HyFlex
Pedagogical Strategies: Creating Flexible Options for Students

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HyFlex as a Model

- **We can use HyFlex principles to prepare for the unknown. If we start from a flexible design, we will be in a better position to pivot according to CDC guidelines, individual situations, and other events that we might not anticipate.**

HYFLEX (HYBRID + FLEXIBILITY)

Provides a hybrid course design for face-to-face and online students with a flexible participation policy.

Learner choice is key- (weekly, topically)

1. Participate in face-to-face instructional sessions
2. Participate online during instructional sessions
3. Complete course learning activities independently online
4. Or a combination of both

A CONTINUUM OF DESIGN

Synchronous learning-

Students and instructor are present for content delivery and instruction.

Blended learning-

F2F content delivery and interaction supplemented with online materials to build upon the F2F learning.

- **Flipped class-** Content is delivered online, practice and application occur in class with instructor support.
- **Blended synchronous-** Teach students at the same time via virtual conferencing.

Hybrid learning-

Course design integrates F2F and online activities to reinforce and complement one another. The online components are analogous to the F2F instruction.

Asynchronous learning-

Content and instruction are accessed anytime. Completion of assignments and assessments occur within a set timeframe.

BENEFITS OF HYFLEX

- Flexibility.
- Promotes self regulated learning.
- On-demand recordings enable review and repetition of complex topics.
- Choice.
  - **But choice can be structured by the instructor.**
    - Ex: Require that students choose which modality they use (by content topic or a time frame) for your planning purposes.

- Collaborative Learning Techniques: A Handbook for College Faculty
- Learning Assessment Techniques: A Handbook for College Faculty
- Teaching Online: A Guide to Theory, Research, and Practice
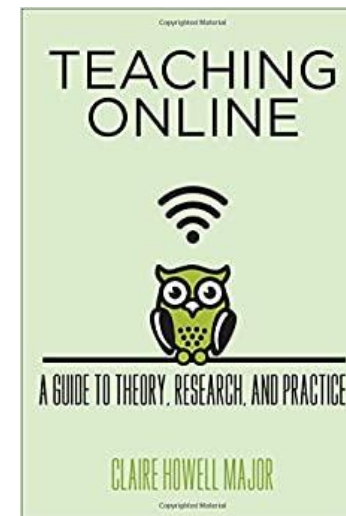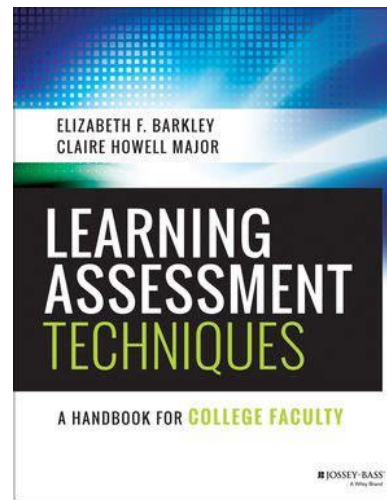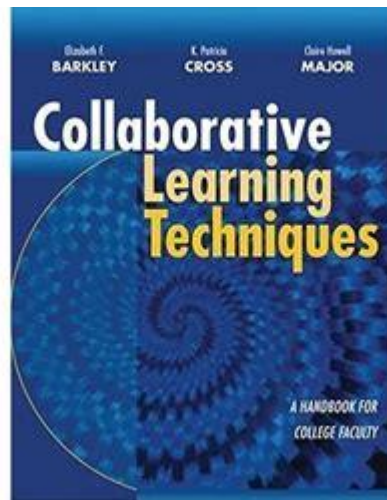
- Busting multimedia myths: An evidence-based approach to quality instructional media [Webinar].
- Tools of the Trade: What Do You Need to Flip? In *The flipped college classroom: Conceptualized and re-conceptualized.*
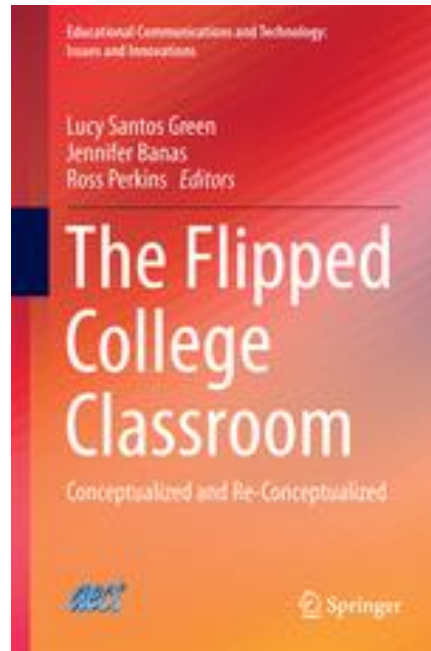
Faculty Charge

- Provide learning opportunities for students to meet course objectives.
    - **Artifacts and activities may or may not be the same.**
        - Reusability- try to design them for each participation mode.
        - If different, make sure they are equivalent to ensure effective learning in any participation format.

As in all classes:

- Provide relevant and meaningful content effectively.

- Engage learners with active learning activities.

- Assess learning and adapt instruction to meet student needs

BENEFITS OF F2F AND ONLINE MODALITIES

Face-to-Face	Online
• Social presence • Nonverbal communication is observable • Instructor can diagnose students' conceptual problems and provide immediate feedback • The active portion of learning is done in class • Students can demonstrate learning • Sustain group cohesion, collaboration, and support	• Reflective- time to think before responding • Broader participation in discussions • Critical analysis • Flexibility • Self-paced learning and practice • Immediate feedback (automatic grading)

Adapted from

https://edtechbooks.org/hyflex/one-size_fits_none

PLANNING EXAMPLES

In-Class Exercise	Out-of Class Exercise

Flower Drawing Exercise
• Ask class to draw a picture of a flower on paper
• Some/all place flower on white/chalkboard
• Show picture instructor expected
• Why don't student drawings match instructor expectations?
• Apply to Communication Process (slides 3-9)
   ○ Encode (sender)
   ○ Transmit to receivers
   ○ Decode (receiver)
   ○ Feedback (drawings)
   ○ Noise
   ○ Communication medium options
 	
Powerful Formal Presentations – lecture and discussion (slides 12-14)
 	
Listening Skills – lecture and discussion (slides 15-17)
 	
Direction of Communication – lecture and discussion (slides 18-22)
	Assignment: TBD
	
	Option: create assignment unrelated to drawing exercise
	Create a scavenger hunt assignment. Students collect pictures based off of a key word. Once uploaded, they compare their pictures to your picture. You choose a picture that you know will not be found/used.
	
	Option: utilize LearnSmart objective specific
	
	Option: utilize Video Exercise above
	Have students find movie clips about miscommunication and post them in a DB. Have a few prompts to help them explain why they believe this is a good example. Because there is not a dynamic class discussion occurring when students are viewing the Presentations, you can have certain static images and ask the students to describe what they see.
	Then play a movie clip that has the image in it. Ask if their perception changed once they knew the backstory or understood the communication.
	
	Assignment/Resource: TBD; voice-over slides with fill-in-the blank questions
	
	Assignment/Resource: TBD; voice-over slides with fill-in-the blank questions
	
	Assignment/Resource: TBD; voice-over slides with fill-in-the blank questions

Figure 5. Example of HyFlex Lesson Planning Template

Figure 6. Representation of chapter assignments with clearly identified in-lieu of class assignments by week

Week # Date	Unit/Topic and Learning Outcome *By the end of this week, you will know or be able to…*	Learning Activities and Assignments *…this is how you learn how…*	Learning Assessment, Tests or Exams *…this is how you will demonstrate your knowledge and this is how much it will impact your grade.*
Week 13 4/11-4/17 (Mon-Sun)	Chapter 13 – Communicating • **Describe the communication process and various kinds of communication in organizations. (CO11)** • Discuss important advantages of two-way communication. • Identify communication problems to avoid. • Describe when and how to use the various communication channels. • Give examples of ways to become a better "sender" and "receiver" of information. • Explain how to improve downward, upward, and horizontal communication. • Summarize how to work with the company grapevine. • Describe the boundaryless organization and its advantages.	• Read & Study Text • Review Chapter Learning Objectives and PPT Slides • Attend Class • Actively Engage in Class Discussion and Classroom Activities • Complete Assignments in Canvas/CONNECT **OPTIONAL:** Complete equivalent assignments in Canvas in lieu of attending class. See the Canvas chapter module for additional details. Assignments must be completed during specified timeframe and become available at time of class.	**BEFORE Class** • **Learn Smart** (10pts – DUE 4/11 BC) • **Is This Effective Communication?** (Video Case; 10pts – DUE 4/11 BC) **DURING or IN-LIEU of Class** • **In-Class** Participation (10pts IC) - or - • **Canvas** Assignments equivalent to class (10pts – DUE 4/15 LOC) **AFTER Class** • **Quiz** (10pts – DUE 4/17 AC) • **Communication at Cupcake Kingdom** (Click & Drag; 10pts – DUE 4/17 AC)

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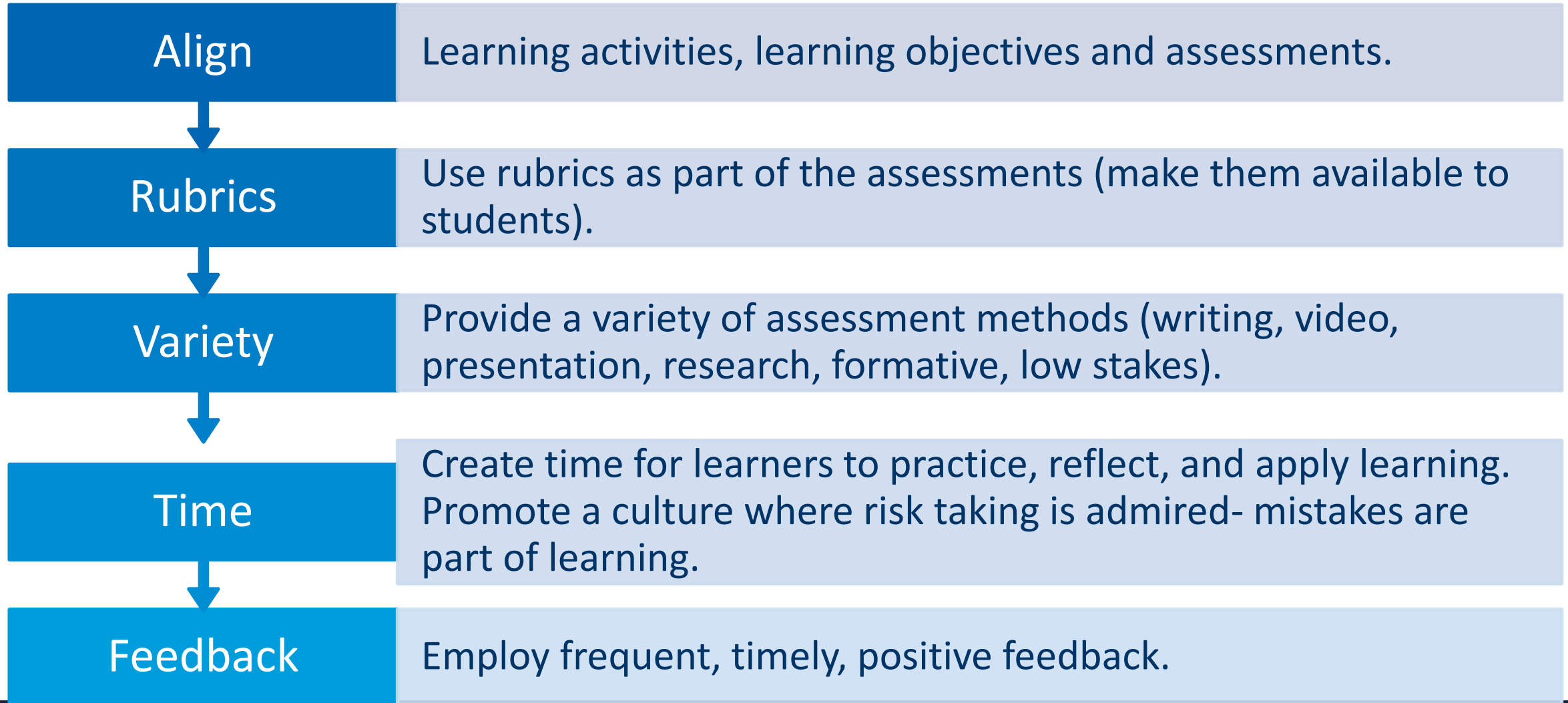
ONLINE BEST PRACTICES: CONSIDERATIONS

1. Design equitable learning opportunities (content delivery).
2. Design equitable assessments.
3. Build a community of learners across participation modes.
4. Infuse engagement, active learning, and interaction in your course.
5. Create and promote an inclusive climate.
6. Consider how tools and technology can assist you.

1. DESIGN EQUITABLE LEARNING OPPORTUNITIES (CONTENT DELIVERY)

Transparency	Expectations	Multiple formats	Active Learning	Break down
Plan for transparency. Why students need to complete the activity, assignment or assessment.	Construct clear expectations & policies.	Use variety & multiple formats to present content.	Embed activities for students to engage with the content.	Assemble information by chunking content.

2. DESIGN EQUITABLE ASSESSMENT

Align	Learning activities, learning objectives and assessments.
Rubrics	Use rubrics as part of the assessments (make them available to students).
Variety	Provide a variety of assessment methods (writing, video, presentation, research, formative, low stakes).
Time	Create time for learners to practice, reflect, and apply learning. Promote a culture where risk taking is admired- mistakes are part of learning.
Feedback	Employ frequent, timely, positive feedback.

3. BUILD A COMMUNITY ACROSS PARTICIPATION MODES

Develop

Students can develop course materials. Use your students' knowledge to drive the content.

Include

Include students in self and peer grading.

- Student assignments available to the entire class, invite students to comment on each other's work *(*Set ground rules)*

Encourage

Encourage content based discussions which are relevant to students.

Enable

Enable students to use synchronous tools for group meetings.

Communicate

Utilize communication to sustain online presence (F2S tool).

4. Infuse Engagement, active learning, and interaction in your course

Involve	Students in contributing to the content (identify personal learning objectives).
Interaction & Engagement	Provide multiple opportunities for interaction and engagement.
Relevant	Make content relevant and meaningful- connect current knowledge with new learning.
Self direction	Provide students with the opportunity to monitor and adjust their approaches to learning.

5. CREATE & PROMOTE AN INCLUSIVE CLIMATE

Research indicates underprepared students do not fare well online and are less likely to persist in this format.

Recognize	Awareness	Ensure	Facilitate	Shape	Practice
Recognize assumptions through critical self-reflection.	Become aware of the diversity among students. (First Gen, Nontraditional, Underprepared, Ethnically diverse).	Ensure diverse voices in course content.	Facilitate difficult dialogues.	Shape coursework based on student feedback.	Use principles of Universal Design for Learning.

6. CONSIDER HOW TOOLS & TECHNOLOGY CAN HELP

1. Tools (Kaltura, Collaborate Ultra, TA's)
2. Navigation
3. LMS
4. UDL- Ally, DR
   - *In PDFs, make sure text is not a picture (ability to highlight and copy) so it can be read by assistive technology.*
   - *Caption videos that have an audio component.*
   - *Images should have text labels (a.k.a. "alt tags").*

CLAIRE MAJOR'S ADVICE FOR FACULTY

WHAT CAN YOUR INSTRUCTIONAL DESIGNER DO FOR YOU?

Support your expertise & teaching.

Assist in the development of high quality course design, assessment, and pedagogy.

Discuss best practices in teaching methods

Brainstorm and provide new ideas

Review your course

Co develop assessments

Map your curriculum

Help with organization and ease of navigation

Support with teaching tools

Provide training

Reduce your workload

Further Resources

Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass.

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FURTHER RESOURCES

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LINKS TO NAU TRAINING & RESOURCES

Online tutorials: https://in.nau.edu/elearning/elc-tutorials/

A comprehensive A-Z list of support links: https://in.nau.edu/elearning/a-z-support-links/

Remote instruction webinars: http://jan.ucc.nau.edu/d-elc/webinars/webinars.html

Cline Library support links: http://jan.ucc.nau.edu/d-elc/webinars/webinars.html

Student Resources for Online Learning: https://in.nau.edu/its/students-and-online-courses/

Faculty Professional Development: https://in.nau.edu/faculty-professional-development/

Upcoming trainings advertised through Faculty Professional Development (FPD).