What is a Student-Directed Hybrid Learning Environment?

Guidance for Designing a Hybrid-Flexible (HyFlex) Course

Perspectives and Guidance from Six Universities

Q & A
What is HyFlex?

HyFlex Defined

“HyFlex courses are class sessions that allow students to choose whether to attend classes face-to-face or online, synchronously or asynchronously.”

SFSU Academic Senate Policy S16-264, available online: [https://senate.sfsu.edu/policy/online-education](https://senate.sfsu.edu/policy/online-education)
HyFlex Design Values and Principles

Alternatives
- Online participation may include synchronous (same time) and asynchronous (time independent).
- Determine how much flexibility students need to adequately participate; most situations require some level of time independence in addition to location independence, requiring an asynchronous online alternative.

Equivalence

Reuse

Accessible
**Equivalence**

*Alternative paths in a HyFlex course must lead to equivalent learning outcomes.*

- Various participation modes may present content, engage students and assess learning with different media and activities, but all students should be able to achieve the same learning outcomes.
- Outcomes based on process (e.g., participating in discussions, demonstrating learning) should fit the participation mode rather than being forced into the same form for all.

*Learning outcomes do not change | Process outcomes may differ*

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**Reuse**

*Instructional materials and student-generated artifacts from learning activities in each participation mode become learning resources for all students.*

- Instructional materials: build once and use in all modes as appropriate
- Student activity: capture in-class activity for online student use and vice-versa. Audio | Video | Text | Documents

*The LMS can be an excellent resource for capturing, curating and sharing resources for all modes.*
Accessible

Alternative participation modes in HyFlex courses must be accessible to all students.

- Legal requirements for accessibility (Section 508 of ADA, local regulations, policies, and practices) for all media and activities
- Meaningful accessibility includes access to network, technology, and skills needed to participate in online modes.

Alternative participation modes are valid alternatives only if students can effectively participate in all (or desired) modes.

More than “HyFlex”

|---------------------|-----------------------------|

Provides multiple options with student control over participation mode

<table>
<thead>
<tr>
<th>Provides multiple options but (perhaps) no student control over participation mode</th>
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<tbody>
<tr>
<td>Synchronous Learning in Distributed Environments (SLIDE) (2011)</td>
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<td>gxLearning (2011)</td>
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<td>Remote Live Participation (RLP) (2018)</td>
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Student-Directed Hybrid Design Guidance | Brian Beatty
Designing a Hybrid-Flexible (HyFlex) Course

Student-Directed Hybrid Design Guidance | Brian Beatty

Primary goal: increase enrollment and retention by increasing course access to students who needed flexible attendance options

Initial pilot 2014 with a few Business and Health courses, expansion soon after to all Health Programs and Graduate Studies courses; followed by more Business programs
• Strategic initiative supported by both faculty and senior leadership
• Pilot governed by steering committee: dean, program chair(s), ID, student learning assessment
• Program implementation team: Marketing & Communications, Instruction, Faculty & Student Support, and Assessment
• Faculty focus groups engaged as part of program evaluation after two years; six areas of “opportunity” identified

Delgado Community College

One Size Fits None

Jeanne C. Samuel
Amanda H. Rosenzweig
Mark McLean
René Cintrón

Initial HyFlex effort: 2014, as a form of personalized learning in Business courses

Goals: 1) serve more students in same space
2) increase enrollment, 3) increase retention, 4) prepare for business continuity

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https://dcc.edu

Public
13,586 students
Urban
Non-traditional Students
largest and oldest community college in Louisiana
Louisiana Community and Technical College System
**Delgado Community College**

System-level development support ($)

Ongoing faculty support:

- HyFlex Faculty Professional Development Course
- Course Planning Resources: design template, lesson plan template, media tools

HyFlex video explanation: [https://youtu.be/Bu4aVBxf76O](https://youtu.be/Bu4aVBxf76O)

Starting with Business faculty, extending to History and English in 2019, exploring for use in Criminal Justice program

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**University of St. Thomas**

**New Technologies Deliver on the Promise of HyFlex**

Glori Hinck
Lisa Burke

First HyFlex course: 2016-2017, more each term

Business faculty the first adopters

Goals: 1) increase student choice in attendance, and 2) recapture “lost” summer enrollments

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St. Thomas eLearning and Research group (STELAR) supports efforts with instructional design and development services.

- HyFlex PD integrated into online teaching PD programs
- Course development grants funded by institution (Provost) to individual faculty; no overarching university strategic goals for HyFlex
- Two Hybrid-Flexible course design definition: two (synchronous) mode (co-location) and three mode (HyFlex)

University of Michigan

Using HyFlex in Statistics for Engineers and (Data) Scientists
Jackie Bryce Miller
Melinda E. Baham

Goal: increase student access (enrollment) and success (learning/grades) in required Statistics courses
HyFlex since 2011 (Jackie at OSU); 2014 at UMich
Courses: Introductory Statistics, Probability and Statistics

https://umich.edu

Student-Directed Hybrid Design Guidance | Brian Beatty
University of Michigan

- Serving larger enrollments than class seating capacity; workload compromises
- Supported by Instructional Support Services unit: lecture capture and live streaming
- Synchronous backchannel connects live streaming students to the live class
- Managing student access to recordings to encourage active engagement; ongoing design debate


Cambrian College

HyFlex in Northern Ontario
Melanie Lefebvre

Initial pilot of Flex Learning: 2018
Multiple post-graduate certificate programs: Business and IT, Community Services, Health Sciences, Skills and Trades, Law and Justice

https://cambriancollege.ca/flex-learning/

Goal: Develop a teaching and learning framework to advance and sustain innovative approaches in flexible, customizable learning experiences.

https://cambriancollege.ca

Public
11,000 students
Three campuses in Ontario, Canada
Mix of traditional and non-traditional Students
College strategic plan from 2015 called for the development of “a teaching and learning framework to advance and sustain innovative approaches in flexible, customizable learning experiences.”

HyFlex was a natural outgrowth of this direction.

Faculty reports their personal journey starting a position where HyFlex was already being implemented and describes the process used by faculty to produce content for their online students, leveraging classroom instruction.

Faculty Support Hub: https://teaching.cambriancollege.ca/plan/planning-your-hyflex-course/

HyFlex at Montana State University Billings

Susan Balter-Reitz
Samuel Boerboom

Initial pilot of HyFlex: 2018
Multiple programs: business, sociology, communications
Goals: maintain classroom learning option as low-enrolled sections are cancelled, provide better access to classes for students who need both classroom and online options
Montana State University Billings

- Faculty leaders (within two unions, among peers) were engaged from the beginning as the university explored HyFlex as a strategic option.
- Faculty, unions, and campus administration agreed on compensation before pilot development; for course development and for professional development (teaching online, teaching hybrid).
- Pilot included three courses from three distinct disciplines (business, sociology, and communication) with very different students.
- Planning for scale in 2020; challenges include formal class schedule identification and managing “over-enthusiastic” faculty.


San Francisco State University

A Faculty Transitional Journey from Single Mode to HyFlex Teaching
Zahira Merchant

Initial development of HyFlex in 2005/6; this faculty story begins in 2013.

ITEC MA program, other courses in varied disciplines and levels.

Goals: increase student enrollment, retention, and success in classes; new faculty survival!
New faculty experience additional challenges when HyFlex designs are expected by students and peers.

Technology platforms that work and faculty skill in using the technology are crucial to success, especially for faculty who may already be experiencing stress in a new situation.

As long as both classroom and online participation options are provided, faculty may want to restrict some alternatives, such as asynchronous participation to influence student learning behavior.

LMS's and related tools should explicitly support multiple modes "by design."

Your name(s) Here. (2019-2020). Your story name here.
In B. J. Beatty, Hybrid-Flexible Course Design: Implementing student-directed hybrid classes.