M2 What types of engagement activities have you had success within the HyFlex environment

BRIAN BEATTY; engagement is one of the most important aspects of designing for hyFlex and it's something that if we don't think intentionally about we might we might not be so engaging especially with online asynchronous students I think that our students often perceive our engagement differently than we perceive it as faculty or even as designers so I think it's important that we intentionally design engagement opportunities now I start in the classroom because that's a naturally engaging environment and they're the challenges to make sure that I’m engaging with the online synchronous students as well and as often as I am with the face-to-face students who are right in front of me and so every couple of minutes I have to intentionally reach out to the online synchronous students to elicit their engagement to ask them to ask them a question to ask them to ask a question perhaps or to engage in some sort of specific discussion with them while the in-class students are also participating with that one of the ways I try to keep engagement in the synchronous session is to invite several students everyone if they wanted to from the classroom to be part of the live stream audio video as well the web conferencing tool in fact the back channel the chat tool that we have that we use in our classes has become a very robust opportunity for them to exchange ideas while we're talking about it in class and I recruit students actually I call them my informal hyFlex task essentially to tell me when there's a question in the chat or a comment that I’m not I haven't noticed because I’m not looking right at the chat and that it's it might be a good time for us to address it in the class so that's an important part of the synchronous the synchronous interaction and engagement element I also try to design specifically uh engagement activities like using polls and quizzes and things, like that in the live class to bring all those students together uh and to use an activity that then can be also accessed by asynchronous users later many of the tools that we're using are now able to be accessed by asynchronous students as well so they can add their voices into a call even if they're doing it a few days later and then I will intentionally at the beginning of the next class debrief those results so that I can include the results that might have come from asynchronous learners also now the asynchronous learners as from the engagement approaches that work well with them I think are primarily in my classes around discussions and activities and so when I ask them to do an application oriented discussion they're accessing information they're trying to apply it in their particular area they're posting what they think is a you know is their application and then they're getting feedback some assignments I will require every student to give every other student feedback in the class other assignments that's primarily you know I want them to post their ideas and give feedback to a couple of other people I engage all the students in these online discussions no matter which mode they're in because it's valuable for all of them and it makes it more engaging specifically I think that challenge for faculty is to make sure that you have the time and that you dedicate and schedule the time to be interactively engaged in those online discussions or any other kind of online activity you have assigned to students on a regular basis throughout a week so for me every other day I schedule an hour of my time and it's just labeled uh you know teaching forums which means I have to have, I take that time and I go through the forums and I see who's interacting and I interact with them I’ll send them emails to encourage I actually have an automatic reminder system that our learning management system allows me to use and so if they haven't posted in the form after a couple of days they get a reminder don't forget there's a forum assignment uh and then every day or two they'll get another reminder until they complete the requirements so I think that the those are really kind of two different areas of engagement both are important you're not going to have engaged students if you don't have an engaged faculty member first

ANNELIES RAES: what i think is very engaging for students is yeah it's interaction but and this can be organized in different ways it can be interaction on an individual level asking a lot of questions and also make sure that that your students can respond because we know that often if students follow the course remotely they don't feel very safe so it need to be a safe environment to interact uh say they need to feel safe to respond because we know that it's more it's much more difficult as a remote student to respond to questions but take the time as a teacher and also practice this with your students that they feel after a while they feel comfortable to talk um in your course for as a remote students so interaction but also group work can be organized in HyFlex course um and what is very effective is starting your course with group work so organize group discussions prior to instruction so this is based on the theory of productive failure uh make sure that that's students can discuss on certain topics on certain exercises before you uh you give the answers this can be small discussion sessions and it's still technically challenging uh to connect on-site and remote students at the same time but group activities are very important again to improve sense of belonging um and to create a community of learners this is something that can improve engagement of all

TAPATI DUTTA: yes as I mentioned paired deck which I used for my research design was successful mural which I used for my global health class was successful uh some bits of ac recording and sending them across the recording and so that they can hear it asynchronously was very useful especially when families where deaths have happened and some mental trauma is there and the student is acknowledging that even if I was in class I was not able to concentrate uh so yes it has been very helpful would say

GLORI HINCK: this really depends on the structure of your hyflex course um there are a number of great online engagement tools but as I already mentioned you have to be careful with accessibility I like polling tools like centimetre and pool everywhere in synchronous sessions I like to engage the in-person and online students together through their phones in activities like a waterfall chat in zoom a waterfall chat is where you ask a question everybody types in their answer in the zoom chat and then they all push send at the same time so they're not influenced by other people's answers

SIDNEY SHAPIRO: I think it's a really good idea to have students introduce themselves and I always put a module in the course so they could they could find out more about me I tell them a little bit about my story I write like one paragraph and I say to students you can write whatever you want let me know what the story is with you and this is really interesting because again some students never attend class in person and have never been synchronous learners online I’ve never met them before I don't know anything about them and people tell me you know a one-line sentence I’m interested in your course or I have to take your course in order to pass the program or they'll tell me their life story and it's really fascinating getting to know them I think that also gives you a lot of context when you see their work coming in when they make connections when you're encouraging them to apply for scholarships and grants and fill out letters that's fantastic advantage when you actually know what the person is even though they're asynchronous and don't participate in class so I think that activities that involve learners and engage them for example upload um a pitch video like a one minute video it's not a big deal to do and it can be a lot of fun and then critique somebody else's or upload um some writing like a couple hundred words and then somebody else has to respond so I have an activity I like doing that you write one response to the prompt or the question and then two people comment on yours and you comment on two people and then that way everybody talks to everybody it builds those connections inside of the class so I think there's many different connection activities that you can engage students with really it comes down to thinking about creative ways of how they want to participate in the class

DAVID RHOADS: all different types of activities are successful uh if we're talking about the in the classroom trying to have that live engagement uh most likely that would be within zoom you can bring up like a virtual whiteboard either within zoom or within a tool like Microsoft teams whiteboard or things like that where you're actually getting people engaged in the virtual environment at the same time writing things on the whiteboard and then also you could have students within the classroom also be on their own devices so it's kind of like two virtual things even though they're in the in the classroom uh you can also uh bring in so at a simple level tools like the owl which has a camera and microphones and skis in smaller classrooms especially could work really well and easily to be able to do that live interaction at the same time it usually works really well in conference room type of situations or very small classrooms but you can kind of bring them together and attach them but the attack but the activities could be anything you are normally doing in group work in whiteboard activities depending on the subject and I think it's key to set up what's happening in this live two modalities things happening at the same time just set it up with the pre-work they're not going to have anything to go off of unless you're going to start delivering and taking away some of the application time so it's the setup in the asynchronous in-class or pre-class work first and then once you come in that sets it up and goes remember the professor can refer back to it and say we all read this every single one of us read this before you incentivize them to read it you actually gave an assessment that and made sure that they actually read it instead of just say read it and then hopefully they read it and then they come into the classroom and then be able to have activities very much like any activities active learning activities you would do uh within a normal face-to-face environment that had no hyflex connection whatsoever.

JASON CORCORAN: so I found again that some of the engagement activities that have been successful have been activities such as discussion forums online really good way to adapt to you know the asynchronous and synchronous learners I found that in an in-class environment when we're doing the in-class component you know creating padlets is a good way of working on group work so we can have students in different breakout rooms in the session synchronously learning and then providing an opportunity to upload and produce that padlet so that the asynchronous learners can combine as well so I found that padlets are really and group work's really tricky so in a hyflex learning environment group work is one of the toughest things that I’ve found to adapt to that learning environment and so using discussion forums uh setting up group work projects and also creating items like padlets uh provide an opportunity to engage the students in group work throughout.

MELANIE LEFEBVRE: I particularly like mentee meter with mentee meter it's very conducive to both synchronous and asynchronous students can participate in real time or afterwards and they can engage using reactions like you would in social media they can share anonymously their thoughts and the part that I really like about it is it allows you to have a link where students can access everyone's responses so you can come back to it at any time and check to see okay who else has added to this what else is being said so that learning gets to continue I also really like pallet I think that pallet is a really great um sort of like a Pinterest board I would say in having a bunch of information in one particular area you can organize it in different ways you can also incorporate comments so students can add comments students can react to one another's posts and padlets are actually something that I do reuse quite often and I provide students with different types of padlets as a resource so for example if we're looking at mental health resources in the province I can organize the pallet based on different headings and I can have links to different websites that of course if they're no longer up to date that link won't be working anymore and that's something that I can easily keep track of and make sure that students are getting accurate information so both pallet and mentee have worked really well for me