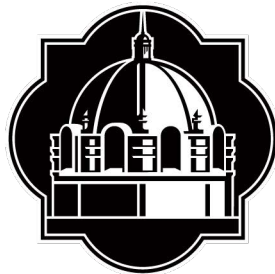


# WHAT TO EXPECT IN A HYFLEX COURSE: FACULTY HANDBOOK

This document provides helpful information for first-time instructors of Hyflex courses at Texas A&M University-San Antonio. They are based on the decisions approved by the faculty and the experiences of instructors who have previously taught Hyflex courses.



TEXAS A&M UNIVERSITY  
SAN ANTONIO

## WHAT IS HYFLEX?

The College of Business has been offering Hyflex classes for four years. The evidence shows that some students thrive in the Hyflex class environment, and some students struggle with the Hyflex class environment, but most students learn about as well as in a traditional class. Grade distributions are similar for Hyflex classes as for traditional classes. Students have, however, expressed a clear preference for Hyflex classes – as demonstrated by the enrollment numbers. Whenever students are offered a choice between different sections of a class, where at least one is Hyflex, students choose Hyflex sections by significant proportions.

### **The Instructor is still in control of the course.**

Hyflex classes allow students more flexibility in scheduling classes and delivery modes. As the instructor, however, you are still in charge of your class and most importantly your pedagogy.

The primary difference between Hyflex classes and other classes is that students can choose the content delivery mode that best fits their needs.

How Hyflex classes differ from other classes, in designing your class:

- (1) First, students are never required to come to campus.
- (2) Second, students are not required to attend class lectures.
- (3) Third, assignments should be posted online, and can be completed (or submitted) online.
- (4) Fourth, students should be offered the option of working on “virtual” teams for any team-based assignments.
- (5) Finally, Students are not required to come to class for examinations.
  - a. You can require students to take examinations using proctoring software (at the student’s expense).
  - b. You can require students to physically sit for an examination in a proctored environment (again, at the student’s expense).
  - c. You can have students take traditional online (non-proctored) examinations.
  - d. **You decide which type of examination works best for your class and the student must comply with your instructions** – as long as they are not required to take an in-class examination, or are required to take the examination at one specific time that applies to all students. In other words, all you need to do is offer the student some flexibility on test location and the time to sit for the examination. **Faculty should allow 72 hours for students to complete any examination.**

## WHAT TO EXPECT IN A HYFLEX COURSE

The College of Business has been offering Hyflex classes for two years. Feedback from Hyflex class instructors suggests that Hyflex classes differ in the following ways from traditional (or Hybrid) classes:

- (1) As many as one-third of the students will choose to attend the live class, either in-person or online. The remainder of the students will treat the class as primarily an online class – but

the evidence suggests that a substantial majority will view the recorded class meeting online. Most of these students will view the recordings within a few days to no more than a week after the class. Moreover, many students report that the recording serve as a valuable study tool in preparing for examinations.

- (2) Some students will shift from one delivery mode to another and (occasionally) back again, trying to find the one that suits them best.
- (3) Online students, during the live class, can be surprisingly active class participants.
- (4) There has been no significant difference in the performance between teams that meet physically and virtual teams, and no significant difference in free-rider problems or personnel issues between the two types of teams.

## STUDENT CHOICES IN HYFLEX CLASSES

- ✓ Student is free to choose delivery mode that fits their learning style and schedule.
- ✓ Students are not required to attend any classes in person.
- ✓ All Assignments will be available online.
- ✓ Examinations will be held in one of two ways – as determined by the class instructor:
  1. Non-proctored environment via Blackboard,
  2. Proctored environment via Blackboard. Students will be provided three options:
    - To utilize Examity – our online proctoring software service (student identification is required),
    - To provide face-to-face option for students during class time in the assigned classroom, and
    - To utilize the university’s testing center.
- ✓ Note: If proctoring software is required by instructor, it will be the student’s responsibility to pay for proctoring software. Please be mindful that the fee for utilizing the remote proctoring software is \$25 for a 2-hour test. It is suggested that no more than one proctored test (utilizing the online software) be required during the semester). Students should be given a 72 hour window to complete any test in a HyFlex class.
- ✓ The instructor will choose the testing option that best suits the class material and the student has flexibility within the established requirements of the individual class instructor. Therefore, different sections of the same class may have differing test policies depending on the individual instructor.

## STUDENT RESPONSIBILITIES IN HYFLEX CLASSES

- ✓ Read the entire syllabus and know the policies for each class in which the student is enrolled. It is suggested to provide a short “participation” assignment to verify that the syllabus has been reviewed!
- ✓ Check the Course Calendar, Announcements, and Messages (e-mail) systems in Blackboard on a regular basis (at least 2-3 times per week).
- ✓ Keep current on class recordings, if not attending the live class (either in person or online).
- ✓ Keep current with all course assignments, quizzes, and examinations.
- ✓ If your course uses remote proctoring for exams, ensure that you schedule your exam early in the semester.
- ✓ Ask questions and communicate with the instructor.

- ✓ Remember that the greater degree of online learning you choose means that you also assume greater responsibility for your own learning outcomes.
- ✓ Complete the online assessment to determine if you are a good candidate for a technology-based educational delivery system:  
[http://www.tamusa.edu/collegeofbusiness/Hyflex\\_Survey/index.html](http://www.tamusa.edu/collegeofbusiness/Hyflex_Survey/index.html)

## TIPS FOR SUCCESS IN TEACHING IN HYFLEX CLASSES

In most ways, teaching a Hyflex class is no different than teaching any other class. The experience of those who have taught Hyflex classes does suggest that some strategies help to create a more successful learning environment in Hyflex classes.

These strategies have proven helpful:

- (1) Make certain that you have started all needed technologies before beginning the class.
  - a. Start the web camera.
  - b. Start the microphone.
  - c. Start the recording process in Adobe Connect.  
(Students will generally remind you if you forget to start the camera or microphone, but some instructors have found themselves needing to re-record a class, because they forgot to start the recording process.)
- (2) Maintain your high standards and hold all students to that same high standard.
  - a. Occasionally, students will miss deadlines and try to use technology as an excuse. Don't let them get away with it – even once. Most of our students, at least as, or more experienced in the use of technology than most of our faculty.
- (3) Enter deadlines for all deliverables (assignments, examinations, etc.) in the “Course Calendar” in Blackboard and habituate your students to check the calendar for deadlines.
  - a. If students e-mail or otherwise ask about deadlines, direct them to the calendar for the answer.
  - b. Students with Android phones or devices can download the calendar into their device, and receive automatic updates when an item is changed, or a new item posted.
  - c. If you create your examinations or quizzes in Blackboard, it automatically enters that deadline in the course Calendar for you, but all other deadlines will need to be entered manually. It's an easy process to do so.
- (4) Have some graded deliverable the very first week of class to encourage students to check in early and regularly to the class.
- (5) Conduct the class as you would normally – whether you have a full room or only a few students in the room.
- (6) Check the “Chat” pod in Adobe regularly. Students at home will frequently use this forum to ask questions or make comments during class. Students use this function frequently throughout the class meeting.
- (7) Include the students attending the live class online in all classroom discussions and when asking questions of the class.
  - a. One very good tool, is the “Poll” pod in Adobe Connect© When asking a question in class, open a poll for the students at home.

- (8) If you plan to utilize remote proctoring for exams, make sure you unhide the information in your Blackboard class about the remote proctoring process for students. Encourage them to schedule their exam time early in the semester to avoid a late fee.
- (9) To post the recorded class meeting, you only need to paste the link into Blackboard. It might be helpful to create a folder under course “Content” in Blackboard to keep the links organized.
- (10) Post the recorded class meeting online (in Blackboard) within 24 hours. Some of your more diligent students will try to keep current on lectures, and will e-mail if they can’t find the recording.
- (11) You may be pleased to learn that you can edit the class recordings before posting them online. It’s an easy process.
- (12) Although you cannot require students to physically attend class, you can still count attendance for grading purposes, if you desire to do so. You will have a record of all students who are online during class in Adobe, and if you set “statistics tracking” in Blackboard, you will have detailed information on whether (and when) the students have viewed the class recordings.