M2 What types of skills would you recommend faculty acquire in order to be successful in the Hyflex

BRIAN BEATTY: in order to be successful in hyflex classroom you do have to have a set of skills that may be slightly different than you may have had in your single mode class before especially if it was primarily in the classroom you do have to be able to be comfortable using the technology and so you have to know the technology before you start hopefully uh how it works what are some of the common um you know troubleshooting tips and techniques you might need to do you know what connections are simple to check and are not complicated to fix uh what things have to be turned on uh is there a sequence uh and the most important thing perhaps is who do you call what's the number to call when you have that that magic moment where something's just not working and it's really holding you up um you know in our campus the first couple of weeks of class we deploy our IT staff in the in the buildings so that they're a phone call away and they can be dispatched to a classroom within minutes as opposed to 10 or 15 minutes coming from a central location that really helps and so as a faculty member I have to know that there's help for me technically if I needed some of our classes if I’m a faculty member with a large class I might specifically have a ta and that TA is going to have to have technology skills too so the technology is important you cannot get around that all right and to the extent that it becomes problematic it just gets in the way of the teaching and then it really starts disrupting the overall learning experience so we want to make sure we've got faculty or prepared technology wise another aspect I think is faculty who are prepared to teach well asynchronously online because a lot of students will probably end up choosing that mode or they may and if you've never taught fully online or you've never taught fully online well you don't think you've been that that that effective it's important to get preparation to do that because your students are going to expect you to know what to do teaching online and your interaction your engagement as well as you know the well-designed and highly structured online environment are things that they're going to rely on for learning and you can learn how to do that I guess the third thing I’d say is that I think you have to have the patience with yourself and with your students to learn how to use the technology to learn how to coordinate things especially in the synchronous session uh because every interaction is going to have at least initially it's going to it's going to add a lot add some time right there's going to be trans translation or transaction time or transition time from you know a classroom focused to an online synchronous focus and back and so you have to be able to accept that that's part of the nature uh and then that that just kind of gets built into the way you're teaching your course hyflex teaching you know can be considered a different genre as some others have called it of teaching and so just like you learned how to teach well in the classroom or you learned how to teach well asynchronous asynchronously online or even over the last year and a half or so learn how to teach well synchronously online hyflex teaching is another learning process for you to go through

ANNELIES RAES: what is important to be successful in the hyflex environment is I think flexibility also being a resilient person you need to be aware that you cannot control everything you know you're like teaching in a more technological environment and some things can happen that you were not prepared for so you can prepare and advance different scenarios that can happen and you can think about how will I deal with certain situations but I think this is being a flexible person and preparing for possible scenarios is important and also not one being aware that you don't need to solve everything yourself so asks ask the ask assistance from your students and this is I think important so it's much more um it's not one direction it's really in two direction situations so being prepared for that is very important to be successful I think

GLORI HINCK: you really need to learn how to use and troubleshoot the equipment and that includes your learning management system your learning management system is going to play a big role in a hyflex course practice your zoom facilitation doesn’t forget about or ignore the online students again master your LMS so that the online experience is seamless for students regardless of their participation mode

SIDNEY SHAPIRO: I think there's many different answers to this but the most obvious one is that there's a lot of technology that's being mediated as you're working in the classroom online offline all the same time so maybe spend a little bit of time learning how to use the technology when I first started teaching first i was using Microsoft product and then I switched over to zoom you just have to be aware like every little once in a while I’ll check the screen or try to mix things up in a creative way so for example in some of my coding classes I’ll ask a student to lead the class like in other words they'll be coding and showing an example and then I’ll be running around to everybody's workstations to answer any problems or answer any questions if we're in a lab if we're in a lecture then I’ll be you know talking when I pause to say does anybody have any questions I’ll look around the room but also look at the screen to see if anybody has any questions and I’ll encourage like make a dropbox or something like that in the learning management system for a student to send in any questions they have as well so even if they're asynchronous I’ll incorporate that into the next class into the next lecture or just email them back but I want those answers to be as reusable as possible so for example if I’m fixing somebody's problem and everybody has the same problem they could see it in one place and the problem doesn't have to be replicated 20 times it makes it a lot more efficient and it really helps students move forward right as they see the solution being solved

DAVID RHOADS: I think first it starts with design to be successful when we at the very beginning the design and the building of the course to be easily navigable where the class is easily it has an easy flow so I would start with build I would start building toward learning objectives I believe that they need to learn about backwards design that they're actually going toward learn those learning objectives I do believe that they do need to understand flip the flip model in general as they're going into this classroom so they don't just lecture inside the classroom record it and throw it inside the online environment uh or just because lecture if it's happening inside the classroom and you and there's no interaction whatsoever that could be just simulcast like it's not a television screen or just like you watch it I watch it nobody's engaging and then they maybe they're taking notes or something both of them said or taking notes so understanding the flip model building well with you with the backwards design model and the flipped model I think is key and then making it very easy for students to be able to go through sets it up so that you can do what you need to do and once you're inside that classroom and if a professor is sick or a professor is out of town or if a student is sick or out of town or family obligations or things like that will set that design will set professors up for success also for that technology they need to be confident with the technology in the classroom and be practiced on the technology and practice it in small increments little by little not all at once so they don't uh you know become overwhelmed and say oh it's the fault of hyflex is the problem hyflex is in the majority of cases not is not the problem it's either non-supportive of technology or non-skill or you haven't practiced or you don't have confidence in that particular area or you're just resorting to that same lecture-based kind of model

JASON CORCORAN: so as I mentioned before I think one of the most important skills that faculty should have in a hyflex learning environment is adaptability and you know that doesn't necessarily have anything to do with the planning at the very beginning of the course but I think it has everything to do with the opportunity to see how things are going in the course and to be able to adapt to it now that could be in real time so as we said you know in a classroom when you're in hyflex again you're relying on technology a lot to allow those synchronous learners to connect to the classroom we're trying new techniques to provide an opportunity to work on group work or to work throughout the classroom with synchronous online and in-class learners but I think that having the adaptability to understand how to either change things up maybe you know make that change on the fly work through any technical issues that might be occurring is a really important piece and I think that that also comes with versatility so thinking creatively about the way that you're designing the class and designing the course content becomes an important part in trying to think about you know creating material that's going to be uh adapted to all the learners that are involved in that hyflex learning environment so I would say adaptability you know versatility creativity is also a key piece as well when we think about you know approaching uh that hyflex classroom and at the very end of it and we talked about this earlier as well-being reflective right so looking at what worked and what didn't work engaging in that reflective practice allows you as an instructor to continue to adapt and build as you move through multiple deliveries of that course

MELANIE LEFEBVRE: the types of skills that I would recommend that faculty acquire to be successful in the hyflex

classroom would be technological skills becoming very comfortable with what might feel uncomfortable at first there are a lot of different apps out there and I think part of it is having an open mind and experimenting and finding out okay what works best for me what am I most comfortable with and what are my students responding the best to so in regards to technology it can even be things that are embedded within zoom so with zoom you can create polls there's also annotation that you can do and if we're familiar with doing these types of things in a classroom setting it can feel foreign and easy to just overlook in an online setting so this is something that having that ability and that willingness to learn I think that really comes into play because again with tech with tech skills it's going to make things much easier for you and really being honest and open with the students if it is new for you rather than trying to approach it as though you're an expert approach it with a beginner's mindset approach it in that you're all learning together that you're also very much open to their feedback and ideas and then I think that helps to take some of the pressure off and I think at the beginning a lot of faculty might I know I was very nervous with this is the thought of being recorded can be very intimidating and this is also something you can be very upfront about and in my experience it really does get better with time and one of the tips that I found really helpful is getting comfortable with pausing the recording during times where students might be thinking about how to respond or while I might be opening up a particular document you just have to make sure you remember to resume the recording but if you are able to get into the habit of pausing and then unpausing this can help save you from editing time that can be quite time consuming