Introduction: Name, Affiliation, Term for HyFlex?

Hello

David Rhoads, Vanguard University, Flex-VU

Cathy Littlefield, Peirce CollegePhiladelphia, PAPeirce Fit

Maryline Chemama, Chaffey College, ICON (In Class ONline)

Joann Kjeldsen, Adjunct Professor, Lambton College OntarioTerm used is HyFlex

Jeanne SamuelFreelance HyFlex

Scott Vigallon, Las Positas College (CA), HyFlex

Angela BarclayLambton College Sarnia ON CanadaFlexible

Michael Peterson from Las Positas College, and yes we call it HyFlex!

John Bellotti, University of Wisconsin Oshkosh, used the term simulcast in the past

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Hello

Glori Hinck, University of St. Thomas, HyFlex, CoFlex

Liane Cooper, Lambton College. Teaching one Flex class this term - moving to all Flex in fall 2023.

Hi, I am Anja, professor of Business at Lambton College, Ontario, Canada. I teach some courses in what we call Flexible learning

My name is Miriam Maske and I am the Dir of elearning at ENMU Ruidoso in NM

Dianna Dempsey MacEwan University (Canada) We don't officially do HyFlex (unfortunately) but I think it's coming even if our administration doesn't want it to!

Susan Doughty Lambton College flexible learning

David Youngman, Australian Christian College - Southlands (ACC), teaching online full-time researching HyFlex for high school

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How much HyFlex experience do you have?

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A lot (several classes designed or taught)
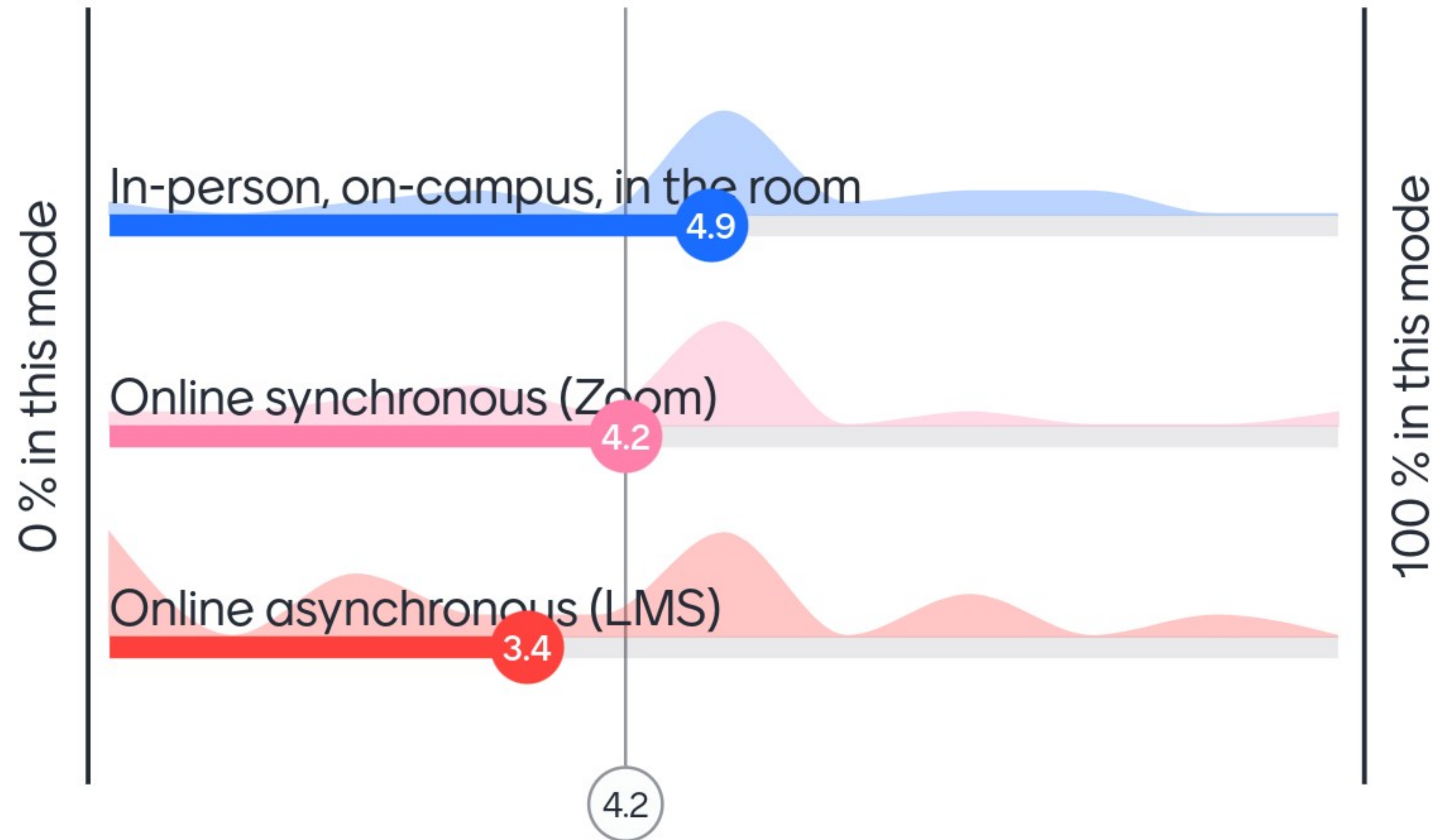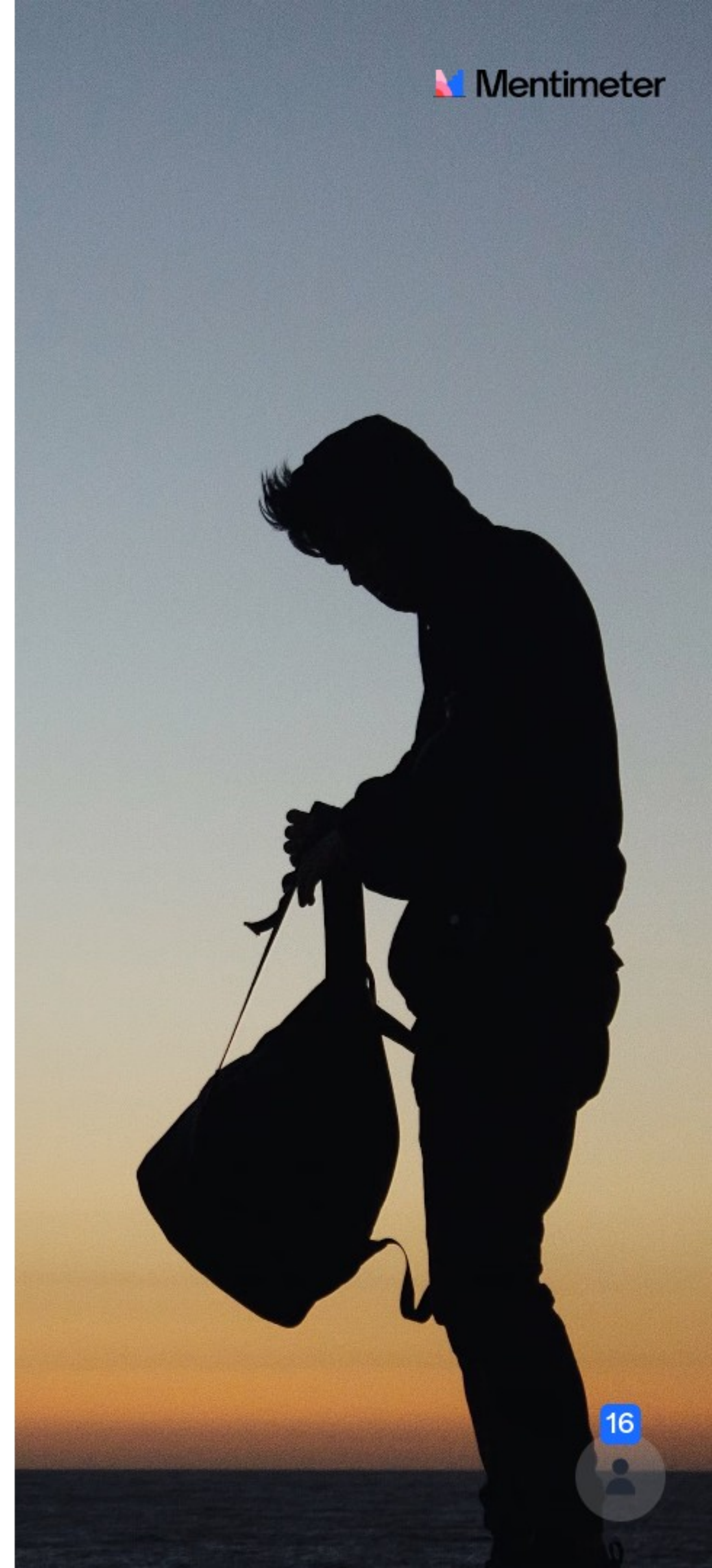
6

Some (at least one course designed or taught)

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Not much
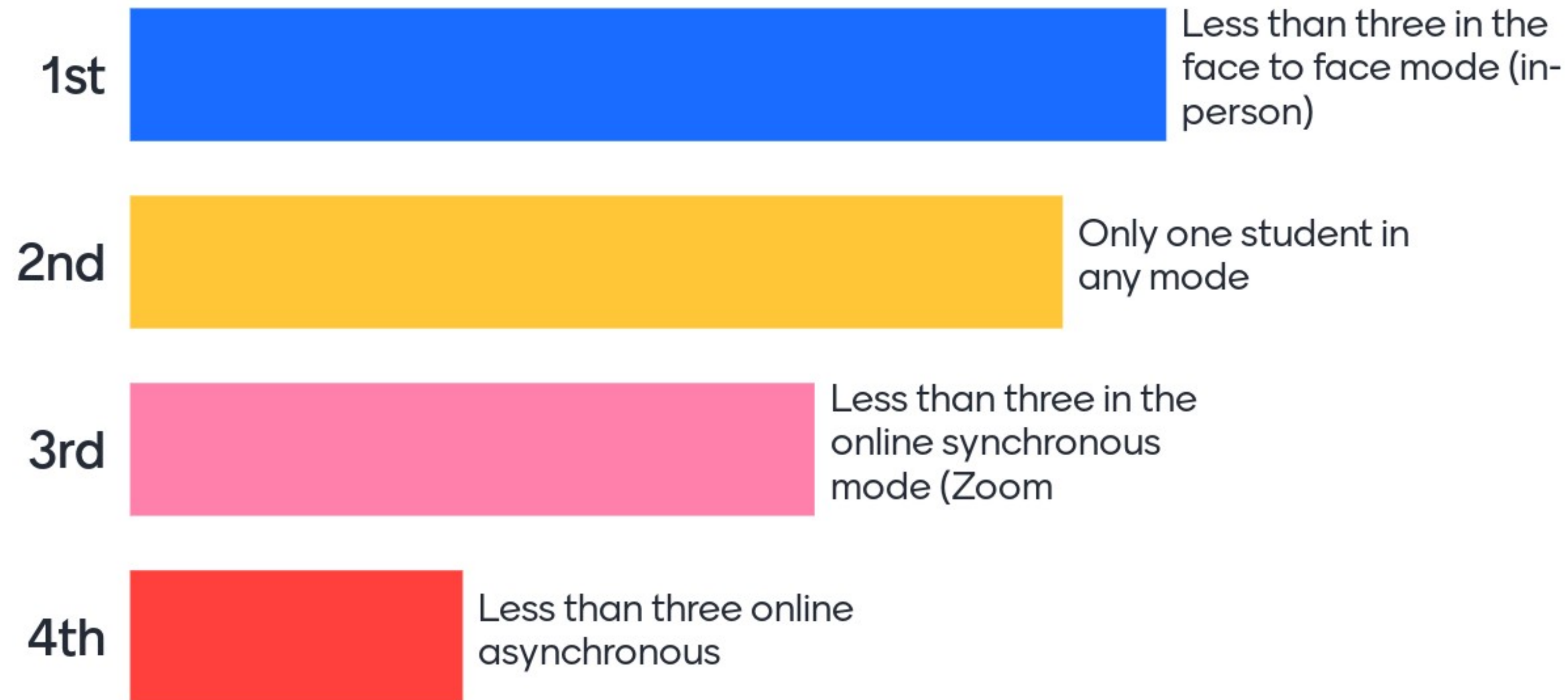
What would be your ideal balance of participation in three-mode HyFlex?

Mentimeter

0 % in this mode

In-person, on-campus, in the room — 4.9

Online synchronous (Zoom) — 4.2

Online asynchronous (LMS) — 3.4

100 % in this mode

4.2

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How would you rank the difficulty of facing these imbalances?

1st — Less than three in the face to face mode (in-person)

2nd — Only one student in any mode

3rd — Less than three in the online synchronous mode (Zoom

4th — Less than three online asynchronous

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Strategies with very few in the classroom (1, 2, 3?)?

Assuming there are people at home as well, speak to the camera as if it is a person.

Design flexible activities that can be done in more than one way.

Ask students to bring laptops (or use their phones) to participate in Zoom.

If there are few in the classroom and more remotely (vice-versa) the group work would need to be modified to have students interact with each other in breakout rooms. Using headsets is important to make chatter less distracting and avoid feedback.

Have them connect online as well to be part of discussions

Build a sense of community, connection between those in the classroom and those joining from home. Pointing cameras so everyone can see each other

Using the flipped classroom approach can help with some of the disparities.

We try to have fun by setting new records of #students in classroom

Weather conditions should also be considered.

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Strategies with very few in the classroom (1, 2, 3?)?

Not sure. First experience begins next week.

Allowing students to rotate attendance in the middle of the semester, if they can. Sometimes students cannot come to class because they do not live in the area.

Ask what they like about in person learning and make sure you can meet those needs

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Strategies with very few in the online synchronous mode (1, 2, 3?)?

Give online students opportunities to share with in class if they can be seen.

Don't forget to talk to those on zoom.

The approach would be the same to have goups use break-out rooms. If a course is designed with all students in mind, things will work out.

Make notes in your outline - instructor notes - to ask virtual students specific questions.

Keep the virtual students engaged or they will turn off their cameras and go do laundry.

Having a well designed Hybrid classroom adds to the flexibility of student engagement.

Be aware of classoom noise - hard to hear on zoom

Give the person a heads up online that you will call on them.

Allowing for equal participation, student engagement, and inclusiveness will help online students feel less isolated.

Strategies with very few in the online synchronous mode (1, 2, 3?)?

Repeat questions/discussions in class (side conversations)

Invite online students to ask questions and share comments

Peer review done in online environment.

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Strategies with very few in the online asynchronous mode (1, 2, 3?)?

connecting them to the synchronous people through an effective discussion platform

special reach out to the online students

Using a discussion board to have all participants engage.

intentionally design the material with storytelling concepts

Intentionally include the Asynch

Using video

Overall Guidance for Design

Designing to Manage (avoid?) Mode Imbalance

1. Offer only two choices - asynch and in person (helps limit the thinning out of student pool)
2. Survey students weekly to see intent
3. Purely asynch students should be limited (ex: 25% cap) at registration (Students should also register as local or distance)
4. Push highly probable light days to asynchronous only offering (Thanksgiving, holidays, known weather, etc...)