INTRO: My HyFlex Experience

BRIAN BEATTY: hello, my name is Brian Beatty, and I am a professor in education at the San Francisco State University in San Francisco, California. I've been using hyflex in my own instruction since about 2005. My background with high flex starts with the need for combining online students and face-to-face students in graduate courses because we had empty seats, so we wanted to fill them. We thought that if we had more access to online students, we would be able to increase our enrollments in our courses in our graduate program. So, I started teaching hyflex in pretty much the spring of 2006 is, the first time I actually offered it to students as an experimental situation, and it worked quite well. So, the next year, I taught all my courses in hyflex and over the next two or three years, the rest of the faculty in my department started teaching hyflex as well. So, we've been offering courses either in hyflex or fully online modes now for roughly 15 years. I started writing about it and talking about it at conferences over the years. I spent eight years as an administrator supporting faculty development in online and hybrid areas, and then in 2019 released an open access book on hybrid flexible course design. The hyflex book is what I think we've come to call it, and in the last, I returned to faculty in March or January 2020, and we started teaching. I started teaching hyflex again, and then when we had to flip online just removed the face-to-face version or mode of the course and continued to teach online. I've been teaching in online high flex essentially since then, and in the spring of 2022 intend to go back into the classroom if students are willing to meet me there, so I've had a long history with high flex. I would never teach any other way.

ANNELIES RAES: so hello, I'm Annelies Raes, I'm a senior researcher at Itech, which is an Intec research group within Leuven, and I'm also affiliated to the University of Lille, which is in France where I'm the shareholder of technology-enhanced learning spaces my relation to hyflex is that I'm investigating hybrid learning environments and I also thought within a hyflex course or more a hybrid course which is often also it can also be a hyflex course, but so my relation to the topic is more as a researcher than as a teacher.

TAPATI DUTTA: My name is Tapati Dutta. I am an assistant professor at Fort Lewis College, which is located in Durango, Colorado. I teach public health courses at Fort Lewis College, which is a Native American serving non-tribal institution. I think that is important to mention out here because the whole diverse population of the communities we serve has a huge bearing on the teaching methodologies which we use. So, my teaching has been mostly drawn from the field experiences I teach. Upper-division undergrad courses in public health but draw a whole bunch of examples from my earlier experience in the nonprofit sector from the developing world, from the lower-middle-income countries. So, that used to be a pre-covid scenario. Hyflex, I should admit that has been a more of a covid induced behaviour rather than an organically developed teaching methodology, which I had chosen. So, after covid was there, we went completely online, and everything had to be. So, I guess, I had very limited options of just sharing the PowerPoint presentations or even having guest speakers who were sharing their experiences via zoom. Now hyflex was very humbly mentioning. Hyflex was a very new word and not just a word, I would say. A very new approach for me, and I think as we were grappling with it, and we are still grappling with it that. What is the actual definition of it? What is the nomenclature of it, especially in the context of the Native American populations whom we serve?

GLORI HINCK: I'm Dr. Glori Hinck, a senior instructional designer at the University of St. Thomas E-Learning and Research in Minneapolis, St Paul. I'm also an advisory member of the hyflex learning community led by Dr. Brian Beatty. The primary reason to consider hyflex is the flexibility it offers to students. It allows students to participate in a course in a way that suits their lifestyle needs and learning preferences. I am not. I'm actually an instructional designer. I don't do a lot of hyflex teaching, I do some hyflex faculty development presentations, but when I support faculty, I like to use a blended hyflex approach in the courses I support. This means that the students do much of their work asynchronously online but then attend synchronous sessions either in person or via zoom.

SIDNEY SHAPIRO: my name is Sidney Shapiro. I've been teaching with hyflex for about four years. I teach in the analytics program at Cambrian College, where students are in class or online or a combination of both, and the goal is to connect students to the material and present many different options for learning so that the courses are able to fit around their lives and ultimately bring students together with the material and make connections within the class even if we're not able to be physically present in class at the same time.

DAVID RHOADS: My name is David Rhoads, and I am at Vanguard University as the director of teaching excellence and digital pedagogy. I basically came upon Brian Beatty's work in about 2014-15, at an institution I was at when I was working actually a little bit before I was working toward my doctorate, and I was trying to figure out a way to make more efficient the- we had two programs, we had a professional studies program, which I was a director over at the time, and we had two programs an online program and an on ground program, and they were both five weeks accelerated and we were not filling all the seats in each of those particular courses, so, they had about ten and one, and fifteen in the other but if you combine them together it usually met up to what the cap of the class needed to be, so I was able to do that for uh these classes and all the programs in the professional studies area at the school and then I was able to save the institution about two hundred thousand dollars just in a year just from faculty costs and that's not even soft costs or anything like that but I was able to help along with course content experts. My experience, some of my experiences, in instructional design, I was able to help the subject matter experts in each of the areas to be able to kind of make create hyflex classes, and our type of hyflex, and probably is a future question as well our talk about hype flex only has two mode choice choices so we have asynchronous and face to face. So, we took that face-to-face on, the online-based on an asynchronous program and a face-to-face programmer bought them together, and it became that two-mode hyflex.

JASON CORCORAN: My name is Jason Corcoran. I'm the program coordinator for the Health Analytics Graduate Certificate Program at Cambrian College, so hyflex means to me. It provides an opportunity for the students to have maximum flexibility in terms of how they engage with the course content that we deliver within the health analytics program. So, when we think about hyflex again that maximum flexibility allows the student to engage in the content synchronously and asynchronously, or a combination of the two methods to engage fully as a learner within the program itself. So, when we think about the hyflex program, and we look at, you know, what it means to me and how it works in the course, is that the programs are really designed, and the courses are designed in the course to provide that flexibility both in the teaching of the material but also in the assessments that occur throughout the course and the program as a whole.

MELANIE LEFEBVRE: Hi, my name is Melanie Lefebvre. I am the coordinator for the Community and Health Services Navigation Program. I'm also one of the main professors, and I've been teaching hyflex in the program since September of 2018. Hyflex means being student-centred, having choice and flexibility so that students can live their lives and also attend school in a way that works for them based on their unique responsibilities and needs.