

Maximizing Equitable Learning Opportunities in HyFlex Courses

The Teaching Professor Conference – Summer 2021

Supporting All Learners in HyFlex Courses

- **Crowdsourcing in Action**
Find a list of crowdsourced recommendations from online educators who attended presentation sessions focused on online education at seven professional education conferences over a two-year period.
https://www.learntechlib.org/p/183573/article_183573.pdf
(Dunlap & Lowenthal, 2018)
- **View the online alternative as a back-up option vs. the norm for entry-level courses.**
- **Take time to make connections and build community.**
(Mahoney, 2021; McMurtrie, 2021, Scagnoli et al., 2019)
 - Check in assignments to see how students are doing
 - Weekly video, audio announcements
 - Personalized audio feedback
 - Discussion Boards
 - Reminders to students who have not submitted an assignment.
 - Quick response to emails
- **Take advantage of collaboration tools**
(Kintu et al., 2017; Masrom et al., 2019; McMurtrie, 2021, April)
- **Technology**
 - Use technology strategically – limit the “tricks” (Bokolo et al., 2019; Seman et al., 2019)
 - Test the technology with students in class (Bokolo et al., 2019)
 - Scaffold the use of technology.
Add assignment types gradually.
- **Demonstrate expectations and provide example submissions.**
(Bokolo et al., 2019; Gannon, 2020; Masrom et al., 2019; Seman et al., 2019)

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Supporting All Learners in HyFlex Courses (cont.)

- **Videos**
 - Positives
 - Add control, convenience, and flexibility of student learning process (Scagnoli et al., 2019)
 - Negatives
 - Can limit interactions in course material (Kobayashi, 2017).

- **Strategic use of videos**
 - Be intentional regarding what you place on video.
 - Students value in-class activities and website resources more than synchronous online sessions or recordings of F2F sessions (Beatty, 2019)
 - Students prefer screen casting recording over lecture capture recording (Kobayashi, 2017)
 - When video is used merely to replicate a classroom lecture, the strengths and pedagogical characteristics are ignored (Scagnoli, et al., 2019).
 - Video lessons were not considered as important if they are straight duplication of information existing in other formats (text in a textbook). (Scagnoli et al., 2019)
 - Provide motivation to watch videos
 - Connect video lessons to activities or feedback (Scagnoli et al., 2019)
 - Connect video lessons with takeaways from the course (Scagnoli et al., 2019)
 - Integrate video lessons into course gradually (Scagnoli et al., 2019)
 - Once you have built connection and trust with the students
 - Teach microlessons – accessible on student phones (Mahoney, 2021)

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