

Hyflex Quick Tips

For Instructors Teaching Simultaneously to Students in the Classroom and Attending Remotely

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What is Hyflex?

Students who have registered for in-person courses at Gallatin have been informed of the expectation that they will be attending on site, in the physical classroom. However, you may have the occasional student who has to temporarily attend remotely, either because of illness, quarantine, travel issues, or other factors, in which case the instructor and student will work out a temporary arrangement.

This model, in which instructors teach simultaneously to students in the classroom and students attending remotely, is what is known as “hyflex.”

**Note: The term “hybrid” is often incorrectly used to describe this scenario; hybrid courses are a mix of synchronous and asynchronous learning, and could include hyflex situations.*

Quick Tips

Create a contingency plan for a hyflex scenario that will prevent extra work on your part, provide a consistent learning experience for all of your students, and help avoid the sense of alienation that remotely attending students are more likely to experience. Here are things you can do in advance, and things you can do in the classroom. More information about these suggestions, including specific examples and what tools to use, can be found in the [Additional Resources](#) section at the end of this document.

Things to do in advance:

- Let your students know what your expectations are, and what they can expect from you and your course, especially if there will be students attending remotely. For instance, clarify what class participation means for in-person and remote students. Include such information in your syllabus.
- Hold at least one hyflex and one fully online class early in the semester as a kind of “test drive”

for hyflex and remote instruction.

- Make the creation of a strong learning community a priority.
- Upload all of your course materials and activities in Brightspace, so everything is accessible to everyone at all times.
- Each week, delegate student roles, such as note taker, discussion leader, chat monitor, etc.
- Assign all students to small groups.
- Create low-stakes discussion/conversation channels for students, such as discussion boards and Google groups. Minimize your presence in these conversations.
- Assign collaborative, asynchronous activities that everyone can do on their own time.

Things to do if you have students attending remotely:

- Pair up remote and in-person students so that everyone is accountable to at least one other student.
- [Record your Zoom meetings](#) for students unable to attend synchronously due to time zone or other factors.
- Stop every few minutes and engage with your remote students. Use a student moderator to keep track of the chat and alert you to questions and comments.

Additional Resources

Gallatin

- [Best Practices for Remote Teaching](#)
- [Best Practices for Remote Teaching video](#) (Teaching & Technology Spring Series, Jan 2021)
- [Zoom in the Classroom](#)

NYU

- [Teaching in a Zoom Classroom](#)
- [Supporting Remote Students / Shifting to Remote Instruction](#) (Clay Shirky, Vice-Provost for Educational Technologies, and Ben Maddox, NYU IT Chief Instructional Technology Officer)

Additional Reading on Hyflex Instruction

- [COVID-19 Planning for Fall 2020: A Closer Look at Hybrid Flexible Course Design](#) (Phil on Ed Tech)
- [Fall Scenario #13: A HyFlex Model](#) (Inside Higher Ed)
- [Helping Students to Be Successful \(Resilient\) Online and Hybrid Learners During COVID Transitions](#) (Phil on Ed Tech)
- [The Hyflex Option for Instruction if Campuses Open this Fall](#) (Inside Higher Ed)

- [Hybrid-Flexible Course Design](#) (EdTech Books)