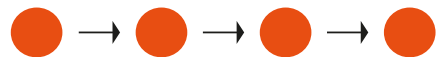


# Teaching Formats

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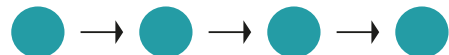
# Teaching Formats

## On-site



Teaching takes place on campus with the physical presence of both students and teachers throughout the course. The focus is on the in-person teaching sessions preparing students for the work they do individually or in groups outside of class.

## Online courses



Teaching activities are designed – synchronously and/or asynchronously – in a fully virtual environment without any planned physical interaction between teachers & students or between the students themselves.

## Blended courses



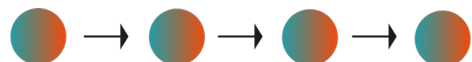
Blended learning is the systematic integration and alternation between online and on-site teaching and learning activities. The term ‘flipped classroom’ is often used in blended formats describing the strategy of moving lectures or instructional content outside the classroom leaving room for focusing on active and dynamic learning activities (discussions, task exercises etc.) during the in-person sessions.

## Parallel courses



In parallel teaching the same teaching takes place synchronously in “two separate spaces with one becoming satellite” (Ryberg, 2021) thereby allowing students the choice of participating physically, from where the teacher also is, or remotely via video conferencing.

## Hybrid courses



Characteristic of the hybrid learning space is a context of learning that challenges divisions between online/offline spaces, teacher/student roles, formal/informal contexts and other traditionally separable dimensions. “As such, the term hybridity stresses the mixture and fusion of traditionally separate parts to create a new hybrid that is not a blend or something flipped, but something in its own right, something different” (Nørgård et al, 2019).

The model is inspired by Thomas Ryberg (2021) presentation: “Engagerende design i blandede og hybride læringsrum”.

## On-site



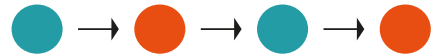
**Example:** Today, the majority of courses at ITU are taught on-site/on campus. The teaching is primarily organised after the 2x2 model, often divided between 2 hours of lectures and 2 hours of exercises.

## Online courses



**Example:** The course “Introduction to Database Systems” was during the lockdown of campus in A2020 delivered fully online via Zoom. The course incorporated learnIT, Piazza and Discord for learning activities, assignments and questions.

## Blended courses



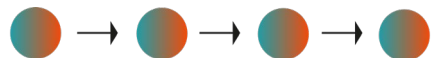
**Example:** In the course, “Konceptudvikling med virksomheder” (S2022), students watch prerecorded video lectures in groups or individually before attending group supervision or exercise sessions with the teacher.

## Parallel courses



**Example:** In the course “Psychology of Play and Games” (S2022) students could choose to participate in the lectures in-person or online. The teacher was present at campus and livestreamed the lecture to the online participants using Zoom.

## Hybrid courses



**Example:** The course “Enterprise Systems and Information Management” (A2020) incorporates elements of hybrid learning: When students meet for the in-person sessions, they work independently on self-paced e-learning activities supported by the teacher.

Format	Advantages	Challenges
<b>On-site</b>	<ul style="list-style-type: none"> <li>Teachers and students know the format.</li> <li>Real-time interactions and access to (visual) emotional feedback.</li> <li>Informal and spontaneous communication between students and students &amp; teachers occurs more naturally.</li> <li>Easier to establish sense of belonging to the university, student body, social groups etc</li> <li>Use of various teaching &amp; learning methods</li> </ul>	<ul style="list-style-type: none"> <li>Less flexible.</li> <li>Can be campus-centric: teaching and learning limited to the university's physical boundaries.</li> <li>Difficult for (some) students to raise/answer questions in larger groups.</li> <li>Limited opportunities for unformalized peer-feedback (back-channelling)</li> <li>Not possible to revisit teaching</li> </ul>
<b>Online</b>	<ul style="list-style-type: none"> <li>Flexible</li> <li>Differentiation of teaching/individualized learning processes</li> <li>Time-saving: Students, who reside further away from campus, or have other circumstances where the physical location may influence their attendance, may be more inclined to participate.</li> <li>The “quiet” students ask more questions and participate more in general.</li> </ul>	<ul style="list-style-type: none"> <li>Takes longer to plan, especially in self-paced courses.</li> <li>Difficult to establish a sense of belonging for the students to the university/class etc.</li> <li>Difficult to work with artefacts, and collaborative tasks, if the learning tools and systems do not meet the didactic needs.</li> <li>Lack of emotional feedback.</li> <li>Requires high degree of self-motivation and access to technical support</li> </ul>
<b>Blended</b>	<ul style="list-style-type: none"> <li>If well-planned blended courses combine “the best of two worlds” (Report, ITU 2021).</li> <li>Increase opportunities for feedback and supervision by moving lectures &amp; instructional content out of the synchronous teaching sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Requires detailed preparation and course flow planning.</li> <li>Demands well-planned (digital) learning spaces and support (that the IT infrastructure not necessarily allows for).</li> </ul>
<b>Parallel</b>	<ul style="list-style-type: none"> <li>Includes students, who do not have the opportunity of participating in-person (e.g., because of health issues or disabilities).</li> <li>High level of flexibility in respect of how students engage with classes.</li> </ul>	<ul style="list-style-type: none"> <li>Demanding to manage students in-person and online simultaneously</li> <li>Keeping all students engaged is challenging</li> <li>Difficult to create a sense of fairness between the cohorts</li> <li>Depreciated learning experience for online participants if the teaching primarily consider the on-site students or vice versa.</li> </ul>
<b>Hybrid</b>	<ul style="list-style-type: none"> <li>Challenges dichotomies between, for instance, offline/online, digital/analogue or formal/informal and thus providing a way of rethinking teaching and learning experiences that is not constrained by the beforementioned aspects or by the four classroom walls</li> </ul>	<ul style="list-style-type: none"> <li>Demands resources to redesign and rethink the learning space. For teachers it means that it requires both time and training to design a hybrid course.</li> </ul>

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