

# Student Choice: How Should I Participate Today?

*Which HyFlex mode is best for me today?*

*This is a dynamic document, capturing ideas and suggestions from the broader HyFlex Learning Community on supporting students in choosing a participation mode. Please take what looks helpful, and contribute your own ideas and examples. We value all contributions!*

Communication to Students (what do we tell students as they begin?)

Your HyFlex course provides options for participation:

1. In an assigned classroom, at an assigned time every week
2. Online in the learning management system, as a fully online (asynchronous) course, and
3. Live online using a web conferencing system, such as Zoom. (synchronous online), also at an assigned time each week.

You have the option to participate in whichever mode you think is best for you, and you can make this choice for every class meeting in the course. You can change modes at any time and for any reason. As we move out of the pandemic, there may still be limits on the number of in-person participants in select courses or locations.

You may be in a situation where one or more modes is not really practical for you to use. For example, you may live far away from campus, cannot realistically travel to campus at the time scheduled for the class, or, have a fixed schedule conflict such as work or family responsibilities. In those cases, you would choose among the online options only.

This guide is designed to help you make a wise, informed decision when you have realistic options to choose from. First, let's summarize the main advantages and disadvantages of each participation mode.

Participation Mode Characteristics (needs more details)

Mode	Strengths	Challenges	Comments
<b>Classroom (in-person)</b>	<ul style="list-style-type: none"> <li>• real-time interaction with the teacher and other students</li> <li>• well-bounded in time and place</li> </ul>	<ul style="list-style-type: none"> <li>• location and time are fixed in the class schedule</li> <li>• potentially “crowded” with people and ideas</li> <li>• may have many fewer students than pre-pandemic classes</li> </ul>	<p>* What other characteristics matter?</p> <p>* Requires social interaction in-person; are you ready for that?</p>
<b>Live online (synchronous)</b>	<ul style="list-style-type: none"> <li>• ability to participate live wherever an internet connection is available</li> <li>• real-time interaction with the teacher and other students</li> </ul>	<ul style="list-style-type: none"> <li>• unavailable or unstable internet connection</li> <li>• best with a distraction-limited environment</li> </ul>	<p>Is the use of student video required?</p> <p>Are students expected to participate in breakout rooms?</p>
<b>On your own time online (asynchronous)</b>	<ul style="list-style-type: none"> <li>• during the week</li> <li>• interactions flexibility to participate when convenient and participation can be more reflective, since time is not bounded by a class period</li> </ul>	<ul style="list-style-type: none"> <li>• inability to ask questions during the time of class</li> <li>• limited ability to sense affect (facial and voice)</li> </ul>	<p>* Requires good independent learning skills, including effective time management and self-motivation.</p> <p>* Do you have a location to connect from and learn in, free from distraction?</p>

The following is a decision process that may be useful to you when you have options.

## HyFlex Participation Decision Tree

### Decision Process:

1. **Access:** Decide which options are available to you. If you cannot travel, then you cannot attend in-person, most likely.
2. **Preference:** If all options are available to you, which mode do you prefer? Do you like the classroom environment? Do you prefer the online environment? Which one?
3. **Motivation:** Consider whether participating asynchronously will present a challenge to your motivation in completing weekly activities and assignments. Many students find it difficult to plan their study when working mostly on their own, and to stick with their plan once made.
4. **Learning:** If all options are available to you, consider which option will generate more enjoyment and meaning in the learning process for you - interacting in real-time with the instructor and classmates or more solitary on your own time. Choosing a mode that you enjoy may improve your learning experience.

### Persona walkthrough? (would it be helpful to provide several examples?)

1. A student with all modes available; no constraints.
2. A student who wants to participate in person but has an infrequent time conflict.
3. A student who prefers learning asynchronously but is having difficulty in the class.

## Sample Syllabus Description(s) of HyFlex Participation

*please add your own example below*

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Contributed by Brian Beatty; graduate seminar; 15-25 students; San Francisco State University, Fall 2022 term

***This course is delivered in the Hybrid-Flexible “HyFlex” format.*** Students may attend class in person each session or alternatively participate in online activities. *This choice may be made on a session-by-session basis.* (This is the *Flexibility* part of *HyFlex*.) The attendance and participation policy will be discussed during class in the first session. Additional questions should be addressed to the instructor. See the book, *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes*, freely available at <https://edtechbooks.org/hyflex> for more information on the HyFlex course format. ***[Add term-specific variations, such as, In Fall 2022, classroom participation is subject to SFSU public health limitations. Full course participation is also available online – live via Zoom or asynchronous using the LMS content and activities. All participation modes require some amount of online asynchronous participation (such as, readings, discussions, and assignments).***

## If you choose an online learning path

Learning online in this course requires you to be able to complete basic tasks in order to access information and to interact in the online class sessions either synchronously (live, webinar) or asynchronously (discussion forum posts, posting papers).

### *Before you begin*

There are a few things you can do before you begin to ensure success in using the online systems (iLearn learning management system and Zoom web conference system). Take a few minutes to read through this guide before you connect to your class activities.

*Technical Requirements: (see <http://at.sfsu.edu/blog/ilearn> for more information about using iLearn [local LMS name])*

1. **Computer connected to the Internet** (broadband – DSL or faster), running the latest web browser – any major application (Chrome, Safari, Firefox, Internet Explorer, etc.) will work.
2. **Speakers and microphone** for listening to recorded audio or interacting in a web conference (online meeting). When participating in a web conference, you should use a headset that combines external speakers (headphones or earbuds) and a microphone rather than relying on the computer's built-in speakers and microphone. This will allow for a much better audio experience without “echoing” or other forms of feedback.
  - a. Just about any headset will work – they range in price from \$5 to over \$100. Spending \$15-\$20 on a reasonable set will improve your experience greatly.
3. **Login credentials.** Your standard SF State student number and password should provide you full access to iLearn and the Zoom web conference system. If you are not a registered SF State student, you should have been given login credentials when you enrolled in the course. Have those ready to use when logging in.

### *Participating Online Successfully*

When you have the opportunity (or the assignment) to participate in learning activities outside of the classroom environment, you should *prepare, participate* and *follow through*.

1. **Prepare:** Allow yourself a structured amount of time, either all at once or spaced across specific days, that provides dedicated “learning time.” Accessing information, reflecting on readings, completing independent or group activities, and participating in web conferences or asynchronous discussions all take time. If you do not set apart and protect that time from other important “to-do’s,” you will shortchange your learning process. Don’t sell yourself short! Prepare to participate.
2. **Participate:** Complete the assigned readings, if any, prior to participating in web conference sessions or asynchronous discussions. When assigned an interactive asynchronous discussion, set aside time to create an original post within the timeframe outlined by your instructor. Set aside additional time to reply to your peers in the discussion. Set aside still more time to reply to peers who may have replied to your original post. To benefit the most from the interactive nature of the

discussion you don't need to take a lot of time at once – perhaps 10-15 minutes – but you do need to interact several times over the course of the discussion period.

3. ***Follow-through:*** Complete the summary activity, if any is assigned, and use that to prepare for the next learning event. Gather, save, and share resources that you have found useful. Look for ways to extend and apply what you have learned, even if you haven't been given a specific assignment to complete. This is *your* opportunity to learn – take full advantage of it!

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*add your example here*