HyFlex on Em: Creating meaningful small group activities

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Learning Objectives

At the completion of this session, participants will be able to:

1. Implement core principles of hyflex teaching in their course(s)
2. Facilitate live in-person, live online, and asynchronous online discussions
3. Design small group exercises that prompt students to use higher order thinking skills
4. Provide students meaningful and actionable feedback

What is HyFlex Teaching?

- Hyflex really isn't all that new in MedEd, we're just finally addressing the students that don't physically come to class

- The Hybrid-Flexible (HyFlex) course design delivers a student-directed multi-modal learning experience. Students choose between attending and participating in class sessions in a traditional classroom (or lecture hall) setting or online environment. Online participation is available in synchronous or asynchronous mode; sometimes both and sometimes in only one online mode.

4 Pillars

- **Learner Choice** — The course provides alternative participation modes that are meaningful and allow students to choose the mode of engagement that works best for them.
- **Equivalence** — The modes, though not equal, provide equivalent learning outcomes. All students are expected to reflect, contribute developing ideas, and interact with their peers in the process of learning.
- **Reusability** — Artifacts from learning activities in each mode are captured and can be reused in other modes. Representations of in-class activities (recordings, discussion notes, etc) are available online for all students; activities produced by online students (asynchronous discussions, posted files, etc) connect to and support all students.
- **Accessibility** — Students are equipped with the technological resources and skills to equally access all participation modes. Universal Design for Learning principles are considered.

BONUS PILLAR: Alignment!

Beatty, B. J., Beatty, Beatty, B. J., & Brian J. BeattyDr. Brian Beatty is Associate Professor of Instructional Technologies in the Department of Equity. (1970, January 1). Values and principles of hybrid-flexible course design. Hybrid-Flexible Course Design. Retrieved September 10, 2021, from https://edtechbooks.org/hyflex/hyflex_values.

Tech and HyFlex

- Communication
  - [Zoom](#)
  - Google
    - [Presentations](#)
    - [Forms](#)
    - [Q&A](#)
  - [Slack](#)
  - [Meeting Pulse](#)
- Engagement
  - [Nearpod](#)
  - [Articulate](#)

Info
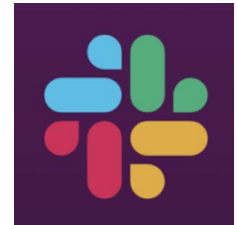
Multiple Choice Question

Expand

Which OU Quarterback planted the flag on their opponent's logo?

0:11 / 0:20

Interactive Mode

Small Group Teaching Basics

- Equivalency

- Reusability

- Timing
- Communication
  - Faculty ➡️ Students
  - Students ➡️ Faculty
  - Students ➡️ Students

- Roles
- Expectations
- Transparency
- Feedback
- HyFlex - awareness

HyFlex Flip

- Students consume content before an active learning session
  - Videos, written content
    - How can you make this engaging/interactive?
- Active learning sessions when students are grouped together
- Assessment/feedback
  - Authentic assessments for higher order thinking

- More active learning sessions to come…

Case-Based Small Groups

- Identify your goals
  - Write learning objectives
  - Determine what students have to create/present to achieve these objectives
- Group students in advance
  - 4-6 student per group
- Distribute cases
  - For large class sizes, you can use the same case for multiple groups
- Have students prepare brief presentations
  - Ex. Differential diagnosis, diagnosis, treatment plan
- What's your feedback?

Think - Pair/Group/Reflect - Share

- Pose a question
- Encourage students to individually think over a short period of time
- Pair/group students and have them discuss their answers, coming to a consensus answer
- Share with the whole class
  - HyFlex challenge: What's your share??
- Question of the day
  - Should be higher order thinking questions
  - What are your Bloom's verbs?
- Classroom
  - Slack, Google Q&A

Students Writing Questions

- Group activity in preparation for a team-based competition
- Assign each group to write a specific number of questions
  - Recommendation: 1 questions/student
- Compile questions into a quiz format
  - Nearpod/Articulate/Forms great for this!
- Assign students to take quiz
  - Timed live, Zoom Rooms, asynchronously as a group (Slack)
- Higher order thinking several ways!

Make this a quiz

Assign point values, set answers, and automatically provide feedback

RELEASE GRADES

- ⦿ Immediately after each submission

- ○ Later, after manual review

  Turns on Responses → Collect email addresses

RESPONDENT SETTINGS

Missed questions

Respondents can see which questions were answered incorrectly

Correct answers

Respondents can see correct answers after grades are released

Exit Ticket FLO

- Exit ticket
  - A student's ticket out of the classroom
  - Traditionally focused on end of lesson takeaways

- We're going to focus our exit tickets on…

…**F**uture **L**earning **O**bjectives:

- What do student groups want to learn more on moving forward?
- Best practice tips/tricks

Your ET-FLO

Build your HyFlex teaching plan!

Use the link in the Zoom Chat and Google Q&A to complete your plan

Friendly reminders:

- Communication
- Alignment
- Engagement
- Feedback

https://forms.gle/WE2hrJWNpxZkGhV49

Thank you! Questions/Comments?

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Lakhal, S., Khechine, H. & Pascot, D. (2014). Academic Students' Satisfaction and Learning Outcomes in a HyFlex Course: Do Delivery Modes Matter?. In T. Bastiaens (Ed.), Proceedings of World Conference on E-Learning (pp. 1075-1083). New Orleans, LA, USA: Association for the Advancement of Computing in Education (AACE). Retrieved September 11, 2021 from https://www.learntechlib.org/primary/p/148994/.