M1 What types of assessments are successful in the HyFlex learning environment

BRIAN BEATTY: One of the things I found is that in the hyflex assessment environment, I think if you do try to assess the same in all modes, then you look for what's the most successful with students who may never be in the classroom. Oftentimes, those are take-home exams. They could be online, they could be, you know, drafting some sort of document and submitting it online, but basically, you create it, so that it works well for asynchronous online students, and then it becomes essentially an out of class exercise for many of your students, or it could be at least another kind of assessment that works really well are the projects and the presentations, and the other kinds of things you might do in a regular class, you know, when you're asking students to do more than just take a test or take a quiz, those can be done well with presentations, done live in person, synchronously online, or recorded by asynchronous students. I've been using those for many, many years, and the students, I think, today, they know more about creating videos of themselves doing presentations probably than I do. So, it does not seem to be a challenge for students necessarily, and if it did, we would find a way to work with them, but those are a couple of the important principles, I think, that we should be following with assessments.

ANNELIES RAES: The formative assessments are really important within the hyflex environments because you need to test much more in a hyflex score if everyone is on track if everyone is still following the course as if everyone understands the questions and exercises, and also learning analytics, of course, can help a teacher to have an overview on who's doing what. It depends. If we were talking about synchronous hyflex learning or asynchronous hybrid learning in a synchronous session, you have much more flexibility to organize larger task exercises, and then we really can build on the work on learning analytics to provide teachers with the dashboards, and, I think, there has been great work on that. To manage in a better way, assessments within hyflex courses but within synchronous hyflex courses, I really believe that having the interactions by means of technology really enhance the quality of your teaching.

TAPATI DUTTA: I could tell you a bit about what really doesn't work as much so again coming down to the basics of students on basics of students who come from possibly rural tribal backgrounds, many of them their processing time is very different the time to how much a student takes to respond to a particular question could be very different that could be even affected by if a student is at that point in time grappling with just connecting to the zoom or locating. Like the other day, it happened when I was using mural, a couple of students could do it, some of the students were like, I am not able to figure it out, so that kind of, while at one end we have been really, it is a challenging situation of peer relationship. Building pure relationships in a classroom, because the class is happening in assorted ways, some people in the class, some people in their car, some people taking a break from their work and taking the class. So, that is not happening over, and above that, if these technological challenges are there, and I think, an overwhelming number of those mechanisms, some mural, zoom, computer, all of those things, of course, I do need to realize, do need to also mention that many of them are also sharing their computers and laptops with their children because a socio-economic scenario is. Pretty much they come from very poor socio-economic settings, so, I guess, assessment, one flexibility needs to be there. You cannot. It has to be tailored, that is, number two, and number three is a whole bunch of patience is required. You have to trust your students when they are telling you that, oh my internet went off and I was not there. It could be a sheer excuse, so one has to only like cohort studies, possibly patterns can say that whether the student was telling the truth or not, but from one incident, possibly, it is not really a good way to be judgmental or to do the assessment. So, it will take longer time frames, to even, for faculties like myself, to have those patterns in place that just out of sheer nervousness how does a student behaviour change or do not change, and as of now they change a lot even we grapple a lot, so if internet outreaches happen or if we are not able to like for me I remember the other day when I was using mural some students could do it other students used the zoom chat box for the students who were actually sitting in the class in person I distributed pieces of post-its, and then they wrote their comment now having it back again together and then synthesizing the whole thing takes much more time more than double the time so possibly syllabi also needs to be modulated moderated based on how much time consuming it is and how much concentration consuming it is and how much concentration we are putting in the delivery of the course visa we just handling some of these technologies.

GLORI HINCK: I would say probably the same assessments that are successful in an online course. I think I already mentioned I avoid high-stakes exams online when possible. There are a lot of issues with proctoring. One tip is to start a discussion synchronously, whether it's in the classroom or via zoom, and then bring it back to an asynchronous discussion board to continue. I like to have students post their papers or projects to a discussion board for feedback and peer review. And so others can learn from their work as well regardless of delivery mode, whether it's fully in person or hyflex. I like to strive for authentic, real-world assessments that have meaning for each student.

SIDNEY SHAPIRO: There are many different types of assessments that work in many of my classes. I focus on a project-based model. So, I give students material to work on. We cover that in the class. Some of the longer, more technical classes will have a lecture component and a lab component in the same week. Others will just have a lecture depending on how it works. I try to make the classes interactive and engaging, so students participate in the discussion. Ultimately the assessments are trying to show weekly mastery or, you know, bi-weekly mastery of whatever the content is. So, I'd like them to practice enough to bring it back now that looks different in different classes. For example, when I teach coding classes, we cover a particular topic each week, they really need to spend time practicing, and that's the outcome I want to see, the results of the practice that they understand not only this module but how to apply it to other cases. If it's an essay, it works a little bit differently because they're not receiving as rapid feedback. You can't do as many examples. It's not realistic to write a dozen essays in one week, unlike solving a dozen coding problems, so that takes a slightly different approach but still keeps within that flexible model. Trying to say what's the best way that a student can work on this asynchronously then bring it back to the class the next week, get some feedback and then improve and keep on going and using that iterative model really helps students understand both where they are in the course and what they have to do to succeed.

DAVID RHOADS: I think the same assessments that are actually successful in any type of modality is in hyflex. If we're talking about the specific type of assessment that is happening as the choice that actually makes this class hyflex, I'm choosing between modalities that could be anything in for me in the flipped learning model that centre assignment, which usually is the in-class assignment, or the end as far as that area of apply and analyze kind of section of blooms, usually is discussion-based more than content delivery based. So, I think that if we're talking about that centre assignment, I think it needs to be more discussion-based, group work-based, but overall, hyflex only works if the whole course is built out. So your pre-work and post-work are all interconnected and flow into the next week and so on and so forth. So, it could be any type of assessment, really, and I do what is the most difficult, is proctoring. So, if you're a lot of professors come in and say I want to proctor these, these tests that's the kind of do a bunch of tests, I want to proctor them that's very difficult for students that are virtual wise. It's difficult cost, is difficult, and you're not necessarily achieving the goal that you want when you're doing this. If you can design it in such a way that they're answering in unique ways with the information that they've learned, it's a much better way to approach assessment than actually being able to just test after multiple lecture content delivery sections.

JASON CORCORAN: Speaking from personal experience, some of the assessments that I've found to be successful are discussion forum-based assessments. When we have students engaging in communication and discourse in the discussion forum throughout the entirety of the course becomes really beneficial in that they still get the chance to build that sense of community. So one of the things that you know you may miss out on having a hyflex classroom where we have students that are learning in multiple environments is that sense of engagement that we typically get when we get all of the students sitting in the classroom at the same time. So I found that discussion forum provides an opportunity to provide an outlet for communication and community building in that digital environment. So discussion forums for me, and they've taken on many different forms, I've used discussion forums for current topics in some cases, I've had the students pose questions in some cases, I've posted a question, and I try to go in and try to engage in discussion with the students as well, but I've found that to be one type of assessment that's worked out. The other type of assessment I find is that you know, having an assessment that's set up, maybe it's a final project, and again talking about that idea of applicability and having students actively engage in the learning and apply the learning that they're doing, having a final project that's set up with multiple checkpoints throughout the semestre provides a good gauge in terms of keeping all of the learners, whether they're synchronous or asynchronous, on task throughout the semestre. So rather than providing one due date for a final project at the end of the course, having multiple checkpoints that build and scaffold on one another provide these students with an opportunity to build their learning throughout the course and to make sure that they're on track, and on stream as they're working towards that final project.

MELANIE LEFEBVRE: The type of assessments that are successful in a hyflex learning environment are ones that take into consideration the different modes of delivery. So, synchronous, asynchronous, and on-campus. And because I really am passionate about student-centred learning, I think it's also really important to bring student choice into assessment planning. I started to incorporate choice in assignments where I have my main assignment, and I then have other options for students that they can select, and then more recently, I've incorporated design your own assignment option. So because students who take a hyflex course are very likely drawn to the flexibility and autonomy that is associated with it, I try to incorporate those aspects in other areas. So in designing their own assignment, they can really hone in on the type of learning that's best for them as well as the particular topic that they're most passionate about.