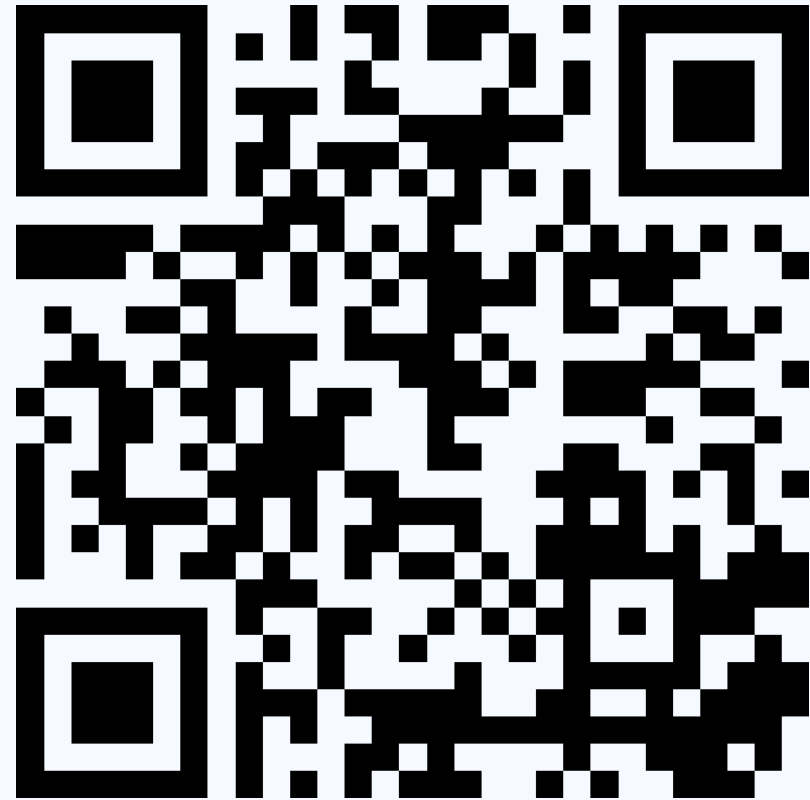


Ensuring Quality and Flexibility:

A True HyFlex Course Model for Diverse Learners

**DO YOU
TEACH/DESIGN/
OFFER HYFLEX
COURSES?**



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WHAT WE WILL ACCOMPLISH TODAY



- Discover how to adapt a QM-certified asynchronous online course to a HyFlex course by adding F2F and synchronous options.
- Identify how to design quality HyFlex courses that ensure equitable learning outcomes for learners across different modalities.
- Discuss developing HyFlex courses at your institutions, incorporating lessons learned.

WHO WE ARE?



LAURA KLOSE
INSTRUCTIONAL CONSULTANT



GIHAN GAMAGE
ASSISTANT PROFESSOR



SHERRELL WHEELER
DIRECTOR OF ONLINE

DEMOGRAPHICS

- Small Community College
- Hispanic-Serving Institution
- Serve a Tribal Community
- Serve a Military Community
- Cover a Large Geographic Area
- 72% of FTE is Online; 89% of Students Take at Least One Online Course
- All Online and Hybrid Courses are QM-Certified





SERVE OUR DIVERSE DEMOGRAPHIC OF STUDENTS

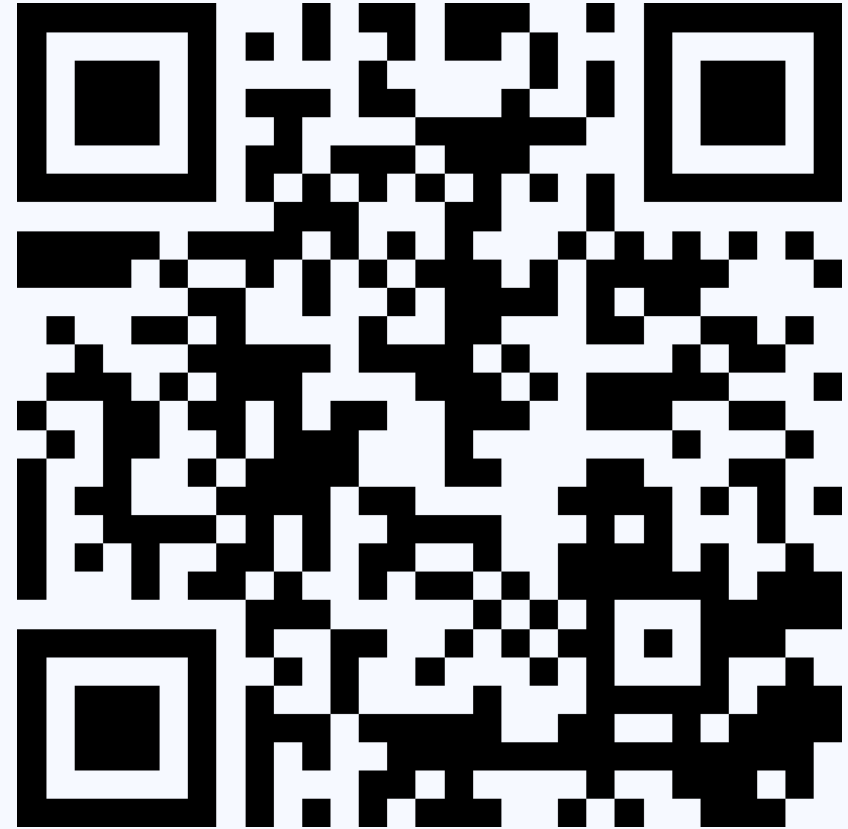
- Want face-to-face but the time class is offered doesn't work.
- Non-traditional students start face-to-face and then other commitments keep them from coming to class.
- Weather issues can keep students from class.
- Military gets deployed, relocated, or even locked down at the base.
- Too far to drive to campus but want face-to-face time in class.
- Personal and mental health challenges.

ANSWER WAS HYFEX!

DEFINITIONS FOR THIS SESSION

FACE-TO-FACE	ASYNCHRONOUS ONLINE	SYNCHRONOUS ONLINE
100% in the physical classroom	100% online with no required meeting times	Virtual meetings by Zoom or some other platform at a specific time

HOW DO YOU DEFINE HYFLEX?



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DEFINITION OF HYFLEX

A	B	C	D
Face-to-face	Face-to-face	Face-to-face	Face-to-face
Virtual synchronous	Virtual synchronous	Online watching recording of face- to-face	Virtual synchronous
	Online watching recording of virtual synchronous		Online asynchronous

OUR QUESTION

How can we maintain our quality online courses and offer them through a HyFlex format?

- “Online” seemed to be virtual.
- Online was a video of face-to-face or virtual.
- Broke our campus policy that all web-based courses had to be QM-certified.

OUR DEFINITION OF HYFLEX

1. Face-to-face
2. Virtual synchronous
3. Online asynchronous

THE JOURNEY OF ECED 1115



STAGE 01

Health, Safety, and Nutrition is a two-credit course initially developed as an asynchronous online course and put through an internal course review.

STAGE 02

After, it was taught for one semester and revised. Then it was put through an external course review.

STAGE 03

It came to our attention that this course needed an F2F option. To accommodate this need while meeting other institutional needs, the idea of building a HyFlex course was born.

STAGE 04

The “QM-approved” HyFlex course was revised to include F2F and Zoom meeting “Classwork” assignments. An alternative review certified the revised course.

STAGE 05

At this moment, we are navigating our first semester of the HyFlex course, marking an exciting new chapter for all of our institutions!

MODULE OUTLINE

1. Instructional Materials:

- A. All instructional materials are posted in the online course.
- B. The Instructor Lecture for each module is pre-recorded on video and placed in the module before the QM-Review.
- C. Students must cover all instructional materials through the online course before coming to the F2F/Virtual course session.

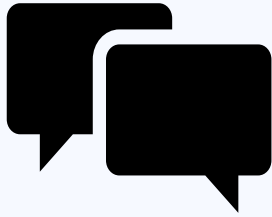
2. Learning Activities:

- A. Module Self-check quizzes completed in the online course are the learning activities in this course.
- B. These quizzes cover the content of the instructional material in each module.

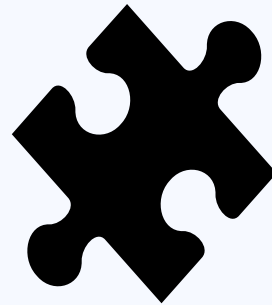
3. Assessments:

- A. Online students complete the discussion forum
- B. Students who attend the F2F/Virtual Class complete a “Classwork” assignment that is equivalent to the discussion during and after class time.
- C. All students complete a module assignment.
- D. All students can correct the scored assignments for a possible higher score in Modules 1 through 12.

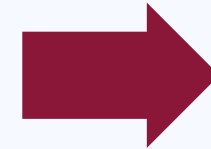
BALANCED ASSESSMENTS WITH INTERACTION



Online discussion forums, along with face-to-face (F2F) and Zoom “classwork” assignments, promote interaction among students.



“Assignments” for everyone are designed to encourage independence and critical thinking skills for all students.



Providing personalized feedback and allowing students to make corrections motivates them and fosters active engagement in their learning process.

TURN AND TALK

What do you see as the key design aspects of our HyFlex Module Outline?

TRAITS OF DISCUSSIONS VS CLASSWORK

- **Format:** Online Discussion Forum
- **Involvement:** Individual participation
- **Outcome:** Foster critical thinking and dialogue.

Materials

Objectives

Community

Prompts

Interactions

- **Format:** In-Class Presentation
- **Involvement:** Group-based activity w/roles
- **Outcome:** Apply knowledge in real-time.

DISCUSSIONS

BOTH

CLASSWORK

Module 1: Discussion (Online)

Ensure you read the instructions for completing Discussions on the previous page. After reading the journal article, School as Ideal Setting to Promote Health and Wellbeing Among Young People (read sections: "Results", "Discussion," and "Conclusion"), engage in a conversation with your classmates regarding the responsibility of the teacher in promoting children's wellness.

Instructions

The prompts for this module discussion ask you to utilize the information from the "Results," "Discussion," and "Conclusion" sections of the article "School as Ideal Setting to Promote Health and Wellbeing Among Young People." This means you must use and discuss the material from the article in your initial post for the discussion and cite it in an in-text citation and your APA formatted resources list. The instructions also say to use material from the module. This means you must provide specific information from the textbook (or other module materials provided) within your responses, then cite the source in an in-text citation and your APA-formatted resources list. If you need help understanding these instructions, please ask me!

Prompts

Include the prompt number and prompt in bold.

1. Using the information from the "Results," "Discussion," and "Conclusion" sections of the article, as well as the other module materials, discuss ways that teachers can affect or influence children's physical and psychological well-being (M1-3, M1-4).
2. Using what you have learned from this module, discuss why it is important to involve and include families in children's health education activities (M1-3, M1-4).

F2F Module 1: Classwork

Prior Preparations

For this in-class assignment, you need to have read Chapter 1 of the textbook and the journal article, School as Ideal Setting to Promote Health and Wellbeing Among Young People (sections: "Results," "Discussion," and "Conclusion").

What to Expect

During this Class Period:

Each group is required to answer the prompts below in a class presentation using slides (e.g., PowerPoint or Google Slides).

Responses must utilize module materials to support answers.

Include APA in-text citations and a reference list.

Homework:

Every group member must submit the answers to the prompts in a Word document by Sunday at 11:59 PM. You may choose to revise the group's report before submitting it or submit it as is. The submitted version will be used to determine your grade.

Online Module 1 Assignment

Group Member Roles

WHAT OUR STUDENTS SAY

- **This HyFlex course has made it easier to work and go to school.**
- There is so much more **flexibility** when it comes to **my schedule** with this course.
- HyFlex means **less stress**, better, faster, and easier **communication** between the instructor and the students, **more help** when I have the time for help and **personalized education**.
- **A Face-to-Face course without spending the gas money.**

LOOKING TO THE FUTURE!



ECED 1115 COMPARED TO OTHER COURSES

ECED 1115

- ❖ Two-credit course.
- ❖ Meets once a week.
- ❖ All due dates are synced within the week.
- ❖ Transitioning to a HyFlex model was straightforward, as we aligned the online class with the face-to-face meetings.

OTHER COURSES

- ❖ Typically, three-credit courses.
- ❖ Meets twice a week.
- ❖ Online courses typically schedule activities over the entire week.
- ❖ Face-to-face courses set up due dates and activities around the times the course meets.
- ❖ Converting these courses to Hyflex will be challenging.
- ❖ The simplest approach is to divide the online class into two parts per week to match the two f2f meetings.

LOOKING TO THE FUTURE!

PHYS 1230G F2F

- ❖ Three-credit course.
- ❖ Meets twice a week.
- ❖ All due dates are different.
- ❖ Low enrollment.

PHYS 1230G HYFLEX

- ❖ Three-credit course.
- ❖ F2F Meets twice a week.
- ❖ The online course is designed to align with a two-time-per-week F2F course.
- ❖ F2F due dates and assignments will be aligned with the QM-certified online course.

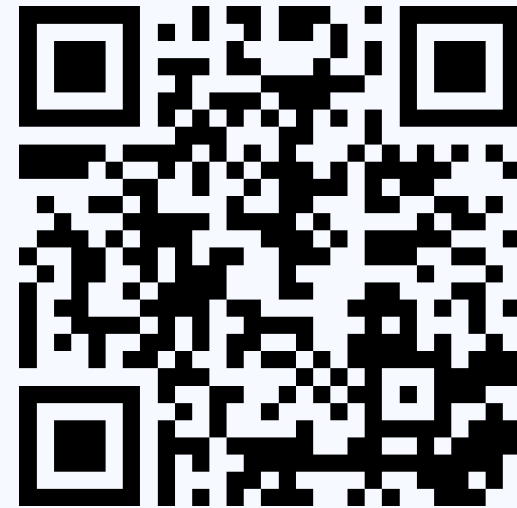
**COULD YOUR
CAMPUS BUILD A
HYFLEX COURSE
FROM A
QM-CERTIFIED
ONLINE COURSE?**



slido.com #3894358



QUESTIONS?



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