Log in to Canvas

- Go to: https://stthomas.instructure.com/register (use an incognito browser if you already have another Canvas account).
- Sign up for a free student account by clicking on the green I'm A STUDENT button.

Join Code: NA7D3B
HyFlex Course Delivery

Learner choice
Equivalency
Reusability
Accessibility
Glori Hinck, EdD

Instructional Designer and Research Manager
St. Thomas eLearning and Research
University of St. Thomas
Minneapolis/St. Paul, MN
The HyFlex Model
HyFlex

(Hybrid + Flexibility)
Flexible Participation Policy

Single Course

Choice

Face-to-Face

Synchronous Online

Asynchronous Online
Student Choice

- Change mode of attendance daily, weekly, by topic, according to need, or by preference
- Instructor tailors content for each delivery mode
- Some elements the same, others different
- Often, same high stakes assessments regardless of chosen path
ADULT LEARNERS

Learning styles & needs
Maximizes effectiveness of instruction
High degree of customization
Control over learning process
2006
Dr. Brian Beatty
San Francisco State University
Challenges faced by graduate commuter students
USING THE “HYFLEX” COURSE AND DESIGN PROCESS

Date Entered: June 30, 2008

Award Winner: 2008 Sloan-C Effective Practice Award

Author Information
Author(s): Dr. Brian Beatty
Institution(s) or Organization(s) Where EP Occurred: San Francisco State University

Abstract/Summary of Effective Practice:
HyFlex (hybrid + flexibility) course design provides a flexible participation policy for students.
LEARNER CHOICE
REUSABILITY
EQUIVALENCY
ACCESSIBILITY
Learner Choice

• Learners are able to choose from meaningful alternative participation modes and how they complete course activities
  – On a class-by-class basis
## Learner Choice

<table>
<thead>
<tr>
<th>Live in Classroom</th>
<th>Live Remotely via Zoom</th>
<th>At Preferred Time Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Class F2F</td>
<td>Attend Class via Zoom</td>
<td>No Class Attendance-Online lecture via Panopto</td>
</tr>
<tr>
<td>Participation points through Class Discussion</td>
<td>Participation points through Class Discussion</td>
<td>Participation points through VoiceThread Discussion</td>
</tr>
<tr>
<td>Complete Homework</td>
<td>Complete Homework</td>
<td>Complete Homework</td>
</tr>
<tr>
<td>Exams in Class</td>
<td>Proctored Exams Online-Same Day</td>
<td>Proctored Exams Online-Same Day</td>
</tr>
</tbody>
</table>
Class 1 Overview

Overview

In this module, we will review the major learning objectives of Finance 321 and the unique HyFlex format of this class. We will also start the initial understanding of "Maximizing Shareholder Wealth" and the evolution of American business.

Objectives

Students will be able to:
- Understand the syllabus and Hyflex class model
- Articulate the primary goal of business
- Identify ways that business has MSW throughout history

Tasks:

SYNCHRONOUS ONLINE STUDENTS

Read
- Textbook Chapter 1
- Class Session 1 Agenda

Watch
- Participate in class lecture via Zoom

Do
- Actively participate in class discussion via Zoom
- Complete Assignment #1 and submit via Canvas

ASYNCHRONOUS ONLINE STUDENTS

Read
- Textbook Chapter 1
- Class Session 1 Agenda

Watch
- View video of class lecture

Do
- Participate in online Discussion Board #1 via Canvas
- Complete Assignment #1 and submit via Canvas

ON-CAMPUS STUDENTS

Read
- Textbook Chapter 1
- Class Session 1 Agenda

Watch
- Participate in class lecture

Do
- Actively participate in class discussion
- Complete Assignment #1 and submit via Canvas
Reusability

• Utilize artifacts from learning activities in EACH participation mode as learning objects for ALL students
Reusability
Equivalency

• Provide *equivalent* learning activities in all participation modes

This is an area we continue to work on. How do we better replicate the ‘combative collaboration’ style of the instructor?
Multimodal Discussion Options

Year 2 switched from text discussion forums to VoiceThread
VoiceThread Better Supports Equivalency

• Replaced text discussions with VoiceThread
• Students record video responses to prompts and interact with instructor comments
# Equivalency

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Zoom</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participate</strong> in live lecture</td>
<td><strong>Participate</strong> in live lecture</td>
<td><strong>View</strong> live lecture</td>
</tr>
<tr>
<td>Participation points through Live Class Discussion</td>
<td>Participation points through Live Class Discussion</td>
<td>Participation points through Asynchronous VoiceThread Discussion</td>
</tr>
<tr>
<td>Same Homework</td>
<td>Same Homework</td>
<td>Same Homework</td>
</tr>
<tr>
<td>Same Exams</td>
<td>Same Exams</td>
<td>Same Exams</td>
</tr>
</tbody>
</table>
Accessibility

• Equip students with technology skills and access to all participation modes
<table>
<thead>
<tr>
<th>Orientation</th>
<th>File Name</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate Orientation</td>
<td>Undergraduate Orientation to Canvas and Online Courses</td>
</tr>
<tr>
<td>Need Help?</td>
<td>Need Help?</td>
</tr>
<tr>
<td>Student VoiceThread</td>
<td>Student VoiceThread Instructions-1.docx</td>
</tr>
<tr>
<td>Student Instructions for</td>
<td>Student Instructions for Online Exam (Proctorio)</td>
</tr>
<tr>
<td>Online Exam</td>
<td></td>
</tr>
<tr>
<td>Tutor Information</td>
<td></td>
</tr>
</tbody>
</table>
HyFlex Technology
## Instructor’s Technologies

<table>
<thead>
<tr>
<th>Technology</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>SmartBoard</td>
<td>Display PowerPoints and allow live annotation</td>
</tr>
<tr>
<td>Zoom</td>
<td>Highly interactive virtual conferencing tool</td>
</tr>
<tr>
<td>Panopto</td>
<td>High quality video recording of class lectures</td>
</tr>
<tr>
<td>VoiceThread</td>
<td>Content and video creation / sharing tool</td>
</tr>
<tr>
<td>Proctorio</td>
<td>Online proctoring service ensuring exam integrity</td>
</tr>
<tr>
<td>Canvas LMS</td>
<td>Organizes and helps ease use of technology</td>
</tr>
</tbody>
</table>
Classroom Technologies

Capture computer and camera with Panopto

KappIQ board for whiteboarding

SHARP

SVSI video distribution

Control with iPad

Axis Streaming Assistant

SHARP

Zoom Room
Enhanced Audio

[Image of CATCH BOX microphone and a person wearing a lavalier microphone]
‘Traditional’ Classroom Experience

- Smart Board
- Panopto
- Active Learning Classroom
Synchronous Online Experience

Zoom

Student Workers
Chat, Camera, Throw Box
Fundamentals of Financial Management

Q’s / Headlines

Agenda – Class 12
- Questions / Headlines
- Attendance
- Exam Review
- Cost of Capital
- Capital Budgeting Decision Rules
# Saving & Investing

<table>
<thead>
<tr>
<th></th>
<th>Reg. Savings</th>
<th>401(k)</th>
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</thead>
<tbody>
<tr>
<td>Salary</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>401(k)</td>
<td>$ -</td>
<td>$2,500</td>
</tr>
<tr>
<td>Taxable</td>
<td>$50,000</td>
<td>$47,500</td>
</tr>
<tr>
<td>Federal Tax</td>
<td>-25%</td>
<td>$12,500</td>
</tr>
<tr>
<td></td>
<td>$ (12,500)</td>
<td>$(11,875)</td>
</tr>
<tr>
<td>State Tax</td>
<td>-8%</td>
<td>$3,850</td>
</tr>
<tr>
<td></td>
<td>$ (3,850)</td>
<td>$(3,658)</td>
</tr>
<tr>
<td>FICA</td>
<td>-8%</td>
<td>$3,850</td>
</tr>
<tr>
<td></td>
<td>$ (3,850)</td>
<td>$(3,658)</td>
</tr>
<tr>
<td>Misc.</td>
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<td>$500</td>
</tr>
<tr>
<td></td>
<td>$(500)</td>
<td>$(475)</td>
</tr>
<tr>
<td>Savings</td>
<td>$2,500</td>
<td>$ -</td>
</tr>
<tr>
<td>Disposable Income</td>
<td>$26,800</td>
<td>$27,835</td>
</tr>
</tbody>
</table>

**Annual Savings of $1,035**
Continuous Quality Improvement
Better integration of Zoom into the classroom

• More deliberate engagement of the synchronous students in lecture and discussions
• Use of virtual break out rooms with report back to entire class
Panopto

• Instructor used the Smartboard annotation tool more
  – Recordings were more than just static PPT slides
  – See and hear how analysis was built
Classroom Camera

• Tried to improve camera angles so that asynchronous student experience was closer to a classroom experience
• Per instructor, “Not as effective as I would have hoped”
VoiceThread

• Students created short PPT presentations with video narration
• Per instructor, “dramatic improvement in engaging online students” compared to discussion board
2018 Evaluation
Enrollment Increasing

• Old ‘Traditional’ Summer FINC 321
  – 16 students

• Summer 2017
  – Originally capped at 20
  – Due to demand, cap raised to 40 with wait list
    • Final enrollment 39 students

• Summer 2018
  – Capped at 50 with wait list
    • Final enrollment 48 students
Evaluation

• Course Evaluation 4.5/5.0
• Instructor Evaluation 4.5/5.0
• Average student GPA’s ~same as traditional face-to-face version
• Student Qualtrics Survey
  – 19/48 responded (40%)
Approximately what percent of the time did you participate in each type of learning over the term?

Face-to-Face
- Approximately 31.19%

Online Asynchronous
- Approximately 60.48%

Online Synchronous
- Approximately 8.33%
Both Online & F2F instruction were considered useful and students learned as much or more than expected

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Did not participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The face-to-face instruction was useful</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>10.53% 2</td>
<td>42.11% 8</td>
<td>47.37% 9</td>
</tr>
<tr>
<td>2</td>
<td>The online instruction was useful</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>47.37% 9</td>
<td>47.37% 9</td>
<td>0.00% 0</td>
</tr>
<tr>
<td>3</td>
<td>I feel that I learned as much or more than I expected to learn in this class</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>10.53% 2</td>
<td>26.32% 5</td>
<td>63.16% 12</td>
<td>0.00% 0</td>
</tr>
</tbody>
</table>
### Q20 - Did you experience any technical glitches?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many</td>
<td>5.26% 1</td>
</tr>
<tr>
<td>2</td>
<td>A few</td>
<td>42.11% 8</td>
</tr>
<tr>
<td>3</td>
<td>None</td>
<td>52.63% 10</td>
</tr>
</tbody>
</table>
Please rate the value of each of the following learning activities used in this HyFlex FINC 321 class from very high to very low; select n/a if you did not participate in an activity.

- Face-to-face classroom sessions
- Live web-conferencing sessions
- Recorded web-conferencing sessions
- Textbook readings
- Weekly assignments
- Online peer interaction
- Face-to-face peer interaction
- VoiceThread

**VoiceThread**

**High**

**Low**

**Very Low**
What one thing would you suggest to improve the HyFlex experience?

voice thread stuff seemed pointless and was just a waste of time

If the lectures were shorter that would be good. Its hard to sit for 3 hours to watch all of it.

Have online students collaborate in some way.

Have less VoiceThread. I understand that there is value having the class participate, but for the students that work full time it seems like a requirement you rush to just complete.

A bit more connectivity between class videos, homeworks, textbooks, and exams. The exam service is not very clear is what it wants and how it operates, and it lost me points on a practice exam by closing me out of it. The service provider never got back to me on what happened either.
Instructor Quote

“The critical thing to remember is that the technology is just a more effective and efficient means to our same desired end - a great educational experience, not in any way a replacement for engaged faculty with a well thought out pedagogy.”
Discussion Questions
1. What would you need to address at your institution to successfully implement the HyFlex model?
2. How would you address learner choice, reusability, equivalency and accessibility?
3. What support would you need?
4. What barriers might you encounter and what would you do to overcome these barriers?
Debrief on Discussion Experiences as a Group
Evolution

- Two delivery modes
  - Executive Education
  - Co-location of graduate education courses
Introducing a New(-ish) Learning Mode: Blendflex/Hyflex

In select courses at institutions in Georgia and Minnesota, students toggle between face-to-face, synchronous online and asynchronous online – the volume of each is up to them. Data suggest the approach has been successful.

By Mark Lieberman // January 24, 2018

Central Georgia Technical College “blendflex”

University of St. Thomas “hyflex”
Thank you!