms are as follows:

For the students in class:

- Arrive on time.
- Observe social distancing and mask wearing guidelines.
- Do not remove your mask except to take a sip of your drink.
- Raise your hand if they have a question or contribution.
- Speak loudly, slowly, and clearly for the sake of the students at the other side of the Amphi and for those on Zoom. Wearing a mask when speaking makes the voice muffled.
- DO NOT take off your mask when speaking.
- The instructor might cold call during the session. Be prepared.
- Overall, do your best to help keep the learning environment and community safe.

For students on Zoom:

- Arrive on time.
- Keep your video on. Ask them to write to you privately if there is a reason that stops them from switching their video on. Emphasise the need to be visually present for all students.
- Mute audio except when speaking.
- Type “???” in the chatbox if you need to ask a question, and “!!!” if you have a comment.
- The instructor might cold call during the session. Be prepared.
- Introduce the communications reps, if you have made such arrangements.
- The chat box can be used for questions and comments, and will be checked regularly.

During the Session

Here are some factors to consider while teaching in dual presence during COVID-19.

Teaching with Masks

- Use a clear mask for better connection with the students.



- Speak slowly, articulate your words clearly and project your voice even if wearing a microphone. This makes your communication clearer.
- Avoid lecturing for extended periods of time. It's uncomfortable with the mask.
- Prepare to change to a new mask, if necessary, in the middle of a session.
- You may not get a good “read” of students’ sentiment when everyone wears a mask. Use polls, ask questions, or use reflections and group activities more than you usually would.

Involving All Students in Learning

- Be as energetic with remote students as you are with those in the Amphi. Cold call them, respond to comments on the chat box, ask probing questions and bring them into conversations. Do not let more than 10 minutes pass without involving remote students.
- Repeat the question or comment made by students in the Amphi before responding. The remote students may not always hear the contributions in class well. When you do so, you are helping students seated farther as well, since masks muffled sound significantly.
- If necessary, remind students in the Amphi to speak louder and clearer.
- When using Poll Everywhere or Mentimeter for polling, generate a QR code of the URL, paste the QR code on a slide and get students to scan the QR code for faster access to the poll. To generate a QR code, go to: <https://www.qr-code-generator.com/>
- Before you play a video, paste the video link in the chat box for the remote students. They may not see the videos that you play in class well, due to network and bandwidth issue. The link allows them to watch the video on their computers. After the video, check in with the remote students to ensure they have finished watching before resuming the session.

Other Considerations

- In the event of a technical issue that requires IT assistance, give the class a break or allocate the time to pair and group work that you have previously planned.
- End the class strictly on time so the Amphi can be cleaned and set up for the next class.
- Be well rested, so you can maintain enthusiasm and positivity—and be patient.

After the Session

- Email the students on Zoom:
 - To check in if they have any questions with the session.
 - To set up Zoom office hours where you can meet them individually. (Remember that remote students might be on Zoom because they are in challenging circumstances that do not allow them to be on campus).
- Ask for feedback from student representatives on what worked well and what got in the way of learning in the areas of technology tools, content, and process. A simple poll or survey will also allow you to get feedback about what to continue, stop, or do more of.
- Keep learning. Share your experiences with colleagues and iLITE, observe a class if you can, and learn from other how they manage tech and situations that you find challenging. Technology use in teaching is here to stay, this is a chance to integrate it in your course.

All the best!