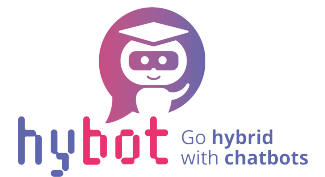




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hybot

Enhancing hybrid teaching in higher education through chatbots

## Hybrid exams at Kaunas University of Technology



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## INTRODUCTION

The case presents the model of module implementation. The full study program was intended to be delivered in the distance way, however, additional use of technology helped learners and teacher assure the hybrid learning for exams session.

## GENERAL CONTEXT OF THE HYBRID TEACHING PRACTICE:

- Implementer: Kaunas University of Technology (Kaunas, Lithuania)
- Study program: Distance Learning Information Technologies (Master degree)
- Lifetime: October 2021 to February 2022 (individual case)
- Reference: based on the interview with Dr. Daina Gudoniene (Kaunas University of Technology)
- Compiled and structured by Kaunas University of Technology (Kaunas, Lithuania)

## PARTICIPANTS AND THEIR PREVIOUS EXPERIENCE

Hybrid approach was used under the Masters' degree program Distance learning information technologies (Faculty of Informatics) for conducting exam sessions. The exam sessions were held within a normal classroom that was equipped with Adobe Connect video conferencing to be used by online participants.

The students of the fully distant Master program were teachers who already had work experience and a Bachelor degree. The groups were mixed, however, most of them were females. The average age was about 40.

## INITIAL SITUATION

Before the pandemic, the program was already delivered as distance studies. However, the exams sessions were organized in a face-to-face format. Hybrid teaching in this university/program started to be used during the pandemic. The main challenge was to ensure necessary equipment (appropriate quality internet, cameras, software) for both sides of the teaching and learning process. In essence, that was not a motivation, just a need to organize processes in a hybrid way. The main goal was to assure a successful and high-quality learning process. The main learning outcomes related to the module content, however, was to ensure that the exams were safe and of high quality.

## CURRENT REASON

The current reason to carry out a hybrid course format was the pandemic-related restriction of classroom teaching in the second year of the pandemic. Mainly, there were fully distance learning courses, however, it is important to say that hybrid approach was applied for the exams session only if necessary. In this case, it was used due to a necessity to assure the availability of the exam process.

At this point, no tools or strategies for inclusive or diverse education were pursued.



## LEARNING OBJECTIVES

The course aimed at qualifying Masters of information technology with comprehensive knowledge and skills required to design IT tools for learning and apply them in distance studies using modern teaching/learning theories and methods who are able to create virtual teaching and learning tools and content, organise and carry out high-quality distance learning studies.

## HARDWARE AND SOFTWARE USED

Adobe Connect web conferencing tool was deployed for synchronous communication and collaboration with students as well as for providing teachers' feedback on practical assignments. In an asynchronous way, feedback and reflection on assignments were provided in the virtual learning environment Moodle.

Additionally, cameras and video screen were installed in the classroom for sharing incoming and outgoing video and for recording.

## SCENARIO OF HYBRID EXAM SESSIONS

Exam sessions were organized in the hybrid way by having on-campus meetings with on-site participants and with distance learners by using synchronous communication tool Adobe connect. Both type of learners had to perform the same examination task consisting of one Moodle-based test (different type of questions were possible) and two oral questions. The time for completing both assessment tasks was pre-defined and managed by teacher. Online and on-site students could see and listen to each other during the exam session.

A teacher managed such type of an exam session alone, no further support was required. The students received their grades on the same day, a few hours after the exam.

The students were free in choosing the exam mode.

## STUDENT EVALUATION

At the end of each semester, teachers were requested to make evaluation of the teaching process through asking students about their comfortability with the learning process. Students appreciated the increased flexibility of their studies and desired as many opportunities as possible allowing to select between on-campus and online learning.

## TEACHER EVALUATION

The teachers reported that not all modules (especially technology-related ones) could be delivered in the hybrid way, however, it was necessary to promote this type of learning due to external health risks. The teachers found hybrid approach suitable for the time being, but their opinions were divided on whether their courses should remain hybrid. However, the modules were prepared to be delivered fully in a distance way and that helped also provide hybrid learning.



The main challenge for teachers when making a hybrid exam was to keep quality of the synchronous communication with on-site and online participants and thus to ensure the quality of the entire exam.

### **QUALITY ASSURANCE**

Students' feedback on the quality of the module delivery was taken into consideration.

### **TRANSFERABILITY AND SUSTAINABILITY**

Hybrid approach is still possible as a flexible alternative to meet personal needs of learners, such as illness, limited mobility, COVID-19 restrictions or further reasons.

### **FURTHER REFERENCE**

Follow more about the models for administration to ensure the successful transition to distance learning during the pandemic (Including hybrid learning)

<https://www.mdpi.com/2071-1050/13/9/4751>.