

Creating a HyFlex Course

What a “HyFlex” course is

- Allows for both online and face-to-face participation
- Students choose their mode of participation – that is, they can choose to:
 - Attend all face-to-face meetings in person, or ...
 - Participate fully online, or ...
 - Go back-and-forth between these different modes of participation
- Online participation can be entirely asynchronous – students do not have to participate in “live” class.

Keys to Success

- **Equivalency:** Learning activities in all participation modes lead to equivalent learning outcomes
- **Community/Connection:** The *whole* course community is tended to – students have opportunities to get to know, and learn from and with, each other within *and* across modes
- **Instructor Presence:** Students have opportunities to interact with their instructor, and have a sense of instructor care/attention, in all participation spaces
- **Reusability:** Artifacts – both that the instructor creates and that students develop – can be shared/used as resources across learning spaces (put everything in Canvas!)
- **Supporting Student Choice/Self-Direction:** Options for participation are communicated clearly, and students are supported in navigating – and learning from their participation in - these different options

Fostering Student Motivation: Student motivation is fostered through establishing relevance (the answer to “why does this matter?”), and clearly aligning learning activities with meaningful goals

Steps for Creating a HyFlex Course

Step	Output
1) Identify and Align Major Course Components	
<p>a) Identify/confirm/articulate overall learning outcomes.</p> <p>Means making sure you have a clear answer to the question: <i>What do I hope students will have learned, that will still be there and have value, several years after the course is over?</i></p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • Given that it <i>may</i> not be possible to do it all, articulating/focusing on your <i>most</i> significant/essential learning outcomes is especially key <p>Additional Resources: Student Learning Outcomes Worksheet (located in the “Alignment” area of the “Planning” section of this toolkit)</p>	<p>First column of the Hyflex Alignment Table</p>
<p>b) Identify/confirm/articulate overall assessments <u>for students in face-to-face and online conditions.</u></p> <p>Make sure you have a clear answer to the question: <i>What would my students have to do to convince me – and themselves – that they had achieved those learning goals?</i></p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • As much as possible, formally graded assessments of learning should be the same across the different spaces; informal assessments might vary • Assessments that support students in being able to assess/monitor their <i>own</i> learning are especially important so students can make adjustments to how they are engaging if necessary (e.g, spend more time reviewing important resources, reach out to professor if help, etc.) 	<p>Second set of columns in the Hyflex Alignment Table</p>

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Step	Output
<p>c) Identify/confirm/articulate overall learning activities <u>for students in face-to-face and online conditions:</u></p> <p>Make sure you have a clear answer to the questions: <i>What would students need to do during the course to be able to do well on these assessment activities/achieve the learning outcomes?</i></p> <p>A possible approach: Design online experience as “backbone”, then create optional F2F experiences.</p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • In most cases, for <i>each</i> learning outcome, will likely have learning activities in multiple spaces (face-to-face and online – possibly synchronous and asynchronous) that students can choose between. • Where possible, students should be able to share/use the same resources/artifacts across learning spaces. • Not <i>all</i> activities have to be “face-to-face” or “online” – some common activities might involve doing projects off-line, etc. (by, for example, doing activities in one’s local environment/surroundings/community) • As much as possible, rather than using class-time for lectures or other somewhat passive learning activities, have student learn/engage with course content online (through, for example, listening to brief recorded lectures at their own pace, pausing or reviewing them if necessary, rather than listening to live lectures which assume “one pace fits all”), then ... • Have options for discussion/interaction/application activities in both online and face-to-face spaces 	<p>Third set of columns in the Hyflex Alignment Table</p>
<p>2) Create Detailed Plan for Course</p>	
<p>a) Plan for Each Week/Module</p> <p>Create a week-to-week plan for your course, using the course-level alignment map that you created as a guide. For this, you may want to simply create a more detailed version of the course-level alignment table (broken down by unit/week)</p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • You may have weekly or unit-level learning objectives that are at a more fine-grained level than your overall course outcomes 	<p>Detailed course schedule (with activities by week/module)</p>
<p>b) Develop Syllabus</p> <p>The key with the syllabus is making clear that this is a hyflex course and what that means in terms of expectations, as well as what the options are for participation (both in the overall course description and in the version of the course schedule that you share with students).</p>	<p>Course Syllabus</p>
<p>3) Build Course in Canvas</p>	
<p>Clarity here is key: Make sure students know intended outcomes, their choices for achieving them, and how they’ll know if they achieved them (so they see the equivalency too!</p> <p>Additional Resources: Canvas Course Set-Up Checklist (located in the “Canvas Course Design” area of the “Canvas Core” section of this toolkit)</p>	<p>Complete Canvas Course</p>