M4 What should faculty know when teaching a course adapted to Hyflex

When you;re teaching a course that’s been adapted to the hyflex mode, I think a couple important things are important to keep in mind. The first is why you’re doing this, or why your institution is doing this. Okay, typically your primary reasons for doing this are to provide more access to high quality instruction right and hopefully equitable instruction for all of our learners and that’s not just learners who are in the seats in front of you. Those are the learners who can’t be in those seats because they have some acces challenge you know that we haven’t before been able to meet so now I think that’ an important part of that keeping that front and centre when you have a big enough why the the relatively minor obstacles and maybe even a major obstacle you come across you’ll be you’ll be much more likely to work through it if you have strategic support from your institution if there’s some strategi institution from the institution that also can be invaluable in supporting you because then you might have an ask for resources that someone will listen to you. You know the institution is moving this direction in order for us to do this will with these students we need to have this recourse it’s oftentimes possible to get that resource mabe not right right away but on the path to getting that so you that you can be more successful with your hyflex implementation so strategy having a big why and being able to persevere through the various challenges and then also recognizing the success and asking students afterwards how was this for you. I find that you know 80 percent or more of the time I get very positive time I get very positive stories from students and those can help me keep me going even when I have a whole other set of courses to prepare for the next semester. What i important is that they they have been knowing that the professional developments regarding teaching these new styles these new ways of itching is important so far yeah and for example part of a digital pro project which is a european project on um yeah on professional development for teaching uh digital education and more specific synchronous hybrid teaching in which we really prepare teaching to think about okay, what i what is what is the difference between hyflex and more traditional course and and um yeah we’re going to prepare these teachers uh for um for different scenarios so what can go wrong technically but what can also go wrong more pedagogically so what if students uh do not turn on the camera what if students do not want to respond what can you do so it’ it’s easy easy to say okay you need to interact but what if students to not want to interact so i think it’s important to create uh new courses so really uh professional development on that specific new new way of teachings and this is it’s important institutional level that we think about how we should prepare teachers for that new kind of teaching and learning and for that uh we need also the research and because the courses will be based on most recent uh research within that fields. I think that the first thing is owning it. So, it is not like somebody else developed it and it it cannot happen in that way. Which was possibly somebody else had developed a pop-on presentation slide and you could just deliver it it’s not as simple or straightforward as that you have to actually own it actually uh develop it and then only you can become your delivery becomes more confident and becoming being inclusive in hyflex though the element of flexibility is there I think that is very uh depends and differs from uh individual to individual like i fa faculty say for example if faculty is there who who is very strict and who says that for the need of my course everybody has to be synchronously present and everybody has to be in class or else like don’t take this class. If certain courses are like that I guess that defeats the whole element of flexibility per se so I think how flexible an individual is and how flexible that individu what kind of uh flexibility that individual faculty has towards learning and making a course flexible are both a function of each other. I cannot make a course flexible if as a a person as an individual my attribute is not flexibility inclusivity is not there so a whale bunch of those those very very integral attributes of being very inclusive being very uh and being open to learn myself as much as I am a teacher I think those flexibility needs to be there. I think the important thing to know is that it will initially be more work but I think it’ll be worth it. It’s a great experience for students it will stretch your teaching skills a bit but once you get a course set up for hyflex delivery you’re able to teach it in any way you choose and I have to say that one of the most thankful things for us about the pandemic is that we had already dipped our toes into hyflex. So, when the temp so that when the pandemic hit we were able to pivot and use this delivery mode to keep our university going. It’s important to understand what are the constraints, how does the course work, what makes this course different from a regular course, what is the technology that goes into it and maybe what are some of the activity that we can do to create that learning environment for both virtual and in-person students all at the same time. I think that there’s elements in this model that combine online courses together with in-person courses and it can be a lot of fun and it can be really interesting in giving the students a lot of options of how they want to interact with the class. So, I think it needs a little bit of pre planning it needs a little bit of thought into what the course is going look like as it goes but once you start the oue you explain that to students it really has amazing potential to turn into something really really meaningful so I would say it’s a new concept but it can be a lot of fun and it really builds huge capacity with the students and I think it’s fantastic to offer courses that work with students live so the can participate and they're not disadvantaged by not being able to be there in person. Establish boundaries establish due dates because this is not an open like a six month competency based program it’s a it has a fixed beginning and end um but you have certain expectations that you set so that you that students can progress and be successful and are held to certain standards that are held accountable so there’s it’s kind of this this line that professors walk between design it have expectations and boundaries and then be able to serve the students and meet them where they’re at so to be successful in this they need to know that some of these students coming in are new to this experience of hyflex and this experience is is going to be overwhelming to some so the professor is meeting students where ty’re at is key to b able to help people be successful as they’re entering into these classes they need to know that students are learning even as they're learning as they’re at the very beginning of this hyflex learning experience students are new to this too. So, as much you can’t really over share in the sense of I’m going to remind you remember if you missed the class you need to do this if you missed the live the live session is here give them the link put it on a reminder on the calendars and things like that so there's a lot of little success tools but I think you just need before th student and give the student the benefit of the doubt as opposed to setting yourself as an enemy of the student in the sense of they’re alway going to cheat they’re always going to look for the loopholes and things like that design it in such a way that they wont’ try to get gout of learning. So, I think one of the most important ways to evaluate the effectiveness of hyflex is to connect with the students to see what the students ideas and thoughts and their um suggestions might be for the hyflex delivery. I think it’s important to get the student perspective because they’re the ones that are engaging in the learning that’s available in that synchronous and asynchronous model of delivery so as we said it’s really important to ensure that we can reach out and connect to the students no matter which modality they’ve chosen as their flexible method of engaging in the content and part of that ability to evaluate the effectiveness is allow the opportunity for feedback uh from the learners to see whether it was maximally effective whether it wa maximally flexible for them and you know how that course occurred and how they engaged in the course throughout so i think ensuring that we have an opportunity to engage with the learners provides an opportunity to look at the effectiveness of the course delivery or of the program delivery as a whole. You have to be thinking in different modes of delivery at all times. It can be easy to potentially forget about a particular mode, especially asynchronous. So, it's very much up to the faculty to think of each of those three modes of delivery and each of the student experiences within those three modes and to make sure that they’re doing everything that they can so that all three modes are enjoyable are equitable. Of course they will all look different it’s not necessarily possible to have them to be all the exact same but what really matters is that consideration is being taken in each of those modes and that it’s not about ooh I’m going to plan for my on campus and then whatever happens um with synchronous you know they'll just watch and then asynchronous I’ll just post this recording and then they’ll they’ll just watch that and then there there we go it’s hyflex you know there’s a big responsibility on faculty to make sure you’re adjusting and tweaking things based on each mode of delivery.