



Hybrid Teaching & Learning Plan (2020-2021)

Faculty of Dentistry plans to shift to Hybrid learning during the academic year 2020-2021

This plan is developmental and any changes can be made according to the decisions of:

- 1- Egyptian Ministry of Higher Education**
- 2- British University in Egypt Senate**
- 3- British University in Egypt Faculty of Dentistry Council**

The Plan will cover the following items

- 1- Teaching & learning process**
- 2- Course work**
- 3- Clinical work**
- 4- Final and Mid-year exams**
- 5- Summer assessment**
- 6- Mark entry**
- 7- Staff-Student Liaison Committee (SSLC) meetings**
- 8- Students and staff awareness of Covid 19**
- 9- Follow- up and reporting**
- 10- Evaluation of the Hybrid teaching process**

1- Teaching & -learning process

Faculty of Dentistry plans to shift to Hybrid learning for the academic year 2020-2021

Each batch will be split into two equal groups: **Group A and Group B.**

Lectures:

Work Groups

- Each batch will be split into two equal groups: Group A and Group B.
- All lectures will be given by means of interactive platform through the supplied university facilities.

Work Schedule

- Each Lecture will be repeated twice once for Group A and once for Group B.
- Lectures for each group will be organized by a schedule on two days other than the three days of practical work where students will take their lectures off campus.
- Staff members are required to be on campus during lecture time according to university instructions.

Teaching process

The curricula will be arranged to be taught through a mix of synchronous and asynchronous instruction

a- Synchronous Instruction

Replicates live, traditional coursework as closely as an online class can.

The following tools are just some of those that support real-time communication:

- Streaming video platforms
- Live chats, individually or course-wide

- Web conferencing tools
- Telephone availability
- Virtual office hours

b- Asynchronous Instruction

Allow students to view lectures, access materials, and collaborate with teachers and peers on their own schedule.

Lectures might be pre-recorded or presented on a program like Microsoft PowerPoint, perhaps with instructor voice-over.

These delivery methods allow students to review and re-review lessons as necessary.

Delivery methods could include the following:

- Downloadable pre-recorded lectures
- Microsoft PowerPoint presentations with or without voice-over
- Forums and discussion boards
- Email communication
- Google Drive and similar collaborative tools
- Tools for off-hour support, like virtual tutoring centers and virtual resource centers.

The following strategies and techniques will be followed in each department (lesson plans of the departments if different in lecture structure and activities)

a- Spacing

Spreading out learning opportunities over

Creating a schedule and sticking to it is especially important in distance courses, where students are often required to move through more of the work at their own pace.

b- Interleaving

Basically means jumbling up ideas. Students learn more when they can switch between different topics. Doing this helps students learn the similarities and differences between different ideas.

This typically leads to more mistakes during practice, but in the long-run, the students retain their knowledge much longer.

c- Retrieval practice

Involves bringing information to mind from memory. This happens when students take practice tests or quizzes, but it can be done in other ways too. For example, students can just write out what they can remember on a blank sheet of paper, or even draw ideas. The key is that they should bring the information to mind from memory.

d- Concrete examples

Easier to remember than abstract information, and so concrete examples foster learning. Importantly, research shows that multiple examples of the same idea, especially with different surface details, helps students understand the true idea the example is intending to illustrate. This is because novices tend to remember surface details. Multiple concrete examples can be used in lecture videos.

Instructors can even make short videos explaining additional concepts to be released to the students after the primary lecture (producing additional spacing).

e- Elaboration

Involves asking “how” and “why” questions about a specific topic, and then trying to find the answers to those questions. The act of trying to describe and explain how and why things work helps students understand and learn.

This strategy can be assigned alone or for pairs of students. In a distance situation, students can utilize elaboration in online discussion boards or in virtual groups via video chat.

Provide the students with prompting questions and ask the students to work through the answers to those questions together.

f- Dual coding

Is all about combining verbal representations of information (words) with visual representations of information (pictures/diagrams).

When we combine these, it is easier for us to understand the information being presented.

Importantly, make sure the students have enough time to digest both representations.

g- Classroom Flipping

In a “traditional” classroom, a lesson is presented during class time and learners may be given a “homework” assignment to ensure that they’re comprehending the subject matter. In a flipped classroom, on the other hand, they are actually encouraged to prepare for lessons prior to class. This may involve taking the time to read course material or even complete relevant assignments. From there, class time is used to further discuss the lesson, share ideas and allow students to interact in a dynamic learning environment.

This method allows creation a more diversified learning environment and foster a deeper understanding of the subject matter being discussed.

h- Mind Mapping

Mind mapping is probably one of the best online teaching techniques to implement for the visual learners within your group. A mind map is a diagram of related ideas and concepts that can be used as an aid for

studying, a way of organizing information or even a springboard for a writing assignment.

The benefits for learners is that it's quick, easy and allows them to “dive right in” the ideas around a central concept and connecting the dots to reach the central idea.

Mind mapping is ideal for:

- making connections between ideas/concepts
- planning out projects or written assignments
- better understanding the learning material

i- Self-learning

Promoting self-learning in a controlled environment.

You encourage students to explore certain subject matter and decide what aspects are most important or relevant to their own interests.

From there, have them explore their own areas of interest while still controlling the overall setting for learning.

Self-learning is a great way to get learners truly invested in the subject matter in ways that apply to real-life situations.

j- Instructional Design

The concept of instructional design is becoming more and more prominent—especially in today's online classroom. Specifically, instructional design is a teaching technique that refers to designing your classroom around your learners' unique backgrounds and your ultimate goals (or what you want your students to take away from the course).

As such, instructional design means taking the time to get a better understanding of your learners. What is their current understanding of the subject matter? What are their different learning styles? You might consider sending out a survey prior to the start of the course to get a better idea of their

background. From there, you must design and implement a course that is tailored with this information in mind and that ultimately works towards achieving your desired goals and outcomes. In simplest terms, instructional design recognizes that there's no "one-size-fits-all" approach to teaching.

k- Adaptive Learning

This method involves utilizing computers and other technologies as viable teaching devices.

For some of your students, learning a particular subject by watching a video may be most effective. Others may learn better through participating in online discussion forums. Ultimately, it's up to you to transform each student from a passive receptor of information into a willing and active participant in your online classroom. This may mean providing different mediums (video, text, visuals, etc.) for introducing each new lesson or concept.

l- Lecture

Lecture is perhaps the most prevalent instructional strategy used in higher education—on campus and online. Just as they would in a classroom, many online professors use lectures to transmit information, promote comprehension, and spark students' interests. Learning management systems (LMSes) typically allow instructors to record lectures, deliver them live, or both.

m- Discussion

Whether used in conjunction with lectures or as a separate learning exercise, class discussion supports learning and actively engages online students in the learning process.

Learners have an opportunity to ask questions and communicate their ideas while practicing analytical and cognitive skills.

In synchronous courses, professors pose questions and discuss course material using real-time chats and web-conferencing tools. Students enrolled in asynchronous classes tend to communicate with peers and instructors using discussion boards, Web forums, and social media tools.

n- Demonstrations

Teaching by showing is just as prevalent in online courses as traditional ones. Demonstrations are a mainstay when it comes to conveying certain concepts and processes. They are also among the instructional methods enhanced by the virtual learning environment.

Online instructors can frequently upload recorded video demonstrations to the learning management system regardless of whether they delivered them synchronously or asynchronously. Students can review these clips as often as necessary to master the lesson.

o- Simulations

Simulations delivered in a realistic digital environment allow online students to test practical skills and knowledge remotely.

. Professors can also search open source educational resources (OERs)

p- Games

Like simulations, games let online students gain practical experience in an accessible digital environment. They can also increase student participation as learners may find them more engaging and less stressful than simulations. Game-building applications can be used.

Online instructors can use leaderboards and other motivating tools to introduce friendly competition and, in turn, motivate students to master whatever skills and concepts the game is meant to convey.

q- Case Studies

- Case studies are another instructional method that places students in an active learning role while promoting research, problem-solving, and high-level cognitive skills. When used in a collaborative way, these exercises present another opportunity for online students to connect and learn from one another.
- Case studies work well in online courses and do not require much preparation. Instructors can search OER sites and databases to find case studies prepared by other online professors.

r- Problem-Based Learning Projects

- Problem-based learning (PBL) encourages students to practice many of the same skills as case studies while actively solving problems. Projects are usually collaborative in nature: teams of online students can use collaborative document programs like Google Drive to manage their work and share information. Small group chats and forums can also become a sounding board for theories and discussion.

s- Guided Design

Guided design is an inquiry-based instructional method that encourages online students to familiarize themselves with resources available in their local communities.

In guided design, learners are tasked with solving open-ended problems. Unlike most PBL projects, this technique requires students to complete some work outside of class. Guided design emphasizes independent research making it ideal for teaching students in self-directed online degree programs.

Practical work:

Work Groups

- Each group will attend 3 days alternatively on campus for the practical work.

Work Schedule

- All practical work will be carried in the laboratories, simulators or clinics on campus during the three days required for each group.
- Students will be divided into small groups for attending the sections and clinics where the number of students will range from 15 to 20 maximum in each lab or clinic.

Teaching process

- The following strategies will be followed in each department (lesson plans of the departments if different in requirements and management than last year).

Extra Support Hours:

- Each module leader will be required to assign extra support hours for students of both groups.
- Extra support hours can be provided by means of office hours or Zoom hours could be provided as an alternative method.

E-learning site:

- All teaching assisting materials will be uploaded on the e learning for all modules at the beginning of each week starting week one of the semester. This will be revised every week by the IT coordinator of Faculty of Dentistry and by the Vice Dean for teaching & learning.

2- Course work

- Course work and assessments during the semester can be carried by means of online quizzes, assignments or presentations on Zoom covering the ILOS of the module.
- Quizzes can also be held on campus during the practical hours where students are divided in small groups in the labs or clinics.

- Oral exams can be held at the end of semester or substituted by OSCE exams according to the nature of each module and according to the contagious situation of Covid 19 by that time.

3- Clinical work

- Clinical and practical work in the clinics, labs or simulators will be carried out in small groups where average number of students in the clinic will range from 15-20 students. All safety measures will be taken following the manual made by Infection Control unit in Faculty of Dentistry for hospital re-opening.
- Students will have to follow the manual and protocol made by the infection control unit for student's health and safety on campus.
- Practical assessment for Degree year 1 to 3 will be carried in the labs and simulators either following manner of practical work during the year which covers the module ILOs or in case any pandemic obstacles average mark of students work during the year will be calculated.
- Clinical assessment for Degree year 4 and 5 will be carried out in clinics or specialized labs either following the same manner of clinical work during the year which covers the module ILOs or in case any pandemic obstacles average mark of students work during the year will be calculated.
- All students' practical and clinical work in all degrees will be documented on weekly basis in either log book, requirement sheets or any method approved by the department.

4- Final & Mid-year exams

- Mid-year and final exams will be carried out on campus in small groups in each lecture hall following the health and safety measurements made by infection control unit for staff and students during the examination period.
- Mid-year and final exams have to cover module ILOs in different forms of questions.
- In case of any pandemic obstacles alternative assessments for mid-year and final year exam will be further discussed by Faculty Teaching & Learning Committee, Faculty Council, University Teaching & Learning Committee and Senate according to the contagious situation at that period of time.

5- Summer assessment

- Summer assessment will be held during August.
- Any students who missed their mid-year assessment or final unseen exam with an accepted form of impaired performance will have a second chance in August as first attempt.
- Students who submitted accepted IP for an assessment will be reassessed in the same manner.
- Students who failed in the module will have to re-sit for the assessment in the manner.

6- Mark Entry

- The marks of continuous assessment, practical assessments, mid year , final assessment and re-sit exams of all modules of degree 1 to 5 will all be uploaded and revised by exam officer on student record system (SRS).

7- Staff-Student Liaison Committee (SSLC) meetings

- The SSLC meetings will be conducted either on zoom sessions or on campus as scheduled on the academic calendar with the student representatives.

8- Students and staff awareness of Covid 19

- Infection control unit in the Faculty of Dentistry made manual for Hospital re opening according to international health and safety measurements.
- Infection control unit in the Faculty of Dentistry made manual and protocol for students to follow during their presence on campus for their health and safety.
- Infection control unit in the Faculty of Dentistry uploaded manual and video for students and staff awareness from Covid 19 and how to avoid the infection during exam period.

9-Follow- up and reporting

Student Complains and Suggestions:

- At risk students could be followed either by direct office hours or zoom hours.
- Work of Online complains site which started since semester one of academic year 2019-2020 will be resumed starting first college day.

10 - Evaluation of the hybrid teaching process

- Surveys will be conducted by The Faculty of Dentistry Quality Assurance Unit to evaluate the hybrid teaching process and its progress and success at two periods
 - 1- Semiannual After mid-year exams
 - 2- Annual After final year exams
- These surveys will target both the staff and the students
- A report will be issued that will include the results, feedback, drawbacks and further correction plans.