



## HYFLEX TEACHING & LEARNING

### WHAT IT IS AND HOW TO IMPLEMENT IT IN PRACTICE

#### WHAT IS IT?

Hyflex combines the terms “hybrid” and “flexible”, and describes a method of teaching and learning in which each class is offered in-person, synchronously online, and asynchronously online, to provide a flexible experience and multiple modes of participation. Students are given a 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 (ECampusOntario, 2021). At York University, HyFlex is defined in a narrower manner: 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 (Beatty, 2019).

Regardless of the student’s preferred method of engagement, Hyflex aims to provide a similar learning experience for all students and strives to ensure that all course learning outcomes are met.

#### WHY IS THIS IMPORTANT?

One of the highlights of Hyflex learning is that it provides flexibility and choice for student engagement with course content. Rather than providing a one-size-fits-all mode of delivery, Hyflex learning provides students with multiple ways to engage with the course that can improve access. Moreover, although Hyflex learning at York University allows for synchronous learning, student learning can be supplemented by the inclusion of asynchronous activities that can be completed online in eClass. Finally, given that many students at York University experience factors that may prevent them from actively participating in course offerings on campus (e.g., working part-time or full-time jobs, undertaking family care responsibilities, and travelling long commutes), Hyflex Learning provides students with a chance to learn at a pace that works best for their schedule and learning preference.

#### HOW CAN INSTRUCTORS INCORPORATE HYFLEX LEARNING IN THE CLASSROOM?

When designing a course with Hyflex Learning in mind, instructors can support the student learning experience in a variety of ways. For example:

1. **Provide written instructions for class activities in advance.** Since students are given the option to participate in the course in any manner that works best for them, ensuring that all of your course expectations and assignment/activity instructions are provided to all students beforehand guarantees that all students receive the same important course information.
2. **Ensure all equipment is working before class begins.** It is normal to experience technological hiccups as you are designing and teaching in your Hyflex classroom. To minimize technical issues with audio or video, arrive in class a few minutes early to troubleshoot any problems that may arise. You can also use this time to check-in with your students (both in person and online).
3. **Record lectures and make course materials available online** and readily accessible to students by posting these resources on eClass. Having the ability to go back and rewatch lectures or access Power Point slides can be beneficial for students as they prepare for course assessments and studying for their final exams.

4. **Incorporate active learning strategies** and ensure that all students get a similar learning experience. For instance, design activities that allow for the use of Zoom breakout rooms to allow for engagement between students learning from in-person and online. Utilize shared creation resources, such as Google Docs or Office 365 documents, to allow for student collaboration across multiple platforms. For more examples of active learning strategies that are well-suited for Hyflex learning, see the [Teaching Commons resources on flexible teaching](#).
5. **Design assessments with Hyflex Learning in mind** to ensure that all students are meeting the same course outcomes. Even though students have a choice in the method through which they engage with course content, all students must still be able to satisfy the specific course outcomes. Consider [scaffolded activities](#) and other forms of alternative assessments so students achieve similar outcomes regardless of their preferred modality.



#### ADDITIONAL RESOURCES (Internal)

York University Teaching Commons. (n.d.). "Hyflex". <https://www.yorku.ca/teachingcommons/hyflex/>

York University Learning Technology Services Support. (n.d.). "Using technology for Hyflex teaching". <https://lthelp.yorku.ca/hyflex>

York University Teaching Commons. (n.d.). "Flexible teaching". <https://www.yorku.ca/teachingcommons/flexible-teaching/>

York University Teaching Commons. (n.d.). "Hyflex course design". [https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2022/08/Hyflex-Course-Design\\_Licensed\\_FINAL.pdf](https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2022/08/Hyflex-Course-Design_Licensed_FINAL.pdf)

York University Teaching Commons. (n.d.). "Strategies for on-campus learning: Active learning from anywhere". [https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2021/06/Strategies-for-On-Campus-Learning-v.2D-RDW\\_c.pdf](https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2021/06/Strategies-for-On-Campus-Learning-v.2D-RDW_c.pdf)

#### ADDITIONAL RESOURCES (External)

##### Explore in 15-30 Minutes

Bruff, D. (2022). "Active learning in hybrid and physically distanced classrooms." Center for Teaching Vanderbilt University. <https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

Columbia University Center for Teaching and Learning. (n.d.). "Hybrid/HyFlex teaching & learning."  
<https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/hyflex/>

Miller, A. N, Sellnow, D. D. & Strawser, M. G. (2021). Pandemic pedagogy challenges and opportunities: Instruction communication in remote, HyFlex, and BlendFlex courses. *Communication Education*, 70(2), 202-204.

#### Explore in 30-60 minutes

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](https://doi.org/10.1007/978-981-13-6982-7_12)

Kohnke, L. & Moorhouse, B. L (2021). Adopting HyFlex in higher education in response to COVID-19: Students' perspectives. *Open Learning: The Journal of Open, Distance and e-Learning*, 36(3), 231-244.

#### Explore in 60+ minutes

Beatty, B. J. (2019). Values and principles of hybrid-flexible course design. In B. J. Beatty (Ed.), *Hybrid-flexible course design*. EdTech Books. [https://edtechbooks.org/hyflex/hyflex\\_values](https://edtechbooks.org/hyflex/hyflex_values)

Howell, E. (2022). HyFlex model of higher education: understanding the promise of flexibility. *On the Horizon: The International Journal of Learning Futures*. Vol. 30 No. 4, pp. 173-181.  
<https://doi.org/10.1108/OTH-04-2022-0019>

Sanchez-Pizani, R., Detyna, M., Dance, S., & Gomez-Agustina, L. (2022). Hybrid flexible (HyFlex) seminar delivery—A technical overview of the implementation. *Building and Environment*, 109001.  
<https://doi.org/10.1016/j.buildenv.2022.109001>

## Would you like to learn more?

Contact us at Teaching Commons for additional resources, handouts, applications, courses, workshops, examples, advice, assistance, one-on-one consulting, and everything else related to teaching and learning. We are happy and eager to assist you!



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