

## HyFlex Course Design and Teaching Strategies



# HyFlex Course Design and Teaching Strategies

*ANGELA BARCLAY; KRISTA CECCOLINI; KATHLEEN CLARKE;  
NICOLE DOMONCHUK; SIDNEY SHAPIRO; JUPSIMAR SINGH;  
MEL YOUNG; AND JENNI HAYMAN*



*HyFlex Course Design and Teaching Strategies by Angela Barclay; Krista Ceccolini; Kathleen Clarke; Nicole Domonchuk; Sidney Shapiro; Jupsimar Singh; Mel Young; and Jenni Hayman is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.*



# Contents

Introduction	1
About	3
Instructions	v
Accessibility	vi
Module 1 - HyFlex Course Planning	
Unit 1: What is HyFlex?	11
Unit 2: Course Learning Outcomes and Assessments	19
Unit 3: Course Schedule for HyFlex	27
Unit 4: Video Interviews	33
Unit 5: Activity	35
References	38
Module 2 - Hyflex Lesson Planning and Content Design	
Unit 1: Lesson Planning for HyFlex Courses	41
Unit 2: Designing to Support Access for Learners	46
Unit 3: Learning Activities for HyFlex Courses	52
Unit 4: Video Interviews	57
Unit 5: Activity	59
References	61
Module 3 - Engaging Multimodal Students in HyFlex Courses	
Unit 1: Theory and Pedagogy	65
Unit 2: Selecting Tools and Technologies	72
Unit 3: Managing the HyFlex Environment	76
Unit 4: Video Interviews	84
Unit 5: Activity	86
Additional Resources	88
References	91
Module 4 - Evaluating the Effectiveness of Hyflex Teaching	
Unit 1: Understanding Evaluation and Effectiveness	95

Unit 2: Possible Strategies for Evaluating Effectiveness	101
Unit 3: Compiling Multiple Sources of Evidence	116
Unit 4: Video Interviews	126
Unit 5: Activity	127
References	132
Downloads	135

# Introduction



## Welcome!

**HyFlex Course Design and Teaching Strategies** is intended as an introductory resource for faculty engaging in HyFlex teaching and learning.

It includes four modules to help faculty with HyFlex course development and assessment design, lesson planning, content curation/creation, engaging students in multiple modalities, and evaluating the effectiveness of HyFlex courses.

## Module Overview

This resource is divided into 4 modules, each containing 5 units.

**Module 1: HyFlex Course Planning** provides participants with an introduction to the history and practice of HyFlex course design. Participants will have opportunities to develop or revise existing course outlines to accommodate HyFlex designs. Course learning outcomes and objectives will be explored that embed HyFlex learning concepts and language. Assessment strategies that maximize formative and summative demonstration of outcomes will be discussed and tested with peers. Lastly, HyFlex course plans will be explored and created.

**Module 2: Lesson Plans and Content Design for HyFlex Courses** provides participants with practice creating weekly lesson plans that maximize engagement and participation among HyFlex students. Course activities

(active learning practices) will be explored that take advantage of the affordances of in-person and digital learning environments.

**Module 3: Engaging Multi-Modal Students in HyFlex Learning Environments** provides participants with strategies for simultaneously engaging and supporting in-person, live synchronous, and online asynchronous students in learning and coursework. Relying on research, the unique needs of each group of learners will be explored and accommodated.

**Module 4: Evaluating the Effectiveness of HyFlex Teaching and Learning** provides participants with methods and instruments for evaluating the effectiveness of HyFlex course design and delivery strategies at their institutions.

---

## Video Series

In Unit 4 of each module, HyFlex professionals share their experiences and insights about specific topics via video interviews.

For now, get to know these professionals and their overall advice for designing and teaching HyFlex by watching the two videos below.

### Introduction: My Experience with HyFlex [9:16] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=4#oembed-1>*

---

### What is one piece of advice you'd give a faculty member about to teach their first HyFlex course? [8:21] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=4#oembed-2>*

# About

## Acknowledgements

This project was the collaborative work of **Cambrian College**, **Lambton College**, and **Wilfrid Laurier University**.

## Authors

Angela Barclay, Coordinator & Faculty Mentor, Lambton College, [angela.barclay@lambtoncollege.ca](mailto:angela.barclay@lambtoncollege.ca)

Krista Ceccolini, Instructional Designer, Cambrian College, [krista.ceccolini@cambriancollege.ca](mailto:krista.ceccolini@cambriancollege.ca)

Kathleen Clarke, Assistant Professor, Wilfrid Laurier University, [kclarke@wlu.ca](mailto:kclarke@wlu.ca)

Nicole Domonchuk, Director, Lambton College, [nicole.domonchuk@lambtoncollege.ca](mailto:nicole.domonchuk@lambtoncollege.ca)

Jenni Hayman, Dean, Cambrian College, [jenni.hayman@cambriancollege.ca](mailto:jenni.hayman@cambriancollege.ca)

Sidney Shapiro, Coordinator, Cambrian College, [sidney.shapiro@cambriancollege.ca](mailto:sidney.shapiro@cambriancollege.ca)

Jupsimar Singh, Learning Design Specialist, Cambrian College, [jupsimar.singh@cambriancollege.ca](mailto:jupsimar.singh@cambriancollege.ca)

Mel Young, Educational Developer, Cambrian College, [mel.young@cambriancollege.ca](mailto:mel.young@cambriancollege.ca)

---

## Video Series Contributors

**We would like to thank the following video interview contributors who shared valuable insights into their HyFlex design and teaching practices:**

Dr. Brian J Beatty, Associate Professor of Instructional Technologies, San Francisco State University

Jason Corcoran, Program Coordinator of Health Analytics, Cambrian College in Sudbury, Ontario

Dr. Tapati Dutta, Assistant Professor of Health Sciences, Fort Lewis College, Durango, Colorado

Glori Hinck, Instructional designer, University of St. Thomas in Minneapolis/St. Paul

Melanie Lefebvre, Coordinator & Professor Community & Health Services Navigation, Cambrian College in Sudbury, Ontario

Annelies Raes, Itec, imec research group at KU Leuven and CIREL, Université de Lille

David Rhoads, Director of Teaching Excellence and Digital Pedagogy, Vanguard University of Southern California

Sidney Shapiro, Professor & Coordinator Business and Crime Data Analytics Programs, Cambrian College in Sudbury, Ontario

---

## Copyright

Unless otherwise specified within the Pressbook, HyFlex Course Design and Teaching Strategies is licensed under **CC BY-NC-SA 4.0**

---

## Funding

This project is made possible with funding by the Government of Ontario and through eCampusOntario's support of the Virtual Learning Strategy. To learn more about the Virtual Learning Strategy visit: <https://vls.ecampusontario.ca>.

*ecampus*  
Ontario

Ontario 

# Instructions

The following instructional video is from Kwantlen Polytechnic University, who use Pressbooks for a number of their courses. It provides some navigational guidance on how to use this platform.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=585#h5p-18>

# Accessibility

## Accessibility Statement

The authors and contributors of this resource are committed to providing free, open, and accessible educational content for all.

The web version of HyFlex Course Design and Teaching Strategies was designed to meet Web Content Accessibility Guidelines 2.0, level AA, and follows all guidelines in Appendix A: Checklist for Accessibility of the Accessibility Toolkit – 2nd Edition.

## Accessibility Features

The web version of HyFlex Course Design and Teaching Strategies has incorporated the following accessible features:

- Content can be navigated using a keyboard
- Links, headings, and subheadings are formatted to be screen-reader friendly
- All images include detailed alt text unless they are used for decorative purposes only
- All videos include captions and transcripts
- All H5P interactive content types are accessible
- Important information is not communicated via images or colour (with one exception. See below)
- An option to increase the font size (top-right tab titled “Increase Font Size”)

## Known Accessibility Issues

Our goal is to make this resource as accessible as possible; however, we may miss a few things. To our knowledge, there is currently **1** known accessibility issue:

**Location:** Module 3, Unit 2 – Selecting Tools and Technology, H5P Rubric Image Hotspot in Example textbox.

**Issue Description:** The activity includes screenshots of the Rubric for eLearning Tool Evaluation [PDF]. The alt text provided in H5P signals the page number of the rubric and not the textual content that is vital for comprehension.

**Work Around:** We recommend opening the original and accessible Rubric for eLearning Tool Evaluation [PDF]. alongside the H5P activity, using the alt text as a guide to the relevant content.

## Reporting Access Issues

If you have any problems accessing this resource, please contact [teaching@cambriancollege.ca](mailto:teaching@cambriancollege.ca) with the following information so that we can make the needed changes:

- Location of the issue (e.g. chapter title, URL, heading)
- A description of the problem



- Assistive technology, computer, software and browser you are using



# MODULE 1 - HYFLEX COURSE PLANNING

This module will provide participants with an introduction to the history and practice of HyFlex course design.

Participants will have opportunities to develop or revise existing course outlines to accommodate HyFlex designs. Course learning outcomes and objectives will be explored that embed HyFlex learning concepts and language. Assessment strategies that maximize formative and summative demonstration of outcomes will be discussed and tested with peers. Lastly, course plans for HyFlex will be considered and created.



## Learning Outcomes

By the end of this module, you will

- Describe the history and practice of HyFlex course design
- Revise or develop one or more course outlines to align with HyFlex principles
- Give examples of HyFlex language that may be used in learning outcomes/objectives
- Develop formal assessment strategies and assessments that align with HyFlex design principles
- Develop a course plan that aligns with HyFlex design principles



# Unit 1: What is HyFlex?



*Photo by Denys Nevozhai on Unsplash*

## Let's start at the beginning...

Hybrid-Flexible delivery (coined HyFlex) was developed by Brian J. Beatty at San Francisco State University in 2005 in response to enrollment concerns; specifically, that a successful residential Masters of Arts (MA) program needed to attract a broader diversity of students and provide more participation options for current students (Beatty, 2019).

The suggestion was made to move the MA program completely online, but Beatty and his colleagues faced a range of barriers that would prevent the development of a fully online program, including lack of institutional support, lack of faculty experience teaching online, and a perceived lack of support from enrolled students that were located regionally. The conundrum of how to continue offering a fully in-person program with the additional opportunity to take the program fully online seemed out of reach.

Beatty and his colleagues researched blended and hybrid models used in higher education to see if a design model already existed. Although the research provided them with great advice, they thought a traditional blended learning approach wouldn't quite capture the delivery mode they were envisioning.

Beatty experimented with some delivery options for both synchronous (in-person and online) students and asynchronous students in his courses over a few terms, with students providing valuable feedback as 'design partners' (Beatty, 2019).

By allowing students to attend classes synchronously or asynchronously at any given time without forfeiting the quality of the learning experience, Beatty had, in essence, created a new delivery mode: HyFlex.

In Beatty's HyFlex course, students can choose to participate in any mode:

1. Face-to-face, in-class, in-person (in a classroom on campus)

2. Synchronous online via video conferencing during the in-person class
  3. Asynchronous online in the learning management system (LMS)
- 

**The beauty of HyFlex is that students can move fluidly between modes.**

---

HyFlex allows participation in any mode of delivery throughout the semester according to student wants, needs, and schedules. Because of this, it is recommended to plan HyFlex courses well in advance, starting with the asynchronous mode and by using high-quality instructional materials, learning activities, and engagement strategies.

In this unit, you will learn the considerations needed to begin planning an effective and engaging HyFlex course.

## Start planning with the end goal

When starting to develop HyFlex courses, it is recommended to use a **backward design**. In the book *Understanding by Design*, Grant Wiggins and Jay McTighe outline a framework for designing courses using this strategy.

In backward design, the instructor starts with the end in mind by determining learning outcomes that describe what the learner **will know** or **be able to do** by the end of the course. After the learning outcomes have been determined, the instructor identifies the assessments that evaluate whether a learner has met those outcomes.

Once the outcomes and assessments are determined, the instructor starts to build the learning plan, including instructional materials (content) and learning activities (engagement) (Wiggins and McTighe, 2005). It is vital that HyFlex courses are intentionally designed using a backward design approach well in advance of the start of the semester.

The following 5-minute video provides a good overview of Backward Design and how focusing on the “destination” in the course creates a more engaging and meaningful experience.

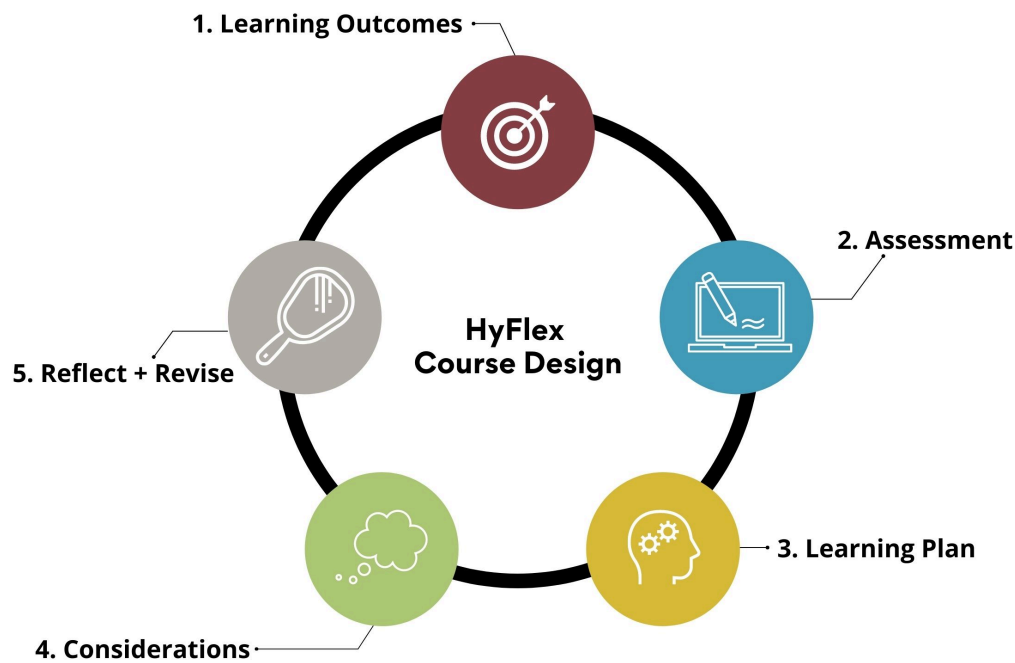
**About Backward Design [5:16] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=29#oembed-1>*

## Consider all the pieces to the HyFlex puzzle

*"HyFlex Course Design" by Cambrian College is licensed under CC BY-NC-SA 4.0*



"HyFlex Course Design" by Cambrian College is licensed under CC BY-NC-SA 4.0



When designing a HyFlex course, try this process:

**Step 1. Learning Outcomes:** Identify what the learner should know and/or be able to do by the end of the course.

**Step 2. Assessment:** Identify assessments that evaluate whether the learner met the outcome(s).

**Step 3. Learning Plan:** Identify the topics/units and instructional materials to be included in each. Identify learning activities to engage students in the content.

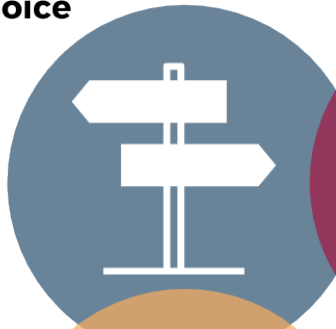
**Step 4. Considerations:** Consider how instructional materials, learning activities, and assessments will be experienced by learners in each delivery mode.

**Step 5. Reflect + Revise:** At the end of the semester, reflect on what worked and what didn't work; revise as needed.

## Adopt Beatty's Four Fundamental Values for HyFlex

*"Beatty's Four Fundamental Values for HyFlex" by Cambrian College is licensed under CC BY-NC-SA 4.0*

### Learner Choice



### Equivalency



### Reusability



### Accessibility



Beatty outlines four fundamental values that an instructor should consider when designing a HyFlex course.

In module 2, you will learn more about how these values relate to lesson planning. For now, consider how you can apply them in the early stages of course design.

**Learner Choice:** Learners choose between participation modes daily, weekly, or topically.

It is vital that students understand how HyFlex courses are set up, expectations in HyFlex environments, and the fluidity in moving between the different delivery modes at any given point in the semester.

**Equivalency:** Activities in all participation modes lead to equivalent learning outcomes.

Students in any delivery mode should experience the same quality of instructional materials, learning activities, and assessments. They don't need to be the same; they need to be of equivalent quality depending on the delivery mode.

**Reusability:** Reuse artifacts from learning activities in each participation mode for all students.

Where possible, design instructional materials and learning activities that can be used across all modes of delivery.

**Accessibility:** Provide equitable access to all participation modes (Beatty, 2019).

It is important to note here that all instructional materials, learning activities, and resources should be accessible according to accessibility laws in your location.



## Consider these additional core principles

In addition to Beatty's fundamental values, there are a few other core principles to contemplate: the organization of the materials within the course, the use of a predictable and consistent format, and the implementation of the course content and assessments.

**Organization** refers to the advanced work that goes into building a course and working through some practical and theoretical challenges that stem from having different modes of students participating in the same course.

**Predictability** refers to creating an environment where learners and the instructor understand the nuances of how students in all modalities are expected to engage with the course.

It also means designing elements, like learning objects, that work for all modalities, giving course participants a predictable way of engaging with the material.

**Consistency** refers to class policies and rules, like how group work is conducted. For instance, can students participate in groups outside of class time asynchronously or are required to meet synchronously?

Due to the flexible nature of HyFlex courses, it is important to set the “ground rules” for how the course will operate and follow through consistently throughout the course.



### Activity

The following resources provide excellent tips about HyFlex course planning.

As you listen and read, identify strategies or recommendations that stand out to you and consider how you would use them for your own HyFlex course.

- **Teaching in Higher Education: HyFlex Learning with David Rhoads [Podcast]**
  - **Transcript [PDF]**
- **7 Things You Should Know: The HyFlex Course Model [PDF]**

## Ask important questions as you plan

The critical element of HyFlex is that students are able to take advantage of the flexible course structure to best suit their learning style and availability. This is a huge advantage for students who have to work during class time, have other responsibilities like childcare, are in a different time zone, etc.

Often, the initial impetus for developing a HyFlex approach is to serve both online and in-person students with a limited set of resources (time, faculty, space), leading to a multi-modal delivery solution.

That said, there are a number of considerations to examine before fully adopting HyFlex:



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=29#h5p-10>

---

**If your institution plans to adopt HyFlex, start with manageable goals.**

---

As an institutional approach, try switching over a few ‘high need’ programs into HyFlex. Then, focus on support for those instructors and students to ensure successful execution.

After the first round of HyFlex deliveries, you will know what worked well and what didn't. It is important to meet with your program teams and administration to debrief and to make revisions for the next delivery.

With this approach, your institution may feel more comfortable increasing its HyFlex delivery options in the future.

## Myth-busting for HyFlex

Because HyFlex courses focus on hybrid *and* flexible delivery, there can be confusion about what HyFlex is and what it is not.

It is important to set expectations and policies for the class so that students understand how they may interact within the course and what sets it apart from other modalities. HyFlex is primarily about giving students choice in how to attend class by developing class delivery and learning objectives that align with this philosophy.

Below, we will explore four common misconceptions about HyFlex.

### Myth #1: Asynchronous components of HyFlex courses are self-paced.

No, the asynchronous components of a HyFlex course aren't meant to be self-paced. Many asynchronous activities in HyFlex encourage participation between students in different delivery modes.

For example, if you have a discussion in class, you may direct a few students to capture the main ideas to a discussion forum in the LMS. You may then invite students in the asynchronous delivery mode to contribute their thoughts, and share those thoughts with the synchronous students for the next class.

So while asynchronous students may not be working at the exact same time as their face-to-face and online synchronous peers, it is still recommended that asynchronous students complete work within specified time constraints.

## Myth #2: Attendance policies (or expectations) are not needed.

Although attendance can be flexible, there should still be participation expectations in the course. Completing activities or other forms of attendance can still be required.

For example, mandatory viewing of lecture videos or an equivalent mechanism for content delivery can be required within a specified time frame, like during the week in which the face-to-face class occurs.

## Myth #3: There are no deadlines for graded materials.

Although students participate in different ways, deadlines for graded materials are the same for all students, no matter how they interact with the class.

## Myth #4: Learning materials in the LMS are only meant for asynchronous students.

Learning resources in the LMS can be accessed and used by all students. For example, a recorded lecture can be uploaded to the LMS and used by students of all modalities.

Students who participate in the class face-to-face and synchronously can use videos of the class to review and reinforce their learning.

Beyond video, there are many asynchronous activities in which all students can engage, such as practice quizzes, interactive learning objects, discussion forums, etc.

## Unit Summary

Complete the short quiz below to review the main takeaways from this unit.



### Activity



*An interactive H5P element has been excluded from this version of the text. You can view it*

*online here:*

*<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=29#h5p-13>*

# Unit 2: Course Learning Outcomes and Assessments



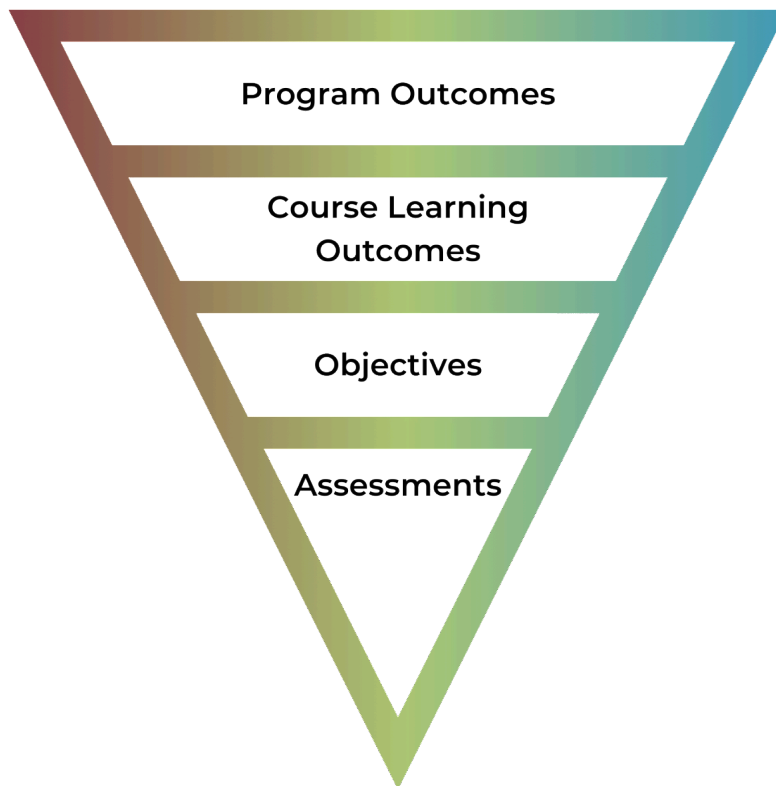
*Photo by  
irinakeinanan on  
Pixabay*

## Stay on target

As we mentioned in Unit 1, developing learning outcomes and corresponding objectives is the first step in backward course design. Identifying these goals helps ensure intentional course design during the planning phase.

In this unit, you will learn how to develop effective HyFlex course outcomes and objectives that align with the overarching program outcomes. You will also learn how to develop **assessments** that align with these learning outcomes/objectives.

## Determine the end goals



*"Course Design Alignment" by Mel Young is licensed under CC BY-NC-SA 4.0*

Let's start at the basics of course design by defining learning **outcomes** and learning **objectives**.

**Learning outcomes** are statements that describe to students the explicit knowledge, practical skills, and professional attitudes that they will acquire by the end of the course and/or program (Suskie, 2018).

Alternatively, **objectives** describe discrete units of knowledge and skill that can often be accomplished in a short period of time. The objectives work together to ensure students meet the learning outcome.



### Take Note

In some instances, the word 'objective' may be used instead of 'outcome' as there is no universally recognized distinction between these two terms in academia.

For our purposes here, an outcome is used to describe a high-level learning goal, while objectives are

used to refer to the specific knowledge, skills, and attitudes that students will learn and practice in order to meet the outcome.

## Create quality learning outcomes

As a first step, careful consideration should be made when writing learning outcomes. After all, these outcomes provide the “road map” for your entire course; your students know “destination”, and you determine “how to get them there”.

Learning outcomes should include:

- **A starting stem** such as, “By the end of this [course], you will be able to...”
- **Student-centred language**; avoid jargon and discipline-specific terminology
- **An action verb** that indicates the depth of learning expected
  - **See Bloom’s revised taxonomy [PDF]**
- **A statement of the learning** that’s to be demonstrated (the what)
- **A statement of the context or criteria** in which learning will occur (the why or the how)

High-quality learning outcomes are also SMART:

- **Specific** (What do you want students to know/be able to do?)
- **Measurable** (How will you know students have achieved the outcome?)
- **Attainable** (Is it in your students’ power to accomplish this outcome in the time given?)
- **Relevant** (Is this outcome aligned to the program outcomes/vocational standards/workplace?)
- **Time-bound** (Can students realistically achieve this outcome by the end of the course/semester/program?)



### Example

Using the structure outlined above, here is how a course outcome for an Introduction to massage Skills course was created:

Sentence Stem	Action Verb	Learning Statement	Context/Criteria
By the end of this course, you will be able to	demonstrate	palpation techniques	to assess the health and tone of a client’s muscle tissue.

**Learning Outcome:**

By the end of this course, you will be able to demonstrate palpation techniques to assess the health and tone of a client's muscle tissue.

You can use Cambrian College's Teaching and Learning Innovation Hub's **Creating Outcomes and Objectives Worksheet [docx]** to help you draft program, course or lesson outcomes.



## Activity



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=33#h5p-11>

## Create corresponding objectives

Establishing objectives means determining what key skills, knowledge, and/or attitudes a student needs to achieve in order to meet the expectations of the learning outcome. Similar to outcomes, the objectives should start with a verb and include a learning statement.

Let's return to our massage therapy learning outcome from earlier: **By the end of this course, you will be able to demonstrate palpation techniques to assess the health and tone of a client's muscle tissue.** If you want students to demonstrate this skill, what would they need to know or be able to do first?

They may need to:

1. **Identify** four palpation techniques commonly used in massage therapy
2. **Describe** the palpatory differences between healthy resting tone, hypertonicity, spasticity or atrophy
3. **Practice** palpation techniques on a peer to receive feedback on technique
4. **Record** palpatory findings accurately in the patient file

These competencies now become the **learning objectives** for the palpation outcome.



## Consider all modalities for HyFlex learning outcomes

The tricky thing about creating learning outcomes for HyFlex courses is that you must ensure they are all achievable for **each** mode of delivery. Some outcomes are more easily attainable for face-to-face students than for synchronous and asynchronous students.

Because of this, you need to ask yourself the following questions:

**Are the outcomes specific, measurable, achievable, relevant, and time-bound for...**

- face-to-face students?
- online synchronous students?
- online asynchronous students?

**Is the action verb used attainable for...**

- face-to-face students?
- online synchronous students?
- online asynchronous students?

Let's revisit our Massage Therapy outcome and objectives to see if they are attainable for all modalities:



An interactive H5P element has been excluded from this version of the text. You can view it online here:  
<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=33#h5p-12>



### Activity

Analyze the following learning outcomes and determine if it is a quality outcome or not.



An interactive H5P element has been excluded from this version of the text. You can view it online here:  
<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=33#h5p-14>

## Create quality assessments

Once learning outcomes and objectives have been determined for your HyFlex course, the next step is to develop assessments.

For many, it may seem counterintuitive to develop assessments *before* creating/curating content; however, in keeping with backward design, knowing the “destination” (i.e how students will demonstrate their learning) and aligning it with learning outcomes and objectives is a good way to ensure quality course design. It also helps determine the content and lessons required for success.

To start, keep these rules in mind: all assessments in a course must evaluate at least one learning outcome, and by the end of the course, all outcomes should have been assessed at least once. In many cases, multiple outcomes are assessed in one evaluation, like on a final exam.

### First, make a plan

One way to ensure you have alignment between the outcomes and all of your course assessments is to create an Assessment Plan.

This **Assessment Plan template [docx]** by the **Teaching and Learning Innovation Hub** at Cambrian College provides guidance for aligning assessments to the outcomes of the course.

In the template, instructors identify:

- The type of assessments
- The purpose of the assessment
- The weight of the assessment (% of final grade)
- Activities that support the success of the assessment (ungraded practice activities)
- Alignment to specific outcomes and objectives



**Example**

**Here is an example of a completed assessment plan [PDF]** for the course Communication Skills for Justice Students.

## Next, work out the details

After you complete the Assessment Plan, you can now determine the assessment details. What will students do? What steps should they follow? How will they be graded? How does this assessment reflect course learning?

To do this, you can use **the Assessment Description template** created by the **Teaching and Learning Innovation Hub at Cambrian College**. This template uses an evidence-based framework for creating assessment descriptions with all the necessary information for students to complete the task successfully.

This template includes the following sections:

- Purpose of the assessment (why students are doing this assessment + benefits)
- Value (percentage of final grade)
- Alignment to course learning outcomes
- Task (a short 1-2 sentence statement of what the students are expected to complete)
- Detailed step-by-step instructions (to provide students with a roadmap of what we are expecting)
- Clear grading criteria
- Additional details like how to submit the assignment and where to find additional resources needed to complete the assignment

Ideally, HyFlex assessment descriptions would be the same for students accessing the course in any mode; however, if there are variations to be considered in different modalities, provide adequate information about what is expected and from whom (students in which delivery mode).

To help save time, create assessments with format options for submission (text, audio, video, graphic, etc.) whenever possible. The grading criteria will remain the same for all submissions because the focus is on the learning outcomes/objectives rather than the product itself. This allows choice for students, provides flexibility regardless of mode, and saves time on grading.



### Activity

For one of your current courses, take a look at your assessments and consider if and how they would work in a HyFlex classroom. To do this, reflect on the following questions:

- Would you need to change the task? If so, how would you do that?
- Would you need to clarify anything in the assessment description considering students in any mode of delivery will complete this assignment? If so, what needs to be clarified and why?
- Would you need to change the grading criteria? If so, what needs to be changed and why?
- Would you need to change the way students are asked to submit their assignments?
- Would you need to change how students are asked to demonstrate their work (text, video, audio, their choice)?



## Unit Summary

In this unit, you learned about the importance of creating quality outcomes and objectives to ensure students know what is expected of them during and by the end of the course. You also viewed outcomes and objectives via a HyFlex lens, ensuring that they are suitable for all modalities.

Then, you explored the next step in Backward Design: assessments. You considered how learning outcomes/objectives should align (and guide) all course assessments and how the different modalities must be considered.

# Unit 3: Course Schedule for HyFlex



Photo by 2H Media on Unsplash

---

**“Teachers are designers. An essential act of our profession is the design of curriculum and learning experiences to meet specified purposes” -Wiggins & McTighe, 2005, p13**

---

## Now it's time to plan your course

At this point, you know how HyFlex started, and you have determined course learning objectives and assessments. Planning your course structure is the next step.

The terms **course outline** and **syllabus** are often used to describe the course roadmap for students. Often, these documents contain an agreement between the institution, the faculty member, and the student in terms of policies and expectations for teaching and learning experiences.

These agreements may vary according to the students' program. For example, some accredited programs in health, trades, and technology disciplines may have specific requirements related to assessments and grading. Clarity about what students “must” do versus what they “may choose” is really important in these types of agreement documents. While offering choice means that you are focusing on a student-centred practice, it is important to provide simple, easy-to-follow guides.

Whatever you call these documents (and sometimes there is a course outline **and** a syllabus!) – they are

key resources for students to review and understand. Clearly articulating your expectations for student achievement across specific timelines is a core beginning for successful student-faculty communication.

For clarity purposes, we will be using the term “course plan” when referring to these documents for the remainder of this unit.

---

### HyFlex planning requires thoughtful communication about course structure for multiple modes.

---

The following are typical elements contained in a course plan:

- Course title
- Institutional course code
- Course description
- Course learning outcomes and objectives
- Course topics
- Required and recommended resources (e.g., textbooks, library resources, readings, etc.)
- Required equipment or software if the course requires special resources
- Confirmation of the types of formal and informal assessments, weighting, due dates
- High-level, unit-by-unit descriptions of topics, tasks, and activities

## Decide on a course structure

Before you create your course plan or set up your course in the learning management system, decide how you are going to structure the course. Will you use a weekly or by topic/unit structure? Whichever structure you choose, the course should support the learning outcomes. Well-organized courses stimulate learners' motivation and engagement.

---

### It's our job, as instructors, to ensure that course organization is clear and easy to follow.

---

A good place to start is by brainstorming a list of topics and subtopics for your course. You must ensure these align with the course learning outcomes, organize those topics into units of instruction, and then sequence them logically. Alternatively, you can review your current course content, break it into weeks/units, then sequence them logically.

Once you have a course structure figured out, you can start creating a course plan that makes it transparent to students what they should do and by when.



### Example

Below, you will find course plan examples for a first-year English course. One example follows a **weekly** structure, while the other follows a **unit/topic** structure.

**ENG1002 WEEKLY Course Plan [.docx]**

**ENG1002 UNITS Course Plan [.docx]**

## How to clearly communicate your course plan for HyFlex

There are several ways to create course plans for HyFlex courses. Some options may exist in your learning management system (LMS) to create reminders for students and to summarize weekly/unit activities, etc.

Because you are communicating a course plan to multi-modal learners, schedule layout is very important. Not only should you capture the key details for each unit or week (topics, instructional materials, learning activities, assessments), you should also clearly differentiate any applicable information according to the modality.

Likewise, you should indicate **required** course content versus **recommended** course content. Try adopting an icon system in your documents/LMS specific to task categories and modality for clear communication.



### Example

**Cambrian College's HyFlex Course Plan Template [.docx]** is one way to clearly communicate your plan to HyFlex students.

Feel free to download and modify the template to meet your needs!

## Consider creative alternatives to the traditional

Your institution may have policies related to the use of templates for course plans. It's important to adhere to

those policies. That said, you can follow institutional requirements **and** create communication resources in your course that go beyond required templates. Taking a creative approach to course planning may help clarify what is expected and when assessments are due.

There is often a benefit to creating simple, visual representations of course layout and expectations. There is also a benefit to recording a video that walks students through what to expect and where to find important documents and resources within the course.

Consider that your students may not attend your first class lecture in person. How are you guiding asynchronous HyFlex students with your expectations? How might you create good course plans and reminders for all students who land in your course LMS? Are there other ways than the traditional written document?



## Activity

The following resources are two different ways to present a course schedule.

As you explore them, think about ways you can incorporate the style (or a part of the style) to your own HyFlex course. How can you make your course plan clear and accessible for all modalities?

---

### Example 1: Create a course plan website

**The following website** (a five-minute read, unless you start exploring) explains Michelle Pacansky-Brock's philosophy of communication with students called a "Liquid Syllabus." Michelle's two-minute video introduction is a great example of humanizing digital teaching and learning.

---

### Example 2: Create a course plan infographic

A Graphic Design student at Cambrian College named Danielle Provencher created 8 openly-licensed infographic course plan templates by using PowerPoint in portrait orientation. These templates are licensed under CC-BY-NC-SA 4.0.

This is a very clever and fun approach if you're looking for more visual methods to communicate core course details with your students.

One recommendation is that you also provide a simplified, text-based version of your course plan for accessibility compliance and print-friendly options.

- **Classroom Syllabus Template [.pptx]**
- **Connections Syllabus Template [.pptx]**
- **Human Body Syllabus Template [.pptx]**



- **Innovation Syllabus Template [.pptx]**
- **Journey Syllabus Template [.pptx]**
- **Retro Syllabus Template [.pptx]**
- **Simple Syllabus Template [.pptx]**
- **Skyline Syllabus Template [.pptx]**

## Modifying an existing course plan for HyFlex

More often than not, you're probably not creating a course plan from scratch. You've either taught the course outside of the HyFlex environment, or you may receive a course schedule from a colleague who has taught the course before.

If you already have a course plan, determine if the schedule works in all modes and what might need to be modified for synchronous and asynchronous students. For example, if you have a class discussion inside the traditional classroom, how would you modify this learning experience for synchronous students (online) and asynchronous students (within the LMS)?

Also, consider how you will ensure students in all modes are able to hear and share in this discussion. If you traditionally teach core components in the classroom, consider how you would provide this same learning to students asynchronously (videos, audio, text).

You will be exploring these modality considerations in more depth in Modules 2 and 3. For now, start thinking about how the different modalities may affect your existing course plan and flag any needed modifications.



### Activity



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=35#h5p-19>

## Unit Summary

In a HyFlex course, it is important to set expectations right from the start. Be clear about the course structure,

explain to students what HyFlex is, and explain that they may move freely between modes without needing to inform the instructor. Outline all important information within the course plan, explain how each mode is going to run, and describe what students should expect each week.

While there are various ways to present your course plan, remember that **clarity is key**. If students know exactly how the course is organized and what to expect, they can focus on learning the content and engaging with the course. A clearly laid-out course plan also helps you, the instructor, stay on track and create engaging lesson plans, as you will explore in Module 2.

# Unit 4: Video Interviews

## Let's hear from the pros!

The following videos are interviews with experienced HyFlex educators as they answer five key questions related to HyFlex course planning.

---

### How should a course outline be adapted for a HyFlex course? [9:47] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=52#oembed-1>*

---

### What types of assessments are successful in the HyFlex learning environment? [13:07] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=52#oembed-2>*

---

### What are some considerations to take into account when engaging in HyFlex assessment design? [10:15] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=52#oembed-3>*

---

### How do you plan your HyFlex assessments? [9:58] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=52#oembed-4>*

---

**How did you update existing timeline or what should you keep in mind when developing? [9:22] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=52#oembed-5>*

# Unit 5: Activity



*Photo by Braden Collum on Unsplash*

## Let's put it all together.

In this module, you have learned how HyFlex came to be, the importance of writing effective learning outcomes and objectives, creating assessments, and developing course learning plans.

Now is your chance to apply what you have learned.

In each module of this resource, there will be consolidating activities in Unit 5 that build upon one another. The activities you complete below will be the “building blocks” to the Unit 5 activities in Modules 2, 3, and 4.

Our aim is that by the end of this resource, you will have foundational tools to teach in HyFlex successfully.



## Activity

### Part 1

Use the **Assessment Plan template** to plot assessments for one of your courses. If needed, please review **Unit 2 of this module**.

As you fill out the plan, consider the following questions:

- **Are all of the outcomes assessed at least once in the course?**
    - If not, determine how you will ensure all outcomes are assessed.
  - **Are all objectives assessed at least once in the course?**
    - If not, determine how you will ensure all objectives are covered at least once.
  - **Do you have a solid purpose statement to share with students for each assessment?**
    - If not, determine why you are asking students to do the assessment this way and what the benefits are to your students (why + benefits).
  - **Have you provided students with opportunities to practice the skills they need to be successful on the assessment? Do these activities provide students with feedback?**
    - If not, consider what types of activities students could do to practice their skills before the graded assessment.
  - **Does the weight of each assessment align with the amount of work the student is required to do in order to complete the assessment to a high degree of quality?**
    - A worksheet takes significantly less time to complete than a research essay, so the weight of each assessment should reflect the amount of work students will need to put into the task. You may need to rejig some of the assessment weights.
  - **Can the assessment be equitably accessed by students in any mode?**
    - If not, how can the assessment be modified for students in different modalities without losing rigour or quality?
-

## Part 2

Use the **HyFlex Course Planning template [.docx]** to plot a general course plan for a HyFlex course. Or, use any of the visual templates provided in **Unit 3**.

Take into consideration the needs of students in each delivery mode. Consider how you would set expectations so that students fully understand what is required in each delivery mode, how they are to participate in the course, and how to navigate the LMS course shell effectively.

It's okay if you struggle with some sections and need to leave them blank for now. The rest of this resource will add clarity so that you may return to this plan later on.

# References

- Beatty, B. J. (2010). *Hybrid courses with flexible participation-the hyflex design*. Unpublished Manuscript. Retrieved from [http://itec.sfsu.edu/hyflex/hyflex\\_course\\_design\\_theory\\_2.2.pdf](http://itec.sfsu.edu/hyflex/hyflex_course_design_theory_2.2.pdf). <https://edtechbooks.org/hyflex>
- Beatty, B. J. (2019). *Hybrid-flexible course design*. <https://edtechbooks.org/hyflex>
- Jerod Quinn. (2021, February 3). *About Backward Design* [Video]. YouTube. [https://www.youtube.com/watch?v=XwIUhS\\_hxBY&feature=youtu.be](https://www.youtube.com/watch?v=XwIUhS_hxBY&feature=youtu.be)
- Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing.
- Miller, J., Risser, M., & Griffiths, R. (2013). Student choice, instructor flexibility: Moving beyond the blended instructional model. *Issues and Trends in Educational Technology*, 1(1), 8–24.
- Singh, J. (2021). HyFlex Diagrams. *Cambrian College*.
- Suny CPD Videos. (2020, November 30). *Hyflex Webinar Series: Keynote Speaker, Dr. Brian Beatty* [Video]. YouTube. <https://www.youtube.com/watch?v=-Rqba9C5l3k>
- Suskie, L. (2018). *Assessing student learning: A common sense guide*. John Wiley & Sons.
- Wiggins, G. and McTighe, J. 2005. *Understanding by Design: Expanded Second Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.



# MODULE 2 - HYFLEX LESSON PLANNING AND CONTENT DESIGN

This module will provide learners with practice creating weekly lesson plans that maximize engagement and participation among HyFlex students.

Student-centred course activities (active learning strategies) will be explored that take advantage of the affordances of in-person and digital learning environments.



## Learning Outcomes

By the end of this module, you will:

- Select a Lesson Plan Template to support content design for HyFlex Courses
- Recognize how Universal Design for Learning principles and the HyFlex Values and principles proposed by Dr. Brian Beatty support access for all learners in a HyFlex learning environment
- Select learning activities to align with course learning outcomes and objectives
- Create an active learning lesson plan suited for HyFlex delivery
- Develop a plan for ongoing development to support active learning strategies for HyFlex delivery



# Unit 1: Lesson Planning for HyFlex Courses



*Photo by langll on Pixabay.*

## Don't get lost. Create a plan.

When developing any course, lesson plans act as a map to guide you through your content delivery with a clear sense of direction – with minimal detours. Effective lesson planning can also help you avoid pitfalls and maximize your delivery time.

While lesson planning has many benefits, it may also be time-consuming. Developing an effective lesson plan for any singular delivery mode can sometimes exceed the time spent delivering the actual lesson. This is why the creation of a HyFlex lesson plan with three delivery modes may seem like a daunting task.

---

**Good news: many characteristics of effective lesson plans are the same in all modalities.**

---

Yes, planning for all three delivery modes in HyFlex lesson plans will require extra time, but consider it an investment that will benefit both you and your students in the end.

In this unit, you will be introduced to various lesson planning templates and important information to include.



## Activity

Conduct a quick web search with the keywords “**HyFlex Lesson Plan Templates**” to view various template examples. You may also locate a few of your own lesson plan templates

As you look over these templates, consider what they have in common. You may notice that regardless of the intended delivery mode, effective lesson plans will typically identify the learning outcomes of the lesson, the activities that will be used, and any required resources.

To assist you in the creation of your personalized HyFlex lesson plan template, explore the following list of common lesson plan components.

You will see a heading of the component along with a brief descriptor. Click on each heading for more detailed information, including why you would use this component, additional information, and a list of possible section headings within your template.



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignteachingstrategies/?p=66#h5p-5>*



## Example

Here are a few additional HyFlex sample templates to consider:

**Sample #1: HyFlex Lesson Plan Template (BOPPPS version) [.docx]**

**Sample #2: HyFlex Lesson Plan Template (University of Florida) [website]**

**Sample #3: HyFlex Lesson Plan Template (PhilonEdTech) [website]**



## Activity



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=66#h5p-6>

## Work smarter, not harder

When considering how you will format your HyFlex lesson plan, build a template that encourages the same material and level of engagement across all modalities.

HyFlex was built on four fundamental principles: learner choice, equivalency, reusability, and accessibility. You examined these principles in Module 1, and will again in unit 2 of this module.

For now, focus on the ways HyFlex lesson plans are unique. As you read through the following points, notice how each point aligns with information relating back to Module 1 about what HyFlex is and is not.

### Unique features of a HyFlex Lesson Plan

- Provides multiple ways to achieve the same learning outcomes and objectives across three participation modes.
- Addresses the unpredictability of who shows up where and when.
- Identifies similar experiences with content regardless of participation mode.
  - Aim for an equivalent workload across the participation modes as you plan the lesson. Consider using the **Workload Estimator 2.0 from Wake Forest University** to get a general idea of the timing involved in various assessment strategies.
- Identifies ways to administer consistent methods of assessment across all three delivery modes.
- Recognizes technology limitations/affordances for not only those on campus but all those online
- Identifies ways to build connections between in-person and remote sync/async participants.
- Establishes the timing of activities in order to best utilize the artifacts of the activities across all three participation modes.
  - E.g.: Asynchronous participants do not always have to be the last to submit.

- Considers the reusability of interactions with the various participation modes.
  - For example, posting recorded live sessions for all students to access for both learning and review is a great way to reuse content and build community.
- Accounts for the technology resources in the room.
  - If you do not know which technology is available in your teaching space, contact your IT or Teaching and Learning Centre to find out.
- Recognizes the licensing restrictions for software that you may be considering.
  - For example, Nearpod is limited by the number of institutional licenses. If you do not know which resource licenses are available in your institution, contact your IT or Teaching and Learning Centre to find out.
- Determines the limitations of any open-source or free versions of apps before identifying their use in the lesson plan.
- Considers accessibility issues for all three learning modes.
- Considers your own skills/preferences with technology.

## Unit Summary

In this unit, you have explored the benefits of creating lesson plans for the HyFlex environment, templates to consider, and different components/headings that may be useful when planning your lessons for all three modalities. You have also explored various considerations to make the planning process less stressful and more engaging for students.

Deciding whether your lesson plan serves as a detailed road map or provides a general sense of direction is up to you. This will depend on your comfort level and experience with teaching in the HyFlex environment or teaching in general. You may decide to start with a detailed plan and then scale back once you have delivered a few HyFlex lessons.

Either way, thoughtful lesson planning can often reduce anxiety about teaching HyFlex and can contribute to an engaging and student-centred course.



### Activity

Review major unit concepts by answering this True/False quiz.



*An interactive H5P element has been excluded from this version of the text. You can view it*

*online here:*

*<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=66#h5p-7>*

# Unit 2: Designing to Support Access for Learners



*Photo by Jan  
Tinneberg on  
Unsplash*

## Intentional lesson design for all.

HyFlex courses allow students to choose which mode of instruction best matches their needs. While this flexibility in learning mode can support access, the decisions you make as an educator while creating lesson plans will have a large impact on the student experience.

In this unit, you will learn how to incorporate the values and principles of HyFlex learning and the principles of Universal Design for Learning into your lesson planning process to ensure that your course supports access for all learners.





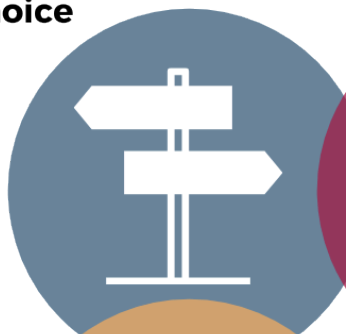
## Activity

The following 5-minute read **Chapter 1.3 in Brian Beatty's Hybrid-Flexible Course Design** book describes the values of HyFlex. You explored these briefly in Module 1.

As you read this short chapter, consider how your current teaching practice aligns with the four values shared and where you may need additional support as you adopt a HyFlex approach.

## The Four Values of HyFlex Learning

**Learner Choice**



**Equivalency**



**Reusability**



**Accessibility**



*"Beatty's Four Fundamental Values for HyFlex" by Cambrian College is licensed under CC BY-NC-SA 4.0*

## Learner Choice

Beatty (2019) defines the principle of learner choice as providing meaningful, alternative participation modes and enabling students to choose between participation modes daily, weekly, or topically. Committing to supporting learner choice means letting go of the perspective that there is one 'best way' to learn (and that you as the instructor know what that is).

Committing to this value also means that as you plan your lessons, you must be flexible in how you will approach learning activities as the number of students who choose to attend in any given modality may vary from class to class.

## Equivalency

The principle of equivalency is demonstrated by providing learning activities in all modes which lead to equivalent learning outcomes (Beatty, 2019).

In unit three of this module (and throughout this resource), you will find different learning activities that can be implemented in a HyFlex learning environment. As you review these activities, note that the learning experience is not always identical across the three different learning modes. The level of social interaction may be lower for the asynchronous participants, but activities can be structured to invite the same types of reflection and contribution as is supported in the synchronous learning environment.

## Reusability

Incorporating the principle of reusability into your lesson planning process means that you will use artifacts from learning activities in each participation mode as resources for **all** students (Beatty, 2019).

This might take the form of posting a recording of a synchronous lecture into your LMS so that all students have access to it. It might also take the form of capturing a discussion from a synchronous class activity into a discussion forum within your LMS.

When you focus on reusability, you design all of your course materials for all of your students, rather than creating resources for each modality separately.

## Accessibility

Not all students will begin their journey in a HyFlex course with the needed technical skills. Beatty (2019) suggests that a commitment to accessibility is demonstrated when instructors "equip students with technology skills and equitable access to all participation modes" (p.31).

This might mean that you implement an activity early in your course to orient all students to the various technology tools that will be used during the semester. Explore what student resources are available on your campus and include links to those services within your course LMS.



## Activity

**In this 51-minute episode of the Think UDL podcast,** Lillian Nave discusses the HyFlex Course Design Model with Brian Beatty.

As you listen, identify some strategies to incorporate accessibility into your HyFlex lesson planning.

*The transcript is included on the podcast website.*

Some aspects of accessibility will be out of your control as an instructor. For example, if a student lives a great distance from the physical campus, access to the face-to-face participation mode may not be an option. Similarly, if internet access is challenging, online participation may not be a viable option. When designing your lesson plans, give consideration to lower bandwidth options for resources to increase access for students with limited internet service.

In addition, all of your course materials should be accessible. This starts by having a clear consistent structure for your course within your LMS so that students can easily navigate the course and find resources when they need them.



## Examples

Accessibility strategies within your course LMS:

- Images should have a clear purpose and appropriate alt-text
- When working with text-based documents, make use of built-in headings to organize the material. This allows people using screen-readers to more easily navigate and make sense of your document
- Avoid using colour alone as a way to convey meaning and make use of descriptive hyperlinks
- When recordings are posted, they should have text transcripts or closed captions that are turned on as the default



## Activity

The following 7-minute read, **In Pursuit of Equity: Is Online Learning Really the Great Equalizer?** explores barriers to equity beyond course design.

As you read this short article, consider how you could support the systemic changes that are needed to address accessibility barriers to post-secondary education in Canadian society.

## Supporting Access with Universal Design for Learning (UDL)

When you incorporate the principles of UDL into your course design, you are intentionally creating a learning experience that supports variability in learning.

---

**“When it comes to learning, variability is the rule, not the exception.” (CAST, UDL, 2021)**

---

The following 2-minute video provides a brief explanation for why you should use UDL principles in your course design.

**UDL in Higher Education [2:10] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=68#oembed-1>*

As was stated in the video, when we design with variability in mind, we set the stage for increased student success for all learners in our courses.

The Universal Design for Learning Guidelines include 3 key principles:

1. Provide multiple means of representation
2. Provide multiple means of action and expression
3. Provide multiple means of engagement

The following 5-minute video provides a brief overview of UDL in a post-secondary setting. As you watch the video, consider the points of overlap between the four values of HyFlex learning and the 3 key principles of UDL.

**CAST: UDL at a Glance [5:21] Video Transcript [.docx]**



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignteachingstrategies/?p=68#oembed-2>



## Activity

Now that you have been introduced to the concepts of UDL, please review the **UDL Guidelines** and explore the collection of resources at **UDL On Campus**. You will find support for course design, examples from faculty at various post-secondary institutions, and **tips for how to make various types of media and materials accessible** for all learners.

As you read through these resources, identify 3 strategies to include in a HyFlex lesson plan and the considerations required for all participatory modes.

## Unit Summary

In this unit, you explored how to incorporate Beatty's Four Fundamental Values of HyFlex into your lesson planning process by considering how students will participate in different modalities, how to plan the learning experience so that it is equivalent across modalities, how you can reuse learning materials and objects for all learners, and how you can ensure your lessons keep accessibility at the forefront.

Lastly, you considered how to incorporate Universal Design for Learning principles into your HyFlex lesson plans to create inclusive learning experiences for all students.

# Unit 3: Learning Activities for HyFlex Courses



*Photo by Jennifer Griffin on Unsplash*

## Build connection using learning activities

Choosing learning activities for a HyFlex course might feel like a daunting task because you need to consider the needs of all participatory modes. You might be concerned about how to plan for activities when the proportion of students attending in any one modality may shift from week to week. You may also be asking yourself how to encourage participation from students and interaction across modalities.

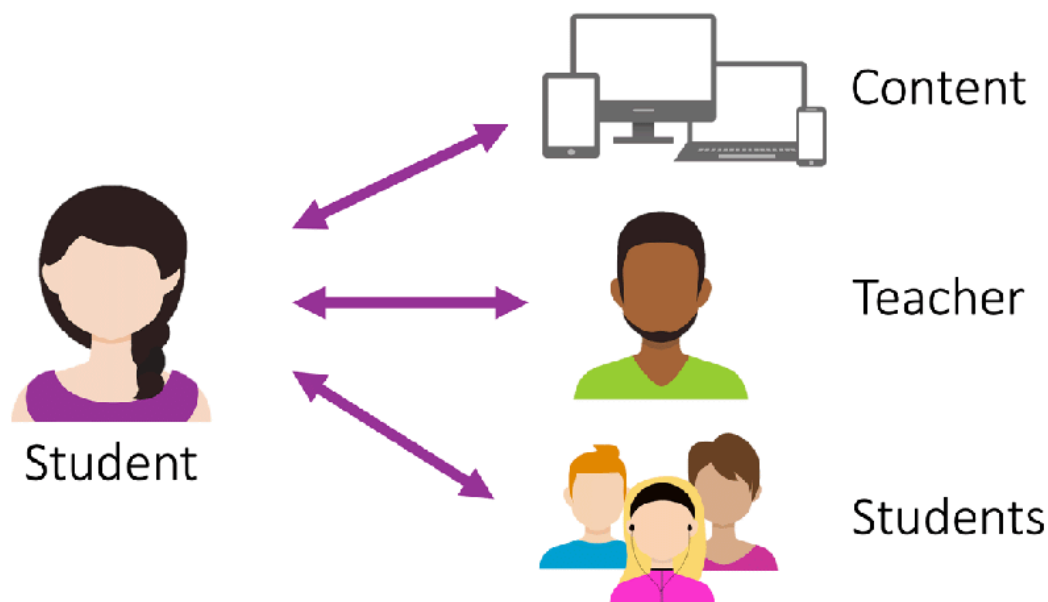
---

**Above all else, successful learning environments establish community.**

---

**Moore (1989)** described three types of learning interactions essential for a good learning experience: (1) student to content, (2) student to teacher, and (3) student to student. By providing opportunities for students to interact with you and one another through interactive and meaningful learning activities, you can help to build a strong community for learning.

# Three Types of Interaction



*K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration – Scientific Figure on ResearchGate. Available from: [https://www.researchgate.net/figure/Three-types-of-interaction-with-students-64\\_fig17\\_332767158](https://www.researchgate.net/figure/Three-types-of-interaction-with-students-64_fig17_332767158) [accessed 18 Jan, 2022]*

In this unit, you will explore how to intentionally select learning activities to support all three types of interactions and contribute to an engaging learning environment.

## Strategies for building connections

When planning a HyFlex lesson that promotes a community of learners, consider the following suggestions so that all modalities can interact with one another and with the educator.

## Discussion Forums

If your goal is to connect synchronous and asynchronous learners, you will need to be thoughtful about **when** each group shares their responses in discussion forums. Because of this, you may want to consider flexible due dates. If asynchronous participants post ahead of the synchronous class period, you can pull those responses into the synchronous discussion. If the synchronous participants contribute first, the asynchronous participants may have a richer context to support their own responses.

Acknowledging the contributions of asynchronous participants is essential to maintaining a strong learning community. There is no one right way to do this; as mentioned in Module 1, “asynchronous” does not mean self-paced. When the goal of an activity is to foster collaboration, due dates and timelines will need to be shared across the various learning modalities.

## Communicating Expectations

It is helpful if you communicate your expectations clearly and have a regular cadence to activities in your course. Having a predictable schedule for when learning activities open and close can help support students across all three learning modalities.

In addition, telling students the approximate time it may take them to complete the learning objectives for the unit can help students plan appropriately.

## Using Technology

Some learning activities can be enhanced with the use of technology tools. We recommend that you explore the capabilities of your Learning Management System (LMS) before adding external tools and that you limit the number of tools in your course. Using too many different tools may overwhelm students who need to learn them for the first time.

Likewise, technology tools should only be added to your course when they serve a clear pedagogical need and enhance student learning. If you have a teaching and learning support centre at your institution, consider reaching out to them for suggested technology tools. Adopting a tool that has already been vetted by your institution will make it easier for you to acquire help and training. In Module 3, you will learn more about technology tools to support HyFlex instruction.

## Encouraging Participation

You may also be wondering how to encourage participation from students. Adding grades to learning activities is one strategy to encourage participation, but it comes with some clear drawbacks. Be thoughtful about your marking load and the goal of the activity. While it might be reasonable to assign a single point for completion of an activity, it probably isn't reasonable to have a complex rubric every time.

After all, learning activities are meant to support graded activities by allowing students to practice their skills and collaborate with others. When you help students to see the relevance of the learning activity, their motivation to participate is often strengthened.



### Activity

Before you plan your learning activities, reflect on the following questions:

- What are your lesson objectives?
- What type of activity will support your students to reach the instructional goals?
- What type of interaction (student-content, student-teacher, student-student) does the learning



activity support?

- How will you help your students see the relevance of the activity to their learning journey?
- Do you need to build in scaffolding activities to help your students develop higher-level skills connected to the subject matter?
- How will you debrief the learning activity to support students to make meaning from the experience?

## Learning Activities for HyFlex

The following section describes 34 different learning activities that are effective in a HyFlex environment and that can be used in many ways. In an effort to minimize your planning time but maximize the impact, try the lowest effort solution that will work in all three modalities.

You may have alternative ideas about how to deliver these activities. Draw on your experiences, expertise, and tools to make these ideas work for you, your students, and your context.



### Activity

As you explore the activities below, ask yourself the following questions:

- Which activities have I used before outside of a HyFlex environment?
- Which activities seem most suitable for my course, students, and skill-set?
- What resources will I need to implement these activities?
- Who can I contact for support as I adopt new practices?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=70#h5p-9>

### Breakdown of Learning Activities within Bloom's Taxonomy [PDF]

For an accessible-friendly version of the information above, download the **HyFlex Learning Activity How-To Guide** [.docx]

## Unit Summary

In this unit, we discussed the importance of building community within the HyFlex environment. You explored strategies on how to do so, such as using discussion forums, communicating expectations, using technology, and generating participation.

You then explored 34 active learning activities and how you can modify them according to modality.

# Unit 4: Video Interviews

## Let's hear from the pros!

The following videos are interviews with experienced HyFlex educators as they answer six key questions related to HyFlex lesson planning and content design.

---

**When you are planning your course, do you start by thinking of a specific modality? [10:38] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=72#oembed-1>*

---

**What do you do to ensure that your learning environment is accessible for all students? [8:32] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=72#oembed-2>*

---

**How do you plan for reuse of learning materials and artifacts in your course? [8:35] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=72#oembed-3>*

---

**What types of engagement activities have you had success within the HyFlex environment? [12:59] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=72#oembed-4>*

---

**What types of skills would you recommend faculty acquire in order to be successful in the HyFlex environment? [12:05] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=72#oembed-5>*

---

**How do you stay current and find new ideas for your HyFlex delivery? [10:17] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=72#oembed-6>*

# Unit 5: Activity



Photo by Kyle  
Glenn on Unsplash

## Let's put it all together.

In **Module 1, Unit 5**, you created an assessment plan and a course plan. You have a general idea of what your HyFlex course will look like by aligning learning outcomes/objectives to topics and graded assessments.

In this module, you learned about various lesson plan templates, the importance of incorporating UDL strategies in your teaching approach, and effective learning activities for all three learning modalities.

Now is your chance to apply what you have learned.



## Activity

### Part 1

Create a lesson plan template for your HyFlex delivery. Use the **HyFlex Lesson Planning Checklist**, as well as the list of key components you identified in **Unit 1** to guide you. You may also use one of the sample templates in Unit 1, or a template you have found on your own.

Next, create a lesson plan for one class period. Be sure to include at least 3 active learning components in the lesson plan. You may select activities from the list in **Unit 3**, or select your own activities.

For now, don't worry about eLearning tools. You will apply these in Module 3.

---

### Part 2

Develop a plan for ongoing personal development to support active learning strategies for HyFlex delivery. To support the execution of your plan, create 2-3 SMART/ABCD goals that you can achieve in the next 12 months.

Building connections with peers who are teaching in a HyFlex delivery mode is an excellent way to continue your learning. Consider reaching out to colleagues within your institution that you know are teaching HyFlex courses, or your institution's Centre for Teaching and Learning to inquire about establishing a Community of Practice to support HyFlex.

Your connections don't have to be limited to your home institution. **Contact North** is an excellent resource for free **online training webinars** on a variety of topics. In addition, The **HyFlex Learning Community** is a useful website as it includes curated resources and supports ongoing conversations amongst faculty teaching in a HyFlex delivery mode.

As you search for resources, explore Centres for Teaching and Learning from other post-secondary institutions. They are often rich with resources.

Conferences and webinars can also be an effective way to learn and make connections with faculty members from different institutions. Search for conferences and webinars related to teaching in higher education and review the programs/agendas to find an opportunity that aligns with your goals.

# References

- Assessment Strategies & Learning Activities* | U-M LSA LSA Technology Services. (n.d.). LSA Technology Services. Retrieved February 18, 2022, from <https://lsa.umich.edu/technology-services/services/learning-teaching-consulting/teaching-strategies/active-learning/assessment-strategies—learning-activities.html>
- Archer, A.L. & Hughes, C.A. (2011). *Explicit instruction: Effective and Efficient Teaching*. New York: The Guilford Press.
- Beatty, B. J. (2019). Values and Principles of Hybrid-Flexible Course Design. In B. J. Beatty, *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes*. EdTech Books. Retrieved from [https://edtechbooks.org/hyflex/hyflex\\_values](https://edtechbooks.org/hyflex/hyflex_values)
- BOPPPS Model for Lesson Planning*. (n.d.). Implementing Active Learning. Retrieved February 18, 2022, from [https://www.queensu.ca/teachingandlearning/modules/active/18\\_boppps\\_model\\_for\\_lesson\\_planning.html](https://www.queensu.ca/teachingandlearning/modules/active/18_boppps_model_for_lesson_planning.html)
- Gonzalez, J. (2019, July 26). *The Big List of Class Discussion Strategies*. Cult of Pedagogy. <https://www.cultofpedagogy.com/speaking-listening-techniques/>
- Home. (2021, December 22). The K. Patricia Cross Academy. <https://kpcrossacademy.org/>
- HyFlex Learning Community – Building the Hybrid-Flexible Future Together*. (2022). HyFlex Learning Community. <https://www.hyflexlearning.org/>
- HyFlex Lesson Plan Template.docx: COIP HyFlex Resource Library*. (n.d.). University of Florida. Retrieved February 18, 2022, from [https://ufl.instructure.com/courses/415776/files/54457706?module\\_item\\_id=8294251](https://ufl.instructure.com/courses/415776/files/54457706?module_item_id=8294251)
- In Pursuit of Equity: Is Online Learning Really the Great Equalizer?* | *teachonline.ca*. (2021, September 11). Contact North. <https://teachonline.ca/tools-trends/pursuit-equity-online-learning-really-great-equalizer>
- James, M., Wirtz, D., & Woodward, T. (n.d.). *Advance Organizers* | College STAR. College Star. <https://www.collegestar.org/modules/advance-organizers>
- Moore, M. G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education*, 3(2), 1–6. Retrieved from: [https://www.researchgate.net/publication/237404371\\_Three\\_Types\\_of\\_Interaction](https://www.researchgate.net/publication/237404371_Three_Types_of_Interaction)
- Nancy Nelson. (2020, May 4). *BOPPPS Basics* [Video]. YouTube. <https://www.youtube.com/watch?v=iJ4E26G2IEo>
- UDL On Campus: Home*. (n.d.). ULF on Campus – Universal Design for Learning in Higher Education. Retrieved February 18, 2022, from <http://udloncampus.cast.org/home>
- UNC-Chapel Hill Learning Center. (2021, September 24). *Concept Maps* –. Learning Center. <https://learningcenter.unc.edu/tips-and-tools/using-concept-maps/>
- Workload Estimator 2.0* : (2020, September 14). Center for the Advancement of Teaching. <https://cat.wfu.edu/resources/tools/estimator2/>
- Writing Learning Outcomes* | *University Assessment Services – Illinois State*. (2021, March 3). Illinois State University. <https://assessment.illinoisstate.edu/tutorial/outcomes/>





# MODULE 3 - ENGAGING MULTIMODAL STUDENTS IN HYFLEX COURSES

This module will provide participants with an introduction to engaging multi-modal students in HyFlex courses.

Participants will discover and learn to implement various HyFlex high-tech, low-tech, no-tech teaching tools and technologies. Strategies for engagement will be explored. Participants will be able to practice and test approaches using a hands-on activity designed to promote engagement.



## Learning Outcomes

By the end of this module, you will:

- Explain how pedagogy informs the selection of tools and technologies in the HyFlex classroom
- Identify high-tech, low-tech, no-tech tools and technologies that could be used in the HyFlex environment



# Unit 1: Theory and Pedagogy



*Photo by Brannon Naito on Unsplash*

## With HyFlex, flexibility is key.

The hallmark of a HyFlex course is a hybrid-structured coupled with flexible learning opportunities. Ideally, students in a HyFlex course experience flexibility in the following:

- modes of delivery
- types of instructional materials used
- methods of engaging with course content
- way students engage with each other and the instructor
- assessment strategies
- format in which assessments are submitted

Managing expectations and transitioning from the typical course structure can take some planning since students in the HyFlex courses participate in-person, synchronously online, and/or completely asynchronously. Students can interact with the course at different times and move seamlessly between modes of delivery.

Although many course elements can remain the same (i.e. content, discussion, activities, assessment submission, etc.), these elements need to be reconsidered for each delivery mode.

---

**On a fundamental level, this means thinking about a HyFlex course design in a slightly different way.**

---

Assessment design, for instance, needs to conform to different types of students participating at different times. Since the delivery of the course is hybrid and flexible, the assessments and other elements of the course should be as well.

While this can be challenging, it is also an excellent opportunity to bring in creative solutions such as students submitting videos or participating in group discussions online to bolster the in-class portion of the course. This does not mean that the course is limited or that one mode of learner interaction has an advantage.

## Engaging multimodal learners requires rethinking the traditional.

Learners interacting in a HyFlex course require unique approaches to engage them in course content with the instructor and each other. The design and delivery of the course may involve envisioning classroom policies that work for all modalities, adapting the teaching method, incorporating new technologies for a variety of engagement purposes, and ensuring learners can participate comparably given different modes of interaction.

Giving learners multiple options to connect to the instructional materials and learning activities can take many forms. This can involve creative technological solutions, rethinking traditional content conveyance strategies, or innovative ways to provide feedback to students for formative assessments.

For example, a student can engage in a lecture face-to-face in the classroom by tuning into the class lecture synchronously online or by viewing a lecture video (or curated equivalent resources) asynchronously online. Various technologies may be used to ensure all student learning experiences are equivalent, even though they may be a bit different depending on the mode and activity.

---

**When similar, but not identical, learning experiences are offered, it levels the playing field for students to succeed.**

---

Engaging learning activities and methods to connect to the instructional materials allows students some agency in their learning. They can choose how they experience the course, engage with their peers, and connect with the material.



### Activity

While this module will provide various strategies for engagement in the HyFlex environment, adopting a humanized teaching approach to HyFlex course design and delivery will enrich the student experience for all modalities.

Michelle Pacansky-Brock's work helps online instructors understand how to craft relevant, humanized online learning experiences that support the diverse needs of college students.

**In this infographic**, Michelle lays out the foundational aspects of humanizing online learning for students. As you look through the resource, identify the strategies that you may already include in your course design and teaching practice.

Next, select **one new strategy** that you would like to try in the future and determine how it would benefit the HyFlex environment.

## Prioritizing the asynchronous mode.

When designing a HyFlex course, it is recommended that you plan for the **asynchronous students** before the other delivery modes. Asynchronous course design requires additional considerations to ensure equity with the synchronous and face-to-face delivery modes. It is also usually the most time-consuming to develop.

Asynchronous learners participate in the course on their own, which is guided by the design of the course in the learning management system (LMS). In the HyFlex format, students may interact with the synchronous/F2F peers online but in an asynchronous way. For example, asynchronous students can watch a pre-recorded lesson and participate in group discussions with all course peers through the LMS (or another technology).

While asynchronous learners are able to interact with a group in a different, but similar, manner than students attending classes in person or online, effective engagement practices are needed so that they feel connected to the class. Consider learning activities that allow students to engage with one another, despite the modality, such as discussion forums or video collaboration boards like **FlipGrid**.

The example below demonstrates how all students, regardless of modality, can participate fully in class discussions.



### Example

**Step #1:** The instructor creates an asynchronous discussion forum on the LMS.

**Step #2:** The instructor incorporates the discussion forum into the synchronous class by highlighting key points made by the asynchronous students.

**Step #3:** The synchronous online and F2F students discuss the topic in real-time while a volunteer takes notes of the main talking points

**Step #4:** The volunteer or the instructor posts the notes to the discussion forum so that all students are involved in the discussion

## Planning for the synchronous online students

Synchronous online students participate in real-time, although they are not physically present in the classroom. Most commonly, these students are using video-conferencing software (e.g. Zoom, Microsoft Teams) to interact with the class. They participate in much the same way as their face-to-face peers, such as answering questions and participating in in-class activities. They can work in a group with students present in class to complete in-class exercises.

Similar to asynchronous students, effective engagement strategies are essential for synchronous students to feel included in the class and connected to their peers. Synchronous online students may have challenges related to bandwidth, the types of activities they are able to participate in due to technological barriers, or the quality of the conferencing software. Similarly, instructors may find it challenging to ensure online students are consistently engaged in the class.

The following video from the University of Florida demonstrates a well-equipped classroom to engage synchronous and F2F students simultaneously.

**What Do Students and Faculty See in a HyFlex Classroom? [1:15] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=56#oembed-1>*

While this video demonstrates ideal technology for a HyFlex classroom, it is not always possible, and online students may not be as visible as students attending the class in person. The instructor must make a conscious effort to check on and include the online students with any questions or comments they may have.

The examples below explain how you can successfully engage synchronous students in a lower-tech classroom.



### Example

**Strategy #1:** Assign a couple of students to moderate the online chat and bring attention to the comments and questions being raised in the virtual environment. By including in-class students in that moderation and by ensuring those comments and questions are shared with the in-class students, you foster a connection between the in-class students and the online students.

**Strategy #2:** Use a technology that allows for students to post comments and questions that you can see in real-time (e.g. an interactive whiteboard like **Padlet**.) Keep it posted on a screen in your classroom, if you have one.

## Establishing community between modalities

In a traditional face-to-face course delivery, students may listen to a lecture, participate in learning activities, ask questions, and connect with peers in discussions and/or group work while being physically present in the classroom.

In the HyFlex classroom, this remains the same for the most part; a key difference is that the F2F students not only interact with other F2F students but also interact with students in other modalities.

In order to facilitate collaboration between students using different modalities, F2F students should have access to devices such as laptops or tablets during class. The instructor should also incorporate different educational technologies/platforms (e.g. **Nearpod**) to accommodate and engage the different modalities.

By ensuring that F2F students have access to the same technology as their synchronous online or asynchronous peers, all students can participate in group discussions or in-class activities.

The example below demonstrates how F2F learners can collaborate with their synchronous online and asynchronous students.



## Example

**Step #1:** Assign students in both F2F and synchronous modalities into groups; it's okay to mix synchronous online students with F2F students.

**Step #2:** Organize the F2F students break into groups. Ensure that each F2F group has a device that can connect to the synchronous students (e.g. laptop/tablet with access to Zoom).

**Step #3:** Provide students instructions for the class activity in both audio and text form.

**Step #4:** Allow students ample time to complete the group work, using collaborative documents, like **Google Docs** or **Padlet**.

**Step #5:** Share a link to the collaborative doc with asynchronous online students, who can add their thoughts independently before or after the group work activity in class.

Engaging students in a multimodal delivery can be challenging as there are many factors to consider; however, by incorporating humanized teaching approaches, planning the asynchronous mode first, and using collaborative technologies/activities, students can connect to the course in an equitable and beneficial way regardless of the modality they choose.

## Unit Summary

Review major unit concepts by answering the following multiple-choice questions.



## Activity







*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

*<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=56#h5p-2>*

# Unit 2: Selecting Tools and Technologies



Photo by Robert Anasch on Unsplash

## When pedagogy and tech intersect

Using various tools and technology can be beneficial, and often necessary, to engage all students in HyFlex courses. The purpose of this unit is to provide a framework for making effective decisions about the types and uses of technology for teaching and learning.

To ensure your technology decisions are rooted in pedagogy, it is important to consider a number of key factors. Lauren Anstey and Gavan Watson at the University of Western Ontario created the **Rubric for eLearning Tool Evaluation**, a robust rubric for evaluating the functional, technical, and pedagogical aspects of educational technologies for use in teaching and learning.

You will find the main considerations of the rubric listed below. Click on each heading to learn more.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=58#h5p-3>



## Activity

Please read the following article, **A Rubric for Evaluating E-Learning Tools in Higher Education**, written by Lauren Anstey and Gavan Watson, as they explain their rationale for developing the rubric, as well as additional explanations about each category.

Then, reflect on the following questions:

- The authors mention faculty frustrations while selecting an e-learning tool. Have you ever experienced such frustrations? Why or why not?
- From the 8 categories listed on the rubric, think about the three categories that resonated with you the most. Why?
- In what ways can this rubric help in selecting e-learning tools for the HyFlex environment?

## Applying the rubric

The case study below demonstrates how the rubric can be used with a selected technology and specific course considerations.



## Example

Professor Nigel Eng is looking for ways to engage his F2F, synchronous, and asynchronous students in each week's lesson. He heard from a colleague about an interactive slide deck platform called **NearPod** and wants to conduct more research before adopting it. He is going to use the University of Western Ontario's **Rubric for eLearning Tool Evaluation** to identify the viability of this tool. Professor Eng will apply the rubric to his third-year psychology class, which has 36 students this semester.

Below, you will see how Professor Eng has scored Nearpod against the rubric while considering his course needs. Click on the checkmarks to view his comments.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=58#h5p-4>

**Note:** This assessment of Nearpod was done in 2021. Please keep in mind that technology is constantly changing and this assessment may be out of date by the time you read it. This example assessment is meant to aid you in how to evaluate tools you might adopt in your classrooms.

Now that Nigel has evaluated Nearpod against the **Rubric for E-Learning Tool Evaluation**, he needs to analyze the results. He has 18 elements that work well, 7 elements of minor concern, and 1 element of serious concern.

His serious concern is that the free version Nearpod only allows up to 40 participants, which will not work for his larger classes. He needs to decide if it is worth learning a new tool for only one class. Another option would be for Nigel to ask his manager or department lead if they can purchase a license that allows for more participants and features. If there are other faculty using this tool, perhaps purchasing an institutional license is an option.

As for the elements of minor concern, Nigel can decide whether any of those elements would cause him to abandon the tool or whether they are manageable according to his needs.

Keep in mind that the analysis of a tool may differ from colleague to colleague, and that's okay! A tool may not offer the same solutions for all courses, and it can be difficult to accurately assess a tool you have never used.

Also, just because a tool does not meet a majority of the 'works well' elements, does not mean it never will. Changing course needs, different teaching styles, technology upgrades, and your own comfort level with tech can greatly impact the usefulness of a tool that you once deemed unfit for your course.

This is why it is important to consider multiple factors before deciding to invest time (and sometimes money) into a tool for the HyFlex environment.



## Activity

Apply the Rubric for eLearning Tool Evaluation to an engagement tool that you are considering using in the HyFlex environment. You may select a tool on your own or choose one from **this list of tech tools for HyFlex**.

Then, determine whether or not you would use this tool, keeping in mind how it scored on the rubric, and your own course needs. If you decide to use it, think about how you can begin learning and

implementing the tool. If you decide against using the tool, think about what would need to change for you to reconsider.

## Unit Summary

In this unit, we discussed how using various tech tools can enhance engagement in your HyFlex course, but that selecting the *right* tool is important. You explored a case study using Lauren Anstey and Gavan Watson's **Rubric for eLearning Tool Evaluation** and considered how tech tools can vary from instructor to instructor, course to course.

When selecting a tech tool, it is important to consider the following factors: functionality, accessibility, technical details, mobile design, privacy/data protection rights, social presence, teacher presence, and cognitive presence.

# Unit 3: Managing the HyFlex Environment



Photo by Peggy Anke on Unsplash

## Managing HyFlex can be a juggling act.

The idea of simultaneously managing students in front of you, students joining class live via online web conferencing software, and students that choose to learn asynchronously might seem scary. The unknown element of which students will choose which learning mode may also leave you feeling uncertain about how to plan lessons week by week throughout the semester.

You may be concerned that you are going to serve one group of learners at the expense of the other group, or even worse, fail to serve any group in terms of the excellent teaching you are used to delivering in a single delivery mode. This is a concern many faculty express about HyFlex teaching.

Luckily, there are several course management strategies you can use to create a positive and engaging learning environment for all students while creating a work environment that is enjoyable for you as an educator.

The following 4-minute video from educators at the University of Windsor may provide some inspiration from the recent experiences of post-secondary HyFlex experimenters.

**High Praise for HyFlex: Teaching & Learning in the COVID-19 pandemic [3:50] Video Transcript [.docx]**





One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=60#oembed-1>

Keep in mind that results may vary. These instructors may have more (or less) support than you have available at your institution. Your course teaching needs may be quite different than those depicted. Overall, the idea of this video is “give it a try”. It won’t be perfect the first, or possibly even the tenth time, but you will gain skills and confidence, which go a long way.



## Activity

The following 10 minute-read, **Chapter 2.1 in Brian Beatty’s Hybrid-Flexible Course Design** book may help you gather some ideas for the art of HyFlex teaching and classroom/course management. As you read this short chapter, consider the following segment:

Regardless of instructional mode, three aspects of high quality teaching are relevant in each delivery mode, and are perhaps most critical in supporting student learning in the fully online asynchronous mode since there is no live faculty engagement to rapidly address emergent (and often individual) student learning support needs. These aspects are 1) providing relevant and meaningful content, 2) engaging students in memorable activities and learning experiences, and 3) assessing learning and adapting instruction to meet student needs; supporting student self-assessment when appropriate (Beatty, 2019, Chapter 2.1, para 7.).

## High-quality teaching should be the goal.

There are many teaching methods that may contribute to successfully managing the HyFlex course environment. As you have probably discovered by now, there is not a single “right” strategy; however, a good starting point would be to focus on Brian Beatty’s three aspects of high-quality teaching: relevant and meaningful content, engaging students in memorable activities/learning experiences, and assessing students/student self-assessments.

You will find specific strategies and suggested class activities for each aspect below.



## Include relevant and meaningful content

A key strategy for managing a successful HyFlex teaching and learning environment is the preparation of a robust and helpful course LMS. Your course LMS should, in part, be repositories of well-curated, current, and relevant content. The content in your course may include your own writing or recorded videos of you, but you should definitely not be the only voice students hear or the only face that they see (as intriguing as you may be). Diversity is an important part of relevant and meaningful content.

---

**It is important that students see themselves in the courses they take.**

---

Consider using quality content from underrepresented creators (women, Indigenous writers and artists, LGBTQ++ writers and artists, discipline experts from countries other than your own) and visual representations of people of all colours and ages. This diversity will help ensure your students are exposed to global perspectives and begin to see themselves as capable experts in your discipline.



### Activity

Take a moment to reflect on one of your current courses.

To what extent is your textbook (if you're using a required textbook) diverse in terms of underrepresented people in images and authorship? To what extent are the supplemental resources you choose to enhance your content diverse? What might you do right away to make small changes?

Design and populate your course LMS as a toolkit that is useful to you and your students for your weekly topics and deliverables. Be clear about what content is required and what is optional.

If you have been teaching the same courses or types of courses for a while, you have likely developed a wide collection of required and supplemental resources that are relevant for student learning. You may have a core textbook, go-to videos, articles, web pages, audio content and other content strategies that you've tested with students over time.

If you do not have a deep collection of diverse, relevant, and meaningful content for your courses, there's a willing and engaged group right in front of you every week that can help you build – your students. Consider what “meaningful” content means to you and ask your students what meaningful content means for them.

It is important to consider that those might be different definitions.





## Example

**Activity #1:** Create an assessment designed to reward students with grades/points for finding (or creating) and sharing content that helps them learn weekly topics successfully. Have them sign up for a week to peer share. Have them write a brief summary of the resource they share and why they believe it has value for learning (this is good practice for annotation).

**Activity #2:** Students create an infographic to summarize the key learning points of a weekly topic into a short and creative guide for other students. With student permission, these weekly ideas and creations can be shared forward in future iterations of the course. Create a good rubric to clarify your expectations for quality and the number of points available.

Leverage the diversity, interests, prior knowledge, and capacity of your students to help each other learn through review and curation of useful content. Peers helping peers not only aids with managing multiple modes of teaching but also empowers students to retain their learning more effectively.

Rather than standing alone at the front of the classroom, you are engaged with a group of learners that have prior knowledge and enjoy sharing it with others. As the course knowledge leader, provide guidance and feedback, set expectations of high quality versus low-quality content, and support their skills of digital literacy for searching and discerning.

## Engage students in memorable activities and learning experiences

Learning can be fun. Repeat, ***learning can be fun***. There are several engagement strategies that can help make learning more memorable for students and more interesting for you as you facilitate their learning.

In previous units, ideas for engagement technology have been shared. Review those ideas and consider what engagement activities align with your topics and learning practice strategies.

In this section, you will consider how humans learn, what might increase learning retention, and expand/deepen student interest in your discipline through intrinsic motivation.



## Activity

The following 15-minute read, **Creativity as a Reflective Learning Exercise: Informing Strategic Marketing Decisions Through Digital Storytelling**, provides easy-to-apply information about digital storytelling in a Marketing course. The concepts presented are applicable to most disciplines. As you read, think about how you may apply some of these strategies in the HyFlex environment.

---

The following 20-minute read, **Active Learning in Hybrid and Physically Distanced Classrooms** by Derek Bruff for Vanderbilt University shares some very practical instructions for active learning including class-wide discussions, live polling, fishbowl, group work, and collaborative note-taking. As you read, think about how these suggestions complement what you learned in Module 2 and how you can apply active learning strategies for HyFlex.



## Example

In order to activate learner creativity and combine factual reinforcement to achieve learning outcomes, try a multi-modal group activity such as creating an interactive timeline with the use of images.

Consider using an open-source tool such as **Timeline JS**. Here is an example timeline: **How Wine Colonized the World**

This is also the perfect opportunity to teach your students about using openly licensed, copyright-available images and alt text in their timeline. The following resources explain copyright and accessibility requirements and include some open source, copyright-available websites that students can use when gathering images:

- **Creative Commons licenses explained** [Website]
- **Creating Alt text for accessible design** [Blog]
- **Wikipedia Commons** [Website] \*All topical images in Wikipedia are labelled with copyright

information. Those labelled as CC BY, CC BY SA, CC BY NC, and CC BY NC SA can be used as part of education projects.

- **Pixabay.com** [Website] \*Searching in this tool reveals images that can be purchased as stock images as well as images with a public domain license.
- **Using Google Image Search for Copyright available images** [YouTube]

While there are a variety of engaging activities you may choose for the HyFlex environment, remember this: students want to be active and creative in their learning. They want to experience curiosity and intrinsic motivation. They seek to learn because the topics are interesting to them, rather than simply wanting a high grade.

The readings and concepts above are just a start on the many discipline-specific ways you might engage learners as co-creators in your course and empower them to tell stories, create projects, and learn more in their communities.

## Assess students in meaningful and impactful ways

In Module 1, you explored HyFlex assessments within the primary context of course outcome/objective alignment. In this section, take a deeper dive into collaborative and self-assessment strategies that help bridge the spaces between in-person, synchronous online, and asynchronous students. Issues of academic integrity in HyFlex courses will also be shared in this section.



### Activity

Let's first explore David Wiley's movement to eradicate disposable assignments.

**Disposable assignments** are the ones that students create, you grade, they do or do not read your feedback, and the assignment goes into the trash bin. This is a deeply cyclical problem in post-secondary contexts.

The following 15-minute read from David Wiley's blog entitled **Killing the Disposable Assignment** describes what is meant by **reusable assignments** and why you might consider adding them to your mix of teaching options.

A key feature of reusable assignments is that students may use it as a portfolio piece or they may grant you permission to use it as a high-quality example for future students. They might consider posting it publicly on

a blog or sharing it with others if it is a useful element of learning. For example, students may have created infographics or other visual learning materials that would benefit other learners.

---

### Reusable assignments are perfect for peer feedback and self-assessment.

---

When students take pride in what they are creating, they also seek to continuously improve it. Use rubrics and guidance for how quality is defined in the context of the assignment, what it means to review a project and how to provide positive, meaningful feedback.

An additional feature of personally relevant assignments where collaboration and peer feedback are encouraged is **academic integrity**. The more you seek projects and assignments where students tell *their* stories about *their* interests and provide reflections on *their* learning, and where active collaboration is sought in the form of peer feedback, the more challenging it is for students to use the work of others.

Just reading the words **academic integrity** in the context of HyFlex course design and teaching is likely somewhat anxiety-inspiring. Designing and helping to ensure academic rigour in digital teaching and learning contexts can be challenging and frustrating for educators. One interesting movement for reducing concerns about academic integrity is intentional global issues and strategies of student collaboration to inspire and engage learners.



#### Activity

In November 2021, UNESCO (The United Nations Educational, Scientific, and Cultural Organization) published a ground-breaking report on the future-forward role of education called **Reimagining our futures together: A new social contract for education**. The purpose of this lengthy document was to provide a vision for what education should be as it relates to saving the planet (and the humans on it).

Please read chapters 3, 4, and 5 as they are very relevant to the practices and possibilities of HyFlex teaching and learning; it would be worth your time to dig in and consider what course design and assessments might look like in your discipline if you focused on current planetary issues.

Tip: Scroll down the page and download the report for ease of reading.

Another way to incorporate global issues when designing meaningful and impactful assessments is to consider the **United Nations 2030 Sustainable Development Goals (SDGs)**. Create assignments and self-assessment opportunities where students choose the goals that matter to them personally and then apply the topics and skills they are exploring in your course to these interests. How might students do this in groups?

The following 10-minute video created in 2020 provides an intro to the SDGs and a few early ideas on how you might use them as collaborative assignment foundations.



One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=60#oembed-2>



### Example

The following sample assignment, **Deconstruction/Reconstruction**, was originally published by Jenni Hayman as part of a conference workshop activity.

The purpose of the assignment is for students to examine a piece of content they have used for learning in a marketing course (textbook, videos, or any reading). They must find ways to improve the resource with a more community, social justice, and/or global lens. Students will use the Sustainable Development Goals (SDGs) and their values to critically assess the piece of content. This assignment may be accomplished individually or in groups of 2-4 peers.

As you read through the assignment, feel free to adopt, adapt, and revise for your own course.

## Unit Summary

In this unit, you have explored several possibilities for managing the HyFlex teaching environment in student-centred ways by incorporating relevant and meaningful content, engaging students with memorable (and hopefully fun) active learning methods, and considering ways to assess students that reduce concerns about academic integrity. Rather than adapting your course, content, and activities for students that you have not yet met, you can focus on seeking student input *while* you are teaching, learning with and from them.

Managing HyFlex teaching and learning can be more effective by prioritizing student involvement and empowering them to manage their own learning with you as their guide. When that type of learning environment is present, it doesn't matter quite as much whether it is face-to-face, synchronous online, or online asynchronous; student engagement is a high probability.

# Unit 4: Video Interviews

## Let's hear from the pros!

The following videos are interviews with experienced HyFlex educators as they answer four key questions related to engaging HyFlex students.

---

**What advice would you give students about to take their first HyFlex course? [7:59] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=62#oembed-1>*

---

**What do you imagine the student experience will be like in your course for learners that are in person, synchronous online, and fully online asynchronous? [13:24] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=62#oembed-2>*

---

**What do physical classrooms need to facilitate effective HyFlex instruction? [13:15] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=62#oembed-3>*

---

**How can we support students to be successful in the HyFlex classroom? [10:40] Video Transcript [.docx]**



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=62#oembed-4>*

# Unit 5: Activity



*Photo by Ross  
Sneddon on Unsplash*

## Let's put it all together.

In **Module 2, Unit 5**, you created a lesson plan for a HyFlex course. You filled in parts of a lesson plan template while selecting active learning strategies to engage learners.

In this module, you learned about engaging students by considering the different modalities, evaluating and using tech tools, and managing the HyFlex environment by including relevant content, engaging activities, and impactful assessments.

Now is your chance to apply what you have learned.



### Activity

1. Open the lesson plan you created in Module 2.
2. For each active learning strategy you listed, select a tech tool that would best facilitate the



activity by considering all three learning modalities (in-person, online synchronous, and asynchronous).

- You may select **a tech tool from this list** or you may select your own
  - Considering applying the **Western University's Rubric for eLearning Tool Evaluation** for each tech tool
3. Next, turn to the content section in your lesson plan. Where possible, curate open-sourced, inclusive, and diverse content that will enrich your lesson and provide students with a global perspective.
  4. Lastly, turn to the assessment section of your lesson plan (if applicable). Create a reusable, high-quality assessment that will engage students and offer peer/self-review opportunities.

# Additional Resources



Photo by Constant Loubier on Unsplash

## Give these tech tools a try

The following list of suggested tech tools can help facilitate the HyFlex environment to accommodate in-person, online virtual, and asynchronous delivery modes. They can be used for the delivery of content, course design, assessments, group work, and so much more.

**Disclaimer:** Please keep in mind that this list was curated in 2022. As technology changes, this list may not reflect the most updated information. Also, the free versions of these tools may restrict certain features.

---

## Canva

**Description:** Canva is a web-based resource for designing worksheets, videos, posters, slideshows, thumbnails, infographics, and many other design elements. This highly versatile tech tool can help you create visual content or course design elements for learners.

**Sample Canva Infographics**

## Nearpod

**Description:** Nearpod is an online lesson planning tool with interactive slideshows. Active learning activities such as quizzes, open-ended questions, matching, polling, etc. can be embedded within the lessons. Lessons can be delivered synchronously and asynchronously.

**Sample Nearpod Lesson**

## Pear Deck

**Description:** Pear Deck allows you to create interactive slideshows with active learning elements such as bell ringers, multiple-choice quizzes, audio and so much more. Pear Deck also offers easy integration with other tech tools such as Google Slides and Microsoft PowerPoint.

**Sample Pear Deck Lessons**

## Wakelet

**Description:** Wakelet is a digital curation platform for sharing links and organizing digital content. These can be used like a Pinterest board. You can pair things by topic or interest, and the boards aren't static; they can have videos and interactive letters. This program has a free version and can be used for things like newsletters, class reviews, project brainstorming, and so much more.

**Sample Wakelets**

## Padlet

**Description:** Padlet is an easy “point and click” website for creating bulletin boards, blog posts, timelines, portfolios, etc. You can create a blank Padlet and have students add content such as text, videos, audio, images, GIFs, and websites. You may use Padlet for student introductions, brainstorming about a topic at the beginning of a class, student-made portfolios for assessments, and so much more. The free version allows for a max of 3 Padlets, but there are institutional licenses available.

**Sample Padlets**

## EdPuzzle

**Description:** EdPuzzle is a video editing, testing, and monitoring tool for teachers to use. You can create your own content and tests by incorporating videos from other sites like YouTube. You can edit the videos to lengths, do voiceovers, and see exactly how much of the video students watched. You can have students take tests, grade them, and follow up on any additional support. You can also use already created lesson plans.

**Sample EdPuzzle**

## Kahoot

**Description:** Kahoot is an interactive and fun quiz/game-based learning platform. You can create fun quizzes for review or preview lesson content. Students join in real-time, either in class or synchronously online, to play against each other for the top score. Kahoot's can also be played asynchronously. The free version limits the number of participants at a time, but paid subscriptions are available.

**Sample Kahoots**

## Flipgrid

**Description:** Flipgrid is a video platform that allows students to post and respond to videos, add annotations, create portfolios, and interact with each other and the teacher. Students are able to be creative in how they present information and can use any camera or even previously recorded video in their responses.

**Flipgrid Ideas**

# References

- THE 17 GOALS | Sustainable Development*. (n.d.). United Nations. Retrieved February 17, 2022, from <https://sdgs.un.org/goals>
- About CC Licenses*. (2020, May 22). Creative Commons. <https://creativecommons.org/about/cclicenses/>
- Anstey, L., & Watson, G. (2018, September 10). *A Rubric for Evaluating E-Learning Tools in Higher Education*. EDUCAUSE. <https://er.educause.edu/articles/2018/9/a-rubric-for-evaluating-e-learning-tools-in-higher-education>
- Beatty, B. J. (2019). Teaching a Hybrid-Flexible Course: The Faculty Experience in HyFlex. In B. J. Beatty, *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes*. EdTech Books. Retrieved from [https://edtechbooks.org/hyflex/teaching\\_hyflex](https://edtechbooks.org/hyflex/teaching_hyflex)
- Bruff, D. (2022, June 11). *Active Learning in Hybrid and Physically Distanced Classrooms*. Vanderbilt University. <https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>
- Contributors to Wikimedia projects. (2022, February 14). *Main Page*. Wikimedia Commons. [https://commons.wikimedia.org/wiki/Main\\_Page](https://commons.wikimedia.org/wiki/Main_Page)
- Engaging Students. (2020, November 10). *Tips for Implementing HyFlex* [Video]. YouTube. <https://www.youtube.com/watch?v=7wRFxomMMpQ>
- Hayman, J. (2020, November 17). *Open Experiments in SDGs*. Sdgs4learning. <http://sdgs4learning.org/published/my-assignment/>
- High Praise for HyFlex: Teaching & Learning in the COVID-19 pandemic*. (2021, November 3). [Video]. YouTube. <https://www.youtube.com/watch?v=dYwiA6pJwA4>
- How to Use Google Images Without Copyright Issue | Copyright Free Image*. (2019, March 23). [Video]. YouTube. <https://www.youtube.com/watch?v=7zNnxOZb0a4>
- International Commission On the Futures of Education. (2021). *Reimagining Our Futures Together. A New Social Contract for Education*. UNESCO.
- Parry, K. (2021, September 15). *How To: Write Good Alt Text*. Supercool. <https://supercooldesign.co.uk/blog/how-to-write-good-alt-text>
- SDGs OER20*. (2020, March 29). [Video]. YouTube. <https://www.youtube.com/watch?v=dAmaBRJlud8>
- Tips for Implementing HyFlex*. (2020, November 10). [Video]. YouTube. <https://www.youtube.com/watch?v=7wRFxomMMpQ>
- VinePair. (2014, September 14). *The History Of Wine Timeline | How Wine Colonized The World*. <https://vinepair.com/wine-colonized-world-wine-history/#1>
- What Do Students and Faculty See in a HyFlex Classroom?* (2020, November 20). [Video]. YouTube. <https://www.youtube.com/watch?v=BX-RMbFYMrY>
- Wiley, D. (2017, September 11). *Killing the Disposable Assignment by David Wiley – The Non-Disposable Assignment: Enhancing Personalised Learning*. The Non-Disposable Assignment: Enhancing Personalised Learning. <https://wordpress.viu.ca/enhancingpersonalizedlearning/2017/09/11/killing-the-disposable-assignment-by-david-wiley/>



# MODULE 4 - EVALUATING THE EFFECTIVENESS OF HYFLEX TEACHING

This module will provide participants with methods and instruments for evaluating the effectiveness of HyFlex course design and delivery strategies at their institutions.

Participants will learn about evaluation theory and explore the term “effectiveness” in relation to HyFlex. They will also explore strategies and tools to measure teaching effectiveness and apply a holistic lens to evaluation.



## Learning Outcomes

- Consider the notion of “effectiveness” in relation to evaluating student learning
- Identify personal practices used to evaluate effectiveness at the lesson and course level
- Select and justify HyFlex evaluation tools at the lesson and course levels
- Apply a holistic lens to evaluation
- Develop a plan for ongoing evaluation practices





# Unit 1: Understanding Evaluation and Effectiveness



*Photo by Possessed  
Photography on  
Unsplash*

## Determining the success of HyFlex

At this point, you have learned how to approach and plan for a HyFlex course, but how do you know if your efforts are successful? In this unit, you will explore the background and meaning behind the terms “evaluation” and “effectiveness” in the context of HyFlex teaching and learning.

---

**Caution:** there is limited information about the effectiveness of HyFlex.

---

In their chapter titled “**Evaluating the Impact of Hybrid-Flexible Courses and Programs**”, Beatty (2019) notes that because the HyFlex approach to teaching and learning is still relatively new, much of the literature has been descriptive case studies focused on one instructor and their classroom at one institution. Examples of studies looking at entire programs, campus-wide implementation, or multi-institutional implementation, are scarce.

Beatty highlights that “Though fewer studies report the impact on student learning and associated metrics

of interest (retention, passing grade rate, GPA, time to graduation, etc.), some have been published already, and more are expected within the coming years” (para. 1). This particular chapter in the book focuses on thirteen studies that Beatty says go beyond case study and literature review approaches.

The use of only thirteen studies in this book highlights how limited the research is on the impact of HyFlex. Given the lack of empirical literature on the effectiveness of HyFlex teaching, it is not feasible to provide a step-by-step, evidence-based guide rooted in HyFlex research.

For this reason, throughout this module, you will be presented with a variety of concepts related to teaching effectiveness, tools to measure teaching effectiveness, and frameworks to guide your evaluation practice that are from the broader teaching and learning literature. Each of these topics will be discussed and applied to the HyFlex environment so that you may have a starting point for developing your own evaluation plan.

## Let's begin with you...

Some of you may be considered experienced and have considerable background knowledge about evaluation, thinking about effectiveness, and/or considering and measuring the effectiveness of your teaching in face-to-face and/or online modalities. Others may be in the preliminary stages of determining what all of this means.

When this module was developed in 2022 during the Covid-19 pandemic, very little was known about the effectiveness of HyFlex teaching and how it could be measured. This means that in the immediate years after this book is published, learners who take this course will likely have limited experience measuring the effectiveness of HyFlex teaching, specifically because the modality is still currently emerging and growing in popularity.

Long-term, HyFlex may become a more popular teaching modality; more evidence of its effectiveness and how to measure it will likely surface. Regardless of when you are reading this book and this specific module, it is important that you take a few moments to identify and reflect on your prior knowledge and consider what you want to know about evaluating the effectiveness of HyFlex teaching.



### Activity

Please complete the following steps to reflect on your prior knowledge and consider what you want to know:

**Step 1:** Download the **KWL Chart Worksheet [docx]**.

**Step 2:** In the first column (K – What I already know), reflect on and record what you already know. Use the following prompts to guide your thinking:

- What is evaluation and what does the term mean in a teaching context?
- How is evaluation done at your institution?
- What is teaching effectiveness?
- How is teaching effectiveness measured, particularly at your institution?

- What is an evaluation plan and why is it important?
- What do you already know about evaluating the effectiveness of teaching in the HyFlex environment?

**Step 3:** In the second column (W – What I want to know), brainstorm questions you might have about evaluation or the effectiveness of HyFlex teaching. We will return to these points later in the module.

## Conceptualizing *Evaluation*

Evaluation can be broadly described as a process that involves the collection and analysis of various forms of information with the purpose of making improvements and decisions.

Evaluation processes are used in a variety of fields outside of education, and there is even a program evaluation profession that focuses on the evaluation of social programs (e.g., human service programs like health, education, employment, housing, poverty) (Rossi et al., 2019). At times, various stakeholders need to determine the effectiveness of various programs, launch new ones, or improve existing ones so that they may achieve better outcomes (Rossi et al., 2019).

One way to think about evaluation is how it connects to research processes:

**“There is a place at which research and evaluation intersect – when research provides information about the need for, improvement of, or effects of programs or policies.” (Mertens, 2009, p. 2)**

Generally, researchers pose a question, collect data about the question, and analyze the data to answer the question (Plano Clark & Creswell, 2015) – similar to evaluation.

---

**This is not to say that the terms “evaluation” and “research” should be used synonymously.**

---

Rather, considering the research cycle can be helpful in also understanding the role of evaluation in measuring effectiveness.

Another important consideration to understanding the concept of evaluation is the connection between evaluation and assessment within the teaching context. Hoey et al. (2021) argue that these terms are often used interchangeably and that although there are similarities between them, they are also distinct. Banta and Palomba (2014) define assessment as:

**“The process of providing credible evidence of resources, implementation, action and outcomes undertaking the purpose of improving the effectiveness of instruction, programs, and services in higher education.” (p. 2)**

While the primary focus of assessment is on collecting data about student learning (or program effectiveness, depending on the goal), evaluation may be distinct in the way that it involves analyzing and interpreting the assessment data, and then making judgments or decisions based on that information (Hoey et al., 2021).

The point here is that when it comes to identifying a definition of evaluation, it can become complex and

there are related terms to consider, such as research and assessment. Researchers, instructors, and even institutions may use terms in a variety of ways.

For the purpose of this module, we use the term *evaluation* to refer to the collection and analysis of different forms of information that are used to measure the effectiveness of teaching. These measurements are then used to make decisions and improvements.

## Scope and Purpose of Evaluation in Higher Education

Within the postsecondary context, evaluation can take place at a variety of levels: particular lessons, a course, a program, or an institution.

Evaluation of effectiveness might involve using institutional quality assurance frameworks, accreditation guidelines for professional programs (e.g., Ontario College of Teachers), or provincial quality assurance frameworks (See Ontario Universities Council on Quality Assurance, 2021).

At a course level, Kember and Ginns (2012) suggest the purpose of evaluation should be on:

**“Improving the quality of teaching, providing a better learning and teaching environment, and improving the chances that desired learning outcomes will be attained.” (p. 1)**

This is done by collecting different types of information about teaching and learning and then interpreting and making improvements based on that information.

The quotation above highlights three areas of focus and each of them raises some additional questions:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=151#h5p-15>

These three points frame our subsequent discussion about effectiveness, particularly in relation to attempting to conceptualize effectiveness and then in considering what an effective teaching and learning environment in HyFlex would look like.

## Conceptualizing Effectiveness

When talking about effectiveness at the course level, we often focus on how to measure students' learning.

At first glance, this might seem straightforward – but student learning is difficult to measure – and there has been ongoing and significant debate about learning outcomes and outcomes-based learning in general (See Bagnall 1994; Evans et al., 2018).

With the use of learning outcomes comes more of a focus on the student – a learning-centred focus – rather than a focus on the instructor and teaching objectives. Tam (2014) describes this distinction in the following way:

**The traditional way of curriculum design, the teacher-centered approach focuses on the teacher's input and on assessment in terms of how well the students absorb the materials taught. A departure from this traditional paradigm is the student-centered approach where the emphasis is on what the students are expected to be able to do at the end of the learning experience...Implicit in the student-**

centered model is the idea that teachers are facilitators of learning, who create and sustain an effective learning environment and experience based on a wide range of best practices in teaching and learning. (p. 161)

What this means is that the instructor needs to consider evidence-based, promising teaching practices and how they can apply them in their own practice. However, identifying what is considered an effective, best practice can vary.



## Activity

### Identifying Indicators of Effective HyFlex Teaching

Please download the **Evaluation Plan Worksheet [.docx]** and begin with **Part A** of the plan.

#### Part A

Using the Unit 1 – Part A column, reflect on each module in this book by listing effective practices for HyFlex that you may want to include in your evaluation plan.

To help you with this task, there is a summary below of relevant content from modules 1, 2, and 3 that could be considered aspects of effective HyFlex teaching. Moving forward, we will refer to these as **indicators** of effective HyFlex teaching.

**Note:** you will see language such as characteristics, values, principles etc. – we view these holistically as our potential indicators.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignteachingstrategies/?p=151#h5p-16>

In their book titled “Evaluating Online Teaching: Implementing Best Practices”, Tobin et al. (2015) similarly share examples of frameworks of best practices for the online teaching context. After doing so, however, they note the following:

Even when researchers are purposely looking to create lists of online-only teaching behaviours, such as the frequency of instructor log-ins to the course environment, the list (including our own) inevitably includes general best practices that could apply in various teaching modalities. This is cause for hope as well as reason to continue to examine what is unique about teaching online. (p. 10)



## Activity

### Identifying Indicators of Effective HyFlex Teaching – Part B

In the previous section, we reviewed examples of what could be considered indicators for effective HyFlex teaching. Many of these are in line with what would be considered best practice for teaching in other modalities.

In light of Tobin et al.'s (2015) comment about general best practices being applicable to various teaching modalities, we also want to consider how such practices could be applied to HyFlex.

Record details in **Column B** of the **Evaluation Plan Worksheet [.docx]** about indicators from each framework that you may wish to evaluate in your course. The content below will help you with this task.

**Note:** you will see language such as characteristics, values, principles etc. – we view these holistically as our potential indicators.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=151#h5p-17>

## Unit Summary

In this unit, you began by describing what you currently know and want to know about evaluation, teaching effectiveness, and evaluating the effectiveness of HyFlex teaching specifically.

You then reviewed what is meant by the terms evaluation and effectiveness, to provide a foundation from which we can develop a greater understanding of how to evaluate the effectiveness of HyFlex teaching.

Lastly, you reviewed what has been discussed throughout this book that could be utilized as best practices for HyFlex teaching. These practices and the supplementary frameworks focus on online and face-to-face teaching in general and provide you with a sample of possible indicators that can be used in the evaluation of the effectiveness of your HyFlex teaching.

In the next unit, you will reflect on the strategies you are currently using in your teaching (regardless of the modality) to measure the effectiveness of your teaching. You will investigate possible strategies for measuring the effectiveness of teaching and distinguish their applicability to the HyFlex context.



# Unit 2: Possible Strategies for Evaluating Effectiveness



Photo by Eugen Str on Unsplash

## Evaluating the effectiveness of HyFlex can be complex

In Unit 1 of this module, we referred to a broad definition of research that included asking questions, collecting data, and analyzing data. Data can broadly refer to various pieces of information or sources of evidence that are collected to increase knowledge about a topic or to answer the questions (Plano Clark & Creswell, 2015).

The goal of this unit is to introduce various sources of information to measure the effectiveness of your HyFlex teaching. You will be given a few sources of evidence you could use, and considerations for implementing these strategies for your HyFlex lesson or course. That said, common strategies used to measure the effectiveness of face-to-face teaching are somewhat challenging when applied to online or HyFlex contexts.

In their book, Tobin et al. (2015, p. 15) outline some considerations when establishing and implementing evaluation methods for online environments:

- What is the online equivalent of visiting a colleague's classroom for ninety minutes?
- In an online class, which elements count as "design" and which count as "teaching"?
- How much time should peer and administrative evaluators spend observing online teaching?
- Should observation of online teaching take place during or after the course?
- To what purposes will student ratings, self-evaluation, peer evaluation, and administrative observation be used?

Similar (and additional!) challenges are present within the HyFlex environment. For example, let's explore

the question “What is the online equivalent to visiting a colleague’s classroom for ninety minutes?” by considering additional questions per the following modalities:

- **Online Asynchronous**

- Communication does not take place during a set time of day. Would an observation involve observing a Learning Management System for a week and looking at both the content of the course and other engagement tools like discussion boards, etc.?
- How would indicators of effective teaching compare to those of other modalities?

- **Online Synchronous**

- Does an observation include one period of class time?
- Are the indicators of effective teaching in this synchronous environment the same as those for face-to-face?

There are certainly many complexities when it comes to identifying sources of information or implementing strategies for use in HyFlex. Additionally, there is no prescriptive way of selecting the strategies you are going to use. As Berk (2005) points out:

---

“A virtual smorgasbord of data sources awaits you.” (p. 48)

---



## Activity

### What’s on your smorgasbord?

**Step 1.** Take a few minutes to brainstorm the following:

1. **Current Smorgasbord:** What sources of information/evidence or strategies do you currently use to evaluate and/or demonstrate the effectiveness of your teaching?
2. **Potential Smorgasbord:** What sources of information/evidence or strategies are you aware of that could be used to measure and/or demonstrate the effectiveness of teaching?

Think about why you are using the items you listed for number one (current sources of information). Is it about...

- Familiarity?
- Ease of implementation?
- Comfort?
- Program or institutional guidelines?



- Something else?

You might already see areas for improvement in your evaluation practices based on this brainstorming activity. Is there a gap between how many strategies you are currently using and how many you are aware of?

**Step 2.** Review each of the lists you identified in Step 1 and circle or highlight the sources of information/evidence and strategies that could be used to measure the effectiveness of your **HyFlex teaching** at the **lesson or course level**.

**Step 3.** Review the items that you circled or highlighted in Step 2 and consider the following questions:

1. Are there sources of information/evidence and strategies that **could not** be used in the HyFlex context? Why couldn't they be used?
2. For the sources of information/evidence and strategies that **could** be used with HyFlex, how might you adapt or customize them to this modality of teaching that includes face-to-face, online synchronous, and online asynchronous students at the same time?
3. Which sources of information/evidence and strategies would you use to review one specific HyFlex **lesson**? Which ones could you use to look at the HyFlex **course**? Think about how they apply to the lesson or course level of evaluation, in comparison to those that are more applicable to who you are and what you do as an educator holistically.

## Selecting evaluations strategies for HyFlex

Evaluation strategies should not be chosen at random; they should be intentionally selected based on a variety of factors such as the information they provide, source of data, and/or program or institutional guidelines.

---

**Some instructors will use certain strategies that are different from others – that's okay!**

---

Below, you will see a “smorgasbord” of strategies that have emerged from the academic literature. As you read through these strategies, think about the following:

1. Overall, which strategies apply more to the lesson or course level, in comparison to the instructor level holistically?
2. Within each resource, which strategies or criteria are more applicable to the lesson or course level than the instructor level?
3. For items that can be used for specific lessons or courses, how can they be applied to the HyFlex lesson or course specifically?



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=153#h5p-22>

For an accessible-friendly version of the information above, download **Sample of Strategies for Evaluation Teaching Effectiveness** [.docx]

---

So, what did you determine after reviewing these literature-based strategies?

Though there is no right or wrong answer, one perspective is viewing Resource 1 (12 Strategies to Measure Teaching Effectiveness) and Resource 4 (Aspirational Model Teaching Criteria for Psychology) as more applicable to the instructor and their effectiveness as a whole, rather than the effectiveness of teaching in HyFlex within a lesson or course.

Resource 1 includes items such as employer ratings and teaching awards, and Resource 4 has items such as records of continuing education and local dissemination of knowledge about teaching. While you can certainly engage in all of these practices with a HyFlex viewpoint (e.g., disseminating knowledge about your experiences with HyFlex), they speak to who you are as an instructor and your effectiveness holistically.

Resource 2 (Administrative Courage to Evaluate the Complexities of Teaching) and Resource 3 (Statement on Student Evaluations of Teaching) include information that can speak to your effectiveness as an instructor, but more specifically, assess the effectiveness of your HyFlex teaching.

All items under Resource 2 (peer evaluation, student evaluation and input, and personal reflection) can be used at different points in a course and within the HyFlex context as well. Similar to Resource 2, all items in Resource 3 (peer observations, reviews of teaching materials, and self-reflection) can be used within a lesson or course, and also, within the HyFlex modality.

Even though there is a myriad of possibilities for what you could use to measure and demonstrate the effectiveness of your teaching, it is important to remember the purpose of your evaluation and how you are using the information.

## Using a holistic approach to evaluation

There has been an increasing need for more holistic approaches when measuring the effectiveness of teaching, rather than relying solely on student evaluations. Dalhousie University is an example of one institution that has implemented a holistic evaluation of teaching policy, which was approved in 2021.

The aim of the policy is to ensure that evaluation of teaching takes multiple sources of teaching evidence into account (Dalhousie University Centre for Learning and Teaching, n.d.). The three sources of evidence of teaching effectiveness (student, peer, and self) and the relationship between them, are illustrated in the following diagram:

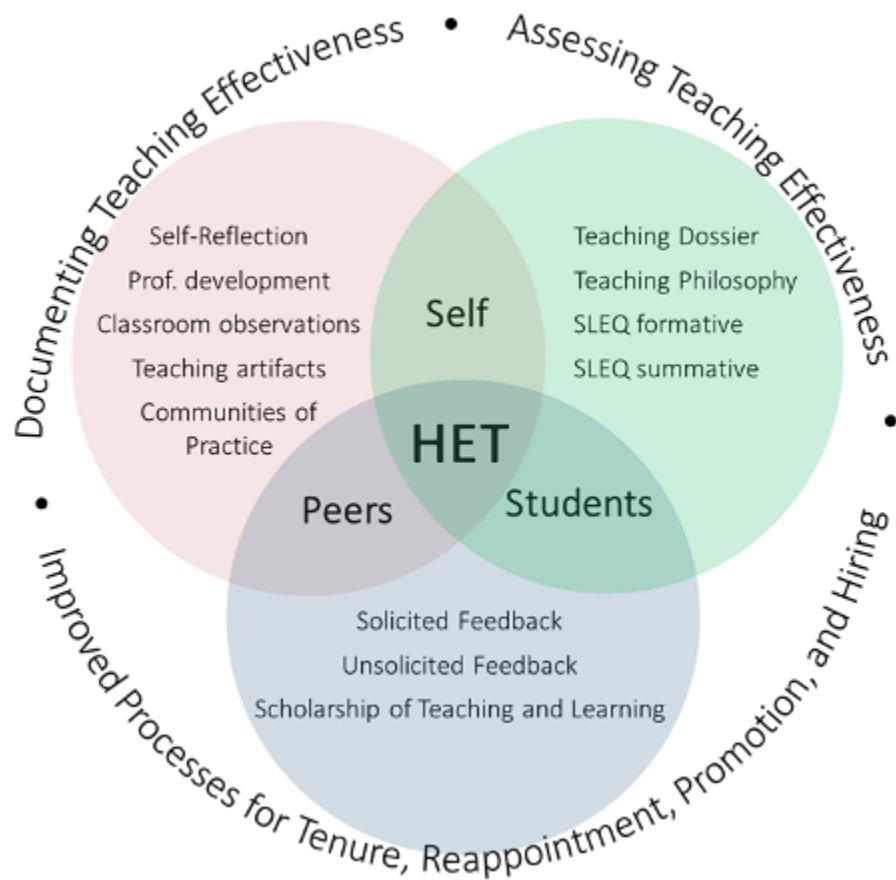


Figure 2.2. Holistic evaluation of teaching. Image shared with permission from the Centre for Learning and Teaching at Dalhousie University.

This policy and the diagram are referring to the instructor level, and how you can measure and describe your effectiveness as an instructor for a variety of purposes, including decision-making such as tenure, reappointment, promotion, and hiring. However, we believe that this framework can also be used to think about evaluation practices at the lesson and course levels, and within the HyFlex context.

Dalhousie's framework is helpful in the way that it categorizes sources of evidence as students, peers, and self, which we will do for the rest of this unit.



## Activity

While the diagram above illustrates some examples of evidence sources for each of these categories,

you can uncover additional sources by clicking on the buttons below. As you read through the strategies, consider the following:

1. For each source (students, peers, and self), which strategies can be used at the lesson and course levels?
2. For the items you identified in number one, consider how they could be done in your HyFlex class.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=153#h5p-23>

In the next sections, we are going to provide examples of different sources of evidence (categorized as students, peers, and self) and we will also discuss how they can be used to measure the effectiveness of your HyFlex teaching within lessons and course levels.

## Using students as a source for evidence

Instructors are typically most familiar with using students as sources teaching effectiveness through the use of course evaluations. Even though reflecting on course evaluations can be helpful, there are many other ways to collect feedback from students about their learning experiences.



### Example

For a great overview of how one instructor collects and uses student feedback in a course, listen to **Episode 9: Using Student Feedback**[12m53s] from the University of Alberta's Teaching Plus podcast episode.

You may also **view the transcript here**. [docx]

An important consideration when collecting feedback from students through formative assessment techniques is the timing.

---

**Only collecting end-of-term feedback is a missed opportunity to make immediate changes.**

---

In their guide called “**Making Sense of Student Feedback**” (CC BY-NC 4.0), Berenson and Jeffs (2021) define these different types of feedback:

“**Summative feedback** is typically an institutional or department requirement at the end of a course, often used to assess and improve teaching practices for future course offerings” (p. 5)

“**Formative feedback** can be instructor initiated during a course with the intent to improve teaching, this could include a mid-term check-in, one minute paper, stop-start-continue, or other technique” (p. 5)

## Collecting summative, end-of-term feedback

There is an ongoing debate about the value of end-of-term teaching evaluations due to biased concerns. Some instructors have solicited end-of-term feedback using other external surveying tools because they perceive that the feedback is sometimes different and more helpful than the institutional student evaluation questionnaire.

Either way, end-of-term feedback allows you to reflect on and make informed decisions about future iterations of your course. If you are teaching a HyFlex course for the first time, this feedback could be about course design, and appropriate suggestions can be implemented in the next delivery.

Even though there are documented issues with institutional student evaluation surveys, the feedback may be valuable, and you may wish to consult your centre for teaching and learning to see what support they provide regarding these surveys.



### Example

Check out **the website for the Center for Teaching** at Vanderbilt University. Content on their website is licensed under CC BY-NC 4.0 and therefore you can use any resources that are available, with attribution.

The website provides the following suggestions for end-of-term student evaluations:

- Designate time in class for students to complete evaluations
- Tell students that you value their honest and constructive feedback
- Let your students know that you are interested in both positive and negative feedback on the

course

- Describe the kind of feedback you find most helpful
- Remind students that the evaluations are anonymous
- Let students know that you are the primary audience but that others will potentially read their evaluations
- Consider including language in your syllabus that addresses student evaluations

## Collecting formative feedback throughout the course

Informal and formal feedback collected from students at different points in the course can help you reflect on your teaching and design approaches and make appropriate changes right away.



### Example

The University of Waterloo has a section on their Centre for Teaching Excellence website entitled **Tools for Reflecting on Your Teaching** (CC BY-NC 4.0).

To gather student feedback, they list and describe various tools, variations of the tool, and caveats related to the tool.

Another strategy to obtain student feedback is the **Start-Stop-Continue** method. Conestoga College's Teaching and Learning website uses this image to describe the strategy:

# Start, Stop, Continue



## Start

Offer a suggestion of something this person could **start** doing to better support your learning. Give an example of how it can help you learn.



## Stop

Offer a suggestion of something this person could **stop** doing, as it hinders your learning. Give an example of how it may disadvantage your learning.



## Continue

Offer positive feedback on something this person could **continue** doing, as it supports your learning. Give an example of how you have benefitted from it.

"Start, Stop, Continue" by Teaching and Learning  
Conestoga. Licensed under CC BY-SA 4.0



Figure 2.3. Image courtesy of Teaching and Learning Conestoga, CC BY-NC-SA 4.0.



## Take Note

For HyFlex, it is important to determine **how** you are collecting feedback since you have to consider all three modalities – will you use a data collection tool like Google Forms to collect the information?

Use this as an opportunity to teach students about constructive feedback and self-reflection. You could model this through reflective practice: “What is something I could start to support students’ learning, what is something I could stop, what is something I could continue?”

The structure and intent of the feedback is also important. If students complete the reflection for themselves, they are considering their role in the class and how they can regulate their learning. If completing it for the class in general, sometimes students can make helpful suggestions for participants in different modalities.

---

### One small change can make a big difference to the learning experience.

---

For example, a HyFlex instructor may learn early in the semester that the online synchronous students (or the asynchronous online students viewing a class recording) cannot identify who is speaking in the class when there is a discussion. Moving forward, the in-person students can identify their names before speaking to fix this clarity issue.

Here are some other considerations when generating student feedback:



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*  
<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=153#h5p-24>





## Activity

In this activity, consider the tools that you could use to collect formative feedback.

**Step 1.** Find a list of existing formative feedback strategies. Here are some examples:

- The University of Waterloo's Centre for Teaching Excellence **Tools for Reflecting on Your Teaching** (CC BY-NC 4.0)
- Resources from your institution
- Any other resource mentioned in this unit

**Step 2.** Select **three** formative feedback strategies that you would use in your HyFlex course.

**Step 3.** Consider any modifications to these strategies for the HyFlex environment.

**Step 4.** Think about when you want to collect feedback throughout your course.

*We will return to this when you plan your evaluation practices in **Unit 3 – Compiling Multiple Sources of Evidence**.*

## Using peers as a source for evidence

Peers can be an invaluable source of feedback in teaching and design practices. We often discuss the role of peers as classroom observers, however, the Holistic Evaluation Framework from earlier describes how your peers can play an important role in your evaluation plan:

- Peer observations of teaching
- Peer review of teaching materials
- External peer review of teaching materials by an appropriate (disciplinary?) expert
- Other formal and informal peer feedback

In this section, we focus on the use of teaching observations as sources of evidence, which can involve the review of teaching materials, external reviews, and other formal and informal feedback.

## Teaching Observation

Teaching observations are one source of evidence that can be used to evaluate the effectiveness of your HyFlex teaching. An important consideration about observations is identifying *why* you are collecting the information.

As we discussed earlier, evaluation of your teaching can serve different purposes. While some types of

evidence can be primarily used at the lesson and/or course level, other evidence may be used for broader implications such as decisions related to awards, tenure, promotion etc.

For teaching observations specifically, they may be used in a **formative** way at any point during a course to obtain feedback on how to improve your teaching in your course. Conversely, **summative** observations may be used for administrative purposes.

While observations can improve teaching, they also identify existing effective practices (McMahan et al., 2007). Fullerton (2003) suggests the following:

**...teaching observations are beneficial for both the observer and the observed, and that they are an opportunity to: “validate what is working well, to exchange practice ideas, to solve problems and to explore and align practice with a developing understanding of theory, as well as to learn from the practice of others” (p. 227).**

Keep in mind that an observation captures a snapshot of the classroom at one point in time. Having your course observed multiple times can improve the reliability of these types of assessments, and also provide you with more meaningful feedback as you reflect and refine your teaching practices.

## Who will be completing the teaching observation?

There has been some discussion of terminology regarding teaching observation, with some noting a difference between **peer** observation and **third-party** observation. We view peer observation as one form of observation under the *umbrella* of third-party observation. In addition to peer observation, third-party observation might include observation by educational developers or administrators.

This is important to note because observations can be completed by a variety of individuals – though we often use peer observation most frequently. For a further discussion of how to conceptualize third-party observation, see McMahon et al. (2007) and Gosling (2002).

For our purposes of evaluation – reflecting on and improving teaching practice – having a colleague from your program might be appropriate, an Educational Developer from your institution’s Teaching and Learning Center, or someone external to the institution.



### Activity

#### Who do you want as an observer in your HyFlex class?

Consider the following questions in relation to the colleagues in the program in which you teach, your institution’s Teaching and Learning Center, and/or external individuals:

- Should the observer be familiar with the values and principles of HyFlex teaching?
- Should the observer have experience teaching in the HyFlex modality?

If your response to both questions is **yes**, and there is limited familiarity with HyFlex at your institution, perhaps you will ask someone in your professional networks with more familiarity and experience to observe your class.

## What is the process for having a teaching observation completed?

In face-to-face classrooms, a teaching observation typically involves having an observer come to your classroom or review a video of your teaching while completing some sort of template about what they observed. When utilizing different types of delivery modes, as with HyFlex, teaching observations can become more complex.

One way of thinking about the process is through this four-stage framework:



Figure 2.5. Image courtesy of University of Texas at Austin Faculty Innovation Center, CC BY-NC-SA 4.0.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=153#h5p-25>

## How will the peer record their observations?

Regardless of who is doing the observation, it is important that they are given guidelines about what they should be observing. Without this guidance, various observers may be using different kinds of criteria to evaluate your teaching. For example, they may be more focused on the subject matter and content rather than your teaching strategies.



## Example

Read through Thompson Rivers University's **Centre for Excellence in Learning and Teaching** website for their peer-review process. It may give you some ideas about creating your own process for HyFlex.

While a variety of templates for teaching observations can also be found online, at the time of writing, there are none specific to HyFlex.

In the interim, try creating a template centred around Beatty's Four Fundamental Values for HyFlex: **Learner Choice, Equivalency, Reusability, Accessibility**, as discussed in **Module 1, Unit 1**, and **Module 2, Unit 2**. Each value could be given a 1-5 rating scale with additional space for comments.

## Using self as a source for evidence

YOU are the final source for measuring the effectiveness of your HyFlex teaching. When discussing the **Holistic Evaluation Framework** mentioned earlier, self-reflection is most applicable to the lesson and course level.

Wilfrid Laurier's **Guide for Effective Remote Teaching, Learning, and Assessment** (CC BY 4.0) suggests that self-reflection can build a strong awareness of your practice and its relative strengths and development opportunities.

Teaching is a constantly changing field; adopting a reflective approach allows you to connect your teaching practices to the changing landscape while addressing your own values, priorities and teaching philosophy.

## Determine the focus of your self-reflection

Reflecting on your teaching can involve a lot of different things such as rapport with students, classroom management, clarity of instructions etc. A teaching journal could be used to capture your thoughts after a lesson, a module, and/or a course; what you record is up to you. However, it is important that there is a written record of these reflections so that you can return to them later. You can also record short audio clips on the fly.

In their discussion of **Reflective Memos**, the University of Nebraska-Lincoln offers great reflective questions you can use:

- From my perspective, how did the course go this semester? What aspects went really well? What could have gone better?
- What was the general atmosphere in the class? Did my students seem excited to be there? Did I feel enthusiasm for each class period? If not, what were the factors that prevented it from being a more enjoyable experience?
- Did my students meet my expectations with respect to attendance, attention, and participation in class?

Can I do anything to assist or encourage my future students to do better in this regard?

- Did my students achieve the course learning goals? If so, how do I know? If not, what should I change to improve student outcomes? Could I do anything differently to communicate the learning goals to my students more effectively?

While these are general questions, try addressing them with specific HyFlex teaching needs and goals in mind. For instance, in **Module 3, Unit 2**, we recommended selecting the right tools and technology for HyFlex based on the following:

- Functionality
- Accessibility
- Technical
- Mobile design
- Privacy and data
- Social presence
- Teaching presence
- Cognitive presence

These topics can provide a clear purpose when reflecting on any technical challenges you have encountered. Let's say you tried a new tool for the first time, and you noticed some accessibility issues. It may be useful to jot down those issues to determine whether there is a solution or if the tool should be replaced altogether.

Similarly, you might think about the **Equivalency** value of HyFlex and reflect on whether the learning activities for each learning modality led to an equivalent learning outcome. Maybe you thought they would when you designed the lesson, but it didn't work out the way you thought it would. That's okay! Take note of why it didn't work and make changes.

Observations of your teaching and course design are important, especially if you are new to HyFlex. By adopting a growth mindset and welcoming constructive feedback from your students, your peers, and yourself, you can make necessary changes to create an engaging and effective HyFlex course.

## Unit Summary

In this unit, you began by brainstorming current and future sources of evidence of teaching effectiveness. You considered why you use certain strategies in your practice so that moving forward, you can be intentional about selecting sources of evidence that are meaningful. You were also given a "smorgasbord" of strategies that could be used to determine the effectiveness of your HyFlex teaching at the lesson and/or course levels.

You also considered how the **Holistic Evaluation of Teaching Framework** from Dalhousie University could help you use evaluation sources such as **students**, **peers**, and **self**. Though the framework is broader in scope (beyond lesson and course level evaluation practices) we considered how to evaluate the effectiveness of your teaching on a smaller scale, within a lesson and/or course. You were also given some examples and strategies on how to use these sources in your HyFlex course.

In the next unit, you will plan how to pull different sources of evidence together to help determine your areas of strength and improvements for HyFlex teaching and design.

# Unit 3: Compiling Multiple Sources of Evidence



*Photo by Andrew Pons on Unsplash*

## Analyze HyFlex research with a clear purpose in mind

In Unit 2, you were introduced to a variety of individual strategies that can be used to evaluate your HyFlex teaching at the lesson and course levels.

These techniques should not be viewed as distinct, siloed activities. Rather, evaluation, regardless of modality, should consist of obtaining specific information from multiple sources, and then interpreting the information holistically. Combined findings from the various sources of evidence tell a story about your teaching and its effectiveness.

To illustrate how multiple sources of data can be pulled together to provide a comprehensive picture of your course, let's take a look at some existing research for HyFlex.



**Example**

**Expanding Learning Opportunities for Graduate Students with HyFlex Course Design**

Abdelmalak and Parra (2016) redesigned a course so that it included face-to-face components as well as synchronous online and an asynchronous option that involved watching recorded classes. The study involved only 6 graduate students at one institution in the United States and data collection methods were:

- **Interviews:** 60-minute interviews were conducted with each student at the end of the course. The interview questions focused on the following: What benefits did you get from having both face-to-face and online approaches in the same course with giving you the opportunity to choose your mode of participation? What were the disadvantages or challenges?
- **Observations:** "The face-to-face and the online synchronous meetings were observed for 5 hours per month for one semester (approximately 3.5 months). The observation protocol included: the implementation of HyFlex and the physical manifestations of participants' responses to the learning experience." (p. 23)
- **Recordings of Class Meetings:** Each class was recorded and transcribed. The recordings helped the researchers better understand HyFlex implementation and student responses to the learning experience.
- **Online Course Artifacts:** The syllabus and online content were reviewed. Student coursework was analyzed and used to contextualize students' responses about their learning experiences.

In the end, researchers concluded the following:

**...participants perceived HyFlex to be a good way to accommodate student needs and their life circumstances, increase student access to course content and instruction, differentiate instruction to meet adult students' different learning styles and strategies, and give students a sense of control over their learning. (p. 19)**

Though these data collection approaches were used for research, specifically for exploring student perspectives about the HyFlex design, you can use similar strategies when evaluating the effectiveness of your teaching.

Let's explore another research study:



## Example

### **Understanding the Needs of Adult Graduate Students: An Exploratory Case Study of a HyFlex Learning Environment**

Kostinen (2018) conducted a qualitative study to understand the experiences of students in a Hyflex environment. The setting was three 15-week graduate or upper-year computer science courses at one institution in the United States.

They collected data using the following strategies:

- **Student Survey:** The survey was sent to all students in each of the classes and focused on student preferences for the instructional modalities and preferences in taking a HyFlex course
  - They used a five-point Likert scale ranging from “Strongly Agree” to “Strongly Disagree” with a couple open-ended questions. Sample questions were:
    - I am satisfied with the way my HyFlex class was delivered/presented
    - I found it valuable to have a recording of the entire class
    - I found it valuable to be able to stream into class when I could not physically attend
    - I found it valuable to have short video lectures in addition to the recording of the class
    - I feel that having the option to choose how I attended each class helped me get a better grade(s)
    - If I had the opportunity, I would like to take another HyFlex class
    - Taking a HyFlex course allowed me to better learn the content by giving me flexibility
    - HyFlex courses fit into my schedule easier than a full face-to-face course
    - What influenced your decision to attend the Hyflex class the way you chose to (in person, online, or on video conferencing)?
    - Did you find that your performance in the course was affected by your choice of attendance? Why or why not?
- **Student Interviews:** Eight interviews were conducted.
  - Examples of questions were:
    - How did the flexibility help or hinder the ability to learn about the subject course material?
    - If you missed a class either face-to-face or through video conferencing, what steps did you take to learn the material independently? Did you find you were able to understand the course lectures and course material in a sufficient manner?
    - What factors did you consider in making your decision whether to attend class each week?
    - How did you get to know your classmates?
    - Over the course of the semester, did you feel a sense of community with your classmates?
    - What would you say were the overall strengths of a HyFlex learning environment for graduate classes? What were the weaknesses?
- **Instructor Survey:** The instructor for each of the courses was asked about the course design of the Hyflex model.
- **Observations:** The researchers observed both classes in face-to-face and synchronous formats. These observations focused on: “how students interact with each other, how the instructor teaches through the technology and ways in which communication with synchronous helps or hinders the class” (p. 43).
- **Other Data:** Syllabi of the courses, documentation provided by the institution to instructors of HyFlex courses, and data on the activity of students through the Learning Management System.



### Overall Findings:

The flexibility of the HyFlex format was the main benefit reported by participants, and they also noted that they preferred HyFlex in comparison to other formats like fully online or hybrid.

The difficulties with HyFlex focused on communication challenges, particularly with the students who were not face-to-face. Face-to-face was also the preferred modality for the participants.

Both examples provide data-collecting strategies in assessing the quality of HyFlex teaching and design. While you may never conduct an official study of your own, analyzing the existing research on HyFlex can give you some ideas about gathering constructive feedback to improve your Hyflex course.

## Record your findings

In the same way that research is strengthened by collecting information from multiple sources of data, so too is the evaluation of your HyFlex teaching. Simply relying on one strategy or source of data to determine your effectiveness will not provide a complete picture.

---

**The goal is to be intentional about the information you collect and from whom.**

---

There are a variety of different ways to record the evaluation strategies you want to use and the sources from which that information is derived.

Generally, the process for planning these strategies involves identifying what you want to know. What specific indicators do you want to explore? Identify the focus and then consider the most appropriate way of collecting the information.



### Example

In their **Guide for Providing Evidence of Teaching** (CC BY-NC 4.0), Kenny et al. (2018) focus on various facets of teaching: teaching and supporting learning, supervision and mentorship, professional learning and development, and educational leadership.

View **page 2 of the guide** for a completed template. Though the focus is more broad and applicable to who you are as an instructor, the same template can be applied at the course level.



## Activity

This activity involves considering how you are going to think about obtaining feedback while delivering your course.

**Step 1.** Download the worksheet **Lesson or Course-Level Evaluation Plan** [.docx].

**Step 2.** Complete the worksheet by planning when you are going to collect different kinds of information throughout your course, what you are going to focus on, and the source of evidence. We provided some additional prompts for you to consider as you develop your plan.

If you are new to the process of information-collection planning, the task may seem daunting. Our recommendation is to start small. Currently, you most likely use student course evaluations at the end of the term; what is one additional piece of information you can collect in your next HyFlex course?

Gradually, you will become more comfortable with this process and will continue to refine your teaching evaluation practices at the course level.

## Using multiple data collection techniques at the instructor level

Although the focus of this module has been about evaluating the effectiveness of your HyFlex teaching at the course level, let's now broaden this discussion to the instructor level. Consider how your engagement with HyFlex teaching complements who you are as an educator.

A teaching portfolio/dossier is one source of information that can help you assess your effectiveness at the instructor level. Because of the popularity of teaching portfolios/dossiers, we are going to focus on these for the remainder of this unit.

## Overview of Teaching Dossiers

The Canadian Association of University Teachers (2018) suggests that the measurement of effective teaching is best captured through the use of a teaching dossier and the multiple sources of evidence contained within it (e.g., statement of teaching philosophy, examples of lesson plans, information from colleagues, students, and others).

You may, or may not have a teaching dossier as part of your reflective practice. Teaching dossiers (typically Canadian) or teaching portfolios (more commonly used in the U.S.) are accepted as ways in which effective teaching can be measured.

---

**Your teaching dossier is a living document that should be continuously updated.**

---

At times, a teaching dossier is used to evaluate an individual's work for tenure and promotion; it is also a way in which individuals reflect on their teaching. It is recommended that you would construct your teaching dossiers for a particular purpose.

Some people have expressed discomfort with this idea, that a dossier is different depending on the purpose. The criteria for a teaching dossier for an award may be different than that for tenure and promotion, and you might see other elements as more representative of your teaching.

At its most basic level though, a teaching dossier is your compilation of educational artifacts that reflect your teaching and learning endeavours.



## Activity

If you are not familiar with teaching dossiers, we encourage you to work through the self-paced activity below, **Module 1 Section 1: What is a Teaching Dossier** (CC BY-NC-SA 4.0). The modules were co-created by Ryerson (X) University, University of Toronto, University of Waterloo, University of Windsor and Western University.

This module provides a general overview of what a teaching dossier is and how it is used. Though we have not adapted this for the HyFlex environment, it gives you some background on dossiers in general.



*An interactive H5P element has been excluded from this version of the text. You can view it online here:*

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=156#h5p-26>

Now is a good time to pull out your teaching dossier and take a close look at what is included. Consider how your teaching in the Hyflex environment could be captured in this portfolio.

For example, what are the principles of your teaching philosophy and practice and how do these align (or not) to what you know about Hyflex teaching?

## Contents of Teaching Dossiers

Teaching dossiers can include a range of items. Typically, there is the main body to the dossier as well as appendices, which consist of artifacts.

The basic structure of a teaching dossier should include the statement of teaching philosophy, evidence to support the claims that you made in that statement, and then descriptions and/or analysis of the evidence that you detailed. This description is done using a narrative format.

A small sample of potential items that could go into a teacher dossier includes the statement of teaching philosophy, list of courses taught, instructional strategies, formative evaluation strategies, lesson plans, or peer observation.

For Hyflex teaching specifically, you might include these items:

- Statement of teaching philosophy focused on HyFlex
- Courses you have taught using HyFlex (and other modalities)
- Design for a HyFlex course
- Lesson plan for HyFlex lessons
- Formative and summative feedback directly related to the HyFlex nature of the course
- Teaching observation from a peer or member of a teaching and learning centre



### Activity

## Part 1

If you are new to teaching dossiers, please continue the self-paced activity below, **Module 1 Section 2: Characteristics and Components of a Teaching Dossier**

(CC BY-NC-SA 4.0). *Please note that these have not been adapted for HyFlex.*



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=156#h5p-27>

## Part 2

Now let's consider adapting your teaching dossier for HyFlex teaching-related activities.

**Step 1 – Collect and organize materials based on modality.** For example, if you are new to teaching HyFlex but have taught fully online asynchronous courses, compile a folder of materials that speak to your teaching-related activities in this capacity. As you gain more experience with HyFlex, you could create a folder of items you have collected that are linked to teaching using this approach.

**Step 2 – Determine your purpose.** When creating a teaching dossier for a specific purpose, like an award, you can look across your folders for different modalities and pull together the relevant documents.

If it is an award or job promotion that highlights teaching with technology or experience in HyFlex specifically, you will already have your folder of information to draw on and synthesize.

## Teaching Philosophies

Statements about your teaching philosophies describe your beliefs and values, where these beliefs and values come from, why you have them, and how you use them in your teaching practice. These statements can often be challenging to write; it can be difficult to communicate exactly what is important to you, why, and how you apply it.

Similar to teaching dossier in general, these teaching philosophies will also evolve as we continue to develop our teaching practices. For example, if you have never taught HyFlex before, but are teaching a HyFlex course this term, you may wish to integrate aspects of that new experience into your teaching philosophy.

---

**It is important to engage in reflective practice and evolve as an educator.**

---

Kenny (2015) proposes that a teaching philosophy statement can include this structure: beliefs, strategies, impact, and goals.

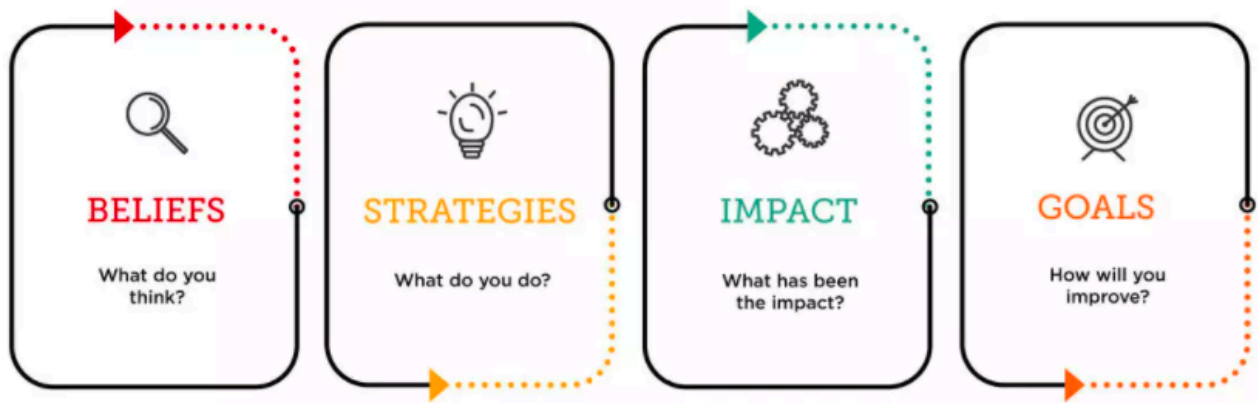


Figure 3.2. Example structure of a teaching philosophy statement. Image from Kenny's (2015) blog post titled "Writing a teaching philosophy". CC BY-NC-SA 4.0.

Kenny (2015) describes each of these components in the following ways:



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=156#h5p-29>

Kenny (2015) also provides guiding questions for each of these sections to help you write a teaching philosophy statement.

While the main questions below have been copied verbatim from Kenny's blog post, we added questions with a HyFlex focus.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=156#h5p-30>



## Activity

In a blank text document, brainstorm answers to the questions above.

If you have never taught HyFlex, focus on the **Beliefs** and **Goals** sections. You could also provide hypothetical answers for the **Strategies** and **Impact** sections. What strategies do you plan on using in HyFlex? How will you collect evidence of your impact in the HyFlex classroom?

Treat this as a living document. When you gain experience and learn more about HyFlex, come back to it to capture additional thoughts.

This brainstormed list of answers can become the first document in your teaching dossier of HyFlex-related teaching activities.

## Unit Summary

In this unit, you learned about how researchers utilize multiple data collection strategies to obtain a fuller picture of what takes place in a HyFlex classroom. You then considered how this applied to the HyFlex context and practiced planning your HyFlex course evaluation strategies.

Lastly, you explored how you can integrate your knowledge, beliefs, and experience related to HyFlex into your teaching dossier, and began establishing a HyFlex-informed teaching philosophy statement.

# Unit 4: Video Interviews

## Let's hear from the pros!

The following videos are interviews with experienced HyFlex educators as they answer three key questions related to evaluating the effectiveness of HyFlex.

---

### How would you evaluate the effectiveness of a HyFlex course delivery? [4:58] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=158#oembed-1>*

---

### What should faculty know when teaching a course adapted to HyFlex? [10:23] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=158#oembed-2>*

---

### What are some things to consider that are effective in teaching with HyFlex? [8:36] Video Transcript [.docx]



*One or more interactive elements has been excluded from this version of the text. You can view them online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=158#oembed-3>*



# Unit 5: Activity



*Photo by Mike Petrucci on Unsplash*

## Let's put it all together.

Welcome to the final activity module of this resource. You made it!

To briefly summarize this final module, you learned about evaluation and effectiveness, what these terms mean, different sources of evidence that can be used to measure the effectiveness of HyFlex teaching, and you then learned about the importance of pulling multiple sources of evidence together to determine your teaching effectiveness.

As mentioned, all previous Unit 5 activities served as “building blocks” to one another. In this final unit, it is now time to evaluate your HyFlex teaching and design strategies via thoughtful reflection and feedback.

## We'll begin with what you learned in this module



### Activity

First, let's return to the **K-W-L Chart from Unit 1**. [docx]

At the beginning of the module, we asked you to list what you already know about evaluation and teaching effectiveness in the column labelled **K**. In the second column, you were to list the things that you wanted to know.

Now, it's time to fill in the last column: **Column L – What you learned**.

Here are some tips:

- Take a few minutes to summarize some of your key takeaways from this module.
- Then, examine whether there are still outstanding questions that you had at the beginning of the module, based on what you wanted to know.
- Identify some specific ways that you could learn more about evaluation and effectiveness in the HyFlex context to answer some of your ongoing questions from Column L.

## Next, let's evaluate course design

To contextualize where evaluation is within the broader course design process, we can use the **ADDIE** (Analyze, Design, Develop, Implement, Evaluate) instructional design model, which is described in greater detail in the **Course Design Program Guide** (CC BY-NC-SA 4.0) from the University of Calgary's Taylor Institute for Teaching and Learning.

Here is a visual of what the ADDIE model looks like:

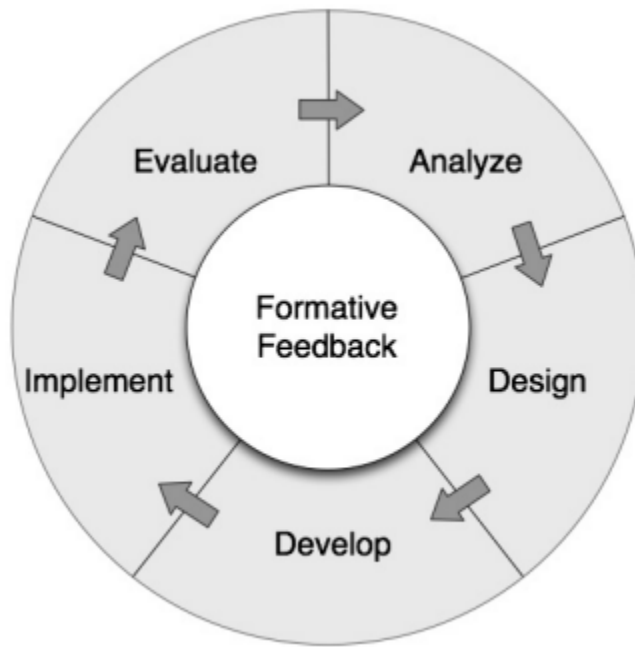


Figure 5.2. ADDIE model of instructional design. Image from the Course Design Program Guide (CC BY-NC-SA 4.0) at the University of Calgary's Taylor Institute for Teaching and Learning.

In Modules 1, 2, and 3, you addressed aspects of multiple components of this model: **Analyze, Design, and Develop**. The **Implement** stage involves teaching or implementing the course design, which you will do separately. Lastly, **Evaluation** was discussed at a couple of points in the earlier modules and primarily in Module 4.

In **Module 2, Unit 1**, evaluation was considered when you learned about the components of lesson plans. **Teacher Reflection** was one of the common lesson template components that we described, which could be detailed at the end of the lesson template. This is a form of formative feedback, which is at the center of the ADDIE model because your reflections could help you make changes in your teaching practice as you move forward in the course.

Other methods of formative feedback involving students and peers, were discussed in **Module 4, Unit 2**, and summative feedback could take place at the end of the course. Again, this form of feedback could involve evidence from multiple sources, which we discussed in **Module 4, Unit 3**.

---

**An important aspect of the ADDIE model is the iterative nature of the process.**

---

Thinking about effective Hyflex practices and how to evaluate those practices should be something that takes place throughout the course design process as well as during and after the course. It is not something that takes place at one point in time.

For this reason, it is important to plan when you are going to engage in evaluation practices and how.



## Activity

In this activity, consider how you are going to obtain feedback throughout the course design process.

**Step 1.** Download the worksheet **Course Design Evaluation** [.docx].

**Step 2.** Complete the first part of the activity by identifying how you will obtain formative feedback throughout the course design process (feedback can be from students, peers, or self), using the ADDIE framework.

*While this was not a focus of Module 4, course design does not happen in isolation; evaluation strategies, such as obtaining formative feedback, can be applied in different ways.*

**Step 3.** One of the strategies we did not discuss in Unit 2 was rubrics. A rubric can be a helpful evaluation tool that helps you identify strengths and areas for improvement.

In their **open-access article**, Simonson et al. (2021) describe a framework for effective teaching and developed a tool that can be used. The overlapping elements of effective teaching are **course design**, **professional development**, **learner-centredness**, and **scholarly teaching**.

The last step in this activity involves the rubric on page two of the **Course Design Evaluation worksheet**, by evaluating some of the activities you completed throughout Modules 1-4 of this resource. Specifically, we are looking at **course design**.

While you are reviewing the rubric, think about how you might adapt it to incorporate elements of HyFlex design.

## Let's end with how you're going to keep engaging in HyFlex teaching-related activities

In **Module 2, Unit 5**, you developed a plan for ongoing personal development to support active learning strategies for HyFlex delivery. You created 2-3 SMART/ACBD goals that you could achieve in the next 12 months.

To conclude this resource, think about how you can continue to grow as a HyFlex educator using a broader conceptual model called the **Dimensions of Activities Related to Teaching (DART)** (Kern et al., 2015). The DART model organizes teaching-related activities using two dimensions, which creates four quadrants that differentiate between activities.

**A diagram of the full model** can be viewed as Figure 1 Kern et al.'s. (2015) open-access article on **page 5**, where you can see examples of activities that have been placed into each quadrant and a full description of the model.

The two dimensions are referred to as the **Public-Private Dimension** and **Informal-Systematic Dimension**. Teaching-related activities that are shared in some public format, such as presentations and publications, are considered public activities, while activities such as anything that is kept within the classroom context, are

considered private. For the second dimension, Kern et al. (2015) refer to systematic as a “**methodical, planned, and deliberate process to acquire knowledge**” (p. 4).

These two dimensions create four quadrants, which are now summarized based on the descriptions provided by Kern et al. (2015):



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/hyflexcoursedesignandteachingstrategies/?p=164#h5p-20>



## Activity

While the purpose of Kern et al.'s (2015) article is to discuss the role of SoTL and to distinguish which activities are and are not considered SoTL-related, the overall DART model can still be used by instructors to reflect on their teaching-related activities.

This final activity asks you to think broadly about your current HyFlex teaching-related activities, and how you can continue to develop your expertise in this area.

---

Download the **DART Model blank template** [.docx] to work on this activity. Then, proceed with the following steps:

1. Review **page five of the Kern et al. (2015) article** and then fill out each quadrant of the blank template with the types of HyFlex activities in which you are currently engaged.
2. Next, answer the following questions:
  - Within which quadrants are your current HyFlex teaching-related activities located?
  - Where are the activities located on the Public-Private dimension? Informal – Systematic dimension?
3. Lastly, review the diagram on page 5 of Kern et al.'s (2015) again and consider which activities are ones that could be a focus for you. Then, complete the **table on page 3 of the template** to identify Hyflex-related teaching goals that you want to pursue.

# References

- Abdelmalak, M. M. M., & Parra, J. L. (2016). Expanding learning opportunities for graduate students with HyFlex course design. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 6(4), 19-37. <https://doi.org/10.4018/IJOPCD.2016100102>
- American Sociological Association. (2019). Statement on student evaluations of teaching. Available at: [https://www.asanet.org/sites/default/files/asa\\_statement\\_on\\_student\\_evaluations\\_of\\_teaching\\_feb132020.pdf](https://www.asanet.org/sites/default/files/asa_statement_on_student_evaluations_of_teaching_feb132020.pdf) (September 9, 2019).
- Bagnall, R. (1994). Performance indicators and outcomes as measures of educational quality: A cautionary critique. *International Journal of Lifelong Education*, 13(1), 19-32.
- Banta, T. W., & Palomba, C. A. (2014). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. John Wiley & Sons.
- Barkley, E. F., & Major, C. H. (2015). *Learning assessment techniques: A handbook for college faculty*. John Wiley & Sons.
- Beatty, B. J. (2019). Evaluating the impact of hybrid-flexible courses and programs: Highlights from selected studies. In B. J. Beatty, *Hybrid-Flexible course design: Implementing student directed hybrid classes*. EdTech Books. Retrieved from <https://edtechbooks.org/hyflex/impact>
- Berenson, C., & Jeffs, C. (2021). *Making sense of student feedback guide*. Calgary, AB: Taylor Institute for Teaching and Learning Guide Series.
- Berk, R. A. (2005). Survey of 12 strategies to measure teaching effectiveness. *International journal of teaching and learning in higher education*, 17(1), 48-62.
- Carter, M. (2021). *Study of a HyFlex mathematics course at Delaware Technical Community College*. (Publication No. 28494877) [Doctoral dissertation, University of Delaware]. ProQuest Dissertations and Theses Global.
- Canadian Association of University Teachers [CAUT]. (2018). *CAUT teaching dossier guide*.
- Centre for Teaching Support & Innovation. (2017). *Peer observation for teaching: Effective practices*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.
- Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: Technology as lever. *AAHE Bulletin*, 49, 3-6.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3, 7.
- Dalhousie University Centre for Learning and Teaching (n.d.). *Holistic evaluation of teaching*. Centre for Learning and Teaching. <https://www.dal.ca/dept/clt/holistic-evaluation-of-teaching.html>
- Evans, C., Kandiko Howson, C., & Forsythe, A. (2018). Making sense of learning gain in higher education. *Higher Education Pedagogies*, 3(1), 1-45.
- Fink, L. D. (2003a). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey Bass.
- Fink, L. D. (2003b). *What is significant learning?* University of Oklahoma Significant Learning Website, Program for Instructional Innovation at the University of Oklahoma. <https://bit.ly/3GPX2HP>
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.
- Foust, E. C., & Ruzybayev, I. (2021, July). Investigation on Students' Educational Experience with HyFlex Instruction Model in Two Engineering Courses. In *2021 ASEE Virtual Annual Conference Content Access*.
- Fullerton, H. (2003). Observation of teaching. In H. Fry, S. Ketteridge, & S. Marshall (Eds.), *A handbook for teaching and learning in higher education* (2nd ed., pp. 226-241), Kogan-Page.

- Giancola, S. P. (2020). *Program evaluation: Embedding evaluation into program design and development*. SAGE Publications.
- Gosling, D. (2002) *Models of peer observation of teaching*. In: LTSN Generic Center.
- Hoey, J. J., Boutin-Martinez, A., Gonzalez, L. (2021). Evaluation and assessment models in online learning. In K. E. Rudestam, J. Schoenholtz-Read, & M. L. Snowden (Eds.), *Handbook of online learning in higher education* (pp. 438-468). Fielding University Press.
- Hora, M., & Ferrare, J. (2014). *The teaching dimensions observation protocol (TDOP) 2.0*. Madison, WI: University of Wisconsin-Madison. Wisconsin Center for Education Research.
- Kember, D., & Ginns, P. (2012). *Evaluating teaching and learning: A practical handbook for colleges, universities and the scholarship of teaching*. Routledge.
- Kenny, N. (2013, August 31). SOARing through curriculum development processes. *Explorations in Higher Education*. [https://natashakenny.ca/2013/08/31/soaring-through-curriculum-development-processes/#\\_ENREF\\_1](https://natashakenny.ca/2013/08/31/soaring-through-curriculum-development-processes/#_ENREF_1)
- Kenny, N. (2015, September). Writing a teaching philosophy. *Resource Library – Taylor Institute for Teaching and Learning*. <https://taylorinstitute.ucalgary.ca/resources/writing-a-teaching-philosophy-statement>
- Kenny, N., Berenson, C. Radford, S., Nikolaou, N., Benoit, W., Mueller, R., Paul, R. & Perrault, E. (2018). *A Guide to Providing Evidence of Teaching*. Calgary, AB: University of Calgary.
- Kern, B., Mettetal, G., Dixon, M., & Morgan, R. K. (2015). The role of SoTL in the academy: Upon the 25th anniversary of Boyer's Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14. <https://doi.org/10.14434/josotl.v15i3.13623>
- Koskinen, M. (2018). *Understanding the needs of adult graduate students: An exploratory case study of a HyFlex learning environment* (Doctoral dissertation, Northeastern University).
- Lemelin, C. (Host). (2019, May). Teaching Philosophies (No. 4) [Audio podcast episode]. In *TeachingPlus*. University of Alberta – Centre for Teaching and Learning. <https://anchor.fm/teachingplus/episodes/Episode-7-Teaching-Dossiers-euitsd>
- Mahdavi, F. (2021). *Protocol for Developmental Observation of Online Teaching (DOOT)*. Retrieved from <https://flora.education/doot>
- Malczyk, B. R. (2019). Introducing social work to HyFlex blended learning: A student-centered approach. *Journal of Teaching in Social Work*, 39(4-5), 414-428. <https://doi.org/10.1080/08841233.2019.1652226>
- McMahon, T., Barrett, T., & O'Neill, G. (2007). Using observation of teaching to improve quality: Finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. *Teaching in Higher Education*, 12(4), 499-511. <https://doi.org/10.1080/13562510701415607>
- Mertens, D. M. (2008). *Transformative research and evaluation*. Guilford Press.
- North, J. D. (1999). Administrative courage to evaluate the complexities of teaching. *Changing practices in evaluating teaching*, 183-189.
- Ontario Universities Council on Quality Assurance. (2021). *Quality assurance framework*. Retrieved from <https://oucqa.ca/wp-content/uploads/2021/10/Quality-Assurance-Framework-Oct-2021-1.pdf>
- Parsons, R. D., & Brown, K. S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, CA: Wadsworth/Thomson Learning.
- Plano Clark, V. L., & Creswell, J. W. (2014). *Understanding research: A consumer's guide*. Pearson Higher Ed.
- Richmond, A. S., Boysen, G. A., Gurung, R. A., Tazeau, Y. N., Meyers, S. A., & Sciutto, M. J. (2014). Aspirational model teaching criteria for psychology. *Teaching of Psychology*, 41(4), 281-295. <https://doi.org/10.1177/0098628314549699>
- Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications.
- Savery, J. R. (2005). BE VOCAL: Characteristics of successful online instructors. *Journal of Interactive Online Learning*, 4(2), 141-152.
- Simonson, S. R., Earl, B., & Frary, M. (2021). Establishing a framework for assessing teaching effectiveness. *College Teaching*, 1-18. <https://doi.org/10.1080/87567555.2021.1909528>

- Smith, M. K., Jones, F. H., Gilbert, S. L., & Wieman, C. E. (2013). The Classroom Observation Protocol for Undergraduate STEM (COPUS): A new instrument to characterize university STEM classroom practices. *CBE—Life Sciences Education*, 12(4), 618-627. <https://doi.org/10.1187/cbe.13-08-0154>
- Stavros, J., Cooperrider, D., & Kelley, D. L. (2003). Strategic inquiry appreciative intent: Inspiration to SOAR, a new framework for strategic planning. *AI Practitioner*. November, 10-17.
- Stavros, J. M., & Hinrichs, G. (2011). *The Thin Book Of SOAR: Building Strengths-Based Strategy*. Bend, OR: Thin Book Publishing.
- Tam, M. (2014). Outcomes-based approach to quality assessment and curriculum improvement in higher education. *Quality Assurance in Education*, 22(2), 158-168. <http://dx.doi.org/10.1108/QAE-09-2011-0059>
- Tobin, T. J., Mandernach, B. J., & Taylor, A. H. (2015). *Evaluating online teaching: Implementing best practices*. John Wiley & Sons.
- White, L. (Guest). (2019, September). Using Student FEedback (No. 9) [Audio podcast episode]. In TeachingPlus. *University of Alberta – Centre for Teaching and Learning*. <https://anchor.fm/teachingplus/episodes/Episode-9-Using-Student-Feedback-euiubs/a-a56pfu>
- Zehler, A., Cole, B., & Arter, S. (2021). Hyflex simulation: A Case study of a creative approach to unprecedented circumstances. *Clinical Simulation in Nursing*, 60, 64-68. <https://doi.org/10.1016/j.ecns.2021.06.012>



# Downloads

## Go ahead. Take our stuff!

HyFlex Course Design and Teaching Strategies is licensed under **CC BY-NC-SA 4.0**, which means you can take anything and modify it for your own purpose; you just have to give us credit and you cannot use any of the materials for commercial use.

---

## Graphics, Files, Transcripts, Worksheets, and Videos

This Google Drive folder contains everything you need.

## H5P Content

All H5P objects can be downloaded directly from this resource by clicking on the “reuse” button underneath it.