# **SIUE HyFlex Course Design Examples**

## QuickLinks to examples of different class length versions

[**SIUE HyFlex Course Design Examples**](#_Toc80070194)

[QuickLinks to examples of different class length versions](#_Toc80070195)

[Educational Technology at Southern Illinois University Edwardsville](#_Toc80070196)

[Example 50-Minute Class Session](#_Toc80070197)

[Example 75-Minute Class Session](#_Toc80070198)

[Example 40-Minute Class Session](#_Toc80070199)

[Examples of individual HyFlex activities (à la carte!)](#_Toc80070200)

[Mini-lecture - roughly 10 to 12 minutes](#_Toc80070201)

[Think Pair Share - roughly 15 minutes](#_Toc80070202)

[Polling - 7 to 10 minutes](#_Toc80070203)

[QuickWrite - 12 minutes](#_Toc80070204)

[Other useful HyFlex resources](#_Toc80070205)

[About HyFlex](#_Toc80070206)

[HyFlex Articles & Lessons From Summer / Fall 2020 through Spring / Summer 2021](#_Toc80070207)

[HyFlex Articles - Student Perspectives](#_Toc80070208)

NOTE: There are several examples, but the list is not yet exhaustive. Please suggest other examples or resources to support faculty adopting HyFlex practices!

## Educational Technology at Southern Illinois University Edwardsville

* Activity 0 can be conducted using Poll Everywhere
* Mini-lectures can be pre-recorded using TechSmith Knowmia and posted to the Blackboard course website.
* Think-Pair-Share for asynchronous students can be approximated by creating a Blackboard forum using the Participants must create a thread in order to view other threads setting. Students will need to post their responses prior to viewing what others posted. The share portion of the activity could be comparing and contrasting the online students’ perspectives from those who attended the live session or to record a short video response for the instructor to play in class. There are many creative ways to engage the students across the modalities.
* Collaborative writing using Microsoft Word through [Office.com](https://login.microsoftonline.com/) and student group workspaces can be hosted in [Microsoft Teams](https://kb.siue.edu/search.php?q=teams). Microsoft Teams workspaces for classes are [available upon request](https://siuecougars.sharepoint.com/SitePages/Site%20Request.aspx). Some instructors use the Teams chat functionality instead of the Zoom chat during class to keep all students engaged regardless of modality. Some students like the Teams chat since it is separate from Zoom especially in case there are any technical issues.

## Example 50-Minute Class Session

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Activity 0** | varies | All students complete an activity (e.g., background knowledge probe, self-assessment survey, low-stakes quiz to demonstrate understanding of reading material, muddiest point forum) before the class session meeting timeNOTE: Activity 0 also could include some pre-recorded mini-lecture content so there is more time for activities in class. |
| **Instructor****opening** | 3 min (varies) | Instructor greets everyone and summarizes results of Activity 0 |
| **Mini- lecture 1** | 12 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Instructor prompt**ScriptMove to breakouts while students “***Think***” | 1 min4 min | *No matter where you are in time and space, I want you to think about [topic X] or answer the following [question Y]. Write down your ideas for one minute only.** *If you’re in the room, turn to a (distant) neighbor and share what you wrote.*
* *If you’re on the videoconference, I’ll put you in breakout groups of 2 or 3.*
* *If you’re watching the recording, press pause and participate in the Think-Pair-Share discussion forum. Then come back and press play. I’ll summarize the ideas of the people who are live.*
 |
| **Activity 1** - ***Pair*** Bring students back***Share*** | 5 min2 min3 min | Students work in small groups (may require tech to keep distance)Small groups share ideas | Students work in breakout groups via videoconferenceBreakout groups share ideas | Students work in discussion forumAsynchronous students review the recording and other posts in the forum |
| **Mini- lecture 2** | 12 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Instructor prompt** |  2 min | *We’re going to take a quick poll!** *If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit pollev.com/12345 or to text KEYWORD to 12345. Then answer these question(s) based on Mini-lecture 2:*
	+ *What?*
	+ *Why?*
	+ *How?*
* *If you’re watching the recording, press pause and answer the same questions. Your answers will be added to the answers from the students who are with us live today. I’ll refer to the full set of answers in my mid-week message.*
 |
| **Activity 2**Polling | 2 min | Students submit poll answersStudents without devices pair up | Students submit poll answers  | Students submit poll answers (asynchronously) |
| **Instructor transition** | 1 min | Instructor describes poll results from students who are live.  |
| **Instructor****closing** | 3 min  | Instructor summarizes key points from mini-lectures, assigns activities for all students to complete before next class session  |

NOTE: To provide an equivalent learning experience for asynchronous learners, the instructor should create calendar entries/reminders to check the Think-Pair-Share forum and send out a quick announcement with updated poll results acknowledging changes due to asynchronous submissions.

## Example 75-Minute Class Session

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Activity 0** | varies | All students complete an activity (e.g., background knowledge probe, self-assessment survey, low-stakes quiz to demonstrate understanding of reading material, muddiest point forum) before the class session meeting timeNOTE: Activity 0 also could include some pre-recorded mini-lecture content so there is more time for activities in class. |
| **Instructor****opening** | 3 min | Instructor greets everyone and summarizes results of Activity 0Instructor shares a document link for collaborative note-taking Optional: Instructor could ask for a volunteer "chat jockey" -- an in-person student who watches the chat for questions and lets the instructor know. |
| **Mini- lecture 1** | 12 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Activity 1 - *Instructor prompt*** | 1 min | *No matter where you are in time and space, I want you to think about [topic X] or answer the following [question Y]. Write down your ideas for one minute only.** *If you’re in the room, turn to a (distant) neighbor and share what you wrote.*
* *If you’re on the videoconference, I’ll put you in breakout groups of 2 or 3.*
* *If you’re watching the recording, press pause and participate in the Think-Pair-Share discussion forum. Then come back and press play. I’ll summarize the ideas of the people who are live.*
 |
| **Activity 1 - *Think*** | 4 min | Instructor moves students to breakouts while students “***Think***”Instructor tells students to take a screenshot of the prompt slide, or shares a link to a slide with the prompt. |
| **Activity 1** - ***Pair***  | 5 min | Students work in small groups (may require tech to keep distance) | Students work in breakout groups via videoconference | Asynchronous students work in discussion forum - submit their own idea and reply to another student’s post |
| **Activity 1 - *Instructor prompt***  | 2 min | Instructor brings students back from breakouts and prompts them to share |
| **Activity 1** - ***Share*** | 3 min | Small groups share ideas | Breakout groups share ideas | Asynchronous students review the recording and other posts in the forum |
| **Mini- lecture 2** | 12 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Activity 2 - *Instructor prompt*** |  3 min | *We’re going to take a quick poll!** *If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit [poll URL] or to text [poll KEYWORD] to 12345. Then answer these question(s) based on Mini-lecture 2:*
	+ *What?*
	+ *Why?*
	+ *How?*
* *If you’re watching the recording, press pause and answer the same questions. Your answers will be added to the answers from the students who are with us live today.*
 |
| **Activity 2*****Poll*** | 2 min | Students submit poll answersStudents without devices pair up | Students submit poll answers  | Students submit poll answers (asynchronously) |
| **Activity 2 - *Instructor summary*** | 3 min | Instructor describes poll results from students who are live (in-person and online). Instructor commits to revisiting and sharing the results in a mid-week announcement after asynchronous students submit. |
| **Activity 3 - *Instructor prompt*** | 3 min | *We’re going to do a “Quick Write” activity. Before I start the mini-lecture about XYZ, I want you to share what you know about it and any connections to your lives.** *If you’re in the room, use your laptop or mobile device to visit the link to the writing exercise. If you do not have a device, pair up with a neighbor who can be a “technology scribe” by entering both of your ideas at the same time.*
* *If you’re on the videoconference, I will put the link to the writing exercise in the chat for you to click*
* *If you’re watching the recording, please press pause and go to the writing exercise.*

*Once you have reached the writing exercise, share two lists 1) anything you already know about the topic and 2) any connections you see between the topic and your identity, background or culture.* |
| **Activity 3 *Quick Write*** | 5 min | Students in the room enter Quick Write responses in real-timeStudents without devices pair up | Students online enter Quick Write responses in real-time | Students submit Quick Write responses asynchronously |
| **Activity 3 - *Instructor summary*** | 4 min | Instructor pulls up the results and comments on background knowledge and connections to students’ lives. Instructor commits to revisiting and sharing the results in a mid-week announcement after asynchronous students submit. |
| **Mini- lecture 3**  | 10 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Instructor****closing** | 3 min  | Instructor summarizes key points from mini-lectures, assigns activities for all students to complete before next class session  |

NOTE: If students need to access files during a class session, then the instructor will want to plan for that. It may include making those resources available in advance (e.g., part of Activity 0, announcement re: what will be needed in class today).

NOTE: for more on collaborative note-taking, see Derek Bruff’s June 2020 article, “[Active Learning in Hybrid and Physically Distanced Classrooms](https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/)” <https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

## Example 40-Minute Class Session

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Activity 0** | Varies | All students complete an activity (e.g., background knowledge probe, self-assessment survey, low-stakes quiz to demonstrate understanding of reading material, muddiest point forum) before the class session meeting timeNOTE: Activity 0 also could include some pre-recorded mini-lecture content so there is more time for activities in class. |
| **Instructor****opening** | 3 min | Instructor greets everyone and summarizes results of Activity 0 |
| **Mini- lecture 1** | 10 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Instructor prompt** |  3 min | *We’re going to take a quick poll!** *If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit pollev.com/12345 or to text KEYWORD to 12345. Then answer these question(s) based on Mini-lecture 1:*
	+ *What?*
	+ *Why?*
	+ *How?*
* *If you’re watching the recording, press pause and answer the same questions. Your answers will be added to the answers from the students who are with us live today.*
 |
| **Activity 1**Polling | 2 min | Students submit poll answersStudents without devices pair up | Students submit poll answers  | Students submit poll answers (asynchronously) |
| **Instructor transition** | 2 min | Instructor describes poll results from students who are live.  |
| **Mini- lecture 2** | 10 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |
| **Instructor prompt** |  3 min | *We’re going to take a quick poll!** *If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit pollev.com/12345 or to text KEYWORD to 12345. Then answer these question(s) based on Mini-lecture 2:*
	+ *What?*
	+ *Why?*
	+ *How?*
* *If you’re watching the recording, press pause and answer the same questions. Your answers will be added to the answers from the students who are with us live today.*
 |
| **Activity 2**Polling | 2 min | Students submit poll answersStudents without devices pair up | Students submit poll answers  | Students submit poll answers (asynchronously) |
| **Instructor transition** | 2 min | Instructor describes poll results from students who are live.  |
| **Instructor****closing** | 3 min  | Instructor summarizes key points from mini-lectures, assigns activities for all students to complete before next class session  |

NOTE: To provide an equivalent learning experience for asynchronous learners, the instructor should create calendar entries/reminders to check the Think-Pair-Share forum and send out a quick announcement with updated poll results acknowledging changes due to asynchronous submissions.

##

## Examples of individual HyFlex activities (à la carte!)

Use the individual activities below to construct your own class session.

### Mini-lecture - roughly 10 to 12 minutes

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Mini- lecture** | 10 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconference | Students watch recorded mini-lecture |

NOTE: Robert Talbert and Erika Biga Lee suggest pre-recording all mini-lectures and assigning students to review them before joining the synchronous class meeting or participating in asynchronous activities.

Regardless of when students review the mini-lecture, break into 10-12 minute segments to address cognitive overload, to allow students to engage in an activity to encode/retain the information, etc.

### Think Pair Share - roughly 15 minutes

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Instructor prompt**ScriptMove to breakouts while students “***Think***” | 1 min4 min | *No matter where you are in time and space, I want you to think about [topic X] or answer the following [question Y]. Write down your ideas for one minute only.** *If you’re in the room, turn to a (distant) neighbor and share what you wrote.*
* *If you’re on the videoconference, I’ll put you in breakout groups of 2 or 3.*
* *If you’re watching the recording, press pause and participate in the Think-Pair-Share discussion forum. Then come back and press play. I’ll summarize the ideas of the people who are live.*
 |
| **Activity 1** - ***Pair*** Bring students back***Share*** | 5 min2 min3 min | Students work in small groups (may require tech to keep distance\*) | Students work in breakout groups via videoconference | Students work in discussion forum\*\* |

**\*NOTES re in-person students**: With in-person students wearing face masks and distancing from each other by 6 feet or more, “Pair” activities may work better using chat and/or breakout rooms in the videoconference platform. Another strategy is [Carmen Macharaschwili’s Remote Buddy system](https://www.linkedin.com/pulse/wondering-how-accommodate-remote-learners-your-face-macharaschwili/?trackingId=wQTScFEUNuhI%2FSBpXq4XCA%3D%3D). Overall, this activity may pose challenges if students do not have a device or do not bring a device to class.

**\*\*NOTE re asynchronous learners**: To provide an equivalent learning experience for asynchronous learners, the instructor should create calendar entries/reminders to check the Think-Pair-Share forum and send out a quick announcement with updated poll results acknowledging changes due to asynchronous submissions.

### Polling - 7 to 10 minutes

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Instructor prompt** |  3 min | *We’re going to take a quick poll!** *If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit pollev.com/12345 or to text [KEYWORD to 12345]. If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit pollev.com/12345 or to text KEYWORD to 12345. Then answer these question(s) based on Mini-lecture 2:*
	+ *What?*
	+ *Why?*
	+ *How?*
* *If you’re watching the recording, press pause and answer the same questions. Your answers will be added to the answers from the students who are with us live today.*
 |
| **Activity 1**Polling | 2 min | Students submit poll answersStudents without devices pair up\* | Students submit poll answers  | Students submit poll answers (asynchronously) |
| **Instructor transition** | 2-5 min | Instructor describes poll results from students who participate synchronously.  |

**\*NOTE re in-person students**: If students do not have a device or do not bring a device to class, have them take a set of 4 or 5 colored index cards with large printed letters (A, B, C, D, E) when they enter the classroom. They can find a volunteer “tech scribe” and sit in the adjacent seat 6 feet to the left or right of him/her. When it’s time to submit answers they can hold up their response and someone can enter it for them.

### QuickWrite - 12 minutes

| **Activity** | **Time estimate** | **Synchronous in person** | **Synchronous online** | **Asynchronous online** |
| --- | --- | --- | --- | --- |
| **Activity 1 - *Instructor prompt*** | 3 min | *We’re going to do a “Quick Write” activity. Before I start the mini-lecture about XYZ, I want you to share what you know about it and any connections to your lives.** *If you’re in the room, use your laptop or mobile device to visit to the writing exercise. If you do not have a device, pair up with a neighbor who can be a “technology scribe” by entering both of your ideas at the same time.*
* *If you’re on the videoconference, I will put the link to the writing exercise in the chat for you to click*
* *If you’re watching the recording, please press pause and go to the writing exercise*

*Once you have reached the form, share two lists 1) anything you already know about the topic and 2) any connections you see between the topic and your identity, background or culture.* |
| **Activity 1 *Quick Write*** | 5 min | Students in the room enter Quick Write responses in real-timeStudents without devices pair up | Students online enter Quick Write responses in real-time | Students submit Quick Write responses asynchronously |
| **Activity 1 - *Instructor summary*** | 4 min | Instructor pulls up the results and comments on background knowledge and connections to students’ lives. Instructor commits to revisiting and sharing the results in a mid-week announcement after asynchronous students submit. |

## Other useful HyFlex resources

### About HyFlex

* Beatty, B. J. (2019). *Hybrid-Flexible Course Design* (1st ed.). EdTech Books. Retrieved from <https://edtechbooks.org/hyflex>
* Binnewies, S. & Wang, Z. (2019). Promoting active learning and equity in a HyFlex course. Retrieved from<https://app.secure.griffith.edu.au/exlnt/entry/7148/view>
* Educause. (2020). The HyFlex Course Model. *7 Things You Should Know About*. Retrieved from <https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf>
* Kelly, K. (May 7, 2020). COVID-19 Planning for Fall 2020: A Closer Look at Hybrid Flexible Course Design [blog post]. *Phil on Ed Tech*. Retrieved from <https://philonedtech.com/covid-19-planning-for-fall-2020-a-closer-look-at-hybrid-flexible-course-design/>
* Kelly, K. (June 4, 2020). Helping Students to Be Successful (Resilient) Online and Hybrid Learners During COVID Transitions [blog post]. *Phil on Ed Tech*. Retrieved from <https://philonedtech.com/helping-students-to-be-successful-during-covid-transitions/>
* McMurtrie, B. (July 30, 2020). Teaching: Making Hybrid Teaching Work for You. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/newsletter/teaching/2020-07-30>
* Pikes Peak Community College. (n.d.). [Comparing your options [Chart on page 3](https://www.ppcc.edu/office-president/presidential-communication-2/coronavirus/spring-2021-plans#hyflex)]. Retrieved from <https://www.ppcc.edu/office-president/presidential-communication-2/coronavirus/spring-2021-plans#hyflex>
* Polyakova-Norwood, V. & Frass, L. (n.d.). [The Hyflex Model - An Effective Approach to Teaching with Numerous Modalities](https://sc.edu/about/offices_and_divisions/cte/about/news/2020/hyflex_model.php) [web article]. Center for Teaching Excellence, Univ. of South Carolina. Retrieved from <https://sc.edu/about/offices_and_divisions/cte/about/news/2020/hyflex_model.php>

### HyFlex Articles & Lessons From Summer / Fall 2020 through Spring / Summer 2021

* Beatty, B. (May 26, 2020). [Can HyFlex Options Support Students in the Midst of Uncertainty?](https://er.educause.edu/blogs/2020/5/can-hyflex-options-support-students-in-the-midst-of-uncertainty) *Educause Review*. Retrieved from <https://er.educause.edu/blogs/2020/5/can-hyflex-options-support-students-in-the-midst-of-uncertainty>
* Bergstrom, M. (November 25, 2020). [Teaching HyFlex: It’s a Genre Problem](https://www.facultyfocus.com/articles/online-education/teaching-hyflex-its-a-genre-problem/). *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/online-education/teaching-hyflex-its-a-genre-problem/>
* Ferrero, M.A. (July 28, 2020). [Hybrid Flexible Class: A Professor’s Guide to Teaching HyFlex](https://medium.com/the-faculty/hyflex-teaching-d1347143ef3d) | The Faculty. *Medium*. Retrieved from <https://medium.com/the-faculty/hyflex-teaching-d1347143ef3d>
* Gannon, K. (October 26, 2020). [Our HyFlex Experiment: What’s Worked and What Hasn’t](https://www.chronicle.com/article/our-hyflex-experiment-whats-worked-and-what-hasnt). *Chronicle of Higher Education*. Retrieved from [https://www.chronicle.com/article/our-hyflex-experiment-whats-worked-and-what-hasnt](https://www.chronicle.com/article/our-hyflex-experiment-whats-worked-and-what-hasnt?cid=gen_sign_in)
* Kelly, K. (January 5, 2021). [COVID-19 Planning for Spring 2021: What We Learned About Hybrid Flexible Courses in Fall 2020](https://philonedtech.com/covid-19-planning-for-spring-2021-what-we-learned/) [blog post]. Retrieved from <https://philonedtech.com/covid-19-planning-for-spring-2021-what-we-learned/>

### HyFlex Articles - Student Perspectives

* Adams, J, (June 24, 2021). One Student’s View of HyFlex. *HyFlex Learning Community*. Retrieved from <https://www.hyflexlearning.org/2021/06/24/one-students-view-of-hyflex/>
* Peterson, A. (July 2, 2021). HyFlex Learning from an Undergraduate Student’s Perspective: Positives and Pitfalls. *HyFlex Learning Community*. Retrieved from <https://www.hyflexlearning.org/2021/07/02/hyflex-learning-from-an-undergraduate-students-perspective-positives-and-pitfalls/>