M2 When you are planning your course, do you start by thinking of a specific modality

BRIAN BEATTY: when I’m planning a hyflex course I can't help but not have a mindset of a classroom teacher that's my that's my core that's what I’ve been doing for almost 30 years however when I’m designing the class itself I start by framing it out as a fully asynchronous online course this is because for me that's the most limiting uh way I have to design in other words the most constrained I have to have all the materials there available online all the activities have to be there all the assessments and so I if I build that in the asynchronous world I can use that in any other mode I’m teaching it in so my mindset may be starting as a classroom teacher because that's really where what I grew up as but my design world I think as an asynchronous online instructor and I know if I can build it well for an asynchronous student that course model or that course shell will work for all my students even if no one's taking it asynchronously online

ANNELIES RAES: it's better to teach in a synchronous way what's better in asynchronous way so what says is can be self-paced for students so which concepts can be so I think for a discussion so we know that that's some content and the more stated context is better to have an asynchronous way if you have good videos uh of knowledge that has been the same in every year you can organize this asynchronously and keep them the discussions and the so really the deep discussions and interactions with students for the synchronous parts uh and this should be clear from the beginning so make this clear to your students what is what is organized uh where do they get more flexibility and choice to where and when they spend time on certain contents and others for others you expect that students are in your course synchronously or remote or on site so again you give the flexibility to your students but it should be clear which content uh will be given asynchronously and synchronously and based on our experience in our university we know that for now students if you do not sets or if you do not make clear that you expect your students in synchronous courses they always start yeah they take the flexibility for all course all sessions and they say okay we will watch the video uh afterwards but for some session it's really important that you have all your students at the same time and you because this is important for sense of belonging to create a create a community of learners so I think flexibility is important but we also need to be careful of not giving too much yeah so it needs to be a limited choice so I it's like there also need to be a structure and you need to make clear to students okay for these contents uh I expect that's we are all together and we can just discuss this um at the same time so I always say it's not yeah for some for some content it's like anywhere anytime but for others it’s okay any anywhere you can choose where to attend the course but not anytime so I want to be I want you to have we want to have the same uh learning experience

TAPATI DUTTA: I think that has also changed when we go with started we became completely online then it was hybrid some people coming to class and then some people uh are taking it online and now it is and at that point in time with covid we were highly very highly flexible it was mostly asynchronous because if even if somebody was not affected uh directly many of the students and as you would know Native Americans have been disproportionately affected by government most of them lost either their uh jobs or people uh their near India once with so asynchronous was the play in the thereafter in some of the semesters we did realize that asynchronous is very difficult uh in terms of learning and assessment especially for applied courses like program planning and management research design where a whole bunch of hands-on exercises are required so we are moving more to synchronous though the hybrid model is followed and as I said uh as of now three things happening together in person on zoom and some of it being recorded just in case

GLORI HINCK: I don't really start by thinking of a specific modality but that might depend on if I’m retrofitting a course if the course is already designed and I’m tweaking it um if I can I like to start with the desired final course outcomes and use backwards design to develop the assessment strategies and then think about how the instruction will occur and then the details of course content and delivery um all through the process so I have in my head how this will work across modalities and try and rule out any things that wouldn't work

SIDNEY SHAPIRO: so I’ve planned many courses in the program and I feel like it really helps by planning for online asynchronous first and the reason is because those the students that are not going to be in class you may never actually meet and have to make that connection with and feel like they're engaging in the class they're communicating you understand where they're at and so on depending on how the class is being delivered sometimes you want to do something really fun like for example if we're doing some kind of charting or mapping you know it's fun to bring construction paper and markers to the class everybody breaks up into groups they fill things out but maybe there's a parallel to what that looks like working asynchronously as well maybe we could do that online and include everybody there's many tools that allow for creative collaboration maybe bring some of those tools into the course would really help asynchronous learners feel like they're getting part of that fun experience as well

DAVID RHOADS: that goes back to like from the very beginning when I’m in when I’m speaking to faculty about building courses I start with the asynchronous this what I call is an asynchronous backbone where you can build a class based on learning objectives in this flipped model that will meet every single learning objective in an excellent way asynchronously and then you add the modalities on the first modality I would add to asynchronous is this face to face because that's the normal traditional face-to-face classroom and the third one after you've mastered those two if appropriate I would then move on to the synchronous live at the same time that is happening in the classroom but I would want to want to master those two first do them really well and then start experimenting guest speakers things like that instead of coming in with all three modalities all at the same time start with asynchronous add the uh on ground face to face and then just give them a choice from week to week and to be hyflex you need that choice you could design it in such a way that the course could be used and you're not really giving them that flexibility that would be fine if it's not advertised as hyflex but then you give them that third option as well once you have enough support you have enough technology uh you can rely on things working just know going into it that that third one that virtual one happening at the same time as the live is the most difficult because students are going to have technical issues internet access issues and professors are going to have internet access issues and technology issues so these skills and things that are out of people's control kind of hurts that third arm of what usually people think of as hyflex so I think that's why it's so important to actually have this asynchronous part so just in case everything else falls apart you still meet the learning objectives in an excellent way asynchronously let's say if covet happens you can't get in the classroom you could do it asynchronously and it gives them the freedom to be able to do it on their own time

JASON CORCORAN: that's a great question uh to think about which way the planning begins and I think uh you know in in kind of just going from my own experience and thinking about my own past experience as an educator in more traditional classrooms oftentimes I tend to think of the in-class experience as sort of a starting point but I think the important part and we talked about this a little bit earlier is that you know one of the key strategies as an instructor in hyflex is to be adaptable and to try to think about the way that things can evolve and change you know I see the hyflex classroom as a really organic learning opportunity where you know you can try something in the classroom you can try to adapt it and build it as an asynchronous or a synchronous component and it's really just being flexible and adaptable and being reflective that engages in the development design of that as the course kind of continues through its multiple iterations so for me oftentimes i tend to think about that synchronous in-class experience as sort of the starting point and try to think strategically about how I can build out from there to look at creating the asynchronous and the synchronous online learning piece as well

MELANIE LEFEBVRE: when I am planning my course I think about all three modes of delivery at the same time I think with a bit more of a focus on campus and synchronous and I try to always consider the asynchronous students and what this might mean for them in some cases this might mean that when I’m doing the recording I might say asynchronous students I’m actually going to stop the recording right now you're going to go into the learning management system and you're going to follow these directions that are there for you that'll be more conducive for this activity so that planning component kind of happens naturally as you're thinking of all modes of delivery and you're thinking okay wait a second how will an asynchronous student participate is this something where I need to create an alternate type of activity that will allow them to be more effectively engaged