HyFlex

A How-To Session

6/30/20

Framing questions

- What does teaching a hyflex class this fall mean to you, in one sentence?
- Imagine…
  - being in classroom for the first time in 6 months because of a pandemic,
  - teaching f2f AND online simultaneously,
  - trying to be inclusive and make eye-contact with and read the body language of everyone,
  - fielding questions and engaging both populations, AND
  - monitoring a chat box.
- Other concerns?

HyFlex

- For all intents and purposes, HyFlex can be understood as “Highly Flexible”.
- It is an overarching framework that includes a combination of students meeting
  - Live and in-class;
  - Live and online; and
    - All content is recorded and archived
- Optimal for socially distanced and potentially transitional teaching and learning
- A working definition: “HyFlex teaching provides students the opportunity to participate in a class in a traditional face-to-face fashion or online. An optimal solution for socially-distanced learning, all students have the same opportunity to participate in all class activities, accomplish all learning goals, and satisfy all educational requirements in a synchronous, technology-enabled space.”

HyFlex in Action

- Concerns involving student participation modes:
  1. *The professor divides the class into groups*
     1. Groups can be **static** (there is an in-class group and an online group) or **rotational** (where group membership alternates on Tuesdays and Thursdays, weekly, or in a project-based manner, for example).
        1. Consider what this involves, and potential complexities.
  2. *Students sign up for in-class seats until the "safe" number of in-person seats are taken*
     1. This can be for the entire semester or for each class session.
        1. Consider pros and cons and decide accordingly.
  3. *In-class seats can be assigned randomly or prioritized according to student need or preference*
     - Note: students who test positive for COVID-19 or exhibit symptoms will attend class remotely.

- "It's important to note that the goal of HyFlex is to make both the online and in-person experiences equal. Participation in class is necessary regardless of where and how students attend. Online is not meant to be a diminished experience but an alternative. Class sessions are not meant to be passive observations of a class video stream, but rather to have fully interactive engagements, including Q&A, group work (if possible) and student presentations".

- https://www.insidehighered.com/blogs/learning-innovation/fall-scenario-13-hyflex-model

A “framework that facilitates flexibility, not a cookie cutter”

- Parity: online must be established is an equally effective and engaging way of experiencing the class.
  - All students can access the same content the same way, communicate with the instructor and other students the same way, submit work, do presentations, and receive feedback the same way.
    - Discussions WITHIN groups and ACROSS groups is important to a shared sense of value, purpose, and community.
      - Padlet and FlipGrid are highly effective and easy to use.
- A clear syllabus, assignments, and expectations are essential
- Using BbLearn as a one-stop-shop for teaching and learning helps

HyFlex sounds pretty easy…if you're lecturing

- As we we-rethink our classes, we need to rethink:
  - Time –new technical demands; getting in and out
  - Space –proxemics, navigation, and wellbeing
  - Interaction –faculty/student and student/student
  - Communication, Identity, & Community –among and between all students, regardless of how they participate

- What we do and how we do it
- What they do and how they will do it

Inclusively and accessibly.
PS: How do we know?

Reminders for a healthy start

1. Put the learning before the teaching so we *teach for learning*.
2. Think: pedagogy before --and then *with*-- technology …and chose the right combination
    1. Active learning and engaged learning strategies can be modified to different instructional modalities. Remember: all learning is active learning (we'll discuss this).
    2. Have students view *and respond to* recorded zoom sessions, podcasts, panel discussions, guest lecturers.
    3. Give them a reason to come to class –some flipped principles.
    4. Create time in class for discussion and interaction.
    5. Your expertise and excitement for your field matter!
    6. Hardware and software considerations.
    7. Use flipgrid, and padlet –students "get" it and get into it.
    8. Consider recordings via screencastomatic, but *don't forget about how existing/free programs can be used optimally* –graphics-enhanced and narrated PPTs, google docs, etc. Also: the Lightboard.
3. Create a nimble/learning-centered syllabus –it's their roadmap to success. Yours, too.
4. Focus on community and communication –establish a presence; let them, too. Maintain it throughout the semester, no matter what. Set and stick to communication expectations.
5. Focus on learning outcomes –this is what you and the students "signed up for".
    1. Clarify and justify. The more they know *why* they are doing something, the more likely they are to do it.
6. Transparent assignments --decide how students will demonstrate that they have met learning outcomes, and give them the opportunity to do so. Clearly communicate what the submitted artifact will look like –a spreadsheet, slides, video, quizzes, posters?
7. Make time for the learning to happen and for students to make the most of feedback

Here's a One minute read and here's a Two minute read. Think about the take-away for your teaching

Digging a little deeper…

- **Flip it
  - Even in synchronous classes, a lot of the work –and learning– can occur in-between class sessions, and time in-class can be used for discussions about their learning
- **Use a modified tutorial model
  - The “Oxford Model” still works great, and adapts really well to labs and learning of all types.
- **Record every session**
  - Don’t underestimate the value of a good lecture
  - Remember that you are an expert and your knowledge helps students understand all the content they are working with.
- **Post supplemental materials**
  - PowerPoints can be voiced-over/narrated. So can google slides. Both accommodate graphics and video, too. While “reading” the slide can be of some value, think of the points you would make about the slide content.
    - Keep them short –research indicates that we lose them faster than we think. Think 3-7 minute modules.
  - Use content from other sources –Data from repositories, videos from various on-line sources, links to major information sources (scholarly and otherwise).
  - Use technology like screencastomatic to record yourself and for students to record themselves. Consider also FlipGrid.
- **Keep students engaged and hold them accountable**
  - You can still do groupwork, projects, presentations, and in-class discussions –maybe just a little bit differently.
  - Have students write something, however brief on what’s happening/has been learned in class or from the readings, and do something with that. Use Cognitive Wrappers Template.
- **Replicate or simulate key learning experiences for dual audiences**
  - Work with community partners, do podcast-like interviews with authors, host guest speakers and panel discussions –all online and in real-time.

Remember what's working and what's not

- What's working: Three Cs

1. *Communication*
    1. *Predictable patterns*
    2. *Common technological foundations*
    3. *Mutually agreeable expectations*
2. *Community*
    1. *Using technology to create a visible presence –us and them*
    2. *Building and sustaining engagement*
    3. *Fostering relationships among class members*
3. *Clarity*
    1. *What's expected, when, how, and why*
    2. *On shifting instructional modalities*
    3. *On how and why different technologies and pedagogies are used.*

- What's not:

1. Too rigid or too flexible
2. "More of me", the instructor, lecturing
3. Poor use of class time
4. Poor use of/aversion to technology
5. Lack of variety
6. Poor LMS presence/usage
7. Unpredictable communication
8. Never asking for student input
9. Never doing anything with it
10. Ditto for faculty feedback
11. Inside-the-box thinking
12. What we did in a crisis isn't sustainable for quality

Summer Flexible Teaching Series

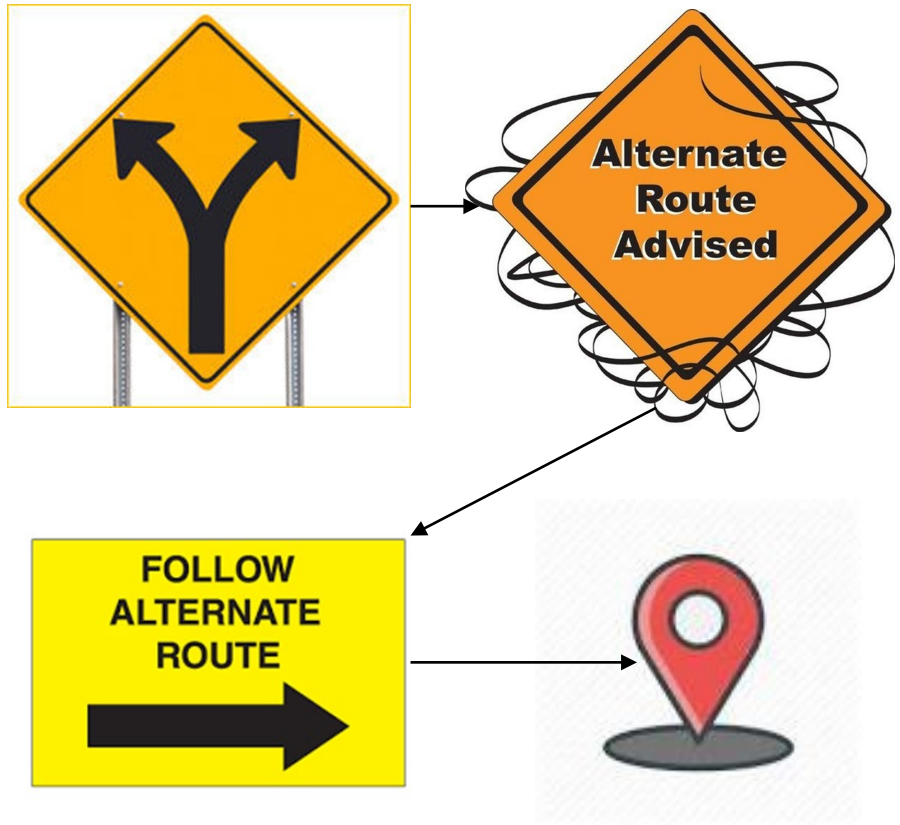
1. HyFlex Teaching –A How-To Session
2. How to Design a Flexible Syllabus, Assignments, and Assessments
3. HylFex Teaching with Zoom
4. Free Technologies that Enhance Engagement in your HyFlex Class
5. Engaging Students: Creative Alternatives
6. Flexing your Labs and Collaborative Educational Learning Experiences
7. Meet Your HyFlex Classroom
8. Making your HyFlex, Online, or Other Classes Accessible and Inclusive
9. All-In on Online
10. The Modified Tutorial Model –What It Is and Why It Might Be Right For Me
11. Creating a One-Stop Shop for your Class in BbLearn

For a Deeper Dive

Back to basics and charting a new course

Rethinking and rebooting

- Where research and experience converge, we know we should:
  1. **Think about our teaching philosophy** -- *What is my role?*
     - List 3-5 elements.
     - Does anything need to change?
  2. **Rethink our goals** –*What is the ultimate purpose/goal of this class?*
     1. List 3-5 goals. You can summarily mention SLOs and PLOs on the list
     2. How are these typically satisfied?
     3. Does anything need to change?
  3. **Rethink our strategies and tools** and **create a map** with alternate routes
     1. Where pedagogy and technology come together to advance engaged learning



Making a map with alternate routes

Goal/outcome 	What I usually do 	Alternatives? 	Methods & Instruments

https://www.webpages.uidaho.edu/cetl/learning-assessments.asp

A common platform/one-stop shop for every class makes life easier for faculty and students

- BbLearn provides a common destination for students and faculty. It is where…
  - course content is made available *and accessible*;
  - community and communication patterns are established and sustained;
  - assignments can be posted, collected, and graded;
  - announcements and the calendar feature can help faculty and students stay on-task regardless of how the class is taught or taken;
  - enables linking and embedding external content and applications; and
  - there is a team of instructional designers to help faculty design, build, and quick-fix problems with classes.
    - Further, it makes any transition in instructional modality manageable.
- New/best practices
  - Pre-load/front-load content –we can help get it there and organized.
  - As soon as a new faculty member is hired, we build a course shell. We will work with all new faculty to build their courses and provide training for teaching here this fall.
  - As soon as Deans identify “who will be teaching, how”, we will work 1:1 and in clusters to prepare faculty and assist with designing and building courses immediately and accordingly.

Definitions and context: a foundation

The National Center for Academic Transformation (NCAT), the Online Learning Consortium, and many leading institutions (in this space) generally equate **HyFlex** with what's called a **Synchronous Distributed Course**.

In these courses, "web-based technologies are used to extend classroom lectures and other activities to students at remote sites in real time. These courses use web conferencing or other synchronous e-learning media to provide access to a classroom experience for students at off-campus locations (such as places of employment, other campuses, etc.) while otherwise maintaining a normal face-to-face classroom schedule. These courses may mix on-campus and remote students, with on-campus students being face-to-face with their instructor and remote students participating simultaneously via technology. This changes the experience for both sets of students, so both settings fall into the same category. Some types of synchronous distributed courses offer greater place flexibility than others, depending on the delivery tool used. Synchronous distributed courses are significantly limited in terms of time flexibility, although that can be increased by recording class lectures and related activities and making them available for later viewing". (OLC)

FAQs and clarifications

- It’s not the total number of students enrolled, but the number relative to social distancing expectations. So, if you have twenty students and they all fit in your classroom while observing social distancing guidelines, then you don’t have to cut your class in half.
- Different kinds of face coverings
- Should I simultaneously prepare for a class *starting* f2f, hyflex, or online and *moving* online? Things can change in a flash at the public- and individual health level. This is where “flexible teaching” comes into play.
- What do I get to decide?