Introduction: What the HyFlex Course Design?

Hybrid – combines both online and face-to-face teaching and learning activities
Flexible – students may choose whether or not to attend face-to-face sessions … with no “learning deficit”

The HyFlex course design has being developed through a formative research process (Reigeluth and Frick, 1999) for graduate courses in the Instructional Technologies Masters degree program at San Francisco State University. In brief, a HyFlex course design enables a flexible participation policy for students whereby students may choose to attend face-to-face synchronous class sessions or complete course learning activities online without physically attending class. Hybrid courses typically include a blend of instructional activities which include classroom and online components for all students. This is also referred to a blended learning environment (Bonk and Graham, 2006).

In a HyFlex course, the instructor provides instructional structure, content, and activities to meet the needs of students participating both in-class and online. These are not necessarily completely separated sets of activities, and are typically not the same activities for both types of student participation, but must be equivalent sets of activities selected so that student learning can be effective in either participation format. No matter which participation format is chosen, teaching and learning activities should:

• Be presented effectively (and professionally)
• Engage learners with generative learning activities
• Use authentic assessment to evaluate student learning

The HyFlex course design principles are explained more fully below, after a description of institutional factors driving this effort and a brief review of some of the applicable literature on adult education and learner-centered instructional principles.

Institutional Drivers: What is the need for HyFlex?

Development of the HyFlex course design has been driven by several important institutional factors. These needs are 1) the general characteristics of graduate students at San Francisco State University (SF State), 2) the Instructional Technology (ITEC) Masters degree program’s desire to attract online students, and the 3) desire of the College of Education to expand its reach outside of the local region to serve students throughout the state of California and beyond.

At SF State, essentially all graduate students commute to classes, and a large majority of graduate students work full time. Most graduate courses meet face to face once a week for approximately three hours. In the ITEC program, courses are offered in the late afternoon and evenings to accommodate students’ work schedules. While some ITEC graduate students live within several miles of campus, many students travel 60 miles or more from every part of the San Francisco Bay Area – from the Napa Valley in the North to the Silicon Valley in the South and the Livermore Valley (and beyond) in the East. Since SF State is located in San Francisco and connected to the rest of the region by three major bridges which span San Francisco Bay,
student (and faculty) commutes often include the additional time and cost of transiting heavily travels bridges at rush hour. To attend class in person each week, graduate students may spend up to three or more hours per class in commute traffic. For some this is a major burden.

The ITEC program at SF State draws students from across the SF Bay Area in part due to its comprehensive approach to the Instructional Technologies curriculum. Students come to learn how to apply the latest instructional technologies to educational settings, develop educational software and Internet sites, and apply instructional design principles to training in all sorts of organizations. As in many graduate degree programs, natural fluctuations in economic and employment cycles have lead to significant variation in student enrollments over the years, especially since 2001. While acknowledging that many factors influence this variation, the ITEC program decided in 2005 that it would “move the program online” to increase enrollment by opening up access to the instructional program to students who could not attend class in person. Of course, just announcing that a program or course is now available online does not create the content or generate the enrollment to turn a promise into reality. The program needed a way to transition the core of its program to support online students without abandoning face to face students; it needed a solution to serve both types of students without spending significantly more resources.

At the same time the ITEC program was feeling these pressures and moving in the direction of online courses, the College of Education (COE) at SF State was experiencing similar pressure to bolster declining enrollments. The COE only offers graduate programs leading to California teaching credentials or Masters of Arts degrees in Education. The various teaching credential programs at SF State enroll the majority of COE students and therefore receive the majority of state funding. And not surprisingly, the teaching credential program at SF State has traditionally supported the needs of public school systems in San Francisco and the surrounding urban area. In recent years there has been a major shift in the school age population away from San Francisco and its surrounding cities (for a number of reasons too complex to explore here). This has contributed to lower enrollments in teacher credential programs in the COE at SF State. The COE is now looking for ways to expand its service area outside of the San Francisco Bay Area to the rest of the State of California and beyond. Serving students at a distance requires alternative instructional delivery systems, including online courses. Once again, a solution was needed that allows the COE to serve both its face to face students in traditional classes and distance students who need other ways of connecting to the college programs (courses, faculty, and students).

The HyFlex course design can play a central role in an effective solution to these significant institutional needs. But what about the specific learning needs of students? What should be considered as new course delivery models are developed? Two important conceptual frameworks to consider are andragogy – as applied to adult education – and learner centered principles applied to instruction in higher education.

**Foundation 1: Andragogy Applied to Adult Education**

The term andrology has been used in the field of adult education to describe a variety of lifelong learning activities that engage adults throughout their lives (Reischmann, 2004). Students
enrolled in a Masters degree program are adults and therefore the principles of andragogy should apply to their learning. The six core assumptions of andragogy are:

1. Teachers have a responsibility to help adults in the normal movement from dependency toward increasing self-directedness.
2. Adults have an ever-increasing reservoir of experience that is a rich resource for learning.
3. People are ready to learn something when it will help them to cope with real-life tasks or problems.
4. Learners see education as a means to develop increased competence.
5. Adults need to know the reason to learn something.
6. The most potent motivators for adult learning are internal, such as self-esteem.

(Knowles, 1980; Knowles, Holton, and Swanson 1998)

It is possible that the most important point for teachers of graduate students is to acknowledge that adults learn for varying reasons and in different ways than younger students and therefore adult learning should be designed with these differences in mind. Graduate education in particular should acknowledge these differences and attempt to implement these principles as practicable.

“As a guide to teaching adults, andragogy has a great deal more to offer when it is approached, as Knowles originally suggested, as a set of assumptions. Educators of adults wishing to turn away from instrumental approaches toward a more humanist understanding will likely use andragogy as a starting point and touchstone of good practice for the foreseeable future.” (St. Clair, 2002, p.2)

As Bullen (n.d.) has said, the empirical evidence generated to test Knowles’ assumptions of andragogy do not support the generalized applicability or veracity of these assumptions in all adult learning contexts. Especially in distance education contexts, underlying andragogical assumptions about adults must be validated in specific contexts to avoid doing unnecessary harm to students who learn better in more directive situations.

**Foundation 2: Learner Centered Principles**

In 1997, the American Psychological Association published a list of 14 Learner Centered Principles (LCPs) developed by a distinguished panel of Education Psychologists between 1990 and 1997. (American Psychological Association, n.d.) The LCPs express psychological factors which are largely under the control of the learner, but which also may be affected in important ways by external (contextual) factors.

The 14 LCPs are:

1. **Nature of the learning process**: The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
2. **Goals of the learning process**: The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.
3. **Construction of knowledge**: The successful learner can link new information with existing knowledge in meaningful ways.
4. **Strategic Thinking**: The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.

5. **Thinking about thinking**: Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.

6. **Context of learning**: Learning is influenced by environmental factors, including culture, technology, and instructional practices.

7. **Motivational and emotional influences on learning**: What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking.

8. **Intrinsic motivation to learn**: The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

9. **Effects of motivation on effort**: Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

10. **Developmental influences on learning**: As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.

11. **Social influences on learning**: Learning is influenced by social interactions, interpersonal relations, and communication with others.

12. **Individual differences in learning**: Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.

13. **Learning and diversity**: Learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account.

14. **Standards and assessment**: Setting appropriately high and challenging standards and assessing the learner as well as learning progress -- including diagnostic, process, and outcome assessment -- are integral parts of the learning process.

In graduate degree programs, considering the LCPs should help teachers develop programs, courses, and instructional activities that take into account the learning-related psychological needs of individual learners and maximize the effectiveness of instruction for all students. According to the LCPs, allowing a learner to control (or at least influence) the pacing, organization, and specific activities in a learning environment may improve their learning experience. The HyFlex course design acknowledges that learners have different needs and preferences concerning participation in instructional environments and activities, which supports several LCPs, especially those associated with learner goals and motivation.

**Developing Instructional Design Theory**

Instructional design theory must include two major aspects: presenting methods for facilitating learning, and providing guidance as to when these methods should be used (Reigeluth, 1999). Reigeluth and Merrill (1979) and Reigeluth (1983) describe instructional methods, conditions, and outcomes as the key components of instructional theory. Instructional methods refer to the approaches to facilitating learning from which a designer or educator can select -- those s/he has the ability to change. Instructional conditions refer to aspects of the learning context that influence the effectiveness of the chosen methods and that the designer or educator cannot change.
For example, an instructional condition could be the age or ability level of the students. Instructional outcomes refer to the effectiveness, efficiency, or appeal of the instruction. Reigeluth (1999) groups instructional conditions, outcomes, and values about instruction into the category of “situationalities” – knowing when certain methods are likely to achieve desired instructional outcomes based on specific instructional conditions. When developing instructional theory, it is important to be able to describe instructional methods and the specific situationalities in which they should be used.

The HyFlex course design is being developed using formative research techniques, such as those described in Reigeluth and Frick (1999). The formative research method is a developmental/action research method used to improve design theory over time as instances of the design are built, implemented, and evaluated. Evaluation findings are used to improve the design theory for the next round of implementation and evaluation. The formative research process develops design theory over multiple iterations, similar to continuous improvement processes used in some quality control systems. The initial HyFlex design was developed at SF State in Spring 2006 and has been further refined in each subsequent semester.

**Universal Principles for HyFlex Course Design**

The HyFlex course design is built around four fundamental principles: Learner Choice, Equivalency, Reusability, and Accessibility. I believe that these are key principles for all instances of effective HyFlex course implementations, and may be considered universal principles.

1. **Learner Choice:** Provide meaningful alternative participation modes and enable students to choose between participation modes weekly (or topically).

The primary reason a HyFlex course design should be considered is to give students a choice in how they complete course activities in any given week (or topic). Without meaningful choice, there is no flexibility … and therefore no HyFlex. This requires that an instructor value providing participation choice to students more than s/he values forcing everyone into the “best” way of learning a set of content.

2. **Equivalency:** Provide equivalent learning activities in all participation modes.

All alternative participation modes should lead to equivalent learning. Providing an alternative approach to students which leads to inferior learning “by design” is poor instructional practice and is probably unethical. Equivalency does not imply equality, however. An online learning experience (i.e., asynchronous discussion) may turn out to be much less socially interactive than a classroom based discussion activity. In each case, however, students should be challenged to reflect upon learning content, contribute their developing ideas to the discussion, and interact with the ideas of their peers.

3. **Reusability:** Utilize artifacts from learning activities in each participation mode as “learning objects” for all students.
Many class activities which take place in classrooms can be captured and represented in an online-delivered form for online students. Podcasts, video recordings, discussion transcripts or notes, presentation files and handouts, and other forms of representation of in-class activities can be very useful – both for online students and for classroom students wishing to review after the class session is finished. In a similar way, the activities completed by online students, such as chats, asynchronous discussions, file posting and peer review, etc. can become meaningful learning supports for in-class students as well as provide useful review materials for online students. And indeed, artifacts from some learning activities, such as, glossary entries, bibliographic resource collections, and topical research papers, may become perpetual learning resources for all students in future courses as well.

4. **Accessibility:** Equip students with technology skills and access to all participation modes.

Clearly, alternative participation modes are not valid alternatives if students cannot effectively participate in class activities in one or more modes. If a student is not physically capable of attending class, then in-class participation is not an option for that student. If a student does not have convenient and reliable Internet access, then online participation may not be a realistic option for that student. Students need the technologies (hardware, software, networks) and skills in using technology in order to make legitimate choices about participation modes. It may be incumbent upon an instructor or academic program to provide resources and extra training to students (and instructors) so that flexible participation is a real option.

Another key aspect of accessibility is the need to make all course materials and activities accessible to and usable for all students. For example, audio or video recordings should include text transcripts or be close-captioned, web pages and learning management systems must be “screen reader friendly”, and all forms of online discussion should meet universal design guidelines for accessibility. As more students with varied learning-mode abilities enter graduate programs and public, regulatory and legal pressures for universal design for accessibility increase, this aspect becomes increasingly important.

**Situational Principles for HyFlex Course Design**

Instructional methods must be varied to fit the needs of learners, content, context, and other factors. Situational design principles are identified to guide instructors in varying specific instructional methods based on situational factors.

*Situational principles for the HyFlex course design are still being determined.*

**Implementing a HyFlex Course**

When a HyFlex course is implemented, there are other aspects to consider besides universal and situational principles.

*Restructured Course-Related Work Schedules*

Students and faculty may need to restructure their class-related work schedules to accommodate online activities. For students, this restructuring applies predominantly to students who
participate online during a week rather than attending class. Depending upon the content generated during an in-class session that is produced for online students, there may be a delay of several days before a complete set of online resources are ready for online students. Since the instructional activities for online students should be available to in-class students as well, even students who attend class during a week may end up engaging in online activities (such as contributing to online discussions) throughout a week. For faculty, online activities most likely require facilitation or some other faculty involvement with students. This means that both students and faculty should be prepared to shift their course-related work schedules as needed. As with all distance education settings, time management is even more important for all involved since coursework is not restrained to a standard three hour block of time.

Are you Ready for HyFlex?

If the HyFlex approach sounds intriguing, where should you start? First, as with any new instructional effort, it pays to consider if and how this new course design might help you achieve organizational goals better. Are there opportunities to expand your reach to serve additional students? Are you experiencing serious resource conflicts that a HyFlex approach can help alleviate? Unless there is a good reason to change, you’ll find a shift to HyFlex (or any other organizational change) difficult, and you might never achieve effective implementation.

Once the need to change is established, you should assess whether or not your students, instructors, and organization is ready for both classroom-based and online learning. You’ll need to answer many questions in the areas of content, technical access, motivation and interest, and administrative support. Answering these questions will help you decide whether or not the opportunities of the HyFlex approach are worth pursuing.

Here is a sampling of questions in each area:

Content:
Presentation of content and activities
Can course content be presented effectively in an online system?
Are needed media channels available and practical?
Can essential teaching and learning activities (labs, quizzes, assignments, etc.) be completed effectively online?

Individual/group learning
Do students learn primarily as independent learners?
Do students learn through collaboration with peers?
Does the online system support desirable collaboration?

Technical Access and Ability:
System
Does the system provide convenient, regular and reliable access to course information and activities?
Is the system able to provide the needed teaching and learning activities to instructors and students?
Students
Do students have convenient, regular, and reliable access to hardware, software, and network resources needed?

Instructor
Does the instructor(s) have convenient, regular, and reliable access to hardware, software, and network resources needed?
Are instructors able to use the technology as needed to teach effectively?

Motivation and Interest:
Students
Are students motivated to participate regularly in an online course?
Are students interested in course content enough to keep their participation effective?

Instructors
Are instructors motivated to develop an online course?
Are instructors motivated to learn how to teach an online course?
Are instructors motivated to participate regularly in an online course?
Are instructors interested in student learning enough to facilitate individual student learning?

Administrative Support:
Alignment with program goals
Do university or program goals support the delivery of an online course?

Resources for development
Does the program have resources (expertise, time, money, etc.) needed to develop an online course?

Technical support
Does the organization have the structure to provide technical support as needed – 24 hours per day, 7 days per week?

Teaching support
Does the organization have the structure to provide teaching support as needed?
Are instructors willing and able to use this support?
Does the organization have the structure to provide learning support for students as needed? (e.g., “How to learn in an online course”)
Are students willing and able to use this support?

Summary evaluation:
What are the major obstacles, challenges, and opportunities?
What additional information should be gathered?
Should this online course be developed?
Creating a HyFlex Course

Finally, how can you move from a classroom (or online-only) course design to HyFlex? Start by establishing a systematic process of considering your values, goals, instructional strategies and activities already in place, and look for ways to provide an equivalent student learning experience for the new mode (either online or face-to-face) of learner participation. Once the decision to deliver all or part of a course in the HyFlex format has been made, the following steps should help instructors create an effective teaching and learning environment for both types of student participants.

1. Identify learning goal
2. Develop instructional objectives
3. Identify/create content
4. Select instructional activities
5. Create clear instructions
6. Prepare learning supports (documents, course site)

1. Identify learning goal(s)

Learning goals not only determine the selection of content, but also guide the selection of specific instructional methods and appropriate measures of instructional outcomes (effectiveness, efficiency, and/or appeal) (Reigeluth, 1999). Derived from fundamental values about learning, such as the formation of learning community, learning goals are specific statements about what the students (or other participants) will ultimately achieve. Goal statements are typically general in nature, for example: Students develop shared meaning of historical texts. Students learn mathematics concepts through dialogic learning processes.

What are your goals for student learning?

What do students need to learn? (Course-wide and/or for a specific topic)
What should students be able to do after completing the course (or topic)?

2. Develop Instructional Objectives

An objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself. It is important to clarify and state your instructional objectives so that the instructional decisions you make are guided by a thorough plan. “If you don't know where you are going, it is difficult to select a suitable means for getting there.” Objectives will help you assess the extent to which your students have achieved the intended learning objectives. Objectives may help you create effective assessment strategies. Many instructors share these objectives with their students. When this is done, students may be better able to measure their own progress toward learning goals. Well-written objectives clearly state what the learner is expected to be able to do, to what level of quality, and under what circumstances the performance (or knowledge) will be undertaken.
In a HyFlex course, learning objectives should be the same for all students; specific instructional objectives may vary to fit participation mode.

For each major learning goal:

1. **What are the specific details about what the student must know?**

2. **What (specifically) should the student be able to do?**

3. **Identify and/or Create Content**

   At this stage, you should identify content resources for each topic, and for each set of students. In many cases, the exact same resources will work for both sets of students (in-class and online). In some cases, additional content, or alternative content delivery methods must be used for online students.

   For each major “chunk” of content:
   What must be delivered? How will it be created and delivered? What special needs should be considered to ensure the content will be useful and fully accessible?

4. **Select Instructional Activities**

   Learning goals and instructional objectives, whether stated or not, form an important basis for choosing instructional activities. An important part of your task is to choose (or create) specific instructional activities that will help students meet instructional objectives and achieve learning goals. Many of these may rely upon social interaction among the participants, either in the classroom or in an online learning environment. **Instructional methods are simply the answer to the question, "What does the educator 'do' to facilitate student learning?"** Examples of instructional methods include:
   - Students work in small groups to complete a joint project that requires communication and file sharing among group members.
   - Format course materials and discussion posts so they can be easily downloaded and read off-line.
   - Include students from other locations, especially other countries, to engage in dialog about course content.

   For each major instructional objective, describe the instructional activities which you will use to help students learn and meet the instructional objective. **Note:** In the HyFlex course, some activities may include both types of student participants. These “overlapping” activities should be identified explicitly because they may provide additional learning opportunities for students.
5. Create Clear Instructions

Clear communication among the participants in a HyFlex course is essential.

One of the major communication responsibilities of the instructor is to create and broadcast a clear set of instructions and expectations to all students, for both types of participation. It is critical to communicate a comprehensive set of instructions to all students, without regard to their historical participation choices if they are free to switch between participation modes for each week of the course. (Note: This “participation flexibility” should be an important characteristic of a HyFlex course.)

Instructors should communicate general expectations and instructions that apply to an overall course (information typically included in a course syllabus) as well as specific week by week (or topic by topic) instructions. Importantly, these communications must be timely, accurate, and comprehensive. The “right” set of instructions received too late for effective student response and action is useless.

In this step, take the time to develop comprehensive instructions, review them for clarity and accuracy, and then send them to students through expected communication channels (email, discussion forum, mail, etc.) with plenty of time (at least 48 hours in most cases) for students to plan and act.

What are overall course expectations and instructions? Focus specifically on those which affect weekly (or topical) participation choices.

How should these instructions be communicated? Establish a communication protocol (plan) and stick to it.

6. Prepare Learning Supports

For each week or course topic, identify additional supports (resources, social interactivity, technology, etc.) which must be gathered or prepared in order to conduct the teaching and learning session.

If you would like to develop your own HyFlex course design, use Appendix A: “Creating a Hybrid-Flexible (HyFlex) Course” to get started.
References


Appendix A: Creating a Hybrid – Flexible (HyFlex) Course

Hybrid – combines both online and face-to-face teaching and learning activities
Flexible – students may choose whether or not to attend face-to-face sessions … with no “learning deficit”

The HyFlex instructional theory is being developed through formative research process (Reigeluth and Frick, 1999). A HyFlex course design enables a flexible participation policy for students. Students may choose to attend face-to-face synchronous class sessions or complete course learning activities online without physically attending class. (Hybrid courses typically include a blend of instructional activities which include classroom and online components for all students. This is also referred to a blended learning environment (Bonk and Graham, 2006)).

A HyFlex course design provides a flexible participation policy for students. Students may choose to attend face-to-face synchronous class sessions or complete course learning activities online without attending class. In a HyFlex course, the instructor provides instructional structure, content, and activities to meet the needs of students participating both in class and online. These are not necessarily completely separated sets of activities, and are typically not the same activities for both types of student participation, but must be equivalent sets of activities selected so that student learning can be effective in either participation format. No matter which participation format is chosen, teaching and learning activities should:

• Be presented effectively (and professionally)
• Engage learners with generative learning activities
• Use authentic assessment to evaluate student learning

The decision to adopt a HyFlex course design should consider the same factors used to decide whether or not to create a fully online course (see the “Is Your Course ready for Online?” guide). Once the decision to deliver all or part of a course in the HyFlex format has been made, the following steps should help instructors create an effective teaching and learning environment for both types of student participants.

7. Identify learning goal
8. Develop instructional objectives
9. Identify/create content
10. Select instructional activities
11. Create clear instructions
12. Prepare learning supports (documents, course site)

The rest of this guide will help you consider each of these steps for your own HyFlex course.
1. Identify learning goal(s)

Learning goals not only determine the selection of content, but also guide the selection of specific instructional methods and appropriate measures of instructional outcomes (effectiveness, efficiency, and/or appeal) (Reigeluth, 1999). Derived from fundamental values about learning, such as the formation of learning community, learning goals are specific statements about what the students (or other participants) will ultimately achieve. Goal statements are typically general in nature, for example: Students develop shared meaning of historical texts. Students learn mathematics concepts through dialogic learning processes.

What are your goals for student learning?

What do students need to learn? (Course-wide and/or for a specific topic)

What should students be able to do after completing the course (or topic)?
2. Develop Instructional Objectives

An objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself. It is important to clarify and state your instructional objectives so that the instructional decisions you make are guided by a thorough plan. “If you don't know where you are going, it is difficult to select a suitable means for getting there.” Objectives will help you assess the extent to which your students have achieved the intended learning objectives. Objectives may help you create effective assessment strategies. Many instructors share these objectives with their students. When this is done, students may be better able to measure their own progress toward learning goals. Well-written objectives clearly state what the learner is expected to be able to do, to what level of quality, and under what circumstances the performance (or knowledge) will be undertaken.

In a HyFlex course, learning objectives should be the same for all students; specific instructional objectives may vary to fit participation mode.

For each major learning goal:

1. What are the specific details about what the student must know?
2. What (specifically) should the student be able to do?

The following table might be useful to help you structure your thinking about objectives.

Table 1. From learning goal to instructional objectives

<table>
<thead>
<tr>
<th>Learning goal:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must know:</td>
<td>To demonstrate learning, student must do:</td>
</tr>
</tbody>
</table>
3. Identify and/or Create Content

At this stage, you should identify content resources for each topic, and for each set of students. In many cases, the exact same resources will work for both sets of students (in-class and online). In some cases, additional content, or alternative content delivery methods must be used for online students.

For each major “chunk” of content:

Table 2. Content Delivery for In-class and Online Students

<table>
<thead>
<tr>
<th>Content Description:</th>
<th>Delivery to in-class students</th>
<th>Delivery to online students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources:</td>
<td>Media:</td>
<td>Resources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media:</td>
</tr>
<tr>
<td>Special needs:</td>
<td></td>
<td>Special needs:</td>
</tr>
</tbody>
</table>


4. Select Instructional Activities

Learning goals and instructional objectives, whether stated or not, form an important basis for choosing instructional activities. An important part of your task is to choose (or create) specific instructional activities that will help students meet instructional objectives and achieve learning goals. Many of these may rely upon social interaction among the participants, either in the classroom or in an online learning environment. Instructional methods are simply the answer to the question, "What does the educator 'do' to facilitate student learning?" Examples of instructional methods include:

- Students work in small groups to complete a joint project that requires communication and file sharing among group members.
- Format course materials and discussion posts so they can be easily downloaded and read off-line.
- Include students from other locations, especially other countries, to engage in dialog about course content.

For each major instructional objective, describe the instructional activities which you will use to help students learn and meet the instructional objective. Note: In the HyFlex course, some activities may include both types of student participants. These “overlapping” activities should be identified explicitly because they may provide additional learning opportunities for students.

Table 3. Instructional Activities for In-class and Online Students

<table>
<thead>
<tr>
<th>Instructional Objective:</th>
<th>Activities for in-class students</th>
<th>Resources or conditions¹:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources or conditions:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities for online students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
</tr>
<tr>
<td>Resources or conditions:</td>
</tr>
</tbody>
</table>

Opportunities for overlap:

¹ For more on conditions associated with online instructional activities (or methods), see [http://itec.sfsu.edu/social/](http://itec.sfsu.edu/social/)
5. Create Clear Instructions

Clear communication among the participants in a HyFlex course is essential.

One of the major communication responsibilities of the instructor is to create and broadcast a clear set of instructions and expectations to all students, for both types of participation. It is critical to communicate a comprehensive set of instructions to all students, without regard to their historical participation choices if they are free to switch between participation modes for each week of the course. (Note: This “participation flexibility” should be an important characteristic of a HyFlex course.)

Instructors should communicate general expectations and instructions that apply to an overall course (information typically included in a course syllabus) as well as specific week by week (or topic by topic) instructions. Importantly, these communications must be timely, accurate, and comprehensive. The “right” set of instructions received too late for effective student response and action is useless.

In this step, take the time to develop comprehensive instructions, review them for clarity and accuracy, and then send them to students through expected communication channels (email, discussion forum, mail, etc.) with plenty of time (at least 48 hours in most cases) for students to plan and act.

**What are overall course expectations and instructions?** Focus specifically on those which affect weekly (or topical) participation choices.

**How should these instructions be communicated?** Establish a communication protocol (plan) and stick to it.

For each week or topic: (Note: This may take the form of a “Weekly Agenda” in many courses.)

**Instructions for all students (without regard to participation mode)**
1. 
2. 
3. 
   etc…

**Additional instructions for online students**
1. 
2. 
3. 
   etc…

**Additional instructions for in-class students**
1. 
2. 
3. 
   etc…
6. Prepare Learning Supports

For each week or course topic, identify additional supports (resources, social interactivity, technology, etc.) which must be gathered or prepared in order to conduct the teaching and learning session.

Table 4. Instructional Supports for Teaching and Learning Activities

<table>
<thead>
<tr>
<th>Week (or topic):</th>
<th>Supports for <em>in-class</em> students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Learning Resources:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Interactivity:   |                                |            |
|------------------|                                |            |

<table>
<thead>
<tr>
<th>Supports for <em>online</em> students</th>
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| Interactivity:   |                                |            |
|------------------|                                |            |