**What is HyFlex Teaching?**

HyFlex is a course design model that presents the components of hybrid learning in a flexible course structure that gives students the option of attending in-person sessions in the classroom, participating online, or doing both. Students can change their mode of attendance weekly or by topic, according to need or preference. Models like HyFlex, which present multiple paths through course content, may work well for courses where students arrive with varying levels of expertise or background in the subject matter, or when health emergencies, such as the COVID pandemic make in-person participation complicated. Courses built on the HyFlex model help to break down the boundary between the virtual classroom and the physical one. It is important to provide meaningful alternative modes throughout the course with this model. Potentially, a student could choose to do all face-to-face sessions, alternate between face-to-face and online, or do all online. By allowing students access to both platforms, the design encourages discussion threads to move from one platform to the other.[[1]](#footnote-1)

Recommended steps when designing and teaching a HyFlex class:

* In the HyFlex mode – the synchronous online component will be moved to in-person instruction. However, the instruction must cater to students who are not the classroom and are viewing it synchronously online or in asynchronous mode due to internet connectivity or other issues.
* Recordings of all sessions must be made available to students, preferably as soon as possible.
* The experience for online students should be orchestrated well so that they feel part of the instruction happening in-person.
* Web links to recordings should be made available in your Canvas course.

Synchronous and asynchronous online learning each have their place, depending on what an instructor is trying to achieve, and the guidance they may have received from their institution, faculty, or department. For example, a synchronous (live) presentation allows students to ask questions while the presentation is in progress; an asynchronous (recorded) presentation allows students time to deliberate and reflect before asking their questions, perhaps in an online discussion group. Live, synchronous chat office hours allow the instructor and a student to have an interaction that resembles a real conversation; using an asynchronous discussion board to collect and respond to questions works better for students whose schedules wouldn’t permit them to engage in a live chat.

When you are making this decision keep in mind that your students could have intermittent internet connections which may prevent them from being online at a particular time.

**Useful Resources:**

* [Guide to Using Prerequisites and Requirements in your Canvas course](https://community.canvaslms.com/t5/Instructional-Designer/Using-Prerequisites-and-Requirements/m-p/92940?attachment-id=4445)
* [7 Things You Should Know About the HyFlex Course Model](https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf)
* [Concordia University – CTL – Synchronous and Asynchronous Learning](https://www.concordia.ca/ctl/digital-teaching/synchronous-asynchronous.html)
* [Hybrid/HyFlex Teaching & Learning, Columbia University](https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/hyflex/)
1. *HyFlex Course Model*. www.niu.edu/keepteaching/resources/hyflex-course-model.shtml. [↑](#footnote-ref-1)