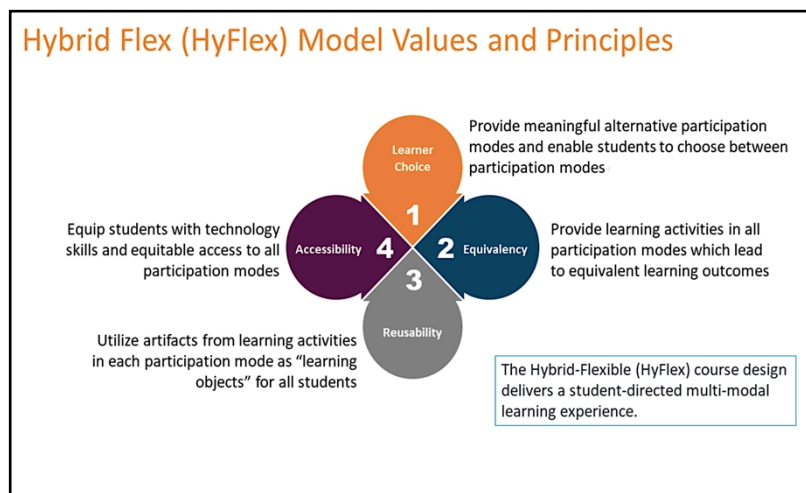


The HyFlex Model or the Concurrent Classroom (Online and In-Person Learning)

Dr. Brian Beatty is considered as the primary authority on Hybrid-Flexible Learning, more commonly referred to as the HyFlex Model. Dr. Beatty describes this approach to teaching and learning:

The Hybrid-Flexible (HyFlex) course design delivers a student-directed multi-modal learning experience. Students choose between attending and participating in class sessions in a traditional classroom setting or online environment. Online participation is available in synchronous or asynchronous mode; sometimes both and sometimes in only one online mode.

Dr. Beatty goes on to explain that the HyFlex design is built upon four fundamental values: Learner Choice, Equivalency, Reusability, and Accessibility. Each of these values has a corresponding guiding, or universal, principle for educators to follow. These four “pillars” provide a consistent and solid foundation:



- 1. Learner Choice:** Provide meaningful alternative participation modes and enable students to choose between participation modes either in-person or online (synchronous and asynchronous).
- 2. Equivalency:** Provide learning activities in participation modes, which lead to equivalent learning outcomes.
- 3. Reusability:** Utilize artifacts from learning activities in each participation mode as learning objects for all students.
- 4. Accessibility:** Equip students with technology skills and equitable access to participation modes.

The following table includes an overview of benefits and suggestions when implementing the HyFlex Model.

Benefits and Suggestions for Implementing the HyFlex Learning Model

| Benefits For Implementing the HyFlex Model | Suggestions For Implementing the HyFlex Model |
|---|---|
| <p>1. The HyFlex Model demonstrates a commitment to student success and safety by keeping students on track with learning whether they attend school in-person or online. Under this model, students who choose the online learning platform can maintain the same schedule of classwork as their peers in the classroom. If a student selects not to participate in a in-person learning setting due to the COVID-19 threat, that child will not miss learning opportunities. In addition, students who do select to attend in-person learning opportunities in schools will be more easily socially distanced because of fewer students in the classroom.</p> <p>2. The HyFlex Model allows students to be with the teacher and peers with whom they started the year. In many schools, teachers have already established a meaningful connection with their students. In order to strengthen this rapport and continue to build trust, it is helpful for students to remain with those teachers. In addition, teachers have already begun determining students learning strengths and needs. This knowledge about each learner leads to clearer differentiation and greater learning success for students.</p> <p>3. If schools or classrooms need to return to virtual learning because of a COVID outbreak, being with the same teachers and peers will lead to a more seamless transition. In many schools, teachers have already established a meaningful connection with their students. If the number of COVID-19 cases begins to increase and schools are required to once again close, students and their teachers will transition back to their familiar online learning environment with greater ease.</p> <p>4. The HyFlex Model allows students and parents to choose the educational approach that works best for them. Some parents are deeply concerned about continued socialization and in-person learning opportunities. Others,</p> | <p>1. In a synchronous HyFlex Model, the students in the online class move at the same pace and meet on the same schedule as the students in the in-person class. Student learning objectives and routines are equivalent for in-person and online students. It is important that teachers develop and implement learning experiences and routines that support both groups of students in meeting the identified learning goals and objectives.</p> <p>2. With an asynchronous approach also offered as an option, students are provided with flexibility in where, when, and how they learn. The teacher will provide a clear outline and schedule of learning that includes the same - expectations, activities, assignments, resources, and assessments used in the in-person and online synchronous class.</p> <p>3. Assignments, resources, learning activities, and assessments are equivalent for online and in-person use. They must be the same quality and same level of rigor; otherwise, students may have an unfair advantage if they choose one mode of learning over the other. Differentiation opportunities must also be equivalent for both online and in-person learners. Development of effective learning practices and resources in multiple delivery modes may require additional time for planning. Collaborating with colleagues to develop and analyze the impact of resources, activities, assignments, and assessments can enhance the quality of students' learning experiences and provide each teacher with much needed support.</p> <p>4. It is critical to align technology and the curriculum. The HyFlex Model may require educators, students, and parents/guardians to revise their mindsets about learning and teaching and the role that technology plays. To be equitable, it is critical that students who are learning virtually have easy and dependable online access to the same resources and learning</p> |

Benefits For Implementing the HyFlex Model

especially those with immune-compromised children, worry more about the possibility that their children will fall ill. The HyFlex Model takes both scenarios into account, allowing parents to make informed decisions. By providing multiple pathways for students to access and participate in learning, HyFlex supports a student community with diverse needs.

5. Students Can Continue to Engage in Group Learning. By using virtual breakout rooms to combine with classroom peers, students can still engage in cooperative learning to complete group work and more detailed projects. In addition, through online dialogue and chat capabilities, online students can also engage in class discussions.

Suggestions For Implementing the HyFlex Model

experiences that students in the classroom have.

It is very important that technology works consistently for everyone, both online and in-person learners. Equipment must be synced and enable teaching in multiple modes. Ongoing discussion between technology and the Education Services Division will be necessary to assess and address issues and build workarounds efficiently.

5. It is important that neither the face-to-face nor the online learning mode is seen as inferior.

Make certain that educators do not have a modality bias. This bias is most often expressed against the online mode. The HyFlex model places more responsibility for learning on online students who may not have the skills, maturity, or self-motivation to succeed in an online environment. If educators are not equally attentive, these online students often fall behind.

6. It is essential that educators are mindful of each student's learning success. Collecting multiple pieces of evidence (formative and summative assessments, artifacts, projects, etc.) and providing ample [feedback](#) can help teachers know if they are reaching all learners. This practice also helps learners to more clearly understand where they need to focus and improve. See [formative learning resources](#).

7. Collaborative learning opportunities support student engagement. Integration of face-to-face and online learners in small and larger group discussions and learning experiences enhances student learning and provides a sense of belonging and connection. Teachers and students should ensure that both online and in-class participants are included in all discussions and activities.