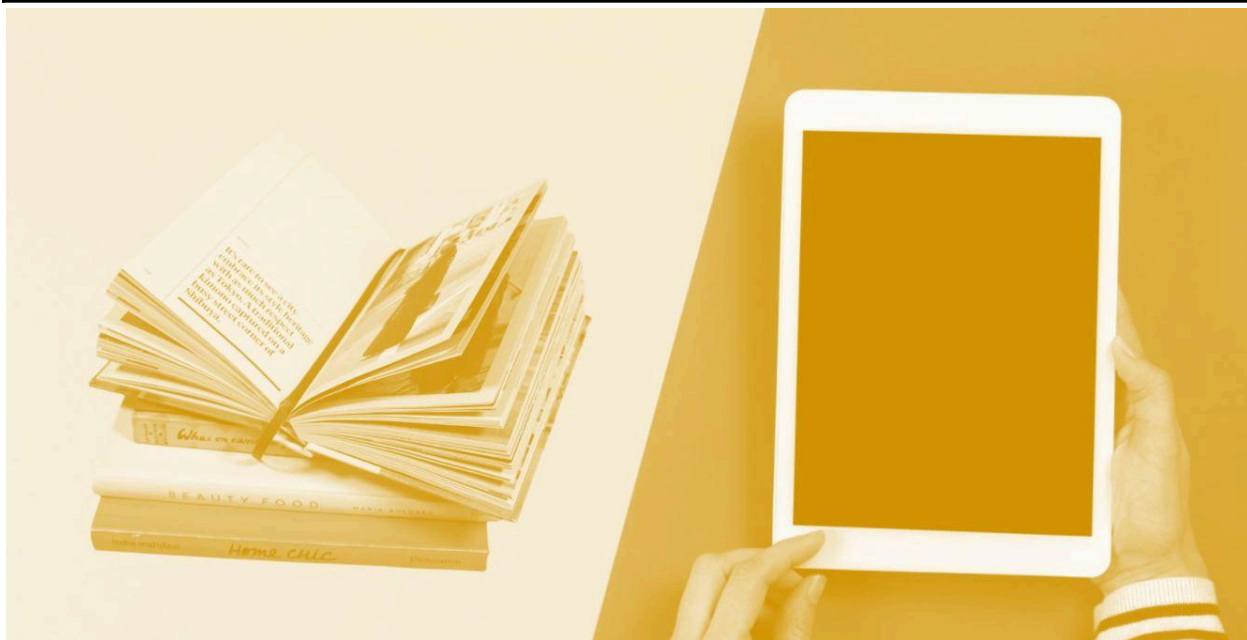




Flexible Teaching with Hybrid and HyFlex: Workshop Handout and Resources

Facilitated by Christina Moore and Nic Bongers.

This handout can be reviewed and worked on before, during, or after the workshop.

[Make a copy to annotate and adapt this sheet.](#)

Your Flexible Teaching

Questions to consider:

- *In your recent classes, what course design, activity, or practices allow or limit flexibility?*
- *What flexible elements do you think are most important, necessary, and beneficial for you and your students? Have any flexible elements been challenging for you and your students?*
- *What flexible elements are most conducive to your course and learning goals?*

Purpose and People First, then Modality

Use the space below to describe the purpose of and people in your courses, and then uses this information to determine the modality that will work best. [See a table version of this exercise.](#)

Purpose (Course Learning Outcomes, Skills, Knowledge, Discipline)

-

People (Students, Instructor, and Others)

-

Modality (Technology, Class Structure, Activities, Timelines)

-

Structures for Flexible Teaching

- **Hybrid:** some sessions online, some on campus. Online can be synchronous or asynchronous
- **HyFlex:** synchronous sessions simultaneously on campus and online (maybe also with asynchronous option)
- **HiFlex (ACE Framework)** - “Design once, for online, and use any other time, space, or opportunities to flexibly interact with and augment the online course approach.” This is an example of taking the flexibility of traditional HyFlex and applying a flexible course framework that fits you, your students, and your course learning outcomes. With HiFlex, there may not always be an in-class session with a livestream option that is recorded, but the course is designed to allow for mode flexibility.
- **Universal Design for Learning (UDL):** Learning environments designed around learner variability and agency. Specific guidelines to provide multiple modes of engagement, representation, and action and expression. Much broader, less modality-focused, but often uses technology to increase options.

HyFlex Considerations

- *Do you allow students to use their laptops in your F2F class?*
- *Are you comfortable teaching in two environments at the same time (in person and online)?*

- *How will you handle situations where you may only have a few in person students and a majority online, or vice versa?*

Recommendations

- ☐ Start with learning outcomes, course design, and reflection on learning. Then move to the technology that makes this possible.
- ☐ Know your students. Look at institutional or program data, but also gather information from the students in front of you.
- ☐ Consult with people on campus who may be able to help you plan your course design, teaching practices, and the technology that might go with this
 - ☐ Nic Bongers and e-LIS instructional designers
 - ☐ Judy Ableser and Christina Moore (CETL)
 - ☐ Classroom Support and Instructional Technology Services for support on software and hardware available in your classroom
- ☐ Figure out what structure you're comfortable with. Be sure you can facilitate the course when students trend more toward f2f or online, and how they'll interact.

Resources

HyFlex and other Flexible Structures

More resources and examples of HyFlex on [CETL's Toward Post-COVID Teaching page](#).

- [HyFlex Quick Guide for OU Instructors \(e-Learning and Instructional Support\)](#)
- [Recommended Practices in Hybrid Teaching \(CETL and e-LIS\)](#)
- [HiFlex Design \(ACE Framework\)](#)
- [Universal Design for Learning: Faculty Resources](#)
- [Current Course Codes for Course Modality](#)

Resources Referred to in Presentation

Using personas to plan for course design: [Cards for Humanity](#); [Four Scenarios](#)

Related CETL Teaching Tips

- [Teaching with Flexible Meetings, Dates, and Activities](#)
- [Maintaining a Flexible Teaching Mindset](#)

- [Ask Students Early On: From a Simple Form to Open Response](#)
- [When Asynchronous Teaching and Learning Are Wonderful](#)
- [Community-Building Online Activities](#)
- [Teaching Virtual Labs and Field Work](#)
- [Reading Together Online](#)
- [Teaching Large Classes Online](#)
- [Tips for Synchronous Online Sessions](#)
- [Managing Student Questions Online](#)

Table Version: Purpose and People First, then Modality

[Return to list version.](#)

Purpose (Course Learning Outcomes, Skills, Knowledge, Discipline)	People (Students, Instructor, and Others)	Modality (Technology, Class Structure, Activities, Timelines)