



# Szenarios-Tools-Matrix: An overview of teaching scenarios and example tools for digital learning and teaching at the University of Basel

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## Introduction

The digital transformation is also affecting university learning and teaching. Digital teaching formats are becoming an increasingly important part of teaching and so-called blended learning scenarios are more and more implemented. During the Corona pandemic, digital teaching and learning gained even more importance and additional tools and platforms were introduced at the University of Basel, in addition to those already in place.

As the pandemic has either prevented or severely restricted the possibility of classroom teaching, we understand blended learning as a didactically meaningful combination of independent asynchronous learning based on new technologies, on the one hand, with synchronous “in-person” classes, on the other. Synchronous phases can take the form of a virtual classroom, a physical classroom, or a mixture of both (i.e. “hybrid” classroom: some students are in a physical classroom, other follow by way of a live webcast).

The asynchronous phase (autonomous self-study) is primarily supported by the learning platform ADAM, together with SWITCHtube or Panopto, depending on the kind of videos that have been created and made available. Additional learning resources can also be made accessible to students via other platforms (e.g., Tales, MOOCs).

In the synchronous phase (“presence”), different applications and infrastructure must be used, depending on the type of classroom. Purely virtual meetings are mostly conducted via Zoom. In the hybrid classroom, with both on-site and virtual participants, Zoom or Panopto can be used together with the AV media kit to ensure a good transmission of live exchanges for all. If everyone, students as well as faculty, are in the same physical classroom, no additional technology is needed.

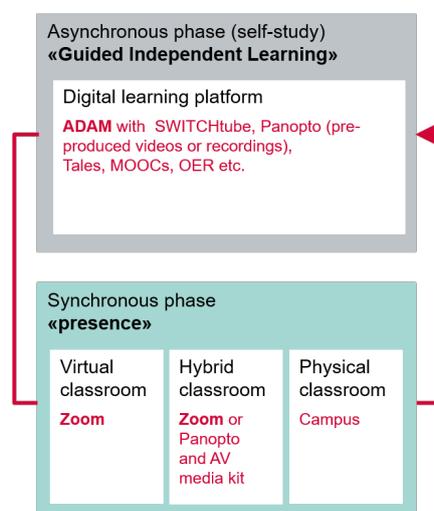


Fig. 1: Overview of the phases of blended learning and of the infrastructure available at the University of Basel

This document gives you, in a very compact form, an overview of typical teaching scenarios and activities, of exam and assessment formats, and of the functions of the platforms (the learning platform ADAM and the video-conferencing system Zoom) most frequently used to support these scenarios and formats. Both ADAM and Zoom offer numerous useful functions for teaching. In addition to ADAM and Zoom, some other useful tools are mentioned as well.

## **Explanatory notes to the following tables**

The following tables can help you get started with (re)designing your courses. You will find possibilities and suggestions on how you can design your blended learning scenario.

The tables list typical teaching scenarios and activities in the first column for the following teaching phases:

- asynchronous phase
- synchronous phase
- online exams
- formative assessments

The scenarios and activities listed are not always clearly distinguishable and should be understood as examples. The list is not exhaustive.

The header contains the various functions of ADAM and Zoom as well as additional useful tools for digital teaching available at the University of Basel.

The filled boxes in the matrix indicate which tools and functions are ideally used to implement a particular scenario. In some scenarios, there are several tools that complement each other and are applied together (often in temporal sequence). In other scenarios, you can choose from several tools with similar or identical functionalities (e.g. LiveVoting in ADAM vs. movo.ch).

In a separate PDF document, the four tables are combined into a single one. In that document, the functions in the header entail links to further information or help pages for the corresponding tools.





## Online exams

More information about online exams can be found in the [Tales Online exams and assessments](#).

	Folder	Postbox Folder	Session	Group	Item Group	Forum	File	WebLink	Wiki	Blog	Learning Module ADAM	Learning Module HTML	Learning Module SCORM/AICC	Glossary	Data collection	Exercise	Test	Question Pool Test	Poll	Survey	Question Pool Survey	Portfolio	DigiLit	Etherpad	Plagiarism Check	LiveVoting	Panopto Video	Text-Media-Editor	E-Mail on ADAM	Unibas-E-Mail	pre-structured Word-file	Audio and Video	Screen sharing	Chat	Poll	Whiteboard	Breakout Rooms	Recording	Movo.ch	EvaSys	EvaExam	SWITCHdrive	SWITCHtube		
Non-simultaneous take-home exams																																													
Simultaneous take-home exams																																													
Oral examinations																																													

## Digital formative assessments

More information about digital formative assessments can be found in the [Tales Online exams and assessments](#).

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Providing exercises and evaluating them																																															
Handing in completed exercises																																															
Answering tests and quizzes during the semester																																															
Summarising text, sessions or discussions in writing																																															
Handing in term papers or similar and check for plagiarism																																															
Collaborative writing with other students																																															
Participating in written forum discussions																																															
Participating in oral discussions during video conferences																																															
Giving a live presentation during a video conference																																															
Providing peer feedback on a presentation, text, or exercise																																															
Producing and maintaining an online portfolio																																															

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