People First, Platform Second: Designing Hybrid Learning for Emotional and Educational Resilience in Unsafe Regions

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***Abstract*—In regions where education is disrupted by conflict and instability, hybrid learning models have emerged as critical tools for maintaining access to learning and emotional support. This study explores the technological, anthropocentric, and socio-emotional challenges and solutions associated with hybrid-format learning in an unsafe region (Ukraine). The paper is based on the teaching experiences gained during hybrid seminars on (1) Teaching English as a Foreign Language (2022/2023) for student teachers from Germany's Julius-Maximilians-Universität Würzburg (JMU) and Ukraine's National University "Zaporizhzhia Polytechnic" (NUZP), and hybrid seminars on (2) Transcultural Project-Based Learning. Multilingualism through the Arts (Summer Semester, 2025) for students from JMU, Ukraine's Vasyl Stus Donetsk National University, and National University "Zaporizhzhia Polytechnic". Technological limitations, well-being challenges, available solutions, and perspectives for further development of "hybrid harbors" based on Activity-Centered Analysis and Design are considered. The paper presents practical solutions to the challenges of foreign language teaching in conflict-affected contexts.**

Keywords-hybrid; physical, epistemic, and social aspects of learning; cozy corners; tech pods; empathy and resilience, unsafe regions.

I. INTRODUCTION

In the evolving landscape of education, Hybrid-Format Learning (HFL) emerges as a postdigital learning space, blending digital and physical environments. This study examines the technological, anthropocentric, and socio-emotional challenges, as well as potential solutions, associated with HFL in an unsafe region, specifically Ukraine. The objective of this research is to determine how hybrid learning can contribute to the development of social-emotional competencies and students' mental resilience. Participants in HFL seminars on (1) Teaching English as a Foreign Language (TEFL) (2022/2023), future EFL student teachers from Germany's Julius-Maximilians-Universität Würzburg and Ukraine's National University "Zaporizhzhia Polytechnic", as well as (2) Transcultural Project-Based Learning. Multilingualism through the Arts (Summer Semester, 2025) involving JMU, Ukraine's National University "Zaporizhzhia Polytechnic" (1), and Vasyl Stus Donetsk National University (2). The Ukrainian University (1) is situated close to the front line and periodically suffers from shelling that damages its buildings and makes classroom learning impossible. Some students and teachers have fled the region or the country to find safer living conditions. Those who stayed continue to experience electricity disruptions due to ongoing military conflict actions in the country. The Ukrainian University (2) is a University in exile, which was displaced to Vinnytsia city in the western part of Ukraine in 2014 after the occupation of Donetsk city by Russian forces, the original location of the university. The only way to continue education and maintain a high level of students' engagement in the current situation is to carry out the learning process in a digital environment.

The necessity of a safe digital learning environment during crises, such as the ongoing war in Ukraine, is indisputable. Working together in an HFL environment, urgently designed with the basic technologies available (laptops and a projector) during the first series of seminars (1), German and Ukrainian students were able to foster their

professional competencies, emotional intelligence, empathy, and resilience. To avoid "a feeling of loneliness in a hybrid-format environment that can be as harmful as smoking one box of cigarettes a day" [2], their teachers fostered trust and safety by bringing all voices into the room through a network of interrelated topics and dialogues. The second seminar was held in the facilities of the hybrid classroom at JMU [3], which were equipped with the necessary technologies.

The paper provides a more detailed investigation and expansion of the research initially outlined in the conference proceedings paper [1]. The current paper is structured as follows. In Section II, we present the background of this study. In Section III, we focus on the chosen methodology. In Section IV, we describe the main findings and discussion. Finally, we conclude in Section V and provide some future perspectives.

II. BACKGROUND OF THE STUDY

The background information below provides insights into the development of hybrid learning, the challenges faced by teachers and students, and potential solutions that can be implemented. It also outlines the role of hybrid learning in supporting social-emotional development, fostering intercultural sensitivity, and enhancing mental resilience.

A. *Hybrid Learning: Well-being and Social-Emotional Growth*

Hybrid learning has emerged as a dominant and lasting approach in the post-pandemic educational landscape, moving beyond emergency remote teaching to integrated, innovative, and flexible designs. Lo (2023) notes that the "post-Covid-19 classroom is increasingly evolving towards a flipped, hybridised design that integrates students into the learning strategy and course structure through digital, participative, and adaptive settings" [4]. This evolution, however, has not been without its challenges, with Griffard et al. (2025) quoting an educator who described the initial phase as "This is not online education. It's disaster education" [5]. At the beginning of the pandemic, there were cases in Ukrainian schools when teachers opposed to having online classes, arguing that they were ineffective and merely a waste of time and effort.

A central theme across the relevant sources is the significant impact of these new learning environments on students' emotional well-being. Pipia & Williams (2024) highlight "heightened stress and anxiety fueled by uncertainties surrounding the post-pandemic" [6]. Conwi et al. (2024) quantitatively identified three mental health groups among students in blended learning: "flourishing (21.14%), languishing (39.72%), and moderately mentally healthy (39.14%)," with students generally displaying "moderate mental well-being, high academic distress, moderate familial distress, and strong adjustment to blended learning" [7]. Qualitative data from the same study revealed "emotional states, ranging from resilience and adaptability to anxiety and frustrations," alongside challenges such as "technological barriers, time management dilemmas, and exacerbation of isolation." Similar concerns about student isolation emerged in both fully remote and hybrid settings [5].

In conflict-affected regions, specifically Ukraine, these challenges are further amplified. Students and educators are not only exposed to technological limitations and pedagogical restructuring but also face existential threats and trauma resulting from war-related experiences. Under such challenging circumstances, mental health literacy becomes not just desirable but necessary for both teachers and students. The hybrid EFL classroom thus takes on a transformative role. Its unique combination of cultural, linguistic, and literary approaches offers a powerful space to raise awareness of mental health topics and destigmatise related discourse [8].

Socio-emotional learning (SEL) is consistently presented as a vital component for navigating the complexities of hybrid education. Petry et al. (2025) ground their Virtual Campus project in "the theoretical models of Self-Determination Theory (SDT, 1) and Social-Emotional Learning (SEL, 2)" [9]. Geesa et al. (2022) emphasize that "to facilitate o[nline]-SEL, educators need professional learning regarding content and ways to present SEL throughout online platforms" [10]. Moore (2021) asserts the necessity of "seamlessly integrat[ing] effective SEL practices into their online instruction, beginning with the all-important creation of a social learning community" [11].

There is a clear call for SEL to be viewed not as a "quick fix for problem behaviors or a crisis intervention," but as "a process, an approach practiced over time" [11]. The transition to hybrid models and the increased focus on emotional well-being have placed significant demands on educators. Sharma & Bhasin (2023) specifically address the "Well-being of faculty members in the era of hybrid education" [12]. Teachers also experience "burnout, being unsure who was listening in on class conversations, and feeling disconnected in an online environment" when implementing SEL during a crisis [13]. Issues with the Internet connection and sound disruptions can also add to the overall stress of remote teaching and learning, making it harder to concentrate on students' well-being. Challenges for instructors designing HyFlex courses include providing consistently "very similar classroom and learning experiences for both groups of students: remote and Face to Face" [14, 15]. The "New Normal" profoundly affects students' "emotional well-being, academic achievements, and overall performance" [6].

Positive emotional regulation and self-efficacy derived from well-designed hybrid experiences can "predict future attainment and learner competency" [4]. According to Conwi et al. (2024): "adjustment to the demands of blended learning can mitigate academic-related stressors" [7]. HyFlex models offer students "additional autonomy," which aligns with Self-Determination Theory and is theorized to increase students' sense of motivation for learning [14]. The Virtual Campus aims to foster intrinsic motivation by addressing basic psychological needs for autonomy, competence and social integration [9]. SEL encompasses "intrapersonal and interpersonal skills and development". Key SEL competencies include self-awareness, self-management,

relationship skills, social awareness, and responsible decision-making.

In the context of Ukraine**,** the hybrid EFL classroom provides a unique space to engage with SEL through culturally responsive and trauma-sensitive pedagogy. English language education, particularly when linked to themes of identity, community, and interculturality, fosters the development of coping strategies, resilience, and interpersonal awareness. As outlined in Eisenmann et al. [8]**,** it fosters mental health literacy by enabling students to recognize and articulate emotional distress**,** reflect on stigmas, and connect their personal experiences to global discourses. This is especially relevant for displaced or war-affected students, many of whom have experienced the disintegration of support networks.

Teachers have employed strategies such as "focusing on relationships; building routines and predictability; creating space to identify and share feelings; incorporating movement, mindfulness, and play; implementing culturally affirming practices; providing student choice and leadership; and engaging and collaborating with families" [15]. Meland & Brion-Meisels (2024) propose an integrative model for CS-SEL based on three core adult competencies: 1) "engaging in critical reflection"; 2) "building caring, authentic, and reciprocal relationships"; and 3) "shifting the balance of power toward the developing students". This model advocates for SEL as a "dynamic and reciprocal process between teacher and student," moving away where adults solely direct content. Co-construction and co-regulation are the central facilitative processes that are key to CS-SEL. Co-construction involves teachers and students as "agents in the co-creation of knowledge, skill development, and the classroom environment" [15]. This collaborative approach brings "valuable insights into a learning process."

The co-constructed hybrid classroom, as implemented in Ukrainian universities affected by war, enables learners not only to continue their education but also to develop emotional vocabulary, intercultural sensitivity, and mental resilience, which is essential in coping with both personal and collective crises [8]**.**

There is a significant need for teacher training in designing online environments that foster a friendly and supportive atmosphere for students affected by trauma. Effective professional learning for o[nline]-SEL should be "relevant and readily transferable," offer "opportunities for interaction and feedback," require "active learning," allow "space for teacher reflection," and include "videos" [10]. It should also equip educators to be "equity leaders" and use "culturally responsive teaching." CASEL's SAFE acronym outlines four approaches: "Sequenced, Active, Focused, and Explicit" to effectively deliver SEL to all learners [10]. The specific nature of the virtual classroom is developed in a mutually beneficial process, which gives students space to know themselves and teachers time to know their students.

For further development of scenarios within the Activity-Centered Analysis and Design (ACAD) framework for emotional well-being in hybrid classrooms in unsafe regions, the following implications and recommendations based on the literature review will be considered:

1) Integrate Mental Health Education: Educational interventions should integrate mental health education into curricula in a holistic manner to foster well-being in an inclusive blended learning environment [7].

2) Design Emotionally Supportive Learning Experiences: The design and structure of hybrid learning must actively support positive emotional regulation [15]. This includes creating a social learning community [10].

3) Prioritize Educator Well-being and Training: Institutions must address the well-being of faculty members in hybrid education [12] and provide targeted professional development for educators on integrating SEL effectively into online and hybrid settings [9, 17].

4) Foster Student Voice and Agency: Empowering students to be in control of their learning accelerates progress [11]. Strategies like "Owning My Story, Goal Setting Postcard, and Service Learning Project" can facilitate this.

5) Cultivate Emotionally Intelligent Educators: Teachers and leaders with high socio-emotional competence are better prepared to engage students in SEL. This involves developing norms, cultivating relaxed alertness, and practicing mindfulness [11, 18].

6) Embrace Co-construction in SEL: Move towards a model where SEL is a dynamic and reciprocal process, with teachers and students co-creating learning environments and opportunities that meet diverse needs [16]. This also helps shift power dynamics in the classroom.

7) Utilize Technology to Enhance SEL: Platforms like the "Virtual Campus" can offer asynchronous learning, self-directed opportunities, and communicative/collaborative features that address psychological needs for autonomy, competence, and social integration, thereby strengthening SEL processes [9].

In conclusion, successfully navigating the "New Normal" in higher education necessitates a holistic approach that prioritizes student and educator well-being through intentional, culturally sustaining, and well-supported Social-Emotional Learning initiatives, harmoniously integrated into evolving hybrid learning models.

B. Technological limitations and solutions

Despite technological limitations, such as overloaded learning management systems, software constraints, student frustration with technology, sound failures, memory availability issues, and unstable internet connections, especially in an unsafe region [3-7], solutions at-hand were implemented (Seminar 1). At this point, the Miro whiteboard and/or Etherpad were used continuously. Additionally, despite the use of a single camera in the onsite classroom and the individual cameras of students on their cell phones, laptops, and other gadgets, missed discussions, visual cues, interactions, audio interruptions, and microphone issues hindered effective communication between online and face-to-face students. However, the students were provided with constant access to learning materials, group work, and discussion outputs were offered before and after HFL seminars.

To address these challenges, the study recommends comprehensive training in technology and course management [10] as well as strategies to enhance the learner's experience and technology design [9-11]. Solutions include equipping classrooms with multiple cameras and high-quality microphones to capture all interactions and voices, thus fostering a more inclusive and dynamic learning environment. Ergonomic limitations also pose significant challenges, as lecturers often find themselves tethered to computers, reducing their mobility and engagement with students. The study suggests that both teachers and students should have the flexibility to move freely within the classroom to facilitate group work and engage in a more interactive learning process. However, technologies and equipment should be adapted accordingly, for example, to "catch" teachers' movements in the classroom or capture the faces and voices of the onsite session participants.

The inclusive, friendly, and flexible learning environment should host and nurture both students and teachers. For example, some teachers, invited speakers, and students have experienced either forced or voluntary displacement in their lives, and finding themselves together within a "hybrid harbor" helped them form closer connections rather than experience a feeling of alienation.

III. METHODOLOGY

The section outlines the methodological framework used in the study, focusing on Activity-Centered Analysis and Design and the development of scenarios for the hybrid classroom.

A. Activity-Centered Analysis and Design

The implementation of the Activity-Centered Analysis and Design (ACAD) framework fostered the physical, epistemic, and social aspects of learning. It was chosen as a practical guideline to solve challenging learning situations, namely "…Activity-Centered Analysis and Design (ACAD) is a meta-theoretical framework for understanding and improving local, complex, learning situations" [20].

Following works on ACAD, we understand that in order to achieve better learning outcomes, teachers need to carefully plan not only the content and forms of assessment but also take into consideration the learning environment. Therefore, we further consider "*activity*" as any engagement of students in the learning process (mental, physical, or emotional). The "*learning situation*" also comprises the three mentioned components above, as during hybrid seminars they were placed in different locations (onsite/online; in groups/individually; mixed locations).

The "*complex*" nature of the analyzed hybrid seminars, following the developed scenario based on the ACAD framework, is further interpreted from both experienced and future views. Within the scenario, the "complexity" of the studied learning situation was addressed through six main conceptual blocks: building understanding and connection, emotional support and resilience, enhancing empathy among peers, educational engagement, cultural awareness, and sensitivity. The offered scenario highlights the psychological, emotional, and communicative aspects of HFL, thereby providing a holistic learning environment.

The following tables represent the average number of hybrid sessions participants. Table I shows the number of participants at the first round of the seminar, while Table II reflects the number for the second round of seminars.

TABLE I. AVERAGE NUMBER OF HYBRID SESSIONS PARTICIPANTS (SEMINAR 1)

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

TABLE II. AVERAGE NUMBER OF HYBRID SESSIONS PARTICIPANTS (SEMINAR 2)

Participants (average number per session)	**Onsite**	**Online**
10 hybrid Sessions (Winter semester 2025)		
Students	10	8
Teachers	1	-
Guest Speakers	1	2

Following the ACAD framework, the paper represents a specific scenario for the hybrid classroom with the main focus on an unsafe region. The scenario includes epistemic, set, and social design. The epistemic design refers to the assignment that students received before the seminars and the activities they were supposed to be involved in during the hybrid session. At this stage, the topics for the seminars were carefully selected so that they would not raise negative emotions, but would encourage students to discuss sensitive topics and find solace or solutions in the suggestions provided.

The set design includes materials and platforms for interaction, presentation, sharing, and visualizing ideas, multimedia, etc.

The social design presupposes the planning of the ways students interact during the hybrid session. Ukrainian students from the frontline city have been living in conditions of social distancing for five years already. The feeling of alienation is exacerbated by disrupted relationships due to displacement, uncertain prospects for the future, and worries about their relatives' lives.

Hybrid seminars aimed not only to share knowledge on teaching English as a foreign language but also to establish networks and improve Ukrainian students' emotional state through peer collaboration in virtual settings. An opportunity to communicate with German students made Ukrainians feel that they were not outsiders struggling with their problems unsupported and that they belonged to a community that shared their values and had similar viewpoints.

Creating a learning design that considers all pedagogic properties can be facilitated through visualization. For such a purpose, the tool "Learning Designer" was used. Each step

of the hybrid sessions was specified in terms of learners' activities, teachers' involvement, duration, and resources to be used. The pie chart in Figure 1, which was generated from the information provided, illustrates the different types of learning and student interaction, allowing the teachers to analyze the effectiveness and patterns of students' participation and make adjustments before the seminars.

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

1) Background scanning

Focus on Context: safety issues in the region were identified (e.g., due to electricity and Internet disruptions, the seminars could be rescheduled, and all necessary digital materials could be downloaded and were available offline).

Needs of Students and Teachers: social concerns and the emotional condition of the target audience, which can influence the class were considered (e.g., preparatory virtual phase for teachers – an advance meeting for planning the session; a constant channel for communication, such as Messengers, scanning students' psycho-emotional conditions, identifying potential hindering factors, and reporting these to a colleague teacher).

2) Hybrid Classroom Design and Implementation Steps

Flexible and adaptable: discuss possible adaptations in case safety conditions are violated (e.g., sharing video recordings and students' self-presentations on Flipgrid; recording voice messages and creating groups on Messengers for Session participants for instant communication).

Accessible and reliable: provide relevant technologies (open sources, free, and easy to use; e.g., create guest accounts for Miroboard, use Zotero as an open and free accessible digital library for sharing learning materials and enabling students to upload the materials themselves; an important option of offline access and asynchronous use of provided resources).

3) Hybrid Classroom Learning Process Design

Blended Learning: provide an option to learn both synchronously (live classes) and asynchronously (recorded lectures, online assignments);

Collaborating Learning Tools: interactive whiteboards, collaborating tools, such as Wooclap, Wordcloud, Mentimeter, etc., to facilitate students' interaction with an option of post-session access.

4) Technologies Used

Flowing Communication: despite interruptions and blackouts, students have access to supporting communication technologies (e.g., use of power banks to charge their gadgets), as well as accessible asynchronous learning materials.

Secured and certain: beware of cybersecurity issues and be ready to withstand the online threats (e.g., online support and instant messaging with volunteering IT specialists and/or IT competent students were at hand)

5) Sustainable and Resilient Learning Environment

Mental Well-being: offering workshops and activities, that enabled students to withstand their emotional strain (e.g., implementation of a slow-looking method, thinking routine methodologies from Project Zero developed by Harvard Graduate School of Education, integration of artful and pedagogical practices; addressing empathy and resilience with at-hand experiences; reflecting on students and teachers' own experiences).

Build Up the Community: interaction of students during collaborative projects, communication during and after the seminars, and extracurricular communicative activities (e.g., participation in the evening's Multilingual Speaking Club).

6) Evaluation and Feedback

Sustaining Improvements: regular meetings between teachers before and after the seminars, communication via emails and/or Messenger, helped participants feel supported and provided support to each other, enabling continuous modifications of the hybrid format seminars based on regular feedback from all parties involved (students, teachers, guest speakers).

Survey and Data Collection: short questionnaires during pre- and post-seminar phases with a flexible deadline were provided to all parties involved. The option for open questions enabled students to reflect on their own experiences, feelings, and concerns, as well as interests and ideas, thus shifting their role from the recipients of knowledge to the initiator and disseminator of self-authored seminar activities, learning materials, and scenarios.

IV. Main Findings and Discussion

The following section examines how hybrid classes can be organized effectively, based on the findings of our research.

A. "Hybrid Harbors" as versatile collaborative spaces

According to post-session survey data: "TEFL: Inter/transcultural learning and global education", the participants reflected on the commonality of their thematical foci, confirming creation within "hybrid harbors" of "a *collaborative learning environment* that encourages active participation, using hands-on activities and projects that promote authentic language use" (anonym. Session participant) and their ability to "demonstrate qualities like cultural awareness, empathy, and a willingness to engage in issues that transcend national borders" (anonym. Session participant).

The hybrid classroom enabled Ukrainian students to connect not only with peers but also with invited speakers from different countries. For example, an internally displaced Ukrainian speaker contributed to the session on *Multiperspective Representation of Cultures via Various Texts and Media*. The session on *Skills, Competencies, and Strategies in TEFL* with an intercultural focus featured a speaker from Spain. The seminar on *Arts and Pedagogy*, specifically the slow looking method in TEFL classes, was led by a speaker from the Czech Republic. A speaker from Canada contributed to the session on *Materials and Introducing data-driven EFL*, while a speaker from India

shared insights in the session on TEFL basics, focusing on transnational perspectives and interdisciplinary connections.

Such a versatile palette of speakers enabled students to collaborate beyond cultural and geographical borders. Their interactions were facilitated through synchronous discussions and interactions with the invited international guests using an interactive whiteboard, with continued access to the materials in the post-session phase. Thus, regardless of their physical location – whether internally displaced in Ukraine or based abroad – students could rely on consistently available learning resources and a safe, collaborative digital environment.

B. Technological Challenges and Solutions

Despite the limited availability of required technologies for efficient hybrid learning, students from Ukraine and their teacher devised the following practical solutions:

- Laptop "one for two" – students connected to the hybrid classroom using a shared laptop.
- Gadget as an additional asset – a personal cell phone or tablet was used for camera access or to join a collaborative online space.

At the same time, students physically present in Germany used their individual laptops in class. This setup enabled them to engage in synchronous written communication with their peers from Ukraine, teachers, and guest speakers while also interacting onsite with each other and their teacher, who was present in the classroom.

According to recent studies, the emotional intelligence of students, their psychological condition, and social performance are highly vulnerable. During the HFL sessions, the communicative gap widened, prompting teachers to introduce additional interactions, synchronous activities, and movement. In hybrid classrooms, where teachers must balance the demands of both onsite and online learners, German and Ukrainian educators highlighted that height-adjustable, movable tables represent a highly desirable condition. Such adaptable furniture supports effective multitasking, encourages dynamic interaction, and facilitates timely feedback across both teaching environments.

The target group of students faced distinct communicative challenges: Ukrainian students were coping with the realities of studying in an unsafe region, while German peers were experiencing hybrid learning of this nature for the first time – an eye-opening and unusual situation for many.

C. Anthropocentric Challenges and Solutions

To bridge the gap between live and online learners, teachers implemented the following communicative strategies:

- *Topic-to-go*- students were provided with relevant and innovative topics for the seminars, having received learning materials in advance and providing them in various formats (podcasts, texts for reading, short videos). Moreover, students were able to choose the topic of greatest interest before the session.
- *Collaborative tools*- platforms such as Mentimeter and Wooclap were used for synchronous polls, diagnostics of students' knowledge, and fostering group intreraction.
- *Digital dialogues*- group discussions, individual reflections, and flexible answer options allowed students to choose their preferred participation mode (e.g., chat contributions or whiteboard activities).
- *Q&A*- students were encouraged to pose questions, share short videos related to the seminar topic via screen sharing, and lead subsequent group discussions.
- *Synergized communities*- students identified shared perspectives during discussions, collaborated asynchronously on digital whiteboards, and co-created presentations or talks for upcoming seminars.

D. Fostering SEL Through Creative and "Cozy" Hybrid Environments

Following the educational model titled "Cozy corner, well-being, art, and human interaction" developed by the European University Alliance CHARM-EU, this approach highlights the importance of inclusive, emotionally supportive learning environments in hybrid classrooms [21]. It recognizes that physical space shapes learning experiences and that comfortable, inspiring settings – integrating elements such as plants, artwork, and soft furnishings – can nurture creativity, collaboration, and emotional well-being.

A central question arises: Can cozy corners exist in hybrid spaces? The answer lies in the very purpose of cozy corners – to create a supportive environment where students can overcome fear, discomfort, or other personal challenges and fully engage in learning. With thoughtful planning, this goal can indeed be achieved in hybrid settings as well.

The primary focus in hybrid classes should be on the learning tasks students are expected to engage in and on the ways students interact during these tasks to ensure a sense of emotional safety, comfort, and support. Based on the answers to questionnaires from the participants of seminar 2 (Appendix A. An Analytical Review of the Hybrid Learning Environment (Seminar 2): Assessing Benefits and Challenges; Table IV. Reflections on Hybrid Classrooms through the Lens of the ACAD Model), the background for the ACAD model implementation to create a "cozy environment" of the hybrid classroom is discussed (Table IV). These are some examples of learning activities that can be done in blended classes:

Journaling – students reflect on their mood and feelings at the beginning of the lesson, readiness to engage in learning activities, etc. At this stage, the teacher can introduce new vocabulary related to emotions that students can use and encourage them to share their ideas. However, it is worth remembering that if students have had some traumatic experience, the teacher should not force them to speak up – it is better to let them open gradually and engage in peer discussions only when they are ready, in order not to trigger any negative emotions. A digital journal might be a good solution, as it is easier to express yourself in a written

form without being judged or laughed at. If students feel at ease with their peers, they can record a short video using Flipgrid where they will describe their current mood and inspirations.

A *reading nook*, easily arranged in a physical classroom, may present some challenges in a hybrid setting. However, by setting aside time for quiet reading and allowing learners to choose their preferred reading space – whether at home or in the classroom – it is still possible to foster a similar sense of tranquility and reflective engagement. After reading, students can summarize the text in one or two sentences using a dedicated "write-it-out" space. Alternatively, the teacher can organize breakout rooms for students to discuss the story, share interpretations, and express their emotions. Carefully chosen texts often enhance the therapeutic and emotional impact of reading.

Learning new vocabulary through art. Art is widely recognized for its therapeutic value, particularly in helping individuals process trauma and express hidden talents. One effective way to engage students in vocabulary acquisition is through drawing. Teachers can encourage students to illustrate a word or phrase using digital tools such as Jamboard or Canva. This approach not only strengthens the connection between the visual image and the meaning of the word but also supports emotional well-being by allowing space for creative self-expression.

To develop the ability to see something positive even in minor events or activities, the teacher can create *a wall of gratitude* on Padlet, where students can share the acts of kindness they experienced. In addition to improving vocabulary and developing writing skills, it may also enhance faith in humanity and demonstrate that life is full of wonderful people.

A project-based task, "*My Comfort Box"*. This project-based task fosters connection, empathy, and a sense of value among students. The teacher invites learners to create a digital or physical box filled with various things: objects, images, even words they associate with comfort and safety. Students then briefly present their boxes in English, explaining the significance of each item. Afterwards, classmates are encouraged to respond by expressing their feelings about the presented items or by sharing similar personal experiences. This activity not only builds vocabulary related to emotions and personal well-being but also strengthens classroom cohesion and mutual understanding.

If carefully implemented, such activities can significantly improve students' self-perception, ability to analyze their emotional state, and help them find ways to address and overcome their fears, uncertainty, or other negative emotions. This is especially important for students who have to live and study in war conditions, who have been displaced, and who try to find themselves and their place in new surroundings. Through understanding, care, and empathy, EFL teachers can improve the lives of their students and make the world a better place to live.

E. Designing Emotionally Intelligent Hybrid Learning Spaces: A Three-Dimensional Framework

To implement "cozy corners" for both for online and onsite students, we adapted the ACAD model and the following design implementation steps (see Table III Educational Design Dimensions for Cozy Corners in Hybrid Classrooms based on ACAD Model). Offered "three-dimensional framework" follows the main structural and conceptual principles of the ACAD model, namely epistemic design, set design, and social design. To create meaningful hybrid learning experiences, there is a need for a thoughtful and well-balanced integration of physical and digital elements. This framework does not merely aim at increasing instructional effectiveness but also promotes psychological safety, emotional engagement, and a sense of belonging for all learners, regardless of their mode of participation. As a result, a holistic and emotionally aware learning environment is created.

Epistemic Design focuses on the tasks and activities students engage in. Onsite learners benefit from quiet collaboration, journaling, and peer coaching, while virtual participants reflect through digital journaling, breakout rooms, and asynchronous discussions. These activities are intentionally crafted to foster autonomy, emotional regulation, and metacognitive growth. Cozy corners, whether physical or virtual, serve as safe spaces for self-paced, reflective learning. These epistemic strategies are grounded in the understanding that learning is deeply intertwined with affect. When students are given structured opportunities to pause, reflect, and process, their cognitive engagement is enhanced. Moreover, the inclusion of emotional literacy tasks, such as identifying personal learning challenges or naming emotions, strengthens their ability to manage complex learning environments. The design thus moves beyond content delivery to include the cultivation of internal competencies necessary for lifelong learning.

Set Design addresses the tools and environments that support learning. Onsite settings include calming visuals, soft lighting, and sensory items, while virtual spaces offer mindfulness apps, music playlists, and digital lounges. It is essential to ensure a hybrid parity, the equal access to calming and reflective resources across modalities. The design should evoke comfort, inspiration, and engagement, helping students feel grounded and supported. The physical arrangement of the learning space – whether a quiet corner in a classroom or a customizable virtual interface – acts as a silent co-teacher. For onsite learners, cozy seating, nature imagery, and tactile tools like stress balls create a haven within an otherwise busy environment. For online participants, virtual backgrounds, personalized dashboards, or quick access to emotional support resources play a similar role. Importantly, hybrid learning platforms must be responsive to students' emotional and sensory needs, allowing for personalization and moments of quiet withdrawal when required.

Social Design emphasizes roles and interactions within the learning space. Facilitators encourage emotional check-ins and peer support, while students are empowered to self-

regulate and collaborate. Hybrid strategies, such as pairing onsite and online learners and using shared platforms like Padlet or Miro, promote inclusive and empathetic dialogue. Cozy corners become hubs for emotional connection and shared reflection, bridging the gap between digital and physical presence. This dimension particularly highlights the relational dynamics that shape emotional safety. Teachers act not only as knowledge facilitators but also as emotional anchors who model empathy and openness. Group norms, such as active listening, turn-taking, or the right to 'pass' during discussions, reinforce psychological safety. Through intentional structuring of social interactions, students learn to pass through interpersonal challenges, value emotional diversity, and build resilient learning communities.

Together, these elements create hybrid spaces that are not only functional but also emotionally intelligent and deeply human-centered. In times of crisis, such as during war or displacement, the value of emotionally responsive learning environments cannot be overstated. The integration of epistemic, set, and social design enables learners to engage not only cognitively but also affectively, fostering a sense of continuity, care, and connectedness that transcends physical boundaries.

F. ACAD and Tech pods

Social design elements, such as small group work, can increase students' sense of presence and belonging. These micro-communities within the classroom – whether physical or digital – serve as essential emotional anchors that foster both academic engagement and personal connection. For example, tech pods will be efficient in reducing the vulnerability of students' emotional intelligence, as well as their psychological condition and social performance. By offering structured yet flexible group settings, tech pods enable learners to express themselves more freely, engage in co-regulation of emotions, and practice interpersonal skills that are essential in emotionally intelligent learning spaces.

If to rephrase a well-known proverb, "The path to hybrid harbors passes through a techpod" (rephrased from *The path to Heaven passes through a teapot*). Following the CHARM Model of Hybrid Classroom [22], the implementation of *tech pods as group workstations* would facilitate students' active participation and enhance their self-performance, thus fostering emergent activities as an intersectional component of the ACAD model. This means that while set, epistemic, and social design elements operate independently, they converge within tech pods to create moments of synergistic learning. These emergent activities are not just by-products of design; they are indicators of a healthy, adaptive learning ecosystem.

To avoid feelings of frustration and loss, students will be able to engage in both physical and virtual collaboration. Such dual participation empowers learners to interact within multiple communication modes, thereby improving their digital fluency and social adaptability. Having arranged a controlled environment, another benefit is to reduce distractions and continue with focused group work [23]. These structured learning zones help students transition smoothly between cognitive tasks and emotional states, reinforcing self-regulation and collaborative resilience.

According to the hybrid session participants, a supportive and reliable environment is desirable for students to make them feel more secure and improve their emotional well-being. Feedback from students often highlights how emotionally safe tech pods feel – spaces where they are not only allowed but encouraged to pause, share, and co-create knowledge without fear of judgment. The consistency and continuity of developing students' *emotional intelligence* through facilitating their feelings and emotions via collaborative experiences established through tech pods is another advantage of this "socially constructing" technology. It reinforces emotional vocabulary, empathy, and trust, which are all crucial aspects of mental health literacy in academic contexts [7].

Social performance released during the collaborative activities also fostered teamwork spirit and communication skills. Having a balance between individual and group work, the students could "tailor" their individual learning scenarios. This balance supports differentiated instruction by allowing learners to negotiate their own pacing, depth, and mode of engagement, while still benefiting from the collective intelligence of the group.

Further implementation of the ACAD Framework to boost the efficiency of tech pods is offered as a consequential pathway to improving complex and challenging learning situations and designing learning-enhanced solutions. The framework acts as a blueprint for instructors, helping them to intentionally align the "design-time" elements (such as the choice of collaborative tools or pod configurations) with the "learn-time" dynamics (like interpersonal feedback and emotional co-regulation). In terms of the enhancement of tech pods workstations to develop students' emotional, psychological, and social needs, with a focus on both "design time" and "learn-time" directions, ACAD frameworks serve as a creative environment to promote learning and collaboration. This dual focus ensures that the learning space is not only effective at the moment of instruction but also adaptable to students' evolving needs and experiences over time.

Hybrid classes equipped with tech pods are uniquely designed to enhance students' emotional intelligence, psychological condition, and social performance. Following the principles of the ACAD framework, this study aims to provide a structured approach to designing these environments, ensuring they meet the diverse needs of students and promote holistic development. In this sense, tech pods are not merely logistical solutions for hybrid learning—they are intentional, emotionally intelligent design interventions that center the learner as a whole person.

V. Conclusions and Perspectives

In this paper, we have outlined and pre-evaluated a range of both technological and anthropocentric design solutions, which will foster more effective implementation of hybrid classrooms as safe, immersive learning spaces. These approaches aim to improve both teachers' and students' physical well-being, psychological safety, and socio-emotional resilience. In particular, we emphasize the value of inclusive design, emotional intelligence, and collaborative learning environments.

While the current study is situated in the domain of teaching and learning English, the subject-specific aspects are not the only focus. A central contribution lies in considering the situational and social dimensions of hybrid learning, which are transferable to other disciplines. The Activity-Centered Analysis and Design (ACAD) framework emphasizes physical, epistemic, and social aspects of learning, making it adaptable beyond language education. Thus, although the examples stem from EFL contexts, the methodological principles and attention to social-emotional competencies can be generalized to other subject areas. The following structural and pedagogical elements have emerged as key recommendations for future implementation:

- Classroom infrastructure that refers to the Toolkit on Accessibility from UNICEF, including spacious layouts, barrier-free access for students and teachers with disabilities (e.g., wheelchair users), appropriate lighting, low-noise soundscapes, and temperature control to ensure inclusive, health-supportive environments.
- Height-adjustable, mobile teaching stations such as pneumatic rolling desks that allow instructors to adapt their physical positioning in the space, thereby reducing physical strain and encouraging fluid classroom management.
- Node-style seating and mobile tablet armchairs, which enable students to form learning clusters quickly and reconfigure the physical space for collaborative group work. Such flexible furniture promotes autonomy and peer interaction in onsite settings.
- "Cozy corners" (online and onsite) as hubs of emotional connection, mindfulness, and shared reflection. These intentionally designed spaces allow for self-regulation, metacognitive pauses, and moments of comfort in otherwise demanding hybrid environments.
- Tech pods for students, as outlined in the CHARM-EU Hybrid Classroom Model, equipped with multiple microphones, cameras, and screens to provide seamless access to group discussions and collaborative work, ensuring equal inclusion for both online and onsite students.
- Targeted training for teachers in the HFL classroom technology implementation and digital-emotional classroom management strategies. This includes designing open, friendly, and inclusive learning environments, as well as adopting flexible instructional models that accommodate the needs of both remote and in-person learners.

These elements collectively work toward a human-centered vision of hybrid education that places equal value on emotional well-being and cognitive achievement.

Looking ahead, further research is necessary to deepen our understanding of how socio-emotional interactions can be optimized in HFL environments. Teacher professional development will remain central – particularly in the fields of socio-emotional learning, empathy-building, intercultural awareness, and trauma-informed pedagogy. Existing studies emphasize that educators require specific training to support learners from unsafe regions, post-conflict zones, and disrupted educational trajectories [18, 19, 24, 25, 26-28, 29-30].

As the demand for hybrid education models continues to grow, especially in contexts disrupted by instability, displacement, or infrastructural limitations, it becomes increasingly urgent to expand pedagogical frameworks that are emotionally intelligent, inclusive, and dignity-affirming. Such approaches are essential to cultivating resilient learning communities capable of responding to global challenges with agency and care.

Currently, the research is expanding to include more transnational participants, sharing knowledge globally. In 2025, the course "Transcultural Project-Based Learning. Multilingualism through the Arts" will be offered continuously to German and Ukrainian students in a hybrid format. The course will focus on educational project management, intercultural communication, and interdisciplinary collaboration. Students will also participate in the international eTwinning project BLABL.ART, partnering with institutions from Italy, France, Reunion, and the Czech Republic. The course will be guided by the core principles of universality, interdisciplinarity, openness, flexibility, respect, and resilience, ensuring continuity with the human-centered approach to hybrid education at Julius-Maximilians-Universität Würzburg and other partners.

The proposed concept of "hybrid harbors" – understood as emotionally intelligent, safe, and human-centered hybrid learning spaces – holds the potential to be adapted across a wide range of challenging learning contexts. These may include refugee and displacement education programs, remote and rural communities lacking digital infrastructure, post-pandemic recovery classrooms, and regions affected by ecological crises. The anthropocentric emphasis of such models positions learners and educators as active agents of empathy and transformation, rather than passive recipients of content. Building frameworks of inclusivity, emotional safety, and transdisciplinary collaboration is essential in cultivating a new generation of global citizens who can

respond with resilience and creativity to complex societal disruptions.

Ultimately, the pedagogical designs and concepts introduced here do not only aim to ensure educational continuity. They aspire to create shared spaces of healing, connection, and empowerment through intercultural dialogue and artistic expression. In so doing, they open up possibilities for a new kind of education—one that is not only innovative and resilient but also profoundly human.

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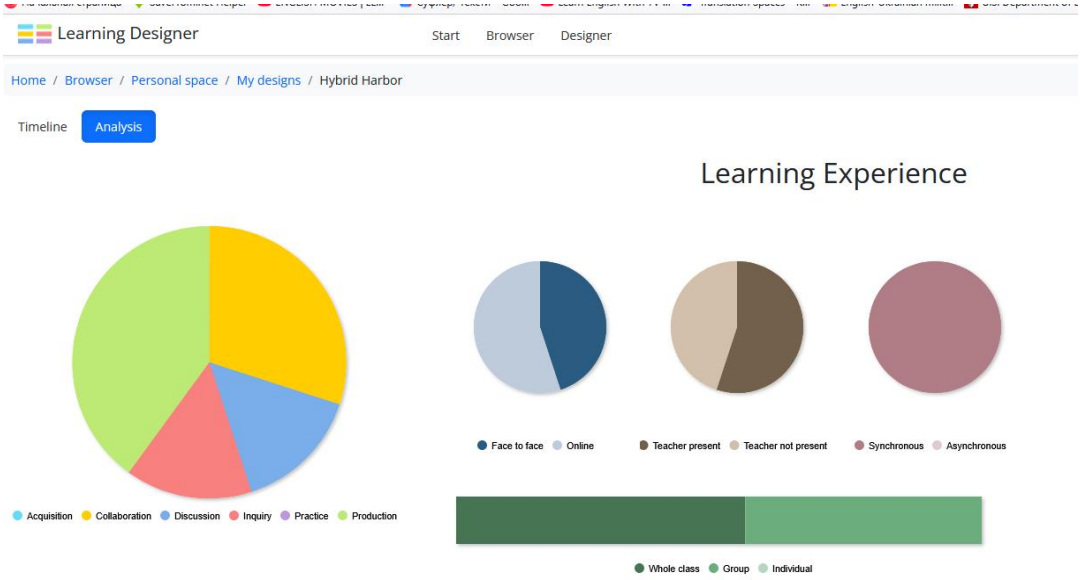

Figure 1. Visual representation of the learning design for hybrid sessions

Table III. Educational Design Dimensions for Cozy Corners in Hybrid Classrooms based on ACAD Model

Dimension	Focus	Application	Design Implications
1. Epistemic Design (Tasks and Learning Activities)	Learning tasks and activities students engage in	Onsite: Reading, journaling, peer coaching, quiet collaboration Virtual: Digital journaling, breakout rooms for reflection, asynchronous discussion boards	Tasks should foster autonomy, emotional regulation, and metacognitive skills. Cozy corners support self-paced, reflective, and emotionally aware learning.
2. Set Design (Physical and Digital Environment)	Tools, spaces, and resources available	Onsite: Comfortable seating, soft lighting, calming visuals, noise-reducing elements; tools like notebooks, tablets, sensory items Virtual: Calming breakout rooms, virtual lounges; tools like mindfulness apps, music playlists, journaling platforms	Ensure hybrid parity by offering equivalent calming and reflective resources in both physical and digital formats. Design should evoke comfort, inspiration, and engagement.
3. Social Design (Roles and Interactions)	Social arrangements and participant roles	Facilitator: Promote use of cozy corners for emotional check-ins and peer support Students: Self-regulate, support peers, reflect on learning Hybrid Strategy: Pair onsite and online students for shared reflection; use collaborative tools like Padlet or Miro	Encourage inclusive, emotionally intelligent interactions. Cozy corners become spaces for empathy, collaboration, and shared reflection across modalities.

Table IV. Reflections on Hybrid Classrooms (Seminar 2) through the Lens of the ACAD Model
(*The responses provided by participants were retained in their original form, including any grammatical errors, stylistic inconsistencies, or language issues, to preserve the authenticity and integrity of their input)*

ACAD Dimension	Focus	Participant Reflections	Design Implications
Epistemic Design (Tasks and Learning Activities)	Learning tasks and emotional engagement	"The multiple informative resources our instructor provided us with. I really kept me engaged and curious." "I particularly liked that we got to know lots of different activities and links to sites with even more information on classroom activities and I'm eager to try them out in the classroom -> artful thinking project for example".	Design tasks that promote emotional expression, autonomy, and metacognitive awareness. Include reflective journaling and structured check-ins.
Set Design (Physical and Digital Environment)	Tools, spaces, and sensory elements	"Creating a collaborative art project, such as a jounal with labels in multiple languages, promotes practical vocabulary learning and cultural expression in a creative way." "Integrating transmedial creative	Create calming, inclusive environments both onsite and online. Use sensory tools, soft lighting, and digital mindfulness resources (e.g., Thinking Routine Toolbox by Project Zero, Harvard

ACAD Dimension	Focus	Participant Reflections	Design Implications
		environments into TEFL by combining storytelling, social media simulations, AR/VR, and multimedia projects where students create and adapt content across formats (e.g., blogs, videos, comics) to build language skills and digital literacy."	Graduate School of Education).
Social Design (Roles and Interactions)	Relationships, collaboration, and support	"I got a new friend from Germany due to the classes. So it was definitely incredible experience especially in practicing foreign language". "I've also learned how to create a collaborative learning environment that encourages active participation, using hands-on activities and projects that promote authentic language use."	Foster emotionally intelligent interactions. Use hybrid pairings and collaborative platforms like Padlet or Miro to bridge modalities.

Appendix A

An Analytical Review of the Hybrid Learning Environment (Seminar 2): Assessing Benefits and Challenges
(*The responses provided by participants were retained in their original form, including any grammatical errors, stylistic inconsistencies, or language issues, to preserve the authenticity and integrity of their input)*

Section I: Overall Experience. Evaluating the Balance Between Accessibility and Reduced Engagement in Hybrid Classrooms

Positive Reflections:

- "No problems or challenges, everything was well-organised!" (Anonymous 1)
- "I wouldn't redesign anything." (Anonymous 7, Redesign section)
- "Everything was wonderful!" (Anonymous 1, Support section)
- One participant described the experience as "interesting and exciting" (Anonymous 1, Emotional Well-being section) and another gained "a new friend from Germany" (Anonymous 3, Emotional Well-being section).

Challenges and Negative Reflections:

- "at first it was a bit awkward because you feel people watching you on the big screen, but then you get used to it. The biggest challenge was that at times you feel separate from the others, because when there is a discussion offline, you can't always hear what is being said, so you don't have the confidence to add something of your own." (Anonymous 2)
- "Tech issues" (Anonymous 7)
- "even though the others were present vie zoom, the lesson felt kind of empty with only 5 on-sight participants." (Anonymous 8)
- "Disconnected when during the zoom class my headphones didn't work" (Anonymous 6, Engagement section)
- "you generally felt disconnected from the class due to the fact that the majority of the participants was attending online." (Anonymous 8, Engagement section)
- "I prefer an on-site class format. Hybrid always creates more distance." (Anonymous 5, Belonging section)

Section II. Key Benefits of the Hybrid Learning Model: Prioritizing Flexibility and Accessibility

Flexibility and Convenience:

- "Flexibility, while I was able to join remotely" (Anonymous 2)
- "the possibility to participate from home in case of unexpected events / sickness / etc. ..." (Anonymous 4)
- "lowered it [stress], knowing I could join online" (Anonymous 9, Emotional Well-being section)

- "The hybrid format had a positive impact on my emotional well-being because it gave me flexibility. I could learn from home, which reduced stress related to commuting and saved time." (Anonymous 7, Emotional Well-being section)
- "This format is convenient for presentations, videos, etc., and participants both in the classroom and online can easily be in context." (Anonymous 3)

Global Participation:

- "I guess, such format is really great, bc students from around the world can participate in this course" (Anonymous 3)

Accessibility for Specific Needs:

- "The possibility to see the presentations looking at my laptop's screen. I can see all the words and pictures clearly despite my poor eyesight" (Anonymous 7)

III. Challenges and Areas for Improvement: Bridging the Online-Offline Divide

Communication Gaps & Disconnection:

- "The biggest challenge was that at times you feel separate from the others, because when there is a discussion offline, you can't always hear what is being said, so you don't have the confidence to add something of your own." (Anonymous 2)
- "I sometimes felt disconnected due to poor sound quality (because offline students sat far from speakers)." (Anonymous 7, Engagement section)
- "Not being able to really communicate with the online group during the class." (Anonymous 4, Isolation section)

Sense of Belonging/Inclusion:

- "The moment when I felt connected was when I could share my own teaching experience." (Anonymous 3, Belonging section)
- "There was no sense of belonging as we were only 5 people attending in present." (Anonymous 8, Belonging section)
- "Overall, I felt included in the class, at least I felt like I belonged to the offline group. But I don't know how the online group felt." (Anonymous 15, Belonging section)
- One participant, however, felt the format *helped* inclusion: "The hybrid format actually helped me feel included because it gave everyone a chance to participate, no matter where they were." (Anonymous 7, Belonging section)

On-site Attendance Concerns:

- "seeing as the on-sight attendance for the german students was mandatory, there really was nothing to "work well" for us." (Anonymous 13)
- "i would like to see a minimum of on-sight participants reqiurement for the course." (Anonymous 8, Redesign section)

IV. Collaboration and Engagement Strategies

Collaboration Tools:

- "Chatting, Zoom meeting, whatsapp group" (Anonymous 9, Collaboration section)
- "We worked with google docs and communicated vie Whatsapp. I'd say the communication was the easy part." (Anonymous 8, Collaboration section)
- "Beyond classes, we collaborated using WhatsApp and Zoom. It worked for all of us since it's convenient way to reach out to each other and discuss the" (Anonymous 17, Collaboration section)
- "We managed group work quite effectively by using online tools for communication and collaboration, such as shared documents, Zoom sessions and chat groups." (Anonymous 7, Group Work section)

Engagement Strategies:

- "interest in the topic, seeing the goal" (Anonymous 9, Engagement section)
- "The Zotero platform was very convenient because all materials and homework were easy to access. The course included a lot of practical tasks, which kept me motivated." (Anonymous 7, Engagement section)
- "Use of presentations and videos." (Anonymous 2, Engagement section)
- "The multiple informative resources our instructor provided us with. I really kept me engaged and curious." (Anonymous 4, Engagement section)
- "Presentation of Methods and Tools, practical applications inside the class to use in or for the project, motivated me and helped me stay engaged" (Anonymous 5, Engagement section)
- "Thinking about the final project and picking up ideas during the seminar" (Anonymous 6, Engagement section)

V. Instructor's Role: Primarily Supportive

Key Support Mechanisms:

- "Our teacher was always ready to answer out questions" (Anonymous 3)
- "The instructor was so nice. She wrote us emails, gave us inspiration about project, and asked all our questions about that" (Anonymous 1, Instructor Support section)

- "The instructor always took into account the involvement of all participants, repeated questions if necessary, or explained twice when the idea was not understood." (Anonymous 12, Instructor Support section)
- "The instructor was very supportive throughout the course. She gave clear instructions on how to make the final project. She encouraged participation, asked for feedback and provided helpful examples connected to art." (Anonymous 7, Instructor Support section)
- "Our instructor supported our learning experience by creating our own zotero library where she shared our course's content." (Anonymous 18, Instructor Support section)
- "When posing a question to the class, she also tried to include the online group in the discussion, which helped a bit with the collaboration between the two groups (online & offline) I think." (Anonymous 19, Instructor Support section)

Minor Suggestions for Improvement:

- "Maybe a little bit more encouragement / guidance from the instructor and more exact instructions for the final project." (Anonymous 4, Support section)

VI. Emotional Well-being and Stress Levels

The impact on emotional well-being varied, but for many, the flexibility offered by the hybrid format was a stress reducer. Initial nervousness was often overcome by increased familiarity and confidence.

Stress Reduction through Flexibility:

- "lowered it, knowing i could join online" (Anonymous 9, Emotional Well-being section)
- "It generally helped because I was more flexible and did not need to meet at a fixed spot to collaborate with the others" (Anonymous 5, Emotional Well-being section)
- "The hybrid format had a positive impact on my emotional well-being because it gave me flexibility. I could learn from home, which reduced stress related to commuting and saved time." (Anonymous 7, Emotional Well-being section)

Initial Nervousness and Developing Confidence:

- "This format brought a bit of stress at the beginning, but it gave me experience, and now it doesn't seem scary." (Anonymous 2, Emotional Well-being section)
- "At the beginning of the course, I felt both excited and slightly nervous because it was a new format for me. By the end of the course, I felt more confident, inspired, and motivated." (Anonymous 11, Emotional State section)

Occasional Stressors:

- "I was slightly more stressed just before the draft presentation, because I wasn't sure if I understood the project assignment correctly." (Anonymous 4, Emotional State section)
- "at the end i was a bit more stressed because of the final presentation coming closer" (Anonymous 6, Emotional State section)

VII. Suggestions for Future Hybrid Classes

Improving Communication and Interaction:

- "Maybe settle from the beginning of the course on a way of communication between the online and offline participants, so that we can exchange ideas more easily and establish a connection from the start." (Anonymous 12, Suggestions section)
- "I guess that the group with all participants on networks is the best way to improve communication" (Anonymous 20, Suggestions section)

Technical and Structural Improvements:

- "It would be good to try to display all the information, including questions, on the screen, as this prevents online participants from not being involved." (Anonymous 10, Redesign section)
- "Make the order and planning more rigid. Provide more exact guidelines for what to do in order not to be confusing." (Anonymous 9, Suggestions section)
- "I would like to see a minimum of on-sight participants reqiurement for the course." (Anonymous 8, Redesign section)