HyFlex Resilient Pedagogy
Classrooms Tips & Considerations

HyFlex Resilient Pedagogy
Hyflex resilient pedagogy is utilized when faculty teach students in a face-to-face and synchronous online environment at the same time. It is an adaptation from the HyFlex (Hybrid-Flexible) model, coined by Brian Beatty.

Reasons Individuals Might Not Be In-Person
- Inclement Weather
- Personal/Family Illness
- Academic Travel

Preparation Tips
- ❑ Provide explicit directions on the differences between remote and F2F. Clearly explain to students where to find resources and materials and when remote learning is appropriate.
- ❑ Make sure you can see all students, remote and F2F.
- ❑ Articulate quick and easy ways for learners to find appropriate academic or student services, support offices and resources for both remote access and in-person.
- ❑ Address communication and interaction expectations (through the syllabus, welcome video, or email).
- ❑ Set a schedule for yourself: Tell learners what to expect from you and when to expect it.
- ❑ Identify where you and your students can receive prompt support for technology used in the course and inform students in advance about what technologies they will need to acquire and/or use, and how to find support.
    - o Office of Digital Learning and Innovation Distance Education Support
        - ▪ Distanceed@wcupa.edu
        - ▪ 610-436-3373
    - o Information Services and Technology Service Now
        - ▪ Submit a Help Desk Request
        - ▪ 610-436-3350
    - o D2L Technical Support
        - ▪ Submit a Ticket
        - ▪ 1-866-832-1851
- ❑ Explain to students how to access the institution's accessibility services and be responsive to learners who need assistance in accessing digital course materials.
    - o Office of Services for Students with Disabilities
- ❑ Test all technology before the class begins.

Student Engagement and Learning Activities Tips

Disseminating Information & Logistics

1. Look into the camera when addressing remote learners and stay close to your microphone.
2. Announcements can help prep students for the day's synchronous session as well as recap, reinforce, and clarify important ideas that were revealed in-class activities and discussions. You can also post the link to your virtual session recordings as a follow-up to your meetings in the Announcement area.
3. Arrange your videoconferencing equipment to allow remote and F2F students to see each other on screen.
4. Remind remote students to check their learning space to ensure it is free of inappropriate items.
5. Close your physical and virtual classroom door.
6. Repeat questions and utilize the chat window so all students see them.
7. Record your sessions and make recording available to all students.
8. Host virtual office hours so that all students can attend.

Learning Activities

1. Consider using flipped classrooms so it is only a discussion during synchronous sessions depending on how many students are remote.
2. Engage with presented content through annotation, through whiteboard features.
3. Offer Choice in Evaluation: Formative, Self-Check, & Summative.
4. Integrate student live-polling or game-based learning to include remote and F2F students equally (e.g., Poll Everywhere).
5. Incorporate collaborative notetaking.
6. Try HyFlex pair-work: one F2F student is paired with a remote student.

Discussions

1. Ask questions to remote and F2F students specifically and allow time for engagement.
2. Repeat questions from F2F students for remote learners and/or include them in the chat.
3. Facilitate small group discussions between remote-remote learners, F2F-F2F learners, and F2F-remote learners.
4. Refer to specific discussion threads and their authors in synchronous class sessions, make it clear that you value the learning activity and guide them towards the most important aspects of course content.
5. Peer-to-peer interaction: opportunity for real-time participation between remote and F2F classmates.
6. Encourage a continued discussion using text chat in D2L Discussions.

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