

Flying High with HyFlex

A Digital Notebook by the FTCC Center for Faculty
Development

2022

The world has changed.

Here at FTCC, we are changing, too! We want to meet the needs of 21st century students.

Enter “HyFlex” courses. These courses offer a multi-faceted approach to teaching, learning, and course participation.

This digital notebook will build upon and continue your existing knowledge of the HyFlex learning environment. We will discuss HyFlex planning, teaching, and assessment, as well as specific classroom technology strategies.

The FTCC **Center for Faculty Development** is available to guide you in developing your skills as a HyFlex instructor.

Get ready for “Flying High with HyFlex!”

FTCC Center for Faculty Development

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Introduction

Introduction

- The term HyFlex combines the words “hybrid” and “flexible.” Hybrid learning refers to learning that integrates complementary face-to-face (synchronous) and online learning (asynchronous) experiences in service of intended learning objectives. All students in a hybrid course are expected to undergo the same combination of online and in-person activities. In contrast, the “flexible” aspect of HyFlex is that students are given choice in how they participate in the course and engage with material in the mode that works best for them over the course and from session to session.
- In HyFlex courses, students can choose from one of three participation paths:
 - Participate in face-to-face synchronous class sessions in-person (in a classroom)
 - Participate in face-to-face class sessions via video conference (e.g., Blackboard or Zoom)
 - Participate fully asynchronously via Blackboard.
- A HyFlex class makes class meetings and materials available so that students can access them online or in-person, during or after class sessions. All students, regardless of the path taken, will achieve the same learning objectives.

HyFlex in North Carolina

- Per the NC Community College System's Numbered Memo, CC22-012, "The HyFlex delivery method allows students a choice in how they attend college courses (online or in-person)."
- "Equity undergirds this model in that all learners have full access to this instructor, each other, and the learning resources."

Objectives

Objectives, Page 1

- Concise, specific, and measurable objectives are critical to the planning of any effective lesson or Module.
- In a HyFlex learning environment, we must consider, not only Course Objectives and Module Objectives, but **Instructional Objectives** for each learning modality as well.
- “In a HyFlex course, *learning objectives* should be the same for all students; specific *instructional* objectives may vary to fit participation mode” (Beatty, 2019, n. p.).

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- All Course Objectives, Module Objectives, Assignments, and Assessments should be aligned to the Course Description contained within the [North Carolina Combined Course Library](#).
- The FTCC document, “[The Fundamentals of Course Alignment](#),” is an excellent resource to assist instructors in the process of course alignment.
- When planning instruction and instructional activities, the instructor must consider *what* the students must know and *how* they will demonstrate their understanding.
- In many cases, the content resources for a specific lesson will work for all HyFlex learning modalities.
- Multiple methods or formats, however, may be required for the demonstration of that learning.
- Instructional activities should clearly align to content instruction, and preparation must be made to plan for differences in presentation and assignment experiences.
- Instructional objectives will be created to ensure clear and equitable instructions are given for student success.

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- Course Organization & Learning Outcomes for Activities
- Live Class Sessions
- Lectures
- Thinking Moment Activities
- Online Follow-Up Assessments
- HyFlex Examples and Templates

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Course Organization & Learning Outcomes for Activities:

- Students across all delivery modalities should achieve the same learning outcomes.
- Student engagement through active learning increases student learning outcomes in different instructional settings (Khan, et al, 2017).
- Students in all groups will engage in the same instructional activities and complete the same assessments.

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Live Class Sessions:

One way to effectively engage students in multiple modalities is to organize class sessions into segments that allow the instructor to share knowledge, and then provide students with skills practice.

An example of this organization in a 50-minute class:

- Lecture Part 1 (15 minutes)
- Activity 1 (10 minutes)
- Lecture Part 2 or Debrief (10-15 minutes)
- Activity 2 (5 minutes)
- Lecture Part 3 & Wrap-up (5 minutes).

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- While you will be holding class live, it will be important to build up asynchronous materials to support your remote learners such as:
 - Content
 - Assignments
 - Assessments
 - Discussion boards
 - Learning activities
 - Grade center columns

[**GVSU**](#)

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Lectures (10-20 minutes per segment)

- Break a class lecture into “chunks” of about 10-20 minutes
- Each lecture chunk will be followed by a “Thinking Moment Activity” (see next page)
- Number of lecture “chunks” and time per activity depends on class length (50, 75, 250, etc.).

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Thinking Moment Activities (5-10 minutes):

- These check for comprehension of the new material or provide skills practice for students in all 3 delivery modalities.
- Instructors model how to think or solve problems.
- Students should have equal opportunity to complete assignments and earn credit. In-class activities should not be graded; these can be thought of as practice and/or self-check opportunities.
- One group should not have a perceived advantage over another.
- Write out instructions for each activity on a PowerPoint slide so they are in writing for Online Live (OL) and Online Asynchronous (OA) students.

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Plan Online Follow-Up Assessments, Part 1:

- After attending or viewing each F2F class session, all student groups are to complete follow-up online exercises: content quizzes, application exercises (e.g. case studies), reflection questions (e.g. muddiest point), etc.
- These can help ensure that all student groups are attending or viewing class sessions and receiving instruction.
- These are graded low-stakes assessments contributing a small percentage to the course grade; they can be viewed as a replacement for the attendance/participation grade.

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Plan Online Follow-Up Assessments, Part 2:

- These can provide on-going formative assessment to measure learning for all three student audiences.
- Follow-up online activities should build on the “Thinking Moment Activity” to provide continuity but should be more substantive and comprehensive.
- Plan to debrief (or at least mention) the results of Online Follow-up Assessments during the next class session to let students know that you value their completion of these exercises. This will help tie together online and face-to-face components

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HyFlex Examples and Templates:

- [**HyFlex Planning Worksheet**](#)
- [**Sample Lesson**](#)
- [**HyFlex Lesson Plan Template**](#)
- [**HyFlex Course Design Examples**](#)

Active Learning

Active Learning in HyFlex, Page 1

Active Learning Strategies for HyFlex:

- Backchannel Chats
- Collaborative Notetaking
- Group Work
- The Fishbowl

Active Learning in HyFlex, Page 2

Active Learning Strategies for HyFlex:

- **Backchannel Chats, Part 1:**
- The text chat that likely comes with your videoconferencing tool can be used to host what is called a *backchannel* for class discussion.
- The spoken dialogue between you and in-person or online students forms the “frontchannel,” while the text chat provides a forum for supplemental discussions among students.
- A backchannel can be useful for fostering dialogue and even a sense of community among your in-person and online students.
- It can also serve some universal design purposes by providing a written alternative to spoken discussions or an ad hoc text captioning of spoken conversations.

Active Learning in HyFlex, Page 3

Active Learning Strategies for HyFlex:

- **Backchannel Chats, Part 2:**

- Monitoring and responding to the backchannel can be a challenge for instructors, of course, whose attention can only be split so many ways.
- Consider appointing someone to be the “voice of the chat.” This person could be a rotating student. Their job is to monitor the backchannel and look for questions or comments that should be brought to the attention of the instructor. Think of including “voice of the chat” moments in the lesson where a person is called on to speak up and share these questions and comments, also include signaling these moments in presentation slides.
- It’s a good idea to talk with your students about how to use the backchannel productively during class sessions. Consider establishing some community norms about appropriate text chat use. Also, direct students’ contributions to the backchannel with some guiding questions.

Active Learning in HyFlex, Page 4

Active Learning Strategies for HyFlex:

- **Collaborative Notetaking:**

- A variation on the backchannel approach is collaborative notetaking. This typically involves setting up a shared document for students to use during class to take notes on the class discussion. Often, two or three students are appointed lead notetakers for a given class session, with that duty rotating among students over the semester, but all students are invited to read and contribute to the shared notes.
- This approach provides a structure for active listening during class. Notetakers don't participate in the discussion, but try to capture all they can, while the rest of the students can focus on participating in discussion without having to worry about taking notes. This might be particularly valuable in a classroom where it is hard to hear some students.

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Active Learning Strategies for HyFlex:

- **Group Work, Part 1:**

- Group work can be difficult to conceive in a HyFlex environment. Here is one way to implement it successfully:
 - You have three discussion questions for your students to consider in small groups. Under normal circumstances, you might have posted these questions in a PowerPoint slide or included them in a printed handout.
 - In your hybrid classroom, however, you've put your three questions at the top of a shared Excel sheet, one question per column.
 - You ask your students to get into groups of two or three, with the in-person groups sitting six feet apart from each other at tables and your online students moving to breakout rooms in your videoconferencing platform.
 - You give your students some time to discuss the questions in groups and report their answers using the Excel Sheet, with each small group selecting an unused row of the spreadsheet to document their answers.

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Active Learning Strategies for HyFlex:

- **Group Work, Part 2:**

- Ordinarily you might circulate among your students as they work to eavesdrop and ask a few questions. That's not feasible now, but the Excel Sheet serves a similar purpose.
- As the students work, you keep an eye on the sheet, monitoring your students' progress through the activity (so you know when to call time) and getting a sense of their responses (so you can plan the debrief at the end of the activity).
- When the group work is over, you highlight a few student responses to share with the full group (either yourself or by asking the loudest group member to speak) along with your comments reflecting on and synthesizing the student ideas.

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Active Learning Strategies for HyFlex:

- **Group Work, Part 3:**

A few notes about group work in the HyFlex environment:

- Sometimes you might want rather structured responses from students, using something like Excel with its columns and rows is useful
- Other times you might ask more open-ended questions, asking each student group to construct its own slide in a collaborative slide deck.
- Note that the more structure you build into the activity, the faster you'll be able to parse and respond to student responses.
- In large classes, very structured options, like multiple-choice polling questions, are the most practical.
- Note that moving to groups (in-person and online) and getting started using a collaborative tool will take students a little time. This isn't as simple as turning to your neighbor in a traditional classroom and discussing a question
- If you make the group tasks meaningful and use the same tools regularly, this approach to group work has the potential to be practical.

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Active Learning Strategies for HyFlex:

- **The Fishbowl, Part 1:**

- The *fishbowl* is a class discussion strategy with a long history.
- In the classic formulation, an instructor would identify a small set of students who feel the same way about a topic. These students are instructed to make a circle with their chairs in the center of the room; they are in the fishbowl.
- They discuss the topic—how they think about it, why it's important to them, and so on—while the rest of the students listen; the other students are outside the fishbowl.
- Then the instructor asks the observers to summarize or paraphrase what they heard; students in the fishbowl can affirm or clarify these remarks. Then the students switch places and repeat the process.
- The strategy is meant to encourage empathy for other points of view and can be particularly useful for addressing contentious topics.

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Active Learning Strategies for HyFlex:

- **The Fishbowl, Part 2:**

- With a few modifications, the fishbowl activity should work well in the hybrid classroom. Instead of selecting students for the fishbowl by their points of view, an instructor might select a subset of their online students to be the “fish.”
- These students are asked to discuss the topic at hand from their various perspectives, while the other students (the in-person students and any remaining virtual students) listen and observe and (optionally) take notes in a collaborative document.
- After the fishbowl discussion, the observers then paraphrase or question or argue as appropriate to the topic, perhaps using their voices, the backchannel, or one of the group work structures mentioned previously.

Tech Tools

Technology Tools for HyFlex

- Using various tools and technology can be beneficial, and often necessary, to engage all students in HyFlex courses.
 - To ensure your technology decisions are rooted in pedagogy, it is important to consider several key factors.
 - Lauren Anstey and Gavan Watson at the University of Western Ontario created the **Rubric for eLearning Tool Evaluation**, a robust rubric for evaluating the functional, technical, and pedagogical aspects of educational technologies for use in teaching and learning.
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- **[Rubric for eLearning Tool Evaluation \(pdf\)](#)**
 - **[Rubric for eLearning Tool Evaluation \(Word\)](#)**

Digital Tools, 2022

Best Practices

HyFlex Best Practices, Page 1

- Involve Your Students
- Increase Time for Activity Planning
- Establish Ground Rules for Engagement
 - Flexibility
 - Proactive Communication
 - Empathy
 - Technology Expectations
 - Follow-Up Before and After Class
- Communicate in Shared Online Environments
- Accessibility
- Tips and Best Practices for F2F + OL Live HyFlex Facilitation

HyFlex Best Practices, Page 2

- **Involve Your Students, Part 1:**
 - As you think about the possibility of a HyFlex approach to teaching, the most important step is to involve your students.
 - First of all, make sure they are clear on **expectations for how they should approach class.**
 - Second, keep in mind that you will be juggling a lot. From the technology in the classroom, to making sure the students who are online are engaged, to...well...teaching the material. This will require intentional management. Your students can help.
 - Consider assigning rotating roles to your students (and making these roles part of the expectations of the course). Some possible roles to think about:
 - Technology assistant to help make sure the room is set up if you are remote
 - Chat monitor(s) to help engage with your remote students' questions
 - Note taker to help share notes with students who are both remote and in person

HyFlex Best Practices, Page 3

- **Involve Your Students, Part 2**
- There are plenty other roles, from coordinating collaborations to helping make sure people online hear what you have said in class.
- In addition to roles, you might consider pairing or clustering students, so there is always at least one student from a cluster in class at any given time. This would give all your students a way of staying connected. You might build collaborative projects around this pairing.
- Involving your students will not only help you, but it will help them engage with the material and understand the difficulty of the challenge of teaching in this environment. This would mirror active learning principles, and they will likely become more invested, not less, in the course.

HyFlex Best Practices, Page 4

- **Increase Time for Activity Planning 1:**
- Both your experience teaching in person and what you've learned teaching online will help, but this set-up is a unique environment.
- It is important to allocate extra time to think through activities, to plan assessments for a mixed-mode class of students, and to consider the intentional creation of spaces "in" which students may congregate and communicate on equal footing.
- For example, small group meetings may be conducted in virtual spaces, even when students are present and together in a room.
- They may stay seated at their assigned desks and collaborate via a host of online collaboration tools, which will help negate the distance between the remote and in-person students.
- These kinds of adaptations to your planned course activities will require some forethought to facilitate activities that will run smoothly whether your students are in person or joining in online.

HyFlex Best Practices, Page 5

- **Increase Time for Activity Planning, Part 2:**
- Preparation is also a key component for knowing how to react or adjust when something inevitably goes wrong.
- Even if you do everything right, there are times when the internet slows down, a student is unable to make it to class, or your plan isn't quite working out.
- Having a back-up plan, sharing digital resources ahead of time, and even just becoming more familiar with the technology can all boost your confidence going into class.

HyFlex Best Practices, Page 6

- **Increase Time for Activity Planning, Part 3:**

Time

Build in additional time to design your course activities.

Review

Budget additional time to review and prepare for each class.

Adapt

Have a back-up plan as you go into each class session's activities.

Share

Preview a course outline, digital resources, or an agenda before class sessions to foreground the activities.

Upskill

Practice using the classroom technology to gain confidence teaching in the room with a mixed audience, as well as any software you are using, such as Zoom or Canvas.

HyFlex Best Practices, Page 7

- **Establish Ground Rules for Engagement, Part 1:**
- When it comes to norms for communication in a traditional in-person classroom setting, instructors typically use the first day or first few weeks to develop norms and expectations with students (example from Georgetown).
- In both online and HyFlex class sessions, having a plan to establish a set of norms and expectations for your class can go a long way in helping both groups of students make the most of their learning together.
- However, these norms and expectations can quickly shift to uncertainty or else become distractions.
- For HyFlex classrooms in particular, it is easy for remote students to disengage or else be disregarded by those participating in the room.

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- **Establish Ground Rules for Engagement, Part 2:**
- Communicate consistently about what kinds of habits, practices, and dispositions will lead to a successful learning experience.
- Students will have an easier time adjusting to a HyFlex classroom environment when they know what the expectations are through seeing you model behavior and explicitly discuss it.
- In addition to the below, **it's always crucial to ask your in-person students to bring their devices to class with them.**

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- **Establish Ground Rules for Engagement, Part 3:**
- Based on experiences teaching and learning in HyFlex environments in the Learning, Design, and Technology (LDT) program, Georgetown University identified a few principles to consider discussing or applying with your students:
- Flexibility: Teaching and learning in this mixed environment takes practice, experimentation, and adjustments to expectations. Being upfront about the need to be flexible, for both in-person and remote students, will help in an environment where changes may arise, and where everyone is learning to adapt.
- Proactive Communication: Remote students “zooming in” to an in-person classroom sometimes hesitate to speak up. Encourage your remote students to jump in proactively in whatever way makes the most sense in your context.

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- **Establish Ground Rules for Engagement, Part 4:**
- Empathy: For in-person students, and even at times for the instructor, it can be all too easy to speak and act in the classroom as if the only participants are those who are physically present. Maybe there's a paper handout rather than a digital one, or perhaps the instructor facilitates a discussion without keeping an eye on the folks online to see if they want to speak. Helping students to develop empathy for their peers—and nurturing that empathy in oneself—will help lead naturally to solutions.
- Technology Expectations: Knowing how and where to communicate during class, as well as between classes, is an essential part of empowering students to engage with you and each other in a mixed environment. Explore practices such as encouraging in-person students to face the camera and microphone while sharing out with the class or encouraging students to engage actively in online discussions and dialogue outside of class.

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- **Establish Ground Rules for Engagement, Part 5:**
- Follow-Up Before and After Class:
Communicating before and after class becomes even more important in a mixed-mode environment. Making regular use of announcements in Blackboard, posting your slides in Blackboard, and recapping any assignments or next steps discussed in class can be especially helpful for remote students who might benefit from clear and concise follow-up. These actions will also increase your visibility for all students and increase their connection to both you and the course content (Yearwood et al., 2016).

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- **Establish Ground Rules for Engagement, Part 6:**
- **Communicate in Shared Online Environments, Part 1:**
- For all of your students, it can be difficult to communicate naturally with each other the same way they might in a normal class.
- Think about how and where you can create spaces for communication.
- Seek or recruit help to manage online chats and other backchannels, as well as presentations and lecture Q&A.
- Think about how you might recruit your students to actively play a role in helping each other.
- Perhaps students can rotate in responsibility for actively checking the chat in Zoom for questions and relevant comments, or maybe you as a facilitator might plan to pause regularly to check for yourself.

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- **Establish Ground Rules for Engagement, Part 6:**
- **Communicate in Shared Online Environments, Part 2:**

Recruit Recruit help from your students to keep track of digital communication, whether formally or informally.

Pause As the facilitator, plan to regularly pause and check for questions and comments that have been posted in Zoom or other spaces.

Identify Identify other software tools that can help create a bridge between your in-person and online students to learn and engage together during class.

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- **Establish Ground Rules for Engagement, Part 7:**
- **Accessibility:**
- In hybrid models, special attention needs to be paid to issues of access; mixed modes of presentation, the readability of digital materials, how to handle hearing or visual impairments in physically-distanced environments, or when online students are watching, etc.
- These considerations are important to examine both for the digital materials and environments you are using, as well as for the in-person discussions and activities.

HyFlex Best Practices, Page 15

- **Tips and Best Practices for F2F + OL Live HyFlex Facilitation, Part 1:**
- Dialogue: Talk in a dialogic manner to keep students engaged (ask questions, pause, then answer).
- Activity Prompts: Build in questions and interactive moments. You can have a slide that simply says “Activity” as a placeholder for both you and the OL students.
- “Thinking Moment Activity”: Introduce it, pause to give students time to complete it, then debrief.
- Calling on Students: Swap who you call on first (OL or F2F student) to provide answers: o “Let’s see what we have on chat. OK, Let’s have an answer from those who are in-person.” “Let’s have one or two from each group to provide responses to the problem.”
- Homework: At the end of the class, introduce the Online Follow-up Activity to be completed prior to the next class session.

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- **Tips and Best Practices for F2F + OL Live HyFlex Facilitation, Part 2:**
- Plan for Help: Ask a F2F student to monitor the synchronous chat for you and alert you if there are questions from the OL students. Consider giving points or other incentives to students who help.
- Plan Assessments: Students in all three groups need access to the same course materials; assessments and assignments need to be carefully designed to facilitate the same learning outcomes in all three groups.
- Press Record: Remember to open the Web conferencing tool (Panopto) and press Record.
- Build Community: Acknowledge all groups during lectures and activities. This will help build community and establish equity between groups.

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FACULTY FOCUS: Teaching HyFlex: It's a Genre Problem

(Bergstrom, 2020)

- I came home from my second day of teaching my “HyFlex” class (some students in the classroom and others on Zoom) utterly discouraged. Despite my efforts at planning activities that I thought would be engaging, the students were mostly silent and distant (literally!). It was so difficult to know how things were going when I could only see a few student faces at a time on Zoom over my screen-shared slides. The students in the classroom did their best, but it wasn’t the classroom I was used to, and I felt drained. Worse yet, I felt like a bad teacher.
- As I had a shaky conversation with my husband that evening, I realized that I had invested a pretty good chunk of my identity in being a “good teacher.” And it was this sense of failing as a teacher that had me feeling completely unmoored. What was wrong with me?

HyFlex Best Practices, Page 18

- Of course, “Covid teaching” has shaken all of us, and I knew I needed to give myself a little grace. But I had approached the fall semester feeling ready for the challenge. I’ve taught some of my classes in completely online formats (asynchronously) for four years. I’m no newbie. Over the summer, I participated in several Zoom workshops and virtual conferences. I also lead a week-long virtual writing workshop for high school students. I was starting to feel pretty comfortable in Zoomlandia. But *this*—a revolving door of students in the classroom AND on Zoom—this felt utterly foreign to me.

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- Happily, I teach writing, and recently, our class started to look at the concept of genre. Genre is a way of talking about repeated forms or categories of texts that come with their own expectations, rules, and structures. I push my students to think broadly about writing genres like resumes and even cereal boxes. In class, I talked about what I call “genre problems.” Often, I suggested, problems with writing are actually genre problems.
- A piece of writing seems “bad” to us because it doesn’t fit our expectations for a given genre. I find that the concept of genre helps shift students’ mindset about writing. Just because this piece of writing failed doesn’t mean you are a “bad writer.” It usually means you didn’t fully understand or address the conventions of the genre. If it’s a “genre problem,” then you can do something about it; you can study the genre more carefully and learn how to adapt your writing to the genre expectations.

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- That's when it hit me, my problem with my hybrid-flex class wasn't that I was a bad teacher. It was a genre problem.
- I had assumed that my experiences teaching in the classroom, online, and on Zoom would prepare me for this fall's teaching situation. But HyFlex wasn't just a combination of all of those methods (although it does borrow from all of them). HyFlex was a *new teaching genre*, and I needed to investigate this genre and address its limitations and possibilities.
- We are all new to this genre. Even those few teachers who have been using HyFlex for years were not doing so in a context quite as "flexible" as the current situation on many campuses. So, I propose that we all further investigate this new genre.

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In that spirit, here are some things I've learned so far:

- 1. “Interactive” looks different.** I have found shared documents to be extremely helpful for interactive work in my HyFlex classroom. I use shared docs, slides, and an interactive white board daily to discuss readings and do group activities. I've taken to setting up a shared doc ahead of class with a table of questions for discussion (rows are pre-labeled with student names). I can see exactly who is participating in real time.
- 2. Community looks different.** I make a conscious effort to speak directly to students attending virtually as well as those in the room. As I see them sign into Zoom, I greet individuals and chat with them. One of my in-person students mentioned how surprising it was to hear me apparently talking to no one before she realized I was speaking to a student on Zoom. She appreciated that the class is not split into “participants” in the classroom and “observers” on Zoom.

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3. Group work looks different. I like to use Zoom breakout rooms, but the in-class component adds complexity. I've kept my pre-assigned breakout rooms, but I added a fifth breakout room just for in-class students. I manually re-assign this group each day based on who is in class. Those in the classroom can talk directly to each other, making the most of the in-class context.

4. My role with groups looks different. In the classroom, I like to move around and interact with each group. With HyFlex, this is more difficult. I've had to give up some control over the groups (I can't "see" them in the breakout rooms), but I've found that the digital collaboration helps me keep tabs on the work they are doing. If I assign each group a Slide in a shared slide deck. I can have the slides open on my laptop and can see at a glance which slides the students are looking at and what they are writing. I've also built in more time for each group to report out, and I use that time for the kinds of probing questions I would normally ask during the group work. The whole class benefits from our interactions in ways they probably missed during previous in-person semesters.

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5. Connecting with students looks different.

After my disappointing first week, I arranged to meet with each of my 25 students individually in 10-minute time slots on Zoom. It made a world of difference in my own attitude. Those short, one-on-one conversations helped restore some of what I was missing in my HyFlex classroom—the opportunity to get to know students and connect with them. I realize not everyone can do this, but perhaps even in larger classes faculty could meet with students in groups of five or six. For me, it was an important way to preserve one part of teaching I find most satisfying.

- My most important lesson so far has been to recognize this as a genre problem. I don't have to feel that all my teaching experience has betrayed me. I can change my mindset to become a student of this genre. I can look for what it makes possible. I need to be careful of assuming that what works in other teaching genres will work in the same way in this one and be prepared to make adjustments and even try new things. And that makes it easier to come back into the classroom (and log into Zoom) each day.

Faculty Focus

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Resources and References

- [Active Learning in Hybrid and Physically Distanced Classrooms](#) (Vanderbilt)
- [Digital Tools, 2022](#) (FTCC)
- [Fundamentals of Course Alignment](#), The (FTCC)
- [Hybrid/HyFlex Teaching & Learning](#) (Columbia)
- [Hybrid Modality: HyFlex Teaching](#) (Georgetown)
- [HyFlex Course Delivery](#) (University of South Carolina)
- [HyFlex Course Design Examples](#) (Kevin Kelly)
- [HyFlex Lesson Plan Template](#) (University of Florida)
- [Norms and Expectations with Students](#) (Georgetown)
- [North Carolina Combined Course Library](#)
- [Quality Matters \(HyFlex\)](#)
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