Doug Lederman:

College leaders around the country are wrestling with a difficult set of questions about whether and how to reopen their physical campuses to students this fall in a way that's both safe to students, staffs, and surrounding communities and educationally sound. The conversation we're about to have here is not about whether campuses will open. We'll leave that to the campus health experts and chief financial officers and others who are involved in making that very difficult and high-stakes decision, which takes into account whether colleges can house and feed and otherwise serve students safely.

The conversations about whether to open are unfolding on campuses right now but we're unlikely to have really clear answers from many institutions until June or even later - even if some institutions are stating their plans with fairly high degrees of certainty now.

There has been some thoughtful analysis elsewhere including by our Inside Higher Ed bloggers Josh Kim and Eddie Maloney on possible scenarios on the "How to open?" question. In this discussion, we're going to zero in on one possible approach to how campuses might undertake the central experience of student learning if they are partially or fully open - a course model known as HyFlex.

Here today to talk about the pros and cons of using HyFlex on campuses this fall are three knowledgeable and thoughtful experts on student learning. Betsy Barre, who is the executive director of the Center for the Advancement of Teaching at Wake Forest University in North Carolina. Brian Beatty, associate professor of instructional technologies in the Department of Equity, Leadership Studies and Instructional Technologies at San Francisco State University. And Bonni Stachowiak, who is dean of teaching and learning at Vanguard University and producer and host of the "Teaching in Higher Ed" podcast.

Welcome to all of you. Thanks for taking some time out of your busier-than-normal days. Brian, let me start with you since you literally wrote the book on hybrid flexible course design is I think the book's title was or HyFlex for short. Can you briefly explain the concept and give us a sense of how you and others have used it pre-COVID-19 nineteen?

Brian Beatty:

Well, yes, thank you for the opportunity. Hybrid flexible courses, or HyFlex courses, we started conceptualizing about fifteen years ago at San Francisco State University in the context of a graduate program that was looking for a way to include fully online students as well as traditional, in-classroom students in the same class sections. We

wanted to be able to serve fully online students, but we didn't have the resources, really, or the expertise to run a fully online program separate from, you know, kind of our traditional, longstanding in the classroom experience. And so I was provided with a little bit of time to kind of conceptualize this and so I started with one of my courses I was teaching and just tried to figure out, "Well, what would I have to add on to the course experience in order to serve only online students as well as my face-to-face students?" Over time that has grown into multiple courses and programs. I started talking about it the next fall as part of my role of professional development as a faculty member and found that there was a lot of interest in the concept.

So for us it quickly became something that not only allowed us to provide opportunities for fully online students, but also give us the ability to give them the convenience of being able to choose whether they would be online or face to face for a particular week or session. All of our students are regionally focused and so we knew they at least technically had access to the campus resources because they weren't in a fully online program.

So we found that very quickly we found emerging participation patterns that showed a lot of students in the classroom still because they wanted to be there and they were also a significant number of students participating online and there were quite a few students who would change from week to week based on their own personal situations.

And so that's really where it started with us and it really, one of the most important things that we realized quickly, is essentially we're giving students control over the hybridization of the course rather than creating hybrid courses that were completely under the instructor's control, which has been the traditional way of doing hybrid or blended education.

And so that has added, you know, various wrinkles over time and has appealed to a lot of faculty, but even more so the students. The students have really kind of been very happy to have the ability to make that choice from session to session.

Doug Lederman:

Just let me ask you one follow up question if you don't mind. So, you sort of differentiated this from typical blended or hybrid courses. Give us a couple of key takeaways that sort of differentiate, especially for people who are new to this, differentiated from a professor who just incorporates some digital elements into a face-to-face class or allows for some in-person meetings for an online course. What are the sort of key differences that differentiate this concept specifically?

Brian Beatty:

Sure. So, briefly, the main difference between this and what I would call a technology enhanced course, which would use digital resources, is that there is a fully online track available for students that will lead them to the same learning outcomes. Right, so students could never step foot in the classroom and still have an effective learning experience and come up with a result being they've learned the same essentially the same content as those who were in the classroom environment. So that's one difference between just a technology or digitally enhanced course, which often relies on the face-to-face component in the classroom to kind of hold it together and to provide a lot of information or experiences that aren't available in the digital environment.

It's also different from a traditional hybrid or flexible course in that in a hybrid course, typically what designers and faculty will do is they'll try to figure out what's best in the classroom and what's best online and break up the courses.
They'll say, "Well stuff is better online, so we'll do it online. This is better in the classroom, so we'll do in the classroom." And in the HyFlex world, essentially you don't, the idea is that you don't have that luxury. You want to be able to create a fully online version as well as a fully face-to-face version and find ways to kind of bring them together so it's a single course experience that has multiple participation paths. And the other aspect of that then is the student gets to control whether they're doing it online or in the classroom. Which, we know, means the faculty has to design effective paths both as the individual paths but also as a path that kind of crosses streams and in some cases quite frequently.

Doug Lederman:

Got it. All right that's really helpful. Thanks for bringing it down to a level even I can understand it at.

Bonni, you have been, I know you have a close colleague who specializes in HyFlex and have a podcast coming up on the topic which we'll make sure to point readers to when this appears. You've also been an active participant in recent discussions on the POD Network listserv (which for those of you who aren't familiar with it, is a tremendous resource about HyFlex) about how HyFlex might be a solution as colleges grapple with how they might safely and soundly deliver instruction on a physically-distanced or low-density campus this fall. What is your current thinking about HyFlex as a possible answer or maybe a partial answer since there probably isn't just one for campuses around the country this fall?

Bonni Stachowiak:

I'm glad you mentioned the podcast and also the pod networks because those are sources where I hear about ideas from institutions that have a lot more resources than we do at my institution. It's a relatively small school and so I try to really shrink those things down to their core. "What is that the real purpose?" And I also try to find ways I could experiment with these ideas without trying to do something completely as you know a school that has fifty thousand students - it doesn't look the same. And so I tried to shrink HyFlex down. I've been doing hybrid learning for a long time but there's this control element that Brian spoke about, where the students get to have the control. I just shrunk that down a little bit. This is way before I had ever heard of Covid. Ever.

But I just thought "Well you know sometimes people have to miss." Sometimes it's for what my institution called excused reasons or unexcused and I don't like to be the arbiter of that. I have actually found out I'm really bad at being the arbiter of excused versus unexcused. And I don't think we should pile our biases onto other people. And really let them have a lot more choice in their education. So I had decided; I teach a once-a-week, fifteen-week class and I had decided that up to two times people could miss this spring 2020 semester and there could be another avenue for them. Brian mentioned this online path. I did not have a fifteen-week online path. It was a relatively small class and I thought "Well I'll just experiment with this." And I tried it and the students absolutely loved it. They were able to attend to things that were really pressing in their lives: the death of a grandmother, a diagnosis, etc., etc. And I found that I really liked it too. I actually found that students who missed, sometimes I was able to hear insights through what they wrote or how they responded such that might not have come out if they have been in the class. So I really liked that. Then this pandemic hit. All the sudden just the volume got turned way up. Who cares if it's two classes or five classes?

I had one student who had a lot of difficulty with her internet connection. I know she wanted to continue she just wasn't always able to join us in person. So there's one thing that I keep thinking about for fall. We're having a lot of debates; we're having them at my institution and I love that we get to have them, you know, with others such as yourselves. I am now of the mind that we're actually all going there whether we like it or not. Because I don't end up talking to people who don't care about their students. I'm happy to report that a 100% across the board, people care about their students and when they run into situations like that, they want to be able to provide them with this flexibility. They don't want to say, "You just have to take a health, a medical leave and we'll see you in a semester." We know the kind of devastation that something like that could bring to an individual. So I'm really, I'm starting to just be of the mind that, "We're going there and we need to just equip ourselves for it." I don't really know that there are a lot of other options, although we've heard some of

them. I know some institutions talking about block scheduling. You mentioned Josh and his co-author have been writing about these different methods. But at my institution and especially for me as an instructor, I'm almost just getting this sense now this is where we're headed.

Doug Lederman:

When you say, "This is where we're headed," you mean to delivery that incorporates both and either allows students to bounce back and forth. Is that what you mean when you say, "That's where we're going?"

Bonni Stachowiak:

I do and I say that because if the question comes up: a student gets diagnosed, someone in their family does, they're exposed, and they need to self-isolate. In all those situations I never hear the response, "Well just let them take some time off from their degree." It's just, that's not what I hear. So, I'm just seeing a real emerging need for this kind of flexibility. And one analogy that's been helpful for us at our institution is just the idea that we're trying not to treat these things in a binary way [of] you're either doing it or you're not. A lot of these approaches can be looked at in a more flexible way in the sense of you could treat it like a dimmer switch like I was trying to in January of 2020. You know, up to two absences, that's still a form of HyFlex learning. Another form would be if I have a guest speaker and you know I open up the opportunity for the people who were in that online track to join it live, but, you know, they could watch a recording. Just the idea that we can still have our pedagogy, doing what's right in the moment with this group of students that we know and we care about and we're starting to see what really works with this group. I think we have even more flexibility than we realize. But it's funny to talk about flexibility within a flexible model I mean, I'm just wrestling with all these ideas of what's the best pedagogy to meet the moment.

Doug Lederman:

You and everybody. And your point about; I've had several conversations about, obviously this is the interruption of all interruptions, we hope. But thinking about sort of the various ways and especially you Californians, between forest fires and other things. And hurricanes. Educational interruption is a real thing. Again, this is at a scale that, you know, none of us have seen our lives but it's hard to imagine that more places won't be aware of the prospect of educational disruption going forward than we have been in the past. So, Betsy, you've been sort of also an active participant in that pod network discussion and asked some really hard questions about HyFlex I think in the way that, you know, good discussion unfolds. What are your major questions or qualms about HyFlex as a possible option for campuses this fall and students and instructors?

Betsy Barre:

So, the first thing I should say is that I have a tendency just as a kind of nature to ask hard questions about everything, even things that I like, so my hard questions should not be read as a dismissal of the strategy, so I think that's really important to say. And related to that, I think in this situation, I think you already alluded to this, there are going to be no perfect solutions. So that means that it's ultimately about trade offs. And so in a situation where we're thinking about trade offs, it's really important that we all make sure to understand all the potential downsides of an approach so we can successfully compare them with other alternatives to see what sacrifices are we will willing to make, what risks are we willing vis-a-vis other approaches? So, just want to say that to begin with, but to answer your question about some of the questions I raised, I'm not gonna go through all of them I think that would take too long, but they're generally in two large buckets. Although now just hearing this conversation there's kind of a third question that I think it's worth starting with which is, "Are we all talking about the same thing?" And so, one of the things I've heard a lot of people talking about in higher ed when they say HyFlex is, what they really mean is, not having, you know, a path - an online path and a face-to-face path. What they mean, what I've seen some other people use, is "blended synchronous." In other words, you teach the class face-to-face and students can join remotely, kind of like 1990s distance learning, right? That's what a lot of people are talking about. Putting cameras in the classrooms and then allowing students who have to be remote to watch what's happening and maybe engage depending on the technology that you have available to you. And that seems really different than what Brian and Bonni just described, so when I say that, that's one first question is "What are we talking about?" The second bucket of things I've raised are related to context and so one thing to think about is, you know, while this pedagogy may work in certain contexts, does it work in others? And I have a long list but I'll just name a few of those.

So one is, often in in this scenario at least, I've heard some institutions talking about this not an optional way. So, if it's designed to help with social distancing, you don't have a choice to come to campus and there are some campuses where students want to be face-to-face. So, in some contexts, students love the flexibility to be, and that's I think what Brian and Bonni are talking about. They love the flexibility if they're working and need schedules to be outside of the classroom. But on another campuses students may really want to be face-to-face and if we use this model to say, "You're not allowed to be in the classroom," does that change their experience when they have to watch from home when they don't want to watch from home. Does it make a difference whether they're adults or whether they're in graduate school highly motivated or eighteen year olds who have, are used to a lot of structure and rules. Does that make a difference? And then does the pedagogy matter does it matter if

you're lecturing doing group work so those that's one bucket and then the second final bucket that I have is what I'm concerned about what we in the research on teaching and learning literature will call "fidelity of implementation" concerns. So while the pedagogical strategy could work great in theory and even when practiced by a pedagogical experts like Brian or Bonni, what does it look like when everyone is told to do it, how does this play out? And so we have to think about what would the default approach faculty would take be in the scenario? What would it be rather than the ideal? What does that do for students? And then finally I think when we think about different options we should be thinking about, when I think about different options, what to can the average faculty member be expected to do with a little bit of training, rather than Superman or Superwoman?

Doug Lederman:

Those are great questions. I'm going to turn it over to Brian in a second to start to hopefully engage. A couple things you said really are important. I mean so many of the misunderstandings that I come across as a journalist in higher education are around differences in definitions. And people talking about different things but thinking they're talking about the same thing and so I think your desire to try and pinpoint to the extent we can what we're talking about and what counts and what doesn't is really important. I think the other question about sort of scale and, you know especially if we are thinking that institutions might try to embrace wholly this or anything else as "their educational strategy" for a fall that is three or four months away trying to get a possibly an entire faculty body prepared such that it can educate an entire student body so anyway. Brian, you heard some of Betsy's thoughts. Help us think through that based on your deep understanding and experience with this sort of concepts.

Brian Beatty:

Yeah I think those are all great questions and in and out a great representation of the important issues that we have to be looking at and and many of these we've actually been addressing over time as well and so they're not all new for example the blended synchronous model annexed I talk about this in the opening of the book where there are other models out there other than other than HyFlex other than using the name hi flex that that essentially do the same thing there's maybe a dozen or so I found over the years and they're included in in the literature but there's also a group that are more like blended synchronous right and which has a huge you know has had a huge development effort really over the last decade and a lot of support in various areas especially in the Australia New Zealand area and where the where the idea is that you're not you're not you're not you're either keeping people in the classroom and online synchronously or you're using some other variation on the things so what I talk about is I I I wouldn't call those HyFlex but they're in the same the same the kind

of the same family approaches on our own campus one of the things we find a lot more of faculty doing lately in their online courses is basing them on a synchronous interaction with students for these for the most students but then recording then using that with it in an asynchronous mode from the students actually did some of my own classes that way in a professional development world not not in the graduate program and if I really effective there's no need for us to be in the classroom in those cases and so we don't try to be in the classroom for those cases we we have a live meeting online and then we then we do it asynchronously as well for students who can't be part of or choose not to be part of a live session I think there's probably a lot of factly doing that right now in universities really around the world where we're using kind of replacing the classroom with a live web conferencing type of session and then recording that for students who can't be there in a in a live situation so I certainly agree with that on our own campus all within about two years of starting HyFlex we started we actually put it into an academic policy around definitions are online education policy which was new at the time included HyFlex is one of the definitions so that when we talked about HyFlex on campus we all we all understood what it meant and for us it meant there have to be a full face to face component and there had to be a full online component and then it was really up to the situation decide whether or not there be a synchronous and/or an asynchronous there have to be something online but it could be one or the other in some cases it actually box right so there's a lot of variety in next I'm pretty much all the campuses I've ever talked to the end up with varieties within the HyFlex themselves based on the context some faculty some programmes was coursing Ernest learning offer for the online mode it may be discouraging the sickness others will be completely flipped where they would essentially not have a synchronous online component but any synchronous online or to go along with face to face class so there has been a lot of variety in the institutions that dumb I know of who have done it well start with an understanding of what this means on our campus in on in almost all cases they have they have their own ways of flexing within that you know the nature of the the nature of the whole approaches must be flexible to meet the specific needs of the situation students faculty needs content needs etcetera and so you know for me I mean yes this is exactly what I was hoping to kind of encourages we chose the word flexibility for what we're doing so that's the first one.

The second one does it work in all contexts well yes good question. No it doesn't work in all contexts and yes it can work in most contexts in interviews with the way I I kind of brick frame this conversation is is to think about well could this be taught effectively fully online. If it could be effectively fully online we have a presumption that it can be taught effectively face to face me and most of us have started with those programs there's probably very little I don't know if there's anything that I could think of that couldn't be taught face to face that's top fully online with digital tools in

the classroom so if they can be taught fully online that means it could be taught hi folks it might be challenging to manage it and there could be challenges more channels run the administration of the program you know registering students and those kinds of things and controlling who's in and out of the classroom but that's not that wouldn't preclude the HyFlex approach for working, right? So on our campus one of the slowest areas to uptake for any of these you know digital experiences replacing classroom experience has been in in the science labs area you know first first time lapse but there are other universities that teach very effectively in the stem areas with Burt virtual labs or some combination of virtual and face to face labs that doesn't mean it I've let's couldn't work but it has not had any uptake in our stem areas primarily because of, you know, the need for those faculty to have those face to face experiences are protected in the laboratory. As a matter of fact our campus in the fall, we're gonna have very little on campus participation but part of it will be in areas like stem where they have lab components that they don't want to try to replace with a with a with a virtual replacement.

There's also some questions about as far as especially for the fall actually this coming year maybe multiple years where that we will have for these physical distance a component requirements in the classroom we there's no way we could meet our full class sizes and deliver our program in the space that we have in the time we have a lot of to it without restricting the number of students in the classroom so let's say we have to split if we have to you know change that back by fifty percent that means in our normal forty eight student class we're going to have twenty four seats available in the classroom and so what we've talked about I've talked with several universities about strategies around this is having some some ability to one identify students who need to have a reserved seat in the classroom there may be some good reasons why students should be able to come to class all the time they could be you know it was demonstrated reasons it could be you know health reasons or or accessibility related reasons but then there are they gonna do gonna be other students who probably will be precluded from coming to class right you know whether that they may be there in quarantine maybe they're not able to travel maybe there's no place for them to live safely on campus also there's that group that will probably always be online and then there's another group that's probably just going to be uncomfortable coming to class, to campus. And so even, so in all those situations we can have a variety of very number of students probably trying to get there to classify as a whole we saw that we were probably some sort of a seat reservation system where there's twenty seats available are twenty five seats available and somehow sometimes it's before the class starts you have a chance to reserve seats and maybe there's some rationing of seats for apps if there's a lot more demand than then you have the capacity to meet so you might be able to say well out of the ten weeks you can sign up for five in class sessions and the other five were gonna expect you to be online. Those kinds of things and so

there will be obviously a lot of differences in in, you know, broad scale HyFlex in a situation like where and just like there's going to be changes and all of our pedagogical approach what's up apps exceptional fully online.

As far as fidelity of implementation I think that's a great great question ends up and certainly for you know conversations especially on campuses within the faculty primarily but also engaging with students as well but I think the questions here are probably the same as they are for online courses and in that what they should be also for face to face classes there's questions about you know what it what are we what is our baseline expectation for what happens in the classroom what is our baseline expectation for a fully online class well those those both of those baseline expectations ought to be referenced or utilized also in HyFlex. Most campuses I know who are planning on faculty development we're talking about well what what are your minimum expectations for the online component for faculty is it going to be like it is now were you doing a lot of remote you know kind of a what was it emerging remote teaching or something like that is that good enough well for some situations maybe that's going to be good enough in many other situations that well we're not happy with what's going on our students are happy with what's going on so how do we make it a little bit better a little richer without requiring twice as much work from factly to build you know the quality matters certified kind of stamp of approval online course to go along with face to face course there has to be you know some ability for each campus to look at the resources look at the faculty preparation aside you know what's her baseline in where we go from there if if faculty and our staff have time to you know kind of ramp it up.

Doug Lederman:

Yes it's really interesting. Betsy I'll come back to you in a second and you issue you just raised at the end Brian I've seen a lot of discussion about this question of whether faculty members in this model are kind of doing twice the work and maybe we can come back to that sort of at the entrance conception concern about that and whether that's fair to ask if that's accurate or or something close to that is that fair to ask faculty members in an era like this but Bonni I would I don't know what it did you have thoughts on that's his questions are frontage responses or how what what what would you add to that discussion.

Bonni Stachowiak:

I I definitely echo around the the terms that no I don't think we are talking about the same thing and a colleague I was mentioning he wrote his dissertation on HyFlex David Rhodes his whole being that he keeps saying to me is just build the online course and then add back in the in person that such that bat but online course works like a spine and in the column that I read from Inside Higher Ed from Josh the other

day that was a very different model that was that have in person stuff and let people be able to join remotely which is I mean those to me sounds like two very different things but that you probably could apply the HyFlex definition to so I mean I definitely think we are needing to have a little bit more preciseness in terms of what we're talking about here and then a big theme for I know Betsy and myself is sounds like in our teaching and and also our our coaching a faculty is that we want to avoid to the extent possible having people sitting and watching. Now let's remember that sitting and watching can happen long before remote teaching ever happens. I've sat in many of a class and just thought, gosh the banking model where I just or the information into your head and then you've got a mid term you gotta find also this challenge existed before now but as someone who has adopted an active learning approach since you're pretty much coming into higher ed I will say that there is a challenge in trying it just depends on the size of the room was in the room what kind of equipment do you have the best case scenario I have is get the web conferencing system up on the project and then get some kind of a camera I happen to be a fan of one called the meeting owl that has a three hundred sixty degree camera so the people joining can see everyone in the room and also has pretty a pretty good microphone pretty good speaker such that everybody you know can hear and see each other but it still is one of those things depending on the room set up depending on what it is I'm trying to do you know who are you privileging in your teaching but people who are there in person to the people that are there remotely I think there are things to mitigate this but oftentimes I'm finding myself just thinking oh my gosh we could be having such a better experience if we were all online we could see each other's faces and we can use that chat box and the break out room it just I love it I love that that were all in the same place whether that's a digital place or whether that's an in person place for myself I'm not super excited about trying to do those two things but I also want to remain open minded because that's what our students want if I'm missing something in terms of what that in person needs for them I need to listen to them I need to talk to my students in the fall talk about the challenges were facing how do you want to resolve this as a community together this semester.

Doug Lederman:

Betsy, I want to bring it back to you I mean what what what did you hear in in those responses that sort of either sharpened your question or or she can do a different place.

Betsy Barre:

No I mean I I think almost that we need to have two separate conversations so one about the dual tracks and the questions rather than add to faculty workload does you know how does this make sense and then questions about the model which is basically I just I was like remote viewing or something where they're they're just

basically you're doing your normal face to face work and somebody's watching because I think both are on the table and higher and the conversations right now and they're very difference and both have their own challenges and so I think yes we're concerned about having people watch but I'm also I just think that there's a way in which a few when I agree with Brian that of getting everyone fully online is a huge challenge this particular schools where small residential colleges where you used to you never had to do a lot of technology because you know it's just not been part of the norm but I do think there's a sense in which if you go fully online you can't you cannot do the same thing you've always done you just after you're gonna have to do something different where is if it's this kind of we'll put a video camera in the classroom and lights you may be tempted as a faculty member to just keep doing what you've been doing and then just a lot of people that are watching to just participate not really engage them as much as I worry about if that's what happens it could be a really engaging class happening in person because we have good teachers that are really good at that but then what happens the people that are watching if you don't actually it's just very difficult to imagine a faculty member trying to engage them without doing actual work and so again I think I I don't wanna I don't know which one to address here because I do think they're very different models and have different concerns.

Doug Lederman:
Well before I turn it over to Brian I guess that the the tricky part I mean. The remote watching scenario and I don't know what Brian would call that technically doesn't do you any good if campuses have to shut down again.

Betsy Barre:
Yeah.

Doug Lederman:
So to me that can't be the solution because you know again I'm probably more skeptical than some other people I in my world and I'm talking to about whether campuses will reopen at all in the fall or re-open certainly on time in the fall in in in a significantly in person way but I think it's very feasible that if they do open they shut down again or whatever and so to me it almost has to be a scenario where we're most courses are still built around what happens in person and you just let people patch in doesn't really solve the problem so I don't know that's just my first reaction to what you said. Brian, how do you how do you respond to Betsy's thought.

Brian Beatty:
Well let me respond just to some you just said about talking about watching he's going away if we go fully online well actually I think that's what we have right now

going on is there's a lot of remote watching going on so it could be so. So it wouldn't go away it just wouldn't be you wouldn't be good online experience just like it's not right on lines.

Betsy Barre:

Right.

Doug Lederman:

Right. Fair point.

Brian Beatty:

Yeah we say one one more thing kind of fundamentally that sometimes frankly don't like hearing but I think a lot of them think this might be true they think deeply about is that we put a lot of value on what happens in the classroom for the instructional environment. In in there's a lot there's some presumption about the fact that well if I could if the students couldn't come the class they wouldn't be learning and that's just not true in many cases there are a lot of there there are a lot of other resources the expert resources we give them the things that we require them to do the feedback I get that that may be delivered in the classroom but don't have to be delivered in the classroom so that in class time while it's important I think it's it's especially important around there the development of the relationship between the faculty and the students and and to some extent were among the students on the class that's extremely important but it's not the only place learning occurs in in some classes and was some faculty even now you know there are students who are very just engaged in classrooms but still are getting great grades in those courses it also I think that's something else that you know I don't know exactly how to package that that idea but I think it's out there and it's real I and I think some of it is it's just like faculty control over who's in the classroom and what you're doing in the class what you're doing now the class is something we've never really wanted to address and yet we have there's a lot of evidence out there that people can learn quite fine in many cases in many situations kind of on their own even without that classmen farm I don't usually talk to faculty about them unless they want to go there because it's a often met with a lot of lot of quiet yes so. Yes Bonni, you talked about David's dissertation he's actually working on the chapter now for the hive let's book another case study and you know his his approach kind of by design is from a classic instructional designers perspective right you design your design you know that the most difficult part of this really is designing the online experience and if you can design that well including content engagement in assessment you can take elements of that and deliver them in the classroom and you're probably going to be just fine but that's a very front end kind of design heavy approach kind of a very traditional approach towards designing instruction the other side is, well, let's just take what we have in the classroom and

let's do what what's the very minimum we have to do to allow someone else from outside to engage in what we're doing in the classroom without any really additional work on our part that's really put a camera in there put a microphone in there look listen in in in maybe they have a chance even speak into the conversation that's that's largely the way we started however we didn't ignore the engagement piece in the mail because for most faculty in this gets to the workload question if you're already using digital materials in the way you're teaching now in the classroom or online those materials are there and ready to be deployed for your online students in and a HyFlex courses so for many of them content isn't really an issue the challenge becomes what I'm what I'm used to deliver doing things in the classroom that art digital artifact you know it's not it's not about the digital files I'm using is really about the conversations and those kinds of things this is re replacing that interaction and engagement classroom with something that's also effective online so content generally does certainly doesn't take twice as much time.

The assessment is another component right that's important to understand in there the real the real challenge I find that that the fact we have to address is whether or not the assessing approach is to use in the classroom would work well in an online environment in off almost always the challenge comes around high stakes testing on any of the you know and and the faculty fear of students cheating on online test which is a very real fear it's actually a very should be a very real feel for the cure for the classroom too but there are there proctor solutions on the kinds of things that some people turn to but what we talk to faculty we try to get them to focus a little bit more if they can on lowering the stakes of those tests having students kind of build their proof of understanding through quizzes and tests over time. Which reduces the the the kind of the pressure to test for some at least but also then to look for other ways of of demonstrated knowledge right more authentic assessment is kind of one of the terms were often using projects papers that can't be you know they have to be original those you know personal applications activities and things like those and so that's that's another challenge and that doesn't necessarily take more workload from faculty it can if you go from a you know a an LMS administered hundred question test on your final your mid term to a project someone has to turn in and get real feedback from that's going to take up that's going to take more time from faculty clearly or light white or or major writing assignment I'm in this but the third part is the engagement fees in that something that will work in the classroom we don't really think about designing engagement so much because we're we're we're used to that that's how we live our lives engaging with students in the classroom even if you're just lecturing there's often a lot of engaging that's taken place in reading reading body language and getting it indications of what about you know a learning on the way and and and you know see I guess I have to say that again because it doesn't seem like they're following me those kinds of things that's all elbows are all elements of

engagement that are not dumb you know that are that are consequential so in the online course you have to build activities and or engagement which often means as a baseline some sort of discussion that goes on over time if you have a synchronous students which takes a little bit of time to create usually not a whole lot of time some creative prompts can can get some good conversation but someone has to facilitate the discussion throughout the week and so that's something that's that's gonna be kinda new work for the faculty and so what I found is that for myself and for a lot of faculty I talk to be end up shifting our workload in our work flow around during the week so that we carve out time it might only be ten or twenty or thirty minutes you know three times a week to interact in an online discussion with students but that's something we have to done adapt into as a change into our own work flow.

Doug Lederman:

Betsy, did you want to jump back in it sounds like you wanted to jump back in.

Betsy Barre:

I mean it was just about the workload issue so yeah I think it's been addressed.

Doug Lederman:

So here's. It was interesting, Brian, the way you laid it out near the end gets to and I want to be respectful of your time so what we'll be trying to wrap up here but you know you did that you you made that distinction between the pretty heavy lift up front lift of building the online course first in David's model and then putting the class the camera in the classroom so those are the two poles and I think it's fairly safe to say that as heroic really as what higher education collectively did this spring in terms of getting thousands and thousands of courses and you know millions of students to be able to continue their education pretty well you know since much of it was that latter put the camera in the classroom general sense I think for most people that it was suboptimal may have been sufficient for the moment. But so and I guess what I'm where I'm going with this is you know the other option of sort of having picturing every course being fully built out online course of high quality it in all the ways that we mean by that and then maybe having figuring out how to adapt that for an in person component which seems wholly impractical for most campuses for across the board for you know a number of weeks that we have left really.

So how does the how does this model split the difference or or get you to something better and in is is even not practical for an entire campus you know I mean I guess Brian I don't know whether you've you know I don't we had we didn't talk about whether you're involved in the conversations at San Francisco state about but like can you picture an entire campus building out a quality HyFlex approach as you view it by the fall or are we talking about a lot of iteration I don't know that's a fair question

and others feel free to jump in but that's kind of where this conversation kind of leads me to some extent that mean that you want to go first.

Betsy Barre:

I think it's so this is a conversation about faculty development which is we could have a longer conversation about that you for doing that I think it's because of your family are depends on contracts all those types of things but I do think that I love the way this Brian talks about if we think about this as they're just designing an online course right they're designing an online course it's done really well I actually have more hope than them trying to do something where like I kind of prepare both at the same time or I prepare my face to face but recognize there may be some students that are off line so how can I give them an enrichment activity if it's really just like I'm building an online course from start to finish and then if it turns out with face to face we pull those up in it's actually easier in some ways for faculty to do that and so I guess I'm more hope if that's the model.

Doug Lederman:

Okay so for the others Brian or Bonni well.

Brian Beatty:

I yeah. I would. Go ahead Bonni.

Bonni Stachowiak:

I was going to say that I think I I know we said this earlier but when you ask the question can all campus get there no never. And I'm an optimist the whole campus is there now I mean we have faculty who struggle with their teaching we have some that are amazing so it so it's I'm not aiming for a hundred percent. I am aiming for that dimmer switch I'm aiming for us to get a little bit better all the time and that being my role in faculty development and also in my own teaching just constantly trying to get better in terms of my own management of it for the fall I don't have a fully built out online class and what I often do when I have these aspirational ideas of this one feels a little bit more than aspirational if I'm going to do this, but if I don't get all the way there by the time the semester starts if I I've really thought through the learning outcomes and I really thought their assessment we need to wrestle way more with assessments than we have been I mean collectively as a community we're thinking so much about content delivery and that goes back to just this tension we've had around excellent teaching for a while now so I'm really thinking through those learning outcomes I'm thinking through assessments and if I don't have every single little mini thing done but I'm going to have the big milestones done and then I'll be able to just keep up a couple ahead maybe a day ahead.

I'm also a big element for me both and that's why I'm done the podcast for as long as I have that's why I do the work that I do is opening that work up and thinking in terms of in solidarity with all of us that care about good teaching and good learning so just in what ways can I do that? We're talking about you know building some demo courses where people can go and see and experience a little bit of the things we're talking about they're gonna learn a lot more from that let me explain this let them experience what this might be like.

Doug Lederman:

Brian back to you.

Brian Beatty:

Sure yeah can we do this across the board can universities do this are almost always probably no now if you're ready eighty percent online and you only have ten or twenty percent of your curriculum that would have to change to be this way but maybe have a shot at that but in general we don't get to the ideal without you know serious investment and development time body makes a really good point you could start the semester worth of willfully frames course in it and you know a good syllabus and maybe two weeks already they're built and then build as you go. I've just returned to teaching this spring after eight years as administrator and I agreed to teach one course kind of at the last minute.

Doug Lederman:

Good timing.

Betsy Barre:

Yeah. I taught this semester too. I was like great timing.

Brian Beatty:

Good timing. I was essentially go two weeks ahead of the students are building the online version of the course that I was also delivering in a classroom and so when we flipped mid semester fully online check okay no difference other than the students that they don't they don't have to make that choice that won't last we're ready. I'm building three new courses for the fall and the way I do and I feel that is very much like David's talking about I'd build a fully online version of the course because I know in my mind what I'm gonna do in the classroom and what you know what's only gonna be done online but for me the stuff that has to be built essentially is the online version of the course but as a faculty member I just take that on because this is the way I want to teach, right. now if I was being told to teach this way that's a very different thing. Now, where do we find the middle ground? I think it depends a lot on the colleges, the departments, and the university. Someone has to make there need to

be some strategic decisions made about what we're going to do what we're gonna provide our students and if they if it turns out that this is you know a pretty robust program we're trying to build then there really has to be resources provided to do that. Some universities already do that they build online courses for faculty at a large scale and that's not all our units not many other universities probably but in a situation like that perhaps it's possible.

Doug Lederman:

Betsy?

Betsy Barre:

Three things so one I know this is mostly about HyFlex but I want to say that there are other alternatives a one of the benefits of a block plant you have more time to build the litter box and so if you start with a few you really work intensively with a few up front and then you can build the leaders as as you go I also think that one of the things we think about affected outlets on Bonni is getting happy to learn from each other and help each other and I think that if you do that your you don't hire a bunch of external instructional designers. You can really build some sort of athlete on the model where there's community built as well and then the final thing to say is one of the things for me and it's really important we're going to be training factory I think just to think about online it's just a good precaution is to say look it's not wasted effort you can use all the things you're building in your future face to face courses and so if you frame it that way it doesn't feel like why am I doing this just for an emergency but there are ways you can use these resources in future classes.

Doug Lederman:

Probably I wanna be respectful for your time and but really want appreciate express my appreciation to all of you I'm confident our readers will be appreciated as well and I'll probably go there thanks for thanks for all of you taking the time.

Bonni Stachowiak:

Thanks for inviting us.

Brian Beatty:

Thank you, I appreciate it.