

# TOPkit DIGEST

This month's TOPkit Digest is brought to you by **Charlotte Jones-Roberts**, M.A. in Instructional Design and Technology & Instructional Systems and M.A. in TESOL from the University of Central Florida. Charlotte is an Instructional Designer at the Center for Distributed Learning, University of Central Florida ([Charlotte.Jones-Roberts@ucf.edu](mailto:Charlotte.Jones-Roberts@ucf.edu)). She discusses the topic of **HyFlex Modality for Faculty Development**.

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## Video Tip

### What is a HyFlex Course?

Learn what makes the basics of a HyFlex course in this informative video.



HyFlex classes combine hybrid and flexible teaching.

Most higher education students must juggle multiple demands. Being remote, for many students, allows them to continue their education when they cannot attend classes in-person. HyFlex courses give students the choice, in-person or face-to-face, while retaining an equivalent highly-interactive experience for either setting.

Watch Video

### Must-Read Announcements

- Meet new colleagues and exchange ideas and tips at the [TOPkit Online CoLAB Networking event on June 28.](#)
- Check out one of the new content pages on TOPkit.org: [Guiding Faculty to Plan an Online Community of Inquiry](#) and [Student Engagement in Synchronous Online Course Delivery.](#)

### Top Tips

## Interview with HyFlex Expert Dr. Beatty

Implement a "student-directed-hybrid" approach to better support student learning.

[Dr. Brian Beatty](#) is an Associate Professor of Instructional Technologies in the Department of Equity, Leadership Studies, and Instructional Technologies at San Francisco State University (SFSU). At SFSU, Dr. Beatty pioneered developing and evaluating the HyFlex course design model for blended learning

environments, implementing a student-directed-hybrid approach to better support student learning. He provides consultation about implementing and optimizing the HyFlex model internationally and offers much insight into this approach.



**#1 - What is HyFlex?** A HyFlex course provides both a classroom and at least one online participation option, or mode, to students. Students are free to choose which option, online or in-person, to use for each class session. Both options meet equivalent learning outcomes.

**#2 - What should course developers consider before choosing to design in HyFlex?** We can do amazing things when there is a compelling need for flexibility in learning. In many cases, HyFlex delivery is a must: students may need the flexibility to access courses due to competing life demands. This need drives changes in design and delivery. On the other hand, a university will need to consider potential technology skill gaps in faculty and students as well as technology access gaps with students who may not have laptops or reliable internet access.

**#3 - As faculty developers, how can we teach our faculty to use HyFlex?** Students learn by doing. I propose faculty learn HyFlex by actively participating in a HyFlex modality. If you deliver your faculty development courses in HyFlex modality, you will model best practices and encourage faculty to try this modality. We all learn through lived experiences and faculty are no exception.

**#4 - What are some overall best practices faculty developers should emphasize when teaching about HyFlex?** Ensure that basic technology skills are being covered, even if you think they are something everyone should know. Emphasize the importance of learner choice, equivalence, reuse, and accessibility.

**#5 - Do you have any additional resources?** Yes! My latest venture has been creating a thriving community where educators and professionals can join together and share their experiences with HyFlex learning. Please visit and join our [Hyflex Learning Community](#) and get involved in the conversation!

HyFlex is intriguing because it provides a rigorous alternative to in-classroom participation while also providing a high degree of customization for student needs. Doing it well involves universal accessibility to all learners, allowing the learner to choose fully developed participation options, online or face-to-face. Both modalities lead to equivalent outcomes, all while creating a space for student artifacts that can be re-used.

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**DR. BRIAN BEATTY**

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Dr. Beatty offered additional commentary about the future of HyFlex in a post-pandemic world: flexibility and choice of participation modes are and will continue to be of utmost importance for faculty and students alike. His insights benefit the faculty development community. Perhaps more faculty development professionals will build their offerings as HyFlex in the future.

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**From the Community**

## Deciphering Online Modalities: HyFlex, BlendFlex, and More E Oh My!

The many modalities of online learning are decoded here.

Dear ADDIE: How can I offer flexibility in modalities without sacrificing quality? And how can I know which is best to offer? Check out this Ask ADDIE article to learn more about the many faces of remote learning.

[Read ADDIE's response →](#)



**Ask our resident columnist, ADDIE, for advice**

**ASK ADDIE**

### Top Community Topics

- [Evaluating - Checklists & Rubrics](#)
- [Developing - Best Practices for Using Video in Online Learning](#)
- [Developing - Provide Incentives](#)
- [Evaluating - Sources of Data on Your](#)



Campus

- [Planning - Faculty Development Models](#)

## Works Referenced or Cited

[SEE REFERENCES](#)

### Developer and Editor

Bren Bedford, MNM, Web Project Analyst, Center for Distributed Learning, University of Central Florida

### Editor

Florence Williams, Ph.D., Associate Instructional Designer, Center for Distributed Learning, University of Central Florida

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