

HyFlex Design:

Evaluating the impact of hybrid course design with flexible participation

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

Jeanne C. Samuel

Delgado Community College, New Orleans, LA



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

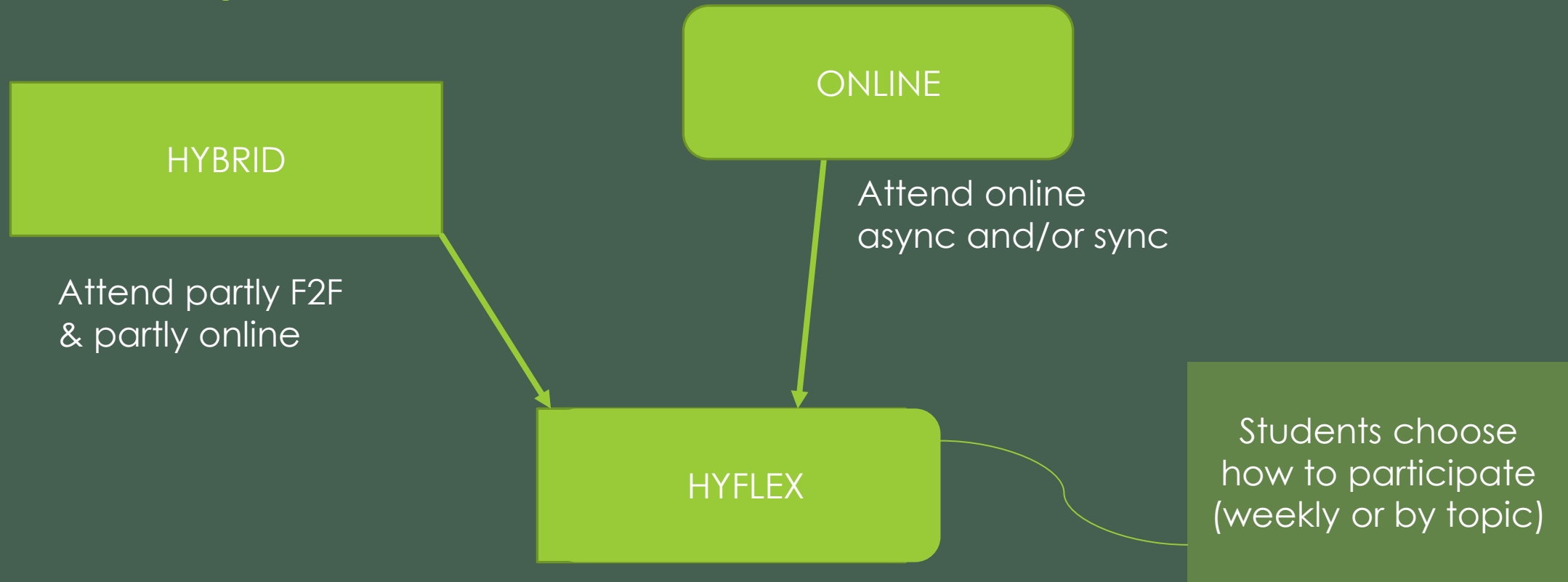
VIRTUAL LOCATION

Different time, same space

Same time, same space

High participation flexibility

What is HyFlex? Conceptual Framework



Why Flex?

Typical Room Use

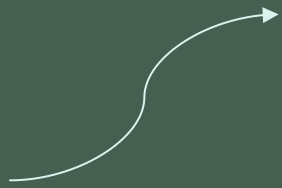
- 1 room
- 25 seats
- 2 schedules
 - ✓ M W F or M & W
 - ✓ T & R
- 5 classes/day

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

Delgado

Announcements

Modules

Assignments

Browse NBC Learn

Library Webpage

Echo360 ALP

Grades

Conferences

Discussions

Collaborations

People

Syllabus

Files

Outcomes

Pages

Quizzes

Class Notebook

ClassClimate Surveys (DCC)

Canvas Student Orientation

Settings

Account

Admin

Dashboard

Courses

Groups

Calendar

Inbox

Commons

96

▼ Grant Information

- Goals & Objectives
- General Session Questions

► HOUSEKEEPING (aka Start Here)

▼ HyFlex Introduction

- What is HyFlex?
- Introduction to HyFlex (Video)
- HyFlex Introduction (Interactive Version)
- HyFlex Introduction Handout (PDF) Skeletal Notes to Guid...
- Discussions
 - HyFlex Pilot Team Members
 - What is hyflex.pdf

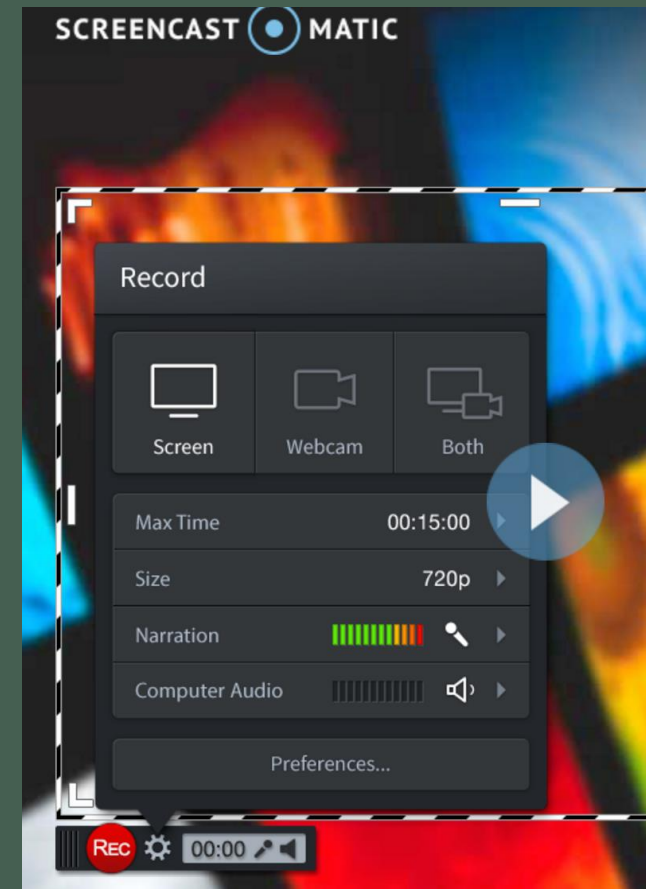
▼ HyFlex Weekly Documents

- MANG 201 - McLean

Oct 29, 2015	Individual Meetings: If you have not sent me the information to review, please post it in the HyFlex Weekly Documents Module. 10am - Thomas 11am - DeLarge 12pm - McLean
Oct 22, 2015	Discussion Board to Post Materials so everyone can review and share. HyFlex Meeting - PreWork (please click on link to see the detail announcement)
Oct 8, 2015	Please view the Lynda.com Adult Learner course. You will receive email information about the course along with a viewing guide . Please refer to an email you will receive about accessing Lynda.com courses. Your Sample Session Documents are posted with comments in the HyFlex Weekly Documents Module.
Oct 1, 2015	Please take some time to review the HyFlex Overview File. This will help at the meeting to determine fixed terminology, and potential assignment scenarios. A timeline will also be discussed at the meeting.
Sept 15, 2015	Please take some time to review the HyFlex video, HyFlex interactive video or the HyFlex handout before the meeting on Thursday at 9:30 in WB1-108.

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) interactive

Fall 2015

Modules

MyLab and Mastering

Grades

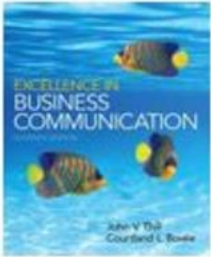
Class Notebook

ClassClimate

Surveys (DCC)

Canvas Student Orientation

Business Communications (BUSG-240-2HB CRN: 13..



**EXCELLENCE IN BUS.COMMUN.-
W/MYBCOMMLAB**

REQUIRED | By *THILL*

EDITION: 11TH 15
PUBLISHER: PEARSON

30133806878

PART 1 - Understanding the Foundations of Business Communications (Chapters 1-3)

PART 2 - Applying the Three-Step Writing Process (Chapters 4-6)

PART 3 - Crafting Brief Messages (Chapters 7-10)

PART 4 - Preparing Reports and Oral Presentations (Chapters 11-14)

PART 5 - Writing Employment Messages and Interviewing for Jobs (Chapters 15-16)

Hyperlinked

Words are static

am

s (CH6) x
11:59pm

nic Study x
t 11:59pm

n/Repor
DU

x
11:59pm

Class x
3/8 IC
t 9:30am

View Calendar

rt Title & Outline -
11:59pm









Participation -
9:30am

Experience

2015: Linear and Overwhelming
2016: Chunked for Ease of Navigation
2016: Adaptive Release for Student Guidance

▸ Week 3: Mastering Team Skills and Interpersonal Communication (Chapter 2) - Before Class (BC)

▾ Week 3: Mastering Team Skills and Interpersonal Communication (Chapter 2) - In Lieu of Cla... Complete All Items

 In-Lieu of Class On-Line Material (WK3-CH2)			View	<input type="radio"/>
 Narrated Slides: Communicating Effectively in Teams...			View	<input type="radio"/>
 WK3: Stages of Team Development Assignment (CH2)	Feb 5	4 pts	Submit	<input type="radio"/>
 Narrated Slides: Nonverbal Communication (5:20)			View	<input type="radio"/>
 WK3: Analyzing Body Movements Assignment (CH2)	Feb 5	2 pts	Submit	<input type="radio"/>
 Narrated Slides: Listening Skills (6:05)			View	<input type="radio"/>
 WK3: Listening Skills Self-Assessment (CH2)	Feb 5	3 pts	Submit	<input type="radio"/>
 WK3: Student Feedback on Learning and Experience...	Feb 5	1 pts	Submit	<input type="radio"/>

▾ Week 3: Mastering Team Skills and Interpersonal Communication (Chapter 2) - After Class (AC)

Business Communication Course Matrix

2016: Assessments Listed with Time Management Guidance

2015: Assessments Listed with little guidance on completion track

Course Content		Unit/Topic and Learning Outcomes	Learning Activities and Assignments	Learning Assessment, Tests or Exams <i>...this is how you will demonstrate your knowledge and this is how much it will impact your grade.</i>
Week # Date		<i>By the end of this week, you will know or be able to...</i>	<i>...this is how you learn how...</i>	
Week 1 8/15-8/23 (Sat-Sun)	Introduction and Course Overview		<ul style="list-style-type: none"> Review Syllabus in Canvas Attend Class Complete Syllabus Quiz Explore Canvas & Pearson sites Register with Pearson and complete Get Started Assignment 	<ul style="list-style-type: none"> Syllabus Quiz (10pts) Pearson Registration (10pts) Get Started with MyBcomLab (10pts) In-Class Activities (10pts)
Week 2 8/24-8/30 (Mon-Sun)	<u>Chapter 1 – Achieving Success Through Effective Business Communication</u> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 way 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

- Definitely 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