TEACHING DELIVERY MODES

STEP 1: WHAT EDUCATIONAL SETTING IS NEEDED? **STEP 2:** WHAT CLASSROOM SETTING IS POSSIBLE?

Objective	Activity	Students are on Campus		Students are on multiple campus locations	Some students are online some students are on campus (hybrid)		Students are online		
What is the objective of your lesson?	What activity does fit your lesson objective?	**Synchrone** Students and lecturer are **interacting at the same time.**		**Synchrone** Studentgroup and lecturer are interacting at the same time.	**Synchrone** Students and lecturer are interacting at the same time.	**Synchrone** Students and lecturer are interacting at the same time on a low level.	**Synchrone** Students and lecturer are interacting at the same time.		**A-synchrone** Students and lecturer study and teach at different time.
		Possible scenarios		Possible scenario	Possible scenarios		Possible scenarios		
		Students and teachers are in the same room.	The teacher is online and the studentgroup is in their classroom. Example guest lectures.	Teacher and one studentgroup are in the same room, another studentgroup is at another location.	Online student and on campus student are having the same learning experience (active participation).	Lecture is on campus, online student can follow the lecture (passive participation).	Students and teachers work from their home.	Students work from their home but teacher is on campus for example in a studio or classroom.	Students work on their own or doing synchrone group work without the teacher.
Present content **Instruction** Sending information from teacher to group of students.		●○○○○ Providing a lecture in front of the lecture hall.	●●○○○ Streaming via a conferencetool.	●●○○○ Streaming content via a conferencetool.	●●●○○ Streaming via a conference tool where all students are visible and part of the teaching group.	●●○○○ Streaming via a conference tool.	●●○○○ Sharing content (information, presentation, etc.) via a conference tool.	●●○○○ Streaming via a conference tool where the lecturer can use the facilities of the UT.	●○○○○ Sharing instruction via LMS.
Processing content **Interaction** Student engagement in the classroom initiated by teacher.		●●○○○ A lecturer can ask students questions directly or make use of a voting tool.	●●●○○ A lecturer can ask students questions directly or make use of a voting tool (depending on group-size).	●●●○○ A lecturer can ask students questions directly or make use of a voting tool (depending on group-size).	●●●●○ A lecturer can ask students questions directly, in a chat or make use of voting tool or interactive whiteboard.	●●●○○ A lecturer can use a voting tool.	●●●○○ A lecturer can ask students questions directly, in a chat or make use of voting tool or interactive whiteboard.	●●●○○ A lecturer can ask students questions directly, in a chat or make use of voting tool or interactive whiteboard.	●●○○○ Teacher can create content in the LMS to ask questions, let students react on it or share something.
Discussion Exchange of ideas among teacher and students or among students.		○○○○○ A lecturer can organise discussion depending on group size: different set ups are possbile.	○○○○○ n.a.	○○○○○ n.a.	●●●●● A lecturer can organise discussion depending on group size: discussion in groups fysically and online in break-out rooms.	○○○○○ n.a.	●●●○○ A lecturer can organise discussion depending on group size.	●●●○○ A lecturer can organise discussion depending on group size.	●●○○○ Teacher can create content in the LMS to stimulate discussion where students react on each other and share information.
Assignments A task or exercise performed by an individual student to practice with the content under supervision of teacher.		●○○○○ Teachers and/or SA's are available to present something and answer questions.	●●●●○ A lecturer can organize a digital tutorial by organising a conference meeting in a conference tool with a structure where there is time for feedback and questions.	●●●●○ A lecturer can organize a digital tutorial by organising a conference meeting in a conference tool with a structure where there is time for feedback and questions.	●●●●○ A lecturer can organize a digital tutorial by organising a conference meeting in a conference tool with a structure where there is time for feedback and questions.	○○○○○ n.a.	●●●○○ A lecturer can organize a digital tutorial by organising a conference meeting in a conference tool with a structure where there is time for feedback and questions.	●●●●○ A lecturer can organize a digital tutorial by organising a conference meeting in a conference tool with a structure where there is time for feedback and questions.	○○○○○ n.a.
Collaboration A subroup of students working together on a task.		○○○○○ Teacher is available for guidance and questions, teacher and students can make groups with tables	○○○○○ n.a. Unless there is an SA in the room this scenario is not applicable for learning in collaboration under supervision of the teacher.	○○○○○ n.a. Unless there is an SA in the room this scenario is not applicable for learning in collaboration under supervision of the teacher.	●●●●● Lecturer can organize collaboration in groups or with use of a buddy system*.	○○○○○ n.a.	●●●●○ A lecturer can organise collaboration between students in break-out rooms. The level of collaboration depends on the group size and task.	●●●●○ A lecturer can organise collaboration between students in break-out rooms. The level of collaboration depends on the group size and task.	○○○○○ Students can work together on-campus or in break-out rooms in teams to collaborate. Lecturer is not involved.
Laboratory learning Student can observe, practice and experiment with materials.		○○○○○ Teacher is available for guidance and questions, teacher can show materials and relate this to theory.	○○○○○ n.a.	○○○○○ n.a.	○○○○○ n.a.	○○○○○ n.a.	○○○○○ n.a.	○○○○○ n.a.	○○○○○ n.a. Unless instruction and material is available at the campus, and rooms can be booked by the students.
Assessing the content	Out of scope: different methods are used: in-class/online, synchronous/a-synchronous to assess the content								

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The level of complexity of
Technological Pedagogical Content Knowledge (TPACK)

For more information about lecture halls and facilities: https://www.utwente.nl/en/service-portal/workplace-support/building-caretakers/lecture-rooms#manuals

For more information about educational ICT tools and solutions go to the toolfinder: https://www.utwente.nl/en/telt/tool-finder/

* Couples (buddys) are made of online and on-campus students and the on-campus students use their own device to share what they perform and is taking the online student into the learning process taking place.

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