HyFlex Design: Evaluating the impact of hybrid course design with flexible participation

eLearning: Yesterday’s Dream, Today’s Reality, April 5, 2016
Jeanne C. Samuel
Delgado Community College, New Orleans, LA
What is HyFlex?
What is HyFlex? Course Delivery Modes

**Face-to-face (F2F)**
- PHYSICAL LOCATION
- Same time, same place
- Same time, same space
- Low participation flexibility

**Hybrid**
- BRICK & CLICK
- PHYSICAL or VIRTUAL SPACE
- Same time, same place
- Same time, same space
- Different time, same space
- Some participation flexibility
- Better retention

**Online @ Distance**
- VIRTUAL LOCATION
- Different time, same space
- Same time, same space
- High participation flexibility
What is HyFlex? Conceptual Framework

HYBRID
Attend partly F2F & partly online

ONLINE
Attend online async and/or sync

HYFLEX
Students choose how to participate (weekly or by topic)
Why Flex?

Typical Room Use
- 1 room
- 25 seats
- 2 schedules
  - M W F or M & W
  - T & R
- 5 classes/day

Max students served = 250

HyFlex Room Use
- 1 room
- 25 seats
- 1 schedule
- 1 day/classes
- 5 classes/day

Max students served = 625
Why Flex?

Online Courses
- More students
- High attendance flexibility
- Low completion

HyFlex Courses
- More students
- High & personal attendance flexibility
- Anticipate best retention

Hybrid Courses
- Fewer students
- Some attendance flexibility
- Better retention
Why HyFlex? Flexible Participation

- Life happens
- Family
- Work
- Illness
- Weather events
- Attend sports events
What is HyFlex? Various Models

**College Catalog Listing**
- List as F2F course
- List as Hybrid course
- List multiple sections to same physical space

**Design Options**
- Similar assignments and assessment
- * Ideal for us is to develop for all delivery modalities
  - Use as pool of options for HyFlex
  - Use for Online
  - Use for F2F (Flipped classroom)
  - Use for Hybrid (Flipped classroom)

Our current recommendation is to list as hybrid course & develop different assignments & assessments, if practical.
Grant Deliverables

- Create and teach at least two HyFlex courses for the Business & Technology Division
- Create a HyFlex Design professional development training module including:
  - Design process implementation guide
  - Best practices
  - Standards
- Identify HyFlex faculty mentors
- Evaluate the effectiveness of the model for increasing adult learner enrollment, student performance, and physical classroom space optimization
Selecting the HyFlex cohort

- Start with courses and faculty open to innovation
- Started with a faculty cohort already implementing an alternate hybrid course format
Training 1:1 and in Canvas

Documents Module:

- Name: Thomas
- Name: DeLarge
- 12pm - McLean

Discussion Board to Post Materials so everyone can review and share.

HyFlex Meeting - PreWork (please click on link to see the detail announcement)

- Please view the Lynda.com Adult Learner course. You will receive email information about the course along with a viewing course. Please refer to an email you will receive about accessing Lynda.com.

Your Sample Session Documents are posted with comments in the HyFlex Weekly Documents Module.

- Please take some time to review the HyFlex video, HyFlex Interactive video or the HyFlex Handbook before the meeting on Thursday at 9:30 in W1170.
Technology Training

- Video capture & narration
- Audio narration
- Recorded lectures
- Canvas advanced & basic (1st semester for Delgado using Canvas LMS)
- Provided webcams, mics, & software
Business Communication: 1st Impressions

2015: Homepage not interactive

2016: Homepage (interactive)

Hyperlinked

Words are static
Experience

2015: Linear and Overwhelming
2016: Chunked for Ease of Navigation
2016: Adaptive Release for Student Guidance
## Business Communication Course Matrix

### 2015: Assessments Listed with little guidance on completion track

### 2016: Assessments Listed with Time Management Guidance

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Learning Activities and Assignments</th>
<th>Learning Assessment, Tests or Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> 8/15-8/23 (Sat-Sun)</td>
<td><strong>Unit/Topic and Learning Outcomes</strong>&lt;br&gt;By the end of this week, you will know or be able to...&lt;br&gt;...this is how you learn how...&lt;br&gt;• Review Syllabus in Canvas&lt;br&gt;• Attend Class&lt;br&gt;• Complete Syllabus Quiz&lt;br&gt;• Explore Canvas &amp; Pearson sites&lt;br&gt;• Register with Pearson and complete Get Started Assignment</td>
<td>• Syllabus Quiz (10pts)&lt;br&gt;• Pearson Registration (10pts)&lt;br&gt;• Get Started with MyBcomLab (10pts)</td>
</tr>
<tr>
<td><strong>Week 2</strong> 8/24-8/30 (Mon-Sun)</td>
<td><strong>Unit/Topic and Learning Outcomes</strong>&lt;br&gt;• Chapter 1 – Achieving Success Through Effective Business Communication&lt;br&gt;• Explain the importance of effective communication to your career and to the companies where you will work&lt;br&gt;• Explain what it means to communicate as a professional in a business context&lt;br&gt;• Identify five unique challenges of business communication&lt;br&gt;• Describe the communication process model and the ways that social media are changing the nature of business communication&lt;br&gt;• List four general guidelines for using communication technology effectively&lt;br&gt;• Define ethics, explain the difference between an ethical dilemma and an ethical lapse and list six guidelines for making ethical communication choices</td>
<td>• Chapter 1 Warm-up (10pts – DUE 8/25 BC)&lt;br&gt;• Video Exercise: Achieving Success through Effective Communication (10pts – DUE 8/25 BC)&lt;br&gt;• Dynamic Study Module (10pts)&lt;br&gt;• Simulation: Successful Business Communication (10pts)&lt;br&gt;• Writing Assignment: Importance of Communication (20pts)&lt;br&gt;• In-Class Activities (10pts)</td>
</tr>
</tbody>
</table>
Courses developed as HyFlex

- BUSG224 – Business Computer Applications
- BUSG 240 – Business Communication
- MANG 201 – Principles of Management
- MARK 201 – Principles of Marketing
Modules were introduced near end of semester

Principles of Management
- Piloted in 1 section
- 70% felt online directions were clear
- 88% felt the online lesson length worked
- 63% felt online was effective but would not always choose to participate online
- 67% like having the participation option
- n = 24 all worked online that week

Business Communication
- Piloted in 1 section
- 100% felt online directions were clear
- 100% felt the online lesson length worked
- 53% felt online was effective but would not always choose to participate online
- 47% felt online was so effective that they would choose to attend class again online
- 73% like having the participation option
- n = 15 all worked online that week
Modules were introduced near end of semester

Business Computer Applications
- Piloted 2 content modules in 3 sections
- First 2 Excel modules
- Students were excited by the option of choice
- Most still wanted to attend F2F format
“Adults need to be actively involved in the learning process. Allowing learner choice of assignments, projects, or research topics…” is one way of offering choice.

Stats from week 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Total Students</th>
<th>F2F</th>
<th>Percentage</th>
<th>Online</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANG201-2HA</td>
<td></td>
<td>11</td>
<td>9</td>
<td>82%</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>MANG201-2HB</td>
<td></td>
<td>19</td>
<td>15</td>
<td>79%</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>MANG201-2HC</td>
<td></td>
<td>22</td>
<td>16</td>
<td>73%</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>52</strong></td>
<td><strong>40</strong></td>
<td><strong>78%</strong></td>
<td><strong>12</strong></td>
<td><strong>22%</strong></td>
</tr>
<tr>
<td>BUSG240-2HA</td>
<td></td>
<td>20</td>
<td>16</td>
<td>80%</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>BUSG240-2HB</td>
<td></td>
<td>13</td>
<td>10</td>
<td>77%</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>33</strong></td>
<td><strong>26</strong></td>
<td><strong>79%</strong></td>
<td><strong>7</strong></td>
<td><strong>21%</strong></td>
</tr>
</tbody>
</table>
Faculty Feedback

- Definitively will use HyFlex course design in the future; pushes us to be more creative and explore different assignment options to promote student engagement.
- Overall student performance appears to be better; some students will not work regardless of creativity, engagement, and flexibility.
- Takes more time than expected to develop alternative delivery content.
- Students say they love the option; ability to keep up if missed class; do not feel abandoned as do with many online classes.
Student Feedback (Paraphrase)

- Students say they love the option; ability to keep up if missed class; do not feel abandoned as do with many online classes
- If I would have been taking classes in a traditional schedule, I would not have had the opportunity to take advantage of real world opportunities that help me accomplish my career goals
- I am able to graduate more quickly and keep my full-time job
- I am battling combat-related illnesses...opportunity to make up work for points rather than penalized for things that are sometimes out of my control
Courses piloted as HyFlex

- BUSG 224 – Business Computer Applications
- BUSG 240 – Business Communication
- MANG 201 – Principles of Management
Training Observations
HyFlex & your Teaching Style Preference

Instructor A

- Course focuses on concrete based skills. Guidelines, checklists and templates address the concrete, left brain aspects of the skills and roles learned in the course.
- The course is somewhat lab-oriented.
- 3rd party publisher material used for guidance and many assignments.
- Publisher materials are supplemented with 'How To' videos which personalize the experience of the student.
- The content does not allow for as much creativity in development of spreadsheets, documents, etc. without an unmanageable amount of hand grading.

Instructor B

- Content is real-world scenario-based, permitting more student exploration and choice.
- 3rd party publisher material is used to support students in the pre-class learning process.
- In-class and the in-lieu of class activities rely on outside resources (LMS tools, videos, scavenger hunts, etc.). The instructor took a thinking out-of-the box approach and incorporated creativity, collaboration and relevancy, personalized to learner experience.
Next Steps

- Complete the HyFlex Design professional development training module including:
  - Design process implementation guide
  - Best practices
  - Standards

- Evaluate the effectiveness of the model for increasing adult learner enrollment, student performance, and physical classroom space optimization

- There are 50 hybrid business courses on our West Bank campus that are opportunities for HyFlex re-design and delivery
Grant Participants & Presentation Contributors

- Faculty
  - Mark Mclean
  - Brandye DeLarge
  - Thomas McQuaid

- Instructional Design & Training
  - Amanda Rosenzweig
  - Jeanne Samuel

- Thank you to Rene’ Cintron
NEVER STOP QUESTIONING
-- Albert Einstein