

# What are your top 3 considerations when teaching and or supporting courses taught in a HyFlex delivery?

UFV's Session 3: The Human Elements of HyFlex

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## Room 10

1. Equal access to learning technology and learning material is a concern as not all students, especially international students can access all the technology and online learning material here in Canada.
2. Faculty workload and resources available to support the instruction.
3. Equal learning experience for both online and face-to-face students, learner satisfaction is also a concern.

## Considerations when teaching or supporting courses in HyFlex delivery

1. Building class community
2. Supporting faculty and students in new learning/teaching modes and approaches
- 3.

## Room 14

- 1 - it's intimidating
- 2 - it might not be as hard as we think
- 3 - we need institutional support - not everyone comes to this journey with the same background and context.

## Room 7

How do we compensate people for this work?

## Room 9

1. Resources available to the students.
2. Pedagogy and learning design
3. Clarifying terms and the problem.

## Room 14

1. Amount of time for preparation if new to hyflex delivery. Training of instructors for Hyflex delivery so they can adapt to new skills needed to support the model.
2. Need to start with a strong course and/or knowledge of the material before moving the course into a hyflex delivery model.
3. Understand pedagogy and curriculum design. Should the course be moved into Hyflex?

## Breakout Room 12

Find out in advance what type of delivery the students need

Faculty need to be supported/prepared for HyFlex teaching

Equivalency of experience for online students

## Room 2

Classroom management: creating an equivalent plan for 3 different modes of instruction is extremely difficult to do and manage. Knowing the technology is part of this management.

Awareness: Instructors and students need to be aware of the learning mode. It is important to not do too much and recognize limits. Constant awareness of the "why we are doing this?" helps re-center.

Administrative buy in: Aware instructional needs and invest in the support. They need to recognize how difficult it can be. It is important that the different stakeholders are involved in decisions rather than working in silos.

## Group 11

1. Having the right technology for engagement (audio/visual)
2. Subject matter - is it appropriate for this mode - sometimes it isn't
2. Support at institutional level - shared vision

## Group 16

1. Instructional design - virtually impossible to have one design that covers the modality of delivery
2. Determining what hyflex actually is, and what the learning paths are
3. Instructor capacity - time, technical capacity etc.

## Room 7

Having to keep an eye on why a student isn't showing up in any of the modes

## Top 3 Considerations

1. The audio. It has to be good to ensure all students can participate. Overall, IT support is very important. It's important to have defined clear support roles.
2. Curriculum design - how can it be delivered. How will this impact workload. Planning for all three modalities.
3. Support and training for instructors and students course design.

## Room 17

1. Consider student needs at all times
2. Planning of where students are going to be on a given day - online, or F2F or asynchronously - an making sure everyone is attended to
3. Course design is critical - lot to expect instructors to take on with supports in place

## 3 top considerations + bonus ideas!!! 😎

- Experience is equitable for online as for the inclass students
- Hands on training for instructors to gain comfort level
- how to adjust course, materials, activities for different delivery modes
- student connected and engaged and community is built

## Group/Room 4

1. Time commitment, prep time for setting up or revising course content
2. Instructor experience- being thoughtful about course redesign, encouraging student engagement
3. Financial investment- equipping rooms, acquiring technology

## Room 7

Students might be shy to be recorded or on camera

## Group 7

Ask students about their experiences

## Group 7

Can we ensure that high flex will lead to the same depth of learning?

## Team ?

- 1 Faculty Support. Do they have a comfort with the technology? What pedagogical approaches do they have to learn in order to make it successful?
- 2 Two different Hyflex definitions (i.e., with or without asynchronous options) Which best suits needs of students? How do we work with three modes?

## Room 7 Considerations

Might be too much for new teachers - for K-12 teacher training

## Group 3

1. How will new teachers learn to teach HyFlex if they haven't even taught f2f OR online before?
2. Should HyFlex be developed at the course, department, or whole program level?
3. What do students already know about the HyFlex modality and how do we help them understand if it's right for them?

## Group 5

1. Consider experience of the instructor.
2. Flexible of what instructor needs are - responsive. Whatever it makes to make the learning easier.
3. Capture what is produced along with the producers (students).
4. VERY clear guidelines - do I need to show up every class?

## Group/Room 0 (instructions)

1. 1st consideration
2. 2nd consideration
3. 3rd consideration



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