

CHARM-EU



CHALLENGE-driven
ACCESSIBLE
RESEARCH-based
MOBILE
EUROPEAN
UNIVERSITY



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Hybrid Classroom handbook

Welcome to the CHARM-EU hybrid environment

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Introduction

Hybrid teaching has gained considerable traction over the last year of pandemic (EDUCASE Horizon Report, 2021) and interest in the approach is expected to continue to grow.

Many institutions are now working to build up their systems and infrastructure to facilitate this innovative learning model and CHARM-EU has an early mover advantage here thanks to our pre-planning and the work completed thus far. Many changes come with the adoption of a new learning model and the unique requirements for hybrid teaching mean that faculty buy-in, training and support are critical to its success.

This document introduces the CHARM-EU Hybrid Classroom model and explains its usage, as well as the various components of the approach. We consider hybrid classrooms to be the physical layer of the larger Virtual Learning Environment (VLE).

Classrooms are designed to leverage the VLE in a variety of ways, based on the type of learning interactions taking place. Scenarios for use are described later in this document, and practical tips are offered.

Hybrid teaching requires a flexible mind-set to embrace new tools and innovative approaches to teaching that today's students are coming to expect.

CHARM-EU hybrid classrooms aim to align with the CHARM-EU principles by offering a student-centred, technology-enhanced, intercultural, and inclusive learning space.

Aim of this document

This document will help you to understand the various modes of interaction that can be supported via a hybrid approach.

CHARM-EU is composed of five individual partner institutions and instructors will need to work with all sites simultaneously under some scenarios. Other scenarios will be less demanding, and these will be better suited to specific types of activities. Instructors have the freedom to choose the interaction types that best suit their learning content and activities, but they should note that some traditional approaches may need to be reworked before they are suitable for remotely connected students, or indeed remotely connected groups of students.

This document will highlight any considerations that you need to make now, before beginning to work with students in the space.



The pedagogical principles of CHARM-EU are reflected in the organisation and structure of the room.

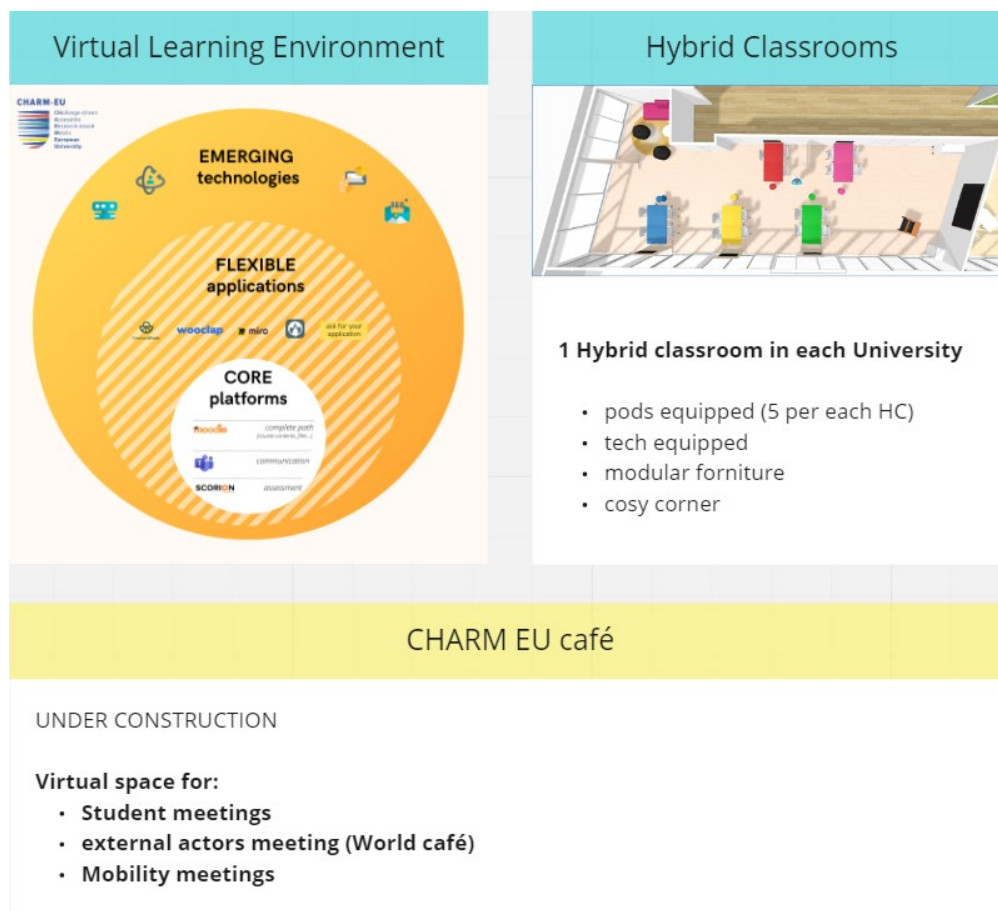
CHARM-EU Teaching and learning Environment

Overview

CHARM-EU Master in global challenges for sustainability will take place in the 5 partner universities.

A maximum number of 100 students will attend the teaching activities in a hybrid environment made of 3 essential parts:

1. **Virtual Learning Environment (VLE):** the set of IT tools for teaching. Accessible through an Utrecht University account provided to all students and Teaching staff.
2. **Hybrid Classrooms:** one in each partner university (5 classrooms in total). Those spaces are equipped with all the hardware needed to provide students the same rich learning experience.
3. **CHARM-EU café:** a virtual space devoted to informal meetings with the aim of build a solid network and a valuable intercultural Exchange in between Charm eu students and external actors.



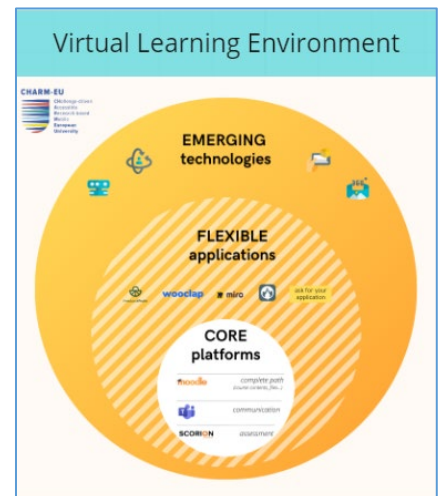
Virtual Learning Environment

The Virtual Learning Environment (VLE) of CHARM-EU is an ensemble of different applications to enhance teaching and learning.

In the [Introduction of the CHARM-EU VLE](#) course on Moodle you can find a useful online presentation of the Virtual Learning Environment and how to use it.

The virtual learning environment is made of 3 groups of tools:

- **Core platforms**
these platforms must be user by every students and academic teacher of CHARM-EU. They guarantee the correct flow of the entire master;
- **Flexible tools**
a set of flexible tools is provided by WP 4.4 to cover the main teaching needs identified. It is always possible to ask for a new tool using [this form](#).
The set of already available flexible tool is listed in the [Introduction of the CHARM-EU VLE](#) on Moodle.
- **Emerging technologies**
Relatively new and challenging technology which can be tailor made for CHARM education. It is still possible to ask for new emerging tech using [this form](#);
A list of types of those technologies is [available here](#).



In the next page we'll describe the core platforms so to make clear what to use and when

Moodle – ensure Master's complete path

Moodle will be the learning management system (LMS) layer of the CHARM-EU virtual learning environment (VLE). The Moodle LMS is designed to follow a social constructivist pedagogy, which aligns well with the CHARM-EU approach. Concepts such as scaffolding and content-chunking are foundational to the way that content is delivered to students via the LMS.

Moodle will be the main teaching platform for delivery of learning materials and associated resources.

How do we use Moodle in CHARM-EU?

KCTs have expressed different needs for their Moodle course formats. Most modules will run as an **independent Moodle course**, but in some cases where synergies exist and it makes sense to combine materials, modules are combined into **a single course that covers the entire theme**.

Your module coordinator will plan this structure with WP4.4.

Each resource or activity must be provided on the Moodle platform (as content or via a hyperlink).

The mantra on using the LMS is *“if it's not in Moodle it doesn't exist”*.

Teams – Master’s communication tool

MS Teams is the main collaboration platform for CHARM-EU students.

Microsoft describes Teams as a ‘chat-based workspace in Office 365’.

Teams combines chat and video meeting functionality with document management and collaborative editing features.

MS Teams is used by students for most collaboration tasks, both for in-class activities and teamwork.

MS Teams meetings will play a critical role in hybrid teaching.

How do we use MS Teams in CHARM EU?

Phase one modules will be taken by the entire cohort and therefore **a single MS Teams team** will be used to facilitate students in finding the correct channel.

Once the flexible phase commences, students will separate into elective themes and each of these will have **its own individual MS Teams team**.

Finally in the capstone, students once again work as a single cohort and therefore they move back to **a single team within MS Teams**. This format keeps the learning experience smooth and reduces confusion for students.

For long-term workgroup activities **channels (within a team)** will be used; for short-term workgroup activities **breakout rooms** will be used.

Scorion – Programmatic assessment and ePortfolio

Scorion forms the ePortfolio layer of the VLE.

Scorion is an ideal solution for CHARM-EU student ePortfolio as it is designed specifically to support a **programmatic assessment approach**. Scorion facilitates a student-led approach. Students are in charge of their ePortfolio and are responsible for filling it with meaningful data like peer, teacher and coach feedback on module assessment, reflections and development plans.

The main benefits of this system are the flexibility that it provides, as well as a powerful set of dashboards for students and instructors that show student progress across a large, customizable set of criteria.

How do we use Scorion in CHARM-EU?

CHARM-EU PLOs are divided in specific domains made of indicators that has 5 levels of evaluation.

During CHARM-EU masters, each module will include 15 assessments (i.e. 45 per phase).

Each assessment will cover 3 domains.

These data are added to Scorion by both teaching staff and students.

To see how the entire programmatic assessment structure works please [watch this video](#).

Core platforms during Master's phases

During the master's phases we suggest the following structure for the core platforms:

Phase 1: preparatory phase

- One MS Teams team and three Moodle courses (one per each Module).

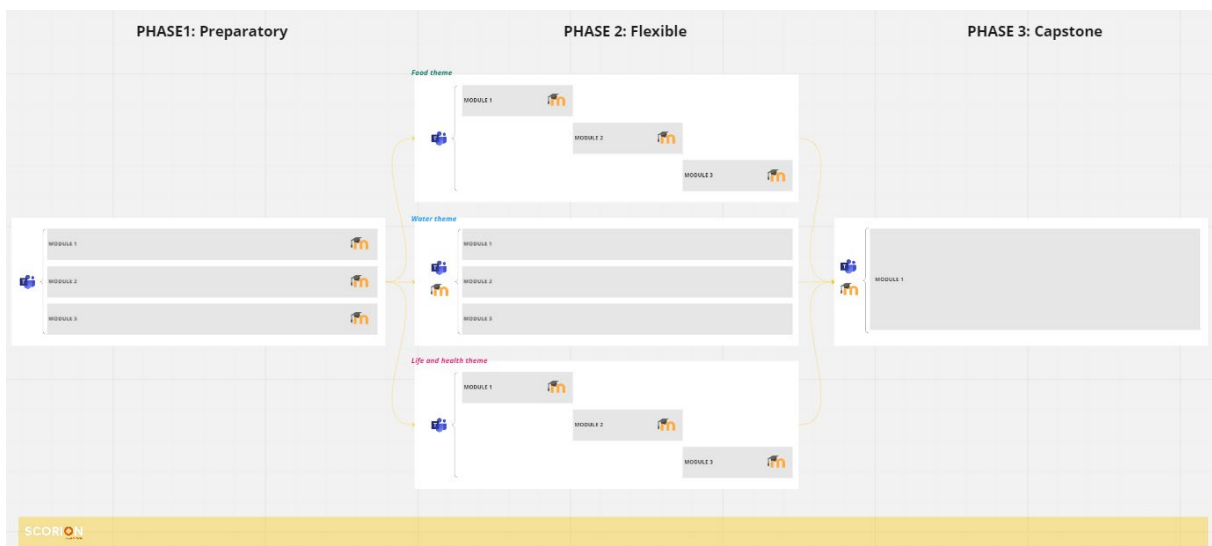
Phase 2: flexible phase

- Food theme: one MS Teams team and three Moodle courses (one per each Module).
- Water theme: one MS Teams team and one Moodle course (as the content of the three modules are running synchronously during the semester).
- Life and health: one MS Teams team and three Moodle courses (one per each Module).

Phase 3: capstone phase

- One MS Teams team and one Moodle course.

Scorion will be used during the three semesters and used/filled by both teaching staff and students.

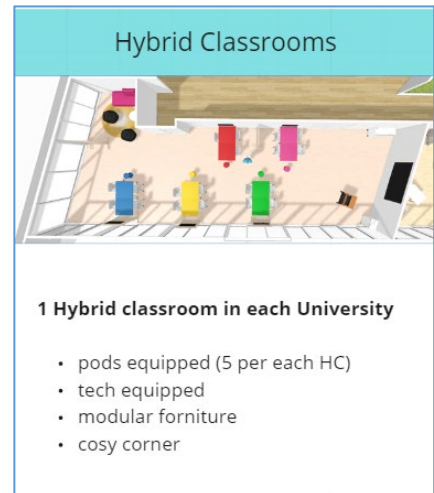


CHARM-EU Classrooms

In CHARM-EU, each partner university has a dedicated classroom to welcome CHARM-EU students and to run activities.

5 hybrid classrooms (1 in each university), each class accommodates up to 25 students.

Hybrid classrooms connect to each other and with remote students, via the VLE MS Teams platform.



Modular space and pods

In order to respond to the pedagogical principle of *Challenge Based Learning* and *Student Centred Teaching and Learning*, it is necessary to organise modular spaces that allow students to work in groups and independently.

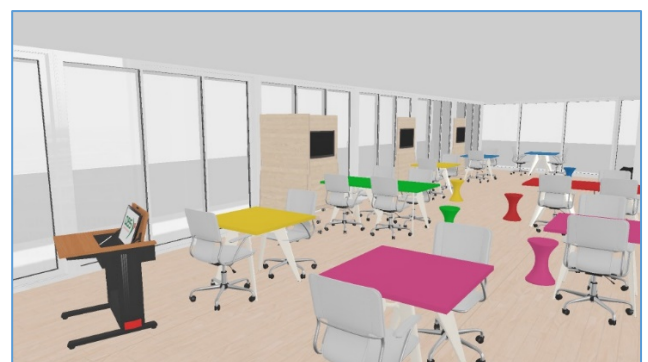
In the hybrid classrooms, **several organisations are therefore possible**; the classroom set can be modified if necessary, by creating workstations that can accommodate 2 to 5 students, depending on the activities planned in the course.

The arrangement of the furniture can be changed so that the teacher can choose the ideal settings for the activity.

Room's furniture has castors (tables, chairs) and acoustic dividers are provided to help creating confidential spaces



The 5 pods are equipped with a screen, a sound system and a camera.



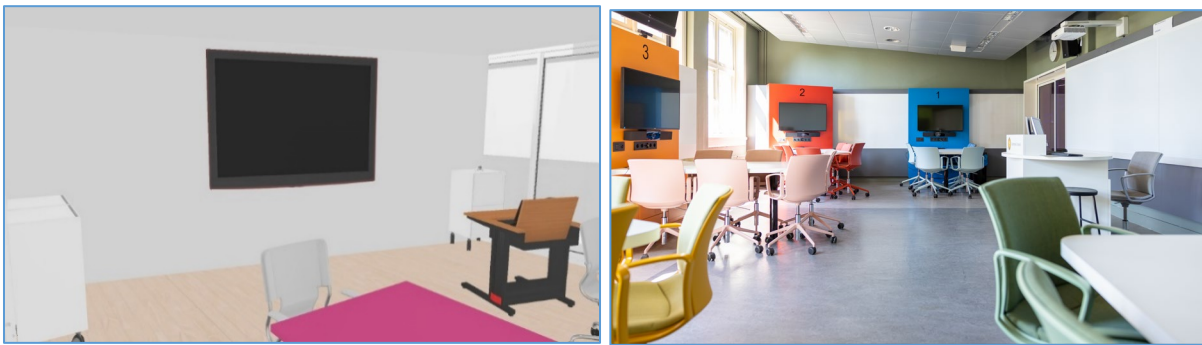
It is possible to divide the space into "stations" in teams of 2-5 students. Tables, dividers and chairs are equipped with castors.

Equal technologies

In order to facilitate group cooperation between the five universities and improve the principle of *Technology Enhanced Learning*, each room pod is equipped with a screen, a camera and an audio system. Students can easily connect to the pod devices and connect with other students who are remotely connected from home or from other hybrid classrooms.

Hybrid classroom **share the same level of technologic solutions**, which consists in:

- 5 pods with screen, camera and audio system each
- 1 Main screen for lecturer/teaching staff
- Ambient microphone and sound system
- Camera and pre-sets framing on teacher/main screen



Cosy corner

The principle of Inclusivity also implies that the room should be perceived as a welcoming and safe place, where students are welcome to participate and where the teacher acts as a facilitator. There is no reserved space for the teacher, he/she participates as much as the students in the activities.

Between the workstations there is a comfortable, relaxed and welcoming corner that can be used during activities (e.g. for a workgroup activity), the **cosy corner**.



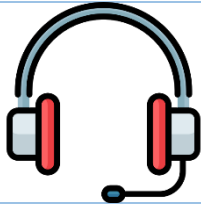
The Cosy Corner can also be used for training sessions.



The podium desk and the main screen in the room, equipped with a web conferencing system

Teaching and student equipment

Teachers and students should bring their own devices to the classroom:



Earpods and microphone



Personal computer

Integrated camera
HDMI output

Spare devices should be available in the classroom to be used from student or teaching staff.

Other devices and/or software that needed to run an activity will be highlighted in your course material.

If you need support on implementing any software or need special hardware, please refer to the Support section at the end of this document.

Student devices

A small number of spare devices are available in each hybrid classroom, but it is expected that students should provide their own devices to access the VLE.

Collaboration will take place on the MS Teams platform so student devices should, at a minimum, conform to the specification outlined by Microsoft:

<https://docs.microsoft.com/en-us/microsoftteams/hardware-requirements-for-the-teams-app>

Please note however that you may wish to conduct some activities in parallel with a live MS Teams session, for example when using one of the flexible applications during a multi-campus activity. We therefore recommend that student devices have a minimum of 8GB of RAM, in addition to the minimum requirements for MS Teams.

Benefits of the hybrid classroom

Social constructivist approaches to learning stress the importance of interaction and dialogue in the construction of knowledge. This relates equally to instructor-student interactions and peer to peer interactions.

A hybrid classroom supports this by offering **a space that is available to students no matter where they connect from**. Hybrid learning aims to offer **the same learning experience to all students**, regardless of whether then attend locally or remotely, and this makes it an ideal model for teaching across a multi-institution programme.

A hybrid classroom is composed of **physical and virtual elements**. In the case of CHARM-EU, we view the hybrid classroom as the physical layer of our VLE.

The design of the space is therefore an important consideration as this can help or hinder a students ability to interact with the VLE. CHARM-EU hybrid classrooms are designed to support the various modes of interaction that our programmes will require, including one-to-one, one-to-many and many-to-many scenarios.

Effective use of the classroom will bring the following benefits:

- ✓ **ALIGN YOUR ACTIVITIES TO PEDAGOGICAL PRICIPLES**
The use of the HC support all CHARM-EU principles, to provide activities in this environment will help the alignment of your module.
- ✓ **IMPROVE LEARNING INTERACTION**
Promote and support the various learning interactions required by the CHARM-EU programme.
- ✓ **SENSE OF COMMUNITY**
Foster a sense of community amongst CHARM-EU students by offering similar facilities across the alliance.
- ✓ **TRASVERSAL SKILLS**
Promote transversal skill development though peer interaction.
- ✓ **DIGITAL SKILLS**
Promote technology enhanced learning and digital skills fluency.
- ✓ **SITUATED LEARNING**
Promote situated learning by offering authentic learning experiences that match real-world professional environments.
- ✓ **INCLUSION & PARTICIPATION**
Promote inclusivity though well-designed physical spaces and complementing virtual elements.
- ✓ **CHARM-EU RESEARCH**
Facilitate research and best practices for hybrid teaching within the alliance.
- ✓ **CHARM-EU BRANDING**
Promote the CHARM-EU brand within each of the partner campuses.
- ✓ **BRING INNOVATION**
Help students to recognise their institutions as a place of innovation.

People involved in the environment and roles

The environment will be used and managed by all the actors within the CHARM-EU Masters programme.

Based on your role in CHARM-EU you'll have a specific access to the environment and specific responsibilities on the master's progression.

Module coordinator

You are in this role if:	Responsible for:
<ul style="list-style-type: none">You are a Module coordinator in CHARM EU	<ul style="list-style-type: none">Create the structure of your module Moodle courseAdministrate MS Teams team of your phase/ themeEach Module coordinator is also admin of other Moodle courses belonging to the same phase or theme.

Teaching staff

You are in this role if:	Responsible for:
<ul style="list-style-type: none">You are running a teaching and learning activity in CHARM EUYou are a Module coordinator	<ul style="list-style-type: none">Running /facilitate the activityCheck what you need based on the activity (see <i>Teaching activities using HC and VLE</i>)Update Moodle module course with the activities/hyperlinksNotify to the calendar manager if you need the HCNotify the calendar manager if you have external actors joining a classroom or activityArrange MS Team access to any external actor / guest lecturer that you are inviting

External actor / Guest lecturer

You are in this role if:	Responsible for:
<ul style="list-style-type: none">You are a host in an activity	<ul style="list-style-type: none">What the teaching staff asked you

Facilitator (1 in each partner university)

You are in this role if:	Responsible for:
<ul style="list-style-type: none">• You manage classroom access• You manage classroom's hardware	<ul style="list-style-type: none">• Technical and practical support during the activity• Classroom equipment• Inform other actors on how to use and access local classrooms

Calendar manager (1 in each partner university)

You are in this role if:	Responsible for:
<ul style="list-style-type: none">• You are in charge of manage CHARM EU Master's calendar (your University told you so!)	<ul style="list-style-type: none">• Receiving reservation from teaching staff• Scheduling them in CHARM-EU's MS Teams calendar (and your university planning management if needed)• Finding solutions for calendar clashes

Students

You are in this role if:	Responsible for:
<ul style="list-style-type: none">• You participate to the activity in the classroom where the activity runs• You participate to the activity from another HC• You participate to the activity remotely	<ul style="list-style-type: none">• Attending the activities• Updating the ePortfolio (process to be confirmed)

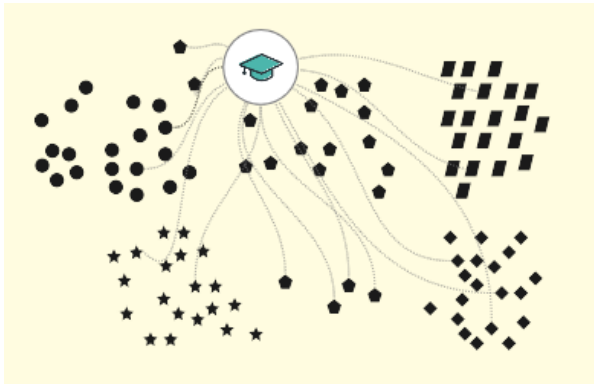
Moderator / assistant (student role)

You are in this role if:	Responsible for:
<ul style="list-style-type: none">• Just for student: a teacher asked you to support the activity	<ul style="list-style-type: none">• Help during the activity (e.g. support for technical questions, read chat's questions...)

Teaching modalities

Depending on the activity, we will use different parts of CHARM-EU teaching and learning environment following those scenarios.

Online modality



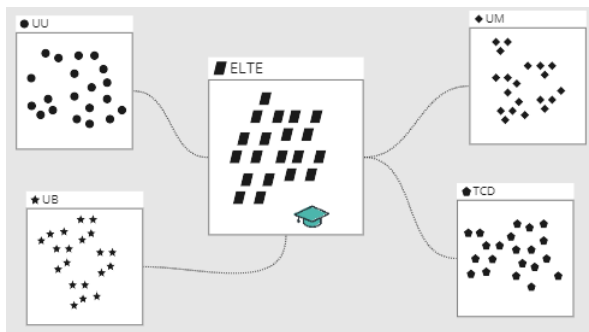
- In this scenario only the VLE is in use.
- During **synchronous activities** students are connected to the MS Team's team to the teaching staff and other students.
- All the activities are scheduled in the CHARM-EU calendar and all the resources and hyperlinks are available in the Moodle course.
- Workgroups are run using channels (ongoing multipart activities) or breakout rooms (short-term ad hoc informal activities)

In class modalities

Those scenarios are meant for in-class activities.

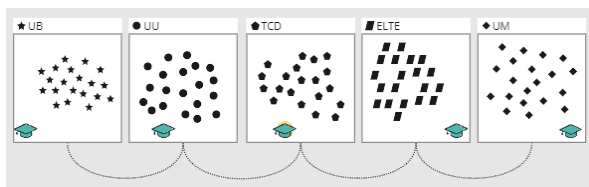
We suggest including numerous in-class activities per phase to help teambuilding and cultural exchange in between students.

One main classroom scenario



- 1 teacher is in one of the HC
- Students are all in class
- All the 5 HC are synchronously used
- Facilitators will be available in other HCs to help students and for technical needs
- **VLE:** Classrooms are connected to the MS Teams team.
- Workgroups are run using channels (ongoing multipart activities) or breakout rooms (short-term ad hoc informal activities)

Five classroom scenarios



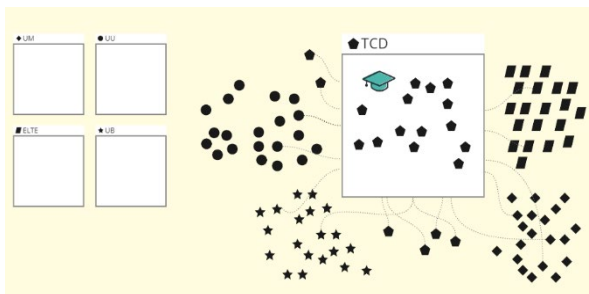
- 5 teachers/activity facilitators are in class
- Students are all in class
- All the 5 HC are used
- There are moments when HC interact
- **VLE:** Classrooms are connected to the MS Team's team.
- Workgroups are run using channels (ongoing multipart activities) or breakout rooms (short-term ad hoc informal activities)

Hybrid modalities

These scenarios are meant for hybrid activities, where students can join the classroom remotely too from their own devices. Student will be physically present in the classroom or virtually, via the MS Teams communication platform.

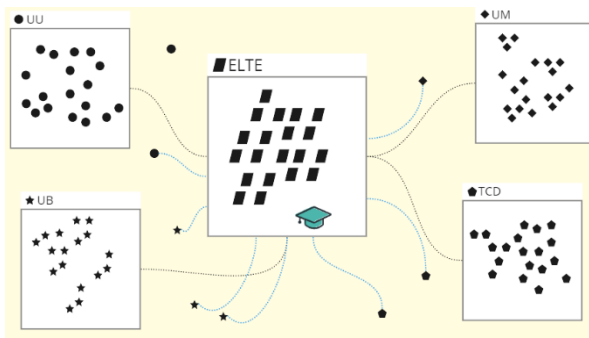
The following scenarios are the mostly recommended (see *Benefits of the hybrid classroom*). Based on the activity and classrooms availability you can ask from 1 up to 5 hybrid classrooms.

Just one classroom scenario



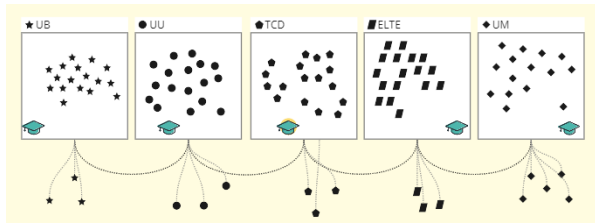
- 1 teacher is in one of the HC
- Some students are in class
- All other students are remotely connected
- Just 1 HC is used
- **VLE:** Students are connected to the MS Team's team.
- Workgroups are run using channels (ongoing multipart activities) or breakout rooms (short-term ad hoc informal activities)

One main classroom scenario



- 1 teacher is in one of the HC
- Students are in class or remotely connected
- All the 5 HC are synchronously used
- Support staff will be available in other HC to help students and for technical needs
- **VLE:** Classrooms and remote students are connected to the MS Teams team.
- Workgroups are run using channels (ongoing multipart activities) or breakout rooms (short-term ad hoc informal activities)

Five classrooms scenario



- 5 teachers/activity facilitators are in class
- Students are all in class or remotely connected
- All the 5 HC are used
- There are moments when HC interact
- **VLE:** Classrooms and remote students are connected to the MS Teams team.
- Workgroups are run using channels (ongoing multipart activities) or breakout rooms (short-term ad hoc informal activities)

Teaching activities using HC and VLE

In this chapter, we present a list of common teaching activities and associated actions performed by students and teaching staff.

Teaching staff presents

Teacher or staff members presents information in a classroom in which students are present, and simultaneously, the teacher presents via MS Teams Module Team.

The teacher and the students can ask and respond to each other's questions, everyone is visible and understandable.

Tips for teaching staff:

- Specify to your students what type of communication you prefer during or after the class.
- You can schedule specific moments for questions during class.
You can make clear on beforehand that questions will be answered at specific moments during class.
- Students can ask questions in different ways:
 - Send-in questions before class in the MS Teams team
 - Via the chat during the activity
 - Via raising their 'hand' in Teams.
 - By speaking out loud.
- You should appoint a moderator to guide the chat or to give other technical support.
You can also decide to let different students rotate for this task.
- Ask everyone connected to the MS Teams meeting to use the provided background (declined with the colours/logo of the university in which his/her is placed) to help recognising students.

Students in classroom	Students in other HC	Students in remote	Teacher
Students in the classroom are intelligible via the microphone in the class, and are visible when the teacher shows them on the screen via the webcam.	One student (or facilitator) launch the meeting in the main HC screen; HC camera is connected. Other HC screens mirror the main one During Q&A the ambient microphone is turned on.	Log in to the MS Teams meeting. Student turns on their microphone if needed during Q&A. Students use the provided university background.	Launch the MS Teams meeting. During Q&A session turn on the classroom microphone.

Students presents

Students present a predetermined article, assignment or subject.

Depending on where the student is situated we have:

- **In class student:** presents on location and is clearly visible and understandable for the remote students and other HC located students.
- **Remote student:** presents online and is displayed in the active HC.

The students on location can ask questions to the remote students and vice versa.

Tips for teaching staff:

- Consider in advance whether students are allowed to ask questions after the presentation or to discuss with each other. Think about what your role will be and whether you can assign specific roles to the non-presenting students to actively involve them.
- Decide in advance whether students will present individually or in groups. If students present in groups, students can use the equipment (webcam, microphones) in the classroom on location. The remote students can contribute to the presentation through the Teams meeting.
- Students can ask questions in different ways:
 - Send-in questions before class in the MS Teams team
 - Via the chat during
 - Via raising their 'hand' in Teams.
 - By speaking aloud.
- You should appoint a moderator to guide the chat or to give other technical support. You can also decide to let different students rotate for this task.

Students in classroom	Students in other HC	Students in remote	Teacher
Student presents on location (pod) or in front of the classroom or is shown via the HC webcam.	The presenting student (or facilitator) connect his/her device to the main screen connect it to HC camera.	Log in to the MS Teams meeting. Presents via own laptop in Teams meeting. The teacher places the remote student in the 'spotlight' in Teams.	Launch the MS Teams meeting. The teacher displays the presenting student (in class or remote) or ask a student in the HC concerned to do so (other classes students).

Plenary discussion

Teacher and students are actively talking to each other. Everyone participates equally (on location or remotely) in the discussion and ask and answers questions or gives an opinion by speaking out loud.

Tips for teaching staff:

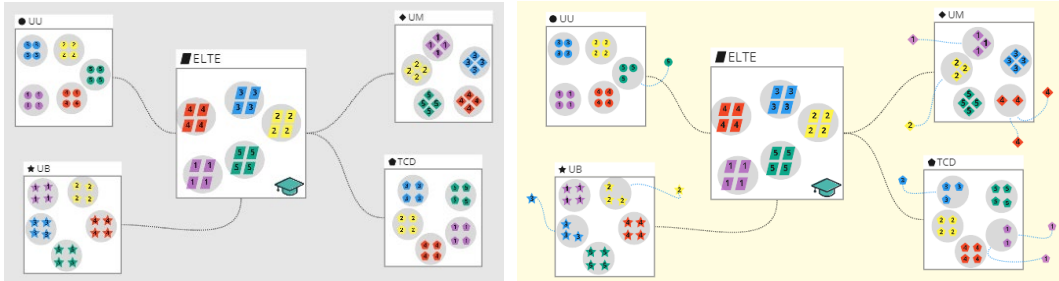
- Make clear how you as a teacher expect students (on location and remotely) to ask their questions and/or provide answers.
- Encourage all students to participate equally, for example by naming names and moderating the discussion.
- Limits the ways students can participate:
 - Via raising their 'hand' in Teams (for remote students).
 - Raising hands in class (for in class students)
- You should appoint a moderator in each HC to check hand raised and intervention.
You can also decide to let different students rotate for this task.

Students in classroom	Students in other HC	Students in remote	Teacher
<p>Students in the classroom are intelligible via the microphone in the class, and are visible when the teacher shows them on the screen via the webcam.</p> <p>It is important that they turn off their device microphone if they are connected via MS Teams</p>	<p>One student (or facilitator) moderate; HC camera is connected; HC ambient microphone is turned on.</p>	<p>The remote students turn on their laptop's microphone to ask a question and/or answer one.</p>	<p>Turn on the ambient microphone (in the classroom) to make the student on location intelligible to the remote students.</p>

Workgroup activities with collocated (local) groups

Teacher gives students an assignment they need to do in groups.

Students are in class or remotely connected, they work in (collocated) local groups using local pods (students remotely connected work with the assigned group of the university they belong to).



Schema for workgroup using the five classrooms and all the pods both in class scenario or hybrid scenario

Tips for teaching staff:

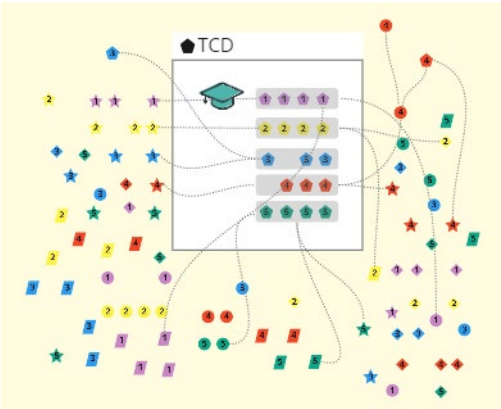
- Divide students of each HC in the 5 pods available.
- Provide clear instructions about the expected output of students and the end time of the assignment. This prevents delays when you want to discuss it plenary.
- Indicate how you want the students from other HC to ask you questions. This can be done via MS Teams chat or meeting (1 student connected for each group of other HC).
- You can ask a teaching staff member to be present in each HC to help run groups locally.
- Guiding groups of students remotely can be complicated. You should turn off in class speakers and/or disconnect the teacher computer from the class hardware (use device microphone and speakers) to prevent disturbing for the students on location.

Students in classroom	Students in other HC	Students in remote	Teacher
Students on location work together	Students on location work together, they are connected to the teacher via teams.	No student is in remote	Guiding students on location can be done by walking around the room and answering questions directly. It is best to guide other HC students via your own laptop. Another option is for students to ask you their questions via chat.

Workgroup activities with mixed groups

Teacher gives students an assignment they need to do in groups. The group consists of both remote students and students on location. Community formation in the class is promoted when students work together in a mixed way.

Students on location work using pods or on their own laptop and are in a meeting with remote students or other HC students.



Example schema for workgroup using one HC classroom

Tips for teaching staff:

- Divide students in groups, you can use pods if needed (e.g. at least 2 students of the same group are in the same HC) or ask in class students to join their group with their own devices (headphone are needed).

Students in classroom	Students in other HC	Students in remote	Teacher
<p>Remote students work together with the students on location in break-out rooms or channels. Students are back in the general meeting at the agreed time.</p>	<p>They can use pod screen and camera if needed.</p>	<p>They can use pod screen and camera if needed.</p>	<p>All students work in breakout rooms or channels.</p> <p>You can close the general Teams meeting temporarily, or you can turn off the microphone and the sound.</p> <p>You walk past groups in the classroom. A student in class can directly ask questions from the group to the teacher.</p> <p>You can guide students through the break-out rooms.</p> <p>You can answer plenary questions.</p>

Online teaching activities

The previous set of activities can be run online too.

In this case just the VLE is used and it is important to correctly use MS Teams.

Plenary session

The teacher will launch the meeting in his/her module team in MS Teams.

Tips for teaching staff:

- Specify to your students the meeting agenda and the way you'll prefer to manage questions
- Identify a student that will be the timekeeper, other roles maybe needed (chat moderator / technical support)
- Ask student to shut down their microphone and to use the university background provided

Workgroups

Workgroups are run using channels for ongoing multipart activities or breakout rooms if short-term ad hoc informal activities are planned.

To understand how to set up breakout rooms refer to [this video](#)

To understand how to set up channels refer to [this video](#)

Workgroups: how many groups?

Based on the assumption that 100 students will attend CHARM Master's here is the max number of groups per phase:

- **Phase 1 and Phase 3:** you can divide your classroom up to 20 groups of 5 students each
- **Phase 2:** based on the max number of 34 students per theme you can divide in (max) 9 groups of (max) 4 students each

Below a schema using the five classroom and pods (in grey):



Schema for workgroup using the five classrooms.

Practical tips to manage your session

- In addition to the usual tasks that you would prepare for any lecture, you must also consider the modality in which content is delivered. Try to avoid jumping unnecessarily from one application to another during a session. When you do need to change app, explain what you are doing in real-time to the student cohort to avoid confusion. Only share a specific application on screen rather than your entire desktop.
- Be careful not to leave email or personal information visible on screen.
- Get familiar with the preview presentation mode in PowerPoint so that you can view your upcoming slides or notes without showing them too early to students.
- Prepare some activities that can be used as a fallback in case there is a power failure or network outage at your campus. Let students know ahead of time what your activities are for the session and where they can be found. If something goes wrong, then you know that they can continue while you reconnect.
- Take advantage of the News feed in your Moodle course to share timely content in advance of a session.
- Maintain eye contact **with the camera** as much as possible. It may help you to look at students on screen from time to time but remember that when you do this, they see you looking away from the camera. Please review and take note of the following guide on how to present yourself on camera:
<https://er.educause.edu/blogs/2021/2/putting-your-best-self-forward-6-keys-for-filming-quality-videos>
- You will be able to move around during a lecture but remember that doing so will change the lighting conditions on video so try to minimise movement. Movement also increases the bandwidth that the video stream requires, so less movement is always better.
- Arrive early to ensure the correct devices and software are ready for your session.

Guest Lecturers and external actors

Many modules are planned to involve guest instructors and external actors. These individuals may not be part of the CHARM-EU network and will therefore not have a Solis-id with which to access the core VLE platforms. If your guest is already a member of the expanded KCT network, then they will already possess a Solis-id. In this case, they are not platform guests, and you can simply invite them to your meeting as you would with any other lecturer or student.

External guests can be granted temporary access to the MS Team platform. Please note that you or your module coordinator are responsible for arranging access to the MS Teams platform for these individuals. Access can be granted to a Team or to a Channel within a Team, but it is important to follow the “[principle of least privilege](#)” for all guest accounts, so please consider the use case for your guests carefully before granting access, and remove access once it is no longer required.

Pre-requisites

Guests must have a Microsoft 365 work or school account to access any MS Teams environment. If the guest doesn't yet have a Microsoft account associated with their email address, they will be directed to create one for free when they attempt to join.

Granting access

Access is granted from within the Team or channel and only takes a few simple steps. Confirm the email address of your guest, then follow the steps in the official Microsoft guide here:

<https://support.microsoft.com/en-us/office/add-guests-to-a-team-in-teams-fccb4fa6-f864-4508-bdde-256e7384a14f>

Tips

- Your guest may be new to the MS Teams platform, give them sufficient time to get setup and create their Microsoft 365 account.
- Consider a practice / dry-run session to prepare your guest.
- If your guest uses MS Teams with another domain, remind them before the session that they will need to switch Teams domains. Here is an excellent guide that you can share with your guests: <https://dispatch.m.io/switching-microsoft-teams-tenants/>
- Your guest may have limited experience with web conferencing software so remind them of the presentation guidelines mentioned in this document: <https://er.educause.edu/blogs/2021/2/putting-your-best-self-forward-6-keys-for-filming-quality-videos>

During the session

Guests should not have unmonitored access to the MS Teams platform, so it is critical that they are never alone with students. Ensure that either you, your coordinator, or the hybrid classroom facilitator is logged into the session while they are connected.

Guest Supports

Remember that guests will not be familiar with the CHARM-EU supports and they will not be able to interact with the JVAO directly. If your guests run into difficulties, you are their first port-of-call for minor issues. If the guest experiences a more serious difficulty, you should contact support on their behalf via the typical CHARM-EU support channels.

Inclusion & Diversity

One of CHARM-EU's values is inclusiveness, and inclusivity is among the educational principles underpinning the design and delivery of a CHARM-EU teaching and learning experience. CHARM-EU is committed to promoting inclusive teaching and learning environments, access and participation of students and staff with various backgrounds, owned lived experiences and access needs in all aspects of higher education.

The following (non-exhaustive) tips are to support academic staff in creating an inclusive teaching and learning environment in the hybrid classroom with questions, explanations, and simple, tangible actions to foster an inclusive environment.

Acknowledgement of the diversity of students

Understanding the diversity of students, their backgrounds, own lived experiences, and access needs.

Students in the 21st century university campus come from many different backgrounds, own lived circumstances, and access needs: ethnicity; religion or belief; gender identity; sexual orientation; with children / caring responsibilities; disability; chronic illness; mental health and well-being; low-income/socio-economic background; with work responsibilities; mature students; or coming back to education after a long break, etc. To get the most out of the CHARM-EU Master's, all students benefit from the inclusive design and other considerations during the running of your module.

Question:

- Have you considered the various needs of students in your hybrid teaching & learning environment?

Actions:

- Invite students to let you know in confidence (privately) about their access & participation needs.
- Reassure students that it is ok to express their needs & that their needs are not a burden.

User-friendly & accessible materials

Question:

- Are your course materials, including Information Communication Technology tools accessible, and designed to support students' different learning abilities and preferred strategies?

Action:

- At the beginning of each courses/session, quickly check with all students whether they can access and interact/use all materials, including Information Communication Technology tools.

Features of the Built Environment and Information Communication Technology platforms

Question:

- Have you considered catering to the various needs of your students in the built environment & and Information Communication Technology platforms?

Spaces & furniture

Action:

- Take advantage of the modular furniture and facilities in the room to suit the activity to any student needs.
- Make sure that no furniture or devices are blocking emergency exits or fire Exits and Assembly Areas

Lighting

Such as glare, shadow patterns, backlighting that interfere with visual communication. Poor lighting conditions can be significant contributors to the causes of eye fatigue which can also lead to a loss of concentration and even physical exhaustion.

Action:

- Ensure that lighting will appropriately illuminate the presenters and/or sign language interpreters without any backlighting, glare, or dimming.
- Ask your students before the class/session start to inquire about their visual preferences, lighting conditions.

Acoustics

The spaces will be organised to minimise sound reverberation (also known as echo) as much as possible, as this can interfere with assistive technology devices.

Actions:

- Prioritize spaces that have assistive hearing device accommodations, such as designated seating area or FM (frequency modulation) systems, if these are available in your local hybrid classroom.
- Note that some classrooms will have an audio induction loop system available.
- Remember that you are using a microphone – there is less need to project your voice, so try to keep your voice at a level volume throughout the session.

Captions / subtitles

Text captions can be auto-generated by the MS Teams platform, which can help students to understand the content. They are synchronized with the audio and usually shown in a media player when users turn them on.

Subtitles support engagement of deaf students, those with EAL, neurodiverse students, as well as many other students.

Actions:

· Ask student to turn on subtitles (if you require support on these matters, the WP6 Inclusivity team is here to help you). Please, find more information: <https://support.microsoft.com/en-us/topic/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5>

Check the Accessibility of your materials, products:

Action:

· Use accessibility checkers, such as: <https://webaim.org/> or <http://checkers.eiii.eu/> ;
https://www.microsoft.com/en-us/accessibility/microsoft-365?activetab=pivot_1%3aprimar2 ;
<http://checkers.eiii.eu/en/pdfcheck/>

Master's calendar

The agreed calendar of CHARM EU is made of 19 teaching weeks per semester.

The calendar is the following one:

Semester 1 PHASE 1: PREPARATORY		Semester 2 PHASE 2: FLEXIBLE		Semester 3 PHASE 3: CAPSTONE	
Week 0	Monday 30 August 2021	Week 0	No activity	Week 0	Monday 29 August 2022
Week 1	Monday 6 September 2021	Week 1	Monday 14 February 2022	Week 2	Monday 5 September 2022
Week 2	Monday 13 September 2021	Week 2	Monday 21 February 2022	Week 2	Monday 12 September 2022
Week 3	Monday 20 September 2021	Week 3	Monday 28 February 2022	Week 3	Monday 19 September 2022
Week 4	Monday 27 September 2021	Week 4	Monday 7 March 2022	Week 4	Monday 26 September 2022
Week 5	Monday 4 October 2021	Week 5	Monday 14 March 2022	Week 5	Monday 3 October 2022
Week 6	Monday 11 October 2021	Week 6	Monday 21 March 2022	Week 6	Monday 10 October 2022
Week 7	Monday 18 October 2021	Week 7	Monday 28 March 2022	Week 7	Monday 17 October 2022
Week 8	Monday 25 October 2021	Week 8	Monday 4 April 2022	Week 8	Monday 24 October 2022
Week 9	Monday 1 November 2021	EASTER	Monday 11 April 2022	Week 9	Monday 31 October 2022
Week 10	Monday 8 November 2021	Week 9	Monday 18 April 2022	Week 10	Monday 7 November 2022
Week 11	Monday 15 November 2021	Week 10	Monday 25 April 2022	Week 11	Monday 14 November 2022
Week 12	Monday 22 November 2021	Week 11	Monday 2 May 2022	Week 12	Monday 21 November 2022
Week 13	Monday 29 November 2021	Week 12	Monday 9 May 2022	Week 13	Monday 28 November 2022
Week 14	Monday 6 December 2021	Week 13	Monday 16 May 2022	Week 14	Monday 5 December 2022
Week 15	Monday 13 December 2021	Week 14	Monday 23 May 2022	Week 15	Monday 12 December 2022
XMAS	HOLIDAYS (3 WEEKS)	Week 15	Monday 30 May 2022	XMAS	HOLIDAYS (3 WEEKS)
Week 16	Monday, 10 January 2022	Week 16	Monday 6 June 2022	Week 16	Monday, 9 January 2023
Week 17	Monday 17 January 2022	Week 17	Monday 13 June 2022	Week 17	Monday 16 January 2023
Week 18	Monday 24 January 2022	Week 18	Monday 20 June 2022	Week 18	Monday 23 January 2023
Week 19	Monday 31 January 2022	Week 19	Monday 27 June 2022	Week 19	Monday 30 January 2023
Week 20	Monday 7 February 2022	Week 20	Monday 4 July 2022	Week 20	Monday 6 february2023
19	Teaching Weeks	19	Teaching Weeks	19	Teaching Weeks
1	Assessment week	1	Assessment week	1	Assessment week
6	<i>Estimated Holidays</i>	8	<i>Estimated Holidays</i>	6	<i>Estimated Holidays</i>

Hybrid classroom calendars

As Hybrid classrooms are strictly connected with the partner university calendars it will be possible that a certain Hybrid classroom will NOT be available during certain days.

A detailed calendar on each hybrid classroom availability will be provided from the calendar manager's team in June 2021.

Phase 1 calendar

During phase1 not all partner's hybrid classrooms are available but a suitable solution is scheduled in partner universities.

To ensure an equal environment access during this phase the following availability will be ensured:

- Monday: from 11 to 15
- Tuesday: from 11 to 15
- Thursday: from 11 to 15

If you need the hybrid classroom during other timeslot, please ask your university calendar manager.

Phase 2 and Phase 3 calendars

During these phases, each partner's university has a dedicated Hybrid Classroom for CHARM-EU.

To plan the detailed Hybrid Classrooms calendar each theme should provide their weekly need (comprehensive of time slot and main hybrid classroom needed) to the calendar managers.

FAQ

Where are the CHARM-EU Hybrid Classrooms located?

The address and location of each classroom can be found here.

<https://www.google.com/maps/d/edit?mid=106Rhg66kYupRkB1O1rppS2oY-oF-3eB7>

Please note that some locations are temporary for phase 1, and this map will be updated as more data becomes available.

How do I access components of the VLE?

The core elements of the VLE comprise of Microsoft Teams, Moodle and Scorion.

Each of these can be accessed using your Solis-id, which will be issued to you before the programme commences. Practical sessions are planned to help you get ready and we encourage you to spend some time exploring these platforms.

Flexible and Emerging Technology applications are available by request on a case-by-case basis so please don't delay in reaching out to WP4.4 and WP4.5 to help us identify your needs.

How do I use the VLE?

Practical training sessions are planned to take place before the programme commences. In the meantime, we strongly encourage you to review the Introduction to the VLE module on Moodle:

<https://innovate.learning.uu.nl/course/view.php?id=12>

How can I schedule a Hybrid Classroom?

Most of the scheduling will depend on the curriculum timeline that you create during sprint 4 and this information will be used by the JVAO to populate the classroom calendars.

If you need to reserve additional time, please reach out to the JVAO representative in your institution to see what times slots might be available.

Who do I contact for help?

- For scheduling assistance, please contact your local JVAO representative.
- For tool requests, please contact WP4.4 (VLE and Flexible Technologies) or WP4.5 (Emerging Technologies).
- For technical issues, facilitators are planned to be available onsite or by reservation in each institution.

Do students need a smartphone to run some activities?

You have the flexibility to choose which tools best support your learning activities. Some lecturers like to make their sessions more interactive by including polls and surveys with tools such as WooClap or Mentimeter. Students can vote or give feedback either via their phones or a laptop/desktop. If you wish to include mobile apps in your activities (for example, the Utrecht 2040 game), then a mobile phone is needed. You can design your activity to work with pairs or teams of students to better facilitate all students.

Can teacher (teaching staff) be remotely connected to the classrooms?

The preferred approach is to conduct sessions in the classroom, but it is entirely possible for teachers to connect remotely if it becomes necessary. Please remember that this will not be suitable for all types of activities, so consider when it suits your course content. We recommend contacting WP4.4 well in advance of any remote session to ensure that you are ready. There are lots of considerations, including broadband requirements, good lighting, and sound management.

Who are the calendar managers and hybrid classroom facilitators?

Please refer to your local JVAO to get in touch with calendar managers and classroom facilitators.