

HyFlex Course Design Example

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	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	<p><i>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.</i></p> <ul style="list-style-type: none"> <i>If you're in the room, turn to a (distant) neighbor and share what you wrote.</i> <i>If you're on the videoconference, I'll put you in breakout groups of 2 or 3.</i> <i>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.</i> 		
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

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Instructor prompt	2 min	<p><i>We're going to take a quick poll!</i></p> <ul style="list-style-type: none"> • <i>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:</i> <ul style="list-style-type: none"> ○ <i>What?</i> ○ <i>Why?</i> ○ <i>How?</i> • <i>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.</i> 		
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.