

Halle, 25.03.2020

Ladies and gentlemen, dear lecturers,

With reference to the Rectorate's circular letter from March 20, 2020 on teaching during the summer semester under the conditions of the Covid-19 crisis, we at the LLZ would like to provide some additional information on the possibilities of online teaching at MLU and their possible implementation.

First of all, please take into account that restrictions in the implementation of online teaching scenarios can occur from time to time for various technical, didactic or content-wise reasons. Nevertheless, this should not deter us from implementing courses as best as possible. All in all, the MLU has good prerequisites for maintaining online teaching for students under the current conditions. The LLZ has been able to gain a wide range of experience in various digital teaching scenarios and formats over the past years, which can help with the conversion from classroom to online scenarios and in which we would be happy to support you.

Basic scenarios of possible formats for online teaching

The LLZ has designed three basic scenarios for lectures and seminars on the website [Online Mode - Teaching Digitally](#) with extensive guidelines and precise, step-by-step instructions. While the lectures are to be divided into "main lectures with lecture hall recording" and "further lectures" and to be implemented in different ways, there are more varied possibilities with the "seminar-like teaching formats" (exercises, tutorials, colloquia ...). All formats described on the website are available at our university and can be realized digitally with existing software. Many of the formats are not complicated to implement, some require a little more preparation but are also easy to implement. As lecturers, we should first consider which of the basic scenarios is suitable for our event and then explore and try out the explanations and suggestions given on the website.

1) Main lectures ("Recording lectures in the lecture hall")

The term 'main lecture' is not a rating of the value of individual lectures; it is intended to enable the coordination of lectures which are to be recorded in the lecture hall and which could then be subject to a possible capacity restriction. We currently assume that from April 6, 2020, the video recording technology available in many lecture halls can be used for a total of about 70 to 100 lectures per week. Until the return to face-to-face lectures, these recordings would take place in empty lecture halls and would then be made available online to students after the recording. In a letter from the Rectorate, the Dean's offices were asked to name lectures of the individual institutes and teaching units that were intended for this purpose. The LLZ will contact the lecturers listed in the letter, arrange a time and place and coordinate the recording.

Should this teaching scenario not be feasible due to access restrictions or similar issues, these lectures fall into the following variant 2.

2) Further lectures ("Recording learning content independently")

In principle, it is always possible to record a lecture from home with a PC or laptop. There are different possibilities, e.g. adding audio commentary to PowerPoint slides, recording the screen content with or without slides ("screencast") or producing an audio file ("podcast"). We recommend the use of a good microphone or headset, but the built-in microphone of your own laptop is probably sufficient if there is no better option available. On the website [Recording learning content](#) you can find instructions and the necessary free software for installation.

The completed recording is first stored on your PC (where you can work on it until you are satisfied) and then uploaded for your students via the university's learning platforms (Ilias, Stud.IP).

3) Seminar-like teaching formats ("Teaching courses online")

In classroom teaching, there are many varieties of seminar-like teaching formats, which can usually (with some exceptions) be presented online. However, do not try to make a 1:1 copy of your classroom teaching as this will rarely succeed. Also, do not ONLY rely on videoconferencing, which could also fail if the technical infrastructure is heavily used. For alternative suggestions, take a look at possible course scenarios on the LLZ page <https://wiki.llz.uni-halle.de/Portal:onlinebetrieb> in the right-hand column and consider which scenario is best suited for your particular event.

Please note: Converting the classroom course into an online format requires additional work, however this extra effort is appreciated especially by the students - and the staff of the LLZ will support you as much as possible.

Contact and support

The LLZ has drawn up a schedule to avoid overburdening the LLZ staff, as we expect that in the current situation many lecturers will simultaneously try to ask questions about implementation and formats etc.:

Step 1: Lecturers should first familiarise themselves with the different possibilities on the website and find out which format best suits their course and their own teaching approach. Under the respective links on the website, instructions are available for implementation. You can try these out right away.

Step 2: If there are any initial general questions, please send them by email to info@llz.uni-halle.de. A ticket system has been set up under this address to channel questions that arise frequently. Your question will be forwarded to the relevant specialist staff familiar with the topic. In addition, related questions and answers are linked to the ticket numbers to form a complete log.

Step 3: If there are any further questions about a particular subject or if you are stuck, you can contact the relevant staff member directly. Again, if possible first by email, but in case of

urgency also under the respective office number. The colleagues are in their home office, but call forwarding is switched on. You can find the staff member responsible for your subject area by entering your faculty or department here:

<https://www.llz.uni-halle.de/ueber-uns/fach-ag/>.

We wish you all success in the implementation of the switch to online teaching, and if necessary a little patience and confidence, and we will be happy to support you with all our strength in your plans.

On behalf of the staff of the LLZ

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