

HyFlex Courses at Marshall

Principles and Goals

November 4, 2022

Summary

This document outlines proposed procedures for offering HyFlex courses at Marshall. Some parts of this proposal may require policy and/or procedural changes. The proposal outlines how HyFlex courses will be offered assuming those changes are made.

Contents

Summary	1
Contents	1
Principles	1
Proposed - Marshall's Definition of a HyFlex Course (Spring 2023 Pilot)	3
Proposed – Requirements to put a HyFlex course on the Schedule of Courses (Spring 2023 Pilot)	3
Proposed – Requirements for teaching a HyFlex course (Spring 2023)	4
Proposed – Support for HyFlex courses	4
Frequently Asked Questions	5
References	7

Principles

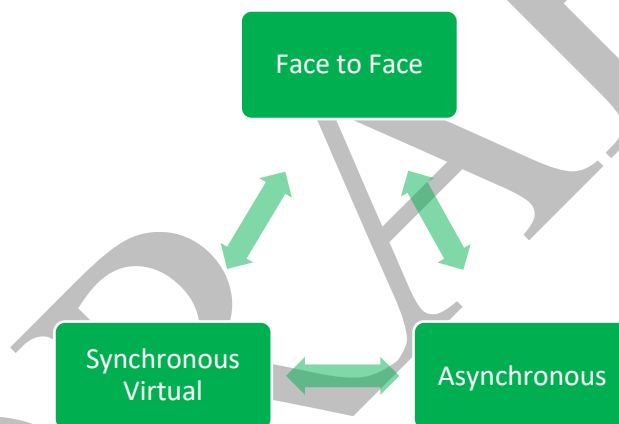
The HyFlex course model is a student-centered method of teaching that combines multiple delivery modes for a single class. HyFlex teaching is based on four key principles [1]:

1. **Choice:** Each student can choose the delivery mode that is best for them: face to face, virtual synchronous, or asynchronous. Students can change among delivery modes on an ongoing basis based on their changing situations.
2. **Equivalence:** Although distinct, all delivery modes provide equivalent learning experiences. Regardless of the mode they choose, students are provided with meaningful, engaging learning experiences in which they can interact with their peers.
3. **Reusability:** Artifacts from face-to-face activities are captured for reuse in other modes, as appropriate. Students who participate asynchronously can review the captured materials and content from the face-to-face sessions. All students can later review the materials and participate in activities provided for asynchronous students. A HyFlex course is a single integrated experience, rather than a combination of independent synchronous and asynchronous courses.

4. **Accessibility:** The course provides the tools and materials for all students to engage in all participation modes. Universal Design techniques are employed.

A key feature of HyFlex is that students can change among delivery modes frequently, based on their personal circumstances. One student might attend most class sessions in person but attend synchronously during bad weather. Another student may generally attend with the synchronous virtual format but occasionally attend asynchronously due to family emergencies. Another student may attend entirely asynchronously due to work commitments during the scheduled class time.

Unlike traditional “online” asynchronous classes, a HyFlex class can keep all students at the same pace. It is not necessary to prepare the entire asynchronous class before the semester begins. Materials captured from synchronous sessions are available for all students to review before the next class session. Due dates for all students are the same. This unity among the delivery modes allows students to change among modes seamlessly and facilitates equivalent learning outcomes for all students. The instructor can leverage materials from one delivery mode to support students in all modes.



In a HyFlex course, students can choose between face-to-face, synchronous virtual, and asynchronous delivery modes on an ongoing basis. Each mode provides students with a distinct and equivalent learning experience.

Marshall’s model for HyFlex is focused on reflection and improvement of courses over time. Marshall’s definition of a HyFlex course gives the minimum requirements to label a course as HyFlex on the schedule of classes. An initial review, before the class is offered, will ensure these basic requirements are satisfied. A post-semester review, and periodic review after that, will help professors identify specific materials and activities that are working well and others that are targets for revision. A central goal of the review process is to help professors improve the class over multiple semesters.

Proposed - Marshall's Definition of a HyFlex Course (Spring 2023 Pilot)

A HyFlex course at Marshall University is delivered so each student can choose one of three ways to participate (cf. [2, 3]):

- The student can attend a class session in person at the scheduled time and location.
- The student can participate in a class session synchronously from a remote location.
- The student can participate in a class session asynchronously.

The student can choose to change modes for each session or each week, depending on the class design, as explained in the syllabus for each HyFlex class. The student does not need to inform the professor before each class session begins.

The course structure is designed to ensure all students achieve equivalent learning outcomes, regardless of the delivery options they choose.

Equivalent materials and content from the face-to-face class are provided to students in all delivery modes using lecture capture (when appropriate) or previously recorded or prepared materials.

All students have equivalent, possibly distinct opportunities to engage with the professor and their peers during live sessions or in Marshall's learning management system. Depending on the class design, this may entail having synchronous students also participate within the learning management system.

Some students may be required, due to individual circumstances, to attend face to face or to attend remotely. Examples include international students and students who have reduced tuition rates to participate in distance-only programs.

Proposed – Requirements to put a HyFlex course on the Schedule of Courses (Spring 2023 Pilot)

A HyFlex course will be scheduled as a single course section in the Schedule of Courses.

The schedule will indicate that the class is HyFlex and will provide a link to a webpage explaining the nature of HyFlex courses.

Before a HyFlex course can appear on the schedule of courses, the following requirements must be satisfied:

- The department must submit a [Distance Course Development Application](#) provided by the Online Learning Office. The course will be reviewed at three points of time:
 - Before the semester begins, to ensure the course design fits Marshall's definition of HyFlex and ensure the course is set up properly in the learning management system.

- At the end of the first semester to provide feedback, especially on asynchronous materials. This review will identify goals for improvement over time.
- On a periodic basis: once every three years, or when the course is taught by a new instructor.
- The Online Learning Office must verify the course setup in Marshall's learning management system.
- The professor must be certified in online teaching via [Quality Matters](#).
- The course syllabus must clearly explain the HyFlex nature of the class, and describe the three options available for students to participate.

HyFlex courses will not be charged the Distance Delivery Fee that is assessed for E-campus classes. The Distance Delivery Fee will be discussed in more detail during the 2023-2024 budget development process in Spring 2023.

Proposed – Requirements for teaching a HyFlex course (Spring 2023 Pilot)

The professor must ensure that class sessions or equivalent materials are available for all students regardless of the delivery modes the students choose.

The professor is responsible for teaching the class so that all three delivery modes are available.

- Face-to-face sessions are held in the assigned classroom at the scheduled class times.
- Lecture recordings (as appropriate), pre-recorded lectures, or other appropriately prepared materials are provided for material that is delivered by lecture.
- Materials are posted promptly in the learning management system so all students can progress at the same rate.
- Assignments are designed so students do not need to attend in person to submit assignments or receive feedback and graded materials.
- Equivalent assessments are available for face-to-face, virtual synchronous, and asynchronous attendees. This may include the use of authentic assessments and other alternative assessments when they are suitable for the material being taught.

Proposed – Support for HyFlex courses

- Professional development for HyFlex faculty will be provided by the Center for Teaching and Learning
 - The CTL [full calendar of events](#) includes sessions on HyFlex options.
 - A HyFlex Learning Community is working on a Best Practices document.
- Course review for HyFlex courses will be provided by the [Online Learning Office](#).
- [Quality Matters](#) training will continue to be provided by Marshall

- The Online Learning Office and Information Technology are exploring ways to provide technology infrastructure and assistance. Possible initiatives include improvements to specific classrooms, student assistants to monitor synchronous virtual students and help with technology, and other support for faculty.

Technology for HyFlex classes

Classrooms designated as TECI classrooms or meeting the TECI classroom standards support HyFlex. A [list of TECI rooms](#) is available online.

As of 2022, all TECI classrooms have been updated to a standard that includes:

- Displays at the front of the room: LED displays or a projector depending on the space.
- Microphones to pick up both the professor and students in the classroom
- Speakers to hear remote students and computer audio (no in-room sound re-enforcement)
- Camera at the rear of the classroom to show the professor
- In-room podium with PC. Microphones and cameras are connected to this PC for use in web conferencing
- Write-on screen mounted to podium for annotation.

These classrooms also have the University-provided software for HyFlex teaching including:

- Microsoft 365 and Microsoft Teams for virtual attendance and collaboration.
- Panopto for pre-recording video and recording class sessions (accessed through the LMS). Features include video analytics, presentation recording, digital notes and discussion, engagement, reports, multi-camera video, editing, quizzing integration with the Blackboard Gradebook, and video upload.
- Poll Everywhere for class engagement.
- Respondus for assessment
- Other University-provided software.

Frequently Asked Questions

1. What is the motivation for offering HyFlex classes?

There are several motivations. A key motivation is student flexibility. Some students have family, work, or other responsibilities that make it difficult to attend all classes face to face; HyFlex classes make it possible for these students to continue to engage and make progress in the class. This is linked to student success and retention: students who can engage with the class consistently are more likely to succeed, compared to students who have significant gaps in their participation.

A second motivation is instructional flexibility. Some programs have many face-to-face students but a small number of remote students. Others have a larger number of remote students, but some

students must participate face to face (such as international students). HyFlex classes are one option for departments to balance these student needs against instructor availability.

2. Are classes required to be HyFlex?

HyFlex courses can offer additional flexibility to both students and departments, but there is no requirement for all classes to convert to HyFlex delivery. Marshall is choosing a definition of “HyFlex” for our institution so that students who see this term on the Schedule of Classes can rely on a particular meaning.

Some classes are likely to always be taught face to face; some may always be taught as asynchronous classes. If an asynchronous option is not desired, a class may be taught with a hybrid of face to face and virtual synchronous delivery. Other delivery methods and combinations are possible. Each department should consider the benefits and downsides of the available options when choosing how to schedule a class.

3. Does the entire asynchronous class need to be prepared before the class can be approved for HyFlex delivery?

This is not required for Marshall’s definition of a HyFlex class. Following the principle of reusability, HyFlex courses can use materials from face-to-face sessions, as appropriate, to support asynchronous learning. Asynchronous HyFlex learners can be asked to review materials before the next class session and keep pace with the rest of the class. There is a much tighter link between the synchronous and asynchronous options than in a traditional “web” course.

The course “shell” must be prepared before the semester begins to ensure that students are able to participate asynchronously, interact with their classmates, submit assignments, and receive feedback and grades. The Online Learning Office can assist with this setup.

In particular, in the preliminary review before the class is taught, Online Learning will verify:

- The course is set up in the LMS in a way that makes it accessible and easy to navigate.
- There is a “Start Here” page with the appropriate content for asynchronous students.
- The course layout is clear so that professors can easily post materials as the semester progresses and students can easily locate these materials.

The Online Learning office can also assist faculty in setting up the Gradebook in the LMS.

4. Which parts of a class session must be recorded?

If material is delivered via lecture, a lecture recording, previously recorded lecture, or other appropriately prepared materials must be provided. In general, it is not sufficient to provide prose materials for asynchronous students and live presentations for face-to-face students. However, the exact nature of the materials provided for asynchronous students will vary from class to class.

Some class discussions may include topics that faculty or students prefer not to have recorded. These discussions will be available live to virtual synchronous students, as well. The discussions do not need to be recorded provided equivalent options are provided for asynchronous students to interact with their peers using the learning management system.

In every case, professors should make it clear to students which parts of each session are being recorded. This should be described in the syllabus, and a brief statement should be made in class whenever recording begins or ends. Additional information on best practices for recordings is available through the Center for Teaching and Learning.

5. Who has the copyright for lecture recordings and other information posted to the learning management system?

MU BOG Policy AA-48, “[Ownership of Scholarly and Creative Works](#),” addresses this issue. The policy states that

“2.2 The University recognizes and affirms the tradition in higher education that scholarly and creative works ... are owned by their creator, except when those works involve substantial use of university resources, defined as use of university facilities, staff, or funds beyond those normally available to members of the university community.”

The definition of scholarly and creative works in the policy includes, in particular: instructional materials (syllabi, tests, assignments, lectures, study guides, audiovisual materials, manuals, bibliographies, glossaries, etc.); video and audio recordings; and video and audio broadcasts.

6. Can a HyFlex class require students to attend certain days, such as exams?

This kind of requirement is not compatible with Marshall’s definition of a HyFlex class. Some students in HyFlex classes may live remotely or have responsibilities during the scheduled class time. Students must be able to complete equivalent learning outcomes and assessments even if they participate entirely asynchronously. However, a class with attendance requirements can be scheduled in other ways, rather than as a HyFlex class, based on departmental decisions.

References

1. Beatty, B. J. (2019), *Hybrid-Flexible Course Design*, EdTech Books. <https://edtechbooks.org/hyflex>
2. Columbia Center for Teaching and Learning. “Hybrid/HyFlex Teaching & Learning”, Columbia University. <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/hyflex/>
3. Educational Design Collaborative (July 23, 2020), “The Hyflex Model”, University of Buffalo. <https://www.buffalo.edu/edc/AcademicPreparedness/HyflexModel.html>