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 possibly an entire faculty body prepared such that it can educate an entire student body. Brian, you heard some of Betsy's thoughts. Help us think through that based on your deep understanding and experience with this set of concepts.

Brian Beatty:

Yeah I think those are all great questions, a great representation of the important issues that we have to be looking at, and many of these we've actually been addressing over time as well, so they're not all new. For example, the blended synchronous model, and I talk about this in the opening of the book where there are other models out there other than using the name HyFlex 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, and which has a huge development effort really over the last decade and a lot of support in various areas especially in the Australia, New Zealand area. Where the idea is that you're either keeping people in the classroom and online synchronously, or you're using some other variation on the thing. So I wouldn't call those HyFlex but they're in the same family of 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 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 faculty 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. Our online education policy, which was new at the time, included HyFlex as one of the definitions so that when we talked about HyFlex on campus 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 to decide whether or not there would be a synchronous and/or an asynchronous. There had to be something online but it could be one or the other; in some cases it's actually both. So there's a lot of variety. On pretty much all the campuses I've ever talked to they end up with varieties within HyFlex themselves based on the context. Some faculty, some programs, will support synchronous learning for the online mode, discouraging the asynchronous, others will be completely flipped, where they would essentially not have a synchronous online component but an asynchronous online component to go along with the face to face class. So there has been a lot of variety. In the institutions that I know of who have done it well start with an understanding of what this means on our campus. In almost all cases they have their own ways of flexing within that. The nature of the whole approaches must be flexible to meet the specific needs of the situation, student needs, faculty needs, content needs, etc. So for me, yes, this is exactly what I was hoping to kind of encourage as we chose the word flexibility for what we're doing. So that's the first one.

On the second one, does it work in all contexts? Good question. No, it doesn't work in all contexts, and yes, it can work in most contexts. In interviews the way I kind of frame this conversation is to think about, could this be taught effectively fully online? If it could be effectively taught fully online, we have a presumption that it can be taught effectively face to face, most of us have started with those programs, there's probably very little, I don't know if there's anything I could think of that couldn't be taught face to face that's taught fully online with digital tools in the classroom. So if it can be taught fully online, that means it could be taught HyFlex. It might be

challenging to manage it and there could be challenges, more channels around 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 from 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, for STEM labs. But there are other universities that teach very effectively in the STEM areas with virtual labs or some combination of virtual and face to face labs. That doesn't mean HyFlex 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 protected in the laboratory. As a matter of fact our campus in the fall, we're going to 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 virtual replacement.

There's also some questions about as far as, especially for the fall, actually this coming year, maybe multiple years, where we will have for these physical distancing requirements in the classroom 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 shave that back by 50 percent, that means in our normal 48-student class we're going to have 24 seats available in the classroom. So what we've talked about, I've talked with several universities about, is strategies having 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. There could be administrative reasons, it could be health reasons or accessibility related reasons, but then there are gonna be other students who probably will be precluded from coming to class -- they may be 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 in all those situations we're going to have a varying number of students trying to get to class. How would we solve that? W'd probably some sort of a seat reservation system, where there's 20 seats available, are 25 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 perhaps if there's a lot more demand than you have the capacity to meet. So you might be able to say, well, out of the 10 weeks you can sign up for five in-class sessions and the other five were going to expect you to be online, those kinds of things. So there will be obviously a lot of differences in broad scale

HyFlex in a situation like we're in, just like there's going to be changes in all of our pedagogical approaches, except maybe fully online.

As far as fidelity of implementation, I think that's a great question, and certainly for conversations especially 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 what they should be also for face to face classes. There's questions about what is our baseline expectation for what happens in the classroom, what is our baseline expectation for a fully online class. Both of those baseline expectations ought to be referenced or utilized also in the HyFlex world. Most campuses I know of where planning on faculty development, we're talking about, what are your minimum expectations for the online component for faculty? Is it going to be like it is now, where you're doing a lot of emergency 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, well we're not happy with what's going on, our students are not 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 faculty to build the Quality Matters-certified, stamp-of-approval online course to go along with the face to face course. There has to be some ability for each campus to look at the resources, look at the faculty preparation side. What's our baseline and where we go from there if faculty and our staff have time to kind of ramp it up.

Doug Lederman:

That's really interesting. Betsy, I'll come back to you in a second. The 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 end. I've seen concern about that and if that's accurate or something close to that, is that fair to ask faculty members in an era like this. But Bonni, did you have thoughts on Betsy's questions or Brian's responses? What would you add to that discussion?

Bonni Stachowiak:

I I definitely echo around the terms. No, I don't think we are talking about the same thing and a colleague I was mentioning who wrote his dissertation on HyFlex, David Rhoads, his whole thing that he keeps saying to me is, just build the online course and then add back in the in-person, such that that 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 have the inperson stuff and let people be able to join remotely. To me those sound like two very different things 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 Betsy and myself, it sounds like in our teaching and also 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 a class and just thought, gosh, this is the banking model where I just pour the information into your head and then you've got a midterm and you've got a final. So this challenge existed before now. But as someone who has adopted an active learning approach since coming into higher ed, I will say that there is a challenge. It just depends on the setup of the room, who's 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 projector and then get some kind of a camera, I happen to be a fan of one called the Meeting Owl that has a 360-degree camera so the people joining can see everyone in the room and also has pretty a pretty good microphone, a 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 – the people who are there in person or 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. I love it. I love that that we're all in the same place, whether that's a digital place or 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 if that's what our students want, if I'm missing something in terms of what that in-person means for them, I need to listen to them I need to talk to my students in the fall, talk about the challenges we're 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. What did you hear in in those responses that sort of either sharpened your question or took you to a different place?

Betsy Barre:

I think almost that we need to have two separate conversations. One about the dual tracks and the questions about does that add to faculty workload, how does this make sense, and then questions about the model which is basically just "remote viewing" or something where 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 in higher ed conversations right now and they're very different and both have their own challenges. Yes, we're concerned about having people watch. I agree with Brian that getting everyone fully online is a huge challenge, particular at schools, small residential colleges where 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 *cannot* do the same thing you've always done, you're just going to have to do something different. Whereas if it's this kind of, we'll put a video camera in the classroom and watch, you might be tempted as a faculty member to just keep doing what you've been doing and then just allow people that are watching to just participate and not really engage them as much. 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 to the people that are watching. It's just very difficult to imagine a faculty member trying to engage them without doing actual work and so, again, I 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. The remote watching scenario, and I don't know what Brian would call that technically, doesn't do any good if campuses have to shut down again.

Betsy Barre:

Yeah.

Doug Lederman:

So to me that can't be "the solution" because, again, I'm probably more skeptical than some other people are in my world and that I'm talking to about whether campuses will reopen at all in the fall or re-open certainly on time in the fall, in a significantly in-person way. But I think it's very feasible that if they do open they shut down again or whatever. So to me., a scenario where most courses are still built around what happens in person and you just let people patch in doesn't really solve the problem. So 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 something you just said...Actually I think that's what we have right now going on, is there's a lot of remote watching going on. So it wouldn't go away, it just wouldn't be you wouldn't be good online experience just like it's not right online now.

Betsy Barre:

Right.

Doug Lederman:

Right. Fair point.

Brian Beatty:

Let me say one more thing kind of fundamentally that sometimes faculty don't like hearing but I think a lot of them think this might be true if they think deeply about. We put a lot of value on what happens in the classroom for the instructional environment. There's some presumption about the fact that, well, if the students couldn't come to class they wouldn't be learning and that's just not true in many cases. 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 may be delivered in the classroom but don't have to be delivered in the classroom. So that class time, while I think it's important, it's especially important around there the development of the relationship between the faculty and the students and and to some extent among the students in the class, that's extremely important, but it's not the only place learning occurs. In some classes and with some faculty even now there are students who are very disengaged in classrooms but still are getting great grades in those courses. I don't know exactly how to package that idea but I think it's out there and it's real, 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 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 classroom environment. I don't usually talk to faculty about that unless they want to go there because it's often met with a lot quietness.

Bonni, you talked about David [Rhoads's] dissertation. He's actually working on the chapter now for the Hy-Flex book, another case study, and you know his approach kind of by design is from a classic instructional designer's perspective. 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, 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 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, and that's really put a camera in there, put a microphone in there, and maybe they have a chance even to speak into the conversation. That's largely the way we started, however we didn't ignore the engagement piece in the middle, because for most faculty, and 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 a HyFlex course. So for many of them content isn't really an issue. The challenge becomes, when I'm used to doing things in the classroom that aren't digital artifacts,

you know it's not it's not about the digital files I'm using, it's really about the conversations and those kinds of things, it's replacing that interaction and engagement in the 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 that's important to understand. And there, the real challenge I find the faculty have to address is whether or not the assessment approach they use in the classroom would work well in an online environment. Almost always the challenge comes around high-stakes testing and the faculty fear of students cheating on online tests, which is a very real fear. It actually should be a very real fear for the classroom too. But there are proctoring solutions that some people turn to. But when 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 kind of the pressure to test, for some at least, but also then to look for other ways of demonstrating knowledge, more authentic assessment is one of the terms we often use. Projects, papers that have to be original, those personal applications, activities, and things like those. So that's another challenge and that doesn't necessarily take more workload from faculty. It can, if you go from an LMS administered hundred question test on your final, your midterm, to a project someone has to turn in and get real feedback from, that's going to take more time from faculty clearly, or a major writing assignment.

The third part is the engagement piece. That's something that when we're in the classroom we don't really think about designing engagement so much, because 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 taking place, in reading body language and getting indications of learning on the way and seeing, I guess I have to say that again because it doesn't seem like they're following me. Those are all elements of engagement that are consequential. So in the online course you have to build activities in and or engagement, which often means as a baseline some sort of discussion that goes on over time if you have asynchronous students, which takes a little bit of time to create, usually not a whole lot of time, some creative prompts can get some good conversation but someone has to facilitate the discussion throughout the week. So that's something that's gonna be kind of new work for the faculty, and so what I found is that for myself and for a lot of faculty I talk to, we end up shifting our workload and our work flow around during the week so that we carve out time -- it might only be 10 or 20 or 30 minutes, you know, three times a week -- to interact in an online discussion with students. But that's something we have done to adapt into as a change into our own workflow.

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 I think it's been addressed.

Doug Lederman:

So 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 we'll try to wrap up here. But you made that distinction between the pretty heavy upfront lift of building the online course first in David's model, and then putting 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 millions of students to be able to continue their education pretty well, since much of it was that latter "put the camera in the classroom," a general sense I think for most people that it was suboptimal, it may have been sufficient for the moment. But where I'm going with this, the other option of picturing every course being a fully built out online course of high quality, in all the ways we mean by that, and then maybe figuring out how to adapt that for an in person component, which seems wholly impractical for most campuses for across the board for a number of weeks that we have left really.

So how does the how does this model split the difference, or get you to something better and is even that practical for an entire campus? Brian, I don't know whether you're involved in the conversations at San Francisco State, but 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 if 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. Betsy, do you want to go first?

Betsy Barre:

This is a conversation about faculty development. We could have a longer conversation about that, and strategies for doing that, it depends on who your faculty are, what your contracts are like, all those types of things. But I love the way Brian talks about, if we think about this as, they're just designing an online course, that's done really well, I actually have more hope than them trying to do something where, 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 offline 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 some of those elements in, it's actually

easier in some ways for faculty to do that and so I guess I've got more hope if that's the model.

Bonni Stachowiak:

I was going to say that I think I I know we said this earlier, but when you ask the question, Can a whole campus get there? No, never. And I'm an optimist. The whole campus isn't there now. I mean, we have some faculty who struggle with their teaching now, we have some that are amazing. I'm not aiming for 100 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 to 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 -- this one feels a little bit more than aspirational -- I'm going to do this. But if I don't get all the way there by the time the semester starts, if I've really thought through the learning outcomes, and I've really thought their assessment -- we need to wrestle way more with assessment 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 assessment, and if I don't have every single little mini thing done, I'm going to have the big milestones done and then I'll be able to just keep up a couple weeks ahead, maybe a day ahead.

Also, a big element for me, 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. 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:

Can we do this across the board? Can universities do this? Almost always probably no. Now, if you're ready 80 percent online and you only have 10 or 20 percent of your curriculum that would have to change to be this way, maybe have a shot at that. But in general, we don't get to the ideal without serious investment and development time.

Bonni makes a really good point. You could start the semester with a fully framed 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 great timing.

Brian Beatty:

I was essentially two weeks ahead of the students building the online version of the course that I was also delivering in the classroom, and so when we flipped mid-semester, fully online, I was, okay, no difference, other than the students they don't have to make that choice to come to class. I'm building three new courses for the fall, and the way I do that is very much like David's talking about. I build a fully online version of the course because I know in my mind what I'm going to do in the classroom and 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. 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. That's not all many of our 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 Hy-Flex but I want to say that there are other alternatives, and one of the benefits of a block plan is you have more time to build the later blocks. So if you start with a few, you really work intensively with a few upfront and then you can build the later ones as you go. I also think that one of the things we thinking about for faculty development, to follow on Bonni, is getting

faculty to learn from each other and help each other. I think that if you do that, you don't have to hire a bunch of external instructional designers. You can really build some sort of faculty development 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 faculty to teaching 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:

I want to 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.