Final M3 How can we support students to be successful in the Hyflex classroom

Oky our students in the hyflex classroom they’ll be more successful if they know what to expect and especially if you expect them to have technology to use in the class because you're going to do some interactive online technology interactions with everybody they should know that ahead of time and so if they have personal devices which many of them probably do they should bring them to class if they don’t have personal devices and your institution allows it an has the capability to do so you might have some that they can use. It could be computers that are in the classroom it could be a set of tablets or something like that but that’s an important part i think if you start using a lot of interactive technologies with your online synchronous students in the classroom and the classroom students aren’t able to participate at least you know a lot of them aren’t then you’re going to have a disconnect and probably a completely unintentional disconnect that you didn’t expect alright and so what I would do what I would do is if I know that I'm going to use something that’s highly interactive requiring technology in the next class I’ll let student know hey when you’re coming to class next week, please bring soe technology because we’re going to do some interactive activities like this and I want to be able to fully participate so those are some of the things that you can expect here’s another couple of that another aspect really is that the online synchronous students and the synchronous in class students they have to understand that you know there’s a there no there’s technology mediation so there’s a bit of a boundary between them and they have to be willing to put a little extra effort and it may be a little more patience to cross that boundary right and not to look at the no to look at the technology boundary as and you know as something that’s getting in the way but maybe it’s something that’s enabling connections that wouldn’t otherwise be connected and so if they have a mindset that we’re going to get through this and even if the technology is a little a little wacky at times we’re still going to make it work because we value the interaction they’re more likely to have the the uh the patience to get through it and the perseverance to get through the the little technical problems you might have rather than just letting them stop saying ah sorry I can't hear your audio we’re done. Right so, mindset for your students is important we're all in this together. It's a single learning community with multiple participation paths. I think this is quite difficult question because this also depends on the content and the course but what what is important I think is to to to create safe environments um because we know that this this is often a barrier for students uh so that often if you ask students to respond to questions they they really feel a barrier to answer as a remote students so um create site save environment is important and and give also the time to practice or I like to practice things uh is important. First I guess to just by creating the confidence that it is as uh superior as an in-person class the confidence level is still I guess is very shaky and many students might decide to drop out and say that I’ll come back only with when Covid’s situation improves or I;ll re-erroll when forward situation improves nad we ask again back to class. Uh, I would say this is again uh don’t get me wrong it would be very American that very used to very um to the point uh to the point suggestion or whatever you are saying so so here I guess there’s a whole bunch of ambiguity covid is moving uh evolving vaccine related norms are moving mask related mandates are there then you have this mixed information that this can happen you can come to class or you can be there so the whole element of flexibility is lost and it’s almost taken as I am getting confused. What is the faculty trying to say now or what is the school actually trying to say now? Sot it's’ a bundle of uh bundle of uh mixed information but that mixed information unfortunately possibly this this kind of students are very used to that rubric setting so this this is the line margin this is this should be the font size these many number of words these many pictures uploaded by this date if you do it in this way you get these grades and if you do not do it in these this way you do not get it. Simple and very straightforward now in that mixed methods approach and in the environment where there is a whole bunch of things which are evolving I guess there’s a whole bunch of confusion which is there so creating that uh creating that confidence that thi is that thi is not confusing or ambiguous thi is just something which is evolving and evolving towards the better so I think that that would help in students uh not just learning effectiveness but students empowerment also like the other day when I was uh doing with my students developing their resumes I told them as much as I have written on my resume that I can teach in a hyflex setting, right in your resume also that you are a great learner in a hyflex setting. So, so yes and each one of them added it so I think those are new things which needs to come up on your LinkedIn profile which needs to come up on your on your resumes and which I’m doing yeah. I think mine could be the first bunch of students who are writing it on their resumes. You want to keep them engaged with the instructor their classmates and the content regardless of the delivery mode. You don’t want to end up having separate online and in-person experiences for students. I already mentioned you want to design your curse in the LMS with clear navigation and instructions make sure they know exactly what they’re going to do each day depending on how they’re attending. I encourage people faculty to include formative assessments. You know let them know let students know how they’re doing as they go through the course. And then also consider using what they call intrusive teaching techniques. Reach out to students proactively. Don’t wait for them to come to you with questions or concerns. I think that students need to realize what the rules are when you start out the course and you’re very very clear about policies around the class, what does hyflex mean in this particular context and how they're able to succeed. ONce you establish those rules and you make it very clear about how all the pieces work I think it becomes much much easier to um run the class and to support students as they go through it. Um, I think that even though the course has an asynchronous component and um a synchronous component in person or online, it doesn’t change the other elements or learning objectives of the course and that’s really important to reinforce as you go through the process. We need to create a series of support link actually supports themselves and then support links give them access to what the supports are if it’s mental health if it’s actually physical health if it’s tutoring if it’s the writing centre um if it’s just time management carer services like give them access all the time inside inside every single one of these classes they know I know where to go to get these services and to get this support from a professor from a from a design standpoint from a professor to a student they need to know that they could be they know what to expect that rules are not going to change a on them the due dates are not going to shift around an things like that they can they know from class to class how how they’re going to go through this class. JSo to be successful in a hyflex course would require student thinking through how they learn best but at the same time for a professor on the design side they need to actually create it in such a way that it’s understandable easily accessible to uh through all modalities. One of the most important things is support from your faculty support from your program coordinators. You know we have to make sure that as faculty we’re being supportive of the students that are engaging in this environment. It may be new it may be very novel to these students to be an asynchronous learner or a synchronous online learner in that environment and I think that it’s important to make sure that those lines of communication are open so that the students feel comfortable coming to you if they have any questions that they might have about the content if they have any questions that they might have about the material that’s presented or about the assessments. So I think that that level of communication is a really important piece ensuring that we can support our students in the classroom from faculty perspective and from a program perspective the other piece when we talk about ensuring that there’s supports that are available for the faculty we also need to make sure that we have an idea of the supports that may be necessary for the students so acting as a liaison that we can connect the students to areas like IT that we can connect the two students to you know learning centres so that they can get tutoring so that they can look at engaging in any opportunities that are available to continue to push and promote student success in that learning environment. Having those orientation meetings with students one on one or maybe in small groups to get to know their particular needs and interests and concerns it could also be done through a survey that you send out to students to get a better sense of is this their first time doing this type of program and what are some of their concerns what are some things they’re looking forward to and then educating students so once you gather that information addressing and responding to those concerns I think too gathering testimonials if you can from previous students who can share and speak directly to current students whether through a video testimonial or written testimonial and let students know from that student perspective this is what helped me this is what I wish that I knew when I started this program. I actually have something like this that i house in a padlet and I have it organized by cohort and students will share tips from that exact mindset what do I wish I had known what do I wish someone had told me and then another technique is actually bringing in grads from the program to speak to some of these concerns of the current students of the program.