

How to Approach Teaching Face to Face and Online at the Same Time? EXPLORING HYFLEX / HYBRID

Presenter- Prof. Peter Duffy



1

How to Approach Teaching Face to Face and Online at the Same Time? EXPLORING HYFLEX / HYBRID

- 1 A brief overview of the HyFlex approach – the **WHY?**
- 2 Practical strategies for PREPARING to teach in a Hyflex mode – the **HOW?**
- 3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE**
- 4 Approaches to best practices in teaching and learning using HyFlex – the **PRACTICAL REALITIES**



2





• Me / Web 0.0 (Peter Duffy)
(the internet didn't exist when I started teaching)

• Digital Native or Immigrant
(somewhere in between)



3

Lingnan Context

<https://www.ln.edu.hk/strategic-plan>

*"To develop **smart teaching and learning** and other cutting-edge pedagogies with the help of new digital education technologies to support teaching and learning endeavours to meet **students' new learning needs in a rapidly changing world where new knowledge and skills continue to appear, and workplace requirements are constantly changing**" +*

"Promoting research on teaching and learning with the aim of enhancing student learning" (Strategic Plan key imperatives)



www.ln.edu.hk/tlc 4

4

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Making this Session Useful:


- Ask questions – In the Chatroom
- Challenge when you disagree
- Make suggestions / Use Reactions
- Confirm time {10:30 – 12:00}
- Please tell me if I'm too slow..
..too fast
- Introduce yourself in the CHAT ROOM
- Continue the discussion in MOODLE





5



1

A brief overview of the HyFlex approach – the **WHY?**





Would you like to try
Wasabi / Hybrid Teaching?


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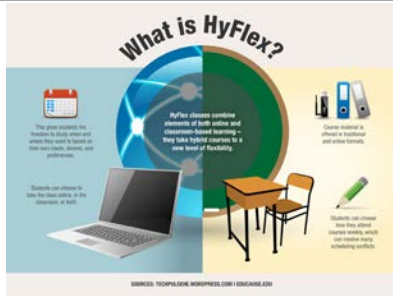
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A brief overview of the HyFlex approach – the **WHY?**



The underlying design ethos behind the HyFlex Model is flexibility and student choice.



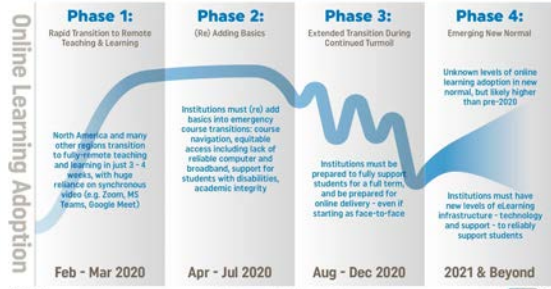
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7

Multiple Phases of Higher Education Response to COVID-19



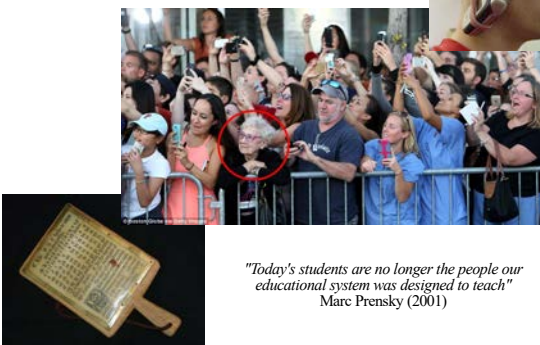
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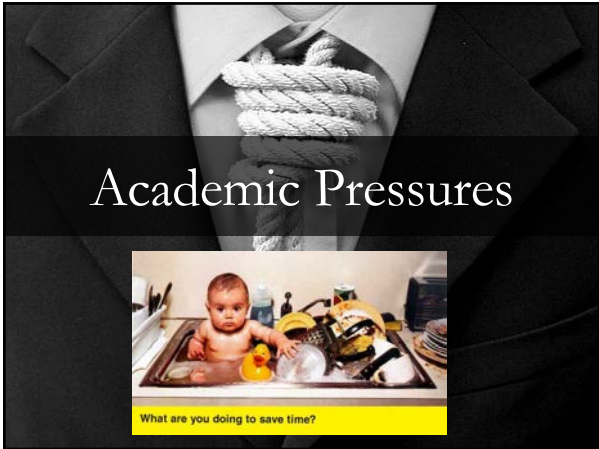
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8

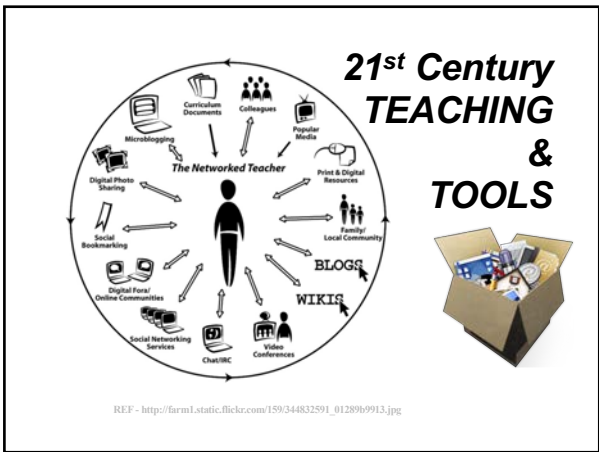
A student Perspective



9



10



11




12



13




14


1 A brief overview of the HyFlex approach – the **WHY?** 

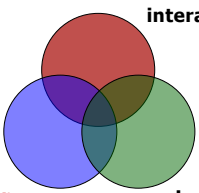
Presence and Interaction

1. **Teaching Presence** (*Teacher* interaction)
Occurs through frequent and effective interaction with the instructor
2. **Cognitive Presence** (*Content* interaction)
Occurs through frequent and effective interaction with the material
3. **Social Presence** (*Student* interaction)
Occurs through frequent and effective interaction with other students


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15

1 A brief overview of the HyFlex approach – the **WHY?** 




Learner-teacher interaction

Learner-learner interaction

Learner-content interaction


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16


2 Practical strategies for **PREPARING** to teach in a Hyflex mode – the **HOW?** 

ACTIVITY:
Advice to a colleague

Add to the ZOOM chat room one piece of advice you would give a colleague in order to **PREPARE** for Hybrid teaching




TIME for TASK – 5 mins



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17

2 Practical strategies for **PREPARING** to teach in a Hyflex mode – the **HOW?** 


- Have a plan / Run sheet - see [HyFlex Course Design](#)
- Have a plan for Audio
- Go to your classroom and try it
- Turn off the front lights
- Turn the camera around to show the classroom
- Roster the class for physical attendance OR seek input prior
- Ask a student to monitor the chat room
- Use and make student aware of the Zoom attendance record

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18

3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE** 



- How to maintain both a quality face to face learning experience as well as an online one is a rethink
(BUT does draw on past I2I teaching experiences and more recently our 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


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19


3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE** 

ACTIVITY:
Unpacking the Hybrid Approach
 Take a few minutes to contribute to the MOODLE discussion forum;
WHAT are the benefits of a Hybrid Approach?
WHAT are the challenges of a Hybrid Approach?
Be ready to share.

 **TIME for TASK – 15 mins** 

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20

3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE** 


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

Using the **COMMUNITY VOICE**;
- consider a simple feedback loop for your students via Quiz

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21

4 Approaches to best practices in teaching and learning using HyFlex – the **PRACTICAL REALITIES**



When designing for HyFlex, three primary instructional tasks are typically considered:

- (1) providing **content**,
- (2) **evaluating learning**, and
- (3) **engaging students** throughout the course

Social Distancing AND Group work?

Advice from Stanford...

...**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.

REF - https://www.chronicle.com/newsletter/teaching/2020-07-06/04d2cgen_login_refresh

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22

4 Approaches to best practices in teaching and learning using HyFlex – the **PRACTICAL REALITIES**



Carter Lam's Spotlight

Whom here attended Carter's ZOOM workshop last week?

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23

Final Thoughts





Renovation Revolution Revelation

POLL - Which approach are you most aligned with right now?

24



Questions?



Sticking Wings onto a Caterpillar does not make it a Butterfly It requires transformation

25



26

Extra Resources



27

Make Learning Meaningful 1

- Some Cognitivism
 - Students chose their own context for the Case Study related to their particular field
 - Students continually prompted to relate course content to their personal experiences
 - E.g. particular challenges in their own teaching context

(Ausubel 1963; Bransford, Brown & Cocking 2000; Driscoll 200)

28

Expert Knowledge 2

- Building expert knowledge for problem solving skills
 - Course Structure
 - The course is structured around, tasks, readings and resources relating to core eLearning / Blended Learning and Instructional Design concepts
 - Provided are course tasks that require students to re-visit content and to look at concepts from different perspectives

(Bransford et al 2000; Ausubel 1963; Driscoll 2005)

29

Simulate Real World Problems 3

- Real world application so that students can recognise new information as applicable and meaningful
 - Each student group will develop their own case study with a focus on outcomes that would translate into real benefits for their context

(Lave and Wenger 1991; Bransford et al 2000; Lemke 2000)

30

Ensure Collaboration

4

- Interaction to provide exposure to multiple perspectives and to provide increased guidance to students
 - Range of collaborative exercises throughout the course, including the Group Project

(Vygotsky 1978; Bruner 2006)

31

Multiple Sensory Modes

5

- Catering For Different Learning Styles
 - Course content presented as text together with images and links to multimedia resources
 - Visual representation of eLearning framework
 - Course Development Document

(Pavio 1986; Mayer 2003; Gardner 1983)

32

Metacognition

6

- Helping learners to be self-reflective in order to move beyond their current level of expertise
 - Peer evaluation
 - Formative Case Study Presentation
 - Social Presence
 - Feedback on thought processes and outputs from other students on the Module Website

33

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](#)
