M1 How do you plan your HyFlex assessments

BRIAN BEATTY: When I teach a hyflex course, my assessments haven't changed over the years, in part because I've never really relied on substantial high stakes quizzes or tests to assign grades to my students in my classes. Now, I do teach graduate courses primarily, and in those courses, we've moved, we moved away from tesla a long time ago and much more towards what you might call authentic assessments. We do projects, we do presentations, we create digital products, we evaluate products, and we do a lot of presentations in class after we've created something with constructive critiques. Those kinds of assessments are a thing that we can do fine in any mode of the course, and so for me, the assessments are the same across all modes. They're not based on classroom kind of practice of tests, in quizzes, and we find that students are able to achieve the same results no matter what mode they're in. Great part because all of these assessments can be done outside of class as well as they can be done in the class.

ANNELIES RAES: What I recommend to teachers teaching hyflex is really using formative assessments. This also relates to improving or enhancing engagement within a course with hyflex courses. So, what is very effective is launching quizzes polls in your courses, and this is a way of assessments assessing if students are still attentive if they are still following the course if everything is clear. So, we see, and we recommend this to teachers as one way to cognitively activate all students, which is it's much more difficult in a hybrid hyflex course because you have to deal with two groups than if all students are online. So, I really recommend these kinds of things.

GLORI HINCK: This really depends on how the flex is structured. To be considered hyflex, there should always be an online and an in-person option. However, the online option could be asynchronous, synchronous, or both. In any case, the major assessments are typically not a lot different from the traditional delivery model. We like to make our assessments authentic. Typically papers or projects rather than exams, and really focus on writing clear instructions and describing how an assessment might be different depending on the delivery mode. It's more difficult to just structure discussions to meet all these different delivery modes, especially if some students participate asynchronously and others synchronously. So, you're really going to have to think about that and plan that out.

SIDNEY SHAPIRO: I plan hyflex assessments by keeping a schedule at the beginning of the semestre so that everybody knows when all the assessments happen. In terms of the assessments, I think that looking at what's being graded and how for example, if the presentations are going to be asynchronous, giving everyone the option to submit a PowerPoint with voice annotation, and if you're not there in class because you're participating asynchronously, I'll play your presentation during your slot in the class. If you're there in person, you could give your speech. If you're there online, you could share the screen and do the same thing, so I think that gives a lot of flexibility, and it also gives predictability, so students know when everything's going to happen in the course and how they're able to deliver the homework that they're supposed to do during the duration of the course.

DAVID RHOADS: My hyflex assessments and the ones that I am teaching faculty how to do is, I go first to the learning objective, and this is what I'm always going to go back to is what is the learning objective? Where do I want them to write that? And then I think through okay is this best arrived at, and it depends on this level and blooms as well. How do I best arrive at them it's sticking? I'm actually learning and remembering this and being able to apply it out to the future. So, I think through, okay, is this best in a quiz? Is it an understanding, remember section maybe that's good for a quiz? If it's in the analyze and apply, maybe a paper project, video project, could be written and you have multiple different options for students within there as well that kind of lends toward that universal design for learning and then kind of in the create and evaluate section is kind of I did say I think through the exact same kind of series of choices and go what are all the tools that I have I can do discussion so that in class one I usually tend toward discussion and try to get it as interactive as possible and not just do please post it 250 words and then do two to your peers maybe we start simply like that but you want to maybe kind of ask some questions and then have them question loop back into different parts of the discussion but it really is all anchored on learning objectives and what level of learning I want them to arrive at and I believe that testing in a lot of cases is not the right way to go about doing things especially if you have very few assignments where you have formative assignments and then you just have the summative midterm and a final where you have maybe it's 200 points here and four 500 points here and it just gives a student an f or an a if they do well or they don't do well I testing so um that's basically the process that I go through and lead our faculty through is start at learning objectives don't start at all the things you've thought of before I just lecture for a while and I test think outside the box and look at all the resources that are available at different types of assessments the different faculty are doing and multiple different websites have project-based learning and all they just look at all the options and go you know what I think this would be great and if we if at the beginning of the design or the beginning of the build it starts simply that's fine and then every iteration afterwards you kind of add a different type of an assignment where you tweak it a little bit to make it a little bit more engaging but start simple and then work toward more integrated more uh com complex versions of evaluation.

JASON CORCORAN: so in terms of planning hyflex assessments again there's a lot of thought that needs to go into the process about trying to ensure that these assessments are applicable to students that are learning in multiple learning environments whether it's synchronous asynchronous online in class so there's a couple ways that I found personally to engage the students in activity and to allow them to engage in communication and discussion throughout the course so one of the activities that I found to be very helpful or strategic in the sense of engaging these students in multiple modalities is the use of discussion forum assignments so students in my class in one of my classes have engaged in a current topics discussion forum activity where I provide them with an opportunity to research a current topic whether it's a ted talk or a newspaper article or a journal article basically anything of their choosing that connects to the learning objectives of the course they then reflect on and summarize the article they reflect on the connection to the course and pose questions to their classmates in this digital environment so the classmates will then go in and will comment and will engage in discussion engage in discourse throughout the assignment but it provides an opportunity to allow the online and in class synchronous and asynchronous learners to communicate together so it's not just purely an in-class discussion that's occurring that then eventually gets recorded and shared everyone kind of gets the opportunity to engage in discourse throughout the course on these current topics.

MELANIE LEFEBVRE: So, I plan my hyflex assessments based on a few different factors I teach in a helping related profession so it is very practical and students need to get experience in doing and some of those situations are best done either on campus or synchronously so for example I have an assignment where students do a care conference where each student will pretend they are a different member of a community agency and I’ll play the role of a client and they have to actually facilitate that meeting in real time updating the client's care plan just like they would in an actual situation so what I do is if I know that there are situations that would be most conducive for being done synchronously or in person I need to make sure that I’m giving students enough notice so I need to make sure that it's later on in the semester so that they're able to plan and make sure that they will be available for whatever day and time the assessment will take place one of the other things that I do because of the practical nature of the program I teach in is making sure that I’m also flexible and this isn't always possible I have a smaller program so it is a little easier for me to do this but I like to assess student skills synchronously one-on-one in cases where it's conducive and I tend to like to do this earlier on in the semestre because I want to see that they have a good foundational set of skills and if I’m able to be with them in real time and give them immediate feedback I’m going to help put them in a better position for success and they won't need that one-on-one support from me as much as we proceed so those are some of the variables that I take into consideration when planning assessments.