HYFLEX COURSE DESIGN

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This guide is intended for York instructors who have been assigned a Hyflex classroom in the fall 2021. These instructors will be able to deliver their course in person and online at the same time. This means that students can choose day to day how they will attend each class, either in person on campus or online via Zoom.

KEY TERMINOLOGY:

- *Hyflex*: This mode of course delivery combines the terms "hybrid" and "flexible" to enable students the opportunity to attend a course in person, synchronously, or asynchronously online, sometimes both, and sometimes in only one online mode (Beaty, 2019). "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)" (eCampus Ontario). At York University, hyflex is currently defined as a mode of delivery that allows students to choose to engage in a course in person or synchronously online (e.g., via Zoom) and can include asynchronously activities all students complete online (e.g., in eClass).

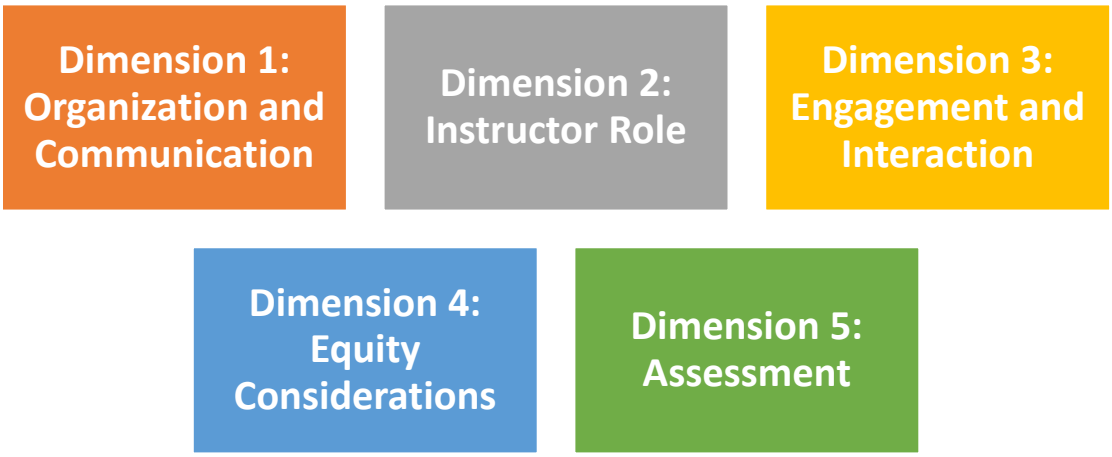
- *Synchronous:* Synchronous learning occurs when individuals participate in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom (eCampus Ontario). 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*: When students participate in an online learning course at different times, it is known as asynchronous learning. It might also be called eLearning or refer to a fully online course. Asynchronous learning allows students to go through a course at their own pace (eCampus Ontario). Asynchronous can include time-bound activities and deadlines.

- *Blended*: Blended learning is an instructional approach that 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 (eCampus Ontario).

THE 5 DIMENSIONS OF PLANNING FOR HYFLEX TEACHING

Below are 5 dimensions you should consider when planning for Hyflex teaching, each of these dimensions contains practical advice on what you can do in your classroom.



Dimension 1: Organization and Communication

Before the class starts, plan for how the course will be organized to allow the success of every student. In addition, make a communication plan that ensures that all students find the needed information in a timely manner. Below are some things to consider:

Pre-class

- Share expectations for remote students and face to face students. You can find a sample expectations document HERE.
- Share the agenda beforehand with the students. You can find a sample agenda HERE.
- Share handout with the students before the start of the class (you can send an email or share in eClass).

During class

- Welcome students in the classroom: acknowledge online students.
- Schedule time to check-in with online students (include a check-in slide to remind yourself).
- 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. Check this website HERE to learn more about how you can use backchannel in your classroom.
- Record lecture for asynchronous students to watch.

End of the 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. Is students want to stay, 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.

TIP: Consider assigning rotating roles to your students to assist you with the technology, the online discussion board, note-taking.

Dimension 2: Instructor role

When planning your role as an instructor, consider the points below whether you are planning some lecture time or active learning activities. Find a Hyflex sample lesson HERE and HERE.

TIP: organize your class into sections (aka chunking information). This allows you to include activities, to engage all learners and to include multiple check-in points. You can learn more about chunking information HERE.

Lecture

- Look into the camera 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

- Live polling: use zoom polling or other online polling to include online students.
- Classroom assessment techniques: learn more about how to use classroom. assessment techniques online HERE.
- Team collaboration.

Follow Up

- Plan Online Follow-up Assessments which would allow you to ensure that all students are receiving instruction.
- Share a debrief for the results of Online Follow-up Assessments during the following class session. This will let students know that you value their completion of these exercises and will allow the students to connect the synchronous and the asynchronous components.

Dimension 3: Engagement and Interaction

Student-Student

- Think of alternatives for remote students when planning in-class student engagement, see for example Active Learning from Anywhere HERE.
- Create peer review activities to allow student to student interaction. You can use Peerscholar to facilitate online peer review.
- In class group/pair work: consider creating hybrid pair work to facilitate interaction between students who are attending face to face and students who are attending online.
- Note catchers: you can use a google doc and ask students to take notes during their group/pair work. You find information about using notecatchers online HERE.
- Consider using Social icebreaker activity to allow students to engage and interact with each other and develop a sense of community in the meantime.
- Consider a Buddy protocol – ream more HERE.

Student-Student

- Create opportunities for informal interactions. For example, you could open the zoom earlier to allow students to chat with you.
- Social icebreakers.
- Building community: building community in the Hyflex classroom requires intentional planning. Read more about community building HERE.

Student-Content

- Create an eportfolio activity that allows students to reflect on their learning.
- Video lectures with embedded reflective questions using H5P.
- Engage through annotation (annotate in zoom or padlet).

Dimensions 4: Equity considerations

Universal Design for Learning

- Think about including Principles of Universal Design for Learning in your course design process to help provide all students with:
  - It's important that all students have a similar learning experience
  - Students across all delivery modalities should achieve the same learning outcomes
  - Students in all modalities have equal opportunity to ask questions
  - All students should be able to receive feedback
- Feedback should be timely and meaningful for both online and F2F students
- Choice of modality and use of technology should not disadvantage one group of students in any way
- Consider access to technology issues such as captioning, transcripts, machine readable documents, and bandwidth awareness
- Think about supporting equity and inclusion in your course community through discussion guidelines, netiquette, particularly if your course involves students as connectors between online and F2F groups https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/853/2021/02/Discussion-Guidelines-FINAL-3.pdf
- Accommodation needs will need to be considered and met across all course modalities. Student Accessibility Services enables an accessible campus learning environment where students with disabilities have an equitable opportunity to flourish.

Dimension 5: Assessment

As you engage in your course design process, consider the ways in which you intend to assess your students. The following provides an overview of five (5) principles of assessment to consider as you plan your course, regardless of the course environment in which you may be teaching, e.g. F2F, Hyflex, Online Asynchronously.

Align Assessments with Course Learning Outcomes

The learning outcomes communicate to students the most salient aims and goals for the course. When possible, assessments should mirror the subject matter, the discipline, while also providing opportunities for students to develop a variety of skills and depth of knowledge. Clearly identifying learning outcomes in class, posting in eClass, and on your course syllabus in clear, accessible language, and aligning your assessments with your learning outcomes will help support students in the learning process.

A key question to consider: What do you want students to know, learn, and do by the end of your course and how will they demonstrate their learning?
More information about Constructive Alignment can be found on page 5 of the YorkU Guide to Teaching Remotely

Assessment Should Be Inclusive & Equitable

The purpose of designing assessments that are inclusive and equitable is to ensure that any individual or group is not disadvantaged for any reason. In doing so, you will meet the needs of a variety of students as well as support students with accessibility needs.

To read and learn about implementing a *Universal Design for Learning (UDL) Framework* in your classroom visit: http://udloncampus.cast.org/home

This 3-minute video, introduces *construct relevance,* the degree to which an assessment can measure the "constructs", or knowledge, skills, abilities, that the instructor wants to assess in Universal Design for Learning. To read about construct relevance instead, click here.

Assessment for Learning

The provision of timely feedback promotes learning and improvement in the achievement of course learning outcomes.

This short handout can act as a quick guide for providing feedback in online courses, including information and examples on different types of feedback. Feedback Handout

TILT, a research project out of Brandeis University, provides a series of flexible resources for increasing the transparency of assignments:
The template for transparent assignments.
The related checklist for designing assignments.
The list of examples of assignments from different disciplines made more transparent (click the first arrow to access the list).

Continuous Assessment, Not Examinations

Teaching online (synchronously or asynchronously) will require course instructors to re-imagine the purpose and approach to examinations. It may be helpful to rethink of assessment as an ongoing practice rather than a series of smaller assessments throughout the course and culminating in a formal examination.

Continuous assessment will allow you to have a clearer understanding of how well students are meeting course expectations and achieving course learning outcomes. For tools, resources, and recommendations, visit the *Grading and Providing Feedback* on the Going Remote website.

More information about adapting assessments for online teaching and learning can be found on page 18 of the YorkU Guide to Teaching Remotely

Assessments Promoting Academic Integrity

There are resources and tools that can help you to prevent academic dishonesty, regardless of the course mode of delivery. For example, consider designing assignments that rely on higher order thinking (e.g. analyze, synthesize, reflect) and encourage students to rely on displaying original, unique thoughts rather than relying solely on memory. It will be important to remind students that the same rules apply around academic integrity, no matter where or how they are learning.

The Going Remote Guide offers a number of tools, resources, and recommendations on how to encourage academic integrity in your assessment strategy.

ALTERNATIVE ASSESSMENTS

Based on these five (5) principles of assessment, you may consider including alternative assessments in your course. These are appropriate across any class size, discipline, and learning environment. Here are some tools and ideas:

Guide to Alternative Assessments
This guide is designed to help instructors design and implement alternative assessments. Each of the 35 alternative assessments highlighted in this document contains a description, the benefits, challenges and solutions, examples, rubrics, and additional resources.

Alternative Assessments for Remote Teaching
This guide outlines a variety of alternative assessment strategies that can be used in remote or online teaching. These strategies are organized as low, medium, and high levels of preparation and investment.

OER as Alternative Assessment Handout
This short handout can act as a quick guide for using Open Educational resources to design alternative assessment.

Guide to Large Classroom Assessments
This guide is designed to help instructors think about assessment strategies in large classrooms. The guide includes examples of techniques, tips, and tricks, as well as examples of rubrics and alternative assessment ideas.

Open Book Exam Toolkit
This toolkit will help you consider the steps to creating and implementing open book exams.

Rubrics Handout
This short handout can act as a quick guide for using rubrics, including information and examples on different types of rubrics.

Contact a member of the Teaching Commons Team
Should you wish to connect with someone directly or want someone to walk you through your assessment plan, please connect with us!

ADDITIONAL RESOURCES

Active Learning in Hybrid and Physically Distanced Classrooms | Center for Teaching | Vanderbilt University

HyFlex Classroom Management Checklist - Higher Ed and Technology: Academics at Chapman
Promoting active learning and equity in a HyFlex course | Explore Learning and Teaching (griffith.edu.au)

HyFlex - Hope for the best, Plan for the Worst (carleton.ca)

Tips for Teaching HyFlex and Staggered Hybrid Courses with Remote Learners - Teaching with Technology Support - Grand Valley State University (gvsu.edu)

(1820) Building a HyFlex Course to Support Student Success - YouTube

HyFlex Teaching: One Class, Three Modalities | Academic Affairs at SPS (columbia.edu)

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Binnewies, S., & Wang, Z. (2019). Challenges of Student Equity and Engagement in a HyFlex Course. In C. N. Allan, C. Campbell, & J. Crough (Eds.), Blended Learning Designs in STEM Higher Education (pp. 209–230). Springer Singapore. https://doi.org/10.1007/978-981-13-6982-7_12