Final M3 What do you imagine the student experience will be like in your course for learners that ar

In my courses the classroom experience for students has been interesting because um you know I have a class perhaps it’s 20 or 25 students in the past there would probably be 20 or 25 students and there may be a couple of people missing well in in when we introduced Hyflex that number immediately went down to roughly half. 12 to 15 students in class every week so that really changes that’ that makes the class a lot smaller for them which means they have a lot more opportunity for interaction with each other and with me. And for a lot of the student in the graduate program that’s really what they want they want that that personal interaction and they’ll come the classroom primarily for that so so for theme they get a lot more of that now if can students continue to shift online and how there’s four or five students in the class now it becomes almost like a discussion group that’s a bit different format for a course and so that that’s a challenge for me as a designer because now I have to design for that possibility and form a student’s perspective that’s also a different experience and so ah, in a class of even 10 or 12 sometimes you can kind a hide a little bit if you're not quite sure you're prepared for class or you don’t really want to say much you can do that more in a larger class what's with a class of four or five students in person, you’re not going to be able to hide so you’re going to be you're going to be more interactive prior so you have to be comfortable with that so online synchronous students they have an opportunity to be wherever they are for whatever reason maybe it’s the comfortort of their home, maybe it’ a work environment, maybe they're travelling and they get a chance to have a glimpse into the classroom I think the challenge for them just like a lot of us have seen over the last you know 18 months or so is living through these little boxes on the screen or interacting through little boxes on the screen it’s a different kind of interaction. You know it's like being there but it’s not being it's like, it’s like the online asynchronous because you can turn of your video if you need to you can step away for a moment and comeback you have some control over that but uh still the expectation is that you’re there right? So, you have to understand that’s still the expectation that you’re there interacting. Perhaps for I’d say for optimum learning you ‘d want to have your video on and you’d want to be paying attention and looking like you’re paying attention, asking questions in the hat or with your microphone and responding to opportunities too to interact with you know your ideas into the class discussion as well for th online asynchronous students I think t\it’s a lot like a regular online asynchronous course would be with an additional advantage of having connections with colleagues who are there in the classroom there in the synchronous session you get to see and watch their recordings if those are available to you you have the opportunity to interact with people beyond those who you never see their face perhaps because they’re asynchronous students and so for you I think it becomes a richer environment. What I what my students have told me over the years is that this you know those in particular who’ve taken as a fully asynchronous course is that is one of the best course they’ve ever had in part because they have all these other resources especially the recordings and the work of those other students how are there in the live classroom in a regular asynchronous course it's not that way at all, um and so, um, so I think i think that experience you know can be very certainly varies the other opportunity of course is for students to change modes uh over the course of a term I've had a lot of students who've told me that they would love to be in the classroom and their schedule doesn’t allow it and so but if they find a week or two during the semester where they can free up their schedule and participate in the classroom they’re so thankful for that and so uh that’s an important consideration as well fo their experience they know that there's always another mode available to you if this isn’t working out for you. I have other students who told me I was an asynchronous student all along but I was so glad that if I had questions or if I felt like I was confusedI could always come into the classroom. I liked having that safety net knowing that the classroom was there to support me if I needed it. Even if I never did. So, I think there you know certainly ah different characteristics that you’ll have as a student in the various modes. So we investigated systematically the experience of student students purely online purely face to face on site on campus and then in a hybrid version and we found that students had the lowest motivation when they were following the course or the session when they were on uh remotel in the hybrids situation which means that uh yeat the hybrid uh context gives a lot of flexibility to students but it’s allow the most challenging way of learning and all of teaching so we know based on a lot of research that being remotely in a hybrid session which means that there are students on campus and at the se time you’re youre remotely you will be less motivated or you you will have the feeling okay I’m there’ an in and out group so we can really explain thi based on on social theory um and we know but knowing this also can can create the awareness for the teacher and for the students so and if you have the possibility and it’s good for students also to experience the different situations and then as a remote students you know what it is but also you know once you’re like on site you will have more attention also for the remote students as you because you know you had that experience before so that’s that can also be um yeah and a design guideline on the course level that you make sure that if it's possible if its possible for the situation of the students to rotate in a way that that everyone experience uh different modalities to also be aware of a different situation and then it will be much more easy to to adapt or to give attention to the other students. I would say different students differently it is more of a convenience as as I am telling it that most students or most of us are doing it as a covert induced behaviour and what suits the of what is most convenient to the student so very difficult to compare in that ways and and no one student i must also admit that no one student is taking only that one format of it there are students who are coming to class on certain days but the days when it’ very cold or when they have been um quarantined they are taking a Hyflex course. So, possibly a very difficult to to do that kind of assessment but I would always i would never approach it from this versus that because I know that Hyflex has drawn certain things from hybrid hyflex has its roots possibly in what gain from uh in person classes and trying to make a model which is suiting Hyflex but kind of building the same kind of relationships possibly which an eye contact which uh one on one uh coaching would have otherwise given great so I would never see it as this versus that. I really want to try and have a strong instructor presence for all of the participants no matter how they’re participating. You also want to have an equivalent experience for all keeping in mind that equivalent doesn’t mean exactly the same. A few years ago, I had a class where it was really snowy and half the class didn’t show up they attended online I somehow made it to the campus I shook the snow off my boots I’m teaching the class and then I asked a question and and just without thinking about it I asked a question to people in the room. And then like the booming voice of God coming out of the ceiling I realized I had the volume turned up too high one of the students who was at home answered and I was like absolutely stunned I couldn’t like I didn't know where this voice was coming this is like booming loud voice and you know I think that the experience can be really good it just depends how you’re participating. If you're watching the videos later I’m always cognizant of this scrubbing time like basically i’m watching the video but I only want to watch the important parts because know not all two or three hours is iportantant um so what i try to do is as soon as I start the class I pre-load a top discussion like the first five or ten minutes is this is an overview of what we're going to talk about today and then we’ll go into detail with all the topics. So as you’re watching the video from home if you're not participating synchronously you get a really good idea of what we’re goin to cover and then you could jump to the right part of the video to facilitate the learning that you’re trying to do about a specific topic. And that way it really helps keep it on track so even though the um video or the the classroom experience can be slower than scrubbing through a video you still get the highlights at the beginning and then the ideas from there. I also tried to be judicious in pausing the video recording keeping those asynchronous students in mind so if there’s a particular problem i pause the video we have a class discussion that’s not relevant to being reported and then I can go back to recording so for the recording student instead of watching all two hours maybe they’re getting a more focused like 50 minute video or an hour and a half fideo something like that. So the time that I’m walking around that people are working quietly isn't being recorded but the parts that are actually relevant are being recorded and I think that makes a big difference. Students will experience equal attention to detail and excellence in all the modalities in asynchronous environment they’ll have engaging activities and engaging assessments that are uh are done in such a way that I can actually do them on my own time even with a due date with some boundaries if I’m doing thi in person I’m going expect some active learning uh happening some engagement some incentive for me to actually want to go to the classroom some value add that I would want to do that instead of just doing it asynchronously and in the synchronous live environment I would expect that I actually can interact with the classroom with the students and with the professor if that’s if that’s offered to me I want it to be than just recording I want it to be just more than just watching passively um so students would experience not the exact same but an equal type of interaction with the classroom and would gain a lot of the benefit as they would if they were sitting in the seat. I imagine that the experience for the learners would be an experience that is organic righ it’s changing um you know as i mentioned before trying new things is an important way of thinking about being creative in the hyflex classroom and so for the learners that are engaged synchronous asynchronous and whether it’s online or in person the way that I see the classroom is just providing an opportunity for them to engage in the material in whichever modality they choose and to also have the opportunity to get that full learning experience in any of those modalities. So creating a classroom that provides that you know unique and effective learning so that they can then effectively use that to not only complete their assignments and their evaluations but the very end for the program uh enter the workforce with the skills that are in demand in the industry so to be you know very skill based uh to leave confident in the fact that they've actually achieved the skills that are going to be helpful as they move into the workforce. Based on student feedback oftentimes the on-campus approach is the most preferred approach however there are students who take the program outside of the city where it’ offered and for them this is their preferred mode and it’s a very helpful and rewarding experience because thy’re able to tend to their daily lives without having to commit to certain times and being in certain places at certain times. So, what I also would envision each different mode of delivery would be really I I think it’s hard to answer that because every student is going to be different and that's again why I really think it’s important to check in with students and find out okay what’s working what’s not wording and i also do a lot of education about student voice because again this can be a very forgien concept for students to be asked by their faculty what do you want what do you need This can veel very i’ve had students share with me that this can feel like something that is like a trick questions or that the faculty doesn’t actually want to to know so the the more that I can educate the more that i can help students become aare the more that I can help cultivate the experience based on their needs as opposed to hoping the experience goes a certain way.