Combining Classroom and Online Teaching Through Hybrid-Flexible (HyFlex) Course Design

Dr. Brian Beatty
San Francisco State University
## Technical Tips

### Audio:
- Your computer speakers (or headphones) provide the audio. | Closing other programs can improve your audio. | We recommend using an updated version of Flash.

### Full Screen Option:
- During the presentation, the “Full Screen” button at the upper right will allow you to switch back and forth between full screen and normal view.

### Troubleshooting:
- Closing browser and rejoining event often corrects technical issues.

## Participation Tips

### Use the Chat window to:
- Introduce yourself;
- Share questions or comments; or
- Communicate a technical issue.

### Activities:
- We will use polls and additional chats throughout the event for interaction.
- Participation is required when Continuing Education credits are available.
Brian Beatty
San Francisco State University
Combining Classroom and Online Teaching Through Hybrid-Flexible (HyFlex) Course Design
Introductions

4 Ws
Agenda

- Planning for Implementation
- Evaluating Impact
- Open Forum – Q&A

Choose HyFlex your alternative

- What is HyFlex?
- Opportunities… … and Needs
- Steps to HyFlex

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Objectives

• Identify the opportunities and needs you have for an approach like HyFlex.
• Learn the basic steps to designing a HyFlex model that works in your setting.
• Begin to plan for implementing HyFlex in your system, large, or small.
Previous Experience—HyFlex?
What Is HyFlex?
In a **Hybrid-Flexible (HyFlex) Class**, students can choose to attend class either in an assigned face-to-face environment or in an online environment, synchronously or asynchronously. Online technology is primarily used to provide students with flexibility in their choice of educational experience, and to communicate with the faculty member inside and outside of office hours.
Common Course Variants

- Traditional
- Tech Enhanced
- Hybrid
- HyFlex
- Online
Key Principles

- Alternatives
- Equivalence
- Reuse
- Accessible
In any given week...

And then, the following week...

10-15% movement each week
Needs

- Enroll more students.
- Graduate more students…and faster.
- Support working (busy) students.
- Reduce demand on facilities.
- Reduce impact on environment.
Opportunities

- Allow students freedom to choose.
- Build online capacity step-by-step.
- Facilitate faculty learning new “tricks.”
- Use emerging communications technologies to support teaching and learning.
- Create new, customized models of instruction.
Discussing Needs and Opportunities
Steps to HyFlex

- Goals
- Objectives
- Supports
- Content
- Instructions
- Activities
Course Design Experience?
Overall Course Goals

Student Learning Outcomes

Specific Learning Objectives
Analyze the Objectives

Process
activity
“how”

Product
results
“what”
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<th>Design Alternative Processes</th>
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<td><strong>Outcome</strong> or <strong>Objective</strong></td>
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Example—Discussion Activity

Objective: After reading about varied approaches to writing instructional objectives, students will draft a set of IOs for their own instructional project. (Product)

Activity/Process

• In-class: Students write out 1–2 objectives individually, then share in small groups, then discuss what they learned and ask questions in whole class discussion. (May have them post samples to forum in class.)

• Online (sync): Same task as in-class using web conferencing tool; assign to breakout room for small group discussion.

• Online (async): Students listen to the recording of the class discussion about IOs, then draft a full set of IOs and post to forum, also commenting on the IOs posted by peers.
Example—Peer Review

**Objective:** Students draft an *assigned paper* and engage in *peer review*—providing and receiving constructive criticism from peers. *(Products)*

**Activity/Process**

- **In-class:** Students write a draft of an assigned paper and post to discussion forum. They bring copies of paper to class and review the drafts of 1–3 peers, then provide written comments and verbal debrief in small groups.

- **Online (sync):** Students write a draft of an assigned paper and post to discussion forum. During class, they review the drafts of 1–3 peers (files also posted to the forum), then provide written comments and verbal debrief in small groups using breakout rooms in web conference system or through other communication channel.

- **Online (async):** Students write a draft of an assigned paper and post to discussion forum. During the week, they provide written comments to several peers and solicit review from peers.
Examples—No Difference

• **Objective:** Students record their introspective comments on their learning process, struggles with course content or process, or any other topic relevant to course completion.
  – **Activity:** Reflection/journal posts to an online forum; completed out of class

• **Objective:** Students review assigned readings and other content documents before participating in class activities.
  – **Activity:** Individual reading and reviewing resources; completed out of class

• **Objective:** Students demonstrate understanding of basic terms and concepts associated with course content.
  – **Activity:** Individual completes short online quiz weekly, one per major topic; completed out of class
Planning for Implementation

• Instructions
• Supports
  – Materials
  – Resources
  – Process
  – Self-regulation
  – Connecting with peers
Example—ITEC 801 Seminar

ITEC 801 - Spring 2012

- Attend Class Live and Online - Blackboard Collaborate link
- Reflections on My Learning (post here each week)
- Syllabus for Spring 2012 - Feb 1, 2012
- ISD Process Guide - Dr. Beatty's synthesis and summary
- Online or downloadable version of the textbook
- Systematic Design of Instruction Companion Website
- Summative notes on Dick and Carey's ISD Model
- ISD Process Evaluation Questions

General resources for instructional design:

- Instructional Systems Design Glossary
- Instructional Systems Design Resources (Bibliography)
- Job Postings in Instructional Design and Technology
- Human Performance Technology Resources and Links
- ISPI Standards for Performance Technologists
- Library resources at SF State
- APA Writing Style Resources
- International Journal of Designs for Learning (UDL) - free, online
- Journal of Applied Instructional Design (AID) - free, online
- Instructional Design Resources Gateway - ID Central
- Instructional Technology Forum - Papers and Discussions

Resources for Online Learning
Session 4: Instructional Task Analysis - Goal Analysis and Subordinate Skills Analysis

Readings: Textbook chapters 3 and 4

*** Assignment due this week - Front-End Analysis Plan (Paper 1) - Turn your draft in here before class ***

- Front-end Analysis Paper (Paper 1)
- Front-end_Analysis_Paper1_Samples
- Front-end Analysis Paper Evaluation Rubric

Review Quiz - complete before class this week *required*

- Quiz 3: Learner and Context Analysis

If you attend class in person:
- Session 4 Agenda - in class participation

If you attend class online:
- Session 4 Agenda for online participation
- High-level Instructional Goal Analysis

Resources for all students:
- Instructional Goal Analysis Presentation (slides)
  - Session 4 Presentation slides with audio (8 Mb .swf)
  - Session 4 Presentation audio transcript (.doc file)
  - Session 4 Presentation slides with notes (4 Mb .pdf)
- *optional* reading: Task Analysis Methods for Instructional Design (ebook)
- *optional resource* ISD Guidance from the SPIDER - brought to you by the USG
Agenda for Session 6 - Project Network

**In-Class Participation**

1. Q&A - Catching up on Project Planning, Reviewing the WBS and Estimation Process (30 minutes)
2. Creating the Project Network (interactive presentation) (45 minutes)

BREAK

3. Application exercise (small groups) (45 minutes)

4. Looking ahead to next week - Project Team Building (guest speaker)

**Online Participation**

1. Read the assigned readings.
2. Listen to the recorded presentation on Project Network. (Archived class session or VoiceThread)
3. Review the resources on using software to build a Project Network Diagram.
4. Post your comments and questions to the "Creating a Project Network" forum in ilearn.

**Assignments for all students**

Project Network (draft due next week)

**Readings for next week**

Various team-related articles, book chapters and resources posted to ilearn
Use this forum to post your weekly reflections. Start your own topic (thread) and then reply to yourself each week. (The system will only allow you to start one thread of your own.) By replying to your own personal thread each week, you will be able to easily review the thread of your learning process throughout the semester. You may read and respond to the posts of others, but that is not required. I will read each post, but I do not intend to reply to many, if any. This forum is primarily for you to record your thoughts and reactions to course content, activities, and your learning journey.

This forum allows each person to start one discussion topic.

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Connections

- Weekly reflection posts—online, open, forum.
- Encourage participation mode “churn.”
- Form small group discussions with in-class and online sync students.
- Use online forums to “capture” the report-outs from in-class discussion activities.
- Require peer feedback on draft assignments.
- Subscribe all students to all discussion forums; encourage participation of all students.
Discussing Design and Implementation
Evaluating Results?
Assessing Learning

• How will you assess both online and classroom-based students?
  – Formally
  – Informally
Evaluating Impact

- Student Perspective
  - Participation patterns
  - Learning outcomes
  - Student voices

- Faculty Perspective
  - Concerns and hopes
  - Early adoption
  - Faculty voices
Student Participation Patterns

- Do students take advantage of the flexibility?
Overall Average Participation by Mode

AVERAGE PARTICIPATION
N=127

- % INCLASS
- % ONLINE
- % ABSENT

60%
30%
10%
Participation in Large Lecture Section

- 80-90%
- 5-10%

* Total archive views prior to exam, paper due date is about 200-300% of enrollment
Student Performance

• Does overall student performance correlate with participation model?
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What Do Students Say?
What Do Students Talk About?
Common Faculty Perspectives

• Many interested in lecture capture (up to 75%)
• Most already using LMS (90%)
• Common concerns
  – Workload
  – Boundaries around time
  – Seeing students faces every week
  – Interaction in class activities
  – Plagiarism
  – Intellectual property rights
Faculty Adoption of HyFlex

- Twenty-two percent of students report viewing lecture capture during the semester. (Fewer faculty using it.)
- One graduate program offering “fully online” option through HyFlex.
- Many more faculty are “interested” … What will it take to move them toward adoption?
What Do Faculty Ask About?

Word cloud derived from one week of online discussion with faculty and administrators (24,000 words!)

Wiley Learning Institute
What Do Faculty Say?
Faculty Survey: Online Teaching (hybrid/hyflex)

Perception that interactivity and learning are reduced

- “What I do in class is worth doing, but not worth watching passively.”
- “I find it highly valuable to interact with students in real time and in the same space.”
- “Interactive lecture is a different experience than a ‘captured’ one.”
- “Large part of the value of classroom teaching resides in the spontaneity of the interaction.”
- “I fear that students would over-rely on these and not attend class to contribute to the learning.”
- “Encourages, justifies, and condones student absenteeism from class attendance.”
- “Online or even hybrid courses are extremely inadequate in providing the kind of critically engaged environment to facilitate learning.”
Faculty Survey: Online Teaching (hybrid/hyflex)

Perception that online teaching puts intellectual property and jobs at risk

• “Strong supporter of contractually explicit provisions protecting faculty intellectual property.”
• “Who controls the copyright? Would captured lectures be used to replace live lectures?”
• “Capturing will make professors obsolete; course content is my intellectual property, not SFSU’s.”
• “Possibility of unauthorized reproduction/circulation.”
• “The fact that they are tied up in a proprietary format and stored by AT makes professors feel that they do not have control of their own material.”
Faculty Survey: Online Teaching (hybrid/hyflex)

Perception that teaching using online technology adds to workload. Faculty don’t see an advantage to them.

• “I’m not interested in using software to allow students to avoid coming to class or to help me enroll even more students.”
• “Adding more to what we do—in this case, adding more technology to our courses—feels like a burden.”
• “Worried that it will take extra time without benefit.”
• “For HyFlex, what is the advantage of taking more students? If it would result in course release, or in some other easing of the job, then I can see an incentive. Otherwise, why would anyone want more than a class-full?”
What Do Faculty Ask About?

Word cloud derived from a different week of online discussion with faculty and administrators (15,000 words!)

Wiley Learning Institute
Discussing Impact
time for change
Arc of Personal Change

Kurt Lewin: unfreeze | transition | refreeze
The Change Curve

Figure 1: The Change Curve

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<td>Anger, fear</td>
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<td>Commitment</td>
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http://www.mindtools.com/pages/article/newPPM_96.htm
Force Field Analysis (Lewin)

Drivers →

HyFlex Instruction

Restraints

Student Choice
Faculty Choice
Archived Lessons
New Technology

Traditional Env
Faculty Skill
Teaching History
Lack of Technology
Technology Adoption Lifecycle (typical)

Where are your faculty, students, and administrators?

- **Visionaries**
  - Get ahead of the herd!

- **Techies**
  - Try it!

- **Pragmatists**
  - Stick with the herd!

- **Conservatives**
  - Hold on!

- **Skeptics**
  - No way!

- **Innovators**

- **Early Adopters**

- **Early Majority**

- **Late Majority**

- **Laggards**

From "The Diffusion of Innovations" by Everett Rogers and "Crossing the Chasm" by Geoffrey Moore.
What Do I Talk About Most Frequently?

The HyFlex World blog: http://www.drbrarianbeatty.com/wordpress/
Open Forum

Wiley Learning Institute
That's All Folks!

bjbeatty@sfsu.edu
Questions?
Upcoming Events

• Wednesday, Nov 14: Designing a Learning Process—Not Just a Course  
  Presented by: Linda Nilson, Clemson University

• Tuesday, Nov 13: Teaching for Critical Thinking  
  Presented by: Stephen Brookfield, University of St. Thomas

www.WileyLearningInstitute.com
Final Thoughts

• Evaluations

• Certificates of Participation
Fall 2012 & Winter 2013 event information
www.WileyLearningInstitute.com