Teaching Formats

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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 blendede 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.

The model is inspired by Thomas Ryberg’s (2021) presentation: “Engagerende design i blendede og hybride læringsrum”.
<table>
<thead>
<tr>
<th>Format</th>
<th>Advantages</th>
<th>Challenges</th>
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<tr>
<td>On-site</td>
<td>• Teachers and students know the format.</td>
<td>• Less flexible.</td>
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<td>• Real-time interactions and access to (visual) emotional feedback.</td>
<td>• Can be campus-centric: teaching and learning limited to the university's</td>
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<td>• Informal and spontaneous communication between students and students &amp;</td>
<td>physical boundaries.</td>
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<td>teachers occurs more naturally.</td>
<td>• Difficult for (some) students to raise/answer questions in larger groups.</td>
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<td>• Easier to establish sense of belonging to the university, student body,</td>
<td>• Limited opportunities for unformalized peer-feedback (back-channelling)</td>
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<td>social groups etc</td>
<td>• Not possible to revisit teaching</td>
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<td>• Use of various teaching &amp; learning methods</td>
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<td>Online</td>
<td>• Flexible</td>
<td>• Takes longer to plan, especially in self-paced courses.</td>
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<td>• Differentiation of teaching/individualized learning processes</td>
<td>• Difficult to establish a sense of belonging for the students to the</td>
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<td>• Time-saving: Students, who reside further away from campus, or have</td>
<td>university/class etc.</td>
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<td>other circumstances where the physical location may influence their</td>
<td>• Difficult to work with artefacts, and collaborative tasks, if the learning</td>
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<td>attendance, may be more inclined to participate.</td>
<td>tools and systems do not meet the didactic needs.</td>
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<td>• The “quiet” students ask more questions and participate more in general.</td>
<td>• Lack of emotional feedback.</td>
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<td>• Requires high degree of self-motivation and access to technical support</td>
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<td>Blended</td>
<td>• If well-planned blended courses combine “the best of two worlds”</td>
<td>• Requires detailed preparation and course flow planning.</td>
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<td>(Report, ITU 2021).</td>
<td>• Demands well-planned (digital) learning spaces and support (that the IT</td>
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<td>• Increase opportunities for feedback and supervision by moving lectures</td>
<td>infrastructure not necessarily allows for.</td>
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<td>&amp; instructional content out of the synchronous teaching sessions.</td>
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<td>Parallel</td>
<td>• Includes students, who do not have the opportunity of participating</td>
<td>• Demanding to manage students in-person and online simultaneously</td>
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<td>in-person (e.g., because of health issues or disabilities).</td>
<td>• Keeping all students engaged is challenging</td>
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<td>• High level of flexibility in respect of how students engage with classes.</td>
<td>• Difficult to create a sense of fairness between the cohorts</td>
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<td>Hybrid</td>
<td>• Challenges dichotomies between, for instance, offline/online, digital/</td>
<td>• Depreciated learning experience for online participants if the teaching</td>
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<td>analogue or formal/informal and thus providing a way of rethinking</td>
<td>primarily consider the on-site students or vice versa.</td>
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<td>teaching and learning experiences that is not constrained by the</td>
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<td>beforementioned aspects or by the four classroom walls</td>
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<td>• Demands resources to redesign and rethink the learning space. For teachers</td>
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Referencer