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I. How can we optimise communication and exchange between university management and students or staff in times of crisis?

*- eventually also:*

II. Options for hybrid musical education/entrance exams/appointment procedures

I. How can we optimise communication and exchange between university management and students or staff in times of crisis?

## aims:

- transparency
- transport facts + feelings of security
- flat hierarchies / (feeling of) equal treatment
- showing empathy !

## important:

- Quality ! (substantively + technical)
- for critical topics or problems:
  - securing critical infos (otherwise wave of rumors...)
  - Listen to both sides (when 2 parties involved)

# Communication measures in COVID 19 crisis:

## Information and exchange per:

1. circulars / newsletters
2. video meetings / video chats
3. personal video messages
4. videoblogs / digital concert spaces
5. website (incl. FAQs)
6. social media
7. notices + signs
8. one-on-one interviews
- 9. YOUR ideas + experiences....**

## *Effectiveness + problems:*

### **ad 1. circulars / newsletters:**

- often too long
- in how many languages ?  
→ in Trossingen so far German/English  
(but seems to overtax the Chinese students)

*Effectiveness + problems:*

## **ad 2. video meetings / video chats**

- *telephone conferences: only at the beginning of crisis*
- probably the most frequently used ?
- good experience, especially if at regular intervals  
(initially many participants, recently significantly fewer)
- separately for teachers and students (or for special target groups or committees)

*Effectiveness + problems:*

**ad 3. personal video messages:**

- elaborate preparation / in how many languages ?
- can only be used meaningfully in individual cases  
(has a more "political" effect)



## *Effectiveness + problems:*

- **ad 4. videoblogs / digital concert space**
- current video collection in the web / interactive if wanted (with commentary function)
- seperated in: students videos / online lectures / recordings or livestreams
- high staff- and technichal equipment

## *Effectiveness + problems:*

### **ad 5. website**

- Infotexts often very long / abstracts or graphics necessary
  - complex issues not easy to present in plain language or graphically
- FAQs + good links
- little or no use by students from certain cultural backgrounds (*f.e. Asians*)

## *Effectiveness + problems:*

### **ad 6. Social Media**

- more typical for short news + visual media
  - with complex information not easy
  - in Trossingen only few social media-affine staff, so far only used by the Students' Council in communication with students

## *Effectiveness + problems:*

### **ad 7. posters + signs**

- helpful from presence lessons on
- danger of confusing "signpost forest"

*Effectiveness + problems:*

**ad 8. individual interviews**

- optimal communication
- very costly → many personal discussions necessary

ad 9. → YOUR ideas + experiences...

*Best practise examples: → Breakout-session 3*

## II. Options for hybrid musical education/entrance exams/appointment procedures

# Options:

1. tools + equipment
2. digital classrooms
3. entrance exams
4. livestream of exams or appointment procedures



## **ad 1. tools + equipment**

- used tools (Zoom, JamKazam, LoLa...)
- university digital equipment
- individual equipment (of teachers and students)

## **ad 2. digital classrooms**

- special rooms in the university
- for both sides: either teacher or student
- personal technical support
- booking system (f.e. via Asimut)

## **ad 3. entrance exams**

- digital 1st round
- "Disklavier" (HfM Freiburg & Tokio)

## **ad. 4. livestream of examinations or appointment procedures**

- for external Commissioners, not for candidates
- high staff- and technical equipment

→ YOUR ideas + experiences:

*(best practise examples...)*

*Many thanx !*

