How to Use the HyFlex Method to Teach Online and In Person at the Same Time

Dr. Brian Beatty
San Francisco State University

Contact NORD
December 2, 2020

Brief Bio…

- Faculty (and former Chair)
  Instructional Technologies (College of Ed)
- AVP Academic Affairs Operations (8yrs)
- E-Learning Design and Development
- Train-the-Trainer
- Classroom teacher
- Technical training (USN)

- OER author: https://edtechbooks.org/hyflex/

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Agenda

- Supporting Students in Multiple Modes: HyFlex
- Technical Factors
- Engagement Strategies
- Supporting HyFlex Students
- Equipping and Supporting HyFlex Faculty
- Aligning Systems and Resources to Support Implementation
- Questions?

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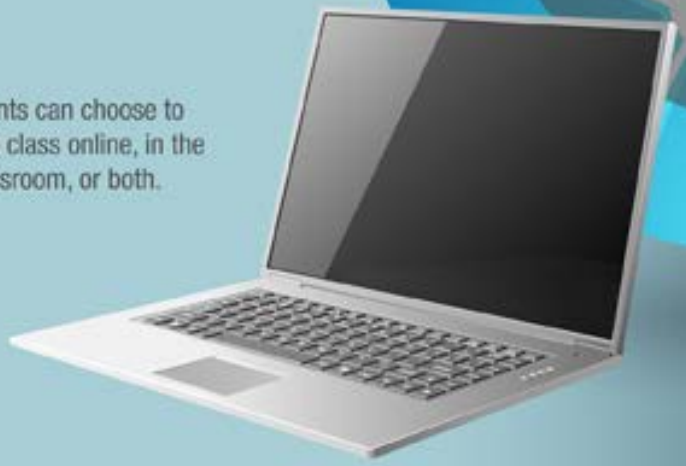
What is HyFlex?

This gives students the freedom to study when and where they want to based on their own needs, desires, and preferences.

Students can choose to take the class online, in the classroom, or both.



HyFlex classes combine elements of both online and classroom-based learning – they take hybrid courses to a new level of flexibility.

Course material is offered in traditional and online formats.

Students can choose how they attend courses weekly, which can resolve many scheduling conflicts.

SOURCES: TECHPULSEHE.WORDPRESS.COM | EDUCAUSE.EDU

Policy Definition

In a **Hybrid Flexible (HyFlex) Class,** students can choose to attend class either in an assigned face-to-face environment or in an online environment (synchronous, asynchronous, bichronous).

Latest revision to SFSU Academic Senate Policy S19-264
https://senate.sfsu.edu/policy/online-education-policy-1

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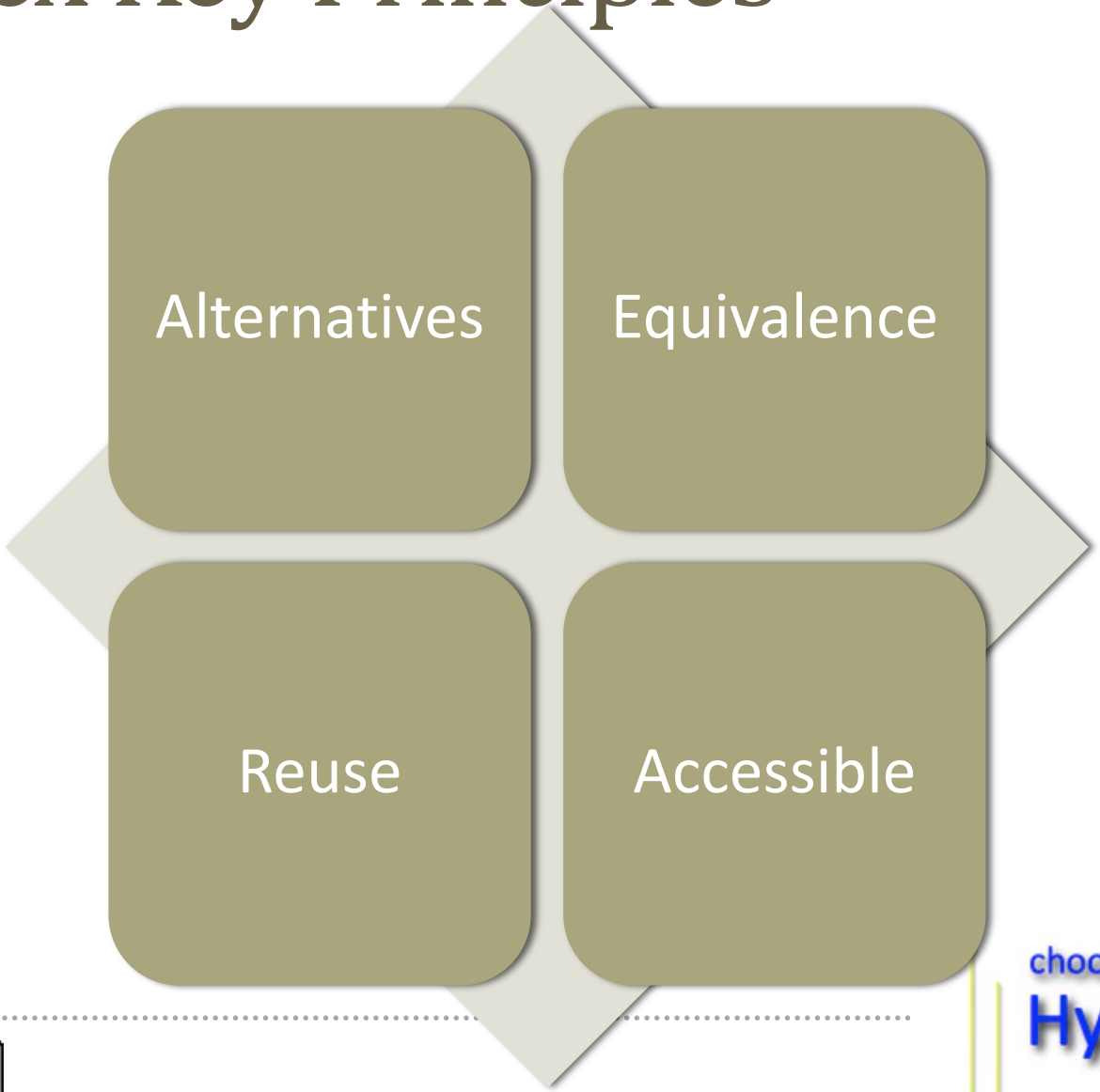
HyFlex Key Principles



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Alternatives

HyFlex courses must have fully developed participation alternatives: classroom (face to face) and online (distance).

- Online participation may include synchronous (same time) and asynchronous (time independent).
- Determine how much flexibility students need to adequately participate; most situations require some level of time independence in addition to location independence, requiring an asynchronous online alternative.

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Equivalence

Alternative paths in a HyFlex course must lead to equivalent learning outcomes.

- Various participation modes may present content, engage students and assess learning with different media and activities, but all students should be able to achieve the same learning outcomes.
- Outcomes based on process (e.g., participating in discussions, demonstrating learning) should fit the participation mode rather than being forced into the same form for all.

Learning outcomes do not change | Process outcomes may differ

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Reuse

Instructional materials and student-generated artifacts from learning activities in each participation mode become learning resources for all students.

- Instructional materials: build once and use in all modes as appropriate
- Student activity: capture in-class activity for online student use and vice-versa. Audio | Video | Text | Documents

The LMS can be an excellent resource for capturing, curating and sharing resources for all modes.

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Accessible

Alternative participation modes in HyFlex courses must be accessible to all students.

- Legal requirements for accessibility (Section 508 of ADA, local regulations, policies, and practices) for all media and activities
- Meaningful accessibility includes access to network, technology, and skills needed to participate in online modes.

Alternative participation modes are valid alternatives only if students can effectively participate in all (or desired) modes.

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More than just "HyFlex"

Mode-Neutral (2008)

Multi-Access Learning (2009)

Multi-Options (2014)

Converged Learning (2012)

Flexible Hybrid (2014)

Peirce Fit ® (2014)

FlexLearning (2012)

Blendflex (2016)

Comodal (2016)

Flexibly Accessible Learning Environment (FALE) (2018)

Provides multiple options with student control over participation mode

Provides multiple options but (perhaps) no student control over participation mode

Synchronous Learning in Distributed Environments (SLIDE) (2011)

Remote Live Participation (RLP) (2018)

gxLearning (2011)

Blendsync (2011)

For more about these, visit https://edtechbooks.org/hyflex/book_intro

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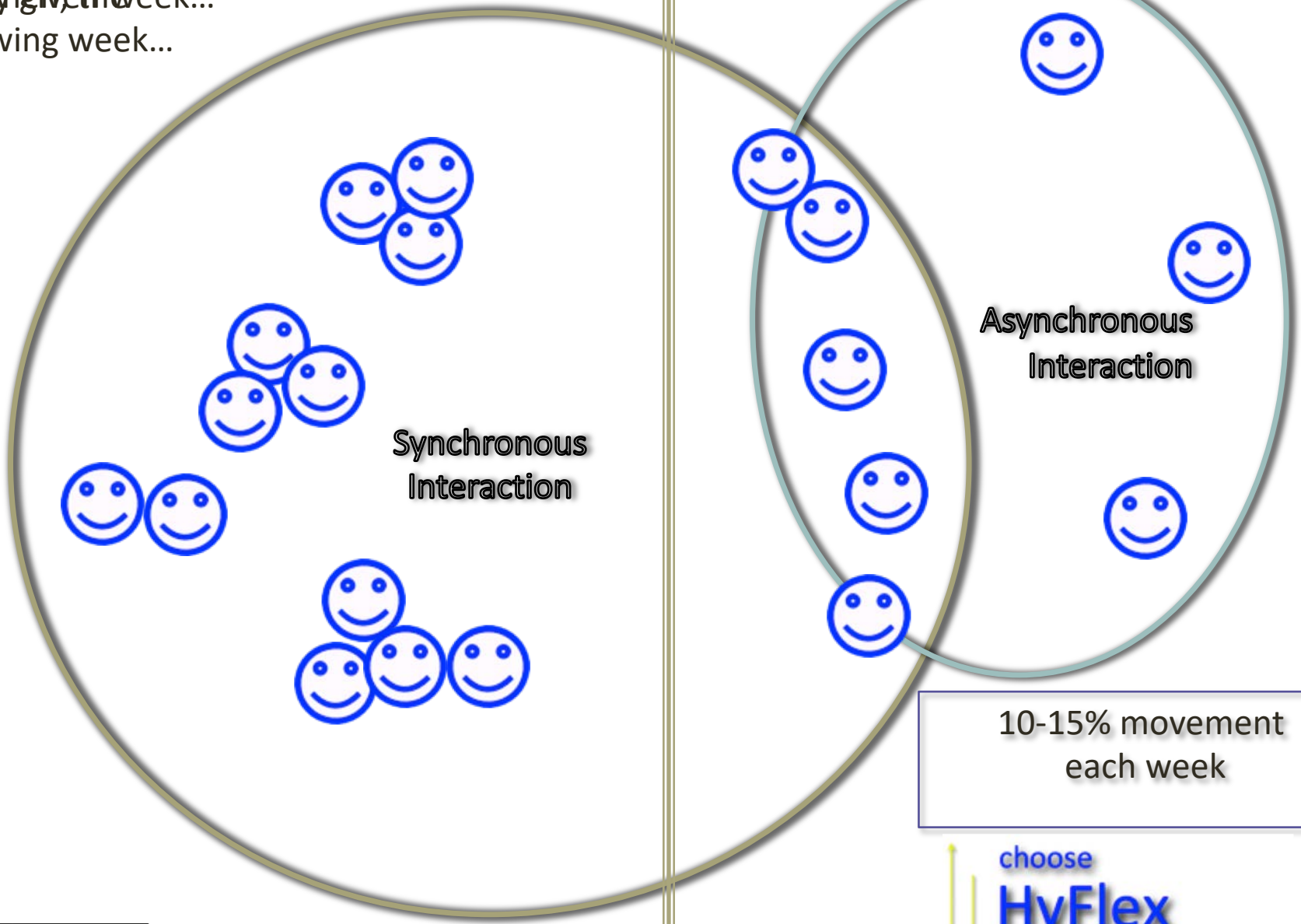
Student and Faculty Experiences

CLASSROOM PARTICIPATION

ONLINE PARTICIPATION

Another group the following week…



10-15% movement each week

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Technology Needs

- All modes
  - Learning Management System and related technologies
  - Access to network and devices
- Classroom mode
  - Audio and video stream from class
- Online synchronous mode
  - Audio and video stream from class
  - Student audio and video stream to class
  - Web conferencing application
- Online asynchronous mode
  - Recording audio and video for presentations, videos

https://na.panasonic.com/us/panasonic-professional-ptz-cameras

https://www.shure.com/en-US/products/accessories/mxwncs8

Simple Technology Solutions

HuddleCamHD
$200USD

https://www.amazon.com/Streaming-External-Microphone-Learning-Compatible/dp/B08HLH5M6V/
$50USD

https://www.amazon.com/Speakerphone-Microphone-Conference-Omnidirectional-Touch-Sensor/dp/B07WD52LXJ/
$50USD

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Meeting Owl Pro
https://www.owllabs.com/meeting-owl
$1000USD

More complex technology is sometimes used in special situations.
KU Leuven (Belgium) https://edtechbooks.org/hyflex/hyflex_MTP_KULeuven

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Blended Synchronous Guidelines: https://blendsync.org/handbook/

https://blendsync.org/case-studies/

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https://blendsync.org/case-studies/

Case Studies

Blended Synchronous Learning

Uniting on-campus and distributed learners using rich-media real-time collaboration tools

A major component of the Blended Synchronous Learning project is to conduct case studies of blended synchronous learning in the field. The purpose of the case studies is to provide a better understanding of the issues that impact on the effectiveness of blended synchronous learning, which in turn can be used to enhance the practice of educators. Seven case studies are being conducted:

Follow

FlexSpace.org

FLEXspace®
Flexible Learning Environments Exchange

- Institutions sharing their space designs, technology setups, and more. Free account for educators.

https://flexspace.org/

"The Flexible Learning Environments eXchange is a place where we can openly **exchange** ideas about learning spaces (technology, facilities, pedagogy), especially helpful during the time of social distancing and dynamic hybrid/flexible modalities as many campuses are making plans for facilities projects."

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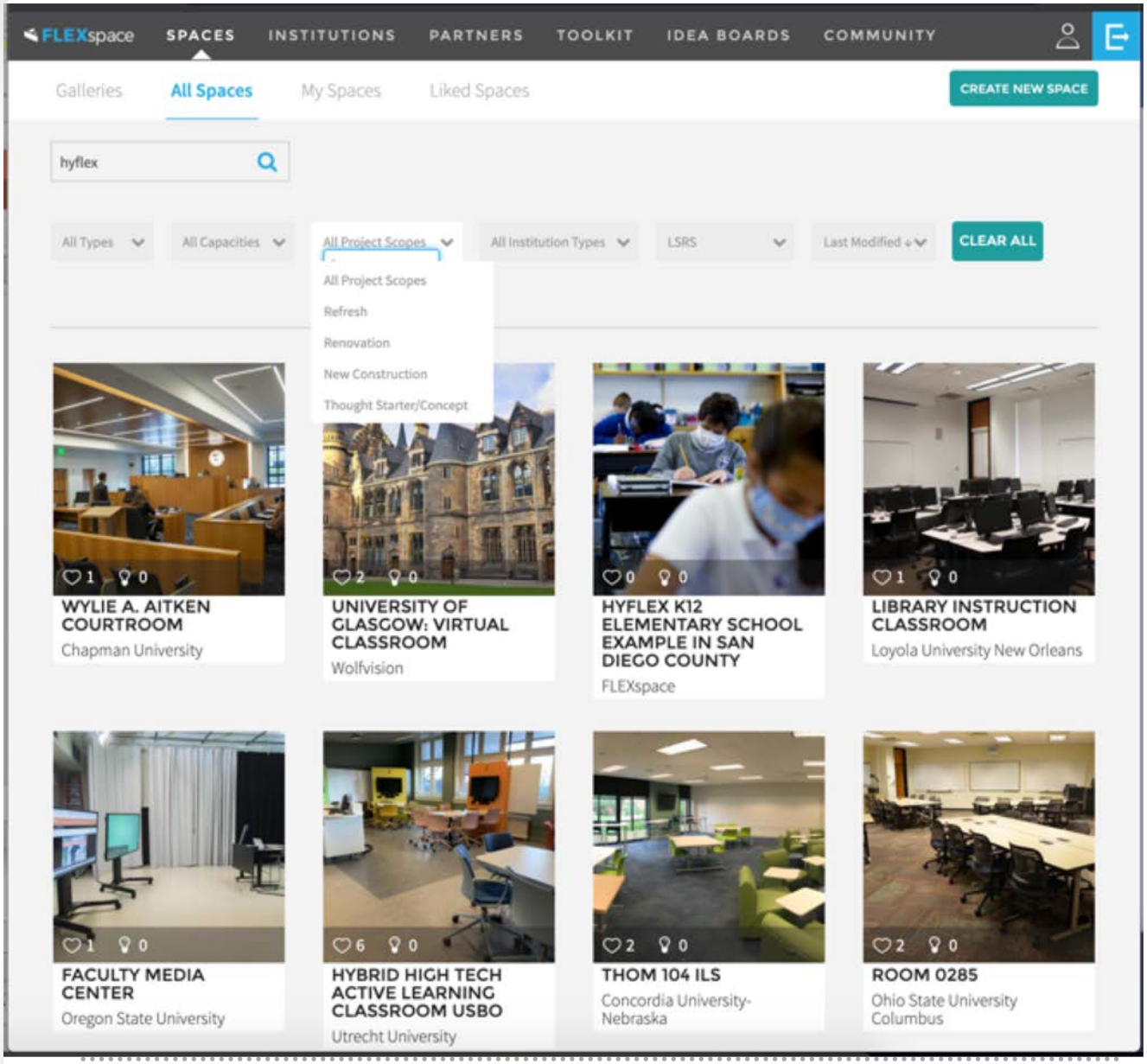

With a free account, you can search the database for specific space characteristics.

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Sample Participation Language

I include a simple statement like this in my syllabi. Refer them to anything you have posted online describing your local modes of participation.

This course is delivered in the Hybrid-Flexible "HyFlex" format. Students may attend class in person each session or alternatively participate in online activities. *This choice may be made on a session by session basis.* (This is the *Flex*ibility part of *HyFlex*.) The attendance and participation policy will be discussed during class the first session. Additional questions should be addressed to the instructor. See the book, *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes*, freely available at https://edtechbooks.org/hyflex for more information on the HyFlex course format.

https://www.peirce.edu/degrees-programs/ways-to-learn/peirce-fit

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- Intensive Courses
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Questions?

Speak with Admissions.

Choose From Online or on Campus Week to Week

For more than 150 years, Peirce College has served working adult learners, so we know that earning your degree means juggling a lot of responsibilities. We also know that when the demands on your time change at a moment's notice you don't just want choices and flexibility – you need them. That's why we created Peirce Fit.

Peirce Fit is a life-friendly way to earn a degree where you choose from week to week to attend class on campus or online. So if you prefer the convenience of online classes but occasionally want a traditional classroom experience, you can do that. Or if you enjoy anon campus environment but something comes up, you always have the flexibility to study online.

With Peirce Fit, you get the freedom to switch back and forth throughout the course as your schedule and needs change. Each week your professors are prepared to adapt their teaching approach to the number of students attending class here at our Philadelphia, PA campus. That means you always get the personalized and focused instruction Peirce is known for, whether you're on campus, at home or anywhere else with an internet connection.

Peirce Fit is unique to Peirce College and is available for students in all of our certificate, graduate and undergraduate degree programs. No matter what program you're in at Peirce, you'll be able to make the call every single week whether you want to come to class or go online. No

Why Peirce Fit?

https://www.su.edu/academics/shenflex/

COVID-19 Information

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https://www.su.edu/

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- First Year Seminar – Going Global
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- Barzinji Project
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- Academic Resources & Centers

What Is ShenFlex?

ShenFlex is what Shenandoah University is calling the plan that allows learning to occur both in-person and online, simultaneously, if needed. If it is necessary for a student or an instructor to learn or teach remotely, they can easily do so. Through ShenFlex, learning will occur, whenever, wherever, and however it needs to, as it meets the needs of students and instructors.

ShenFlex

The ShenFlex model is adapted from the HyFlex (Hybrid-Flexible) course design developed in the mid-2000s to allow students to switch back and forth between in-person and virtual formats.

ShenFlex is designed to have controlled face-to-face components.

Courses integrate online and face-to-face learning communities where students sometimes meet in a physical space / classroom while also learning through online resources and activities. ShenFlex courses have significant face-to-face components, but also allow for students and faculty with medical or other demonstrated need to participate online. ShenFlex allows us to maintain significant face-to-face experiences for most students and faculty while adapting to space limitations, individual needs, and other constraints related to COVID-19.

Four Principles of ShenFlex

1. **Alternatives**: Providing meaningful alternative participation modes for students and enabling faculty to

Engaging Students in HyFlex Classes

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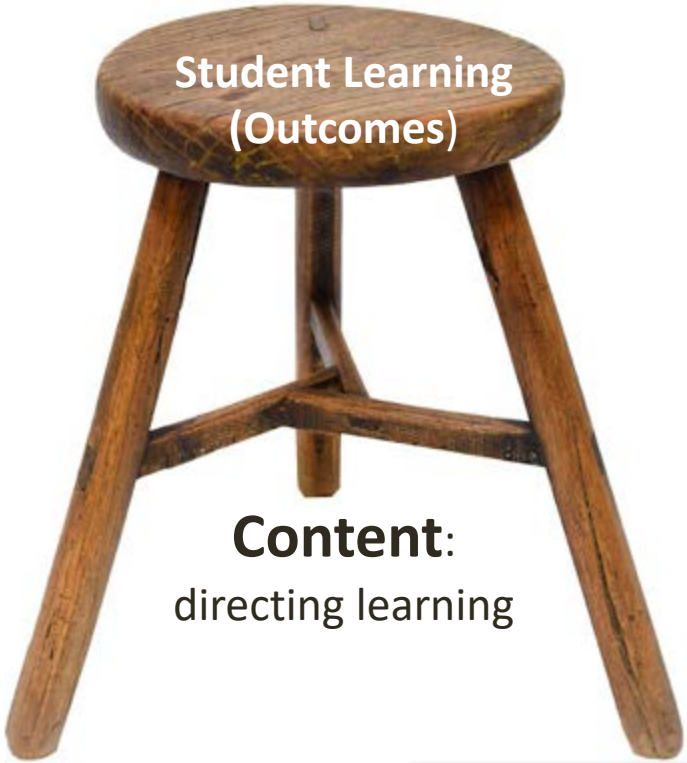
Three-phased Instruction



Content:
directing learning

Assessment:
evaluating learning

Engagement:
facilitating learning

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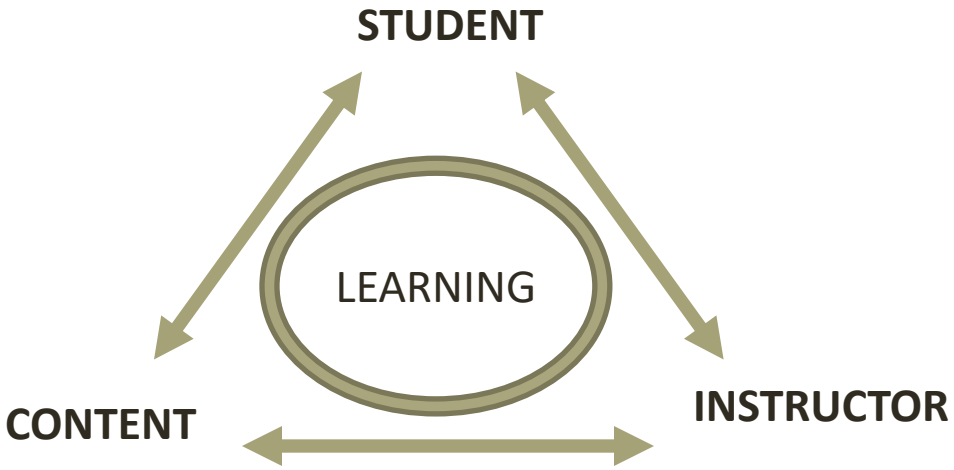
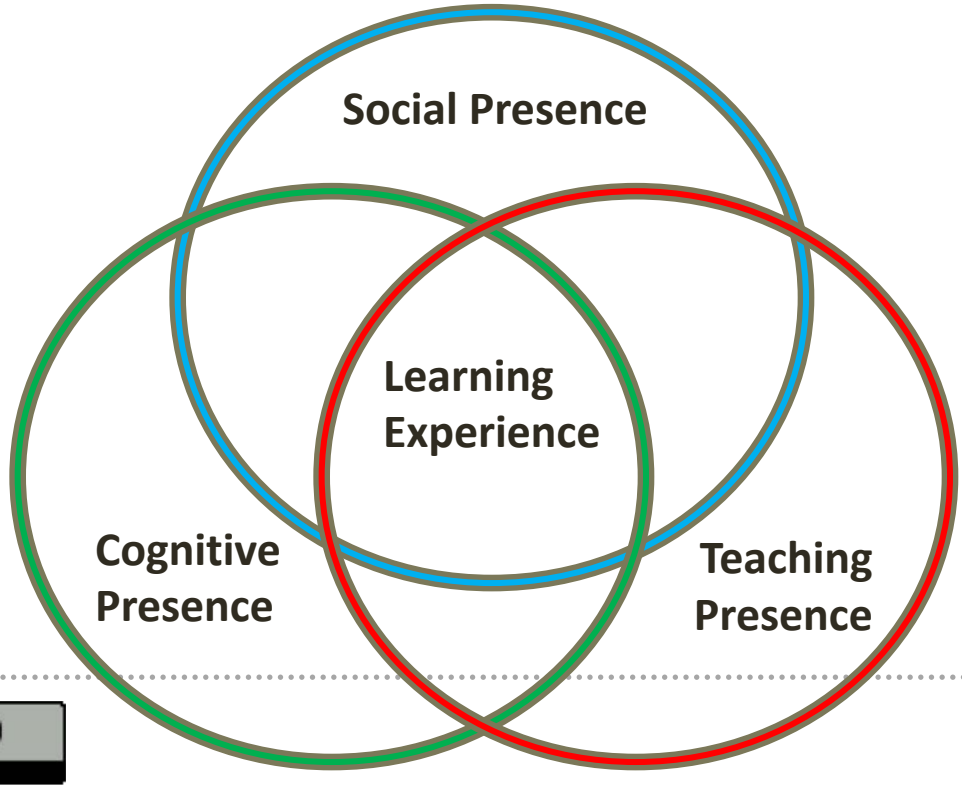
Student Engagement/Interaction

- How do students interact with content? (Is this engaging for them?)
- How do students interact with each other to support learning? (Is this engaging for them?)
- How do students interact with the instructor? (Is this engaging for them?)



Who is Present?

- Social presence: communication, relationship
- Cognitive presence: construct and confirm understanding
- Instructor/teaching presence: instructional design, facilitation, direct instruction



Community of Inquiry: build a solid foundation of social presence and teaching presence to stimulate cognitive presence in a course.

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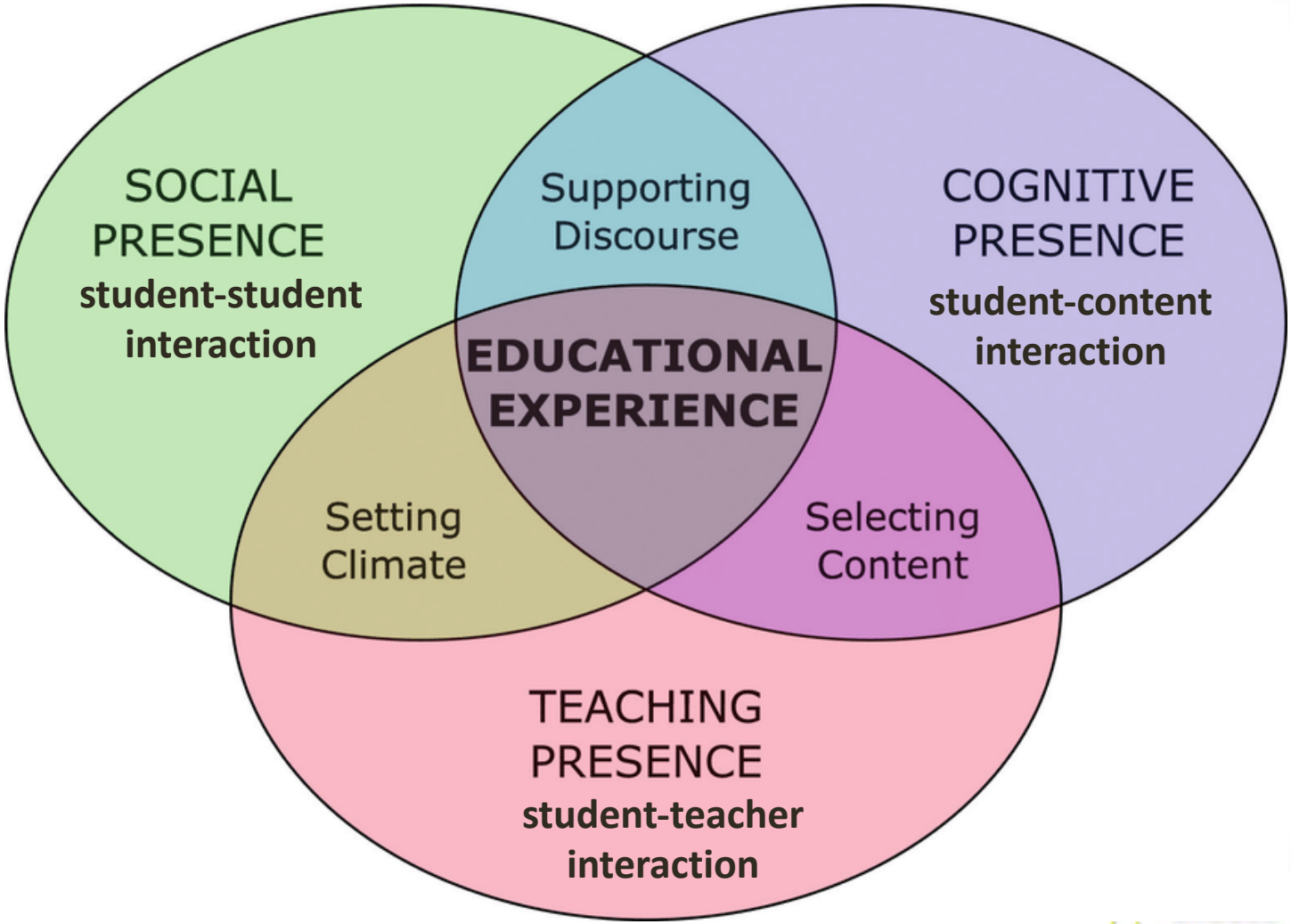
Content excerpted and derived from: 1) Garrison, R., Anderson, T., and Archer, W. (2000). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet in Higher Education, 2*(2-3), pp. 87-105. and 2) Moore, M. G. (2013). The Theory of Transactional Distance. In M. G. Moore, Ed., *Handbook of Distance Education*. Routledge, NY.



Community of Inquiry Model of Engagement

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Cognitive Presence

Defined: the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication.

- most basic form of presence contributing to success in higher education environments
- a vital element in critical thinking, a process and outcome that is frequently presented as the ostensible goal of all higher education

Social Presence

Defined: the ability of participants in the Community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to the other participants as ``**real people**.''

- Supports cognitive presence, indirectly facilitating the process of critical thinking carried on by the community of learners.
- When there are affective goals for the educational process, as well as purely cognitive ones, then **social presence is a direct contributor to the success of the educational experience**.

Teaching Presence

… consists of two general functions, which may be performed by any one participant in a Community of Inquiry; however, in an educational environment, these functions are likely to be **the primary responsibility of the teacher**.

1. **Design of the educational experience**: selection, organization, and primary presentation of course content, design and development of learning activities and assessment.
2. **Facilitation**: a responsibility that may be shared among the teacher and some or all of the other participants or students; sharing is appropriate in higher education and common in computer conferencing.

The element of **teaching presence is a means to an end** - to support and enhance social and cognitive presence for the purpose of realizing educational outcomes.

Transactional Distance in HyFlex

How can instructors design HyFlex to manage transactional distance to better support learners?

- Classroom: High dialogue, low structure – **LOW transactional distance** (low autonomy required; dependent students)
- Online synchronous: high dialogue *possible,* moderate structure *(technology mediation)* – **MEDIUM transactional distance**
- Online asynchronous: lower dialogue *common*, high structure – **HIGH transactional distance** (high autonomy required; independent students)

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Connections among Students

1. Weekly reflection posts – online, open, forum
2. Encourage participation mode “churn”
3. Form small group discussions with in-class and online sync students
4. Use online forums to “capture” the report-outs from in-class discussion activities
5. Require peer feedback on draft assignments
6. Subscribe all students to all discussion forums; encourage participation of all students

Engagement: Classroom

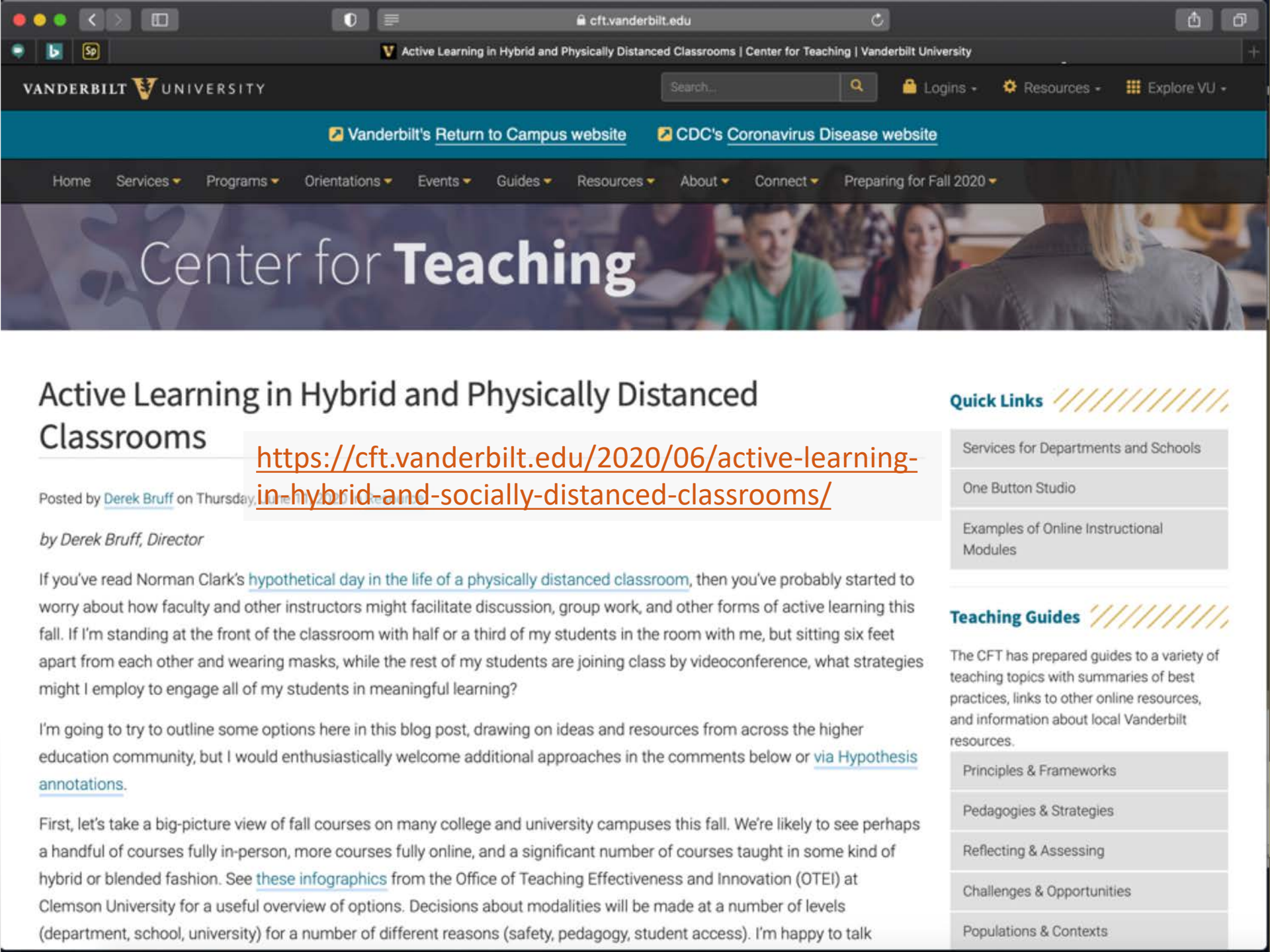
- **What worked well in the past may still work well**, unless social distancing requirements interfere (masks, distance, immobility)
  - High dialogue (verbal exchanges)
  - Low structure (variety of activity options)

- **Students must interact** with *content*, the *instructor* and *each other* (student-content, student-instructor, and student-student)
  - Interactive lectures
  - Small group activity and discussion
  - Be creative - use variety: simple games, role-plays, debates

Classroom Engagement

Resources:

- Active Learning in Hybrid and Socially-distanced Classrooms (Vanderbilt) https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/
- Active Learning while Physical Distancing (Louisiana State University) https://docs.google.com/document/d/15ZtTu2pmQRU_eC3gMccVhVwDR57PDs4uxlMB7Bs1os8/edit


cft.vanderbilt.edu
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Active Learning in Hybrid and Physically Distanced Classrooms
https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/
Posted by Derek Bruff on Thursday,
by Derek Bruff, Director
If you've read Norman Clark's hypothetical day in the life of a physically distanced classroom, then you've probably started to worry about how faculty and other instructors might facilitate discussion, group work, and other forms of active learning this fall. If I'm standing at the front of the classroom with half or a third of my students in the room with me, but sitting six feet apart from each other and wearing masks, while the rest of my students are joining class by videoconference, what strategies might I employ to engage all of my students in meaningful learning?
I'm going to try to outline some options here in this blog post, drawing on ideas and resources from across the higher education community, but I would enthusiastically welcome additional approaches in the comments below or via Hypothesis annotations.
First, let's take a big-picture view of fall courses on many college and university campuses this fall. We're likely to see perhaps a handful of courses fully in-person, more courses fully online, and a significant number of courses taught in some kind of hybrid or blended fashion. See these infographics from the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University for a useful overview of options. Decisions about modalities will be made at a number of levels (department, school, university) for a number of different reasons (safety, pedagogy, student access). I'm happy to talk
Quick Links
Services for Departments and Schools
One Button Studio
Examples of Online Instructional Modules
Teaching Guides
The CFT has prepared guides to a variety of teaching topics with summaries of best practices, links to other online resources, and information about local Vanderbilt resources.
Principles & Frameworks
Pedagogies & Strategies
Reflecting & Assessing
Challenges & Opportunities
Populations & Contexts

Interactive Ideas for Hybrid and in-class

Active Learning in Hybrid and Physically Distanced Classrooms, blog post by Derek Bruff

https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/

Class-wide Discussion	Written Work
Live Polling	Hybrid Pair Work
Backchannel	Jigsaw
Collaborative Notetaking	Fishbowl
Groupwork?	Physical Movement?

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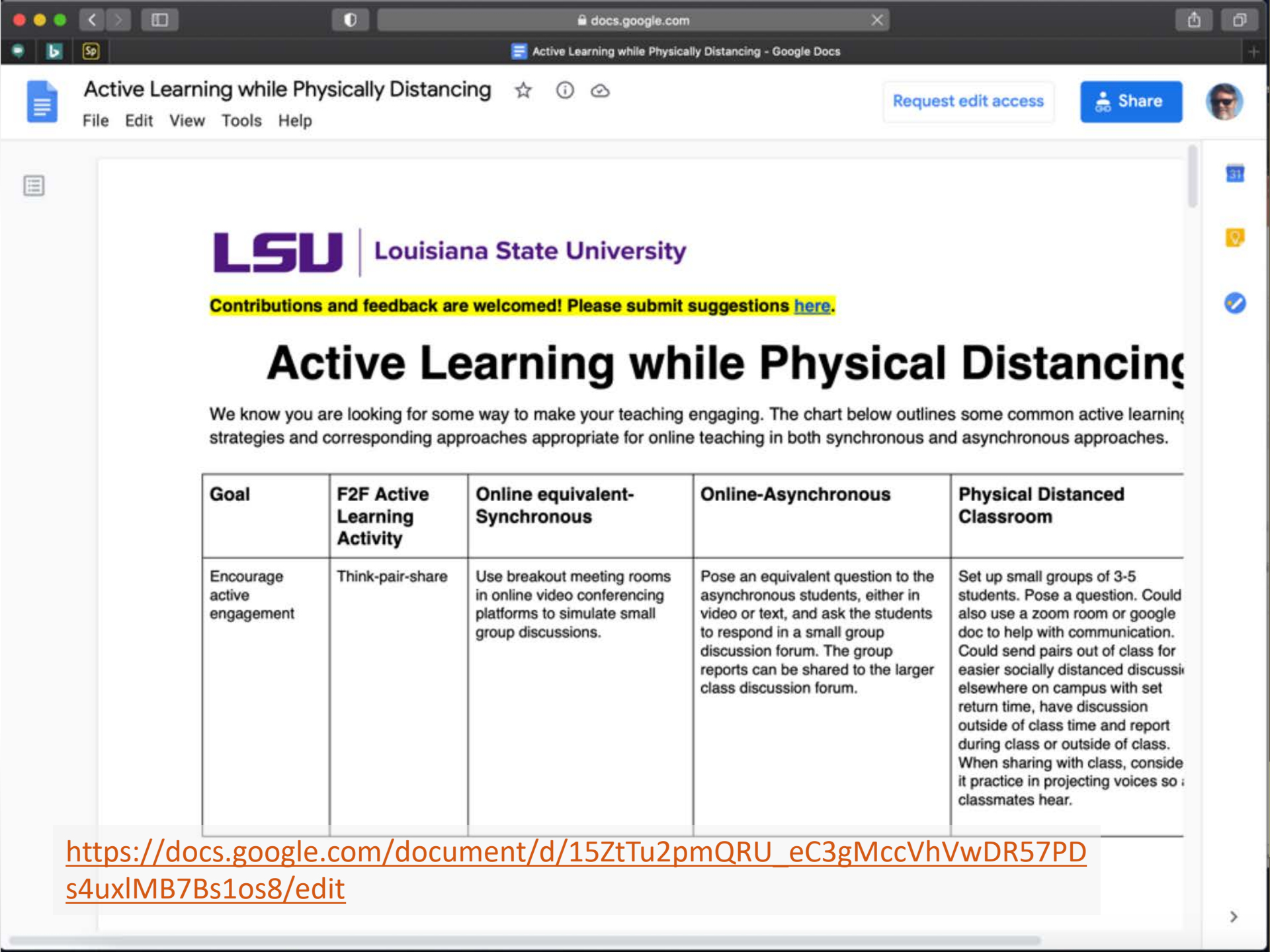

https://docs.google.com/document/d/15ZtTu2pmQRU_eC3gMccVhVwDR57PDs4uxlMB7Bs1os8/edit

Engagement: Online Synchronous

- **What works well in the classroom** may work well in the synchronous mode, when the technology requirements are met (audio-video, network).
- **Students must interact** with content, the instructor and each other (student-content, student-instructor, and student-student).
- **Treat students as if they were in the physical classroom**: expect interaction, set expectations for audio and video, provide opportunities for them to present to class.
- **Use the interactive tools available in the platform**: polls, whiteboard, etc. (Zoom: https://zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf)

Facilitating Discussions

Resources:

- Facilitating Discussions in-class and online (DePaul University) https://resources.depaul.edu/teaching-commons/teaching-guides/instructional-methods/Pages/discussions.aspx

https://resources.depaul.edu/teaching-commons/teaching-guides/instructional-methods/Pages/discussions.aspx

Teaching Commons

Teaching Guides

- How Students Learn
- Course Design
- Instructional Methods
  - Lecturing Effectively
  - Facilitating Discussions
  - Service Learning
  - Internships
  - Field Work
  - Case Studies
- Assignment Design
- Feedback & Grading
- Learning Activities
- Online Teaching
- Technology

Teaching Commons > Teaching Guides > Instructional Methods > Facilitating Discussions

Facilitating Discussions

If you've been teaching for any amount of time, you've probably encountered a stalled or failed attempt to get students to participate in a class discussion. There are a number of reasons why this happens. Students may come to class unprepared, or you may be too focused on where you want the discussion to go rather than listening and responding to what your students are saying. Perhaps students are participating—but it is the same three students every time.

Setting Expectations

- Explain why you are using discussions versus another method of engagement. Be explicit about your goals (and hopes) for class discussions.
- Tell students how you expect they will prepare for discussions. Consider asking students to prepare beforehand by drafting 2-3 questions or written responses to questions shared beforehand.
- Establish ground rules for how discussions

Assessing in Discussions

- Define what a good discussion looks like: create a checklist or rubric
- Assign discussion grades frequently
- Take note of who is participating and who is not participating
- Actively solicit input from quieter students
- Reserve five minutes at the end of class and ask students to evaluate the effectiveness of the discussion in small groups or in a free write
  ---------- online ----------
  Provide meaningful, timely feedback: Don't reply or grade every post. Pick out exemplars, offer private and public appreciation.
- Provide video recaps or written summaries of patterns in the discussion worthy of attention, and give praise to exemplars.
- Focus on quality over quantity: Reduce the number of discussions; use smaller groups instead of larger ones; ask them ahead of time about format/timelines.

Engagement: Online Asynchronous

- **Students must interact** with content, the instructor and each other (student-content, student-instructor, and student-student)
- The instructor MUST dedicate time to interact with asynchronous students **several times a week**.
- Student-student interaction around content is very helpful to learning, **if students choose to participate**.

Engaging Online Students

Resources:

- Adding some TEC-VARIETY: https://tec-variety.com/ See Chapters 10 Interactivity and 11 Engagement
- Managing Large Online Classes - https://und.edu/academics/ttada/_files/_docs/session-documents/resource-roundup-managing-large-courses.pdf
- Guidance from the Rochester Polytechnic Institute: https://www.rit.edu/academicaffairs/tls/course-design/teaching-elements/student-to-student

https://tec-variety.com/

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ADDING SOME TEC-VARIETY 100+ Activities for Motivating and Retaining Learners Online

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und.edu/academics/ttada/_files/_docs/session-documents/resource-roundup-managing-large-courses.pdf

https://und.edu/academics/ttada/_files/_docs/session-documents/resource-roundup-managing-large-courses.pdf

Contributed by Lisa LaFountain and Rebecca O'Connell, North Carolina State University

Managing Large Classes

CALS - The Connected Classroom

General Resources

- Managing High-Enrollment Online Courses - General tips and tricks. The suggestions are:
  - Replace written activities with objective knowledge checks
  - Use peer review
  - Use TAs effectively
  - Use threaded discussions judiciously
  - Resist the temptation to read and respond to every discussion post
  - Streamline feedback
- Teaching Large Classes | Center for Teaching | Vanderbilt University - More extensive general overview. Contains sections on:
  - Promoting Student Engagement
  - Handling Student Grades
  - Working with Teaching Assistants
  - Dealing with Cheating
  - Managing Logistical Issues
  - Integrating Technology
- Teaching Large Classes | The Center for Teaching and Learning - General tips and tricks, with short videos that interview students about what they like and dislike about large classes and what students want instructors of large classes to do.
  - How Can I Reduce the Feeling of Student Anonymity?
  - Use Active Learning Techniques
  - Grading Considerations
  - Practical Issues
  - Additional Resources
- Tips for Designing and Moderating Large Online Courses - Wiley Education Services - Suggestions for establishing expectations and leveraging resources to manage large classes
  - Reinforcing Expectations
  - Effective Communication & Interactions
  - Timely Grades/Feedback
  - Resources

Assessing Learning in HyFlex Courses

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Assessing Learning

- **Be consistent**! Students in all modes should have essentially the **same testing environments**, and this usually means all are taking online quizzes, tests and exams.
- **Is proctoring needed** for quizzes, tests, and high-stakes exams? If yes, how will it be implemented?
  - Students required to come to campus for tests
    - Still may require some accommodations
      - Local test centers?
      - Online exam without proctoring?
- **Consider a shift** to low-stakes (non-proctored) quizzes tests and exams supplemented (or replaced) by **authentic assessments**: performances that provide evidence for learning and understanding.

Assessing Learning Online

Ideas:

Vademecum for the Remote Assessment of Students

https://www.itqb.unl.pt/education/online-learning/vademecum-for-the-remote-assessment-of-students-2.pdf

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What about Cheating?

Lessons Learned from Cheating

Podcast

Provided by Inside Higher Ed, this **podcast and associated resources** highlight James Lang and his work on addressing the cheating reality in higher education. https://teachinginhighered.com/podcast/lessons-learned-cheating/

Series of **three Chronicle of Higher Ed articles** written by James Lang

- Cheating Lessons Part 1: Focuses on how the learning environments we create might play a role in inducing students to cheat
- Cheating Lesson Part 2: Focuses on the value of more frequent, lower stakes assessments of learning
- Cheating Lessons Part 3: Focuses on how these kinds of assessments not only reduce cheating but also increase learning

Book

If you want more - read the book! **Cheating Lessons: Learning from Academic Dishonesty** https://www.amazon.com/Cheating-Lessons-Learning-Academic-Dishonesty/dp/0674724631

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Authentic Assessment

- Beyond exams and quizzes: projects, presentations, reports
  - Documents, presentations can be delivered in class or online with little difference (use the LMS)
  - Are group assessments appropriate?

https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html

May be used to replace some or all exam assessment. Students could build a portfolio of work.

Authentic Assessments

- are realistic
- require judgment and innovation
- ask the student to “do” the subject
- replicate or simulate the contexts in which adults are “tested” in the workplace or in civic or personal life
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Evaluate with Rubrics

- May help reduce time in grading complex assessments (reports, papers, presentations, etc.)
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https://www.cultofpedagogy.com/single-point-rubric/

https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1004&context=tedfacpub

Evaluating Quality Design

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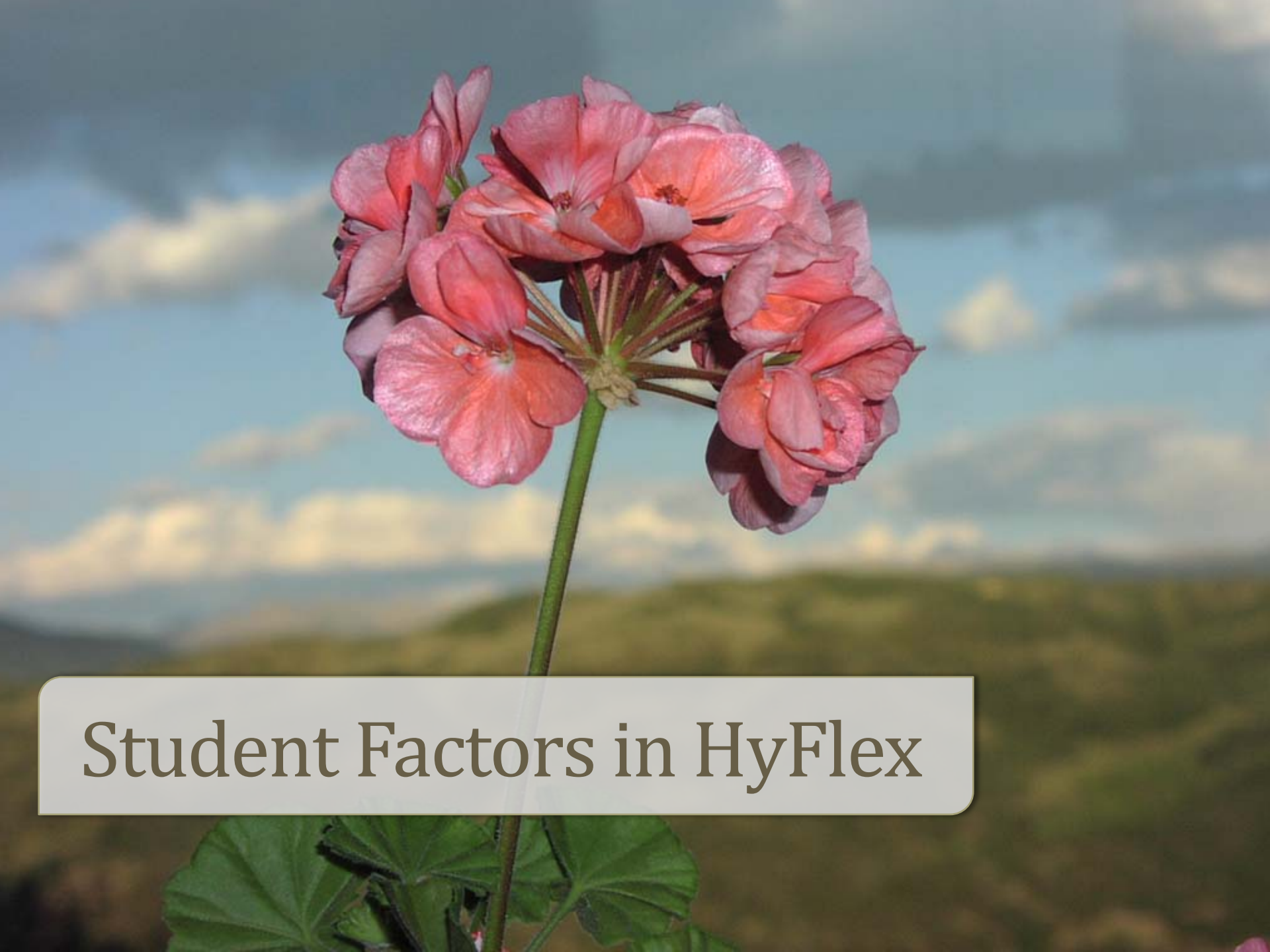


Student Factors in HyFlex

Students Value (benefits)

- Choose when to attend class in-person, and when to attend online
- Use additional learning resources available from all modes for review at any time (richer learning environment)
- Learn how to learn online without full commitment to only online
- Well-designed options available when in-class attendance isn't possible or convenient (improved access to learning)

choose HyFlex your alternative

What do Students Talk About?

HyFlex
your alternative

What do students say?

Visit and listen to students' perspectives:
https://edtechbooks.org/hyflex/student_experience

Nate Kaufman:
http://youtu.be/h60x7Miy9fk
Gustavo Campos:
http://youtu.be/0zddgiLVt5Y
Jess Kaufmann:
http://youtu.be/jVlzWRXBDyY
Joel Compton:
http://youtu.be/6ExBNhNuTPc

HyFlex Tips from Students

If you'd like to listen to students describing their experience, or read tips for student success offered by students themselves, see:

https://edtechbooks.org/hyflex/student_experience

- Near the end of the chapter, after the students share their HyFlex successes and challenges in short (3 min) video interviews, there are several lists of "Do's and Don't's" from students, written for students.

Student Schedule Flexibility

Communicate the HyFlex approach (opportunity) to students before the enrollment/registration process.

Registering for Classes (4 common approaches)

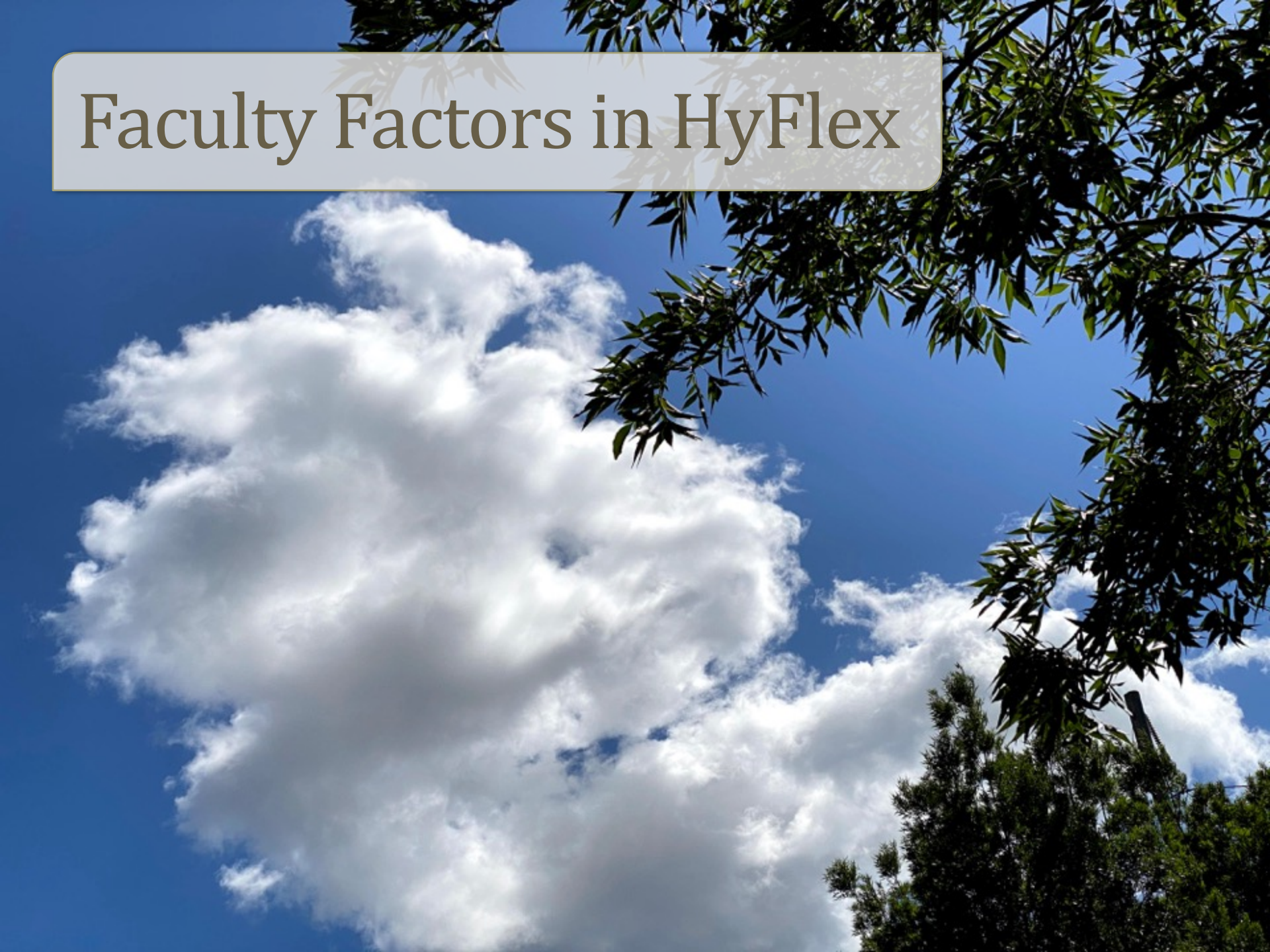
1. Treat all classes the same (as if all were classroom-based only). Communicate options after enrollment.
2. Split single class enrollment into two smaller sections – one online and one in classroom; allow students to participate in either one week by week.
3. For multi-section courses, list one section as classroom, one section as online.
4. Create new class section type in registration system.

Align Student Support

- Typical supports for fully online students
  - Administrative processes and forms
  - Technical support resources (network, hardware, software)
  - Online technical help (24/7?)
  - Advising and tutoring services
- Additional decision-making support for students

  "Should I participate online or in the classroom?"
- Consider restricting flexibility as needed
  - International students
  - Students not experiencing online learning success
  - Classroom seat availability

Faculty Factors in HyFlex



Where are faculty starting?

- Assumed: Classroom teaching effective (experienced)
  - Is this a good assumption?
  - Do you need to verify?
  - How can you support improvement where necessary?
- Experience teaching fully online
  - Synchronous and/or asynchronous?
  - How effective have students learned?
  - Where are the gaps in skills, abilities and resources?
- Experience teaching hybrid
  - What forms? Flipped? Co-modal?
  - Basic understanding of HyFlex principles?

Where do faculty want to go?

- Transitioning excellent face to face teaching to an online environment?
- Combining existing high quality face to face and online classes?
- Trying out HyFlex in a few class sessions?
- Full HyFlex development and deployment?

choose HyFlex your alternative

What do faculty say?

Visit https://edtechbooks.org/hyflex/teaching_hyflex to listen to several faculty share a few insights about their own HyFlex teaching experience.

Jeff Brain:
http://youtu.be/PTCS-kbczME

Patricia Donohue:
http://youtu.be/B5FTHXA1Vbk

choose HyFlex your alternative

Faculty Value

- No path for “absent” students – no excused absences. If students can’t attend in-person, they are expected to attend as an online student.
- Opportunity for deeper learning with more learning resources available
- Engagement with students between regular class sessions (when managed well)
- Support lower enrolled classes with additional access to students (up to section capacity)
- Built in backup when in-class instruction is not possible (professional travel, campus closure, etc.)

choose HyFlex your alternative

What is teaching in-person like now?

Are interactive classroom activities possible? Practical?

- Students and Teachers in masks – speaking clarity? Hearing ability?
- Students at least 6 feet from each other
- No movement from assigned area
- Teacher restricted to front of room
- Sharing resources?

Can online synchronous methods support interactive learning in the classroom also? (students in class also in the synchronous environment)

choose HyFlex your alternative

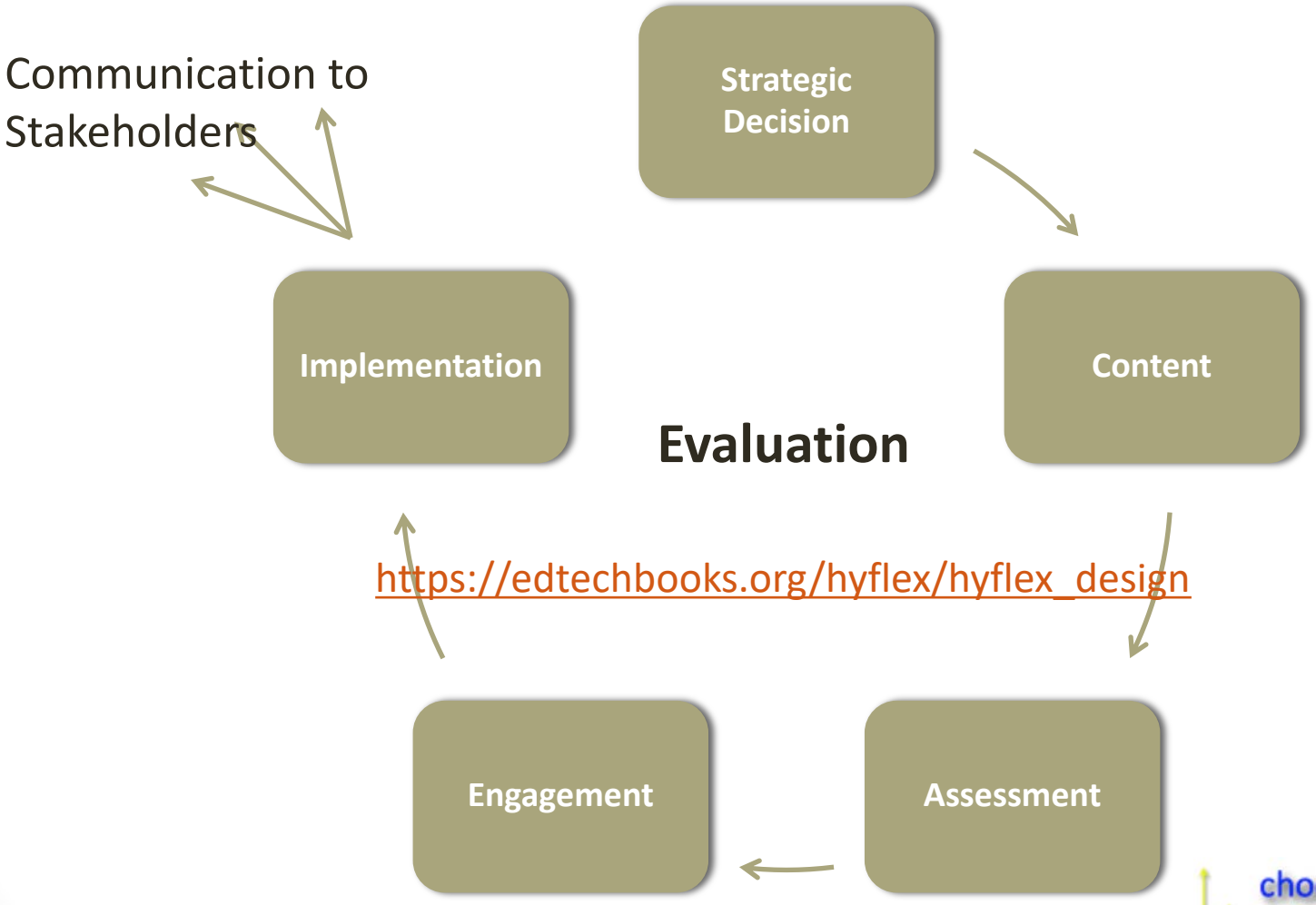
What is *your* design strategy?

choose HyFlex your alternative

Choose a Strategic Approach

- Assumption: Starting with effective face to face
- Choose which online modes you will support
  - Asynchronous?
  - Synchronous?
- Design for the online mode, knowing the design will also support F2F
  - I recommend designing for the asynchronous environment first, then using those materials (content, activities, assessment) to support students participating in other modes as well.
  - For an alternative view, see the video explaining a "Zoomflex" design strategy which recommends designing for the synchronous environment first. *(What assumptions does this imply?)* https://www.youtube.com/watch?v=C7VScPdhMvY

Steps to HyFlex



https://edtechbooks.org/hyflex/hyflex_design

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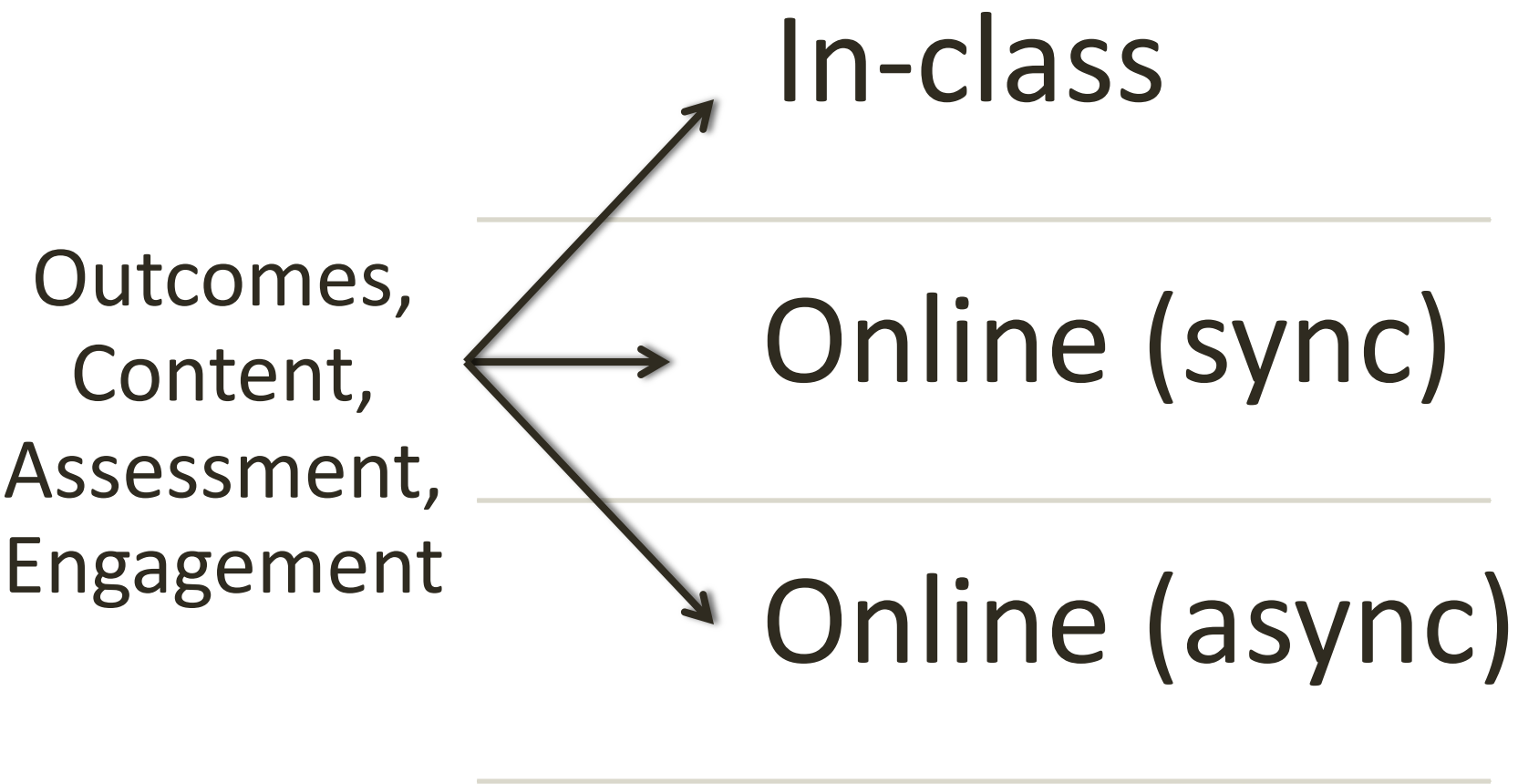
Design Alternatives



choose HyFlex your alternative

Design Support

Design Worksheets with Examples

https://sfsu.box.com/s/tqppzjgjxrg19i49c4u4cmtrlzcano66

Review Sample Course

PDF version:
https://sfsu.box.com/s/qz2kfhhu0xokl2pgzfd6vbtpmw3p025t

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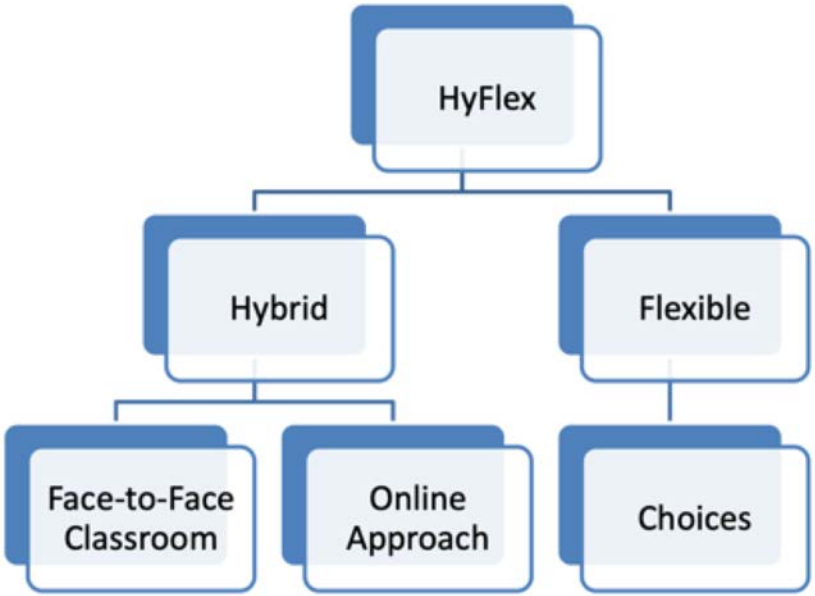
HyFlex | SUNY GCC Genesee Community College

HyFlex Course Development Guide

GCC HyFlex Team 2019



https://www.genesee.edu/cms/home/assets/File/GCC%20HyFlex%20Course%20Development%20Guide%20Document%20w%20Appendices.pdf

choose HyFlex your alternative

Assessing Learning in HyFlex Courses

choose HyFlex your alternative

Assessing Learning

- **Be consistent**! Students in all modes should have essentially the **same testing environments**, and this usually means all are taking online quizzes, tests and exams.
- **Is proctoring needed** for quizzes, tests, and high-stakes exams? If yes, how will it be implemented?
  - Students required to come to campus for tests
    - Still may require some accommodations
      - Local test centers?
      - Online exam without proctoring?
- **Consider a shift** to low-stakes (non-proctored) quizzes tests and exams supplemented (or replaced) by **authentic assessments**: performances that provide evidence for learning and understanding.

Assessing Learning Online

Ideas:

Vademecum for the Remote Assessment of Students

https://www.itqb.unl.pt/education/online-learning/vademecum-for-the-remote-assessment-of-students-2.pdf

choose HyFlex your alternative

What about Cheating?

Lessons Learned from Cheating

Podcast

Provided by Inside Higher Ed, this **podcast and associated resources** highlight James Lang and his work on addressing the cheating reality in higher education. https://teachinginhighered.com/podcast/lessons-learned-cheating/

Series of **three Chronicle of Higher Ed articles** written by James Lang

- Cheating Lessons Part 1: Focuses on how the learning environments we create might play a role in inducing students to cheat
- Cheating Lesson Part 2: Focuses on the value of more frequent, lower stakes assessments of learning
- Cheating Lessons Part 3: Focuses on how these kinds of assessments not only reduce cheating but also increase learning

Book

If you want more - read the book! **Cheating Lessons: Learning from Academic Dishonesty** https://www.amazon.com/Cheating-Lessons-Learning-Academic-Dishonesty/dp/0674724631

choose HyFlex your alternative

Authentic Assessment

- Beyond exams and quizzes: projects, presentations, reports
  - Documents, presentations can be delivered in class or online with little difference (use the LMS)
  - Are group assessments appropriate?

https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html

May be used to replace some or all exam assessment. Students could build a portfolio of work.

Authentic Assessments

- are realistic
- require judgment and innovation
- ask the student to “do” the subject
- replicate or simulate the contexts in which adults are “tested” in the workplace or in civic or personal life
- assess the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task
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Administrative
Factors

Institutions Value

- Enroll more students (increase access)
- Graduate more students… and faster (increase efficiency)
- Support working (busy) students (schedule control)
- Support busy faculty (travel-related schedule control)
- Reduce demand on facilities (do more with same/less space)
- Reduce impact on environment (reduce commuting)
- Leverage the power of hybrid environments (more learning opportunity)
- Develop online teaching and learning expertise with built-in “comfort” of face to face environment as a backup
- Allow students freedom to choose how they participate (partial support for student-directed learning)
- Build institutional online capacity step-by-step (teaching and learning)
- Facilitate faculty development
- Create new, customized models of instruction using emerging communications technologies to support teaching and learning

Planning for Resilience

"dynamic stability" – be prepared to adapt, flex, change as needed to meet the current situation while keeping the institution "on course" for the long term.

Major administrative decisions include:

- deciding to launch HyFlex for an institution,
- enabling student schedule flexibility,
- managing workload agreements, and
- aligning support for students and faculty

For much more, visit https://edtechbooks.org/hyflex/admin_factors (administrative supports) and https://edtechbooks.org/hyflex/adoption (supporting adoption processes)

Deciding to "HyFlex"

- Conduct a feasibility analysis (informal or formal; depending on scope); cost-benefit analysis
- Establish or validate the need to use both types of delivery – online and classroom – in the same class sections.
- Define your HyFlex parameters (which modes? how much flexibility?)

- Who should be involved? (depends on scope) Administration, faculty, students, oversight agency

choose HyFlex your alternative

Student Schedule Flexibility

Communicate the HyFlex approach (opportunity) to students before the enrollment/registration process

Registering for Classes (4 common approaches)

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3. For multi-section courses, list one section as classroom, one section as online.
4. Create new class section type in registration system.

Manage Faculty Workload

The major increase in faculty workload is usually developing the additional online course (materials, activities) to accompany the classroom course. There is often increased workload associated with facilitating engaged online participation throughout the course. Four common ways this is managed:

- **Additional stipend (pay)** for faculty who design, develop and teach a HyFlex course.
- **Course release** for faculty who design, develop and teach a HyFlex course.
- **Instructional design support** to build, **assigned teaching assistants** (TAs) to help manage the workload of teaching both classroom and online versions of the course.
- **Doubling up teaching assignments (prepare one, teach two)**

Align Student Support

- Typical supports for fully online students
  - Administrative processes and forms
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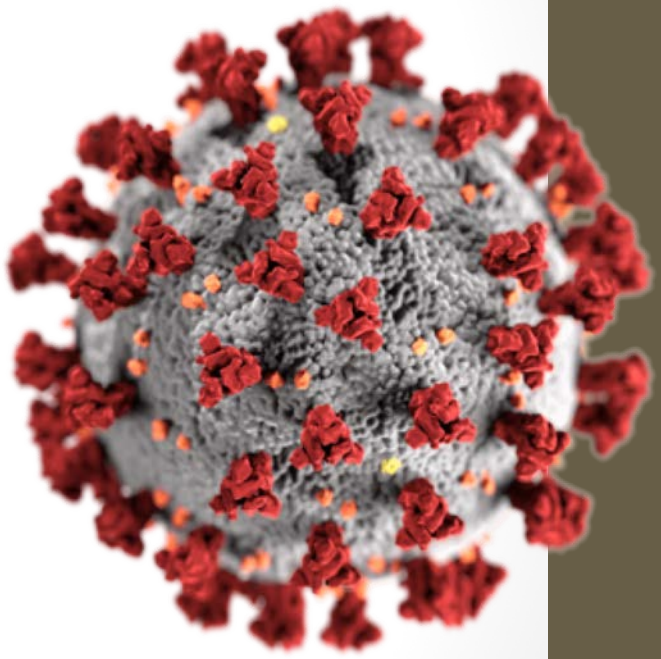
Align Faculty Support

- Learning how to teach effectively online (assumption: Faculty know how to teach effectively in the classroom)
- Instructional design assistance to design an effective and interactive HyFlex course
  - Requires instructional design expertise and staffing
- In-class supports depends on technology complexity, faculty technical ability, and scale of class
- Re-ordering daily and weekly workflow to include engagements with online students**: changes are required!**

Impacts of Covid-19 on HyFlex Learning

- The classroom of yesterday is no more
  - Limited classroom access for any student
  - Masks and physical distancing
  - Students out of class for weeks at a time, or more - unpredictable
- Need to build in resiliency – “instructional continuity”
- Rather than faculty choice to “HyFlex”, administrative mandate!
- Faculty goal: transition excellence in the classroom (past practice) to the online environment (current requirement)



choose HyFlex your alternative

The way forward is NOT a return to before

Which is best?

- Face to face
- Synchronous
- Asynchronous

General statements (not always true in every case)

Face to face	Online Sync	Online Async
Socially interactive; supports relationships "Natural" formative assessment, better communication Common, expected	Can be socially interactive All have experience (now) May create a record for later review	Access is more ubiquitous Long history of success Can support more reflective learning Creates a record for review
Not everyone has access Group-paced (too slow and too fast, little student agency) Expensive (location, staffing) **Public health concerns**	**Not everyone has access** Technology requirements: hardware, software, **network, bandwidth** Requires time and location	**Not everyone has access** Technology requirements: hardware, software, network, bandwidth **Not interactive, leading to equity issues**

choose HyFlex your alternative

If we teach today as we taught yesterday, we rob students of tomorrow.

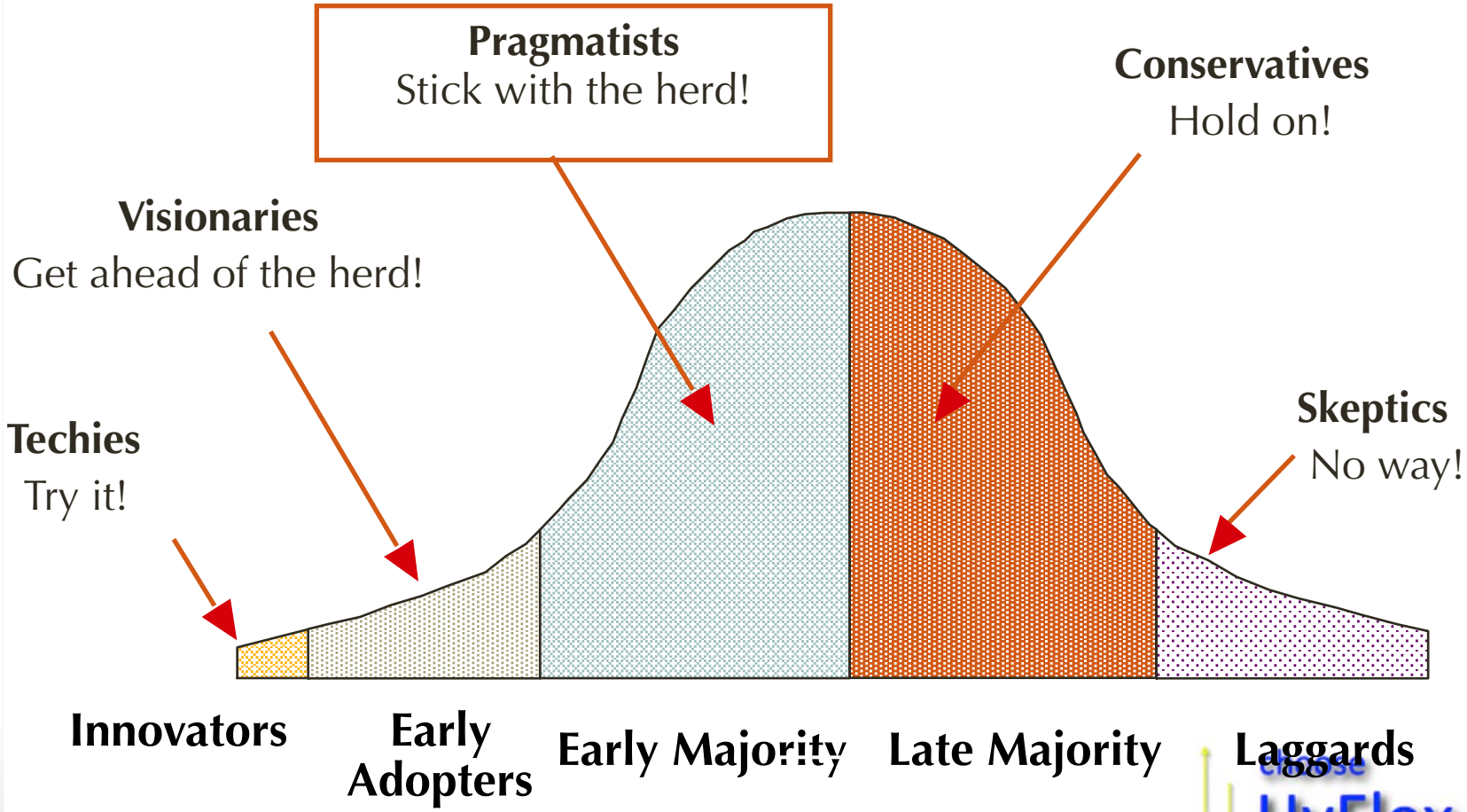
attributed to John Dewey, American educator, ca. 1917

We can (must) do better…

choose HyFlex your alternative

Technology Adoption Lifecycle (Typical)

Where are your faculty, students, and administrators?



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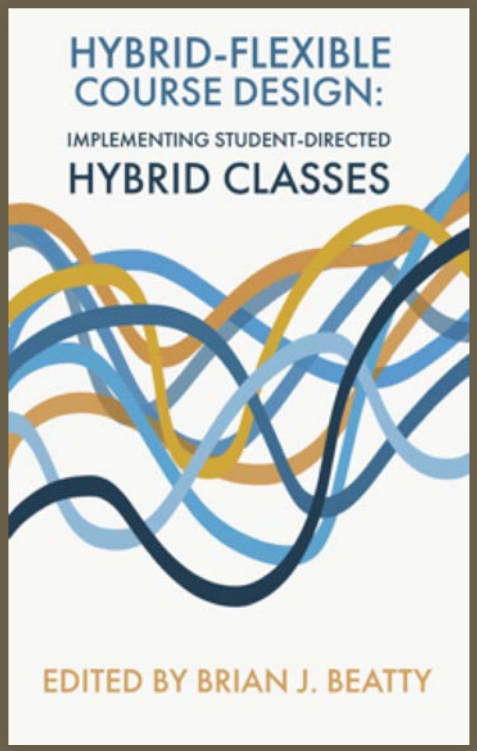
HyFlex
your alternative



Contact

Brian Beatty, PhD
Professor of Instructional Technologies
San Francisco State University
(415) 338-6833
bjbeatty@sfsu.edu

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