HyFlex Or Hybrid:
Teaching concurrently online and face to face (f2f)

OVERVIEW

Teaching concurrently face to face and online is referred to in literature as a HyFlex or Hybrid mode of Course design and delivery. In a HyFlex / Hybrid approach, courses are delivered both in person and online at the same time by the same staff member. Students can then choose for each and every class whether to show up for a class in person or to join it online. The underlying design ethos behind the HyFlex Model is flexibility and student choice. (This approach has been around since 2005).

SHORT SUMMARY - https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf
MORE DETAILED - https://edtechbooks.org/hyflex/

CONSIDERATIONS

QUALITY

- How to maintain both a quality face to face learning experience as well as an online one is a *rethink* for staff BUT does draw on past f2f teaching experiences and more recently experiences with real-time online teaching
- The main challenge is in an active learning environment (as opposed to stand and deliver) how to ensure student engagement and active learning
- To do it well, the technology, the course design, the focus on pedagogy and the engagement of the students all need to line up

BENEFITS

- For students, a HyFlex Model holds the potential of maximizing the opportunity to participate in a face-to-face learning experience under conditions of social distancing
- Class recordings might be complemented by asynchronous discussion boards and other collaborative tools in Moodle
- Learner choice and alternative participation modes

CHALLENGES

- Creating an instructional model that allows students to toggle back and forth between educationally comparable in-person and virtual formats depending on the circumstances
- Creation of a fully online version and a fully face-to-face version and find ways to bring them together into a single course experience that has multiple participation paths
- Potential of additional work depending on context and teachers' experience

---

PRACTICALITY

Practical strategies for **PREPARING** to teach in a Hyflex mode

- Go to your classroom and try it prior to your first hybrid class
- Turn off the front lights as this will ensure those online can see you

- Turn the camera around to show the classroom BUT make it clear that this isn't so online students can HEAR, this is so online students can SEE and have a sense of presence
- Roster the class for physical attendance OR seek input prior - ensures enough seats
- Ask a student to monitor the chat room + I suggest give them some guidance on how you'd like them to monitor the chat room
- Tell students that the participation grade for this course is based on activity - Use and make student aware of the Zoom attendance record, chat text record, discussion forum in MOODLE
- Have a plan for Audio – will you seek input from F2F attendees and then repeat as a summary back to the group what was said? Will you draw F2F attendees attention to certain chat comments to
- Have a plan / pedagogical run sheet for your class - see [HyFlex Course Design](#)

FEEDBACK LOOP
You may consider implementing a simple feedback loop for students in the implementation of the HyFlex model. At the end of a class students can click on a link to provide feedback via MOODLE quiz and this feedback can be reviewed by you as the teacher for follow up as needed. A simple barometer of the ongoing student learning experience.

POSSIBLE PEDAGOGIES

When designing for HyFlex, three primary instructional tasks are typically considered:
(1) providing content,
(2) evaluating learning, and
(3) engaging students throughout the course

Advice from Stanford University Jeane Cohen;
> ...Design a fully online class and think of the in-person part of it as an enhancement to the core of your coursework.
>
> ....thinking of class time as a place to connect and regroup, as well as to review content
>
> ...encourage students to find ways to connect with one another. That addresses one of the bigger challenges with remote learning: creating a sense of community. "Students are pretty great for creating their own tools and communities," she says. So let them figure out how, whether through Facebook, GroupMe, Slack, Discord, or even a Twitch livestream.

- Maximise the affordances of technology via Short video lectures embedded on the course site in Moodle, in addition to the recordings from the face-to-face lectures
- Teachers may need support to manage the online students. I'd recommend teachers to nominate a student to monitor the online chat function

- Worth noting is that the latest update from Zoom allows the teacher to Pin certain screens as well as spotlight certain zoom participants
- A social question answering platform as the course discussion forum, where students can answer other students' questions and teachers can endorse these answers
- Group work for teams across both modes
- Peer review for the first major assessment item
- Use of an ePortfolio that consists of a learning journal

Strategy: Communicate with Your Students

Success begins before the first day. From the class list, you can retrieve email addresses to send a "Welcome Letter" OR even a "Welcome Video" via Moodle to your students. Tell them your expectations of the hybrid class. If there is a preferred method of communication for you. Recommended is to set up a FAQ in your Moodle Course to centralize queries instead of respond via email. Explain your "Virtual" Office hours and when students can expect a reply from you. This manages students expectations. Seek input from students in their preferred mode of participation in your Course (online or f2f) via quiz and explain how you plan to engage with them F2F and Online.

Strategy: Incorporate Engaging Learning Activities
Use a worksheet to plan student learning activities. Consider your in-class activity and how one can replicate the activity online. For example, contemplate the learning outcome in which students identify characteristics of successful learners and factors that impact learning. Students can read the case study silently, jot down elements of successful traits and share their findings with a student or the class via discussion, chat or online discussion forum.

Online students can gather in an online breakout room to analyze the case study and report their findings to the class as well. This active-learning activity is commonly known as Think-Share-Pair.

"Student Teach Another" is when students are paired together and assigned a section of content (pre-reading, watch a video..etc) to teach. One student "presenting" to another online or F2f. "Student Teach Another" encourages the student to engage with the content prio to class and collaborate with their peers.

Strategy: Encourage Meaningful Discussion Posts
Discussion posts play a vital role in developing a hybrid course and can be a conversation starter at the beginning of class. Since discussion posts allow students to have an uninterrupted space to write, make the posts meaningful to foster critical thinking. One strategy to deepen students discission post Reponses involves posting an article for students to read, reflect and respond to in the form of SPUNKI.

SPUNKI is an acronym which asks students to identify a concept in the article that was Surprising, Puzzling, Useful, New or Interesting to them. The teacher may ask the student to post an article of their own choice and allow peers to create a meaningful discussion posts based on this approach.

The HyFlex model will require teachers to be creative in organizing the student's learning path in order to meet learning outcomes. However, communicating with your students, incorporating engaging learning activities and encouraging meaningful discussion posts are all strategies to foster student success in any environment, including hybrid.

Strategy: Building a Learning Community
A continuous challenge for teachers is ensuring that students are engaged in a single learning community regardless of their participation mode. Efforts to build a learning community are likely to support the development of a learning community for all students regardless of their participation mode. Regardless of instructional mode, three aspects of high quality teaching are relevant in each delivery mode, and are perhaps most critical in supporting student learning in the fully online asynchronous mode since there is no live faculty engagement to rapidly address emergent (and often individual) student learning support needs. These aspects are 1) providing relevant and meaningful content, 2) engaging students in memorable activities and learning experiences, and 3) assessing learning and adapting instruction to meet student needs; supporting student self-assessment when appropriate. (See for example - http://eltandtech.pbworks.com/f/engaging+the+online+learner.pdf as a great resource for further activities)

Strategy: Have a classroom managemet plan
As was evident in the workshop today the teacher needs to have a plan for managing the classroom f2f and online. If you expect students to turn on their video and they don't, what will you do? (The carrot – participation grade; the stick – remove them from the zoom classroom). I suggest making your expectations clear and often. Perhaps even in the first class involve students in a discussion on their expectations for participation f2f and online

FURTHER RESOURCES
- 7 Things You Should Know About the HyFlex Course Model, *EDUCAUSE*
- Hybrid-Flexible Course Design: Implementing student-directed hybrid classes, *eBook by Brian J. Beatty**
- The HyFlex Option for Instruction, *Inside Higher Ed*
- Fall Scenario: A HyFlex Model, *Inside Higher Ed*
- Using the HyFlex Course and Design Process, *Online Learning Consortium*
- COVID-19 Planning for Fall 2020: A Closer Look at Hybrid-Flexible Course Design, *PhilOnEdTech*
- Student Choice, Instructor Flexibility: Moving Beyond the Blended Instructional Model, *Issues and Trends in Learning Technologies*
- Promoting active learning and equity in a HyFlex course, *Griffith University*
- Hyflex Learning, *Teaching in Higher Ed Podcast*
- Can HyFlex Options Support Students in the Midst of Uncertainty?, *EDUCAUSE Review*
- How to Maintain Communication with students
- Engaging the Online Learner*

*The two highlighted resources provide a very in-depth and detailed unpacking of the Hybrid mode of teaching