

Transcript for HyFlex Session 3: Human Elements of HyFlex (UFV)

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Host: Clint Lalonde

Facilitator: Maureen Wideman

Panelists: Chloe Johnson, Chris Campbell, Stefania Pizzirani, Ken Harmel, Michelle Johnson

CLINT:

Ok. Let's move on to our third session here. We're going to the University of the Fraser Valley. And we're going to be talking about the human elements of Hyflex for this. And we have a lot of people here because you know, we're talking about a lot of humans that are impacted by Hyflex. So, I'm going to bring up on to our virtual stage here. Maureen Weidman, who's the AVP for teaching and learning. Chloe Johnson, who's a student at at University of Fraser Valley. Chris Campbell is department head and Adult Education. Stefania Pizzirani, who's the Assistant Professor at UFV. Ken Harmel and Michelle Johnson. Ken is a Senior Learning Designer, and Michelle is an ad developer. So, what we're going to do for this session, we're going to talk about what has happened at UFV. But we're also going to have a little bit of a modified fishbowl activity here. If you're familiar with liberating structures, Maureen is going to facilitate a conversation and ask some questions of Chloe, Chris, and Stefan.

Yeah, about their experiences in Hyflex teaching and learning in Hyflex models. We're going to carry that on for about 15 or 20 minutes. And we're going to have you do some active listening while this is going on and taking some notes. Because after the session, we're going to get into some breakout rooms. And we're going to have some small group discussions in those breakout rooms. We want you to pay attention to the considerations that are brought up during the conversation. And when we get to the breakout rooms, we're going to ask you to kind of summarize the conversation that you have just heard are going to hear here in just a few moments. We'll give you some more instructions once we get ready for the breakout room. But right now I'm going to hand it over to Maureen to get this session started.

MAUREEN:

Thanks, Clint, and welcome, everyone. So, we here at UFV, we have been teaching in a Hyflex model for almost 10 years, and Chris Campbell, the department head for adult education is going to talk about his experiences around that. But then we also ran a pilot last semester with five faculty members and about 250 students. And we did some research on that we did some pre and post interviews. And some surveys of the students just to gather some data about whether this was the way we really want to go at UFV. And, and we're here to share some of that some of that information. So, we're gonna start with our student, Chloe. Chloe, just a quick question. Were you one of the 95% of students who really liked the HyFlex mode of learning.

CHLOE.:

I was. I really did enjoy Hyflex and it afforded a lot of well flexibility in the time of the horrible floods that sort of gripped the Fraser Valley during that time. Yeah. I needed that flexibility as I had to take on more work. And I really appreciated it made the transition very easy.

MAUREEN:

Yeah, we did go through some tough times here in November with the flooding for sure. And Chloe, you know, you had a choice of attending class on campus, attending it live synchronously or doing the class recording. How did you make the choice as to what mode you wanted to participate in?

CHLOE.:

Well, originally, I thought I was gonna do more half and half. But I did find that it fit better with my schedule to attend sort of mostly online synchronous. I really appreciated the ability to do that. And then I could just head to work afterwards. And I loved that flexibility. It made it so, so easy to be a student, but also be able to fulfill sort of normal life activities at the same time.

MAUREEN:

Right, so meeting your needs with the Hyflex some sounds really great. Stefania, who was one of our pilot participants. Did you come across any accessibility challenges with the three modes? About having to make any kind of commendation?

STEFANIA:

Well, I think for me, it was about trying to create a some consistency across the three learning styles and to try to ensure as best as I could, that the learning outcomes would be relatively consistent across the learning platforms. So, yeah, I had to introduce a couple new techniques into the mix when I did the pilot and that was largely around being crystal clear with my expectations. So, I use a weekly checklist, which has really transformed my teaching style. The students absolutely love it. It is mentioned literally hundreds of times now in my student evaluations. So, it's a clear checklist of what to do each week and where to find things. I pre-recorded my lectures. I had subtitles now. I create PDFs of all my slides, I add image descriptions and all my slides. I've changed my due dates to target dates. It's so super flexible as well with that. So, you know, we're aiming for a particular time of the term. And it's not a very strict deadline with punishments. That kind of flexibility, like Chloe mentioned, I think does allow students to be successful in my class, but in their other classes as well.

But overall, the main one, which is very important to me is really considering the mental and emotional health of students. And how high flexes in more ways has helped me meet the possibilities of, you know, progressing mental and emotional health in students. Like I just changed my final exam to to take home quizzes that are not online, they're offline. And so it's these kinds of changes I can now make in a Hyflex environment to help with, you know, managing student wellbeing.

MAUREEN:

Wow, that sounds actually phenomenal. Well done. Stefania. Yeah. But what about you Chris? Well, you've done, you have quite a bit of experience, I would say UFV has been doing this for about 10 years around accommodation and accessibility as far as ensuring that students can get what they need with the three modes of learning.

CHRIS:

Yeah, and in our context, we were into Hyflex before the pandemic, and we've been doing it for two years. Thanks, you know, to leadership of TLC and UFV. We have a completely tacked up room we've been using for many, many years. In terms of accessibility, I'd say we have just to clarify, in our context. We have two modes, we don't, they don't attend asynchronously, they have to be in person or online, in real time. So, that's a slight difference between what Stefania was talking about, but I agree with Stefania. Yeah. There is a lot of the kind of design of the learning environment. Which includes your LMS is really important. As defined, you pointed out, giving some clear expectations, making sure that there's a seamless kind of integration of what's on our Blackboard in our case, and and what happens in the hi flex classroom is essential. So, weekly videos on what's coming up. Assignments that are that have a

video talk to, you know, Stefania talks about assignment one, Chris talks about assignment two, these kinds of videos that helps scope it out.

Captioning, very clear and consistent handouts on the LMS. And within Hyflex, I think it's an unusual model. And so I really think that learners have to learn how to learn in the Hyflex mode. And and that's a, that's something that is really an issue, I mean, that front piece. So, we've done a lot of work on supporting learners how to learn in this mode, including a hub in our department, which walks them through how to learn online, how to function academically, etc. As a part of student support. So, we found that was quite useful in orienting people to this mode. I really liked what Stefania said about clear expectations. And I would say, you know, in a way, the clear expectations around presence is really important. Meaning that if they're coming in from online, we emphasize at least in our department that this is not a webinar. Ok. As an example, we have several 140, 77 people here. All your cameras are off, and that's fine for this sort of thing. But in a highly interactive classroom, you really have to kind of work out how presence looks in Hyflex environment.

So, do we require people to have the cameras on? Do they have options to turn them off? How do you work with the in person and online space. So, that that's all really interesting stuff that every instructor has to make their peace with.

MAUREEN:

Yeah, those are really great suggestions. I really see a lot of work involved in preparing ahead of time for the course. So, that that a great, the course starts and everything is already it's not sort of build as you go. And that idea of being able to understand that students are accessing from two or three different locations or modes, and that it has to be consistent throughout they have to have the same kind of learning experience. So, I'm going to ask about prep. Stefania you did a lot of work. Do you want to talk a little bit about your prep?

STEFANIA:

It is definitely more work. So, that was an interesting, because Chris has been doing it for so long. So, it's an interesting observation for me when I just joined the pilot last term. One thing I never did before and I ended up doing now because I do have the three environments in my class, the, the asynchronous, the in person and the online that I started creating activity sheets. So, for and there was a question in the chat as well about pre recorded lectures. So, I have the pre recorded lectures there usually Around an hour. And then I also have some synchronous time with the students, which is usually between an hour and two hours each week. And those are the chances to have debates and discussions and unpack the stuff that's in the lecture. And so they are definitely connected. And, and to to use that session time I had created these activity sheets, I've basically added one activity sheet that I can print out give to students in person that I've copied and pasted onto Google Docs or Google jam boards.

And that I can also post online, same sheet. So, I don't want different learning outcomes across the different audiences. And those are times where I can again, unpack a case study, I give them instructions, reflective questions, things like that. I can't guarantee that the the asynchronous students actually do all of the activities. But you know, the expectation is there that they do that. Sometimes I do use activity, kind of learning outcomes on the quiz. And so it's an incentive for the students to make sure they keep up with those activities. But I also found in terms of management and prep, that I personally, I found it hard to just walk into the classroom and get ready to teach three different environments. It was a lot to take on, especially lots of new technology, there's, you know, four screens, there's six

microphones, there's two screens in front of me, there's all like a whole, you know, tech board next to me. lots to remember, recordings and things like that to manage. And so I ended up creating in my online system, which is ours is Blackboard, a folder for the week, it's invisible to the students, and I just put every single link all of my breakout room links, my videos that I wanted to show everything, I might need to run the session.

And so I can walk in and just quickly unpack all of that kind of, you know, all the all those learning materials that I wanted to do in the moment, so I'm not searching. And the beauty of it is also is that when I do this next term, I can just copy and paste my course. And I can create an you know, the same course for the next term. And all of the that kind of prep still travels with it, because it's in the management system. So, so it's a nice way to keep track of all the activities and all of the things that I I tried to do in the moment. But yeah, it's a lot of organization.

MAUREEN:

I think it takes a really well structured, well organized person to really get this rate for sure. What about you, Chris? What kind of prep do you do? Do you and your team do?

CHRIS:

Yeah, it's really a lot of upfront prep. I agree with define. Yeah, it's a I don't know, what would you say is to find your over a regular class? What percent would you put on top of it in terms of the time on task? Like, probably? At least? (CROSSTALK) Yeah. Yeah. Probably like that. So, you know, a lot of that is way up front, way before the term begins. And like you said, you can't do an additive approach. It should be all there. So, the kind of prep I do for the class yesterday. I had a class. So, I had to kind of work out in my brain how to, because it's an adult education class, it was, it's really embodied. But you've got folks online, how do you? How do you try to give them as an equivalent experience as possible in a Hyflex model? You have to kind of make your peace with the idea that you are, you're not going to give the equivalent learning experience in a sense, because learning is social, its cultural, its material and what discipline you're in really configures? How, how it should look.

So, in our case, you know, last night, we're doing mini lessons, it's Teacher Education. In adult education context, they have to teach a 10 minute bops lesson or a flipped classroom. So, they've got to decide, am I teaching online or in person. The material aspects are completely different. So, as you prep them for that and get them on board, you also have to think okay, if I got folks in person likes Stefanie said, I have the same handout there, I loaded up onto the site. So, it's available, I can say Week Six folder, you need to get all your stuff ready, and get queued before the class starts because we're going to be launching into this. So, I think a lot of prep up front and you have to think in two or three modes. Like, Ok. What's the in person thing going to look like? What am I capable of doing that, which is an equivalent activity in person and online? How do I use the breakout groups? So, there's the art of kind of orchestrating all of that, and you never quite get it right.

There's always a hitch. So, it's, it's challenging. It's a bit of a tightrope in terms of prep as well. Just the checklists, the videos, the consistent materials that consistent deadlines, consistency, and navigation. In the Blackboard, and online is really critical. So, it has to be a universal kind of universally designed package. That's, that's a bit of an art. So, the I could go into all details on that. But yeah, there is a lot of upfront prep. I'd be very interested in hearing everyone else's experiences in this room, actually. Oh, yeah.

MAUREEN:
We got 170 people?

CHRIS:
Yeah. Possible. Yeah.(CROSSTALK)

MAUREEN:
So, we're getting close to time. But there's a couple of questions I really want to touch on. First of all, Chloe, did you find that the Hyflex mode of learning actually contributed to your learning? Did you find that that was a contributor? Did it help you learn better?

CHLOE.:
I did find that it helped, I really liked sort of having that opportunity to either be in class or the class I was in was had the option of in person, synchronous or asynchronous. And I really liked the ability to either be in class or be synchronous, I really need that sort of synchronous, nor to keep up with the workload. And so I really appreciated that I had that ability. And once again, I really appreciated that when it came down to it, there was the flexibility that allowed me to both attend class and like attend to my daily activities as somebody like with the job as well.

MAUREEN:
Yeah, that's great. And what and what about the the profs here? Did you do you guys think that a HyFlex model actually contributes to student learning? I mean, that's what we're here for trying to ensure that our students are, are are learning and getting through the programs? Do you think that HyFlex model contributes to that? Chris, do you want to go first?

CHRIS:
Yeah, I mean, I think it really depends on how you see the purpose and nature of learning. What are your learning outcomes? Or competencies? What discipline are you in? How important is embodiment and the material aspect of learning? So, if you really think of learning as purely cognitive terms, sure, yeah, it can really help their learning. But the tools actually fundamentally alter the the learning experience. And so depending on where you're teaching. You may be hampered in delivering on some of the competencies, you know, if, if you need to do in, in person teaching, or you need to work on equipment, in trades, you know, you're just not going to be able to get it those. So, it really would depend on on on your discipline, and how embodied it needs to be. So, yeah, sorry, it depends. In our case, I think we can do a fair amount of it probably 60% of equivalent learning. But when you come to the material stuff, it's it's difficult.

MAUREEN:
Yeah, yeah, there's no doubt that high flex isn't for every discipline in every course, that's for sure. And that has to be considered carefully, which, which courses or programs you want to do in Hyflex mode for sure. What about you Stefania?

STEFANIA:
I totally agree with Chris. And I think dust is also really dependent, like, again, on the subject. But you know, again, if it's a controversial subject, if it is an emotional subject, if it's a trauma, subject, you know, those are really sensitive, kind of learnings that do need a little bit more kind of personal engagement, perhaps in person. But at the same time teaching into the kind of sciences and the environment and

such so it does fit well with the Hyflex, I don't know if I have concrete evidence to say high flex is better than the other modes of teaching. I know it's, it's more work for me, and I do not recommend beginners to just jump in, I think the courses I am teaching with Hyflex I've taught many times before, both in person and online. So, that is essential, I think to have a bit of momentum in both environments before you attempt to do them all at the same time. And something that I found is I think the flexibility from what I can tell, again, with students is, is obviously that the major draw.

And that students really embraced that they felt empowered to learn within this new environment instead of the quote unquote, traditional environment. But I would say and Chris mentioned this earlier, that they have to learn how to learn in this environment. And it's a two way street. And it's it's not a guarantee of success, this flexibility and in some students I saw it was almost the opposite. Some some students really did respond to strict deadlines with punishments. And it's maybe just a result of their upbringing and the educational system. But the transition to such flexibility and empowerment and autonomy was in some ways, a little frightening I think for some students, but the power of choice is very real. And overall I like where it's going. I'd like to Have students are embracing it. But just like anything, it's not for every student.

MAUREEN:

Yeah, it's not perfect for sure. And some students really requires a lot of structure. Right? First you do this, and then you do this. And yeah. Real, real quick, real pass on to you(CROSSTALK), Chris.

CHRIS:

I didn't want to come off as too negative earlier when I said it depends. But I really think the access, the benefits of access are essential to our department. We have students across Canada who died who come in, and this level of access for mature learners and non traditional learners is excellent. So, I think, you know, I said it depends. But also there's that benefit of the access factor, which, which I think is really, really makes a difference in people's lives. So,

MAUREEN:

yeah. And that's, that's what we're we're trying to provide education to as many people as possible. So, I think we're going to end it there. I did have one more question. But I think we're out of time. So, I'm going to turn it over to Ken and Michelle, and they are going to do the fishbowl. KEN.Oh, hello, yeah.

MICHELLE:

We're gonna do the breakout rooms. Is that right? Breakout apartment,(CROSSTALK) not peaceful.

KEN:

So, if I can share my screen here real quickly, I show the instruction. So, we're going to choose a we chose a Padlet, too. I think we chose pilot, I think because Mike Ray, you brought something really interesting up a great quote, that technology becomes a solution, looking for a problem. And the problem here in the Hyflex classroom, I think is bridging beyond campus. And then remote learners, the learning community do to make one learning community and if you haven't already use Padlet. It's a wonderful tool to to help bridge that. Help make that bridge there. So, yeah. If you want to clinch going to break everybody into breakout groups. And now we can unpack and post some of the the wonderful, this information that we gathered, and the question that we want to answer here, maybe if you can choose one, one person to to add the three considerations. So, what are your top three considerations when teaching and or supporting courses taught in high flex cloud(INAUDIBLE) delivery? So, yeah.

I'm gonna share the link here in the chat. And I'll also put the QR code up there on the screen. And was chat there, too, there are a couple of times already(INAUDIBLE). Oh, is that right? Ok. Thanks. Yeah. So, when you get in there, just on the bottom right, you'll see the little plus sign down here. So, add your post. Yeah. Again, if one person can be the subscriber, and it kind of needs a header, so just be sure to put some kind of header, rather than putting the three considerations as a header, then listed three considerations. And then we'll, we'll reconvene back in the back in the main room here. And I think Clint could get the rest of the instructions there.

CLINT:

Sure, yeah. So we have 18 breakout rooms. So in just a moment, you are going to be sent to one of those breakout rooms, there's probably going to be eight to 10 people in that room. And we're inviting you to have a discussion based on what you have just heard the Marine. And the group facilitating there to to sort of distill those down into what are the top three considerations when teaching or supporting courses taught in a high flex delivery. And one of the people in your room is going to put those on the Padlet. And then we're going to reconvene in about eight, eight or 10 minutes, and we're going to see if we can find some themes that have come out of all of the different rooms. Ok. So, I think we're ready. And we are going to send you to a breakout room now for eight minutes and feel free to chat away. Going to invite can Michelle, I'm going to invite all the UFV moderators back on here and we can just kind of go through this Padlet and see if we can pick out some some themes here and maybe summarize the discussions.

I was popping around from room to room. I heard a lot of great discussions going on. Thank you. Let's see. What do we have here? So, Chris, I can see you right now. Maybe tell me a little bit about the discussion in your room. And if there was sort of an overriding theme that kind of came out of your room?

CHRIS:

Sure. Yeah. I think two points so the one of the biggest ones was With regards we our tech team question mark there, if you look at that faculty support, do they have comfort with the technology? What pedagogical or adult education endergonic approaches do they have to learn in order to make their classes successful? So, that faculty support element came out as strong? And also some discussion about the two Hyflex definitions. One has a synchronous option, the other does not. Do these three or two modes, suit the needs of the students? And how do we design it and work it so that we can maximize the equivalency or equitability of that learning experience? That's what I got from our discussion. I was a note taker. On to you.

CLINT:

Wonderful, Maureen, are you? Are you here? I can't see you.

MAUREEN:

Yeah, I'm here.

CLINT:

Yeah. What about your room? And and what were some of the themes that you saw emerge either from the room or as you're looking at this Padlet? board here?

MAUREEN:

Yeah. So, similar ideas around on faculty support, but also questions around? I'm going to say the quality of learning. So, when people are jumping around from mode to mode, are they getting the same or the as in depth of a learning experience, as they should? Or could have in the learning? So, I think that was a question. And about, we did talk a little bit about what Chris was talking about in the panel discussion around access. So, if someone has difficulty, let's say being recorded, like being on camera. Then being able to turn the camera off or participate in an online forum, or being able to come into class, but the quiet perhaps, is an option. So, this whole idea about participation, what is participation? How do you grade participation. All of those types of ideas came, came through our group. Yeah.

CLINT:

That came up for me too, when I was listening to the conversation to what does this idea of presence look like in Hyflex? I mean, when you're, when you're in a classroom, you can certainly see that students are there you you get a sense as to who's participating in real time if you're in a face to face classroom. But what does that look like when you start adding in those asynchronous pieces and the synchronous pieces if you're doing those three different modes? So, that idea of presence really is, really is key? And how do you determine what what presence is in Hyflex environments? Stefania, I know you were in one of the rooms too. What was the what was the chatter in your room? Like?

STEFANIA:

Yeah, we had similar outcomes, we talked a lot about just the preparation time that I have to do in my courses, that adds again, several hours. I made a note in the comments about the fact that I download my sessions, I edit them it, I forgot to mention that before it takes a chunk of my week for sure. So, the amount of prep time, the amount of training the idea again, that maybe you shouldn't just be totally green and fresh. And put into this type of learning environment that there is some significant training to do beforehand. Because you could do it poorly, by no intention, and that could cause some unintended consequences. We talked also about Yeah, the quality of an accessibility of the materials, but I think I'm missing one or two points. I feel like somebody else in my group can also probably add a couple points,

CLINT:

You talk about student readiness as well.

STEFANIA:

That's right. And student readiness. Yeah. I mentioned the I do get to several emails from students before term starts is what what is this course? How does Hyflex work? What is Hyflex? Should I register for this course? Cause I want to do it asynchronous. Can I do this asynchronously if I still register for this? So, obviously, the message still isn't clear out in about, be it with advisors, or whomever. But it is noted in our course, descriptions, the method of delivery, but people students still see high flex and it's not clear, obviously. So, it's expected. But, Yeah. I have a few blurbs. I do a welcome video. I do a pre class survey via Survey Monkey. I have a you know, a section in my syllabus to explain what HyFlex is, a lot of pre course work to make sure that the message is clear. Yeah.

CLINT:

Let me, let's let's bring our student on here. And let me ask that question to Chloe. Chloe, if you're if you're willing to answer this question, Did you did you know going into this course, what it was going to be like, did you have expectations and did the course meet those expectations? Or was it wildly different than what you thought it was going to be? I wasn't super sure heading into the course what it was going

to be like. I didn't even really realize that it was high flex to, at first, I just knew that it fit sort of the requirements I needed for a course. And so I signed up. And then later I found that it was Hyflex. So, everything was like a bit of a surprise for me. I did like it, though. And I would definitely take another Hyflex class again, now that I know more about it. And I definitely do talk to my friends about it and sort of tell them about my experience and you know, in hopes that they can have a good experience with it too. Great, thank you, Chloe Can Michelle, do you want to come on and share some any some observations that you had in your rooms?

MICHELLE:

Yeah, certainly. So, I think that in our room, we were focusing mostly on the technology and how can institutions, you know, just jump right into this Hyflex teaching without having the resources or the rooms available? Having to build rooms, I think that we had one. I'm sorry, I've forgotten your name, but from BCIT, that might want to add more about that about how to build the capacity to teach in this way in the classrooms. And, Yeah. Did you, Is there anything you wanted to add? I just,(CROSSTALK) Kathy, thanks, Kathy.

KATHY:

Right. I'm an instructional development consultant. And most people say instructional designer. I noticed one or two of my colleagues are here, too. I just think that they would take some time to familiarize instructors with how to use this properly. And that would take some time. There has to be a desire to be flexible, great to be able to look at your activities and instructional strategies and be willing to go, you know, how do I do this? And sometimes that takes time. Right? So, the rollout of something like this would certainly take some time to engage faculty in some professional development on site at BCIT to familiarize them with what we're talking about here.

MICHELLE:

Absolutely. Thanks for that, Kathy.

KATHY:

You're welcome. Yeah, in our group, there are five wonderful discussion, learned a lot of them in supporting the classroom for five years. And even Dwayne mentioned, the fly pack, I've never heard what a fly pack is five pack as you bring in the hybrid classroom to the classroom. So, I'm really gonna check segment that is, I think the four points, I mean, we probably could have come up with more, but was revolving around flexibility. One thing for Emily Car, again, if your name was there, but the family car, he really want to focus on what the producers are producing not so much the producers themselves. So, that's something to really consider focusing on the product. And just the flexibility, one thing that I've noticed that the be explicit, I think, is to find what you're saying, and you have to be very explicit, the very beginning, what the constraints are what not. And then like, Chrissy mentioned that you have to be there one particular day, but then students are saying, do I have to be here.

And they just started not showing up and showing up online all of a sudden. So, yeah, flexibility on via the students for sure. It's a positive but flexibility for the instructors not so much of a positive is see you gotta do a pivot. So, yeah, we had a great discussion. We could have gone for hours. So, thanks, group five.

CLINT:

Wonderful, Maureen. Oh, yeah, go ahead.

MAUREEN:

I know we're out of time. But I just wanted to make one last point in that you have a tendency in Hyflex to really focus on technology. And the technology, of course, is important. But what we found is that students really want to be in class. They really want to be with their instructor with the option of, ok, if I can't make it, I'll do synchronous, or I'll do all check the recording later. But for our students here at UFV, the in class experience is really important in that we need to when we're thinking about technologies and things that the technology has to work in the real time classroom environment as well. So, it can't be a locked camera at the front of the room where the instructor can't move around the room or capture group discussions going on that kind of thing. So, there is a balance there and things that we need to take into consideration.

CLINT:

Great, thank you, Maureen. Ok. We are all running up against our final break here and then we're going to come back. So, I just want to thank Maureen, Chris, Stefania, Michelle and especially Chloe, our student. It's always so fantastic to hear a student voice and someone who has lived experiences. The reason we're all here is for the students. And so to be able to have a student involved on the panel, it's just a wonderful experience. And I know, I know how much everybody here appreciates having you here today, Chloe. So, thank you very much for coming and sharing your experience. And thank you everybody at UFV we are going to take a break. We're We're only going to take a break for about 12 minutes here. And then when we come back, we're going to take everything that we have done today. And we're going to distill it down into some takeaways that you can take back to your institutions. And if you're looking to implement Hyflex, hopefully some really good recommendations for you to consider at your institution based on what we have.

So Olaolu and Helena are going to facilitate a discussion here when we come back. So, we're going to take a quick break, and we'll be back in just a few minutes with our final session of the day