



Scenario 3: Interactive hybrid course

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This scenario, interactive hybrid course, is appropriate for courses with small groups and a high degree of interaction.

- The course takes place on campus while fully involving remote participants via video conference (Zoom). They join the event live via Zoom (audio and video) and participate directly in discussions and any group activities.
- This means that the instructor must teach two groups simultaneously. Managing the two groups and the technology is much easier with dedicated assistance (e.g. teaching with colleagues, asking assistants, delegating tasks to students).
- The AV media kit is provided to improve the audio and video quality of the streaming.

Recommendations:

- Audio quality is more important than having the perfect camera setup. Depending on the acoustics in the room, smaller rooms are often better for capturing audio with an external microphone. In case of large distances (either due to the size of the room or to the social distancing between the participants), any question or input may have to be repeated for remote participants.
- Plan in some extra time before the course's first session. Note the ideal settings and positions for the following sessions and prepare a checklist for all subsequent course dates.
- Before the first session, you should ideally test the setup with someone playing the role of an online participant: Is the audio working in both directions? Where should the external microphone be placed so that the whole group on campus, not just the lecturer, can be heard by the remote participants?
- Plan the whole process in advance and be clear in your communication, especially concerning the interactive sequences in your course.

Possible difficulties:

High degree of effort at the level of didactics, organization, and the facilitation of exchanges.

Elements to consider:

- Can in-person and remote participants both see and hear each other?
- If this is not always possible, what ways are there to compensate (e.g. repeating the questions when they were asked too far from the microphone) or switch modalities (for verbal feedback via Zoom)?
- How can remote participants be included? What activities can both groups complete together? Should participants on campus bring their laptops, e.g. for collaboration via Etherpad, etc. and/or group activities?

- How can group activities be planned (in person AND in breakout rooms, etc.)? How will the groups be divided up for this?

Hybrid settings, due to the difficulty of organizing interaction, tend to favor the traditional lecture format. Given the importance of interaction, the “flipped classroom” scenario (see below) may be a better option for large groups than the hybrid interactive scenario.

Further information:

Instructions on online courses: <https://tales.nmc.unibas.ch/en/online-lehrveranstaltungen-17/>
(in particular, sections 5 and 6)