# **HyFlex Course Design Examples**

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## QuickLinks to examples of different class length versions

* Example 50-Minute HyFlex Class Session - see page 1
* [Example 75-Minute HyFlex Class Session - see page 4](#ckvt9cth53my)
* [Example 40-Minute HyFlex Class Session - see page 8](#zfglb7167mh5)
* [Examples of individual HyFlex activities (à la carte!) - see page 10](#bbq1n01zkgkh) - Under construction

Other useful HyFlex resources

* Beatty, B. J. (2019). *Hybrid-Flexible Course Design* (1st ed.). EdTech Books. Retrieved from <https://edtechbooks.org/hyflex>
* Kelly, K. (May 7, 2020). COVID-19 Planning for Fall 2020: A Closer Look at Hybrid Flexible Course Design [blog post]. 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]. Retrieved from <https://philonedtech.com/helping-students-to-be-successful-during-covid-transitions/>

## 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 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 (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 videoconf | Students watch recorded mini-lecture |
| **Instructor prompt**  Script  Move to breakouts while students “***Think***” | 1 min  4 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 min  2 min  3 min | Students work in small groups (may require tech to keep distance) | Students work in breakout groups via videoconf | Students work in discussion forum |
| **Mini- lecture 2** | 12 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconf | 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 answers  Students 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.

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## Example 75-Minute Class Session

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| --- | --- | --- | --- | --- |
| **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 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  Instructor shares a Google doc 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 videoconf | 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 Google 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 videoconf | 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 videoconf | 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 answers  Students 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 Google form: tiny.cc/quickwrite. 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 Google form in the chat for you to click -- tiny.cc/quickwrite* * *If you’re watching the recording, please press pause and go to this Google form -- tiny.cc/quickwrite*   *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 3 *Quick Write*** | 5 min | Students in the room enter Quick Write responses in real-time  Students 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 videoconf | 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

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| --- | --- | --- | --- | --- |
| **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 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** | 10 min | Students watch mini-lecture in classroom | Students watch mini-lecture via videoconf | 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 1**  Polling | 2 min | Students submit poll answers  Students 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 videoconf | 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 answers  Students 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.

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## 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 videoconf | 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**  Script  Move to breakouts while students “***Think***” | 1 min  4 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 min  2 min  3 min | Students work in small groups (may require tech to keep distance\*) | Students work in breakout groups via videoconf | 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. 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 answers  Students 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 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 Google form: tiny.cc/quickwrite. 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 Google form in the chat for you to click -- tiny.cc/quickwrite* * *If you’re watching the recording, please press pause and go to this Google form -- tiny.cc/quickwrite*   *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 3 *Quick Write*** | 5 min | Students in the room enter Quick Write responses in real-time  Students 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. | | |