



**CAULLT**  
COUNCIL OF AUSTRALASIAN UNIVERSITY  
LEADERS IN LEARNING AND TEACHING

# A Practical Guide to Effective Hybrid Teaching and Learning

**February 2026**

**Assoc. Prof. Polly K. Lai (Southern Cross University)**  
**Assoc. Prof. Suzi Syme (Southern Cross University)**  
**Assoc. Prof. Mandy Shircore (Southern Cross University)**  
**Prof. Ruth Greenaway (Southern Cross University)**

This report has been funded by the Council of Australasian University Leaders in Learning and Teaching and prepared by Polly K. Lai, Suzi Syme, Mandy Shircore and Ruth Greenaway. The views expressed in this report do not necessarily reflect those of CAULLT.

Cite as:

Polly K. Lai et al., *A Practical Guide to Effective Hybrid Teaching and Learning*, Council of Australasian Leaders of Learning and Teaching (CAULLT), February 2026

CAULLT is a non-profit organization that is not registered for GST <http://www.caullt.edu.au>

ABN 48 669 069 291

|

PO Box 4121, Maroubra South NSW 2035



# FOREWORD

## Rationale and Value of Hybrid Learning

Hybrid learning provides flexible, inclusive, and equitable access to high-quality education - particularly essential for regional universities where students are geographically dispersed. This mode of delivery supports participation for students who may be balancing employment, caregiving responsibilities, or living far from campus. It directly aligns with national priorities, including the *Future Made in Australia Act* (Albanese, 2024) and the *Australian Universities Accord Final Report* (2024), which emphasise widening participation and strengthening digital capability in Australian higher education.

Hybrid learning also develops students' digital literacy, remote teamwork experience, and ability to navigate multiple communication platforms. These skills are increasingly vital for contemporary workplaces and enhance student employability.

However, despite these benefits, hybrid learning requires intentional design and facilitation to ensure that both in-person and online learners experience equitable engagement and access to learning resources.

### Challenges in Hybrid Learning

While hybrid teaching expands access, it introduces several well-documented challenges:

- Uneven participation between online and in-person students
- Audio-visual quality inconsistencies
- Cognitive overload for educators managing multiple spaces
- Limited visibility of remote learners
- Breakdowns in communication or turn-taking
- Technical interruptions and platform reliability issues

Research (Raes et al., 2020) highlights that hybrid learning remains inconsistently designed and facilitated across institutions, indicating the need for structured professional development and evidence-based guidance. This guide responds directly to that need.

## Co-design Methodology Underpinning This Guide

This guide was developed as part of the CAULLT-funded project "*Enhancing inclusive and equitable quality education with hybrid learning spaces in regional universities.*" To ensure authenticity and practical relevance, a collaborative co-design methodology (Fawns et al., 2022) was used.

The co-design team included:

- University teachers with hybrid teaching experience
- Educational designers
- Student representatives
- Educational researchers

Co-design ensured the recommendations in this guide:

- Respond to actual teaching challenges
- Reflect student engagement patterns
- Recognise diverse classroom logistics
- Integrate multiple practitioner perspectives
- Provide realistic and context-sensitive hybrid strategies

This collaborative approach is essential because hybrid learning requires integrated shifts in pedagogy, classroom space use, and technology - something no single stakeholder group can solve alone.

# TABLE OF CONTENTS

<b>FOREWORD</b>	<b>i</b>
Rationale and Value of Hybrid Learning _____	i
Challenges in Hybrid Learning _____	i
Co-design Methodology Underpinning This Guide _____	i
<b>Theoretical Foundations for Hybrid Teaching</b>	<b>1</b>
Moore’s Three Types of Interaction (1989) _____	1
Pedagogy–Space–Technology (PST) Framework (Radcliffe, 2009) _____	1
Constructive Alignment (Biggs, 1996) _____	2
<b>Planning and Designing Hybrid Units</b>	<b>2</b>
Preparing for Hybrid Teaching _____	3
Facilitating Inclusive and Engaging Hybrid Sessions _____	4
Managing the Hybrid Classroom in Real Time _____	4
Post-Session Follow-Up and Improvement _____	5
<b>Tools to Support Hybrid Learning</b>	<b>5</b>
<b>Conclusion</b>	<b>6</b>

# THEORETICAL FOUNDATIONS FOR HYBRID TEACHING

High-quality hybrid learning requires more than technology—it requires intentional design grounded in robust learning theory. Three foundational frameworks underpin the recommendations in this guide.

## Moore's Three Types of Interaction (1989)

Moore identifies three forms of interaction essential for meaningful learning:

- **Learner–Content:** Engagement with readings, activities, prompts, simulations, and learning materials.
- **Learner–Educator:** Guidance, facilitation, presence, and feedback that support understanding and motivation.
- **Learner–Learner:** Collaborative dialogue, peer explanation, group tasks, and co-constructed knowledge.

Hybrid learning can compromise these interactions if not deliberately supported—for example:

- online students may struggle to hear or contribute
- in-class peers may unintentionally dominate
- chat contributions may be overlooked

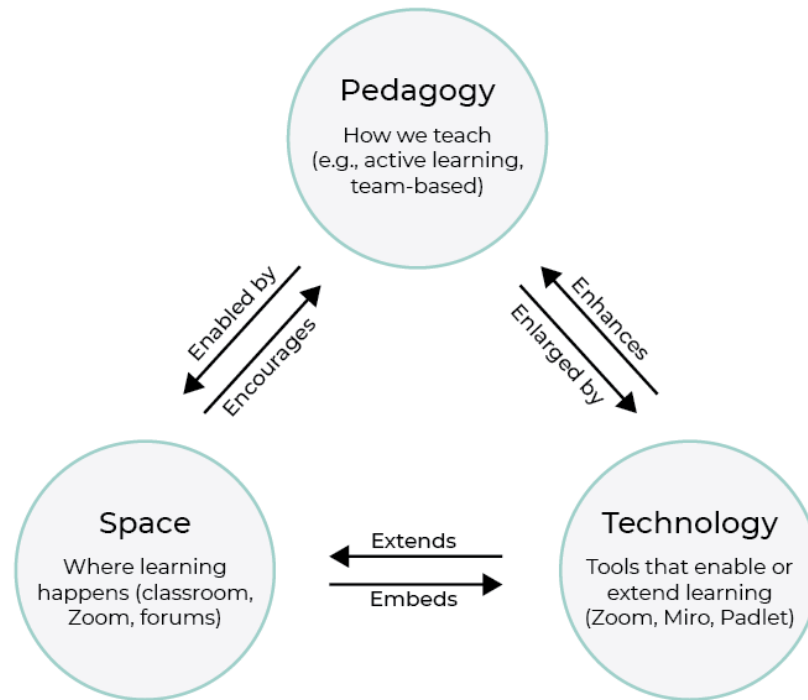
This guide provides specific strategies to balance these interactions across modalities.

## Pedagogy–Space–Technology (PST) Framework (Radcliffe, 2009)

The PST framework emphasises that effective learning emerges when: (1) **Pedagogy** (teaching intentions), (2) **Space** (physical or digital environments), and (3) **Technology** (tools enabling interaction) are meaningfully aligned.

In hybrid contexts, misalignment is common. However, this guide offers strategies to realign these elements, for example:

- A collaborative pedagogy is planned
- The technology supports it
- But the room layout prevents equal visibility or sound capture



(Radcliffe, 2009)

## Constructive Alignment (Biggs, 1996)

Constructive alignment ensures:

- Intended Learning Outcomes (ILOs)
- Teaching and Learning Activities (TLAs)
- Assessment Tasks (ATs) form a coherent, consistent learning pathway.

In hybrid contexts constructive alignment is essential because:

- it avoids duplication of materials
- it ensures fairness across modes
- it prevents the emergence of “two separate classes”
- it supports student trust and transparency

Educators design *one hybrid-ready unit structure with multiple access points*.

## PLANNING AND DESIGNING HYBRID UNITS

Effective hybrid teaching begins with intentional planning that supports both online and on-campus students in equitable ways. Designing hybrid units requires a clear understanding of constructive alignment, where learning outcomes, teaching activities and assessment tasks

work together coherently. For hybrid delivery, this means structuring learning so that students in both attendance modes can achieve the same outcomes through equivalent learning experiences. Educators should design one unified unit structure rather than duplicating resources or creating separate pathways, ensuring consistency across all materials, instructions, deadlines and communication.

Consistency in hybrid teaching is essential for fairness and transparency. All students should receive the same weekly announcements, the same access to teaching resources, and the same instructions for tasks, regardless of whether they attend in person or remotely. This approach helps reduce confusion and supports a more predictable and inclusive learning environment.

## Preparing for Hybrid Teaching

Preparing for hybrid teaching involves pedagogical clarity, technological readiness and communication planning. Educators should begin by reviewing the unit learning outcomes and ensuring that planned activities can accommodate both attendance modes. Active learning strategies should be redesigned so online, and on-campus students can participate meaningfully, and all slides, worksheets and activity prompts should be uploaded to the learning management system before class.

Technology preparation is also critical. Educators must test microphones, cameras, whiteboard capture tools and screen-sharing functions before sessions begin. The Zoom link should be tested with the classroom computer rather than a personal device to ensure compatibility. Backup teaching materials should be available on a USB drive or cloud storage in case of unexpected technical issues.

Clear communication with students helps set expectations and reduces anxiety. Educators should explain participation norms for hybrid learning, such as how students should use their microphones, cameras, chat functions or reactions. Sharing a set of housekeeping slides at the start of each session ensures all students understand how to engage and how to seek help with technology or materials. Students should also be encouraged to familiarise themselves with where to find Zoom links, weekly readings and class resources in the learning management system. See [Appendix 1: Hybrid Teaching Preparation Checklist](#).

Online students should prepare by testing their internet connection, microphone and camera before class. They should also join the Zoom session a few minutes early to address any technical issues. On-campus students should arrive with a charged laptop or device so they can participate equally in shared digital activities. All students should understand how to ask questions, interact respectfully and report technical difficulties. See [Appendix 2: Student Hybrid Learning Preparation](#).

A clear rationale of the benefits of hybrid learning can also be helpful when discussing ground rules of engagement; for example, practising different modes of communication is a useful skill for future career and workplace meetings and collaborations; maximise the diversity of views; having a link and connection to on campus students etc

## Facilitating Inclusive and Engaging Hybrid Sessions

Facilitating hybrid sessions requires deliberate strategies to ensure that students in both learning environments feel seen, heard and included. One essential practice is establishing clear protocols and routines. Displaying housekeeping slides at the beginning of each session sets expectations about microphone use, camera preferences, participation methods and the digital tools that will be used during class. Providing written and verbal instructions reduces cognitive load and helps students transition smoothly between activities.

Inclusive hybrid facilitation relies on carefully structured active learning strategies. For example, Think–Pair–Share can be adapted by allowing students in the physical classroom to pair up while online students pair in breakout rooms. Jigsaw activities work well when all students contribute to a shared Google Slides document, regardless of their location. Concept mapping can be conducted collaboratively using a single shared Miro board or Padlet wall, enabling all students to co-construct ideas. Role-play activities can be run in parallel across both modes, with time allocated for whole-class debriefs that integrate perspectives from remote and on-campus participants. Team-Based Learning is also effective in hybrid settings when pre-class content is delivered online and collaborative problem-solving tasks are facilitated using shared digital platforms. Use the [Appendix 3: Hybrid Session Planner](#) to help you plan the hybrid session.

To maintain engagement equity, educators must balance attention across the two student groups. This includes reading aloud contributions from the Zoom chat, explicitly inviting responses from online learners and alternating questions between students in the room and those joining remotely. Clarity in transitions is also important; educators can use timers, verbal prompts or visible countdown slides to guide students through activity phases and ensure all students – both in room and online – are physically and cognitively included.

## Managing the Hybrid Classroom in Real Time

Managing hybrid classrooms effectively requires anticipating common challenges and preparing practical solutions. Audio confusion can be reduced by testing equipment at the start of each class and establishing speaking protocols, so students know when to unmute and how to signal their desire to contribute. Participation imbalance often arises when in-room students dominate discussion; educators can address this by intentionally rotating between online and in-person voices and by assigning roles such as facilitator or timekeeper within student groups.

Technology issues are inevitable, so it is helpful to have a co-host or online facilitator who can monitor the chat, admit late-arriving students or assist with simple troubleshooting. When technology temporarily fails, educators can pivot to discussion-based or reflective activities to maintain learning continuity.

Spatial coordination across the physical and virtual classroom is another critical factor. Educators should repeat online chat contributions aloud so in-person students remain aware of the remote dialogue. Visual cues, hand signals, brief pauses and clear activity instructions help maintain alignment across both groups. Many educators find that assigning an online facilitator role to a rotating student enables remote participants to feel more visible and heard, particularly in classes with more than thirty students.

## Post-Session Follow-Up and Improvement

Hybrid learning does not end when the class finishes. Effective follow-up practices improve learning continuity and student satisfaction. Educators should upload recordings, slides and shared documents to the learning management system within twenty-four hours wherever possible. A brief weekly announcement summarising key discussion points, upcoming tasks and reminders helps ensure all students stay on track.

Feedback and reflection are critical components of hybrid teaching improvement. Educators can gather rapid feedback through Zoom polls, Blackboard surveys or the Start–Stop–Continue method, which invites students to comment briefly on what should be continued, improved or discontinued in future sessions. Reviewing this feedback alongside the educator’s own reflections helps identify patterns in engagement, recurring challenges and opportunities for instructional adjustments.

Reflective prompts may include questions such as:

- What worked well for both online and in-person learners?
- At what points did one group become engaged or disengaged?
- Were there any preventable technical difficulties?
- What changes could improve equity and clarity next time?

Consistent reflection enables continuous refinement of hybrid teaching practice.

## TOOLS TO SUPPORT HYBRID LEARNING

Hybrid learning is strengthened through the thoughtful use of digital tools. Collaboration platforms such as Padlet, Miro and Google Docs allow all students to contribute to shared artefacts in real time. Zoom breakout rooms provide structured spaces for online peer interaction, while visual tools like Miro and Zoom Whiteboard support concept mapping and

brainstorming. Instant feedback tools such as Mentimeter, Microsoft Forms or Kahoot help educators check understanding and maintain energy throughout the session. Consistent use of Blackboard announcements helps unify communication across both attendance modes.

Purpose	Tools
Collaboration	Padlet, Miro, Google Docs
Discussion	Zoom breakout rooms
Instant feedback	Mentimeter, Forms, Kahoot
Visual thinking	Miro, Zoom Whiteboard
Shared communication	Blackboard Announcements

## CONCLUSION

Effective hybrid teaching is intentional, inclusive, and iterative. By aligning pedagogy, technology, and space; planning for equitable engagement; and continuously refining practice through feedback and reflection, educators create high-quality learning experiences that support diverse student needs.

This practical guide serves as a ready reference to support your ongoing hybrid teaching journey.

## REFERENCE MATERIAL

- Albanese, A. (2024). *A future made in Australia* [Speech transcript]. Queensland Media Club, Brisbane. <https://www.pm.gov.au/media/future-made-australia>
- Australian Government. (2024). *Australian Universities Accord Final Report*. Department of Education. <https://www.education.gov.au/australian-universities-accord/resources/final-report>
- Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364.
- Moore, M. G. (1989). Editorial: Three types of interaction, . *The American Journal of Distance Education*, 3(2), 1-7. <https://doi.org/10.1080/08923648909526659>
- Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2020). A systematic literature review on synchronous hybrid learning: gaps identified. *Learning environments research*, 23, 269-290. <https://doi.org/doi.org/10.1007/s10984-019-09303-z>
- Radcliffe, D. (2009). A Pedagogy-Space-Technology (PST) Framework for designing and evaluating learning places. In D. Radcliffe, H. Wilson, D. Powell, & B. Tibbetts (Eds.), *Learning spaces in higher education: Positive outcomes by design*. The University of Queensland and the Australian Learning and Teaching Council.

# APPENDIX 1

## HYBRID TEACHING - PREPARATION CHECKLIST (PRE-CLASS)

### Pedagogical Preparation

- Review your learning outcomes and ensure they are suitable for hybrid delivery.
- Adapt activities and assessments to engage both online and on-campus students.
- Decide when you will use Teach Mode (lecture-style) and Collab Mode (interactive).
- Prepare instructions for online engagement (e.g. Padlet, polls, chat prompts).
- Upload all necessary materials to the LMS ahead of class (e.g. slides, links, readings).

### Technology Preparation

- Ensure your Zoom session is scheduled and includes:
  - The correct date/time.
  - A shared invitation sent to students (including Zoom link).
  - Cloud recording enabled (if needed).
- Prepare to use the Room PC for optimal performance (recommended).
- Bring a backup copy of teaching materials on a USB or in the cloud (e.g. OneDrive).
- Familiarise yourself with the console controls:
  - Switching between Teach/Collab Mode.
  - Sharing screen and using the Whiteboard camera.

### Testing & Contingencies

- Test the following prior to class (or arrive early to check):
  - AV microphone is selected in Zoom.
  - Screen share and whiteboard camera function correctly.
  - Room PC or laptop connects properly to monitors.
- Prepare a contingency plan in case of:
  - Technical failure (e.g., laptop as backup device).
  - Online students having audio/visual issues (e.g., live captioning, recordings).
- Know how to contact Tech Services during class if needed.

### Student Communication

- Remind students where to find:
  - Zoom link.
  - Class resources in the LMS.
- Provide expectations for:
  - Participation (both online and in-person).
  - Using Zoom tools (chat, reactions, breakout rooms).
- Plan how you'll support equity of access and interaction.

## APPENDIX 2

### STUDENT PREPARATION CHECKLIST FOR HYBRID LEARNING

---

*To get the most out of your hybrid learning experience, it's important to prepare ahead of time—whether you're joining online or in person. Use this checklist to make sure you're ready to participate, contribute, and learn effectively.*

---

#### Online Students

- Ensure you have a reliable internet connection.
- Test your Zoom access and login details in advance.
- Have a working microphone, speakers/headphones, and webcam.
- Log in 5–10 minutes early to test audio/video and troubleshoot.
- Use a quiet, well-lit space to minimise distractions.
- Download or review any pre-class readings or slides.
- Access your unit's LMS site for links and resources.
- Check the Zoom link and schedule for your session.
- Keep your camera on when possible to stay engaged.
- Mute your mic unless speaking to avoid background noise.
- Use the chat, reactions, or raise hand features to participate.
- Take notes, ask questions, and contribute to discussions.

#### On-Campus Students

- Bring your student ID and know the classroom location.
- Bring your laptop/device (if required) and charger.
- Arrive 5–10 minutes early to get set up.
- Check the unit's LMS page for pre-class tasks or resources.
- Bring printed or digital copies of any required readings.
- Review the Zoom participation plan if online collaboration is involved.
- Sit where the room microphone can pick up your voice clearly.
- Speak clearly so online classmates can hear your input.
- Engage with both online and in-person classmates respectfully.
- Follow any classroom-specific protocols shared by your lecturer.

#### All Students

- Check LMS announcements for updates from your lecturer.
- Make sure you understand how to ask questions and join discussions.
- Stay professional and respectful in all interactions.
- Know where to access the session recording or support materials if needed.

## APPENDIX 3

### HYBRID SESSION FLOW PLANNER

Use this template to plan a hybrid learning session that aligns pedagogy, space, and technology. Ensure mode-neutral engagement, inclusive participation, and real-time adaptability.

Unit Title		Date/Time	
Intended learning outcomes:			

Segment (mins)	Learning Goal	Strategy Chosen	Tools Used	In-Room Setup	Online Setup	PST Integration Notes