

Dual Delivery Pilot at AUC

Assessment Results and Future Plans

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Egypt's Global University

PERMISSION TO RECORD

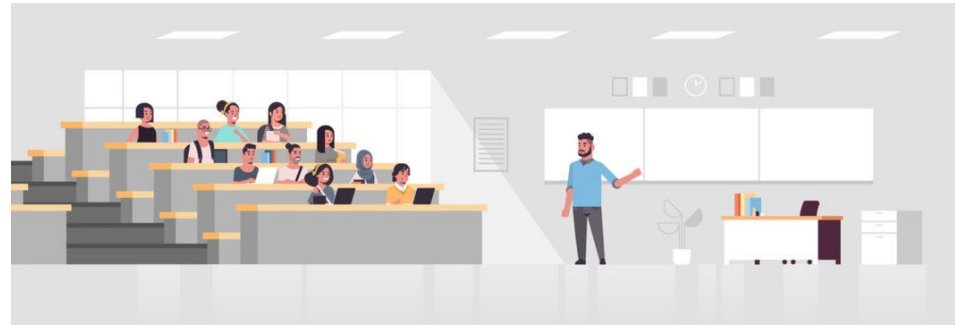
Dual Delivery Modality



Courses are delivered **in person** and **online** at the **same** time.

Students can either show up for class in person or to join online.

DD classrooms require investment



Basic Set-Up

Remote
Students

Primary
Camera

Ceiling
microphones

Document
Camera





AUC BASIC SETUP

Physical Distancing

1 Instructor Camera
Live Stream

Integrated Podium

- Zoom
- Document Camera acts as whiteboard

Classroom
Projector-Screen

Classroom Audio
Coverage

ADDING: Carpets
for better sound



Why Consider Dual Delivery Modality?

- Allows for a socially distanced classroom that accommodates a class size distributed over 2 groups (f2f and remote) simultaneously.
- Flexible options (students who may not be able to come to campus regularly can join remote cohort eg: international students)
- Optimising our return to campus plans for the Fall

DD experience at AUC in Spring 2021?

5 Faculty
7 Sections
158 students



- ACTSS team and CLT support on site

Student overall opinion about the DD experience (*mark all that apply*) - Student response distribution according to whether they attended online, on-campus or both

	Attended online & on-campus (N=49)	Attended On-campus only (N=6)	Attended online only (N=12)
Beneficial to my learning	• 73%	• 100%	• 33%
Enjoyable	• 61%	• 83%	• 25%
Smooth	• 46%	• 67%	• 17%
Practical for logistical reasons	• 42%	• 1 student	• 58%
Practical for social reasons	• 42%	• 33%	• 1 student
I'm neutral about the experience	• 15%	• 1 student	• 25%
Not beneficial to my learning	• 4.5%	• None	• 17%
Disturbed with too many technical problems	• 3%	• 1 student	• 1 student
Problematic	• 3%	• None	• None
Other	• 4.5%	• None	• 1 student

91%

(N=80)

agreed that the dual delivery modality is an effective modality for on-campus learners.

77%

(N=69)

reported that attending on-campus classes was **more beneficial to learning** than attending online.

78%

(N=69)

indicated that attending classes on campus was **more engaging** than attending online

65%

(N=79)

of students who attended at least one class on-campus (in addition to online classes) **did not** find that having online students join via Zoom distracting, and 18% were neutral about that.

Student
engagement
and the
perceived
benefits of
DD to their
learning

CURRENT SETUP

Added carpets

Padded wall panels

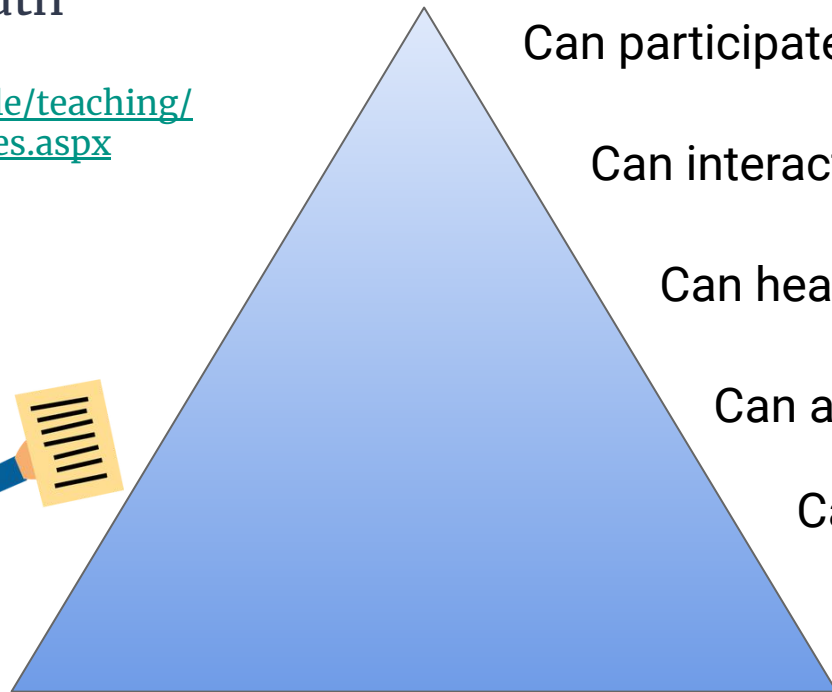
Better placed mics



Student Hierarchy of Needs

University of South
Florida (USF)

<https://www.usf.edu/atle/teaching/teaching-dual-audiences.aspx>



Can participate in discussions

Can interact with other students

Can hear other students

Can ask questions to the instructor

Can see shared screen

Can hear the instructor

Keys to a successful DD model

Institution needs to

- Provide well equipped classrooms, continuous maintenance
- Prepare faculty for the use of the technology in the classrooms
- Provide training in pedagogical approaches that show evidence of success in engaging both socially distanced on campus students AND remote students

Instructor needs to

- **Engage** Students - on campus and remote - in an equitable manner
- Incorporate more **Active Learning** strategies
- Closely and purposefully monitor remote students for questions and frequent checks for understanding

Students need to

- Stick to an agreed upon schedule of alternation
- Have their devices charged and ready
- Maintain a quiet environment (on campus students)
- Mute mics when not participating (remote students)

Fall 2021 plan

- All students are coming back to campus
- More DD classrooms will be available
- Further assessment and continuous improvement

Questions ??

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Resources

Teaching Modalities:

Teaching Dual Audiences: <https://www.usf.edu/atle/teaching/teaching-dual-audiences.aspx>

Inspiration from Blend Flex model :

<https://digitalllearning.ucf.edu/newsroom/keepeteaching/blendflex-model/>

Hyflex Model:

<https://campustechnology.com/articles/2020/09/16/purdue-shares-look-inside-hyflex-classroom.aspx>