M4 What are some things to consider that are effective in teaching with Hyflex

When we are considering the effectiveness of our HyFlex approach in our classes in particular I think we do have to be concerned with our teaching effectiveness in each of the modes that we are offering. So clearly I think we should be asking students or we should be looking for a measure that will show us how effective are we in the classroom, are students learning in the classroom? Is instruction clear? It is instruction you know the way we would expect it to be and you know supporting? Same thing with online synchronous students. One of the things to check for is one is the use of Technology. Are you using Technologies appropriately? Are they working out well for students and for faculty? Uh and third clearly for the asynchronous online students we should be looking at the effectiveness there. Is it in an engaging environment? Is it interactive? Are there are their participation patterns that are being once set, set up but also carried forward and facilitated effectively. So we should be looking at all those different levels of of effectiveness clearly. One of the things that we can look at it as far as that is well is participation patterns. If we see an indication in a class where all the students you know we might have had a lot of students in the classroom and over the term of the all move into online and they’re all moving into online asynchronous wanting to check for is the way that that part of the course that mode of the course is being is being designed and implemented and because sometimes students will move towards a path and they feel is easier for them. And if all students are moving online asynchronously that's what we should look for. Is the teaching, is the learning effective really, that’s really what we want to look for. And if it turns out to be this is actually a really super simple path for students, perhaps perhaps we should be rethinking the design of that. The main objective would be or or your HyFlex course would be very successful if you, if you don't have a difference between uh modalities. Uh we know based on the research there will probably be a difference in experience, uh based on different modalities but if you apply different pedagogical strategies as interactivity creating asking a lot of questions, designing group work in your courses, we know that you can approve uh or improve the quality of your teaching so that would be things to evaluate or to ask students how engaged they were in the different situations. Um if they feel, you can also use the more specific for example cell determination theory to ask for competence satisfaction, relatedness satisfaction, autonomy satisfaction because we know okay hi Flex creates a lot of flexibility so it creates choice which will improve autonomy satisfaction but at the same time creating choice, maybe will decrease the competence satisfaction. So they need you to feel competent to follow the course and then the lateness is often also very difficult to to reach in HyFlex courses because often you have like students that always come to campus and other students that always follow remotely so as a teacher you need to be aware that, that I think you still want to create a Learning Community and not two groups and always students following remotely. So I then you need to think from course perspective maybe, uh, but think about a rotation system as I said earlier that um that students get a chance to have the experience of experience of the different modalities and so these are things this can be a way of evaluating your course so based on certain frameworks in our fields. I think it’s particularly a challenge when you're trying to cnn to people that you’ve never met and never seen and there are small things that you can do to really make that connection. LIke earlier I mentioned maybe it’s a good idea to ask people to tell you their story or introduce themselves ask them a few questions so you could learn more about them. Or, maybe have office hours drop where students who are asynchronous can attend. Or, say office hours on demand and let students set up an appointment with you and talk to them in fact, today I talked with a student that I’d never met before and if I pas on the street I’d have no idea where they were they’ve never turned on their camera before but now that I talk to them one on one I have a much better idea of who they are as a student and what their challenges are and how i can help them. So, I think that communication, even reaching out and emailing students that are asynchronous to introduce yourself, to introducing them really goes a long way to building that rapport in class. And I think creating opportunities for students to engage with each other is really a huge strength as well. So, whether it’s you know posting a video, or a message board or interaction in some creative way, it means that students can build capacity by talking to each other and feeling like they're part of a class and that building that a sense of of class belonging is really really important. For professors as they’re teaching the highflex course, lets say its already build um to be able to teach in in such a way as that profesor needs to understand how its laid out especially if they didn’t create it. If the class was just handed to them they understand how it flows how its how its build what type of learning of course but if they built it hopefully they understand that going into it kind of the teaching uh to be successful in teaching that is to be able to acknowledge that all people all students in all modalities are equally valuable in the sense of you don’t favor okay the in people in person people are my number one, and then maybe the virtual ones are number two, and my asynchronous ones are number three, to not think of it as that just thin of it as you have these set of students and you’re reaching them in multiple ways. So to be successful is to just understand your material, understand how your class is laid out, and then oh, practice, especially in this live interaction this live thing happening zoom, or video conferencing and this in person practice it in small chunks to be able to be success, successful in in small chunks and then layer on top of that and maybe your whole class turns into that if appropriate, only use technology when it’s appropriate as opposed to I’m going to use technology just because it’s there. When we think about evaluating the course again it's really just ensuring that you reflectively think back that you engage in reflective practice uh, I think you know as a faculty member it’s important to engage in reflective practice in any type of course that you’re teaching but I think that that becomes equally as important ina Hyflex learning environment so that we continue to look at what worked and what didn't work and that we can adapt uh that material for the multiple modalities of learners that we have within the classroom and so I think that that effectiveness really comes from again thinking about effective planning at the very beginning of the course or at the very beginning of the program if we’re taking a course and we’re adapting that course to Hyflex again thinning of effective planning in terms of how we can reach all of the learners whether they're synchronous or ayschchronours within that learning environment but then at the end of the delivery if it's at the end of a specific class or at the end of the course or at the end of the program we get the opportunity to look back at what might have worked so that we can continue to build this organic model that’s developing over time or over the lifetime of the course and of the program. Getting student feedback it can also be helpful to have a peer sit in on one of your classes or sit in on one of your peers classes so that you are not stagnant so you are being exposed to different types of teaching so that you are cultivating conversations about your teaching not only with students through things like continual anonymous feedback but also with your peers so that you’re having the mindset of learning throughout your teaching so that you can make adjustments as needed and respond to things as they're happening rather than waiting from an official evaluation form to come through and then respond after the concern has already happened.