HyFlex at JCU

John Carroll University

Exploring Instructional Models For Fall 2020

Last Update: June 29, 2020

This document is part of a set of documents agreed upon by multiple parties to help instructors prepare for Fall 2020.

- This document thinks through the possible instructional models to settle on some recommendations. (Source: Provost's Office & ITS)
- The HyFlex Cheat Sheet provides details, reflection questions, some expectations, and additional resources. (Source: Boler Teaching Committee)
- Recommendations from Student Feedback shares insights from students comments in Spring 2020. (Source: Boler Teaching Committee & Institutional Effectiveness)
- HyFlex FAQ answers questions about JCU's plans. (Source: CAS Dean's Office)

All of these documents will be updated as decisions are made!

Historical JCU Instructional Models

TRAD

Traditional Courses (also classroom-based or face-to-face): These courses have a scheduled time and meeting room. A three-credit lecture or discussion course typically meets for almost three hours each week with an expectation of six hours of out-of-class work for the student.

(This time relationship is different for labs and other experiential or independent experiences.)

Note that **flipped** courses are traditional courses that *flip* the types of work done in class and out of class. In traditional STEM courses, class time was used for lectures, and outside of class, students applied what they had learned through working problems and answering questions. In a flipped class, the student watches a recorded lecture or engages with other learning materials outside of class and works problems or engages in group activities during class time.

Historical JCU Instructional Models

TRAD Traditional Courses

FLIP Flipped Courses

ONLINE

Online Courses

These courses do not meet on campus. Some online courses are purely asynchronous, where students engage with learning materials and complete assignments at any time (within the limits of deadlines established by the instructor). Some online courses have a synchronous component; they have a specific meeting time that requires the students and instructor to be logged in (e.g., for a Zoom meeting, discussion via chat, or a simultaneous shared assignment). Credit hours are determined based on equivalencies in workload and outcomes between the online course and a traditional course.

Online courses, even otherwise asynchronous courses, may have a required on-campus orientation or assessment/final exam. Note also, that purely asynchronous online courses are differentiated from correspondence courses by substantive faculty interaction with students. WE ARE NOT ALLOWED TO OFFER CORRESPONDENCE COURSES.

Traditional undergraduates at JCU, if required to take an online course, show a marked preference for some synchronous experiences.

Historical JCU Instructional Models

TRAD Traditional Courses

FLIP Flipped Courses

ONLINE

Online Courses

Synchronicity exists on a continuum, of course. At one end are completely asynchronous courses.

ONLINE
On Demand

At the other end are courses, which are live online, with no more asynchronous content than a traditional course.

ONLINE
Live

Historical JCU Instructional Models

TRAD Traditional Courses

FLIP Flipped Courses

ONLINE On Demand Online Asynchronous Courses

ONLINE Live Online Synchronous Courses

HYBRID

Hybrid Courses

Hybrid courses combine online and traditional courses. The course has some meetings on campus at scheduled times, but it replaces a significant component of its on-campus clock hours with online work, either synchronous or asynchronous. Like with online courses, credit hours are determined based on equivalencies in workload and outcomes between the hybrid course and a traditional course.

A Note about the Word *Hybrid*

Because some online-only courses use a mix of synchronous and asynchronous content (lying somewhere on the continuum between Live and On Demand), they are also called *hybrid* courses.

This is confusing.

In this document, **HYBRID** will refer to courses that meet the definition on the previous page. The online-only "hybrids" will usually be lumped in with Live Online courses in this document. If it is necessary to distinguish between Live Online and these "online-only" hybrids, the following will appear:

ONLINE
Live

HYBRID
ONLINE

Other Instructional Models

TRAD Traditional Courses

FLIP Flipped Courses

ONLINE On Demand Online Asynchronous Courses

ONLINE Live Online Synchronous Courses

HYBRID Hybrid Courses

HYFLEX HyFlex Courses

HyFlex is a type of hybrid course where students choose whether to attend in person, participate remotely during class, or cover the same content through asynchronous means. It provides maximum flexibility for students, but it does challenge instructors, requiring both teaching in person while simultaneously managing a synchronous online session and the development of substantive asynchronous content.

Pre-Fall 2020
Instructional Models Summary

DELIVERY \ LOCATION	Onsite	Online	Both Onsite and Online
Synchronous Only	TRAD FLIP	ONLINE Live	HYBRID HYFLEX
Asynchronous Only	✕	ONLINE On Demand	✕
Some Synchronous Some Asynchronous	✕	HYBRID ONLINE	HYBRID HYFLEX

The potential challenges of Fall 2020 mean that all of these instructional models will be adjusted and delivered in new ways!

Challenges for Fall 2020

Social Distancing (Physical Distancing)
State-required physical distancing rules mean that room capacities will be dramatically lower in Fall 2020. It is extremely unlikely that we will be able to hold full-class meetings at all. *Our plans must include a mechanism for addressing room capacity: (rotating attendance).*

Accommodating At-Risk Community Members
Being in the presence of others during a pandemic, even at an appropriate distance while wearing a mask, carries some level of risk, which may be too great for some students and faculty. *Our plans must account for the possibility that some students and faculty will never come to campus.*

Handling Possible Illness
Current guidelines ask anyone who is sick to stay home. Faculty and students may also be asked to self-isolate due to exposure. *Our plans must account for the possibility that all students and faculty should be prepared to miss class occasionally.*

Pandemic Resurgence
There is a possibility that a surge in cases could lead the state or county to return to lock-down mode. *Our plans should make a transition back to online as easy as possible for faculty and for students, which means including substantive asynchronous content in every course.*

Challenges for Fall 2020

Let's align these with the Provost's Guidance:

Social Distancing (Physical Distancing)

"We will do our best to align classroom capacities with course section sizes, but it is likely that not every student will be able to be present in the classroom at one time."

Accommodating At-Risk Community Members

Students may "choose to attend some or all of their courses remotely – all students must be permitted and able to exercise this choice and still participate in a JCU education."

Handling Possible Illness

"Faculty should set clear expectations for what their course engagement expectations will be, understanding that not every student will be able to be present in real-time."

Pandemic Resurgence

"I am asking that faculty design their courses to be intentionally delivered with both asynchronous and synchronous components."

JCU has chosen to use **HyFlex** as an umbrella term for its strategy because it shares many features with our fall plans. The name also suggests characteristics of the plan: high flexibility and flexible hybrid delivery.

Physical distancing requirements means we will need to rotate groups of students into and out of the classroom. Let's see how that impacts each of these models first. Then we can explore modifications required by the other challenges.

Social Distancing ➡ Rotation Models

Divide all students in the course (other than those who are never attending in person) into groups that will comfortably fit within the new classroom capacity. Group assignment could be random, by student preference, or by some shared interest or major.

For Most Courses
Assign each group to certain meeting times. For example, group A might attend the first and third Tuesday of each month, group B might attend the alternate Tuesdays, while groups C and D would alternate Thursdays.

For Long Courses and Labs
Assign each group a timeslot within the meeting time. Group A might attend for the first hour, and group B might attend during the second hour. It is important to plan enough time for students to leave the classroom before the next group tries to enter.

Clear communication with students is key.

Rotation & Instructional Models

TRAD Traditional Courses

FLIP Flipped Courses

These models can meet without rotation ***if and only if*** the classroom is large enough (or if the class is moved to a location large enough to hold it). Using rotation cuts down the clock hours and requires a shift to some model of ***hybrid***.

ONLINE On Demand Online Asynchronous Courses

ONLINE Live Online Synchronous Courses

These models are unaffected; however, any in-person orientation or exam must take lowered classroom capacity into consideration.

Rotation & Hybrid Options

There are a number of ways to accommodate rotation using hybrid/HyFlex approaches.

"Zoom in the Room"

The course meets for its full allotment of clock hours, but only some fraction of the students are present in the classroom on any given day. The remaining students attend via Zoom or some other online tool.

Since both of these models expect student attendance at all sessions, their workload expectation can be more like a traditional course. Both of these also might be "flipped."

"Lecture Capture"

The course meets for its full allotment of clock hours, but only some fraction of the students are present in the classroom on any given day. Every class session is recorded and posted to Canvas. The students who do not attend in person watch the recording and possibly complete an online assignment that replaces any in-class activity.

Rotation & Hybrid Options

There are a number of ways to accommodate rotation using hybrid/HyFlex approaches.

"Repeated Plan"

The instructor repeats the same in-class activity for each meeting until all students who attend have participated. Like a traditional hybrid, this model requires substantial asynchronous components since students are effectively only attending for a fraction of their scheduled time.

I’ll summarize these models with a standardized Infographic that we can then use to see how the other challenges shape our thinking.

Rotating Students in the Classroom

The header describes the Fall 2020 concern.

Fewer Students in the Classroom

Models that work as described above will be listed on this side

ONLINE
On Demand

ONLINE
Live

There are no students in the classroom, so these work.

Fewer Students in the Classroom

ONLINE
On Demand

ONLINE
Live

Models that aren't recommended will be listed on this side

Implementing rotation alone cuts clock hours, so these models will be rare.

TRAD

FLIP

Fewer Students in the Classroom

ONLINE
On Demand

ONLINE
Live

Notes on Modifications

This area is where we'll discuss things that have to adjust to address this page's concern

TRAD

FLIP

Fewer Students in the Classroom

ONLINE
On Demand

ONLINE
Live

Notes on Modifications

Zoom in the Room

Lecture Capture

Repeated Plan

These models use rotation to address the concern in the header.

TRAD

FLIP

Now let’s look at the impact of the other concerns from Fall 2020.

At-Risk Students (Never on Campus)

ONLINE
On Demand

ONLINE
Live

Zoom in the Room

Notes on Modifications

Repeated Plan

At least one of each set of repeated lessons should be handled as Zoom in the Room.

TRAD

FLIP

Lecture Capture

Students never on campus are relegated to a "second-class" status.

At-Risk Faculty (Never on Campus)

ONLINE
On Demand

ONLINE
Live

Notes on Modifications

Zoom in the Room	→	Zoom in the Room with Remote Instructor
Lecture Capture	→	Lecture Capture with Remote Instructor
Repeated Plan	→	Repeated Plan with Remote Instructor
FLIP, TRAD	→	FLIP, TRAD

Variants of all exist where students are in the room and the instructor is present virtually. Someone else (another faculty member, a staff person, a TA) may need to be in the room to help manage technical issues, unless students rotate the responsibility.

Student Illness/Isolation

ONLINE
On Demand

Lecture Capture

Notes on Modifications

ONLINE
Live

TRAD

FLIP

Zoom in the Room

Repeated Plan

Punitive attendance and participation policies should be avoided. Instructors should help students to not feel so compelled to protect their grades that they infect their classmates and/or their instructor.

All synchronous and in-person sessions (or each repeated lesson) should be recorded, so that students who cannot attend due to illness can access the material later.

Faculty Illness/Isolation

ONLINE
On Demand

ONLINE
Live

Notes on Modifications

Zoom in the Room

Lecture Capture

Repeated Plan

TRAD

FLIP

Can be managed like At-Risk Faculty for the session or sessions impacted, or course could temporarily switch to online.

Quickly Switch to Online (Campus Closure)

ONLINE
On Demand

ONLINE
Live

Notes on Modifications

- Zoom in the Room
- Lecture Capture
- Repeated Plan

- TRAD
- FLIP

Faculty will need to replace the remaining in-person sessions with some combination of synchronous and asynchronous online work. Good preparation means building substantive asynchronous content in advance.

Modifications Summary

TRAD ✗ Problems for rotation and for at-risk students

FLIP ✗ Problems for rotation and for at-risk students

ONLINE On Demand ✓

ONLINE Live Record synchronous sessions; avoid punitive attendance policies

Zoom in the Room Record synchronous sessions; avoid punitive attendance policies; build substantive asynchronous content in advance; secure in-room support for at-risk/ill faculty

Lecture Capture ✗ Problems for at-risk students

Repeated Plan Handle as Zoom in the Room once per cycle; avoid punitive attendance policies; secure in-room support for at-risk/ill faculty

Zoom in the Room with Remote Instructor

Repeated Plan with Remote Instructor

Instructional Models Summary

LOCATION

DELIVERY

	Onsite	Online	Both Onsite and Online
Synchronous Only	TRAD FLIP	ONLINE	HYBRID HYFLEX
Asynchronous Only		ONLINE On Demand	
Some Synchronous Some Asynchronous		HYBRID ONLINE	JCU HYFLEX

Zoom in the Room

Zoom in the Room
with Remote Instructor

Repeated Plan

Repeated Plan
with Remote Instructor

Alignment with Cheat Sheet

LOCATION

DELIVERY

	Onsite	Online	Both Onsite and Online
Synchronous Only	TRAD FLIP	ONLINE Live	HYBRID (Option D)
Asynchronous Only		ONLINE On Demand	
Some Synchronous Some Asynchronous		HYBRID (Option C)	JCU HYFLEX

HYBRID (Option A)

HYBRID (Option B)