

TrainHybriDD – Hands-on Workshop for Higher Education Lecturers
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Practice Lab

Exploring methods and media for synchronous-hybrid teaching-learning settings

Station B: Collaborative Work

How can learners collaboratively develop and organise ideas across physical and online spaces?

a) Zoom (Whiteboard) for Collaborative Brainstorming

Step 1: Log in to Zoom and Open the Zoom Workspace

1. Open the Zoom app and log in to your JMU Zoom account by clicking on the SSO symbol and following the steps for authentication

Step 2: Create and prepare a Zoom whiteboard

1. In the left navigation menu in the Zoom Workspace, click on “Whiteboards”.
2. You can create a “New Whiteboard” or choose a “Template”: Got to “Template” and look for the category “Brainstorming”; choose the template “2x2 raster”
3. Name your Whiteboard and give it the title “Designing engaging learning activities for hybrid teaching”
4. Use the template and organise four areas: “Challenges”, “Ideas”, “Questions”, “To Do’s”
5. Add the overall question: “How can we make hybrid classes more interactive and inclusive?” by using a box or add a text (toolbar on the left side)

Step 3: Share the Zoom whiteboard and try out different tools

1. Share the Zoom whiteboard in your Breakout session “Station B” by clicking on “Whiteboards” or “screenshare” in the menu bar
2. After you can see the whiteboard, click on “share” (upper right of the screen) and select the option “all users of JMU” and “can edit”

Step 4: Try out the Whiteboard tools together

1. Everyone
 - Fill in one sticky note and highlight the text with a highlighter marker
 - Try out other tools, which you can find in the toolbar on the left side
2. One person: Use the moderator tools which you can also find in the toolbar on the left side (click on “...”) and a menu opens; click on the tap “moderation” on the top
 - Choose: “Follow” – everyone else in the meeting should follow you now
 - Try to create and conduct a vote on three of the Post-its

b) Moodle Etherpad Lite– Collaborative writing and co-authoring

Step 1: Log in to Moodle (WueCampus)

1. Open WueCampus (<https://wuecampus.uni-wuerzburg.de/moodle/>) and search for the following course “Testraum TrainHybrlDD”; enter the course room and test out different tools by following the next steps

Step 2: Explore the Etherpad Lite

1. Go to section “Practice Lab – Station B” and select the Etherpad according to the current round you are working at this station: “Round 1”, “Round 2”, “Round 3”
2. Read the title and example text

Step 3: Explore the editing features

1. Try the following function:
 - Write and edit text collaboratively
 - Observe the colour coding of different authors
 - Format text (e.g., headings, bold, lists)
 - Undo and redo changes
 - Scroll and edit simultaneously with other participants
2. Expand and improve the existing document following the tasks given on WueCampus on top of the Etherpad Lite

c) Padlet – Collaborative Knowledge Curation

Step 1: Access the Padlet “Engaging Students in Synchronous Hybrid Settings”

1. Link: <https://padlet.com/lisabreitschwerdt/engaging-students-in-synchronous-hybrid-settings-6iqwfe7123x8oah7>
2. Pre-Settings of the Padlet:
 - Layout: Canvas
 - Participants are enabled to: create & edit posts, connect posts with arrows, comment on posts, use reactions (likes or stars), upload files, images, or links, and moderation is disabled (posts appear immediately)



Step 2: Add a Challenge

1. Add a new post describing one challenge you experience in synchronous hybrid teaching.
2. Position your post on the canvas and connect it to the central post

Step 3 – Build on a Colleague's Idea

1. Read another participant's challenge
2. Create a new post with: a teaching strategy, a digital tool, or a practical tip that could help address the challenge
3. Connect your post to the original challenge

Step 4 – Enrich the Collaboration

1. Comment on another participant's post
2. Upload a relevant resource (e.g., image, document, or link)
3. Create an additional connection between two related ideas
4. React to posts you find particularly useful

Final Reflection on Station B:

How can learners collaboratively develop and organise ideas across physical and online spaces?

Reflect on the tools you explored:

- What opportunities do these tools offer for creating inclusive and engaging synchronous hybrid learning experiences?
- What challenges might arise when using these tools in synchronous hybrid teaching, and how could you address them?