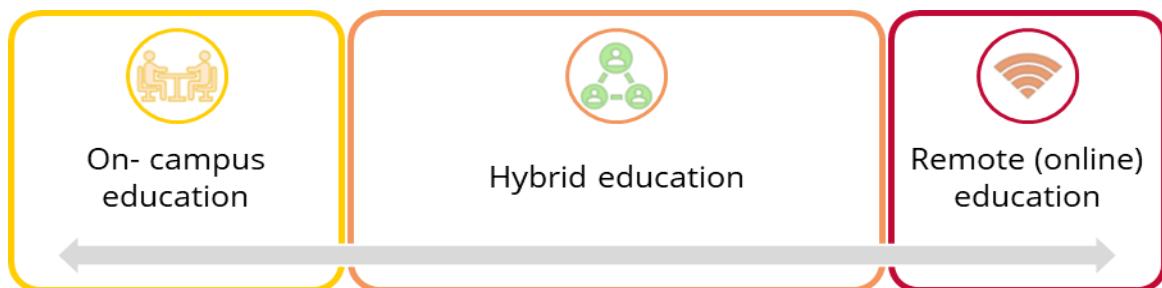


# Teaching Manual: back to campus

Version: April 2021. The [www.uu.nl/en/education/quality-and-innovation/remote-teaching](http://www.uu.nl/en/education/quality-and-innovation/remote-teaching) webpage is regularly updated with the latest information on this subject, while new insights and activities are added all the time. Many colleagues of the partners in the Centre for Academic Teaching (particularly the educational consultants of Educational Consultation & Professional Development and Educate-it) worked together to deliver this document.

## Teaching scenarios upon return to campus: What approach do I take?

This document will provide tips that will help lecturers select the right activity from the wide range of teaching possibilities (online, hybrid or on campus). We will also describe the various teaching activities that you can use if you do choose (or have been forced to choose) to teach students both remotely and on campus.



### Teaching scenarios

#### 1. On-campus education

The one extreme is that you focus on teaching on location. Students on location carry out active learning activities and interact with each other (please keep the 1.5 metres distance away from each other in mind). Students who cannot or are not allowed to come to campus, are given a replacement assignment (possibly a group assignment) which they carry out in their own time.

#### 2. Remote education

On the other extreme, you will teach your classes online, even if some of your students might be able to attend campus. In order to offer all the students in your group the same kind of teaching and not to end up with double the amount of work, you may opt to continue teaching online only. The [www.uu.nl/en/education/quality-and-innovation/remote-teaching](http://www.uu.nl/en/education/quality-and-innovation/remote-teaching) webpage will provide you with information on the didactic, practical and technical aspects of teaching all your classes online. This website will tell you how to:

- replace your lecture with previous recordings, independent study for your students, live-streamed classes using MS Teams or short educational videos;
- replace your tutorials with activating assignments for your students, conversations between lecturers and students, replacement assignments or sub-assignments and online meetings held using a range of tools;
- offer laboratory practicals online.

#### 3. Hybrid education

At Utrecht University we define hybrid education as: education in which students on location (on-campus) and remote students (online) simultaneously take part in the education. For this way of teaching, multiple [lecture rooms for hybrid teaching](#) have been developed.

If you're going to teach in a standard lecture room, be aware of the practical and didactical tips explained below.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence](#).



### Practical areas for attention when combining online and classroom teaching

- Will all your students be attending classes simultaneously? If any (international) students are following your classes remotely, different time zones may be involved. You may wish to consider offering students who are dealing with a significant time difference replacement assignments.
- On campus, normal room capacity will be divided by three. In other words, a room that normally has a capacity of 30 students will now hold 10 students.
- How to set up the lecture rooms: Many tutorials will be taught in rooms where seats and desks will be arranged in a U-shape. While practices will differ from faculty to faculty, please assume that the flexible use of rooms while keeping a distance of 1.5 metres will be difficult. Your classes may also be assigned to a lecture room, even if you only have a small number of students.
- Stick to the class timetable as presented to your students, even when you are offering online sessions.
- All lecture rooms now come equipped with a webcam. Students will therefore be able to view your classes remotely by using the Starleaf software. However, they will only be able to hear the persons seated at the front of the lecture room, since there are no microphones elsewhere in the room.
- If you have several students using Microsoft Teams in the same room, it is vital that students bring earbuds (in-ear headphones) or that all laptops are *muted*. Should you fail to do so, the sound will reverberate through the room.
- Be sure to appoint a moderator beforehand, so you will have someone to help out with the online component of your class. You can ask a student or student assistant to do so.

### Didactic matters to keep in mind

Not much research has been conducted on classes attended in person by some students and attended remotely by others (Raes 2019; Butz & Stupinsky 2017). However, those studies which have been conducted show that several things must be borne in mind when applying this teaching method:

- Ensure that both students attending classes on campus and students attending remotely feel equally involved in the classes. Researchers of hybrid learning methods have found that students attending remotely often feel less involved in their classes and are likely to feel that they have less contact with the lecturer. This feeling may affect their motivation and learning process (Butz & Stupinsky 2017). As a result, when you teach your classes, be sure to give students who are attending remotely plenty of opportunity to ask questions or provide input. You may wish to do so by appointing a student assistant who will stay in touch with the students attending remotely during the class. You may also choose to have your students answer quiz questions or take a survey during a live class, with all students taking part simultaneously (Raes 2020).
- Make sure that the students attending on campus and the students attending remotely interact. You can do so by offering asynchronous learning activities as well as synchronous learning activities (Butz & Stupinsky 2017). For instance, you can set online group assignments that all of your students must complete from home. You can also establish an online discussion platform where all students can debate the topics discussed during the lecture. This method will allow them to discuss the subject matter in greater detail. Alternatively, you can pair one student attending on campus with one student attending remotely, with each pair working on assignments together and passing each other's questions on to the lecturer.
- Ensure that you receive the appropriate level of support during your lecture. Be sure to appoint at least one 'operator' for each lecture or tutorial, who will help you perform the technological tasks (quizzes, polls, online chat sessions where students attending remotely can ask questions or provide input during a lecture). This operator can be either a student assistant or a student taking your course. By appointing an operator, you will avoid having to focus on several things at once: teaching, keeping an eye on questions raised by both groups of students and dealing with the technological aspects of the class. Ensure that you can focus properly on teaching.
- Make sure that the technology which you are using performs properly.
  - o Make sure that you are properly in frame while teaching your lectures and tutorials, so the students attending remotely have a good view of you and feel connected to you. The same





thing is true for students who speak up during the seminar. It is vital that students attending remotely have a good view of the speakers, as well as proper sound.

- Make sure that you have a good audio connection, so students attending remotely can hear you properly. Ideally, you would also make sure that students attending remotely can ask questions through an audio connection. Make sure that these students can be heard properly. You can do so by using a Microsoft Teams environment during your classes, which will allow students attending remotely to make themselves heard.
- Make sure that you have a reliable video connection, so students attending remotely have a good view of the lecturer and the students attending on campus. It is also essential that the students attending remotely are clearly visible to the lecturer and the students attending in person.

#### Need help? Teaching Support

All UU lecturers are eligible for didactic or technical support, including to design or redesign a course or to select the right online teaching method. Please contact Teaching Support to talk with someone or schedule an individual meeting. More information can be found [here](#). Alternatively, contact Teaching Support on +31 (0)30 253 2197 or at [teachingsupport@uu.nl](mailto:teachingsupport@uu.nl).



## Learning activities for hybrid education

Remember	Understand	Apply	Analyze	Evaluate	Create
<i>Description</i>					
Retrieving relevant knowledge from long-term memory.	Determining the meaning of instructional messages, including oral, written, and graphic communication.	Carrying out or using a procedure in a given situation.	Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.	Making judgments based on criteria and standards.	Putting elements together to form a novel, coherent whole or make an original product.
<i>Example verbs</i>					
Recognizing Recalling	Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining	Executing Implementing	Differentiating Organizing Attributing	Checking Critiquing	Generating Planning Producing

Cognitive processes of students based on Bloom's Taxonomy.

The activities described in the following pages assume a categorisation of learning objectives derived from [Bloom's Taxonomy](#) (Krathwohl, 2002). Bloom's Taxonomy can be used as a tool to formulate learning objectives at different levels. The figure above shows the classification of cognitive processes of students, based on Bloom's Taxonomy. In general, the further to the right in the table a cognitive process is placed, the more complex it is. Biggs & Tang (2011) underline the importance of 'deep level learning' of students, in which more complex skills of students are triggered.

Various tools are mentioned for each activity as well. For more information on these tools, please see the [Tool Guide](#) webpage. You can read more about the following activities in the next few pages:

- 1) **Getting acquainted/warming up**
  - a) Getting acquainted/warming up with all students – Synchronous
  - b) Getting acquainted/warming up with all students – Asynchronous
- 2) **Social connection**
  - a) Coffee Corner
  - b) Buddy system
- 3) **Sharing knowledge**
  - a) Think-pair-share
  - b) Jig-saw activity (or expert method)



## 1. Learning activities for getting acquainted/warming up

### a. Getting acquainted/warming up with all students – Synchronous

Ask your students a few questions and choose a tool allowing everyone to see the answers. All students must be online, both students attending remotely and students attending on campus.

*In-depth exercise:* Have your students react to each other and give them the following instruction: act as a curious reporter and respond to other people's posts with questions. Make sure that all students are asked a follow-up question.

The questions may be playful or be related to the course content:

- If all of you were coming to campus, what time would you have to leave the house to get here in time? As a result, in what order would we leave our homes?
- Did anyone take the traditional New Year's Day plunge?
- To which book, work of art, band or piece of music would you like to introduce your peers? Whom or what would you recommend?
- In what way has the coronavirus outbreak positively affected you or your life?
- What are your expectations for this course? What knowledge or skill do you hope to gain after completing this course?
- In your opinion, what sets you apart from the rest of the group? How are you unique?

*Bloom:* Affective (student bonding)

#### Tools:



MS Teams  
Chat



Mentimeter  
word cloud,  
open-ended  
questions

### b. Getting acquainted/warming up with all students – Asynchronous

Ahead of the first seminar, ask your students to introduce themselves in a video message and to view each other's video messages. You can suggest certain questions that all students must answer. Next, you can address these videos once you have all your students together.

*Divide your students into groups: Pairs, trios or quartets*

In a hybrid teaching setting, you can create several different types of groups.

- You can create groups made up of students attending on campus exclusively and groups made up of students attending remotely exclusively (use channels in Teams).
- Alternatively, you can create mixed groups in which one or two students are attending remotely while one or two other students are attending on campus, with all students attending the class online (use channels in Teams).

All sorts of conversations can be held in those groups. Look at the way that you normally have your students get to know each other and adapt it to an online environment. Examples:

- Tell something about yourself on the basis of the keys on your key ring.
- State three facts about yourself, one of which is untrue.
- 'Find someone who...' Give your groups a list of questions (playful, personal, more serious) and get them to answer all the questions. You can turn it into a competition: the first group to answer all questions (and to answer them correctly!) will be your winner.
- Arrival on the scene (literally and figuratively): ask your students to tell the other members of their group what they were doing just before the start of the tutorial, how it made them feel (cheerful, angry, tentative, etc.) and why (Grunefeld, 2020).





- Preparing for the task at hand: ask your students to discuss the assignment that they have been set and their own personal response to this assignment: what do you like about it and why? What do you think is difficult about it and why (Grunefeld, 2020)?

Bloom: Affective (student bonding)

#### Tools



Blackboard



MS Teams  
For  
discussion

## 2. Learning activities for social connection

### a. Coffee Corner

In this activity as well, all students must be online, while students attending on campus and students attending remotely can talk to each other.

Create channels in which students can have a bit of a chat. Create themed channels or have your students create themed channels, for example: Pets; Holidays; Assignment talk; Sport; Random topics.

You can use these channels during the meeting or during the break, but you can also use them as an online community of sorts where people can pay each other a visit and have a brief chat.

Bloom: Affective (student bonding)

#### Tools



MS Teams  
Channels

### b. Buddy system

Pair up a student attending remotely and a student attending on campus. Students attending on campus can pass on questions raised by students attending remotely to the lecturer and vice versa. Create pairs in Microsoft Teams, consisting of one student attending remotely and one student attending on campus. You can also create quartets consisting of two students attending remotely and two students attending on campus, thus ensuring that students attending on campus actually reap the social benefits of being on campus. Do you wish to gain an insight into whether your students are actually learning and achieving the learning objectives that you have set out for them? If you wish to record the questions and answers, use chat sessions, Files in Microsoft Teams, Mentimeter. If you do not wish to record the questions and answers, ask your students to discuss them while talking with each other or get them to give pitches.

Synchronous/Asynchronous? You can do both. Have someone write down all the questions and answer them either at that particular moment or at a later stage.

Bloom: All levels (depending on the kind of questions that students ask)



**Tools****MS Teams**  
Kanalen

### 3. Learning activities for sharing knowledge

#### a. Think-pair-share

The lecturer presents the students with a question, dilemma, problem or statement. Create pairs in Microsoft Teams, consisting of one student attending remotely and one student attending on campus. The pairs will then address the question, dilemma, problem or statement by using the think-pair-share activity.

- Think: Students will first contemplate their answers individually.
- Pair: Students will then share their answers, key findings and/or eye-openers with their online buddy or a student attending on campus.
- Share: They will finally share their thoughts with the entire group or in larger groups.

Do you wish to gain an insight into whether your students are actually learning and achieving the learning objectives that you have set out for them? If you wish to record the questions and answers, use chat sessions, Files in MS Teams or Mentimeter. If you do not wish to record the questions and answers, ask your students to discuss them while talking with each other or get them to give pitches.

*Synchronous/Asynchronous?* Think-pair-share is a perfect activity for exchanging opinions in a classroom setting. However, the activity can also be used asynchronously.

- Students will receive their assignments and will email their teammates their individual reflections, or upload them to or Teams Files.
- The sharing is done by responding to each other's reflections with comments and questions.
- The students will then share their views with all the other students by drawing up and sharing a document with their main findings.

*Bloom:* This activity can target all levels

Knowledge: 'Identify as many characteristics as possible of...'

Comprehension: 'What is meant by...?'

Application: 'In this particular case study, what would you recommend?'

Analysis: 'What are the similarities and differences between the two theories that you have studied?'

Evaluation: 'What would be the best solution here and why?'

Origination: 'Formulate a research question and hypothesis based on the two articles that you read.'

**Tools:****MS Teams**  
Files**Mentimeter**



### b. Jig-saw activity (or expert method)

The idea behind the jigsaw activity (also known as the expert method) is that students will each study a particular aspect of the subject matter (thus becoming 'experts' in it) and share their knowledge with others, so everyone will have a full overview of the subject matter by the end of the exercise (because all the jigsaw pieces will have fallen into place).

The main benefit of this activity is 'shared responsibility'. All students must perform the task assigned to them, because others depend on their knowledge. Use the following steps:

- Assign students to groups (say, four groups), making sure to mix students attending on campus and students attending remotely.
- Ask each group to study one particular component of the subject matter, with other groups studying the other components. One option is to ask students to upload their summaries, eye-openers, questions or key findings to a platform (e.g. Blackboard) in advance.
- Create channels beforehand for homogeneous groups that have studied the same component of the subject matter.
- Also create channels for heterogeneous groups, where students who have studied different components of the subject matter can get together. All components of the subject matter must be represented in these channels.
- Students will explain the essence of their subject matter component to their fellow students in the homogeneous groups through channels created in Microsoft Teams. They will discuss the similarities and differences in their interpretations, ask each other questions about what they are struggling with and finally decide on what they will tell their fellow students who have not studied this particular component.
- The students will then share their findings with students who have studied other components in the heterogeneous groups.
- The lecturer will be available for questions on campus and through Teams.
- You may wish to ask that your students share their input with the whole group, e.g. by sharing their summaries on a platform or by presenting their findings during the meeting.

*Synchronous/Asynchronous?* You can use the same activity in a synchronous manner if you are assigning short texts: everyone must read a short text on the spot, in real time, after which they can share their impressions in homogeneous and heterogeneous groups.

If you are assigning longer texts or articles, the jigsaw activity is particularly suited to asynchronous teaching: students will study a component of the subject matter beforehand. You can get your students to get an in-depth understanding of the subject matter by asking the heterogeneous groups to:

- write a synthesis of the subject matter (just as you would write a synthesis of several articles to draft an introduction);
- create a new model from the subject matter discussed;
- formulate a research question and hypotheses based on the subject matter discussed;
- formulate practical applications.

*Bloom:* Knowledge, comprehension, analysis, origination

#### Tools:



MS Teams



FeedbackFruits  
Interactive doc,  
Assignment  
review

#### More learning activities?

In the [Educational Database](#) you can find more extended descriptions of these [learning activities](#), as well as other activities for teaching remotely, on campus and all shapes in between.



**All UU lecturers are eligible for the following types of support:**

What?	Where?
<b>Teaching Support</b>	Direct didactic or technical support for lecturers engaged in online teaching.  More information can be found <a href="#">here</a> : Need urgent advice? Contact us on +31 (0)30 253 2197 or at <a href="mailto:teachingsupport@uu.nl">teachingsupport@uu.nl</a> .
<b>UU information</b>	All relevant information can be found on the 'Remote teaching' UU webpage. Several messages about teaching remotely have been posted on the intranet in the last few weeks.  See <a href="#">Remote teaching</a> .  View the <a href="#">messages posted on the intranet</a> .
<b>Redesign your teaching in times of coronavirus</b>	You will attend four seminars designed to help you redesign your course in such a way that it will be suitable for online teaching, under the supervision of educational experts.  Find out more about the module <a href="#">here</a> .
<b>Online independent study modules</b>	Several online independent study modules on blended learning and online teaching are available.  See Remote teaching.
<b>Webinars</b>	Webinars presenting theoretical and practical tips on interactive online teaching, self-directed learning, video, Blackboard, MS Teams and assessment methods. You can also view interviews (Q&As) with UU lecturers here.  <a href="#">Overview in MS Stream</a>
<b>Teachers Community TAUU</b>	Stories and examples from lecturers who have hands-on experience with online teaching and assessment.  <a href="http://www.tauu.uu.nl">www.tauu.uu.nl</a>
<b>Educational applications</b>	Blackboard, MS Teams, Osiris and LectureNet can be accessed by all lecturers.  Get in touch with <a href="#">ITS</a> for more information on these applications. Direct technical support from the <a href="#">ITS Service Desk</a> for lecturers who have questions about the IT-related aspects of teaching.
<b>Online teaching tools</b>	Teaching tools that can be used in order to make online teaching more activating, assess students' performance online, provide feedback or help students strengthen their academic skills.  View the <a href="#">Tool Guide</a> webpage for an overview of all available tools as well as user manuals for these tools. See the <a href="#">tips and tricks</a> for teaching remotely included in the <a href="#">FAQ</a> .
<b>Knowledge dossiers</b>	We have brought together a great deal of knowledge about online teaching and assessment methods (without online proctoring) in the <a href="#">Distance learning</a> knowledge dossier.  <a href="#">Online education</a> knowledge dossier  <a href="#">Online assessment</a> knowledge dossier
<b>Students with a disability</b>	Teaching students with a disability: for tips, get in touch with the ECIO, the Expert centre on inclusive education (formerly known as 'handicap & studie').  See <a href="#">Digital accessibility</a> and <a href="#">Distance Learning</a> .





## Literature

- Beatty, B. (2010). Hybrid Courses with Flexible Participation. Retrieved from:  
<https://scholar.google.com/scholar?q=Hybrid%20classes%20with%20flexible%20participation%20options%20%20If%20you%20build%20it%20,%20how%20will%20they%20come%20%80%AF%20Paper%20presented%20at%20the%202007%20association%20for%20educational%20Communications%20and%20technology%20Annual%20Convention.>
- Butz, N. T., Stupinsky, R. H., Pekrun, R., Jensen, J.L., & Harsell, D.M. (2016). The Impact of Emotions on Student Achievement in Synchronous Hybrid Business and Public Administration Programs: A Longitudinal Test of Control-Value Theory. *Decision Sciences Journal of Innovative Education*. 14(4). <https://doi.org/10.1111/dsji.12110>.
- Butz, N.T., & Stupinsky, R.H. (2017). Improving Student Relatedness through an Online Discussion Intervention: The Application of Self-Determination Theory in Synchronous Hybrid Programs. *Computers & Education*. 114. <https://doi.org/10.1016/j.compedu.2017.06.006>.
- Hastie, M., Hung, I., Chen, N.S., & Kinshuk (2010). A Blended Synchronous Learning Model for Educational International Collaboration. *Innovations in Education & Teaching International*, 47(1). <https://doi-org.proxy.library.uu.nl/10.1080/14703290903525812>.
- Giesbers, B., Rienties, B., Tempelaar, D., Gijselaers, W. (2013). A Dynamic Analysis of the Interplay between Asynchronous and Synchronous Communication in Online Learning: The Impact of Motivation. *Journal of Computer Assisted Learning*. <https://doi-org.proxy.library.uu.nl/10.1111/jcal.12020>.
- Grunefeld, H. (2020). Getting to Know Each Other (from a Distance). Utrecht University.  
<https://www.uu.nl/nieuws/getting-to-know-each-other-from-a-distance>  
<https://tauu.uu.nl/docentencommunity/getting-to-know-each-other-online/>
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4), 212-218.
- Raes, A., Vanneste, P., Pieters, M., Windey, I., Noortgate, W., Depaepe, F. (2020). Learning and Instruction in the Hybrid Virtual Classroom: An Investigation of Students' Engagement and the Effect of Quizzes. *Computers & Education*. 143. <https://doi.org/10.1016/j.compedu.2019.103682>.

