INTRO: What is one piece of advice you'd give a faculty member about to teach their first HyFlex Course?

BRIAN BEATTY: If you're about to teach your first hyflex course, I suggest that you do a couple of things. One is to make sure you feel prepared, but you're never going to feel completely prepared, I think, until you actually do it for the first time. For me, it was a lot like teaching in the classroom. The first time I walked into the classroom, at whatever level I was teaching at, and so there was an element of newness, of unknownness, and so it's natural to have some anxiety around that. I think you have to give yourself grace and accept the fact that this is like learning how to teach again, and for many of you, it might go very well the first time. For others, it'll be a challenge, it'll be a struggle, but if you think that, if it's important enough for you to teach this way, if you've got a big enough reason why you're doing this, if you can get through the first few times, maybe even the first term, and learn how to do this well for you and for your students, I think you're going to be just as successful as the rest of us have been.

ANNELIES RAES: Preparing yourself is not only related to technical preparation but also pedagogical. Be prepared, that it's a challenging way of teaching. It's not the same as having all your students in the lecture hall. It's also not the same as teaching an online course where all students are following remotely. So you have the two groups, and it's managing these two groups, so it needs preparation it needs to think, it needs also thinking actively, thinking about design, not only which tools will I use but which task will I give to my students. I often use the acad framework, which is the activity-centred analysis design framework of Peter Goodyear, which really stressed that it's a challenging task. It's designing the sets, the epistemic design, and the social design. So, the advice is to prepare yourself before you start teaching in hyflex rehabilitation.

GLORI HINCK: Plan your course, plan your delivery, prepare the content, and practice your delivery with the technology you'll be using in the room that you will be teaching from. Let me give you an example. I am in a room where I have done zoom in before and have taught before, and today when I came in to do this interview, it didn't work. My audio didn't work, and luckily I had time, and I knew who to call. It turns out that I wasn't using the presenter mode or the projector, and in the past, I had used those modalities, so always try to practice in the room you're going to use with the technology in the way you're going to use it.

SIDNEY SHAPIRO: I think it's really important to do a lot of planning in advance. The idea of hyflex is that all students should be able to participate in the course the same way no matter how they're attending. So, I've taught entire courses where I never met the students in the course, but they were watching the videos asynchronously, and I had other students that went back and forth between synchronous, in-person attendance, asynchronous, watching the video later or synchronous online where they tuned into the class while it was happening, and I think, it's important to keep in mind who's actually in the class when I'm teaching. So, for example, if a student is online and they're talking, you know they're on zoom, but they're not physically in the class, include them in the conversation. Ask them a question, get them to participate in the discussion. It does take a little bit of practice to keep a watch on who's raised their hand online versus who's raising their hand in person, but it is possible to do with a little bit of practice and pre-planning. So, I think there are a lot of advantages to doing that and making the moodle shell or the LMS shell a place where students can participate even when it's asynchronous, so later on after the class happens and asynchronous students are watching it, there are many activities that they can engage in so they feel part of the discussion, and they're able to contribute meaningfully to the class.

DAVID RHOADS: What I always recommend for faculty beginning to teach these courses or build these courses is to start simple and not to start with all modalities at the same time. To be able not to be overwhelmed, especially over this last year and a half, two years trying all of these new things all at once, is going to be overwhelming. I think they need to become familiar with the flipped model. That's one of the things I would recommend, so they can understand how to push their lecture or content delivery out of the classroom and into the asynchronous environment. So, that they're in-class experience can be more of an active learning experience. In addition to that, they have to be familiar with how to build assessments stuff toward like within an asynchronous environment. I believe that discussions, papers, and videos, like kind of diversifying or differentiating the different types of assessments, are going to help students across the board and that they would start with a basic bloom's taxonomy. The bloom's taxonomy that I follow is a version basically a flip bloom taxonomy where you have to understand and remember the type of stuff, which is usually lecture content delivery, that happens in the pre-work before they come to class and in the end, classes analyze and apply part of bloom's taxonomy where they're actually taking theory, and they're helping to apply it. They're hashing it out and having group work and stuff inside the classroom, and then there's post-work, which usually falls under create and evaluate at the bottom of the pyramid in bloom's taxonomy. I would recommend that they become familiar with flipped universal design for learning and be familiar with different types of assessment types that they can use within the asynchronous environment because they're usually used to teaching face-to-face or in person or virtually or things like that, especially over the last year they've learned that virtual part but what they are most unfamiliar with is this asynchronous environment they always think, how can I do this? This is impossible for me to do this asynchronously. I have to have them face to face, and I think in the majority of instances, asynchronous can achieve the same learning outcomes just as long as learning out as every single assignment is built toward the exact same learning outcome, it can be done virtually, it can be done in person, and it can be done asynchronously.

JASON CORCORAN: A couple pieces of advice that I can give to faculty members. The first one is to just be flexible and adaptable. I mean, we talk about hyflex being flexible for the students but as you're planning and delivering your courses in the classroom, especially when you're using technology, being adaptable on the spot is a really important piece so you know if something doesn't work, if some technology doesn't work, then it's having the opportunity to just sort of be versatile in the way that you're teaching. The other piece is really to look at planning when you're planning for a hyflex class. It really takes a lot of thought to think about how you're going to teach the material, how you're going to engage the students both synchronously and asynchronously in their learning, and how you're going to engage them synchronously, whether they're online or in class at the same time. So, you've got multiple modalities of learning that are occurring at the same time, and it needs to be properly planned as a way of engaging everybody within the process.

MELANIE LEFEBVRE: One piece of advice that I would give a faculty member about to teach their first hyflex course would be to reach out and get support. There is a website called hyflexlearning.org, and it is a really great community where you can reach out with other hyflex professionals and learn from them and get tips from them. I found that when I first started hyflex teaching, reaching out was really important because it starts to normalize it. It can seem like something really scary and intimidating, but then when you start to talk to people who are actually doing it, you start to look at it differently, and it starts to become doable, and you start to get ideas, and I think that community aspect is huge.