

IIK Webinar Series

Going Hybrid – a Live Demo Session

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A teal silhouette of a city skyline at the bottom of the slide. It includes various buildings, a suspension bridge, a tall tower with a circular top, and the Brandenburg Gate. The text 'Düsseldorf / 28.01.2022' is overlaid on the left side of the skyline.

Düsseldorf / 28.01.2022

Plan (30-45 minutes)

I Introduction

II Advantages and challenges

III Requirements for quality hybrid classes

IV Live demo

V Perspectives

VI Question & Answers

Why am I talking about „hybrid“?

- IIK or „Institut für Internationale Kommunikation“ in Düsseldorf and Berlin has been focusing on programmes for study preparation and labour mobility to Germany for over 30 years. In August 2021 we had more than 1.000 students in online German classes – of which some have been hybrid since autumn 2020

What is hybrid teaching?

- In „hybrid“ teaching students in a face-to-face (f2f) classroom learn together and interact directly with students present online at the same time

True and fake hybrid courses

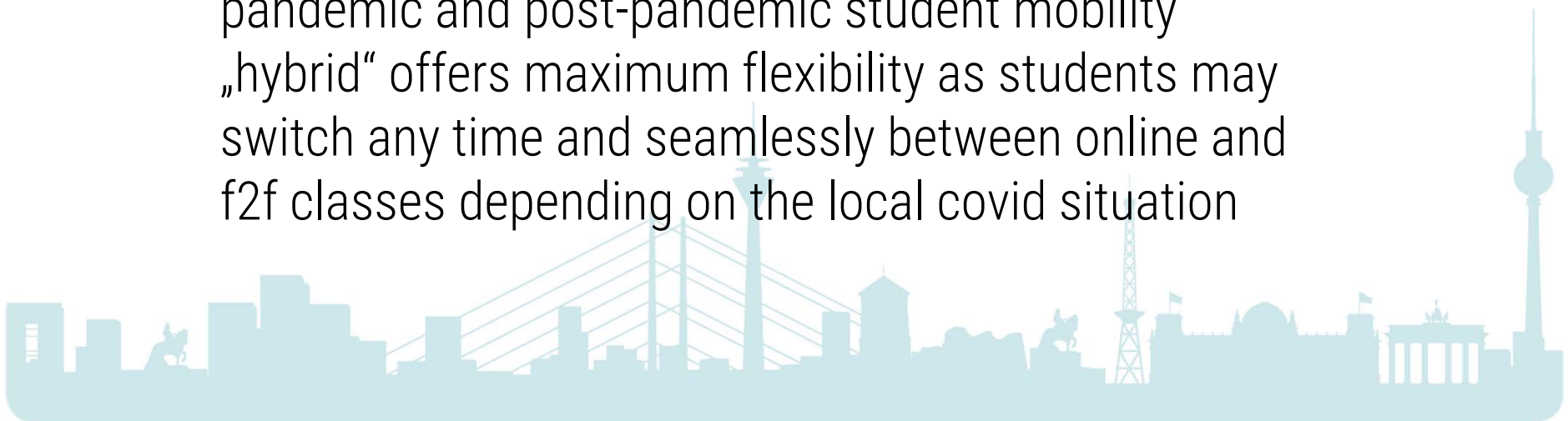
- Hybrid courses are **NOT** any combination of digital learning and f2f learning such as the older *blended learning* concept, i.e. f2f classes with added digital self-study tasks

Why is hybrid such a buzzword at the moment?



Hybrid seems to be the solution in pandemic times

- In the the difficult transition period between pandemic and post-pandemic student mobility „hybrid“ offers maximum flexibility as students may switch any time and seamlessly between online and f2f classes depending on the local covid situation

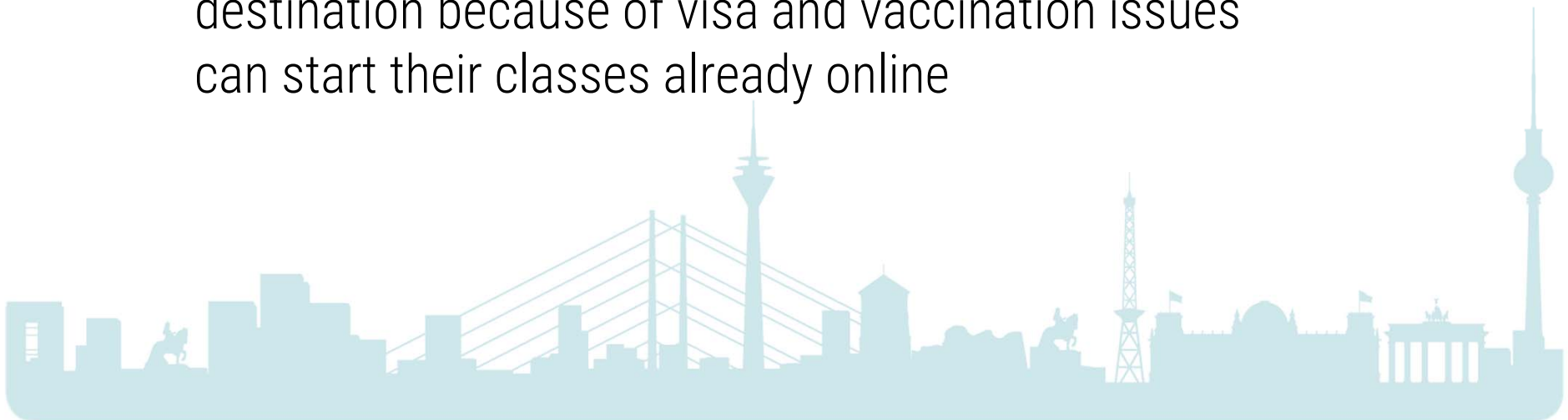


Why is hybrid flexibility such an advantage in pandemic times?



Travel restrictions

- Students who are delayed to enter their study destination because of visa and vaccination issues can start their classes already online



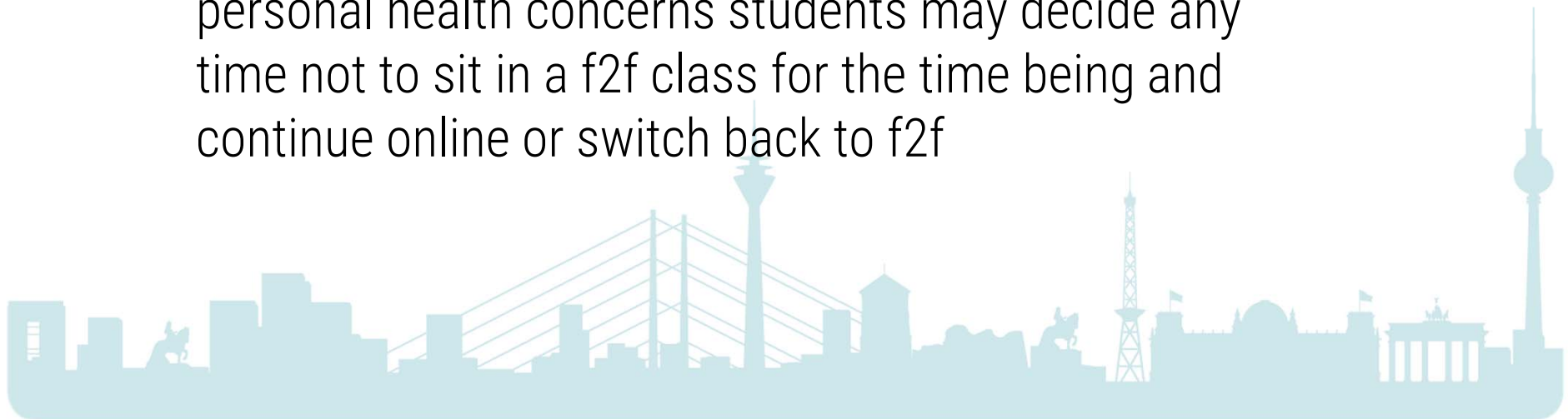
Quarantine and illness

- Students who need to quarantine or fall ill can already start their courses or continue to do so online



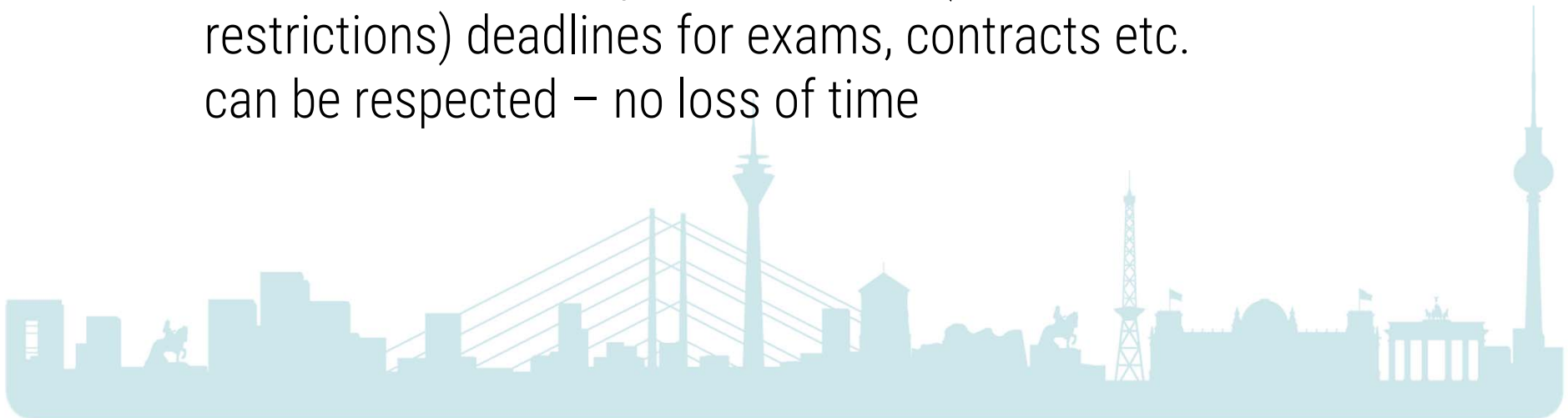
Health concerns and smaller classes

- Depending on the pandemic situation and their personal health concerns students may decide any time not to sit in a f2f class for the time being and continue online or switch back to f2f



No delays studying or working in Germany

- Whatever individual problems arise (visa, travel restrictions) deadlines for exams, contracts etc. can be respected – no loss of time



Hybrid option reassures worried students or parents who fear for their health



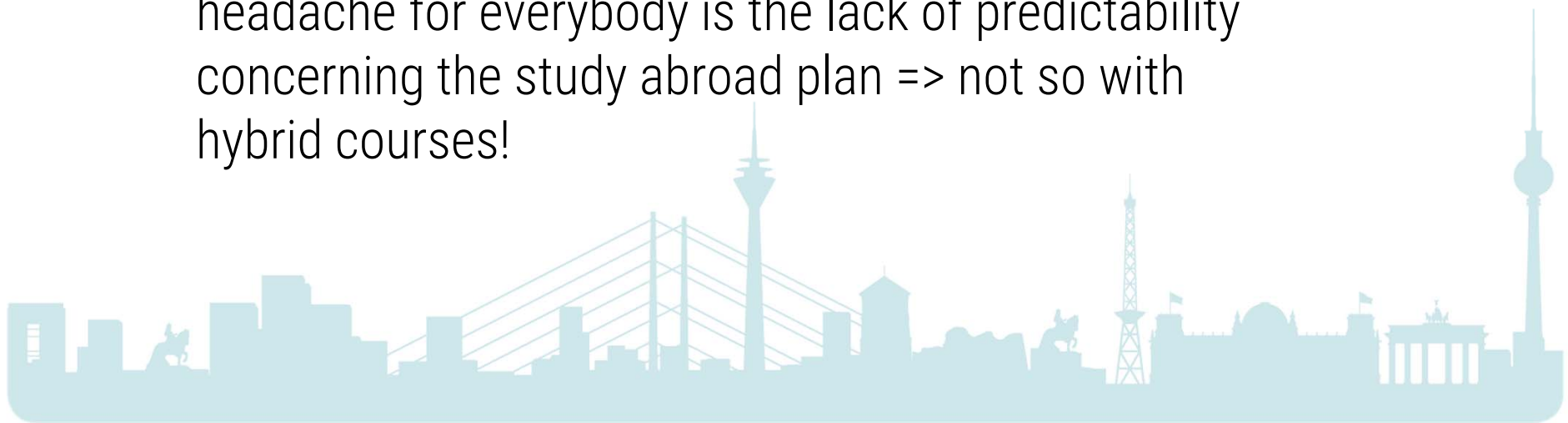
Higher customer satisfaction

- Students do appreciate and want f2f contact with their teachers and fellow students and not be isolated at home while learning online



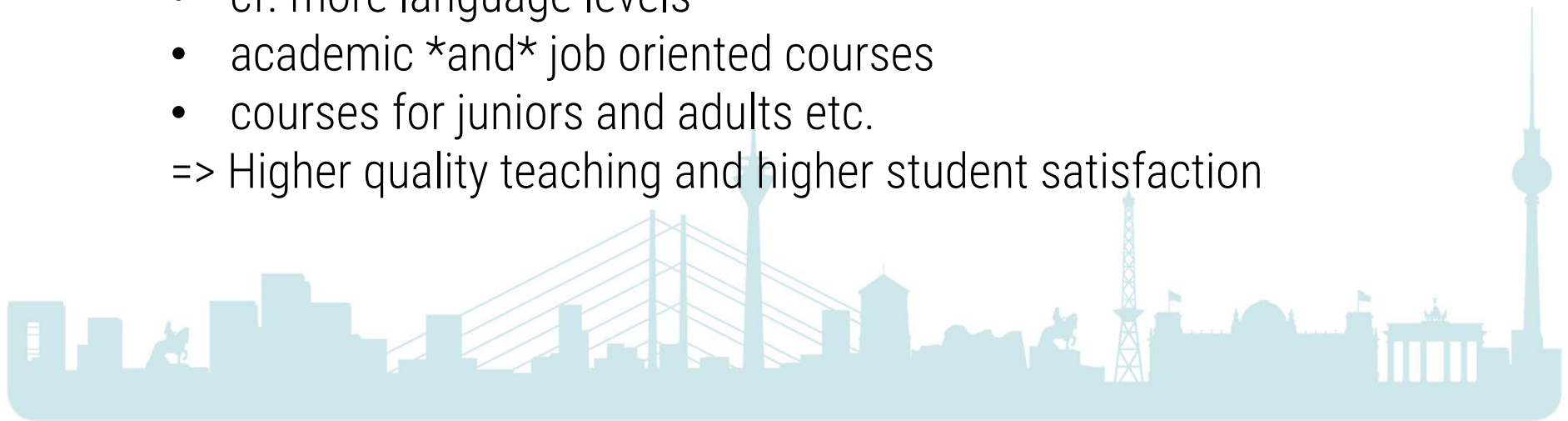
Predictability and Guaranteed Road Map

- What makes the pandemic situation such a headache for everybody is the lack of predictability concerning the study abroad plan => not so with hybrid courses!



More and better suited course types

- cf. more language levels
 - academic *and* job oriented courses
 - courses for juniors and adults etc.
- => Higher quality teaching and higher student satisfaction



Everyone seems to profit but what are the setbacks and pitfalls?

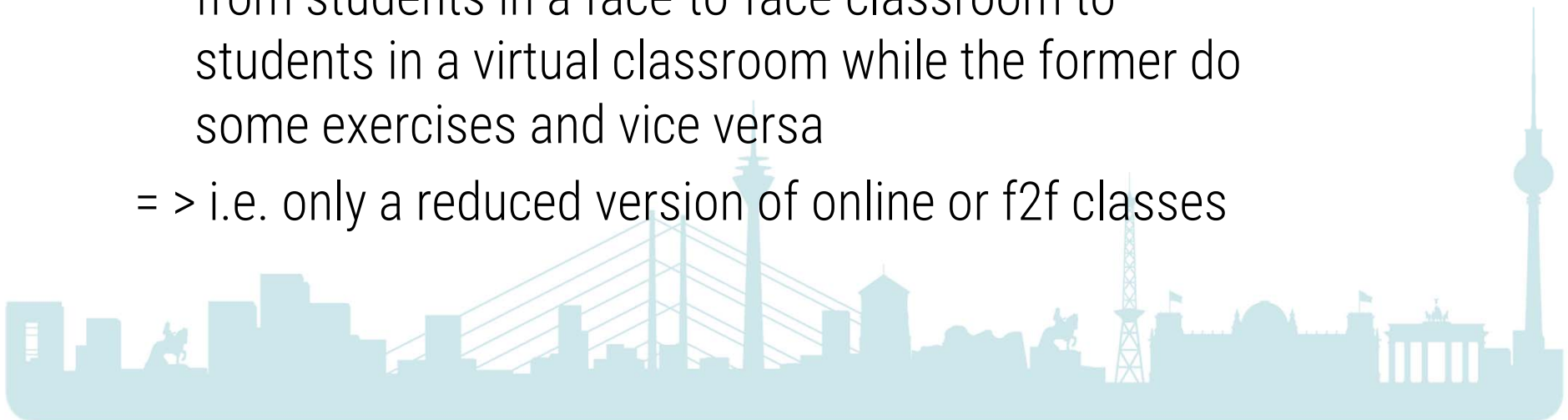


III What is quality hybrid teaching?



Poor Hybrid Classrooms 1

- „Hybrid“ often just stands for some kind of additive concept without much interactivity, e.g. switching from students in a face-to-face classroom to students in a virtual classroom while the former do some exercises and vice versa
= > i.e. only a reduced version of online or f2f classes



Online students as spectators

iik



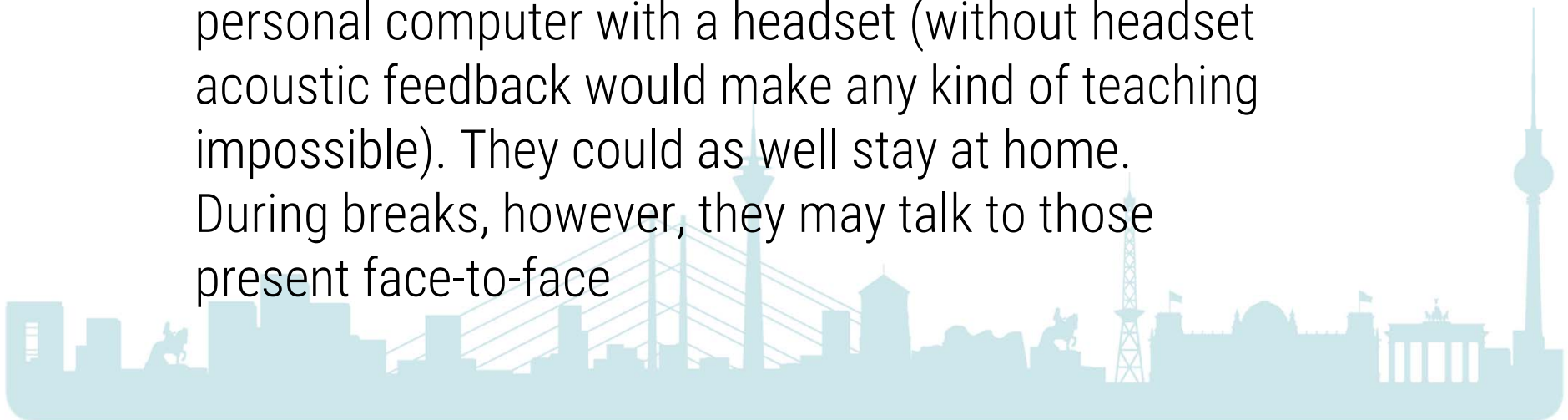
Poor Hybrid Classrooms 2

- In another type of pseudo-hybrid classrooms online students can hear the teacher in the classroom (like in online lectures) but - because of poor microphone quality - may not follow the classroom talk and even less participate as soon as the teacher walks around and there is any kind of dialogue



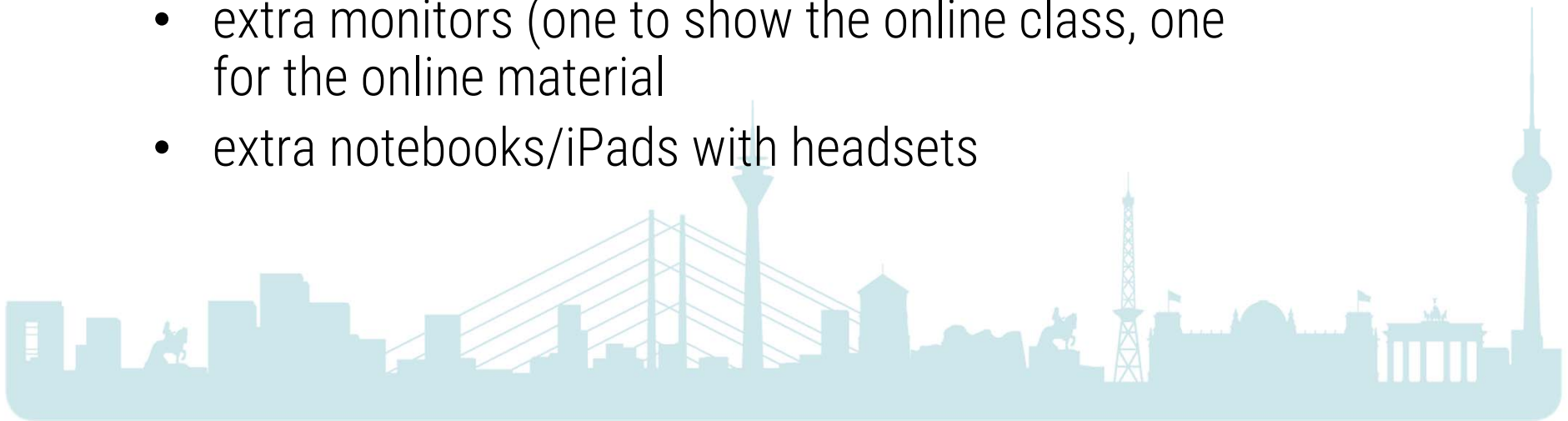
Poor Hybrid Classrooms 3

- In a third type of poor hybrid classrooms some students and teachers sit together in the same room but each person present is working at his own personal computer with a headset (without headset acoustic feedback would make any kind of teaching impossible). They could as well stay at home. During breaks, however, they may talk to those present face-to-face



Technical Investment for Quality Hybrid **iik**

- advanced classroom soundsystem („ceiling microphone(s)“)
- (extra) cameras with speaker-triggered autofocus
- extra monitors (one to show the online class, one for the online material)
- extra notebooks/iPads with headsets



Trial and Error

- Table microphones and additional cameras



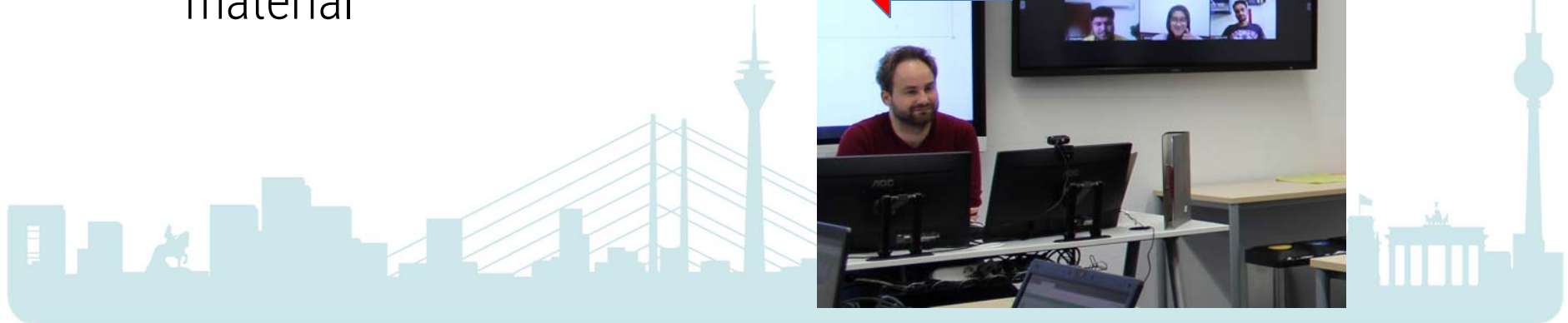
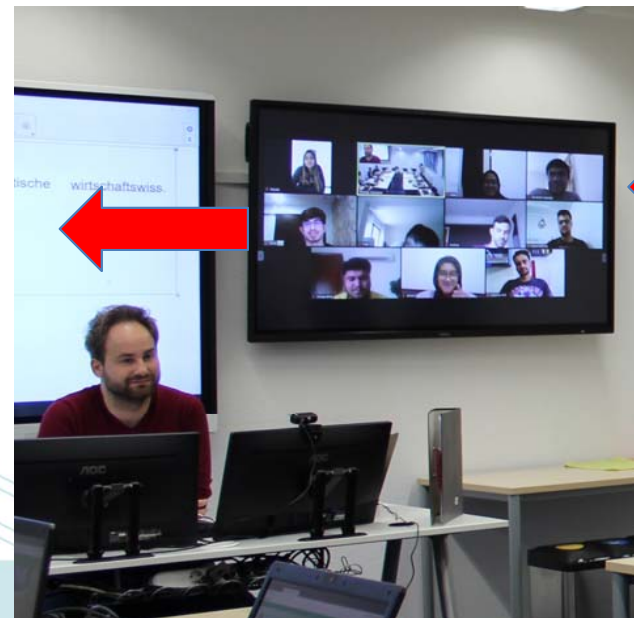
Technical Investment for Quality Hybrid 1: Classroom sound system

- advanced classroom soundsystem („ceiling array microphone“)



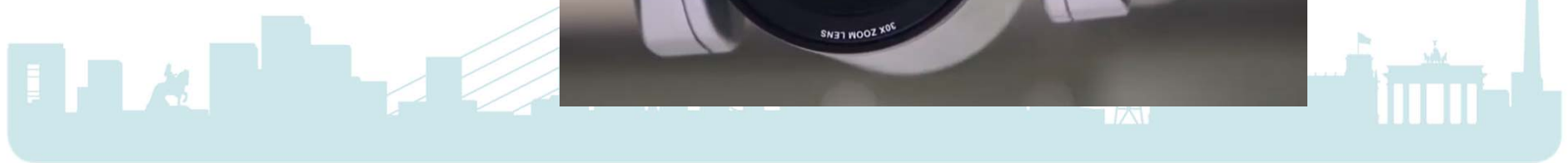
Technical Investment for Quality Hybrid 2: Extra monitors

- One for the online group, one for the learning material



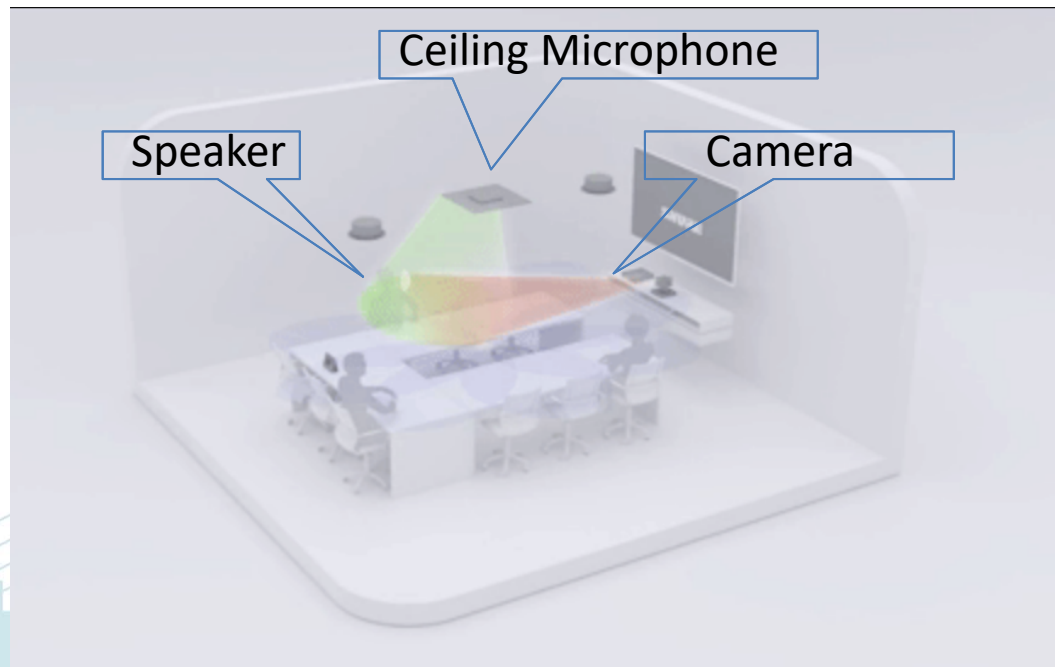
Technical Investment for Quality Hybrid 3: Dynamic camera

Advanced camera
with speaker
triggered autofocus



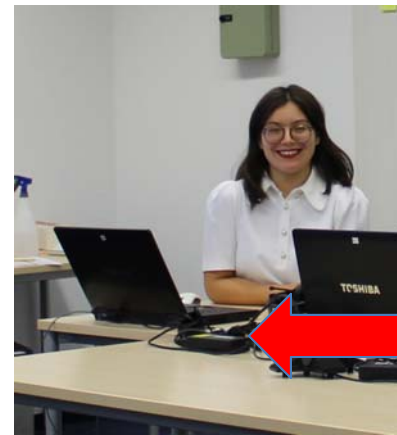
Technical Investment for Quality Hybrid 4: Integrated systems

Dynamic video and natural sound for a real life classroom experience



Technical Investment for Quality Hybrid 5: Notebooks or iPads with headsets

Cross media pair or
group interaction
via notebooks/cell
phones or iPads
with headsets



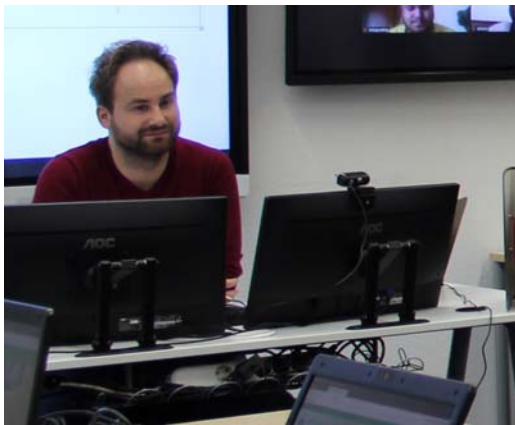
Investment for Quality Hybrid 6: Good technical support



There is a lot of finetuning and exploring to do, for example: stream deck



Most Important Investment for Quality : Good teachers trained for hybrid classes



Teachers have to be trained and should be eager to explore all the new possibilities of the hybrid classroom

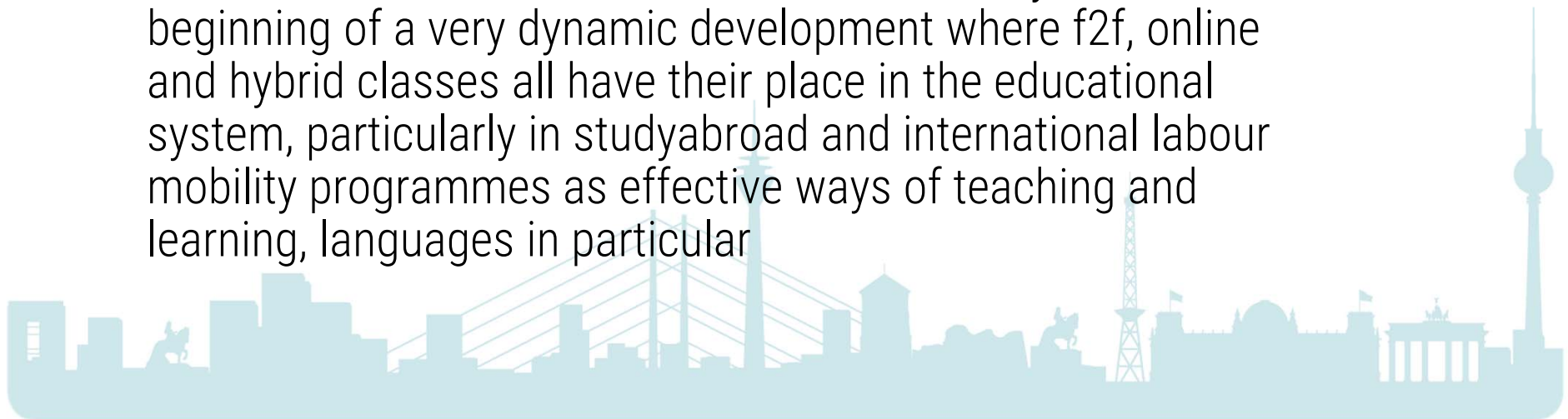


IV Are hybrid courses going to stay?



Definitely YES! Let's explore the possibilities and rethink our curricula!

At IIK Berlin/Düsseldorf we feel that we are only at the beginning of a very dynamic development where f2f, online and hybrid classes all have their place in the educational system, particularly in studyabroad and international labour mobility programmes as effective ways of teaching and learning, languages in particular



A Tool for the Flipped Hybrid Classroom

mobile phone in a gimbal
to integrate the world
outside the classroom via
hybrid excursions





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