HyFlex Course Design Example

Example 75-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 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.		

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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.		

Source: Kevin Kelly at https://philonedtech.com/covid-19-planning-for-fall-2020-a-closer-look-at-hybrid-flexible-course-design/

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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).

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