

Hy-Flex (Hybrid-Flexible) in VSU Classrooms

VSU students register for the course with a scheduled physical location and meeting times/days of the week. Instructor divides students into groups to **participate in class F2F and synchronously remote/online** depending upon 6-foot social distancing capabilities in the physical classroom, COVID-19 student quarantines, or other student health accommodations.

Software VSU faculty use for synchronous remote/online instruction part of hy-flex:

Blackboard Collaborate Ultra or **Microsoft Teams** (video conferencing tools)

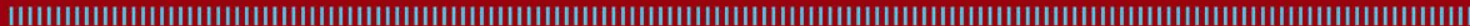
Software VSU faculty use for asynchronous remote/online instruction part of hy-flex:

BlazeVIEW (D2L/Brightspace online learning management system) or **Microsoft Teams**

Hardware/equipment VSU faculty use for synchronous remote/online instruction part of hy-flex:

Webcam on computer at instructor station in physical classroom, cameras in ceiling, etc.

Microphones and **speakers** on instructor station in physical classroom, in ceiling, handheld or lapel pin, etc.



Sample Models of Hy-Flex (Hybrid-Flexible) Course Design

In 2005, Brian Beatty coined the term “Hy-Flex” to refer to a new model of “hybrid-flexible” course design in an instructional technology graduate program.

Traditional blended/hybrid learning was not meeting graduate student needs related to participation, scheduling, and location. Hy-flex was envisioned as a bridge to combine online and face-to-face (F2F) classroom instruction without moving the program fully online.



“Hy-flex courses are class sessions that allow **students to choose whether to attend classes F2F or online**, synchronously or asynchronously.”

~ Dr. Brian Beatty
Associate Professor of Instructional Technology
San Francisco State University



“The wrong question people are asking is how do we create a F2F class while including an online audience. The question I want to ask is how do we create an online experience that we can include F2F students in it? So, instead, **start by building a class around Zoom presentations (synchronous online) and then add the F2F and asynchronous online experience to it.** We’ll call this Zoomflex.”

~ Dr. Michael Caulfield
Director of Blended and Networked Learning
Washington State University Vancouver



Associate Professor of Communication Arts
Director of Center for Excellence in
Learning & Teaching



Dr. Landau's 4 Lessons Learned

Examples from
my class next

YES to “Zoomflex”!!! Design each lesson first for the synchronous online experience (remote students via video conference) and then bring F2F students into your design. If needed, add asynchronous online component afterward.

Engage students with active-learning in EVERY class (e.g. collaborative notetaking via Google docs or digital and physical whiteboards, video conference breakout rooms and F2F group work, pause teaching strategies and dialogic pedagogy).

Establish “Hy-Flex Class Guidelines” and give reminder prompts in class (e.g. cameras on for active-learning, “hi” and “bye” in chat for netiquette and community-building, call on “remote students” vs. “F2F students,” attendance policy should NOT allow student choice of participating F2F or remote unless it’s related to COVID-19).

“Hy-Flex Fatigue”- Ask any faculty who are hy-flexing, it’s more exhausting than “Zoom Fatigue.” It is new to most instructors as well as technologically and pedagogically complex. Give yourself grace as a teacher. When tech problems happen, lean on a backup plan, such as an asynchronous online assignment.

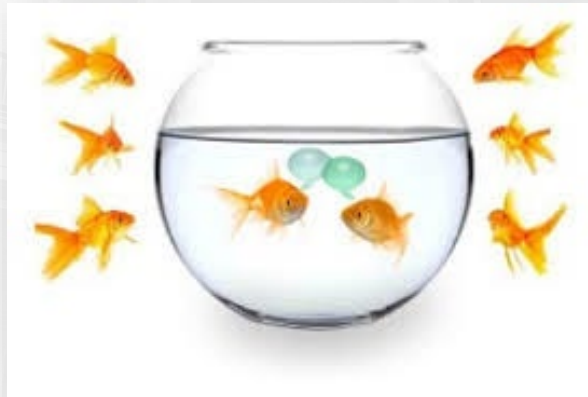




Hy-Flex Fishbowl

Instructions: First 15 minutes, remote students turn on their cameras and mics, and draw on their C3Qs to have a discussion among themselves by comparing and contrasting the six organizational styles: 1) chronological, 2) topical, 3) spatial, 4) comparative, 5) problem-solution, and 6) causal. F2F students listen from the other side of the hy-flex fishbowl and take notes.

Then for the next 10 minutes, F2F students summarize or paraphrase what they learned from the remote students. Remote students can have their cameras off now while they listen and affirm or clarify their points.



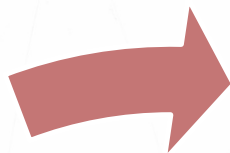


Hy-Flex Connection and Question



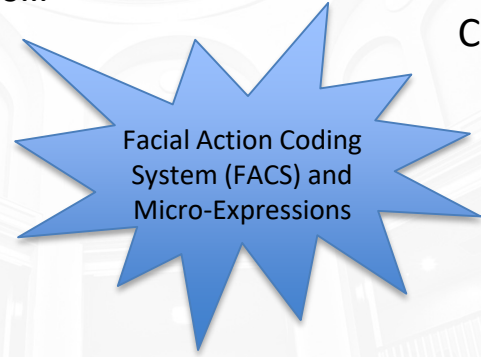
Mind-Reading and
Mind-Blindness

Peer answers your question, or the cycle of hy-flex connection and question continues...



Introduce yourself with your name as well as year/academic program (e.g. HS senior dual-enrolled, VSU Honors College).

Remote: Turn on camera and unmute mic.
F2F: Stand up and face your peers.



Facial Action Coding System (FACS) and Micro-Expressions

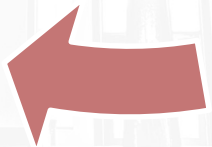


Restate the name of your peer who presented before you.



Optimal Range and White Space

Share how your idea connects to the idea presented by your peer, or ask your peer a question that connects to their idea.



Gladwells: Turn on camera and unmute mic to speak.

Devil's Advocates: Sit in view of camera and stand to speak.

Gladwell vs. Devil's Advocate

DEBATE INSTRUCTIONS: By citing from the book, quoting from 3CQs, and leveraging class notes....

8 remote students will speak as **Gladwells** in favor of the below two main lessons that Gladwell says we should've learned from this book, and they will give examples to back up their claims.

8 F2F students will speak as **Devil's Advocates** by giving counter-claims with examples.

Remaining remote and F2F students will be **Judges** who listen to claims from the Gladwells and Devil's Advocates, and take notes. When the teacher says time is up, the Judges will deliberate among themselves and determine whether they were persuaded more by the Gladwells or Devil's Advocates.

Gladwell says, "It is not simply enough to explore the hidden resources of our unconscious ... we have a responsibility to act" (p. 276).

- Take our powers of rapid cognition seriously; acknowledge subtle influences alter or undermine or bias are products of our unconscious; it is easy for it to get disrupted; do not look at the power of the unconscious as a magical force.
- Solve problems related to rapid cognition. We can control the environment in which rapid cognition takes place. Look at the unconscious as something we can protect, control, and educate; be forgiving of those people trapped in circumstances where good judgment is imperiled but let's prevent from happening again by taking action to fix it.



Instructions:

Everyone will be assigned a figurative language strategy (**1- metaphors and similes, 2- alliteration, 3- antithesis, 4- parallel structure, 5- personal language**).

For 5 minutes on your own, **define the strategy and identify an example** in Abraham Lincoln's "Gettysburg Address."

For the next 20-25 minutes, **share your strategy** in breakout groups among remote students via video conference, and at the tables of F2F students. After your group is done sharing and teaching each other all of the figurative language strategies, then discuss an **answer to the following question**:

Should students in our class avoid using the following language in their apologia or protest speeches? Yes or No? Why or Why not?

- Colloquialism and Regionalisms
- Jargon and Slang
- Clichés and Hyperbole
- Sexist Language and Spotighting
- Profanity

Share
Language
Strategies

Q?



Fill in the Blank

Instructions: Fill in the blank by typing in the "beige" whiteboard below.

"When comparing ethos, logos, and pathos, Aristotle believed the most important persuasive appeal was _____ while the least important was _____."

most important least important

Logos		
	ethos logos	
	ethos	
	pathos	
	logos	
	ethos	
	Logos	
Logos		
	logos	
	logos	

Tally:

Most important: 13 Logos

Least important: 12 pathos

		logos
		logis
	pathos	Pathos
	pathos	
		logos
		Ethos
		Pathos
		pathos
		pathos

Persuasive Speaking

CONVINCE
 agree with you and/or
 motivates their behavior
 FACTUATE

Apologia
 protest

ETHOS: audience's perception of credibility

- 1) good moral character - trustworthiness
 - religious: Bible example
 - clothes, title, resume, background
- 2) good sense - expertise (LOGOS)
- 3) good will - audience's interest in mind (PATHOS)
 - "We're including"

LOGOS - Aristotle said most imp.

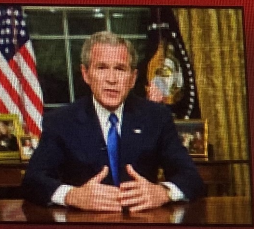
appealing to audience's logic or reason, sense-making
 - use facts; claim - data/evidence
 warrant

NOT fallacies - flawed arguments, logically

PATHOS - Aristotle said least imp!

appealing to audience's emotion + psychology;

- use sensory details
 verbal + nonverbal
 visual



Bush's 9/11 speech



Ethos

goodwill
 "our" He uses good moral character by saying a script
 "us" "defend freedom" ask for prayers god bless america
 "we" employed full resources good sense visual: flag, suit
 justice emergency response plans=showing executive power
 Bush's uses ethos by using credibility and the confidence he displayed

← Ayanna Newberry left the session

Logos

He shows us how the government is responding to the actions
 Talked about the millions of lives that were taken
 searching for answers
 cause and effect reasoning

Pathos

"For the children whose worlds have been shattered"
 a soft and sensitive tone addressing the families Psalm
 "they have failed to scare us" "Moms and dads, friends and family"
 Mentions the deaths of families' He mentioned the images of burning building
 "We responded with the best of America"
 mourning funeral hope for America Asks for prayers for the victims



Wrap Up

What was an 'ah ha!' moment for me today?

How will I apply what I learned today to my apologia or protest speech?

What question do I still have about organizing a speech, persuasive speaking, or language strategies?

Answer in the chat or aloud.

Some References and Resources

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