**Organisation of a hybrid teaching scenario: Supporting teachers by involving students**

**Scenario: continuous assessment course with 25-45 persons**

A hybrid scenario refers to a teaching-learning situation in which some of the students take part on site in the course room while the remaining students either participate online or alternately continue working asynchronously.

Besides observing some technical requirements, the integration of on-site and online communication is a particular challenge. We therefore suggest **actively involving students** and assigning **two roles per unit**:

* The **moderator** is tasked with keeping an eye on requests to speak in the online group and bringing them into the discussion on-site, thus enabling the ‘connected’ group to participate without you having to divide your attention between physical and virtual space.
* The **documenter** is tasked with filming or photographing any visual aids, such as a board or flipchart, and making them accessible to the participants of the online group, and subsequently saving them in Moodle.

Both roles are explained to students in handouts, which you can adapt to your needs.

The following checklist should help you in your planning.

**Before semester begins**

* Checking the technical equipment: Is your course room equipped with a projector, permanently installed desktop computer, u:stream, WLAN as well as a board and/or flipchart? How many people are allowed to use the room within the parameters of the distancing rules? (Details of your booked rooms can be found in u:space.)
* Review of own technical equipment
	+ Laptop (Eduroam registration) and headphones with microphone
	+ If you want to use the computer in the course room: headphones with microphone and Bluetooth or a sufficiently long cable
* Announcement in the course directory whether and to what extent online presence is also part of the attendance requirement.
* Dividing the students into groups so that the group can follow the distancing rules on-site. Here you can decide in justified cases whether pure online participation or participation on-site is required (division can be automated via Moodle – [Grouptool](https://www.academic-moodle-cooperation.org/en/documentation/cheat-sheets-en/))
* Announcement in the course directory that taking over as moderator or documenter of one unit each is a necessary partial achievement of the course (e.g. as part of the participation grade).
* Setting up a Moodle room with a video conference tool ([BBB/BigBlueButton](https://wiki.univie.ac.at/pages/viewpage.action?pageId=98367255) or [Collaborate](https://wiki.univie.ac.at/pages/viewpage.action?pageId=101483594)) and trying out the functionalities if necessary.
	+ Set up a student folder ([Studierendenordner](https://www.academic-moodle-cooperation.org/fileadmin/user_upload/p_aec/Cheat_Sheets/Studierendenordner_einsetzen-DE.pdf)) so that the documenters can file the results.
	+ Give the moderator the corresponding rights.
* In case you intend to record the course units
	+ you should consider this option when setting up the Moodle space.
	+ it is important to discuss the issue of data protection with your students (see “At the beginning of the semester”).
	+ At the beginning of the winter semester 20/21 all users of the university-wide Moodle learning platform sign the general terms of use and are informed about the legal

consequences of copyright violations outside the protected space of Moodle. As long as the recordings remain in the Moodle course of the respective course only, no agreements need to be obtained.

* + Students must agree that their names are visible and that their contributions to the discussion are recorded. For documentation by students, the right to their own image applies in the same way: if you or students take photos of people present, they must agree to this. These photos may not be published without the consent of the persons depicted. Therefore, it is recommended that only flipcharts or board pictures etc. be documented and that students be urgently informed of any copyright infringements
* Course planning: deciding which units take place in the course room and permit online participation, and which units provide an asynchronous alternative to on-site participation.

**At the beginning of the semester**

* Assignment of the moderators and (if necessary) documenters for the units
* Clarification of the technical requirements for fulfilling the role (laptop or smartphone and headphones with microphone)
* Agreement on data protection: inform students that they are not allowed to put course contents online (publish), especially personal data (contributions to discussion, photos, etc.), outside of this Moodle space without the consent of those present.

**At the beginning of the course unit**

* If time permits: At the beginning of the first unit, conduct a breaking-the-ice exercise (‘Blitzlicht’) that involves all participants and in which the online participants briefly switch on their camera and microphone, or the on-site participants briefly show themselves online. This gives students a chance to become aware of one other.
* Communicate to students how they should indicate that they would like to speak (on-site and online)
* Make an agreement with the moderator: Should you interrupt when a question appears in the chat/online or should questions be collected?

In principle, both student roles can also be assigned in on-site teaching and digital teaching.

**Handouts for students:**

* Moderating with BigBlueButton
* Moderating with Collaborate
* Documentation