

Distance Resources to Improve Pedagogy (DRIP) Workshop

The HyFlex Model: Best of Both Worlds?

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What is the HyFlex Model?

- *Hybrid Flexible*
- Simultaneously combines face-to-face and online instruction
- Student-directed, multi-modal learning
- Pioneered by School of Education at San Francisco State
- More universities experimenting with model in response to Covid 19



HyFlex Basics

- Each class session offered onsite, synchronously online, and asynchronously online
- Students choose their mode of participation for each session
- Instructor ensures all students have equal opportunity to participate



Requirements for HyFlex

- Technology must enable full interaction between online and onsite participants
 - Student-instructor and student-student
 - Audio, video, chat, discussion boards
 - Online facilitator for synchronous sessions
- Does NOT require a FLEx Space at NPS
- All students must have equitable access to all learning resources
 - Live & recorded lectures
 - Presentations & groups
 - Exercises, exams



Advantages of HyFlex

- Mitigates uncertainty from shutdowns, lockdowns, natural disasters, etc.
 - One plan for many contingencies
- No need for separate onsite & online courses or curricula
 - No “East Coast/West Coast” needed?
- Allows students to choose which mode works best for them
 - More choices = more learning
- Supports a diverse learning community
 - Economic, geographic, professional



Is HyFlex Right for Me?

1. Do you have time to rethink and redesign courses?
2. Are classrooms with the required tech available?
3. Are you (or do you want to become) comfortable teaching with tech?
4. Can your students help facilitate (and are you OK with that)?
5. Contact GEACInstrDesign@nps.edu to take the next step!



HyFlex Sources & Resources

- Beatty, B. J. (Ed.) (2019). *Hybrid-flexible course design: Implementing student centered hybrid classes*. EdTech Books <https://edtechbooks.org/hyflex/>
- EDUCAUSE Learning Initiative (2020, July). 7 things you should know about the HyFlex course model <https://library.educause.edu/media/files/library/2020/7/eli7173.pdf>
- Gannon, K. (2020, October 26). Our HyFlex experiment: What's worked and what hasn't. *Chronicle of Higher Education* <https://community.chronicle.com/news/2434our-hyflex-experiment-what-s-worked-and-what-hasnt?>
- McMurtrie, B. (2020, July 30). Teaching: Making hybrid teaching work for you. *Chronicle of Higher Education* <https://www-chronicle-com.libproxy.nps.edu/newsletter/teaching/2020-07-30>



Carolyn Halladay Interview

- “I’m a last adopter and I hate to change anything.”
- Experimentation with new methods
 - Began with pain points
 - Homeland security law had no canon of literature
 - Hated how class was going so begin revisions with list of essential questions
 - “Wacky experiment” to renovate existing curriculum
 - If starting over, would ask students (all homeland security professionals) to help build curriculum



Carolyn Halladay Interview

- Most difficult change for students:
Getting permission to fail
 - Sounds great in theory but terrifying in practice
- Stole ideas shamelessly
 - Podcasting
 - Iterative assignments
 - Mind/concept mapping
 - Personal narratives
 - Investigating unexamined beliefs
- Graduates often say that topics they liked least in the program turned out to be most useful in practice
 - Critical infrastructure risk assessment



Carolyn Halladay Interview

- Pro tips for faculty experimenting with new methods
 - Just try it!
 - Don't let perfection get in the way of the good
 - Start small
 - Look at what elementary teachers are doing
 - Don't panic if it doesn't work the first time





THANKS!

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Want help or ideas? Email GEACInstrDesign@nps.edu