



UMass | Dartmouth

EXPLORING "HYFLEX" TEACHING

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WHAT & WHY?

- **What is hyflex?** A student-centered model of class delivery that can integrate in-class instruction, online synchronous video sessions, or asynchronous content delivery. Hyflex classes help break down the boundaries between virtual and physical classrooms.

(University of Buffalo, University of Northern Illinois)

- **Why teach hyflex?**

- *Allows students to have flexibility in how they attend – due to personal or professional scheduling, health issues, etc.*
- *Provides a level playing field for all students regardless of how they attend*
- *Creates a proactive, seamless and less-stress approach to classroom management no matter what issues might arise (weather, health, travel, etc.)*
- *Supports a variety of learning styles*

HYFLEX IS A MINDSET



flex·i·bil·i·ty

/ˌfleksəˈbɪlədē/

un

the quality of bending easily without breaking.

"players gained improved flexibility in their ankles"

Similar: [pliability](#) [suppleness](#) [pliancy](#) [malleability](#) [moldability](#) [stretchability](#)

[workability](#) [limbness](#) [ductility](#) [plasticity](#) [elasticity](#) [stretch](#) [stretchiness](#)

[whippiness](#) [springiness](#) [spring](#) [resilience](#) [give](#) [bounce](#) [bounciness](#)

[bendiness](#) [flexility](#) [tensility](#) [adaptability](#) [adjustability](#) [open-endedness](#)

[openness](#) [openness to change](#) [changeability](#) [freedom](#) [latitude](#) [mobility](#)

[variability](#) [fluidity](#) [versatility](#) [wriggle room](#) [wriggle room](#)

[willingness to compromise](#) [accommodation](#) [amenability](#) [cooperation](#) [tolerance](#)

[forgivingness](#)

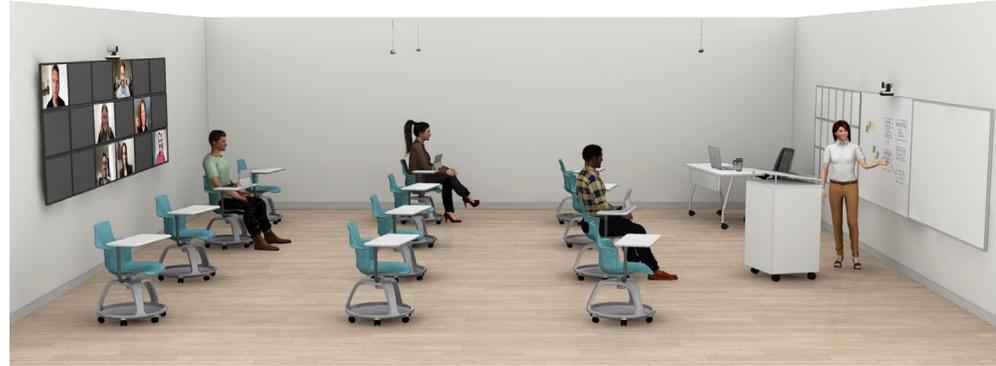
Opposite: [rigidity](#) [inflexibility](#) [intransigence](#) [^](#)

- the ability to be easily modified.
"I enjoyed the flexibility of the schedule"
- willingness to change or compromise.
"the government has shown flexibility in applying its policy"

TYPICAL HYFLEX COURSE



Instructor teaches in the physical classroom, some students are also in the classroom, others are synchronously online via Zoom or another tool.



The online students can join at the back of the room (like they're sitting with the class) or at the front (where all can see them). This is often dependent on the room set-up and type of technology.



Courses can be big or small and in nearly any discipline. Materials are typically available both online and offline per student needs. But online is the "critical path" for all students.

Hyflex can be the base "model" for your class and executed fully throughout the semester, or it can be a technique to utilize as needed when needs arise.

WHAT DO **YOU** NEED FOR HYFLEX



A computer – a laptop offers ultimate flexibility, but some classrooms may be equipped with a desktop and related accessories.



A video conferencing program (ex. Zoom) for bringing online and offline learners together.



A learning management system (ex. Blackboard) for managing online materials and assignments.



Web cam – could be mounted on the wall, built in to the laptop, or an accessory camera that plugs in to the laptop.



An open mind, willingness to try new things, empathy, and patience are also required 😊.

****** *It is possible to teach hyflex without these!*

WHAT DO *STUDENTS* NEED FOR HYFLEX



A computer or cell phone with Internet connection.



A video conferencing program (ex. Zoom) for bringing online and offline learners together.



A learning management system (ex. Blackboard) for accessing online materials and assignments.



Web cam – could be built in to the laptop, an accessory camera that plugs in to the laptop or on a cell phone.

A willingness to engage and potentially get creative with access is also required, and students will likely need access to a computer eventually (for assignments).

*** It is possible to participate in a hyflex class without these!*

WHEN IS HYFLEX USEFUL?

- As an **entire course modality** for adding student-focused flexibility into a curriculum
- As a pro-active way to address **common occurrences** throughout a “normal” semester:
 - Student absence due to illness, work travel, weather, transportation issues
 - Instructor absence due to illness, conference travel, weather, transportation issues
- As a pro-active way to address issues related to the current **pandemic** situation
 - Quarantine, isolation, awaiting test results

HOW TO BE READY FOR HYFLEX OPPORTUNITIES IN YOUR CURRENT COURSE?

- Have all **assignments and materials available** on MyCourses (for download, viewing and/or submission)
- Have a **camera** (or other connectivity device) ready
- Have a **Zoom link** set up for each class session (or one Zoom room)
- Ensure **Internet access** from your teaching location
- Check all **visual and sound** capabilities to ensure they're working
- **Communicate** the plan for hyflex options to students, with instructions
- Run a **practice session** to try it out

HYFLEX FAQ

- **How will students know how & when to participate in a hyflex mode?** Communication is key! Add a Q&A section to your MyCourses page. When you proactively anticipate questions and scenarios students feel at ease and it takes the focus off the modality and back to the learning where it belongs.

Welcome to a most unusual semester due to Covid-19! I thought it would be helpful to maintain a list of frequently asked questions about this semester's procedures. We will add to this list as new questions arise.

1. **How do I keep up with all the latest policies on mask-wearing, testing, etc.?** The college maintains a list of policies which are updated on an ongoing basis - click [here](#).
2. **How will our class work this semester?** Our class will run on a hyflex model. Half the class will meet in the classroom each week, and the other half will meet at the same time online using Zoom. Students who are "remote learners" will meet online every week. See the Blackboard site and class schedule for your group and meeting schedule.
3. **Will attendance be taken each week?** Yes! Attendance will be taken for both in-person and online students each week, and counts as a significant portion of your grade - see the syllabus.
4. **How will seating work in the classroom?** Like all the classrooms this semester, our classroom has been updated with social distancing protocols. Seats are spaced at least 6 feet apart and there is a gap between the instructor area and the first row of seating. When you come to class, please choose a seat that you would like to have for the full semester. After everyone is settled in and happy with their seats at the first class, we'll keep these seats throughout the semester to minimize movement and contact.
5. **What if a student tests positive or is not feeling well?** This is the advantage of a hyflex model! If you test positive and must quarantine or if you aren't feeling well, you can join the online group that week from the comfort of your home or dorm room. No need to share personal information or details, please just notify me that you are 'switching' groups that week so I am aware. No worries if you do not have your usual energy for participation, it's better to log on and listen in rather than miss class.
6. **Can I join the group in the physical classroom whenever I'd like?** Unfortunately no. Due to social distancing guidelines our classroom is sized for a specific number of students for safety, and we cannot add students to this number.
7. **What if the instructor tests positive or is not feeling well?** This also is the advantage of a hyflex model! If either should occur I will lead our class online by Zoom, and will alert you all in advance so everyone can join by Zoom and not meet physically in the classroom.
8. **What if we are asked to move classes fully online again as we did in the spring?** If this occurs, everyone will join our class remotely and no one will meet in the classroom. Fortunately everyone will be accustomed to joining online through the hyflex model, and all activities and assignments are already adapted for online learning.
9. **Do I need to have my camera and audio on when I'm joining remotely?** Yes! We are simulating an in-person environment as much as possible with this model, so it will be important for us to all see and hear each other just as we would if we were meeting in the classroom.
10. **Will our weekly sessions be recorded?** No, we will not be recording these sessions. It will be important for everyone to attend each week in order to review the material and join in the discussions and activities, many of which will be the basis for exam questions.
11. **What if I have technology issues while joining by Zoom?** Don't worry! This happens to everyone. If you are having technology issues remain calm and try to work through it, or wait for your Internet connection issue to resolve. Consider sending me a quick text to let me know (508-685-1642) so I know you have not simply left our class meeting.
12. **What if the classroom has technology issues during class?** If we experience difficulty with the camera, computer or microphone in the classroom please monitor your email for instructions if you are in the remote group. I will be able to email you from my phone with an update. I will be bringing a "backup" laptop with camera to every class so should be able to log in and continue from there if we experience classroom equipment issues.
13. **Is the Zoom chat a good way to communicate?** Yes, but keep in mind everyone will be able to see your message in the class. Even a private message to me will be visible up on the screen in the physical classroom. So we will primarily be using the chat feature for class activities. If you need to reach me privately during class, please send a text (508-685-1642).
14. **Where is my assigned seat for in-person class sessions?** This is the seating chart with assigned seats: [Seating Chart.pptx](#)
15. **What if I'm feeling stressed about the semester, start to fall behind, have trouble studying at home, or other issues?** I am here to help! Please let me know right away if you are having any issues with our course, assignments, studying, etc. You do not need to share personal information, just let me know something is going on and we'll work together to make sure you're not falling behind in our class. The college also offers helpful counseling services and you can learn more about these [here](#). Don't wait! Reach out as soon as you're starting to feel anxious or worried.

HYFLEX FAQ

- **How can I incorporate small group work?**
 - For spontaneous or one-off activities, in-person students can be grouped in the classroom with online students using breakout rooms.
 - For ongoing group projects, all students (or at least one in-person group member) log into Zoom using a phone or laptop, and work in a breakout room with the group.



HYFLEX FAQ

- **How can I collect everyone's work, especially written in-class exercises?**

Consider creating a submission link in MyCourses for all students regardless of how they attend. All students can snap a photo with their phone or scan and upload the assignment.



Community Problem - submit here

This is the explanation of the community problem from your service learning project - details to follow.

ASSIGNMENT INFORMATION

Due Date Tuesday, November 9, 2021 9:15 AM	Points Possible 10
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This is the explanation of the community problem from your service learning project - details to follow.

ASSIGNMENT SUBMISSION

Text Submission

Write Submission

Attach Files

Browse Local Files

Browse Content Collection

Browse Cloud Service

HYFLEX FAQ

- **How can I ensure all students can participate in discussions no matter how they join?**
 - Raise hands or use other emojis – either physical or Zoom tools
 - Use 5-point scales – in person students use fingers, online students use the chat
 - Pivot the group for answers – (i.e. now let's hear from someone online)
 - Use a tool like Poll Everywhere (uses cell phones to ask questions, surveys, etc. – students' answer are displayed in real-time on the screen)
 - Use the chat, whiteboard or Zoom poll for short answers or (strongly agree, etc. scales)



HYFLEX FAQ

- **How can I ensure an equitable classroom experience?**



Technology

- Be flexible. Encourage cameras on but don't require it. If it's a persistent issue, speak with the student privately to see how you can help.
- Encourage the use of cell phones to join class if no computer is available – either video or phone.

Home environment

- Be flexible. Encourage cameras on but don't require it. If it's a persistent issue, speak with the student privately to determine if there's a home situation that is preventing them from using audio and/or video.

Learning style

- Be flexible. Provide verbal and non-verbal ways for students to participate. Use more small groups.

HYFLEX FAQ

- **How can I effectively multi-task: lecturing, asking questions, monitoring the chat, ensuring engagement, etc.?**
 - Remember – it takes practice.
 - Encourage students to be pro-active in alerting you if they need something (i.e. please raise your hand if you see someone online who needs something, don't be afraid to unmute and ask a question, etc.
 - Set a timer or put a sticky note on the desk to remind you to stop to check the chat, check your cell phone, or check in with students.
 - Don't expect to be perfect at managing all aspect of hyflex at once. Students will appreciate your transparency and “humanness”.



HYFLEX FAQ

- **How should I deal with technical difficulties?**
 - With calmness and a sense of humor 😊.
 - Don't be afraid to stop, tell the class what you're working on, and take the time to fix it.
 - If you can't fix it, what can you do instead? Modify the assignment, save it for later, etc.?
 - Have a backup, such as an extra laptop, web cam or cell phone.
 - Practice makes perfect, so be sure to try everything in advance to avoid tech issues as much as possible.



HOW TO PINCH HIT IN A HYFLEX CRUNCH

- Use a cell phone for Zoom and/or your video camera
- Switch your class to “conference call” mode
- Modify assignments or delay certain activities to a later date



Willie McCovey

HYFLEX DETAILS FAQ

The answers to these questions will vary based on person preference, your experience, available resources, and most of all – your goals for the course.

- What “type” of hyflex is right for me?
- Should I record my lectures?
- How can I administer exams?
- How should I grade participation?
- How can students give group presentations?
- Should I offer an asynchronous option?



HYFLEX IN SUMMARY

HYFLEX IS A MINDSET



flex-i-bil-i-ty
/ˌfleksəˈbɪləti/
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the quality of bending easily without breaking.
"players gained improved flexibility in their ankles"

Similar: pliability suppleness pliancy malleability moldability stretchability
workability limberness ductility plasticity elasticity stretch stretchiness
whippiness springiness spring resilience give bounce bounciness
bendiness flexibility tensility adaptability adjustability open-endedness
openness openness to change changeability freedom latitude mobility
variability fluidity versatility wobble room wobble room
willingness to compromise accommodation amenability cooperation tolerance
forgiveness

Opposite: rigidity inflexibility intransigence ^

- the ability to be easily modified.
"I enjoyed the flexibility of the schedule"
- willingness to change or compromise.
"the government has shown flexibility in applying its policy"

GOOD LUCK & HAVE FUN!

- Hyflex is a great way to meet student needs.
- Your course learning objectives & goals can be achieved – but the journey might be modified.
- Having an open mind, trying new things, not being afraid to make mistakes, and networking with colleagues will make all the difference.

RESOURCES

HyFlex Teaching Model (Northern Illinois University)

<https://www.niu.edu/keepsteaching/resources/hyflex-course-model.shtml>

Teaching a HyFlex Course: Best Practices and Ideas to Consider (Loyola University)

https://www.luc.edu/media/lucedu/itrs/pdfs/classrooms/HyFlex_Best_Practices.pdf

5 Tips for Delivering Better Hyflex Teaching Classes (Kaltura)

<https://corp.kaltura.com/blog/5-tips-for-delivering-better-hyflex-teaching-classes/>

Resources for Student Learning in a Hyflex Learning Model (NEA)

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/resources-student-learning-hyflex-learning>

One Student's View of HyFlex (HyflexLearning.org)

<https://www.hyflexlearning.org/2021/06/24/one-students-view-of-hyflex/>