UHD Center for Teaching and Learning Excellence

INSTRUCTIONAL TIPS FOR USING

UHD'S HYFLEX CLASSROOMS & DESIGNING COURSES

FOR THIS MODALITY

CREATE A BEGINNING-OF-TERM MODULE

that considers your dual audiences, explains the modality, and includes important aspects of Zoom preparedness & expectations (keep mics muted, avoid attending from locations with distractions, what to do in a breakout room, etc.) and digital citizenship (etiquette, privacy issues, group norms, norms for engaging with students in the other modality, purpose of chat room, etc.).

ARRIVE EARLY to get everything set up and running. There

are tools and tasks you may need to test out before deploying them in class.

START YOUR ZOOM SESSION AT LEAST 5 MINUTES PRIOR TO CLASS so that everyone can

be logged in and ready to go for an on-time class start. Be clear about this expectation in wherever you list remote attendee responsibilities. Similarly, set realistic expectations for in-person attendees so that they, too, are ready to go on time. Remind everyone that they are being recorded.

ACKNOWLEDGE AND WELCOME REMOTE

ATTENDEES at the start of class, and point out to them when class is ending and when it's okay for them to log off. Monitor the room to see if any linger behind with questions.

THINK ABOUT CREATIVE WAYS TO TAKE

ATTENDANCE and/or gauge participation (polls, reflections, posts to chat, 1-minute papers, etc.) to save instructional time and make this task more meaningful.

IF SOMEONE IS HELPING YOU FACILITATE

the class (monitor chat, run Zoom functions, pull up something in Blackboard, etc.), share a sketch of your instructional plans with them ahead of time. You may also want to appoint a student (or one per group) to use a mobile device for some of these tasks and also to engage those attending virtually in chat or in a breakout room. You may also want to have your student monitor(s) report back to the entire class after an activity.

GET INTO THE HABIT OF REPEATING

QUESTIONS asked from remote attendees for the in-person learners and vice-versa, and ask questions to both groups as well. Invite screen sharing where applicable. Alternate between groups when seeking learner contributions.

SAVE "HOMEWORK" TIME for things that students

don't typically need concurrent meeting time and/or just-in-time feedback to do (reading, watching lectures, extended homework practice assignments, etc.). Explore ways to use meeting times for group work, role play, debates, polls, gallery activities, and guided discussions.

CREATE ACTIVITIES AND MATERIALS FOR YOUR CLASS MEETINGS THAT INCLUDE

EVERYONE. Are your activities designed to work for both participation modes with no "learning deficits" either way? Are your handouts, learning objects, and artifacts designed for all students? Do your activities include instructions that enable cross-modality engagement? Keep them all in Blackboard, organized by class session, for example.
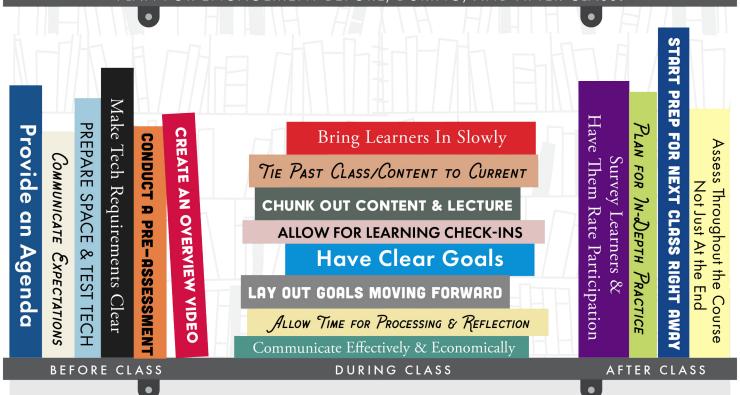
HYFLEX COURSES ARE ULTIMATELY ABOUT

CHOICE. Think about in what other ways you can design your course so that there are obvious moments of flexibility and choice that let students decide on things and make their voice heard (alternative assessment options, multiple options within one activity, voting buttons in real-time, open-ended grade items, NQA (no questions asked) passes, team-based quizzing, anonymous midterm feedback surveys, etc.). Along with choice also comes responsibility (instructor to student, student to instructor, and student to student, everyone to course objectives), so be clear about expectations and make sure you hold one another to your word/choices.

THE
ENGAGEMENT BOOKSHELF

PLAN FOR ENGAGEMENT BEFORE, DURING, AND AFTER CLASS!

BEFORE CLASS

- Provide an Agenda
- Communicate Expectations
- PREPARE SPACE & TEST TECH
- Make Tech Requirements Clear
- CONDUCT A PRE-ASSESSMENT
- CREATE AN OVERVIEW VIDEO

DURING CLASS

- Bring Learners In Slowly
- Tie Past Class/Content to Current
- CHUNK OUT CONTENT & LECTURE
- ALLOW FOR LEARNING CHECK-INS
- Have Clear Goals
- LAY OUT GOALS MOVING FORWARD
- Allow Time for Processing & Reflection
- Communicate Effectively & Economically

AFTER CLASS

- Survey Learners & Have Them Rate Participation
- Plan for In-Depth Practice
- START PREP FOR NEXT CLASS RIGHT AWAY
- Assess Throughout the Course Not Just At the End

For More Information

The CTLE can connect you with Magna Videos and short-duration OLC and/or QM workshops to support your teaching in the HyFlex classrooms. Contact us at ctle@uhd.edu.

Visit The Resources These Tips Were Adapted From

Beatty, Brian J. *Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes*, 1st ed., EdTech Books, 2019.

Bell, John, et al. "Synchromodal Classes: Designing for Shared Learning Experiences Between Face-to-Face and Online Students." *International Journal of Designs for Learning*, vol. 5, no. 1, 2014, pp. 68-82.

Kelly, Rob. "Using Self-Determination Theory to Improve Online Learner Motivation." *Faculty Focus*, Magna Publications, 2014.

Leijon, Marie, and Björn Lundgren. "Connecting Physical and Virtual Spaces in a HyFlex Pedagogic Model with a Focus on Teacher Interaction." *Journal of Learning Spaces*, vol. 8, no. 1, pp. 1-9.

Lovern, Sarah, and Thomas Saleska. "How Can I Adapt My Teaching So Students Thrive in a Polysynchronous Classroom?" *20-Minute Mentor Commons*, Magna Publications.

Smit, David. "Strategies to Improve Student Writing." *IDEA Paper*, no. 48, The IDEA Center, 2010.

Strawser, Michael. "How Can I Engage Students During a Synchronous Online Class?" *20-Minute Mentor Commons*, Magna Publications.