M1 How should a course outline be adapted for a hyflex course

BRIAN BEATTY: When you're designing your hyflex course and you're looking at the overall outline for the course or the framework for the course I think the overall course approach should be very much similar the outcome should be the same if there are slight changes in the outcomes based on the various modes those outcomes should be made consistent across the modes um even if you have some limitations so you might have limitations in participation ins to meet some particular outcomes but the outcomes don't change for the course the outline itself I think looks very much the same for a high flex course as it would for a face-to-face course you do have you might have to make some modifications based on the fact that students are not going to be in person that could that could impact some of the decisions you make about the schedule for the course if there are some in-person opportunities that you might have to have additional technology uh set up for to support so those kinds of implementation factors uh you know might change things but those would be very much case by case specific uh to your particular situation in my situation i don't generally change the outline for a high flex course than I would from a face-to-face course or a fully online course for that matter.

ANNELIES RAES: At our university, we are doing a mix of stuff. I think it gives, it's thinking about how to create flexibility to students and then it's very important to set clear guidelines to your students more than when all your courses are given in lecture halls or all online. It's about really creating clear goals, clear guidelines towards students, clear expectations. I think this is always the case. It's always important, regarding motivation, for students that they feel competent and confident in following courses in that way. But it's even more important, I think, this is also a guideline which I give, so the same pedagogical strategies as in face-to-face teaching are important, but even more important in a hyflex course because you have students at different places. So, clear guidelines, clear goals, and clear structure is very important.

TAPATI DUTTA: Hyflex to us was more of an induced behaviour rather than a organic behaviour and so it took, at least for me personally, it took a while to. I guess the evolution was gradual from making it online to hybrid to hyflex so it was not a direct jump but I would say borrowing certain things from hybrid and then making certain online things there and having a couple of different and i think some bit of technology also helped things like mural things, like having more enhanced technology, and cameras out there. So, all of those things put together, it still looks like a collage.

GLORI HINCK: I think the most important thing is that your outline describe for students and for yourself. What is done in each participation mode, and how it is done in person, on zoom, or in the LMS.

SIDNEY SHAPIRO: Hyflex is all about being hybrid and also being flexible. So, it's important to work with that type of constraint or maybe advantage in order to ensure that students are able to participate. So, having very rigid deadlines or having very rigid assessments that have to be done exactly at a certain time is, you know, not really keeping with the spirit of how you're developing the course. When you're saying that students can participate in the class synchronously or asynchronously, and at the same time, we want to create methods for students to be able to do the same thing with assessments. So, this all comes back to the idea of pre-planning to ensure that students are able to participate in the course and students are able to use the course outline and assessments in a way that works with their strengths.

DAVID RHOADS: I think that the outline and structure of each week, or each module, should be pre-in-class post-class were, before it could have been lecture heavy and then test heavy, where you have a midterm or a final, or things like that. I think the outline needs to have this flow, so you're actually hitting different types of learning and different levels of learning. So, the outline would look even at the very least one assignment, three-one assignments in class for the online equivalent asynchronous equivalent, and one assignment for the post. What I do is I recommend that they build classes using the, what's called, points to hours model, where let's say if it was a two-hour assignment, there'd be 20 points. If it's a four-hour assignment, it'd be 40 points. It's very easy to look at as you're especially outlining the class and putting in an outline you're saying, okay, I have this many points then you can hit whatever your credit hour needs to be. So, if it's a three-credit class, it's 120 hours or 1200 points. So, if you do that from course to course, students are used to it, and they go, I know what's to be expected. I know how many hours there are. I know what type of work this is. And using metacognition in the sense of telling them what area of blooms they're in, you don't have to explain blooms completely to them, but you can say this area is just, oh, you know, understand, remember this content, and then I want you to apply this content now. I want you to create something with the knowledge and the application of your own as opposed to just regurgitating information. I don't want you to just put back what you learned in the textbook. I want you to apply it. I want to create something on my own. So, the outline would be in this flip model, and it would be pre in class post-class, and just at making sure that as much as possible across the weeks that it's as evenly divided as possible, so you don't have a really light week and a super heavy week and a light week. It needs to have some sort of consistency. I know that at the end, usually in final projects, they're going to have a bigger credit load or our workload, but if you divide it among all the things and structure, in such a way that students know for sure where to go their navigation, is very simple. Eliminate all the extra bells and whistles out of there, where the student only sees what they need to see, and they don't have six or seven ways to get to something they only have to go from here to here, to here, and they can always know how to navigate. So, that would be the kind of the beginning, the outline, and then, of course, that's going to transfer into the building of the course as well.

JASON CORCORAN: in terms of the course outline um really the adaptation of the course outline is driven by the fact that the high flex course needs to provide the flexibility to the student so when we think about creating assessments the assessments have to be flexibly created so that students that are engaging in the course as synchronous or asynchronous learners have the ability to engage in the assignments in the same way so moving away from in class you know synchronously in class assignments to assignments that are maybe available for extended periods of time or look at you know testing the student's knowledge or assessing the student's knowledge in a more applicable way it's one way to look at kind of creating and strategically designing the course outline to provide an opportunity to engage the students in these multiple modalities and the multiple styles of learning the other part too is really just whether you're adapting a course for high flex or you're building a course for high flex there's a little bit of a difference in terms of how that plays out again as with our program these courses were specifically created with high flex in mind so the course outlines were created under those or under that guidance.

MELANIE LEFEBVRE: One of the things that I like to do with a course outline for a hyflex course is incorporate flexibility into the assessments. So, rather than having a set percentage and a set assessment listed, I like to have it outlined. So that there's flexibility, so this allows students to also have a say as to what types of assignments how much the assignments are worth. So, for example, instead of saying there will be a test worth 20 percent, I might say something like, there will be tests that could range between this percentage and this percentage. I also refer to the grading policy, and in the policy for Cambrian, we are meant to have assignments that are not higher than 40 unless you get specific permission. So, I have that stated in the course outline that assignments will not go over 40, and then I'll also have examples of types of topics, types of assignments. I do a lot of simulations in my program. So, I might say there will be a simulation on the topic of either mental health and or addictions and or health care. So, again, I am still giving students a contract so that they know what to expect, but I'm also incorporating the student-centred component within that contract so that we can customize things based on that particular group needs.