

Towards a Location-Based Taxonomy for Post-Pandemic Technology-Enhanced Didactic Instruction

Adapted from [Course Delivery Modes](#), [Outline of Course Delivery Modes](#), [Blended Course Playbook](#), and [COVID-19 Planning for Fall 2020: A Closer Look at Hybrid-Flexible Course Design](#)

	Face-to-Face / Residential Model	HyFlex / Hybrid Streaming Model	Entirely Online / Remote Model
			
Overview (Description, Place, and Attendance)	Class sessions are conducted live in a traditional classroom or auditorium on set dates and at a set time as indicated in the schedule of classes. The instructor and all students are expected to attend all scheduled class sessions in-person. <i>Note: “Flipped learning” is an extension of face-to-face instruction where content delivery moves to an online and/or pre-class format (e.g., reading, instructional videos) while face-to-face class time is used for more interactive activities (e.g., discussions, hands-on work).</i>	Class sessions are conducted in a traditional classroom or lecture hall and are simultaneously available online. Class sessions are conducted on set dates and at a set time as indicated in the schedule of classes. <i>Students choose between attending/participating in-person or online.</i> Online participation is available in synchronous (e.g., Zoom meeting) or asynchronous (e.g., Zoom or Panopto recording) modes; sometimes both and sometimes in only one online mode. HyFlex/Hybrid Streaming courses count as in-person instruction if at least 50% of the instruction is delivered in a face-to-face format.	Class sessions are held entirely online (e.g., in a Zoom meeting) on set dates and at a set time as indicated in the schedule of classes. The instructor and all students are expected to attend all scheduled class sessions entirely online.
Approval Process	Schools should use their usual curriculum and planning processes to determine the choice of teaching modality for each course. Alternatives to in-person teaching may be considered and recommended by faculty curriculum committees. Once approved, teaching modalities cannot change mid-semester without curriculum committee approval or an emergency declaration from university leadership.		

Assumptions	• In-person classes are permitted at up to 100% capacity. • Physical distancing of 6-feet between all individuals is no longer required OR classrooms have adequate space to accommodate both 100% capacity and physical distancing. • International students are able to enter the country and return to campus. • Adjustments to separate fully vaccinated individuals from not fully vaccinated are not required. • There will be no disruptions during the semester that require transitioning back to entirely online instruction.	• Instructors will be in the classroom.* • Students will choose whether to attend in class or online and will alternate between the two.** • International students will be permitted to participate from their home countries and will not be required to attend class in-person. • Most classroom activities will be highly interactive and collaborative. • All class activities are offered both in-person and online. They may not necessarily be the exact same activities, but they are equivalent. • Classrooms and auditoria have adequate technologies to support simultaneous in-class and remote learning. • Remote learners have access to computers with web cameras and microphones. • Remote learners have access to reliable broadband. • Reasonable accommodations are available for remote learners who qualify. • There will be no disruptions during the semester that require transitioning back to entirely online instruction.	• Continuation of online teaching practices in place since the start of the pandemic. • All class activities are offered online only. • Remote faculty and students have access to computers with web cameras and microphones. • Remote faculty and students have access to reliable broadband.
Strengths	• Uses existing university facilities and infrastructure. • Most familiar teaching and	• Uses existing university facilities and infrastructure. • Supports normal class sizes while	• Faculty and students can participate entirely remotely; there is no need to commute or to

	learning modality for both faculty and students. • Effective, efficient, and flexible way to instruct audiences of various sizes. • Supports both traditional lecture and more participatory learning experiences.	limiting the number of students in the classroom. • Faculty still have a live audience. • Faculty can give more attention to students who need it. • Students have more control over their learning experience. • Students like the HyFlex format and can perform just as well as in traditional courses.	congregate in one physical location. • Research supports equal student learning outcomes (SLO) as traditional face-to-face instruction.
Weaknesses	• Requires all faculty and students to travel to and congregate in one physical location. • Most criticisms about face-to-face instruction are actually criticisms of (bad) teaching or course design.	• May not be possible in some classrooms and auditoria. While many faculty are excited by the prospect of HyFlex instruction, current classroom technologies may not be sufficient to support this model (e.g., the rooms may lack microphones so that remote learners can hear anyone other than the instructor, the rooms may lack speakers so that in-class learners can hear remote learners, the rooms may not have enough projectors or monitors to display both the lecture content and the remote learners simultaneously, the in-room camera may only point towards the instructor at the front of the room so remote learners cannot see in-class learners) • May create barriers for students with disabilities. • HyFlex courses attract fewer students in person; the number of in person students may feel “too	• May not support learners in different time zones. • Student participation is entirely dependent on their remote internet connectivity. • Cheating prevention during online assessments is difficult. • May contribute to a sense of student isolation. • May create barriers for students with disabilities.

		small” to the faculty. • HyFlex courses require more planning. • Faculty have to keep track of each participation group in different ways. • Faculty have to engage asynchronous learners just as much as synchronous learners. • Students need to take greater responsibility in completing learning tasks.	
Minimum Technology Requirements	Classroom/auditorium: • Chairs and tables (or desks) for the students • Lectern, podium, or table for the faculty • Chalkboard or whiteboard Faculty: • None Students: • Paper and writing instrument(s) for note-taking or assessments	Classroom/auditorium: • Same as Face-to-Face/Residential model plus ... • WiFi • Projector/display with both cabling and wireless projection. • Audio speakers. • Built in microphone(s) capable of picking up both the instructor <i>and</i> in-class student discussion. • Camera(s) so that remote learners can see the instructor and front of the classroom, the students in the classroom, or both. Faculty: • Laptop or tablet computer with WiFi connectivity and productivity software (i.e., Microsoft Office) • Power cable • Electronic instructional materials (e.g., PowerPoint presentation) • Dongle to connect computer to in-room projector/display (if not	Faculty: • Laptop or tablet computer with WiFi connectivity, webcam, microphone, and productivity software (i.e., Microsoft Office) • Power cable • Electronic instructional materials (e.g., PowerPoint presentation) Students: • Laptop or tablet computer with WiFi connectivity, webcam, microphone, and productivity software (i.e., Microsoft Office) • Power cable

		provided in the room) Students: • Laptop or tablet computer with WiFi connectivity, webcam, microphone, and productivity software (i.e., Microsoft Office) • Power cable	
Recommended Technology Requirements	Classroom/auditorium: • Minimum technology requirements, plus ... • WiFi • Lectern, podium, or table with power outlet for faculty • Projector/display with both cabling and wireless projection • Audio speakers • Chalkboard or whiteboard • Chairs and tables (or desks) with nearby power outlets Faculty: • Laptop or tablet computer with WiFi connectivity and productivity software (i.e., Microsoft Office) • Power cable • Electronic instructional materials (e.g., PowerPoint presentation) • Dongle to connect computer to in-room projector/display (if not provided in the room) Students: • Laptop or tablet computer with WiFi connectivity and productivity software (i.e., Microsoft Office) • Power cable • Paper and writing instruments for	Schools and faculty may choose to supplement their minimum technology requirements to meet their own unique instructional needs.	Schools and faculty may choose to supplement their minimum technology requirements to meet their own unique instructional needs.

	note-taking or assessments		
<i>Lecture capture</i>	Class sessions are not typically recorded, but individual faculty or schools may choose otherwise.	All classes conducted online must be recorded for asynchronous viewing with transcriptions made available.	All classes conducted online must be recorded for asynchronous viewing with transcriptions made available.
<i>Recommendations</i>		• Before the semester begins, thoroughly test each HyFlex classroom and auditorium -- both in person and with people participating remotely -- before assigning any HyFlex class to that teaching space. The test should mimic a typical, complete class session (e.g., lecture, discussion, questions from students both in the classroom and remotely, small group activities, assessment and evaluation). • Train teaching assistants to use the technologies in the approved HyFlex classrooms and auditoria and have them available to support instructors unfamiliar with how to use these technologies for simultaneous face-to-face and remote instruction. • * If an instructor is unable to attend a class session, he or she can participate remotely using Zoom provided someone (e.g., a TA, college support staff) is assigned to come to the HyFlex teaching space and operate the in-room technologies. • ** Rather than allowing students to	

		choose when to attend in person, assign students to cohorts. Provide cohorts with a schedule of when to attend class in-person and when to participate online.	
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