



**ENABLING STUDENTS DAILY  
CHOICE OF HOW TO ATTEND  
CLASS: WISDOM FROM 3  
FACULTY WHO TAUGHT  
HYFLEX**

OLC Accelerate | 2021

This session shares the wisdom of 3 faculty who taught in HyFlex classrooms and how they simultaneously engaged two audiences, both local and remote students. After an overview of student participation and success data, the faculty panel will address key questions about teaching in HyFlex classrooms including:

**What advice can you give to other instructors teaching HyFlex?**

**What do students need to know to participate effectively?**

**What did you change between the 1st and 2nd time of teaching in this delivery mode?**

**What are the remaining challenges?**

**What is the future of course delivery?**

# ABSTRACT





UVU™





# HYFLEX CONFIGURATION

In Fall 2020, Utah Valley University configured more than 300 classrooms to include automated recordings and simultaneous live streaming.



**Face-to-face classroom with automated recording into Kaltura from single camera and microphone mounted in ceiling AND simultaneous streaming using Microsoft Teams from podium computer or separate device AND online content in Canvas.**





# RESEARCH QUESTION

“Is it helpful for students to flex within the term?”



# RESEARCH METHOD



## INVITATION & PARTICIPATION

	Fall 2020	Spring 2021
# Faculty	12	6
# Course Sections	34	29
# Students	538	338

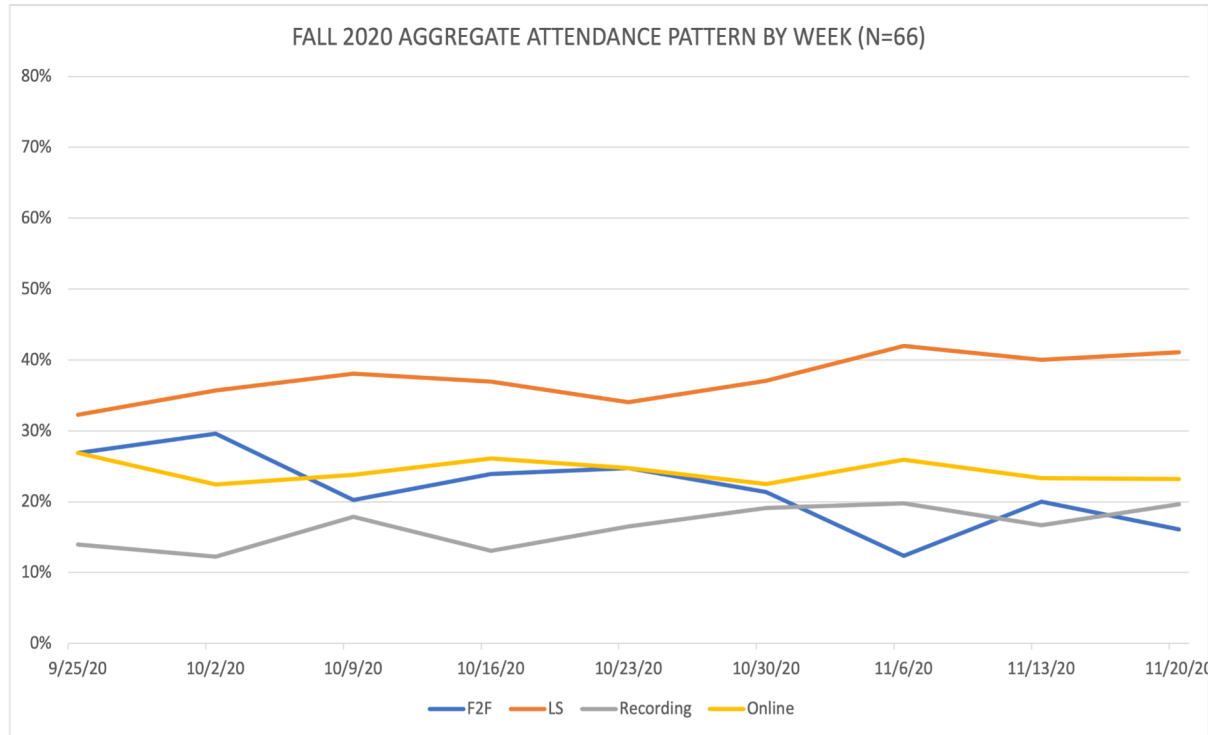
## DATA COLLECTION

- Faculty:
  - o Pre/post surveys
  - o Focus groups
- Students:
  - o Pre/post surveys
  - o Friday pulse surveys (*"How did you attend class this week and why?"*)
- Other
  - o Number of recording views
  - o Demographic data
  - o Pass/fail at end of term



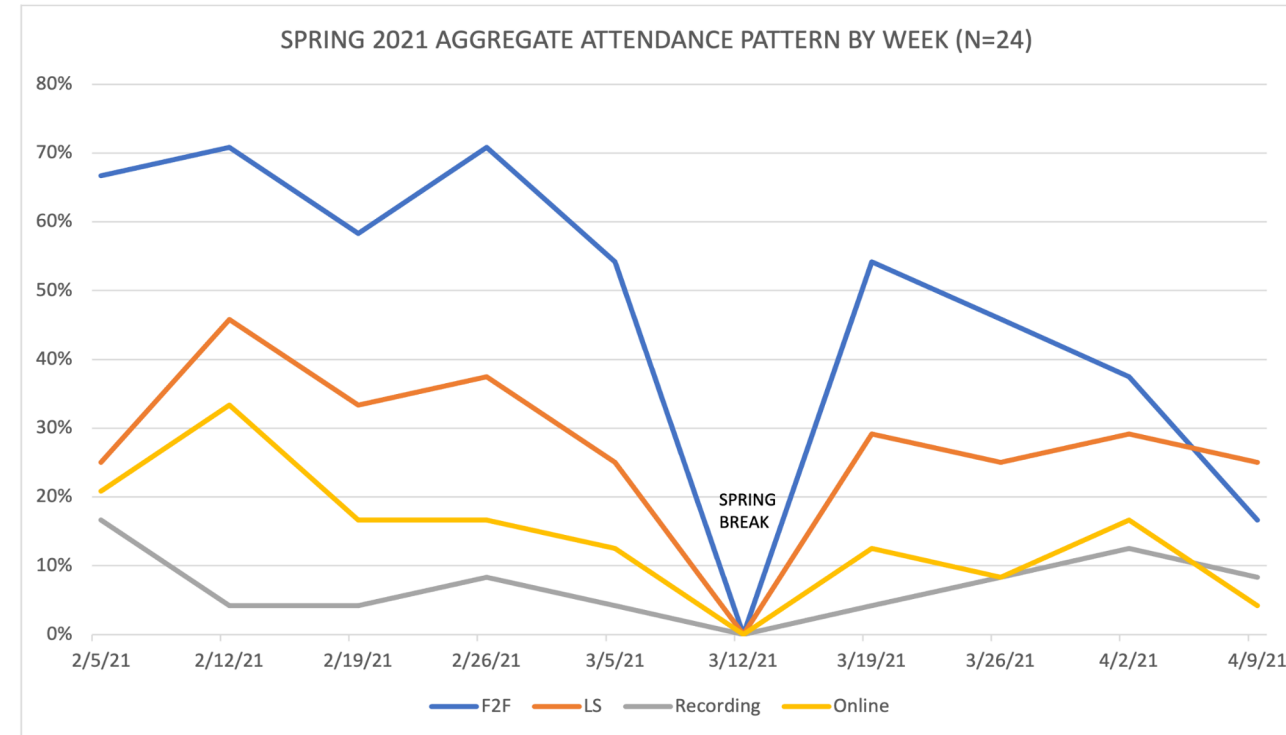
# RESULTS

# Attendance Patterns



In Fall 2020, over 15 Weeks:

- Face-to-face declined;
- Live stream increased;
- Lecture recordings were used by ~20% of students

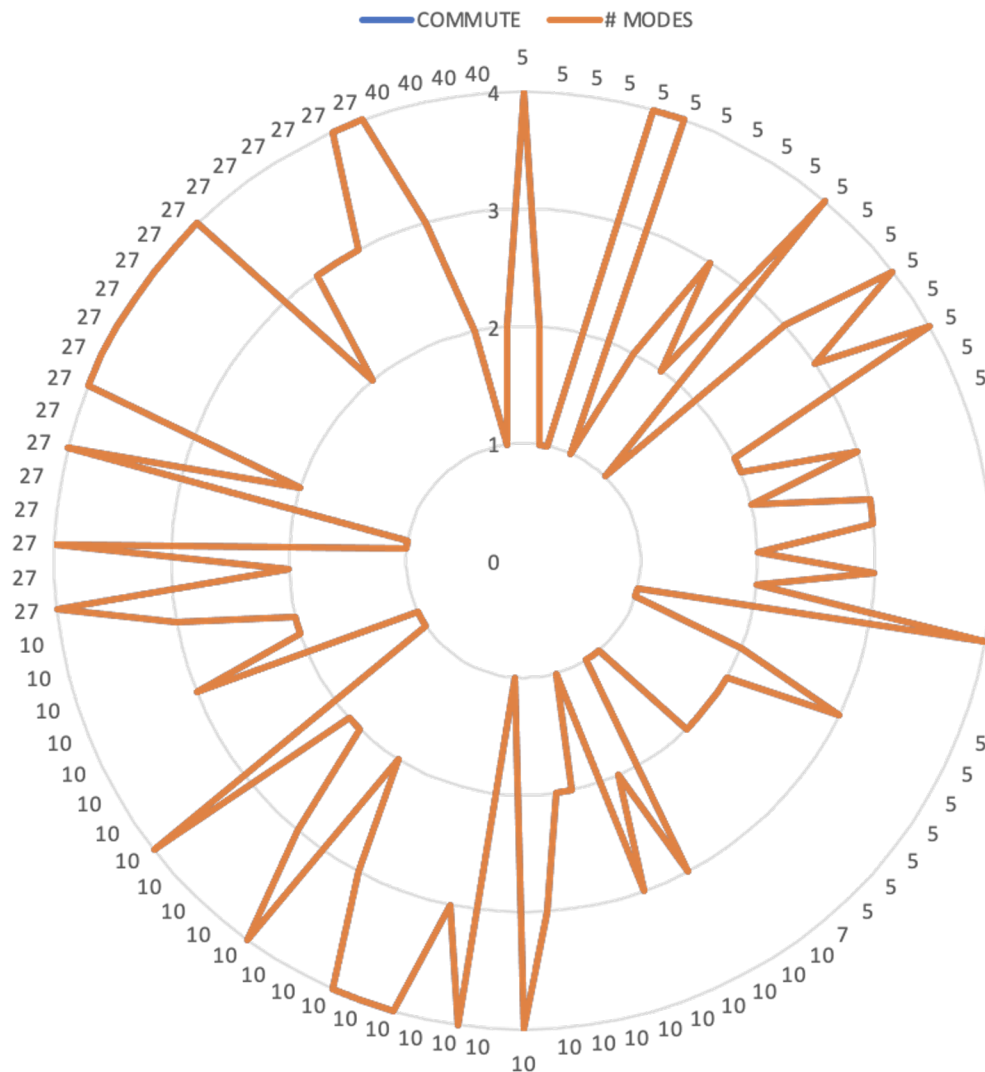


In Spring 2021, over 15 Weeks:

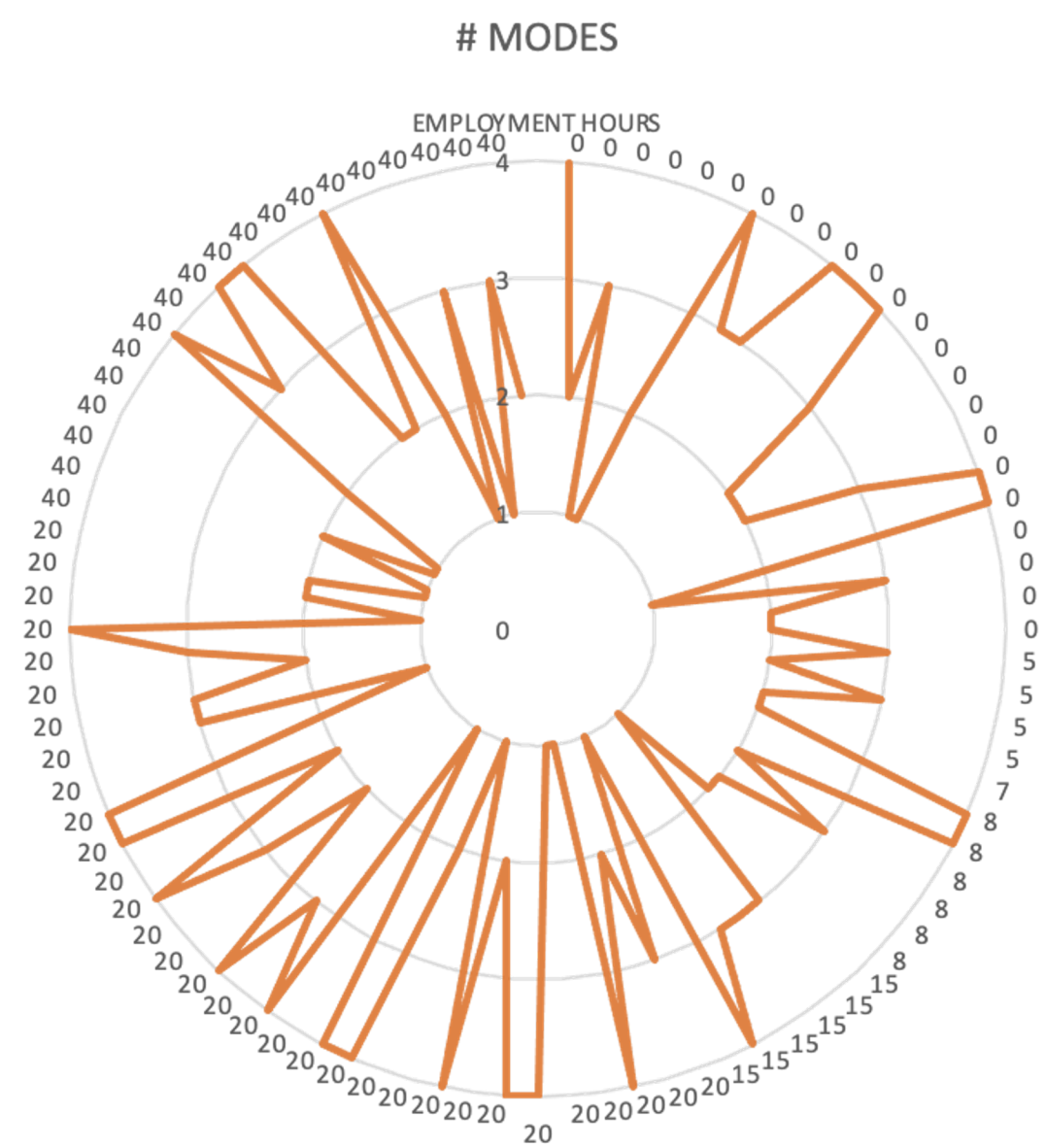
- Face-to-face was the primary modality used;
- Live stream was used by ~30%;
- Lecture recordings were used by ~10%

# Commute Distance vs Flexing of Modes

Commute Miles vs # Modes - Fall 2020 + Spring 2021

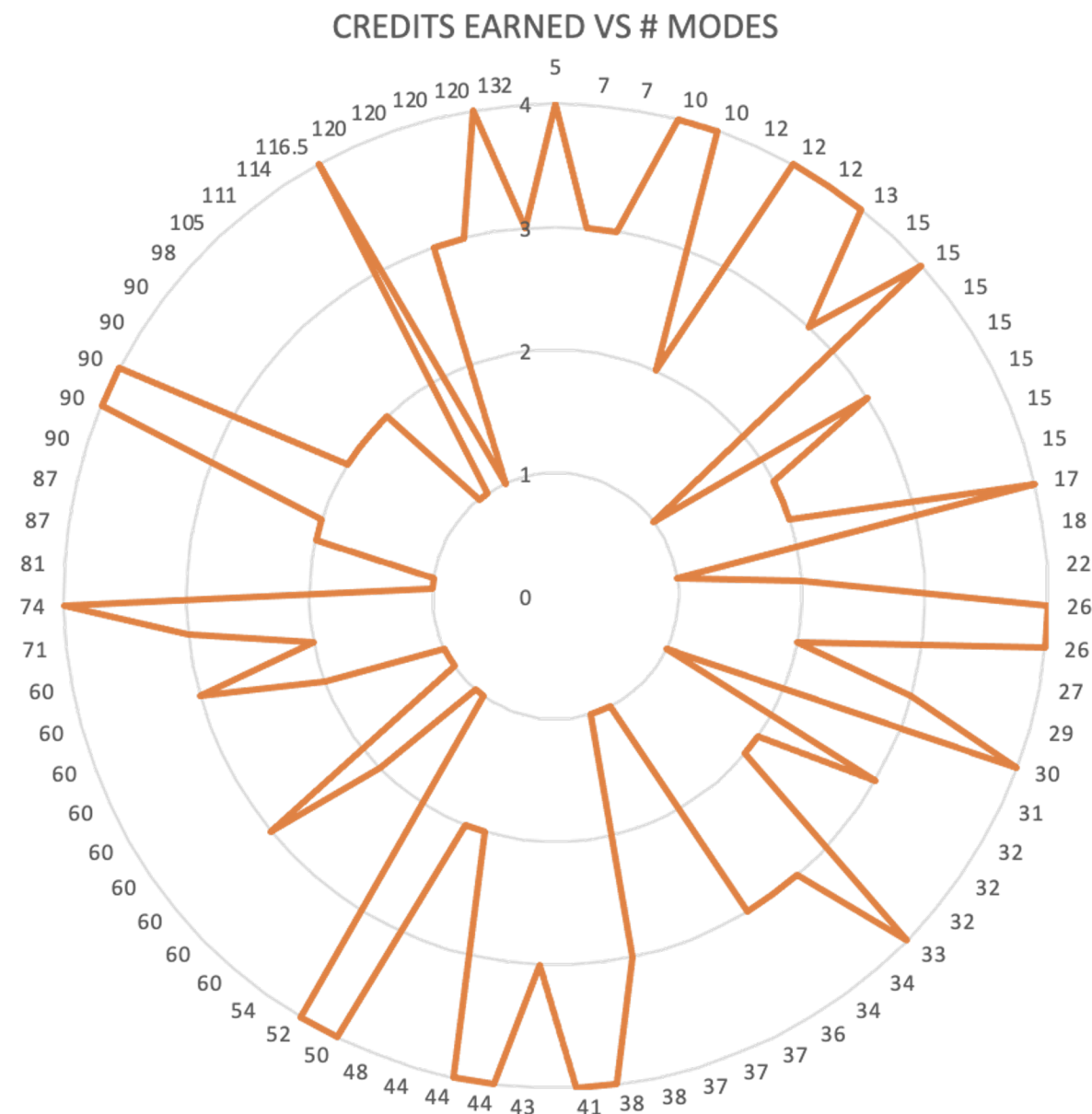


# Work Hours vs Flexing of Modes

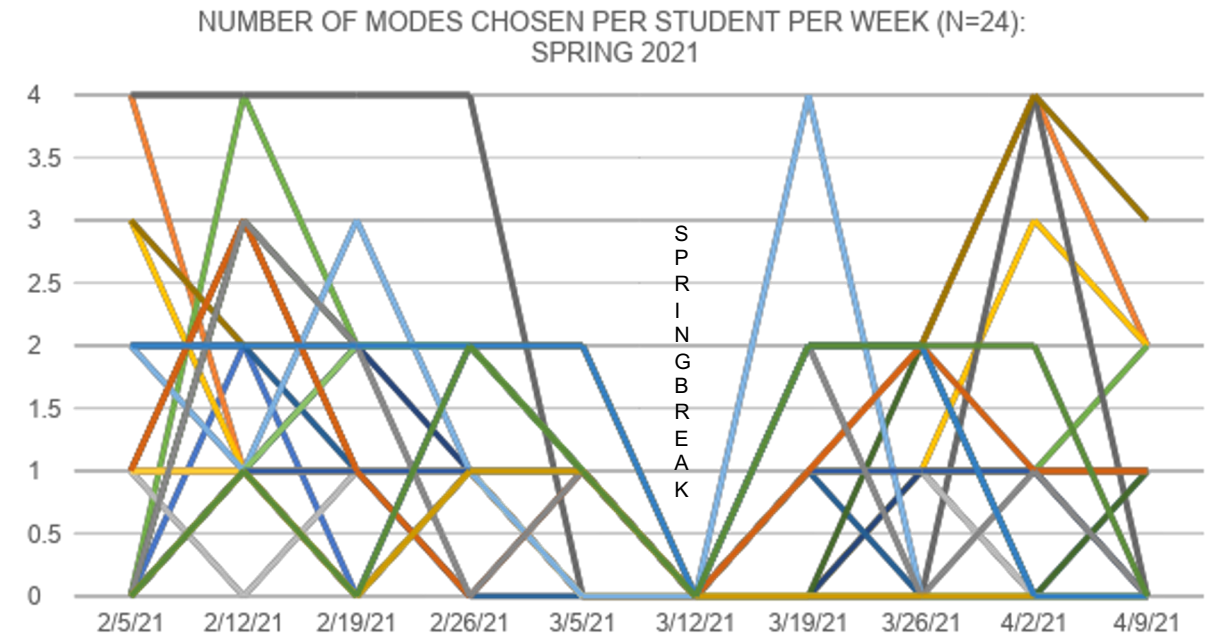
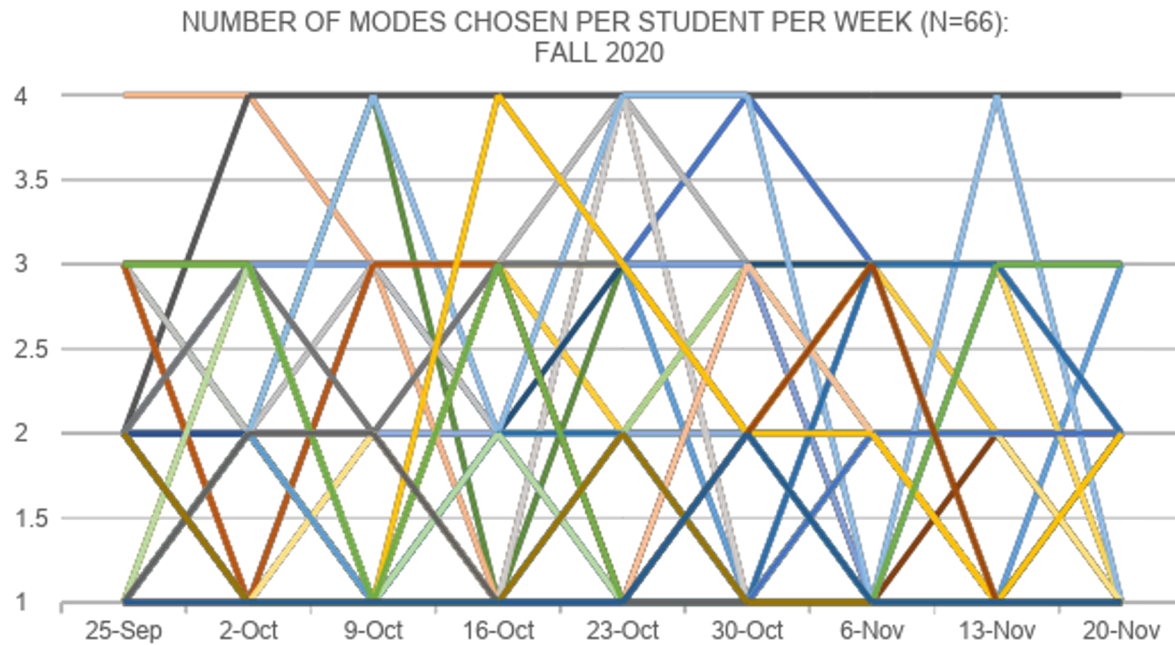




# Credits Earned vs Flexing of Modes



# Student Choice of Modality by Week

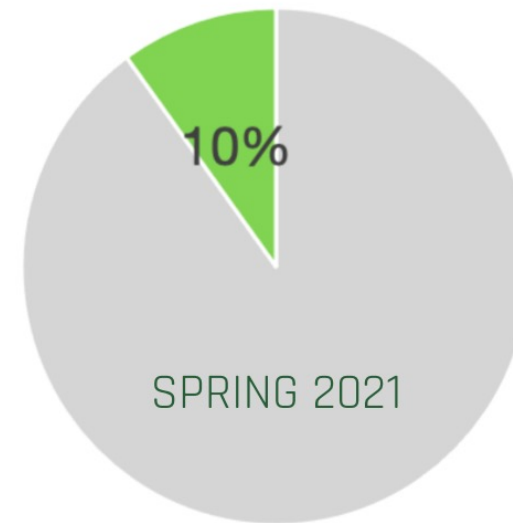
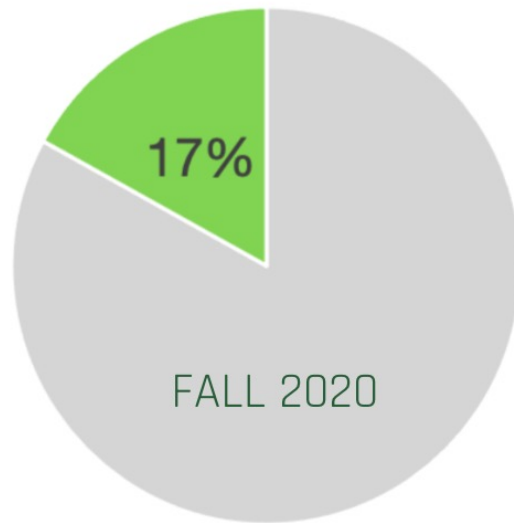


~30% of students never varied attendance mode

32% (Fall) and 17% (Spring) used >2 modalities

# USE OF LECTURE RECORDINGS

PERCENTAGE OF STUDENTS  
SURVEYED



Of the videos watched, the vast majority were those created by professors,  
NOT the automated recordings.





**Student  
Perspective  
(N=107, 12%)**



“Face to face is best because not only do I learn better, it's also easier to get help from the teacher and I have other students I can help and get help from. If face to face isn't offered or is at a very inconvenient time, then I want to do it online only at my time and pace. If neither are available, live streaming is fine, but then it's only live streaming.”







“Just out of preference, I prefer to be home and not have to commute to school everyday. I like to learn from home in my own environment. I have more motivation to get things done, more sleep, less money to waste on gas and etc. Face to face is awkward, and you have to be making time to get to class and wake up early, lose sleep.”



“I would prefer a face to face only class so I can have better self discipline on not being lazy.”

“My schedule has to be flexible because I work full time.”

“I still learned a lot. I still had authentic learning experiences.”



# STUDENT POST-SURVEY RESULTS

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## WHAT WAS THE BEST ASPECT OF THIS COURSE DELIVERY?

convenience, flexibility, choice, time savings	48%
work at my own pace, review materials, rewatch recordings	19%
teacher presence	12%
technology, recordings, live stream	12%
online, remote	11%
cognitive presence, learn	10%
social presence	7%
safety	7%
cost savings (gas, parking pass, etc)	6%
can attend in person	3%



# STUDENT POST-SURVEY RESULTS

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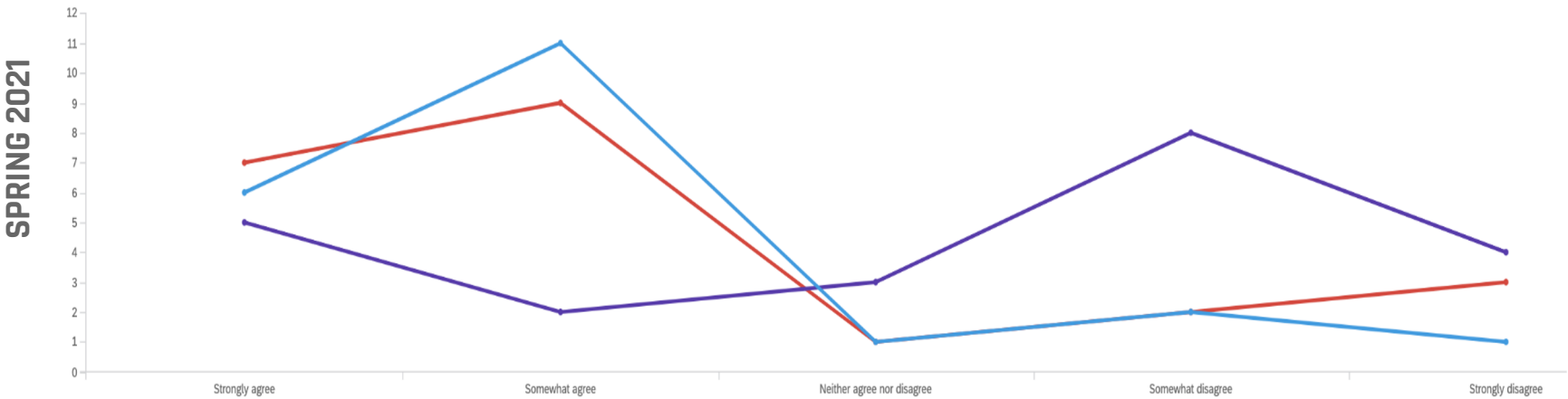
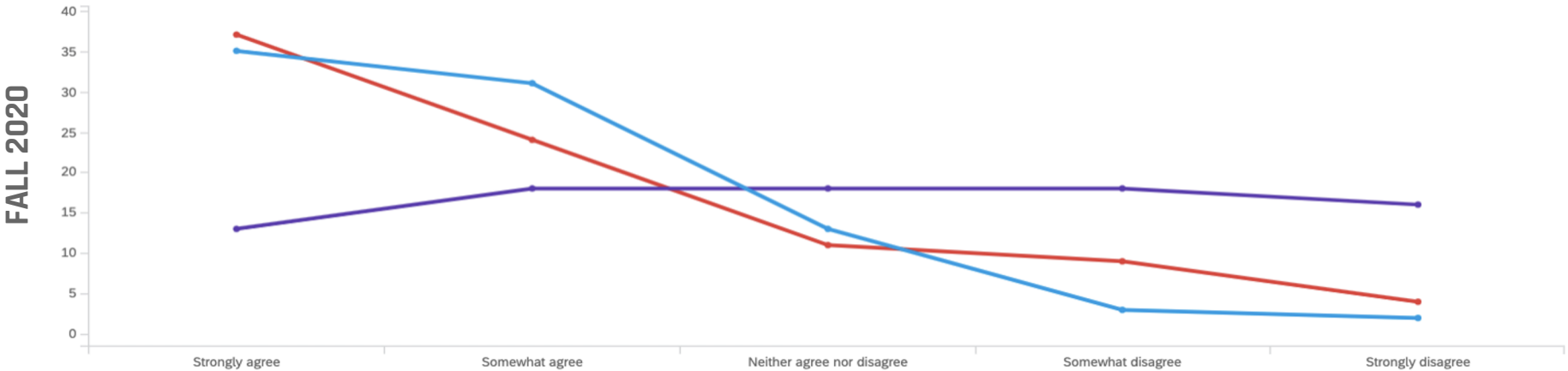
## WHAT WAS THE WORST ASPECT OF THIS COURSE DELIVERY?

feeling disconnected from peers, disjointed with F2F/LS, transactional distance	21%
technology issues, instructor/student learning curve w/ tech	20%
motivation, easier to procrastinate w/ remote, paying attention with remote	17%
none	10%
logistical (coordinating online/LS, F2F/LS, removing home distraction, coming to campus, etc)	9%
instructional design issues, workload	6%
learning how to learn online/LS	3%
instructor	3%

# STUDENT POST-SURVEY RESULTS

COMPARED TO REGULAR FACE-TO-FACE CLASSES, INDICATE HOW MUCH YOU AGREE WITH THE FOLLOWING:

- I felt connected to my instructor.
- I felt connected to my classmates.
- I am satisfied with this course delivery.





# Faculty Panel

Jon Anderson, Associate  
Professor, Developmental  
Mathematics

Josh Premo, Assistant  
Professor, Biology

Kathy Andrist, Professor,  
Mathematics

**WHAT ADVICE CAN  
YOU GIVE TO OTHER  
INSTRUCTORS  
TEACHING HYFLEX?**



**WHAT DO STUDENTS  
NEED TO KNOW TO  
PARTICIPATE  
EFFECTIVELY?**

**WHAT DID YOU  
CHANGE BETWEEN 1ST  
AND 2ND TIME?**

**WHAT ARE THE  
REMAINING  
CHALLENGES?**



**WHAT IS THE FUTURE  
OF COURSE DELIVERY?**



# THANK YOU

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