

How to Approach Teaching Face to Face and Online at the Same Time? EXPLORING HYFLEX / HYBRID

Presenter- Prof. Peter Duffy



1

How to Approach Teaching Face to Face and Online at the Same Time? EXPLORING HYFLEX / HYBRID

- 1 A brief overview of the HyFlex approach – the **WHY?**
- 2 Practical strategies for PREPARING to teach in a Hyflex mode – the **HOW?**
- 3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE**
- 4 Approaches to best practices in teaching and learning using HyFlex – the **PRACTICAL REALITIES**



2



• Me / Web 0.0 (Peter Duffy)
(the internet didn't exist when I started teaching)

• Digital Native or Immigrant
(somewhere in between)



3

Lingnan Context




<https://www.ln.edu.hk/strategic-plan>

*"To develop **smart teaching and learning** and other cutting-edge pedagogies with the help of new digital education technologies to support teaching and learning endeavours to meet **students' new learning needs in a rapidly changing world where new knowledge and skills continue to appear, and workplace requirements are constantly changing**" +*

"Promoting research on teaching and learning with the aim of enhancing student learning" (Strategic Plan key imperatives)

www.ln.edu.hk/tlc 4

4

How to Approach Teaching Face to Face and Online at the Same Time? EXPLORING HYFLEX / HYBRID

Making this Session Useful:

- Ask questions – In the Chatroom
- Challenge when you disagree
- Make suggestions / Use Reactions
- Confirm time {10:30 – 12:00}
- Please tell me if I'm too slow..
..too fast
- Introduce yourself in the CHAT ROOM
- Continue the discussion in MOODLE




5

1

A brief overview of the HyFlex approach – the **WHY?**





Would you like to try
Wasabi / Hybrid Teaching?



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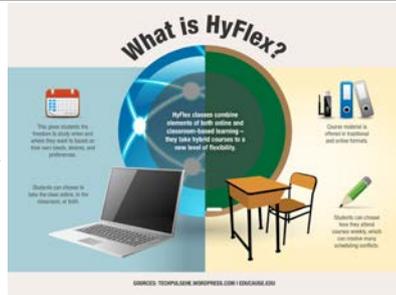
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A brief overview of the HyFlex approach – the **WHY?**



The underlying design ethos behind the HyFlex Model is flexibility and student choice.



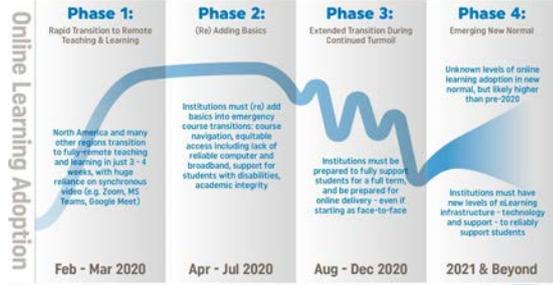
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7

Multiple Phases of Higher Education Response to COVID-19



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REF - <https://www.qurubacs.com/post/getting-ready-for-a-different-teaching-paradigm-this-coming-fall-consider-hyflex-learning-model>

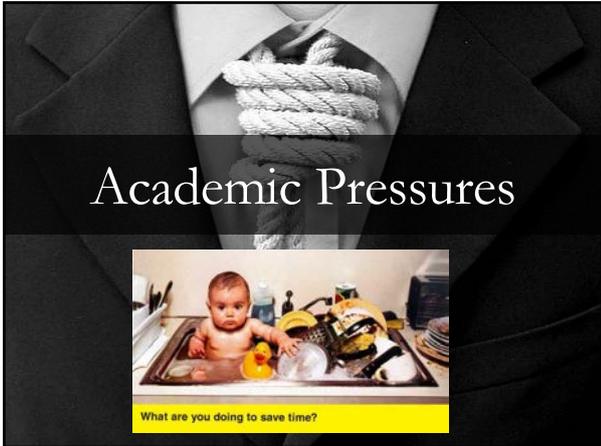
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A student Perspective

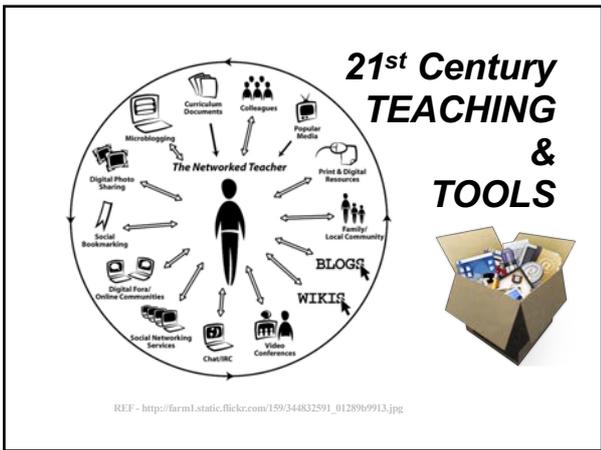


"Today's students are no longer the people our educational system was designed to teach"
Marc Prensky (2001)

9



10



11



12



13



14

1 A brief overview of the HyFlex approach – the **WHY?** 

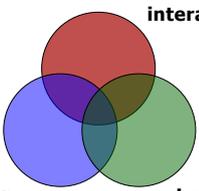
Presence and Interaction

1. **Teaching Presence** (*Teacher* interaction)
Occurs through frequent and effective interaction with the instructor
2. **Cognitive Presence** (*Content* interaction)
Occurs through frequent and effective interaction with the material
3. **Social Presence** (*Student* interaction)
Occurs through frequent and effective interaction with other students


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15

1 A brief overview of the HyFlex approach – the **WHY?** 



Learner-teacher interaction

Learner-learner interaction **Learner-content interaction**

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16

2 Practical strategies for **PREPARING** to teach in a Hyflex mode – the **HOW?** 

ACTIVITY:
Advice to a colleague

Add to the ZOOM chat room one piece of advice you would give a colleague in order to **PREPARE** for Hybrid teaching



TIME for TASK – 5 mins



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17

2 Practical strategies for **PREPARING** to teach in a Hyflex mode – the **HOW?** 

- Have a plan / Run sheet - see [HyFlex Course Design](#)
- Have a plan for Audio
- Go to your classroom and try it
- Turn off the front lights
- Turn the camera around to show the classroom
- Roster the class for physical attendance OR seek input prior
- Ask a student to monitor the chat room
- Use and make student aware of the Zoom attendance record

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18

3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE**



- How to maintain both a quality face to face learning experience as well as an online one is a rethink
(BUT does draw on past I2I teaching experiences and more recently our experiences with real-time online teaching)
- The main challenge is in an active learning environment (as opposed to stand and deliver) how to ensure student engagement and active learning
- To do it well, the technology, the course design, the focus on pedagogy and the engagement of the students all need to line up

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19

3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE**



ACTIVITY:
Unpacking the Hybrid Approach
 Take a few minutes to contribute to the MOODLE discussion forum;
WHAT are the benefits of a Hybrid Approach?
WHAT are the challenges of a Hybrid Approach?
Be ready to share.

 **TIME for TASK – 15 mins**



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20

3 Sharing session on classroom realities and possible approaches - The **COMMUNITY VOICE**



BENEFITS

- For students, a HyFlex Model holds the potential of maximizing the opportunity to participate in a face-to-face learning experience under conditions of social distancing
- Class recordings might be complemented by asynchronous discussion boards and other collaborative tools in Moodle
- Learner choice and alternative participation modes

CHALLENGES

- Creating an instructional model that allows students to toggle back and forth between educationally comparable in-person and virtual formats depending on the circumstances
- Creation of a fully online version and a fully face-to-face version and find ways to bring them together into a single course experience that has multiple participation paths
- Potential of additional work depending on context and teachers' experience

Using the **COMMUNITY VOICE**;
- consider a simple feedback loop for your students via Quiz

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21

4 Approaches to best practices in teaching and learning using HyFlex – the **PRACTICAL REALITIES** 

When designing for HyFlex, three primary instructional tasks are typically considered:

- (1) providing content,
- (2) evaluating learning, and
- (3) engaging students throughout the course

Social Distancing AND Group work?

Advice from Stanford...

...Design a fully online class and think of the in-person part of it as an enhancement to the core of your coursework.

...thinking of class time as a place to connect and regroup, as well as to review content

...encourage students to find ways to connect with one another. That addresses one of the bigger challenges with remote learning: **creating a sense of community**. "Students are pretty great for creating their own tools and communities," she says. So let them figure out how, whether through Facebook, GroupMe, Slack, Discord, or even a Twitch livestream.

REF - https://www.chronicle.com/newsletter/teaching/2020-07-02/04d2cgen_login_refresh

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22

4 Approaches to best practices in teaching and learning using HyFlex – the **PRACTICAL REALITIES** 

Carter Lam's Spotlight

Whom here attended Carter's ZOOM workshop last week?

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23

Final Thoughts



Renovation



Revolution



Revelation

POLL - Which approach are you most aligned with right now?

24



Questions?



Sticking Wings onto a Caterpillar does not make it a Butterfly It requires transformation

25



26

Extra Resources



27

Make Learning Meaningful 1

- Some Cognitivism
 - Students chose their own context for the Case Study related to their particular field
 - Students continually prompted to relate course content to their personal experiences
 - E.g. particular challenges in their own teaching context

(Ausubel 1963; Bransford, Brown & Cocking 2000; Driscoll 200)

28

Expert Knowledge 2

- Building expert knowledge for problem solving skills
 - Course Structure
 - The course is structured around, tasks, readings and resources relating to core eLearning / Blended Learning and Instructional Design concepts
 - Provided are course tasks that require students to re-visit content and to look at concepts from different perspectives

(Bransford et al 2000; Ausubel 1963; Driscoll 2005)

29

Simulate Real World Problems 3

- Real world application so that students can recognise new information as applicable and meaningful
 - Each student group will develop their own case study with a focus on outcomes that would translate into real benefits for their context

(Lave and Wenger 1991; Bransford et al 2000; Lemke 2000)

30

Ensure Collaboration

4

- Interaction to provide exposure to multiple perspectives and to provide increased guidance to students
 - Range of collaborative exercises throughout the course, including the Group Project

(Vygotsky 1978; Bruner 2006)

31

Multiple Sensory Modes

5

- Catering For Different Learning Styles
 - Course content presented as text together with images and links to multimedia resources
 - Visual representation of eLearning framework
 - Course Development Document

(Pavio 1986; Mayer 2003; Gardner 1983)

32

Metacognition

6

- Helping learners to be self-reflective in order to move beyond their current level of expertise
 - Peer evaluation
 - Formative Case Study Presentation
 - Social Presence
 - Feedback on thought processes and outputs from other students on the Module Website

33

FURTHER RESOURCES

- [7 Things You Should Know About the HyFlex Course Model](#), EDUCAUSE
- [Hybrid-Flexible Course Design: Implementing student-directed hybrid classes](#), eBook by Brian J. Beatty
- [The HyFlex Option for Instruction](#), *Inside Higher Ed*
- [Fall Scenario: A HyFlex Model](#), *Inside Higher Ed*
- [Using the HyFlex Course and Design Process](#), *Online Learning Consortium*
- [COVID-19 Planning for Fall 2020: A Closer Look at Hybrid-Flexible Course Design](#), *PhilOnEdTech*
- [Student Choice, Instructor Flexibility: Moving Beyond the Blended Instructional Model](#), *Issues and Trends in Learning Technologies*
- [Promoting active learning and equity in a HyFlex course](#), *Griffith University*
- [HyFlex Learning](#), *Teaching in Higher Ed Podcast*
- [Can HyFlex Options Support Students in the Midst of Uncertainty?](#), *EDUCAUSE Review*
- [How to Maintain Communication with students](#)
