HyFlex Design:
Evaluating the impact of hybrid course design with flexible participation

eLearning: Yesterday's Dream, Today's Reality, April 5, 2016

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What is HyFlex?

What is HyFlex? Course Delivery Modes

BRICK

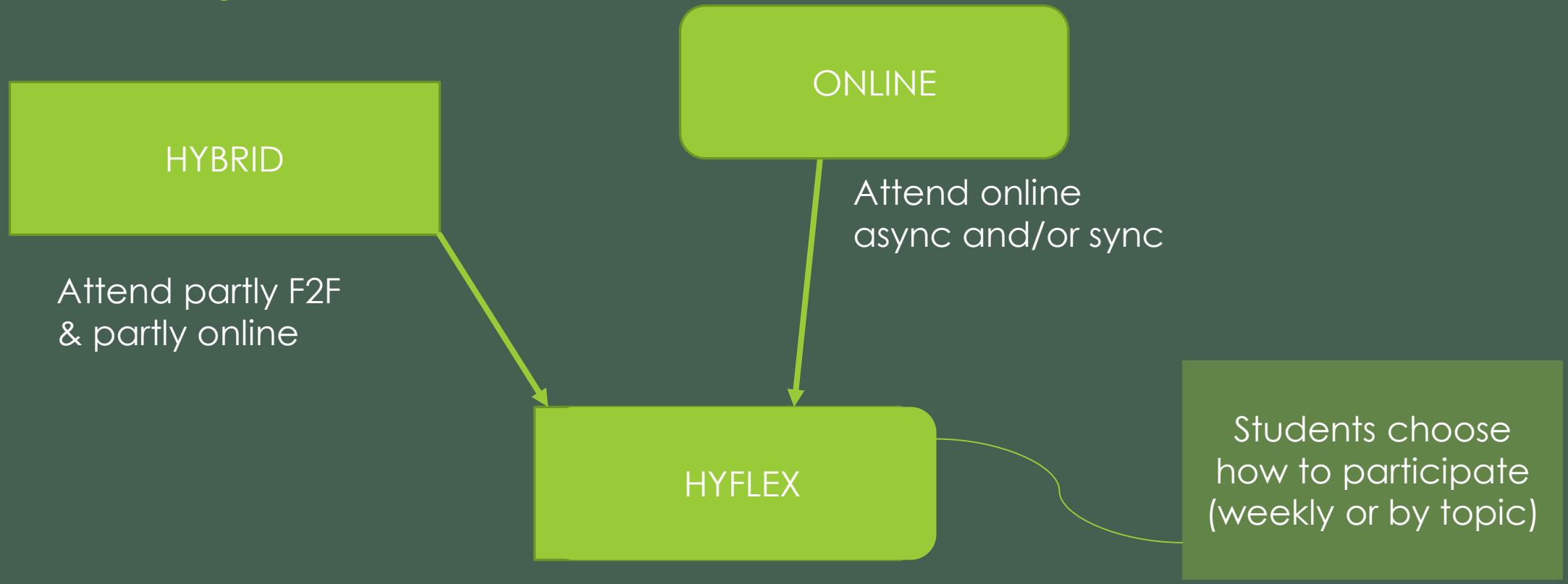
CLICK

Face-to-face (F2F)
PHYSICAL LOCATION
Same time, same place
Same time, same space
Low participation flexibility

Hybrid
BRICK & CLICK
PHYSICAL or VIRTUAL SPACE
Same time, same place
Same time, same space
Different time, same space
Some participation flexibility
Better retention

Online @ Distance
VIRTUAL LOCATION
Different time, same space
Same time, same space
High participation flexibility

What is HyFlex? Conceptual Framework



Why Flex?

Typical Room Use

- 1 room
- 25 seats
- 2 schedules
  - ✓ M W F or M & W
  - ✓ T & R
- 5 classes/day

Max students served = 250

HyFlex Room Use

- ✓ 1 room
- ✓ 25 seats
- ✓ 1 schedule
- ✓ 1 day/classes
- ✓ 5 classes/day

Max students served = 625

Why Flex?

Online Courses

- More students
- High attendance flexibility
- Low completion

Hybrid Courses

- Fewer students
- Some attendance flexibility
- Better retention

HyFlex Courses

- ✓ More students
- ✓ High & personal attendance flexibility
- ✓ Anticipate best retention

Why HyFlex? Flexible Participation

- Life happens
- Family
- Work
- Illness
- Weather events
- Attend sports events

What is HyFlex? Various Models

College Catalog Listing

- List as F2F course
- List as Hybrid course
- List multiple sections to same physical space

Design Options

- Similar assignments and assessment
- * Ideal for us is to develop for all delivery modalities
  - Use as pool of options for HyFlex
  - Use for Online
  - Use for F2F (Flipped classroom)
  - Use for Hybrid (Flipped classroom)

Our current recommendation
Is to list as hybrid course & develop different assignments & assessments, if practical

Grant Deliverables

- Create and teach at least two HyFlex courses for the Business & Technology Division
- Create a HyFlex Design professional development training module including:
  - Design process implementation guide
  - Best practices
  - Standards
- Identify HyFlex faculty mentors
- Evaluate the effectiveness of the model for increasing adult learner enrollment, student performance, and physical classroom space optimization

Fall 2015

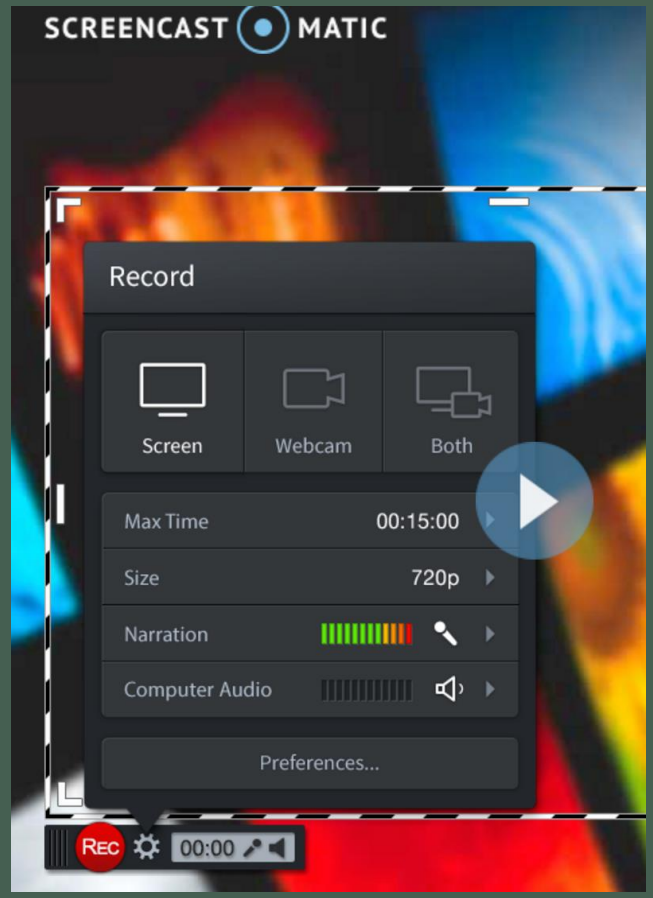
Selecting the HyFlex cohort

- Start with courses and faculty open to innovation
- Started with a faculty cohort already implementing an alternate hybrid course format

Training 1:1 and in Canvas

Technology Training

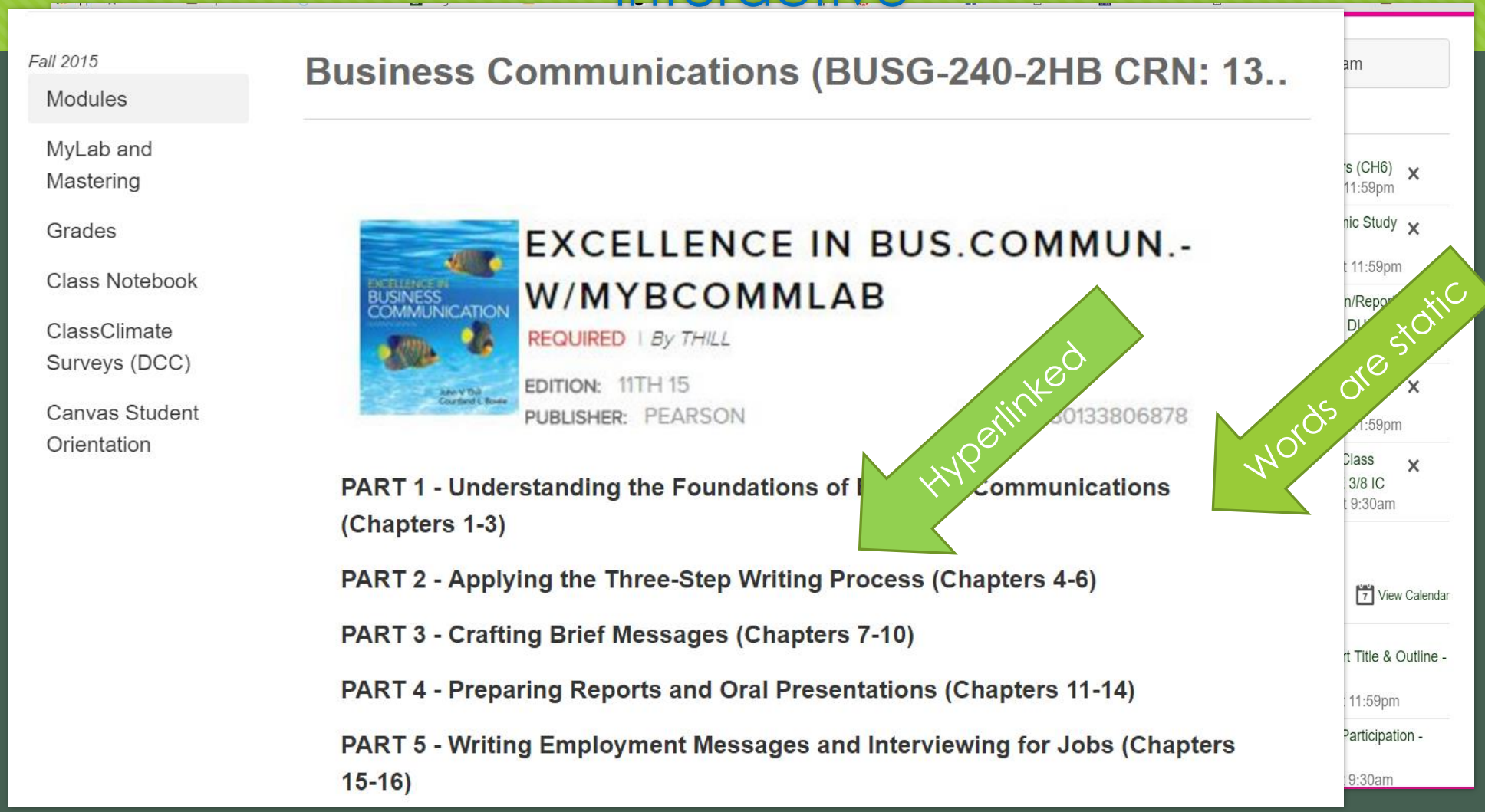
- Video capture & narration
- Audio narration
- Recorded lectures
- Canvas advanced & basic
  (1st semester for Delgado using Canvas LMS)
- Provided webcams, mics, & software



Business Communication: 1st Impressions

2015: Homepage not interactive

2016: Homepage (interactive)

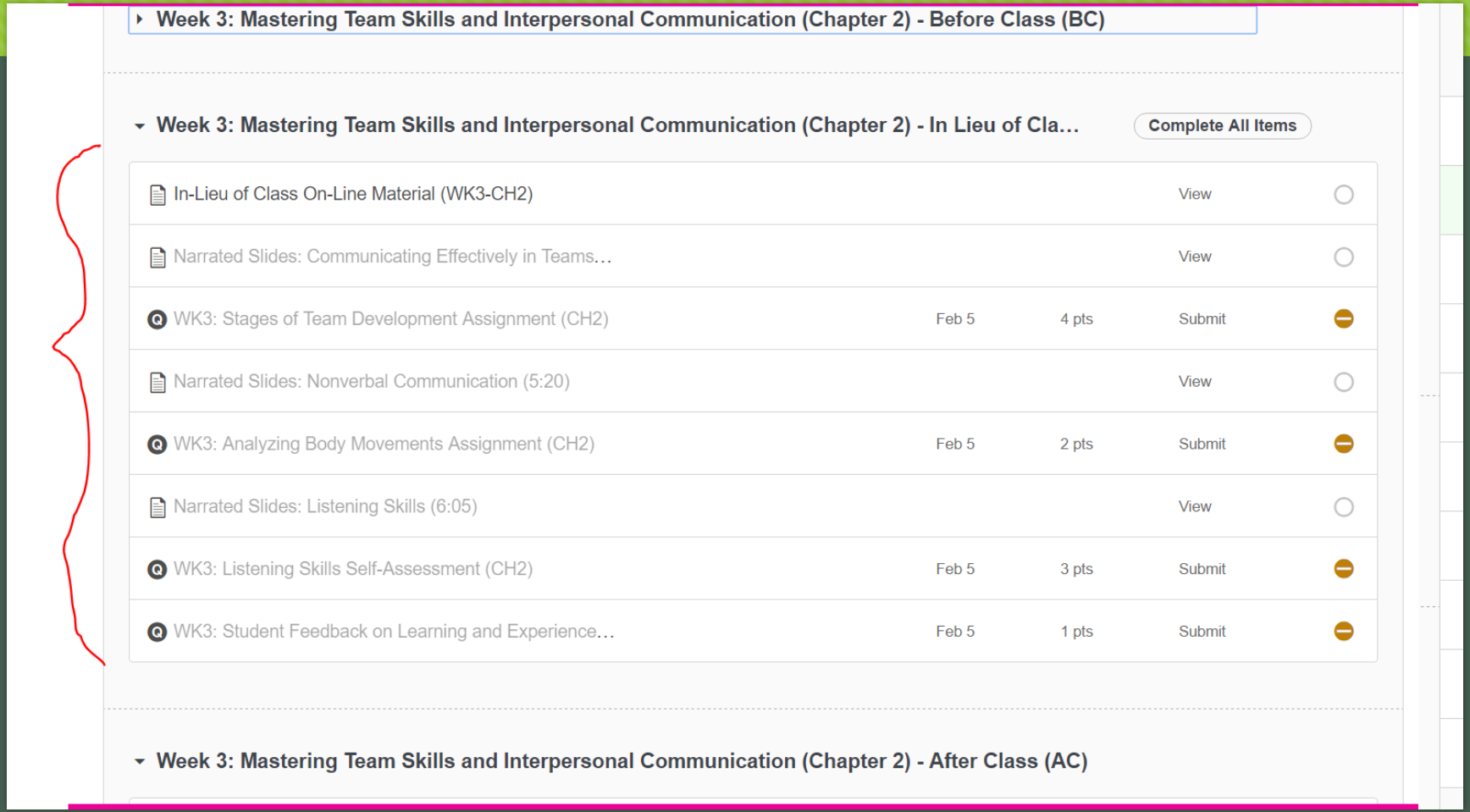


Experience

2015: Linear and Overwhelming

2016: Chunked for Ease of Navigation

2016: Adaptive Release for Student Guidance



Business Communication Course Matrix

2016: Assessments Listed with Time Management Guidance

2015: Assessments Listed with little guidance on completion track

Course Content

Week # Date	Unit/Topic and Learning Outcomes *By the end of this week, you will know or be able to…*	Learning Activities and Assignments *…this is how you learn how…*	Learning Assessment, Tests or Exams *…this is how you will demonstrate your knowledge and this is how much it will impact your grade.*
Week 1 8/15-8/23 (Sat-Sun)	Introduction and Course Overview	• Review Syllabus in Canvas • Attend Class • Complete Syllabus Quiz • Explore Canvas & Pearson sites • Register with Pearson and complete Get Started Assignment	• **Syllabus Quiz** (10pts) • **Pearson Registration** (10pts) • **Get Started with MyBcomLab** (10pts) • **In-Class** Activities (10pts)
Week 2 8/24-8/30 (Mon-Sun)	Chapter 1 – Achieving Success Through Effective Business Communication • Explain the importance of effective communication to your career and to the companies where you will work • Explain what it means to communicate as a professional in a business context • Identify five unique challenges of business communication • Describe the communication process model and the ways that social media are changing the nature of business communication • List four general guidelines for using communication technology effectively • Define ethics, explain the difference between an ethical dilemma and an ethical lapse and list six guidelines for making ethical communication choices	• Read & Study Text • Complete Warm-up prior to class • Review Chapter Learning Objectives and PPT Slides • Attend Class • Actively Engage in Class Discussion and Classroom Activities • Complete Assignments in Canvas/MyLab	• **Chapter 1 Warm-up** (10pts – DUE 8/25 BC) • **Video Exercise:** Achieving Success through Effective Communication (10pts – DUE 8/25 BC) • **Dynamic Study Module** (10pts) • **Simulation:** Successful Business Communication (10pts) • **Writing Assignment:** Importance of Communication (20pts) • **In-Class** Activities (10pts)

Courses developed as HyFlex

- BUSG224 – Business Computer Applications
- BUSG 240 - Business Communication
- MANG 201 – Principles of Management
- MARK 201 – Principles of Marketing

Modules were introduced near end of semester

Principles of Management

- Piloted in 1 section
- 70% felt online directions were clear
- 88% felt the online lesson length worked
- 63% felt online was effective but would not always choose to participate online
- 67% like having the participation option
- n = 24 all worked online that week

Business Communication

- Piloted in 1 section
- 100% felt online directions were clear
- 100% felt the online lesson length worked
- 53% felt online was effective but would not always choose to participate online
- 47% felt online was so effective that they would choose to attend class again online
- 73% like having the participation option
- n = 15 all worked online that week

Modules were introduced near end of semester

Business Computer Applications

- Piloted 2 content modules in 3 sections
- First 2 Excel modules
- Students were excited by the option of choice
- Most still wanted to attend F2F format

Adult Learners & Choice

"Adults need to be actively involved in the learning process. Allowing learner choice of assignments, projects, or research topics…" is one wasy of offering choice.

-- Carone, K. (2008). Characteristics of adult learners with implications for online learning design. AACE Journal, 16(2), 137-159.

Business Communication

Spring 2016

Stats from week 3

HyFlex Week 3 (1-31-16)					
	Total Students	F2F		Online	
		#	%	#	%
MANG201-2HA	11	9	82%	2	18%
MANG201-2HB	19	15	79%	4	21%
MANG201-2HC	22	16	73%	6	27%
Total	52	40	78%	12	22%
BUSG240-2HA	20	16	80%	4	20%
BUSG240-2HB	13	10	77%	3	23%
Total	33	26	79%	7	21%

Faculty Feedback

- Definitively will use HyFlex course design in the future; pushes us to be more creative and explore different assignment options to promote student engagement
- Overall student performance appears to be better; some students will not work regardless of creativity, engagement, and flexibility
- Takes more time than expected to develop alternative delivery content
- Students say they love the option; ability to keep up if missed class; do not feel abandoned as do with many online classes

Student Feedback (Paraphrase)

- Students say they love the option; ability to keep up if missed class; do not feel abandoned as do with many online classes
- If I would have been taking classes in a traditional schedule, I would not have had the opportunity to take advantage of real world opportunities that help me accomplish my career goals
- I am able to graduate more quickly and keep my full-time job
- I am battling combat-related illnesses…opportunity to make up work for points rather than penalized for things that are sometimes out of my control

Courses piloted as HyFlex

- 3 BUSG224 – Business Computer Applications
- 2 BUSG 240 - Business Communication
- 3 MANG 201 – Principles of Management

Training Observations

HyFlex & your Teaching Style Preference

Instructor A

- Course focuses on concrete based skills. Guidelines, checklists and templates address the concrete, left brain aspects of the skills and roles learned in the course
- The course is somewhat lab-oriented.
- 3rd party publisher material used for guidance and many assignments
- Publisher materials are supplemented with 'How To' videos which personalize the experience of the student
- The content does not allow for as much creativity in development of spreadsheets, documents, etc. without an unmanageable amount of hand grading.

Instructor B

- Content is real-world scenario-based, permitting more student exploration and choice
- 3rd party publisher material is used to support students in the pre-class learning process
- In-class and the in-lieu of class activities rely on outside resources (LMS tools, videos, scavenger hunts, etc.). The instructor took a thinking out-of –the box approach and incorporated creativity, collaboration and relevancy, personalized to learner experience

Next Steps

Next Steps

- Complete the HyFlex Design professional development training module including:
  - Design process implementation guide
  - Best practices
  - Standards
- Evaluate the effectiveness of the model for increasing adult learner enrollment, student performance, and physical classroom space optimization
- There are 50 hybrid business courses on our West Bank campus that are opportunities for HyFlex re-design and delivery

Grant Participants & Presentation Contributors

- Faculty
  - Mark Mclean
  - Brandye DeLarge
  - Thomas McQuaid
- Instructional Design & Training
  - Amanda Rosenzweig
  - Jeanne Samuel

  - Thank you to Rene' Cintron

Q & A & Thank You

NEVER STOP QUESTIONING
-- Albert Einstein