

Resource List

(culmination of all resources shared in the presentation)

Resource Focus	Resource Links
TAMU-Q and TAMU messaging	<ul style="list-style-type: none">• TAMU-Q - https://www.qatar.tamu.edu/programs/reopening-fall-2020/• TAMU-CS - https://provost.tamu.edu/Campus-Messages/Fall-2020-Courses-at-TAMU• Bring Your Own Device (BYOD) TAMU Engineering and BYOD TAMU
General HyFlex Info	<ul style="list-style-type: none">• Online Learning Consortium - Using HyFlex Course and Design Process• Seton Hall - HyFlex Classroom Technology• Hybrid-Flexible Course Design book - Using HyFlex in Statistics for Engineers and (Data) Scientists
Response to HyFlex (since Spr'20)	<ul style="list-style-type: none">• Chronicle of Higher Education - “Colleges Say Hybrid Courses Will Make the Fall a Success. But Will Students Get the Worst of Both Worlds?”• Interesting Twitter Feed Thread
Planning for a HyFlex Course	<ul style="list-style-type: none">• TAMU CTE's HyFlex Course Model course• Vanderbilt's - Active Learning in Hybrid and Physically Distanced Classrooms• Clemson's Blended Synchronous Model one-pager• HyFlex Course Design Example Class Sessions – 50 min. and 75 min.• Hybrid-Flexible Course Design book - Using HyFlex in Statistics for Engineers and (Data) Scientists• Chronicle of Higher Education - “How to Engage Students in a Hybrid Classroom”• Research report: How does hyflex work in a large course?• University of Central Florida's Blended Learning Toolkit

Face-to-Face Teaching in Fall 2020

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TEXAS A&M UNIVERSITY AT QATAR
Center for Teaching & Learning

Course formats

At this time, Texas A&M University at Qatar is planning to offer courses in three ways:

1. Face-to-face courses, which must also be streamed remotely via Zoom from the classroom for those students who cannot be in the building
2. Remote only — no face-to-face interaction with students. Some instruction delivered during scheduled class time via Zoom; some instruction may also be delivered asynchronously
3. Online — no face-to-face interaction. Courses must be prepared using principles for online learning


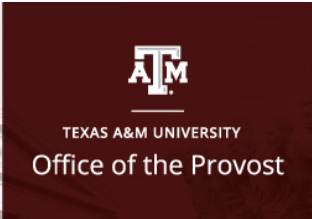
Any real-time assessment/activity – e.g. quizzes, exams, in-class writing for credit – must have a remote option

Each student gets a chance to attend in person once a week

Minimum standard of interaction for students attending remotely: mechanism for asking questions



Course formats



Office of the Provost

Carol A. Fierke

Dear Texas A&M Community:

Today, I'd like to update you on fall courses, new information on face coverings, and enhanced safety procedures for campus.

As I previously wrote:

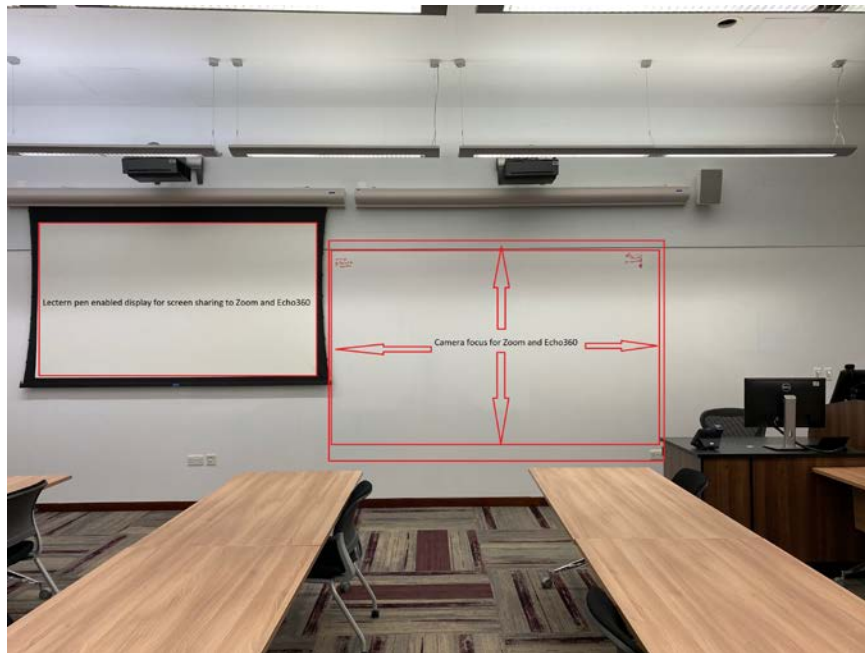
- Colleges may make changes to time, location, and mode of delivery of courses during the next two weeks.
- The final schedule will post Friday, July 24th and open registration begins on Monday, July 27th.

To date, we can report the following data:

- More than 50% of course sections are now offered face to face and 63% of students have two or more courses face to face (with a remote option). We are making every attempt to get all students at least one face to face course and most with two face to face courses (with a remote option).
- University-managed classroom capacities have been updated for physical distancing and are published [here](#).
- As a reminder, with the exception of some professional programs, no student will be required to be on campus.



Class Capabilities



HyFlex

Dr. Brian Beatty | San Francisco State University |
coined in 2006

“HyFlex (hybrid + flexibility) course design provides a hybrid format for face-to-face and online students and adds a flexible participation policy for students.” - Beatty in [Online Learning Consortium Effective Practice](#), 2008

HyFlex allows students to attend class:

- 1) in person
- 2) or via remote stream
- 3) or asynchronously watch lecture recordings



Image: <https://www.shu.edu/technology/hyflex-classroom-technology.cfm>



Why

1. Giving students choice

a) Busy students

e.g. seniors busy with capstone courses or internships

b) Adult students

HyFlex became a popular choice for adult education programs



2. Space

"HyFlex was borne of my desire to offer the chance to take a statistics course without worrying about how many students could fit into a room—I wanted students to be able to attend remotely if they chose." – Jack Bryce Mille, "[Using HyFlex in Statistics for Engineers and \(Data\) Scientists](#)"

3. Pandemic




Response

"It's asking faculty to rethink their course again after they barely got a chance to do it online," says Andrea Aebbersold, director of faculty instructional development at the University of California at Irvine.

Her university chose to go mostly online in the fall, she says, in part because a committee she was on, focused on teaching and learning, strongly opposed HyFlex.

"Colleges Say Hybrid Courses Will Make the Fall a Success. But Will Students Get the Worst of Both Worlds?" [Chronicle of Higher Education](#)

Twitter Thread

 **Rob Elliott** @robiupui · Jun 19


I 🍌 cannot 🍌 teach 🍌 a 🍌 course 🍌 with 🍌 half 🍌 of 🍌 the 🍌 students 🍌 in 🍌 a 🍌 socially-distanced 🍌 classroom 🍌 and 🍌 half 🍌 in 🍌 a 🍌 Zoom 🍌 room 🍌 simultaneously.

People think I'm being a crank. Am I a crank, #AcademicTwitter?

💬 1.1K ↻ 4.4K ❤️ 46.1K ↗

[Show this thread](#)

Replies

 **Derek Bruff** @derekbruff · Jun 20

Replying to @robiupui

FWIW, I think there are some strategies for working with this challenging set-up: cft.vanderbilt.edu/2020/06/active... It won't be the same as usual and might not work as well as fully online, but engagement should be possible.

[Resources for Active Learning in hybrid classrooms](#)



Upside

We're a small campus

HyFlex has been used for 500+ student classrooms ... thankfully that is not our context!

Our classrooms are equipped to handle this

Campuses have been scrambling to update their classrooms and spending anywhere from \$100,000 (University of Nevada at Reno) to millions (Northeastern)

Frees up class-time for interactivity

Most HyFlex formats move content online so that synchronous time with students is spent on activities



How to think about it

Design a fully online class and think of the in-person part of it as an enhancement to the core of your coursework. That may sound counterintuitive, but I've heard this from several teaching experts. The idea is that if you expect the bulk of teaching and learning to take place in your classroom, you're asking it to carry too much weight.

... Organizing your course in this way [with class as the place to connect] **minimizes the risk of having your remote students passively watch you engage with students in person.**

"How to Engage Students in a Hybrid Classroom", [Chronicle of Higher Education](#)

We're asking faculty to envision this more as an online course with a live lecture component rather than thinking of this as a face-to-face course with online stuff .

"Colleges Say Hybrid Courses Will Make the Fall a Success. But Will Students Get the Worst of Both Worlds?" [Chronicle of Higher Education](#)



How to think about it

... you have done this before!

i.e., ... borne in mind a course's learning outcomes as you designed assessments and learning activities



Before Class

- Divide students up manually

We do not have a scheduling tool for students to use to identify how they be attending each week.

- Decide your communication policy (and put that in the syllabus)

*The TAMU minimum standard for face-to-face courses is to give remote students a way to ask questions. HyFlex instructors also recommend that students in class be given access to the communication channel being used by remote students.**

- Include a blurb in your syllabus describing the format.

This course is taught both face-to-face and remotely. This means that you can choose the way you attend class to best meet your needs. You may choose how you attend on a daily basis and may attend in person or via streaming technology or complete online activities.



[*Using HyFlex in Statistics for Engineers and \(Data\) Scientists](#)



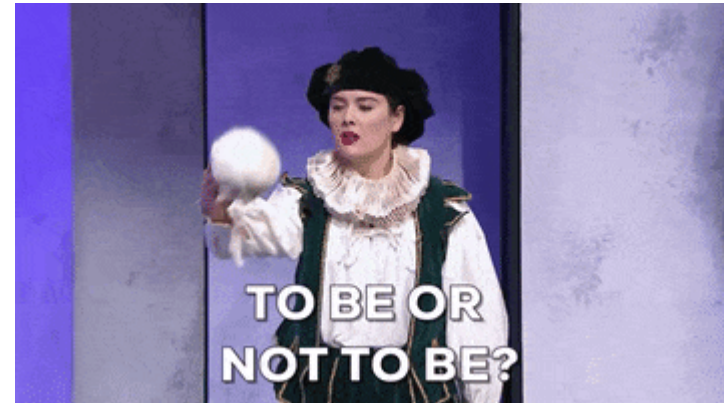
Before Class - To Record or not to Record?

“ Fall 2017 term when student synchronous (in-person or live streaming) attendance was dismal and, for the first time since I started using HyFlex in 2011, poor student performance on homework and exams indicated that students were not watching the lecture recordings. HyFlex is intended to help students and to offer them flexibility, not to “design a feature that inadvertently facilitates poor student behavior” (Brian Beatty, personal communication, 2019). Even so, data collected from Fall 2017 students indicated that, with the recordings available, **students meant well and planned to watch the videos**, but only about 25-30% of students attended class (includes all methods: in person or remotely) and only a minority of the students who did not attend watched the recordings.

This **poor attendance and poor command of the material** as evidenced by homework and exams resulted in a policy change—recordings were not made available to students during the Winter 2018 term. During that term about 60% of students attended class regularly, with about 16% attending in person and about 44% attending remotely. Although not causal, this demonstrates an association between lecture recording availability and class attendance.

... I ultimately opted to make recordings available for 24-48 hours after class meetings”

Jack Bryce Mille, “[Using HyFlex in Statistics for Engineers and \(Data\) Scientists](#)”



Before Class - To Record or not to Record?

“We should be respectful of students' learning preferences, but also aware that these preferences are often a cocktail of biases, misinformation, and fixed-mindset limiting beliefs that can change in unexpected ways when they come into contact with actual experience with different learning modes. For example, many of the students in this study *said* that they preferred 1-1 interactions with their TAs and professors and largely did not prefer to learn via recorded lectures; but in the end, with 10 weeks of experience in a real learning environment, 1-1 interaction was almost at the bottom of the list, and the preferences for online video nearly doubled.

“Research report: [How does hyflex work in a large course?](#)” Robert Talbert, Ph.D.

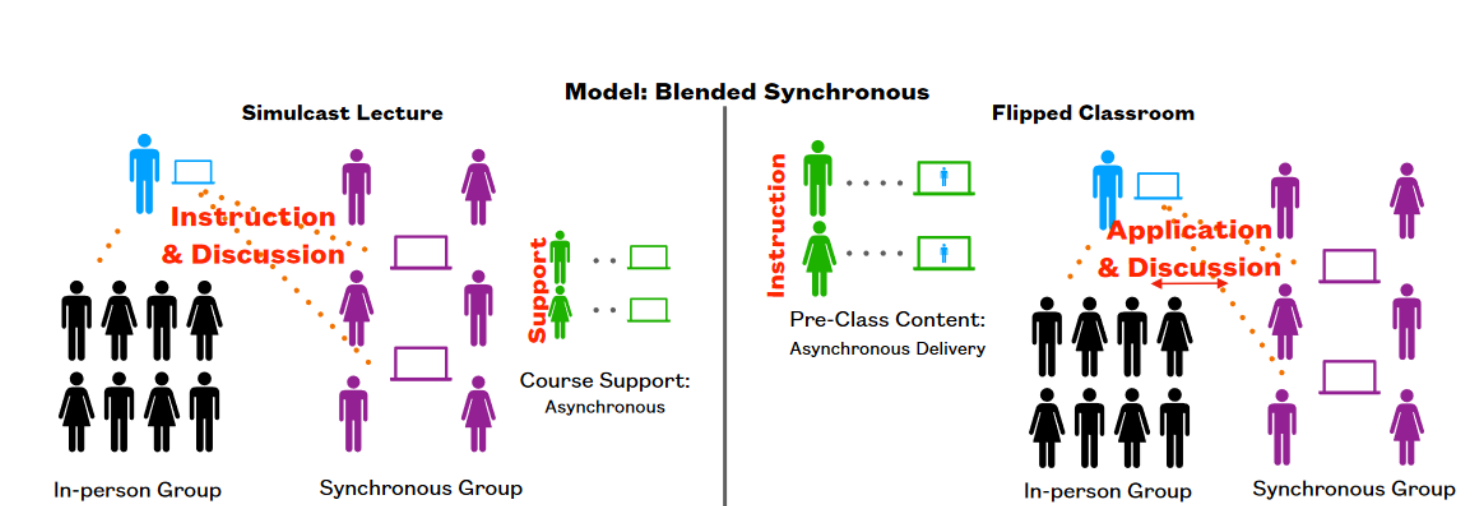
“It’s hard enough talking about controversial issues in a classroom,” she said. “Students aren’t going to want to engage in that kind of critical discussion if they know it’s going to be recorded.”

“Colleges Say Hybrid Courses Will Make the Fall a Success. But Will Students Get the Worst of Both Worlds?” [Chronicle of Higher Education](#) article



In Class

Decide how much work students will complete on their own time and what class time will be devoted to.



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In Class

Technology supported by our campus and/or CS

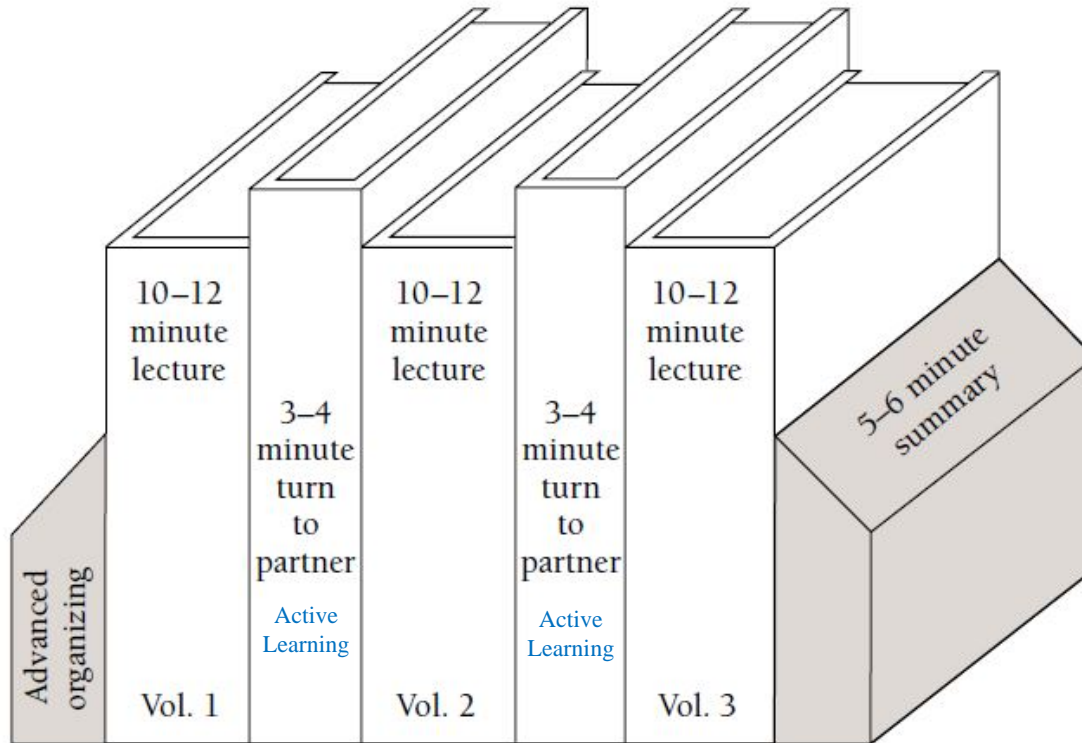


- Zoom
 - polling
 - breakout rooms
- iClickers (integrates into the LMS)
- Socrative (integrates into the LMS)
- TAMU Google options – Sheets, Docs, Forms
- Microsoft Teams

Ask students to bring their laptops to class so that they can work with their remote peers.



In Class



Smith, K. A. (2000). Going deeper: Formal small-group learning in large classes. *New directions for teaching and learning*, 2000(81), 25-46.



In Class

First few minutes of a 50-minute class

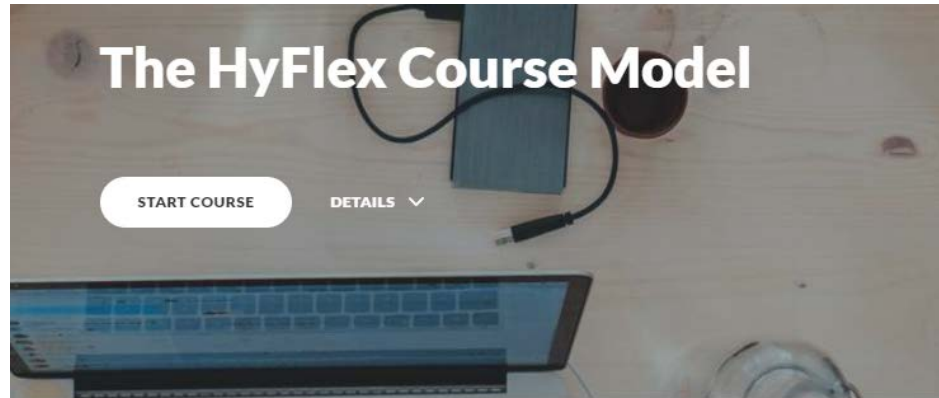
Activity	Time estimate	Synchronous in person	Synchronous online
Activity 0	varies	All students complete an activity (e.g., background knowledge probe, self-assessment survey, low-stakes quiz to demonstrate understanding of reading material, muddiest point forum) before the class session meeting time NOTE: 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	12 min	Students watch mini-lecture in classroom	Students watch mini-lecture via videoconf
Instructor prompt Script Move to breakouts while students " Think "	1 min 4 min	<i>I want you to think about [topic X] or answer the following [question Y]. Write down your ideas for one minute only.</i> <ul style="list-style-type: none"> •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. 	
Activity 1 - Pair Bring students back Share	5 min 2 min 3 min	Students work in small groups (may require tech to keep distance)	Students work in breakout groups via videoconf

Modified from:

<https://docs.google.com/document/d/1gokdljWbFERADiswUjBL4hE81hEnNiEYmBzRUeDfUdk/edit?ts=5efd0b6f#heading=h.uemmrqypk4zd>



Next Steps



Keep considering how you want to spend your Fall face-to-face class sessions...

We have created a resource to assist you.



Hybrid-Flexible (HyFlex) is a teaching and learning framework that combines traditional face-to-face instruction with online instruction. This approach provides learners with a high degree of flexibility when it comes to class participation. In HyFlex, learners can choose to access instructional materials and participate in learning activities: 1) in-person, 2) synchronously online, 3) asynchronously online, or 4) choose to do all or a combination of the three.

<https://rise.articulate.com/share/bt2G7UoWaZQCdSElhFK7vp1qrmkLkkrP#/>

Course formats
Class Capabilities
HyFlex | Why
Response | Upside
How to think about it
Before Class | In Class
Next Steps



Next Steps

Your decision to teach face-to-face in the Fall will probably involve mulling over the following two factors:

1. Time

to work through learning objectives →
assessment techniques → learning activities

identifying and testing in-class activities and the tools to run them

2. Comfort

with technology (or willingness to get comfortable with it)

