

HyFlex Teaching & Learning at York University

Concepts, Models, Implications & Practices

TEACHING COMMONS & LEARNING TECHNOLOGY SERVICES

YORK 



Welcome to our workshop on HyFlex at York!

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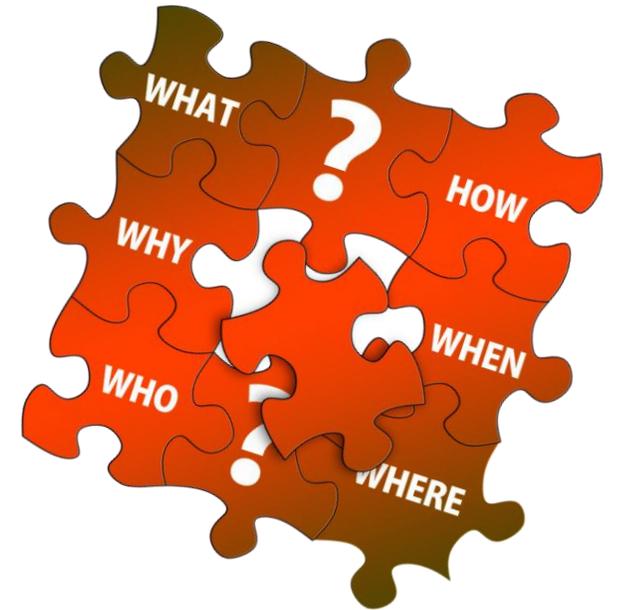
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Agenda

- › What is HyFlex?
- › Why HyFlex?
- › Models of HyFlex
- › Planning for HyFlex Teaching & Learning
- › Technical Aspects of HyFlex: Implementation at York University
- › Q&A



Key Terminology

› SYNCHRONOUS

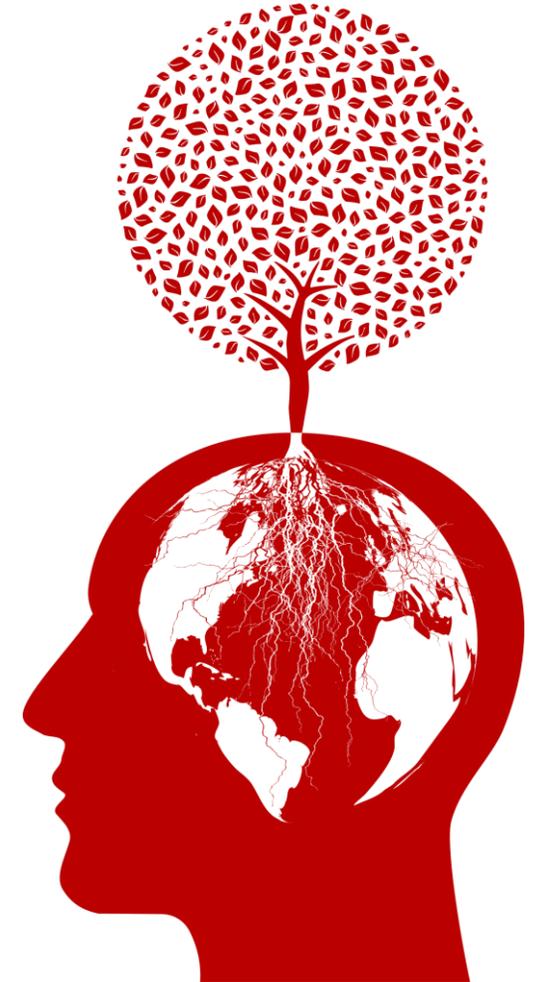
Learners participate in an online learning course at the same time but in different locations. It allows learners to interact with the instructor and other participants accomplished through software that creates a virtual classroom.¹ In the context of the pandemic, synchronous also refers to a course offered remotely in real time with tools such as Zoom and Teams.

› ASYNCHRONOUS

Learners participate in an online learning course at different times. It might also be called eLearning or refer to a fully online course. It allows learners to go through a course at their own pace.² Asynchronous can include time-bound activities and deadlines.

› INTEGRATED/BLENDED

It includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date, then meet on-site or online for additional learning activities).³



1. "Synchronous learning | ECampusOntario Glossary." ECampusOntario, www.ecampusontario.ca, 18 July 2019, <https://www.ecampusontario.ca/knowledge-base/synchronous-learning/>.

2. "Asynchronous learning | ECampusOntario Glossary." ECampusOntario, www.ecampusontario.ca, 17 July 2019, <https://www.ecampusontario.ca/knowledge-base/asynchronous-learning/>.

3. "Blended learning | ECampusOntario Glossary." ECampusOntario, www.ecampusontario.ca, 17 July 2021, <https://www.ecampusontario.ca/knowledge-base/blended-learning/>.

What is HyFlex?

> eCampus Ontario:

HyFlex combines the terms “hybrid” and “flexible”. Each class is offered in-person, synchronously online, and asynchronously online to provide a flexible experience and multiple modes of participation. Students are given choice in how they participate in the course and engage with material, and can change their method of participation throughout the course (e.g., weekly, by topic, or according to preference).¹

> York University:

A Hyflex course model provides students the opportunity to attend a course in person **or** attend synchronously online. This model is designed to offer students flexibility.²

Why HyFlex?

➤ Benefits to Students:

- ✓ Increased access to courses when attending class in person is problematic and/or when desired classes are scheduled at the same time
- ✓ Increased control over day-to-day schedules associated with attending class
- ✓ Multiple modes of participation often require more robust instructional materials, enable richer instruction, and provide additional opportunities for learning.¹

➤ Benefits to Faculty:

- ✓ Able to serve more students with the same resources (time, instructional materials)
- ✓ Develops skills and experience in teaching online without giving up classroom instruction
- ✓ Provides a built-in alternative to classroom instruction in case of scheduling conflicts.²

➤ Benefits to Institution:

- ✓ Increases overall course enrollment by offering additional schedule and location flexibility to students (may lead to increased per unit course load and reduced time to graduation)
- ✓ Increases individual class section (a single instance of a course) enrollment beyond the seat capacity of a physical classroom (may reduce space requirements and increase the availability of bottleneck courses)
- ✓ Supports innovative approaches to instruction that should contribute to greater student success (can lead to increased student learning, more opportunities for faculty research and publication, and institutional marketing opportunities to external stakeholders).³

1. Beatty, B. J. (2019). Costs and Benefits for Hybrid-Flexible Courses and Programs. In B. J. Beatty (Ed.), *Hybrid-Flexible Course Design*. EdTech Books. https://edtechbooks.org/hyflex/hyflex_values.

2. Beatty, B. J. (2019). Costs and Benefits for Hybrid-Flexible Courses and Programs. In B. J. Beatty (Ed.), *Hybrid-Flexible Course Design*. EdTech Books. https://edtechbooks.org/hyflex/hyflex_values.

3. Beatty, B. J. (2019). Costs and Benefits for Hybrid-Flexible Courses and Programs. In B. J. Beatty (Ed.), *Hybrid-Flexible Course Design*. EdTech Books. https://edtechbooks.org/hyflex/hyflex_values.

Why HyFlex?

➤ Reflections from York University's Hyflex pilot project:

- ✓ All faculty who started using it decided to continue using it until the end of semester
- ✓ About 1/3rd of faculty involved have decided that HyFlex is the way forward
- ✓ Students seem to appreciate HyFlex as an option
- ✓ Technology seems to work well, with fewer challenges than expected



Common Models of HyFlex

› CONCURRENT

On-campus and remote students attend class synchronously. Instruction and class interactions are livestreamed to allow two-way interaction. **This is the model currently adopted by York U.**

› ASYNCHRONOUS

On-campus instruction is recorded and made available for remote students to access asynchronously at another time (no livestreaming).

› SEQUENTIAL

On-campus and remote students meet in separate, consecutive sessions where instruction is repeated. When students are not in a scheduled class meeting, they are completing asynchronous work online.

› MULTI-SECTION

Online and on-campus instruction occur in separate sections, potentially taught by different instructors.

› ALTERNATING

All students are required to attend some on-campus instruction but attend in smaller groups to comply with health guidelines. When not on campus, students engage in learning activities online.¹



Planning for HyFlex Teaching & Learning



Five dimensions that should be considered when planning for Hyflex teaching:

1. Organization & Communication

Pre-Class

- ✓ Share expectations for remote students and face to face students
- ✓ Share handouts with students before the start of the class

During Class

- ✓ Schedule time to check-in with online students
- ✓ Repeat questions asked by synchronous students so online students can hear
- ✓ Allow online students to write questions in the chat (backchannel) or in a forum
- ✓ Record lecture for asynchronous students to watch

End of Class

- ✓ Acknowledge the remote students in closing the class and confirm when they can exit the Zoom room
- ✓ Before closing the Zoom room, check in with remote students to see if anyone wants to stay and ask questions (remember to stop the recording)

After Class

- ✓ Let the students know when the recording will be available.
- ✓ Inform asynchronous students when they need to submit their contribution to class work.¹

Planning for HyFlex Teaching & Learning



Five dimensions that should be considered when planning for Hyflex teaching:

2. Instructor Role & 3. Engagement and Interaction ¹

Organize class into sections

- ✓ Before the lecture
- ✓ Lecture time (organized by topics and parts)
- ✓ After lecture

Develop detailed plans for each section

- ✓ Consider each potential mode of student participation
- ✓ For each mode of participation, plan:
 - What instructor will do
 - What students will do
 - What student-to-instructor, student-to-student, and student-to-material interactions will look like
- ✓ Design equivalent learning experience for students regardless of their modes of participation

Sample Hyflex lessons

- ✓ <https://docs.google.com/document/d/1gokdIjWbfERADiswlUBL4hE81hEnNiEYmBzRUeDfUdk/edit#heading=h.uemmrqypk4zd>

Planning for HyFlex Teaching & Learning



Five dimensions that should be considered when planning for Hyflex teaching:

Practical Strategies for Instructor to Ensure Student Engagement & Interaction

During Lecture

- ✓ Look into the camera periodically to acknowledge students who are online
- ✓ Appoint someone to be “voice of the chat” (this could be a TA or a student) to report on the chat
- ✓ Plan “voice of the chat” moments to allow them to share the discussion happening in the chat
- ✓ Allow students to use backchannel to ask questions

Active Learning

- ✓ Use Zoom polling or other online (live) polling to include online students
- ✓ Refine and customize classroom assessment techniques
- ✓ Build activities and structures to foster team collaboration

Follow Up

- ✓ Plan Online Follow-up Assessments to ensure that all students are receiving instruction
- ✓ Share a debrief for the results of Online Follow-up Assessments during the following class session (so students know that you value their completion of these exercises, and they can connect the synchronous and the asynchronous components).¹

Planning for HyFlex Teaching & Learning



Five dimensions that should be considered when planning for Hyflex teaching:

Practical Strategies for Instructor to Ensure Student Engagement & Interaction

Student and Student Interaction

- ✓ Develop alternatives for remote students when planning in-class student engagement
- ✓ Consider using Social icebreaker activity to allow students to engage and interact with each other and develop a sense of community in the meantime
- ✓ Create peer review activities to allow student-to-student interaction
- ✓ Consider creating hybrid pair work to facilitate interaction between students who are attending face-to-face and students who are attending online
- ✓ Create opportunities for informal interactions between in-class and remote students

Student and Content Interaction

- ✓ Create an e-portfolio activity that allows students to reflect on their learning
- ✓ Consider enriching video-recorded lectures with embedded reflective questions using H5P
- ✓ Engage through annotation (annotate in Zoom or Padlet).¹

Planning for HyFlex Teaching & Learning



Five dimensions that should be considered when planning for Hyflex teaching:

4. Equity Considerations

Universal Design for Learning

- ✓ Incorporate Principles of Universal Design for Learning in your course design process
- ✓ Provide feedback in a timely and meaningful manner for both online and face-to-face students
- ✓ Ensure choice of modality and use of technology does not disadvantage one group of students in any way
- ✓ Consider access to technology issues such as captioning, transcripts, machine readable documents, and bandwidth awareness
- ✓ Support equity and inclusion in your course community through discussion guidelines and netiquette, particularly if your course involves students as connectors between online and face-to-face groups
- ✓ Ensure accommodation needs are considered and met across all course modalities (contact [Student Accessibility Services](#) for additional information/assistance: <https://accessibility.students.yorku.ca/>).¹

Planning for HyFlex Teaching & Learning



Five dimensions that should be considered when planning for Hyflex teaching:

5. Assessment

Align Assessment with Course Learning Outcomes

- ✓ Clearly identify and communicate learning outcomes in multiple formats
E.g.: include in syllabus, discuss during class, post online
- ✓ Design assessment methods to effectively measure outcomes

Make Assessment Inclusive and Equitable

- ✓ Ensure no individual or group is disadvantaged for any reasons
- ✓ Meet the needs of a variety of students and support students with accessibility needs

Assess for Learning

- ✓ Increase the transparency and clarity of assignments and rubrics by providing helpful examples whenever possible

Focus on Continuous Assessment instead of 'Examinations'

- ✓ Re-imagine the purpose and approach to examinations as ongoing practices rather than as a series of smaller assessments throughout the course culminating in a formal examination

Promote Academic Integrity

- ✓ Design assignments that rely on higher order thinking (e.g., analyze, synthesize, reflect) and encourage students to display original, unique thoughts rather than relying solely on memory and rote learning
- ✓ Remind students that the same rules apply around academic integrity no matter where or how they are learning.¹

HYFLEX TECHNOLOGY

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QUESTIONS & ANSWERS



Learning More About HyFlex at York University

➤ RESOURCES

- **Teaching Commons**
<https://www.yorku.ca/teachingcommons/>
- **Teaching Commons Flexible Teaching**
<https://www.yorku.ca/teachingcommons/flexible-teaching/>
- **Teaching Commons HyFlex Guide**
https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2021/11/Hyflex-Document_MFM4.pdf
- **University Information Technology Hyflex Classrooms**
<https://www.yorku.ca/uit/hyflex-classrooms/>
- **Learning Technology Support Home: Hyflex**
<https://lthelp.yorku.ca/hyflex>

➤ FOLLOW-UP

- **What else would you like to learn about HyFlex?**
Poll:
<https://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=861684>
- **What did you think about this workshop?**
Workshop Evaluation:
<https://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=862017>

How Can We Help YOU?