

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 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.

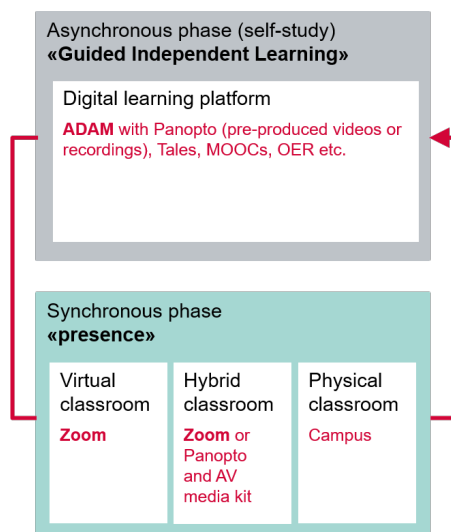


Fig. 1: Overview of the phases of blended learning and of the infrastructure available at the University of Basel.

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. KlickerUZH).

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.

Asynchronous phase

More information about the asynchronous phase can be found in the [Blended Learning Guide](#), particularly in chapter 6.

	Modules and other functions in ADAM																						Alternatives					Video conferencing software Zoom					Selected EduTools																											
	Folder, Typ standard	Folder, Typ Postbox	Folder, Typ Member Work Area	Session	Group	Item Group	Forum	File	Weblink	Content Page	Wiki	Blog	Learning Module ADAM	Learning Module HTML	Learning Module SCORM/AICC	LTI Consumer (Plagiarism Check)	Learning Sequence	Glossary	Data collection	Exercise	Test	Question Pool Test	Poll	Survey	Question Pool Survey	Portfolio	DigitLit	Etherpad	LiveVoting	Panopto Video	Text-Media-Editor	E-Mail on ADAM	Unitbas-E-Mail	pre-structured Word-file	Audio and Video	Screen sharing	Chat	Poll	Whiteboard	Breakout Rooms	Recording	KickerUZH	EvaSys	EvaExam	SWITCHdrive															
Making documents available																																																												
Providing links																																																												
Providing literature from the University library																																																												
Providing audio and video files																																																												
Providing presentation slides with audio																																																												
Providing screencasts/teaching videos produced in advance																																																												
Producing screencasts/presentations slides with audio or teaching videos																																																												
Producing learning materials with multimedia components																																																												
Holding written discussions																																																												
Providing and evaluating exercises																																																												
Handing in completed exercises																																																												
Giving peer-feedback																																																												
Collaborative writing																																																												
Gathering feedback																																																												
Holding tests/quizzes																																																												
Recording live classes (lectures, seminars) and making the recording available																																																												
Collecting data collaboratively																																																												
Organising group work																																																												
Organising sessions																																																												
Informing and motivating students (learning support)																																																												
Structuring ADAM workspaces																																																												

