FOUR MODELS
for HiFlex Course Design

HyFlex courses offer f2f and online at the same time. Students can elect modality, and, potentially, switch as needed. This kind of flexibility can be particularly helpful during times of crisis.

We suggest using **HiFlex** ("highly flexible") rather than HyFlex ("hybrid flexible") so that you **lead with a pedagogical framework** rather than a more rigid modality.

find more info at colab.plymouthcreate.net/ace/four-hiflex-models

MODEL PRINCIPLES

Design once, for online, and use any other time, space, or opportunities to flexibly interact with and augment the online course approach.

incorporate intentional planning and design for the best use of online and f2f opportunities.

During Fall 2020 as COVID19 concerns continue on our campuses, **work with potential complications** of institutional realities and policies

By focusing on a strong online course design, **be prepared for a second pivot.**

You are not limited to these models. **Determine where your courses fit** between and among them. Chart your own course.

ONE ONLINE DESIGN

Provide course materials online, requiring no f2f

Create digital media to introduce topics, ideas, modules

Collect student work online, requiring no f2f

Provide online space for collaboration, discussion, connection, and sharing

MODEL 1: SMALL GROUP TEACHING

Meet with students in small groups to discuss topics, answer questions, review work

When possible, **online students join small groups** via Zoom or other tech

F2f students summarize/share meeting notes via asynchronous tech

MODEL 2: SMALL GROUP MEETINGS

Use any f2f time to **facilitate group work,** with you present to assist, advise, weigh in

Organize groups around modalities, either required or preferred

When possible, **online students join small groups** via Zoom or other tech

F2f students summarize/share meeting notes via asynchronous tech

TECH FLEX
discuss and decide on online tools for group work/meetings

MODEL 3: SMALL LAB/ HANDS-ON WORK

Identify work that ideally should be f2f, and try to group early in term

Shorten activities, for shorter times & smaller groups

Prepare backup/alternative work for online students/pivot

F2f students record and report activities with class online

TECH FLEX
move online for any activities that can work in different modality

MODEL 4:
THE FLEXIBLE LEARNING COMMUNITY

Work with your class to **design and become a learning community**, working collaboratively and individually towards your determined learning goals.

YOU BRING
- possible/preferred learning objectives
- possible (digital) course materials
- possible digital tools/technologies
- possible assignment/assessment ideas
- a willingness to experiment with your students

YOU & YOUR STUDENTS DECIDE
- what are our objectives?
- what kind of work will we do?
- where/how/when will we work?
- how do we measure success?
- what are our rules and policies?