HYBRID SCALEUP ROOMS: TURNING ONLINE PARTICIPANTS INTO ACTIVE IN-PERSON PARTICIPANTS

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Unlike traditional teacher-centered lecture halls, students in a SCALE-UP (Student Centered Activating Learning Environment for Upside-Down Pedagogies) room [1,2] sit at group tables, thus focusing on student collaboration and placing the instructor in the role of a decentralized learning coach. This SCALE-UP concept, which was developed for face-to-face teaching in a classroom, is challenged by the general desire of students for more flexibility in terms of space. A well-established approach for more flexibility is "hybrid teaching" i.e. teaching that enables synchronous online participation via video and audio transmission. However, this approach carries the risk of destructive passivity among those students who participate online [3]. The concept of a hybrid SCALE-UP room presented here aims to provide online students with a learning environment that ideally matches the environment in the classroom in terms of activation, feedback, and ultimately, learning success. The group tables in the new hybrid SCALE-UP room at Albstadt-Sigmaringen University are equipped with an interactive touchscreen and a 180° video and audio system, giving online and in-person students the experience of sitting together at the same table. Each table also has a mobile pen display, allowing online and in-person students to collaborate on a digital whiteboard, the content of which is always visible to all group members on the interactive touchscreen. This setup eliminates the need for personal devices, keeping the focus on collaboration. A formerly developed teaching concept [4] has been adopted and improved for the hybrid SCALE-UP Room, which allows for more flexibility in terms of time and space without significantly limiting learning outcomes for online participants. Initial results regarding learning outcomes and student feedback are very promising and will be presented. Feedback from students showed that the typical barrier in communication between online and face-to-face students has been successfully removed. Furthermore, the negative correlation between the proportion of online participation and relative success in the course appears to have weakened since the introduction of the new hybrid SCALE-UP room.

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