M1 How did you update existing timeline or what should you keep in mind when developing RC1

BRIAN BEATTY: When I'm developing a course for hyflex delivery, and I'm thinking about the overall framework for the course, the outline for the course, what I have to do is I think more intentionally. Create interactive activities for students on a regular basis every week. There has to be something they're doing not just in the classroom but also with the online students. When I'm thinking about interactivity in the online mode of the course, it has to be more intentional because I have to have that ready to go before the class starts, hopefully, well before the class starts. I have to be willing to engage with students after my normal class meeting so that they get some interaction and engagement with other students and me throughout the course. If I'm just designing for a face-to-face course, oftentimes that can happen much more quickly just before the course starts or maybe even as the class is progressing, that's not possible in a hyflex course with the online participants in your course in particular.

ANNELIES RAES: I can answer this question based on our own research. We know that it's much more challenging. As I already said, teaching a hyflex course, it's more challenging. It can create an overload for teachers. What is important is that you need to know that you can ask for assistance from colleagues but also from students based on literature and based on experience in our university. We know that you can ask a student to deal with or to take up the responsibility as a technology assistant or technology navigator, so this gives the students the responsibility and all the tasks to follow up if remote students have problems, for example. It gives you as a teacher also a more relaxed feeling that you don't need to manage everything because this is not possible. You cannot teach and also have a look at the chat and check if remote students can still follow. I think this is very important to ask for assistance when needed and be sure that you're not the only one responsible for the success of your course. You can also work with the rotation system that every student can or every other week another student is responsible for helping you as a teacher within a certain course.

TAPATI DUTTA: I teach public health, and because it is public health and because of covid, essentially everything had to be covered. The element of coverage had to be integrated into my course syllabi. So, whether or not hyflex or not, my course syllabi had to be updated and are evolving one is that so it had to be very current two is elements of as I mentioned that digital literacy and digital comfort zone is very different uh than possibly an usual American university uh college uh compared to any other very stereo possibly I'm stereotyping a bit but i would say it is different because many are first-generation learners and narratives an oral way of explaining understanding has been very common with them traditionally so that is the process which was a better way of not just conceptual learning and understanding but also in terms of student retention so with high flex what came was of course a newness of lots of technologies but then there was always this question that how much this technology would help in conceptual understanding retention and overall retention of students like many students might question that if it's online teaching and learning then uh why should we pay the same tuition fees as we are paying for in-person classes, right so those were grappling and very integral questions to possibly the communities we serve uh how it had to be dealt with, and that's how there had to be a very good mix, and I don't know if you have ever had an Indian curry or an Indian meal which is a very good mix of spices and where not one flavour tries to jump on over another, but you have a diverse mix of all kinds of flavours, so hyflex had to be designed in that way such that it doesn't look like it's overpowering um in-person classes neither did it feel that it was trying to imitate any kind of borrow things from just online classes, so it had to be a mix of all of those things.

GLORI HINCK: I think you always want to start with the learning objectives and plot out what you are having students do to meet those objectives in each module the most important consideration is how are you going to engage students with the content how are you going to engage them with the instructor and each other across each of those delivery modes.

SIDNEY SHAPIRO: many of the courses in the program were designed to be hyflex from the outset. That means that when we went into it, we thought about how would this look if students are participating online, in person, or a combination, and as a result, we tried to keep the assessments as flexible as possible. In my courses, there's very strict deadlines but at the same time, students are able to choose how they attend the course. Now, the interesting thing about some of the courses that I teach is that students participate in group projects whenever they want. They can even participate in group projects asynchronously. Students can submit their work and meet offline or meet at different times or exchange phone numbers and be part of a WhatsApp group. There are many different possibilities for how students connect with each other.

DAVID RHOADS: It really depends on what class you're modifying from. If you're modifying from a normal traditional class, most likely inside the learning management system, it's relatively light in content. It's professors think I just I'll tell them in the classroom. It could be an outline of I have some assign you have some assignments and some projects that are outlined. I believe it needs to be more detailed and more differentiated in the sense of all different types of assessments and done in such a way that the learning objective can be met. If they do not come face to face, or they cannot be there virtually live. In addition to the flipped idea and the structure within blooms, that would the extra thing to be able to throw in for that particular approach.

JASON CORCORAN: so, in terms of developing a course for hyflex delivery, I believe there's a couple key things that you should keep in mind in that development process. The first is to make sure that you're engaging the students synchronously and asynchronously at the same time. It takes a little bit of strategic thought to think about the

type of learning activities that you're going to do on a daily basis in class. The types of assessments that you're going to use to assess the students' understanding and to evaluate their understanding, but then also to think about strategically using your LMS, or your learning management software or system, as a way of providing an opportunity to engage all of the learners throughout the course, so trying to seamlessly connect students that are synchronously learning and asynchronous learning within the same learning platform. A couple of ways that you can strategically do that to think about adapting that online learning environment, engaging that online learning environment in the in-class environment, and then thinking strategically about the assessment piece.

MELANIE LEFEBVRE: When developing a course for hyflex delivery, I think, especially if you're using a student-centred approach, you definitely need to plan, but you also need to build room to be able to maneuver in and pivot depending on what the needs of your students are. One of the other components is that with hyflex because it is based on student choice. If you end up with a cohort where most of the students are actually intending to be on campus, that might influence some of the planning that you do and types of activities that you choose. If you have students who aren't in the city that you're teaching, that is also something that you want to take into consideration. Because of my views of being very student-centred and really altering and accommodating the current cohort of students, part of that planning is involving the students. So some of it is planning for all scenarios. So, okay, what will I do on-campus? What will I do synchronously? What will I do asynchronously? But also being prepared to change things up and also, being okay with being honest with the students and helping students understand student-centred teaching, which they're often not used to and helping them learn about the power of having a voice and a say and incorporating them into that planning and preparation process.