HyFlex Class Checklist

## Before the Fall 2021 Semester (Design Steps)

* Review the resources and training opportunities on the [HyFlex Teaching](https://www.siue.edu/its/idlt/hyflex.shtml) website.
* Visit your assigned classrooms, or similar rooms, to familiarize yourself with the [technology](https://www.siue.edu/its/labsclassrooms/smart_classrooms_features.shtml).
* Schedule a rehearsal of the beginning of your HyFlex class with colleagues attending via Zoom so they can experience your class from the student perspective. Be sure to include trials of interactive components such as:
	+ [Poll Everywhere](https://kb.siue.edu/74429)
	+ Virtual white boards or collaborative writing spaces
	+ [Zoom immersive](https://support.zoom.us/hc/en-us/articles/360060220511-Immersive-View) backgrounds
* Review and modify course [activities and assessments](https://www.siue.edu/its/idlt/teaching-learning-continuity/index.shtml) for asynchronous and synchronous student completion. Ensure they are equitable in rigor and appropriate for the modalities.
* Consider replacing exams with authentic assessments such as case studies, portfolios, reflective journaling, presentations, and policy briefs.
* Complete the usual [Start-of-Semester Activities](https://kb.siue.edu/73214).

## Before Your First HyFlex class

* Email your students (you may have multiple sections so be sure to include everyone) with an explanation of your planned instructional formats, required technology, and helpful tips for their attendance via different modalities.
* Create an asynchronous course welcome on Blackboard as a backup plan for your first class.
* Determine who attends in-person, online, asynchronously, or if you will allow students to flex between all three modalities (based on capacity limitations as needed).
* Establish your attendance and participation policies: How will they be tracked for each modality? Explicitly communicate your policies in the syllabus, during your first class, and prominently in your Blackboard course website.
* Create your [recurring Zoom meeting](https://kb.siue.edu/70113) with appropriate settings for students to enter, automatically recording to the cloud, and any other features you plan to use.

## Before Each Class

* Share materials such as slides, outlines, or other handouts on Blackboard so remote students have access to them.
* Arrive early to set up the technology in the classroom (projectors, TVs, lights, cameras, etc.) and to open websites and applications while your students arrive. Use the podium controls to test the cameras/display between you, the monitor, or the whiteboard as needed.
* Start the Zoom session at least five minutes before class. After the first few students connect, make sure they can see and hear you.
* Consider assigning a student or TA to monitor Zoom for “raised hands,” other non-verbal feedback, and for any questions or contributions that are sent by chat.

## Starting Class

* Remind all participants that you will be recording if you will be doing so. Use Zoom’s automatically record option in the [meeting settings](https://kb.siue.edu/81840) to eliminate the need to remember this step. Select “Record to the cloud.”
* Acknowledge and welcome your in-person and remote students, reviewing resources or links they should access during the class, if relevant.
* Remind Zoom attendees to stay muted if not speaking to reduce background noise.

## During Class

* Adjust the camera to face the focal point of attention, as needed (you, the whiteboard, a demonstration, etc.).
* Use frequent breakpoints or check-ins to provide opportunities for remote students to ask questions. Check in with volunteers (if any) who are monitoring Zoom.
* Schedule a real break (or two) for yourself and the students. Use it to catch your breath, fix issues, or reset anything in the online or physical environment.
* Alternate between in-person students and remote students when soliciting input.
* Repeat student questions from the live students so online students don’t miss any discussion. Masks and microphones will present audio challenges for the Zoom attendees.
* Before ending the Zoom session, check to see if any Zoom students want to stay after class to ask any questions. If so, disable recording.

After Class

* Solicit feedback from online and in-person students (anonymous or direct).
* Review any technology issues and assess what to change, drop, or seek help from ITS about for your next session.
* Review the [recorded content](https://kb.siue.edu/79712) after it posts to TechSmith Knowmia, [initiate captions](https://www.siue.edu/educational-outreach/faculty-resources/digital-content-captioning.shtml), and post to your Blackboard course website.