

Shifting to Sustainable Distance Learning: Exploring the Hyflex Model

ICCB Administrators' Meeting

April 5, 2022

11:00-11:50 AM

What is Hyflex?

Hyflex = Hybrid Flexible

Instruction takes place both in-person & online **simultaneously**.

With A/V enabled classrooms, students have a choice of attending class:

- Face to face at your building OR
- Online via a video-meeting platform like Zoom

Panelists

- Adam Schauer, Dean for Adult Education
Waubonsee Community College, Aurora
- Val Harris, Associate Dean, Adult Education
Lewis & Clark Community College, Godfrey
- Jacqueline Lynch, Dean, Adult Education
Nathan Rearden, Director, AE Faculty &
Instruction
Triton College, River Grove

Please ask questions in the chat.

Panelists will respond as time allows.

Waubonsee Community College Flex Modality



Flex Overview



Scheduled Classroom
(Outlook)



Digital Conferencing
(Zoom Rooms)



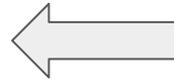
Instruction



LMS
(Canvas)



Captions
(Cielo24/Zoom)



Catalog & Archive
(Kaltura)

WHERE can students connect via Flex?

 **ANYWHERE** 

Students have the **flexibility** to choose *each* day how they will engage with their learning – in the classroom, via Zoom or online!

- ★ Instruction is delivered face-to-face, so students can connect in-person
- ★ Instruction is simultaneously live streamed via Zoom
- ★ Students can connect from any supported device (phone, PC, tablet, etc.)
- ★ Each class session is recorded, captioned, cataloged, archived, and uploaded to Canvas



WAUBONSEE
COMMUNITY COLLEGE



WAUBONSEE
COMMUNITY COLLEGE

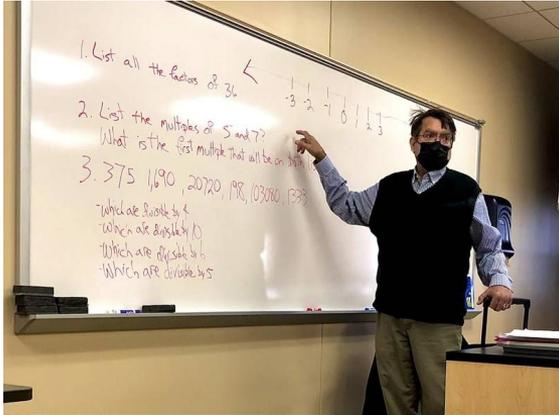
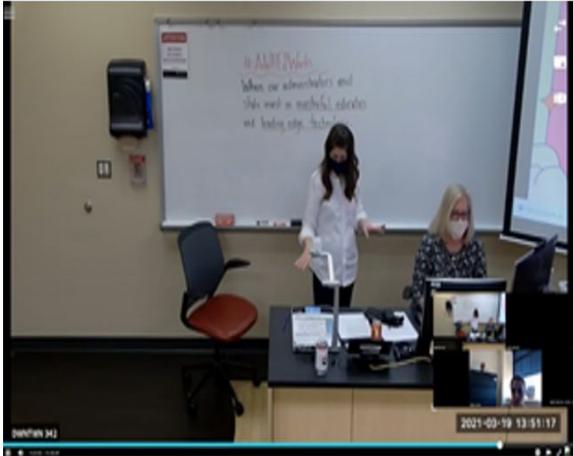


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Currently utilized in:
HSE Math - All levels
HSE Language Arts - ASE High



Costs:

Aver CAM520 Pro2	\$1,100
Sony 77" UHD 4k TV	\$3,000
Sure ECOSystem Ceiling MicroPhone	\$2,800
Logitech Panel	\$700
Elmo PX-10E HD	\$2,079
HP Pavilion Desktop	\$1,579
Epson Projector	\$500
Labor - (Install, Cables, Misc.)	<u>\$9,000</u>
Total:	\$23,758





HyFlex at Lewis and Clark Community College

Or is it BlendFlex?

“In education, there is a golden triangle of quantity, quality, and equity. You just can’t ignore one while strengthening the others.”

– Sitaram

Yechury

Overview: How does it work at L&C?

- ICCB Innovation Bridge and Transition Program (IBTP) grant in FY 21
- T. Flex Committee comprised of 4 FT instructors and administrators
- IBTP allowed for release time of instructors for planning, piloting
- Piloted Aug-Dec. 2021; fuller implementation began in January, 2022
- Includes synchronous (in person and/or virtual) and asynchronous (IXL or iPathways aligned to what is being taught in class)
- Morning, afternoon, and evening
- Various locations across 1800 square mile district



Technology and Cost

MUST HAVE:

- ❑ OwlCam, Laptop, Second Monitor, White Board (\$2500-3000)

IDEAL:

- ❑ Owl Cam (audio and visual) dynamic camera and microphone
- ❑ Teacher stations with 2 monitors (one for students, one for private chats and other websites)
- ❑ PC with enough power to handle all of the connections
- ❑ Solid internet connection
- ❑ TV or projector/screen for students to see teacher screen (ideally also a 2nd screen to show students)
- ❑ A second station for a second teacher to facilitate online chat, etc
- ❑ Smart device (iPad or phone) to control camera (manual control or on speaker)
- ❑ Document Camera
- ❑ Helpful for in person students to have access to tech (PC, phone, etc) for collaboration between in person and virtual students
- ❑ Pay attention to lighting



Target Students and Curriculum

- ALL students welcome (scaffold for lower level students, provide tutors)
 - Students with really low digital literacy might struggle
- Curricula that we use (definitely on line options or digitize physical resources, will print out for lower level students)
 - Common Lit
 - Science News for students
 - IXL
 - NewsELA
 - iPathways
 - Mockingbird (active learning strategies)



Training of Teachers

- Larger Lewis and Clark CC Institution also doing BlendFlex – our instructors attended training twice in LC's initial BlendFlexed classroom
- IDLL support for one instructor got us linked up with David Rosen and we continue as part of Community of Practice
- Conversation early on with Adam at Waubensee
- Our teachers figured it out on their own, piloted for a few weeks prior to full launch; created a manual
- Peer training among instructors



Results, Reactions, Retention

- Pilot project conducted August-December, 2021
 - 83 students – 46% virtual, 30% in person, 24% in person and virtual
 - Student survey conducted (42 students completed)
 - Although students choose one mode, >90% report a benefit from having the option and 88% hope it remains
 - 60% felt connected to their classmates that attended in a different mode
 - Over 95% reported being treated equally whether in person or virtual
- Added locations starting in January.
 - Does enrollment in a blended class make it less likely for a student to stop out?
 - So far, NON-blended students are almost 3x more likely to stop out of GED classes (22% vs. 63%).
 - Does enrollment in a blended class make it more likely for a student to earn an NRS gain on a CASAS Goals posttest?
 - Still studying this question and will have clearer answers after full FY of data.



Successes



- Wider reach with students, especially helped with COVID protocols
- Students have access to different teachers, different contexts
- Levels the playing field and increases equity
- Allowing for new ideas like learning coach for more access
- Currently looking at data to learn more



Challenges



- Staffing, need 2 teachers, teachers need to be trained and have digital literacy skills themselves
- Scheduling to ensure students have access to all subjects
- Aligning asynchronous to synchronous learning outcomes is time-consuming
- Testing - need both remote and in person
- For remote students, all services need to be offered in remote capacity like pathway advocate, tutoring, etc.
- Students' internet access can be a challenge especially in rural areas and also the expense of internet can be a barrier



Lessons Learned

- Zoom vs. Blackboard Collaborate
- One Zoom Link
- Allow students to have cameras off
- Expect things to take longer -equipment took forever to arrive (supply chain)
- Teaching impacts - be mindful of both in person and remote learners and what they see
- Communication is KEY, listen to instructors and to students!
- Using multiple learning styles and active engagement strategies are even more vital with HyFlex modes of instruction
- IT support important
- “Even with all of the effort, it’s worth it.”



Triton College

Adult Education
Department

Developing and Using a HyFlex Model

ICCB Administrators' Meeting. April 2022

About Triton AE's Model



- All classes are synchronous.
- Students register for either in person class OR online class
- Both types of students are combined in HyFlex classes.
- Each day, students have the choice to either come to class in person or join virtually.
- HyFlex Instructors are present in-person for all class periods.
- They teach online and in-person students simultaneously with the aid of a “Meeting Owl” auto-tracking camera.
- www.youtube.com/watch?v=kWVOubkARKw



Technology & Cost



- **Devices**

- Auto-tracking Camera: “Meeting Owl”
- 12 devices, \$850 each, one/classroom
- Worked directly with Owl manufacturer (owllabs.com)

- **Installation**

- Hardware (connectors, locking device)
- Ceiling mount: electrical, IT and AV
- Table mount: AV

- **Consultant: \$1,500**

- HyFlex subcommittee (summer 2021)
- Professional Development Workshop (fall 2021)

- **Pilot Faculty Stipends:**

\$400-\$500/each

- HyFlex Model Development
- HyFlex Pilot

Target Students & Curriculum



- HyFlex model used in ESL and GED classes
- Curriculum
 - ESL: English Discoveries (englishdiscoveries.net)
 - GED, levels 1-3: Essential Education (www.essentialled.com)
 - GED, level 4: i-Pathways (www.i-pathways.org)
 - Spanish GED: Aztec GED® online Spanish Preparation Series (www.aztecsoftware.com/spanish-series/digital-learning/ged-series)
- LMS: Blackboard
 - Built out with supplemental resources, activities, discussion forums, etc.

Professional Development



HyFlex – the model

- Subcommittee: 5 strong, tech-savvy faculty, Director of Faculty and Instruction, consultant
- Consultant expertise and support to design and pilot our model simultaneously (summer 2021)
- Developed 3-hour pre-semester workshop, delivered in HyFlex format (Aug 2021)
- Shared research, experience teaching HyFlex, activities developed.

OWL Auto-tracking Camera

- OWL demonstration
- Two “drop-in” days for instructors to experiment with Owl Camera (August 2021)
- Ongoing support from HyFlex Subcommittee and consultant (Fall 2021)

Student Reaction



HyFlex: Students liked

- Flexibility.
- Convenience and safety during COVID-19
- “How easy it was to get into class and be able to get started on learning right away”
- “Makes it easy to continue”
- “Pretty useful format”
- English Discoveries.
- The Owl.
- “The organization and structure of the courses and also all the resources that are available to us”

HyFlex: Students didn't like

- Sometimes had technical difficulties.
- Internet stability.
- “That I couldn't hear or see my in-person classmates well”
- “Online students had problems especially during exam and they distracted me”
- “I prefer all students in person”
- Some online students' camera were always off.

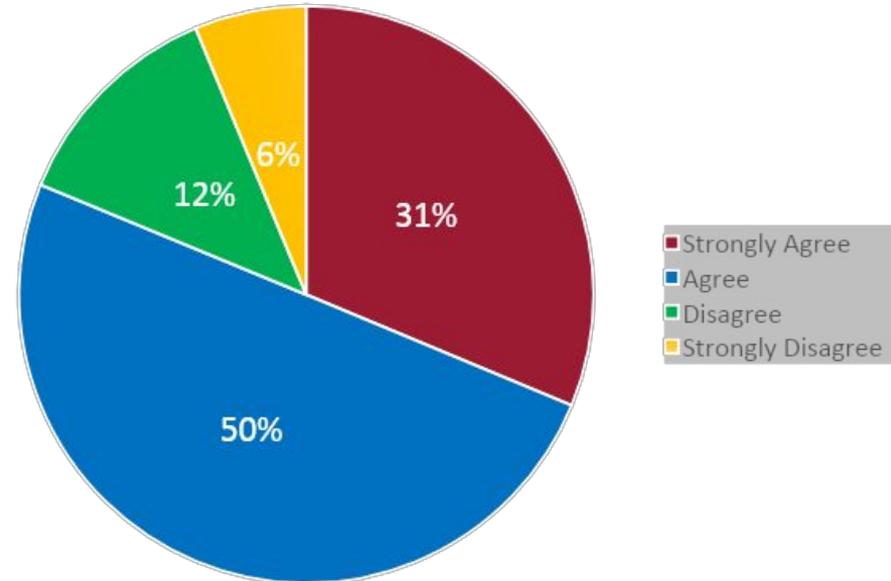
Faculty Reaction



**“Before/After semester,
I felt ___ about teaching HyFlex”**

Reaction	Before	After
Very Positive	18.8%	31.3%
Somewhat Positive	31.3%	50%
Neutral	50%	0
Somewhat Negative	0	18.8%
Very Negative	0	0

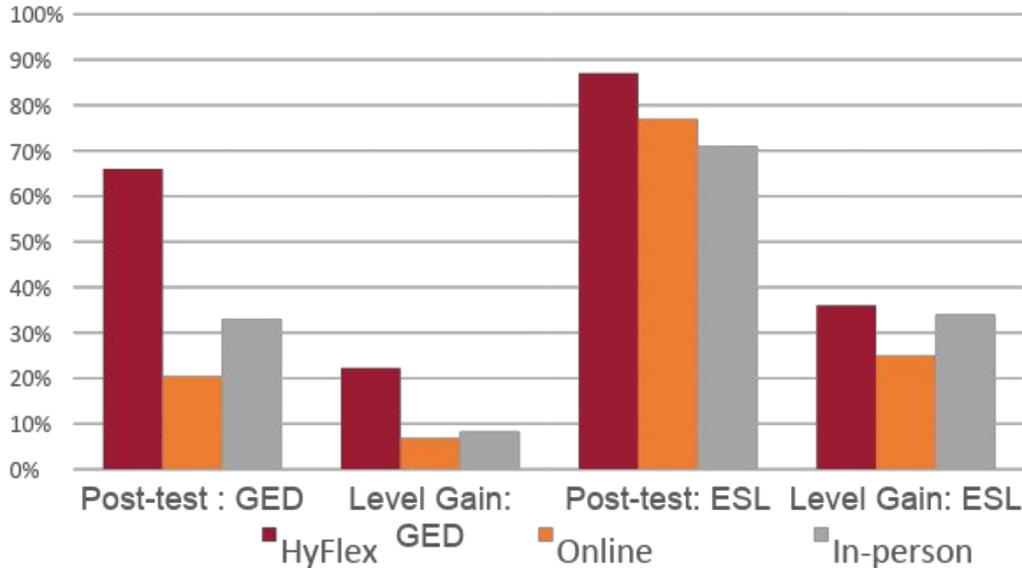
“The HyFlex format helped me retain students”



Successes & Challenges



Post Test & Level Gains



HyFlex: Challenges

- Computer, technology, connectivity issues
- Doing group work
- Monitoring and assessing online students
- Administering exams
- “Talking to my students privately”

Questions

