



Hybrid Harbors: Immersive Learning Spaces for Unsafe Regions

Dr. habil. Nataliia Lazebna

Julius-Maximilians Universität Würzburg

(Germany)

Dr. Kateryna Lut

National University “Zaporizhzhia Polytechnic”

(Ukraine)



Research Intro

1. **Context & Purpose:** hybrid learning environments in unsafe regions, focusing on Ukraine, to enhance immersive education despite conflict-related challenges.
2. **Collaborative Framework:** hybrid seminars conducted between student teachers from Germany's Julius-Maximilians-Universität Würzburg and Ukraine's Zaporizhzhia Polytechnic during 2022/2023.
3. **Challenges & Solutions:** technological and human-centered challenges and practical solutions for connectivity, engagement, and continuity in hybrid learning.
4. **Future Outlook:** the concept of “hybrid harbors” using Activity-Centered Analysis and Design to support sustainable, adaptive learning in crisis-affected areas.



Why?

- Hybrid Harbors enabled us to avoid “a feeling of loneliness in a hybrid-format environment that can be harmful as smoking one box of cigarettes a day” (J. Britton).
- We fostered safety by bringing all voices into the room through a network of interrelated topics and dialogues through urgently designed with the elementary technologies available (laptops and a projector),
- We enabled German and Ukrainian students to foster their professional competencies, emotional intelligence, empathy, and resilience.



Overcoming Pitfalls

- Software constraints, student frustration with technology, sound failures, memory availability issues, and unstable internet connection
- Ergonomic limitations



HowTos

- Constant access to learning materials, group work, and discussion output
- Flexibility, movement, and technologies capturing the class dynamics



Activity-Centered Analysis and Design Framework

ACAD fostered the physical, epistemic, and social aspects of learning

Five main conceptual blocks:

- building understanding and connection
- emotional support and resilience
- enhancing empathy in peers
- educational engagement
- cultural awareness, and sensitivity.

TABLE I. AVERAGE NUMBER OF HYBRID SESSION
PARTICIPANTS

Participants (average number per session)	Onsite	Online
6 hybrid Sessions (2022/23)		
Students	13	17
Teachers	1	1
Guest Speakers	2	4



Scenario of the Activity-Centered Analysis and Design (ACAD) Framework for Hybrid Classroom in Unsafe Region

- Epistemic design
- Set design
- Social design



1. **Background Scanning:** focus on context; needs of students and teachers
2. **Hybrid Classroom Design and Implementation Steps:** flexible and adaptable, accessible and reliable
3. **Hybrid Classroom Learning Process Design:** blended learning, collaborating learning tools



4. **Technologies Used:** flowing communication, secured and certain
5. **Sustainable and Resilient Learning environment:** mental well-being, build-up the community
6. **Evaluation and Feedback:** sustaining improvements, survey and data collection

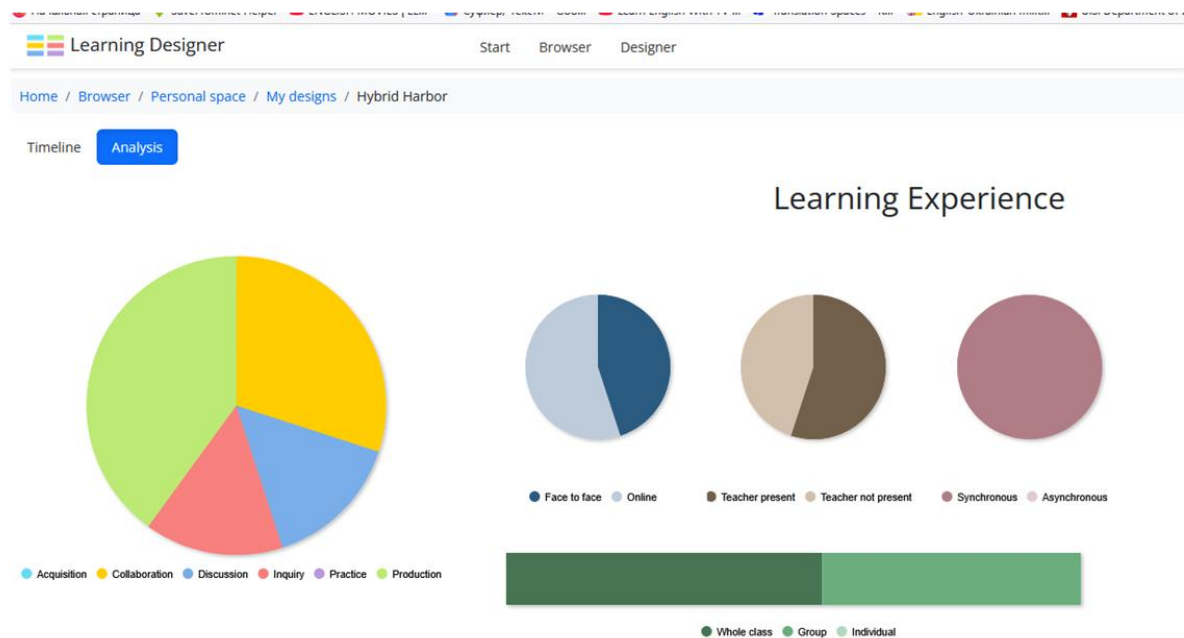


Figure 1. Visual representation of the learning design for hybrid sessions



Main Findings

“Hybrid Habor” as versatile collaborative spaces: international guest speakers from India, Canada, the Czech Republic, and Spain and collaboration beyond the borders of cultures and realities

Technological Challenges and Solutions: a laptop “one for two”, individual laptops, and a gadget as an additional asset used for interactions, synchronous activities, and movement

Anthropocentric Challenges and Solutions: topic-to-go, collaborating tools, digital dialogues, Q&A, synergized communities

ACAD and Tech pods

“The path to hybrid harbors passes through a techpod” (rephrased from *The path to Heaven passes through a teapot*)

CHARM Model of Hybrid Classroom - tech pods as group workstations to avoid the feeling of frustration and loss within controlled environment, fostered their emotional intelligence, and tailored individual learning scenarios





Conclusions and Perspectives

Potential technological and anthropocentric solutions:

- Classrooms, which refer to the Toolkit on Accessibility from UNICEF
- Adjustable and movable class furniture
- Techpods for students
- Training for teachers in the HFL Classroom technology implementation and classroom management

- to enhance socio-emotional interactions in HFL environments
- to focus on teacher professional development in the field of socio-emotional learning, empathy, and resilience, as specific skills needed to teach students from unsafe regions

**the course “Transcultural project-based learning. Multilingualism through the Arts” is now offered to the German and Ukrainian students in a hybrid format. With a focus on educational project management, intercultural communication, and interdisciplinarity.*

The course will involve participation in the *eTwinning project BLABL.ART*, partnering with institutions from Italy, France, Reunion, and the Czech Republic. Core principles include universality, interdisciplinarity, openness, flexibility, respect, and resilience, which will guide the course’s implementation at Julius-Maximilians-Universität Würzburg and other partners.





Thank you for your attention!

Dr.habil.Nataliia Lazebna

email: nataliia.lazebna@uni-wuerzburg.de