

# HyFlex Course Design Example

## Examples of individual HyFlex activities (à la carte!)

Use the individual activities below to construct your own class session.

### Mini-lecture - roughly 10 to 12 minutes

Activity	Time estimate	Synchronous in person	Synchronous online	Asynchronous online
<b>Mini-lecture</b>	10 min	Students watch mini-lecture in classroom	Students watch mini-lecture via videoconf	Students watch recorded mini-lecture

NOTE: Robert Talbert and Erika Biga Lee suggest pre-recording all mini-lectures and assigning students to review them before joining the synchronous class meeting or participating in asynchronous activities.

Regardless of when students review the mini-lecture, break into 10-12 minute segments to address cognitive overload, to allow students to engage in an activity to encode/retain the information, etc.

### Think Pair Share - roughly 15 minutes

Activity	Time estimate	Synchronous in person	Synchronous online	Asynchronous online
<b>Instructor prompt</b>  Script  Move to breakouts while students " <b>Think</b> "	1 min  4 min	<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> <ul style="list-style-type: none"> <li><i>If you're in the room, turn to a (distant) neighbor and share what you wrote.</i></li> <li><i>If you're on the videoconference, I'll put you in breakout groups of 2 or 3.</i></li> <li><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></li> </ul>		
<b>Activity 1 - Pair</b>  Bring students back  <b>Share</b>	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**

See Notes on next page.

# HyFlex Course Design Example

**\*NOTES re in-person students:** With in-person students wearing face masks and distancing from each other by 6 feet or more, “Pair” activities may work better using chat and/or breakout rooms in the videoconference platform. Another strategy is [Carmen Macharaschwili’s Remote Buddy system](#). Overall, this activity may pose challenges if students do not have a device or do not bring a device to class.

**\*\*NOTE re asynchronous learners:** 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.

## Polling - 7 to 10 minutes

Activity	Time estimate	Synchronous in person	Synchronous online	Asynchronous online
<b>Instructor prompt</b>	3 min	<p><i>We’re going to take a quick poll!</i></p> <ul style="list-style-type: none"> <li>• <i>If you’re in the room or if you’re on the videoconference, use your computer or mobile device either to visit <a href="#">pollev.com/12345</a> or to text <b>KEYWORD</b> to 12345. Then answer these question(s) based on Mini-lecture 2:</i> <ul style="list-style-type: none"> <li>○ <i>What?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>How?</i></li> </ul> </li> <li>• <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></li> </ul>		
<b>Activity 1</b> Polling	2 min	Students submit poll answers  Students without devices pair up*	Students submit poll answers	Students submit poll answers (asynchronously)
<b>Instructor transition</b>	2-5 min	Instructor describes poll results from students who participate synchronously.		

**\*NOTE re in-person students:** If students do not have a device or do not bring a device to class, have them take a set of 4 or 5 colored index cards with large printed letters (A, B, C, D, E) when they enter the classroom. They can find a volunteer “tech scribe” and sit in the adjacent seat 6 feet to the left or right of him/her. When it’s time to submit answers they can hold up their response and someone can enter it for them.

# HyFlex Course Design Example

QuickWrite - 12 minutes

Activity	Time estimate	Synchronous in person	Synchronous online	Asynchronous online
<b>Activity 3 - Instructor prompt</b>	3 min	<p><i>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.</i></p> <ul style="list-style-type: none"> <li><i>If you're in the room, use your laptop or mobile device to visit the Google form: <a href="https://tiny.cc/quickwrite">tiny.cc/quickwrite</a>. 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.</i></li> <li><i>If you're on the videoconference, I will put the link to the Google form in the chat for you to click -- <a href="https://tiny.cc/quickwrite">tiny.cc/quickwrite</a></i></li> <li><i>If you're watching the recording, please press pause and go to this Google form -- <a href="https://tiny.cc/quickwrite">tiny.cc/quickwrite</a></i></li> </ul> <p><i>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.</i></p>		
<b>Activity 3 Quick Write</b>	5 min	<p>Students in the room enter Quick Write responses in real-time</p> <p>Students without devices pair up</p>	<p>Students online enter Quick Write responses in real-time</p>	<p>Students submit Quick Write responses asynchronously</p>
<b>Activity 3 - Instructor summary</b>	4 min	<p>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.</p>		