

Engageli defines hyflex (hybrid+flexible) teaching as instruction delivered both in-person and online at the same time by the same instructor. The Engageli platform can be used for hyflex teaching providing a seamless, engaging and inclusive learning experience for both in-person and virtual learners.

## Hybrid

Replaces some in-person instruction with virtual activities (watching recorded video lectures, online discussions or projects) that can be synchronous or asynchronous, individual or group-based.

*An instructor provides an online recorded lecture that absent learners can access and review alone or together.*

## Blended

Combines in-person instruction with supplemental online learning activities that are not intended to substitute, but rather build upon what was covered during in-person instruction.

*An instructor provides an additional recording and materials, and assigns groups of learners to access and work together to deepen their understanding of course concepts.*

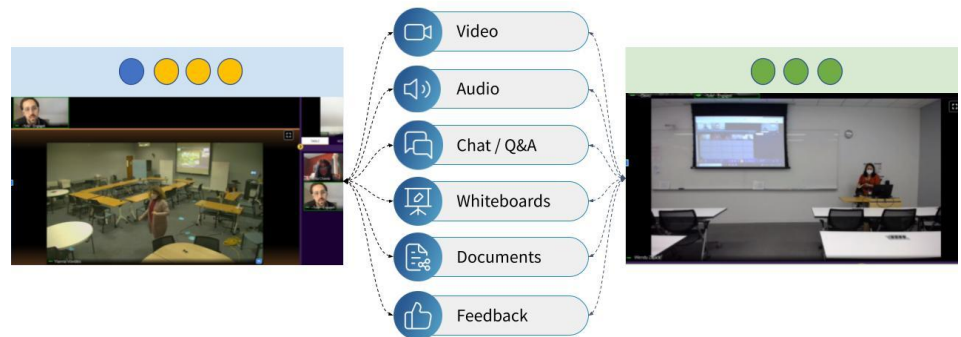
## Hyflex

Synchronous instruction with an in person or online option; learners are given the choice to attend classes in person or via online platform. It's recommended that learners be allowed to switch their presence option throughout the semester.

*An instructor conducts class in person while at the same time using an online platform and class audio resources to project materials and their presentation so some learners attend in person and some attend via online platform.*

## Hyflex Course Design

Hyflex course design is built on four fundamental principles that provide a consistent and solid foundation for learning and instruction.

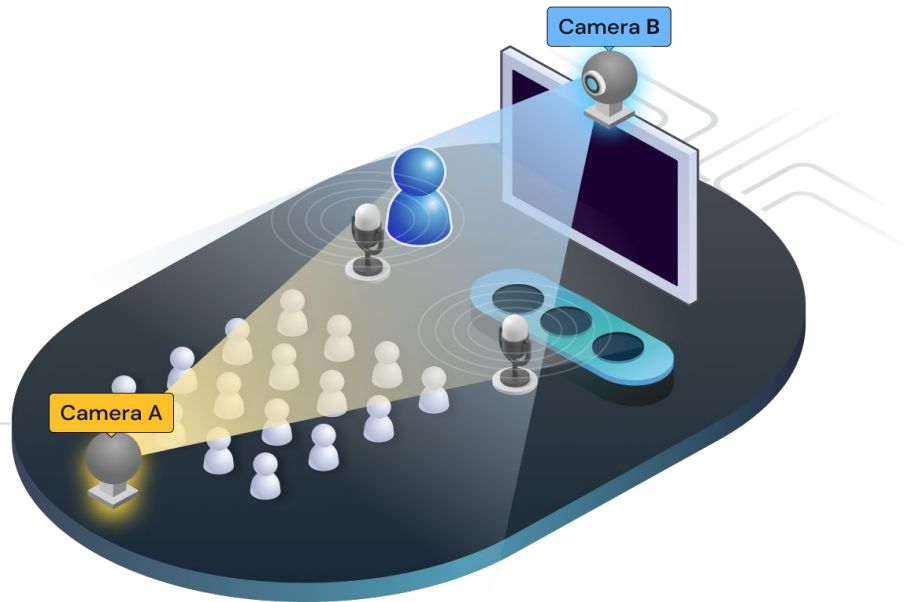


1. **Learner Choice:** Provide meaningful alternative participation modes and enable learners to choose between participation modes daily, weekly, or topically.
2. **Equivalency:** Provide learning activities in all participation modes to achieve equivalent learning outcomes.
3. **Reusability:** Use artifacts from learning activities in each participation mode as “learning objects” for all learners.
4. **Accessibility:** Equip learners with technology skills and equitable access to all participation modes.



## Hyflex Classroom Setup

*Recommended camera and microphone placements and angles*



### 1-2 Days Before the Session

- Test the hyflex class configuration ahead of time with the classroom audio and video. We highly recommend asking TAs or colleagues to help you test the in-person learner experience and your teaching workflow.
- Email or post an announcement in your LMS requesting in-person learners bring their laptops and headphones to class.

### Immediately Preceding the Session

- Arrive early and configure your screens. If you are connecting a laptop to a projector, when your laptop finds the new display, be sure to [Extend the desktop](#) rather than Mirror. This will allow you to have the virtual learners visible on your laptop, and your presentation visible on the in-class screen(s).
- Load your presentation and drag it to the external screen (podium monitor and projector). Launch Engageli through the usual route and keep it on your laptop screen.

### During the Session

- Have at least one staff member present in the physical classroom.
- Have the staff member use a lapel microphone to avoid being limited to using the laptop microphone.
- Ask all learners (both in-person and online) to log in to the Engageli classroom.



# Hyflex Teaching Using Engageli

To ensure a smooth and engaging experience, we provide the following recommendations for learner and instructor actions within a hyflex classroom - during lecture, all group discussions, and small group/table-based activities.

## Learner Actions

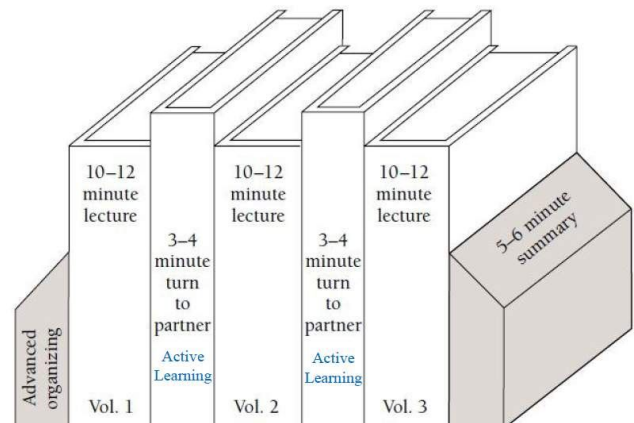
- All learners should log into Engageli on their computers. This will allow in-person and virtual learners to have their video feeds appear in the Table tab and enables the instructor to use Engageli's built-in tools rather than a disparate array of online learning tools.
- In-person learners should be muted on Engageli, and computer speakers in the physical classroom should be turned down. Classroom mics and audio will pick up as the only audio for in-person learners.
- In-person learners should mute their computer mics when they are not talking during table activities to prevent an echo when another in-person learner at their table is talking.
- In-person learners should not click the Raise Hand button on Engageli to speak to the whole class. Engageli automatically unmutes a learner who raises a hand to go to the podium, and that causes a double echo with the physical classroom speaker on.
- Virtual learners should click the Raise Hand button when addressing the entire class.

## Instructor Actions

- Ensure that you can log in to and project your Engageli classroom.
- On Engageli, set the audio to Room Mode. The class camera should be positioned to provide a view of the physical classroom.
- There should be one guest learner login set to the class camera. This will allow the instructor to be either in person or online.
- The guest learner login can also be set to the projector. [This is recommended rather than setting the instructor login view on the projector since the in-person attendees can see the chat window for the instructor.]
- When conducting group activities, ensure a mix of in-person and virtual learners at each Engageli table.
- The instructor or staff member should physically walk the classroom during table activities.

## Best Practices for Hyflex Teaching

Best practices for hyflex teaching include using techniques such as the Energy-Shift Lecture method<sup>1</sup> (also known as “chunked” lectures), interspersed with active learning experiences, which help increase learners' motivation, engagement, and interaction with the course content, the instructor, and each other.



Smith, K. A. (2000). Going deeper: Formal small-group learning in large classes. *New directions for teaching and learning*, 2000(81), 25-46.



## Use Active Learning and Engagement Strategies

Engaging learners in a hybrid classroom can be more challenging than in a fully online or fully onsite class, but with some pre-class design and low-risk implementation of short active learning techniques, all learners can receive an equal and equivalent learning experience.

Example: Formative Assessment via Polls (based on 50 or 75 min class session)

	Time Estimate	Synchronous in person	Synchronous online
<b>Instructor prompt</b>	<u>2 min</u>	<p><i>We're going to take a quick poll!</i></p> <ul style="list-style-type: none"> <li>• <i>Everyone use your computer or mobile device either to access the poll. Then answer these question(s) based on the previous mini-lecture.</i> <ul style="list-style-type: none"> <li>○ <i>Question 1</i></li> <li>○ <i>Question 2</i></li> <li>○ <i>Question 3</i></li> </ul> </li> </ul>	
<b>Activity</b> Polling	<u>2 min</u>	Learners submit poll answers via laptop	Learners submit poll answers via laptop
Turn on poll and set Engageli timer for 2 min		Learners without devices pair up with learners with laptops	
<b>Instructor transition</b>	<u>1 min</u>	Instructor describes and discusses poll results, can use to transition to next topic or remediate past content.	

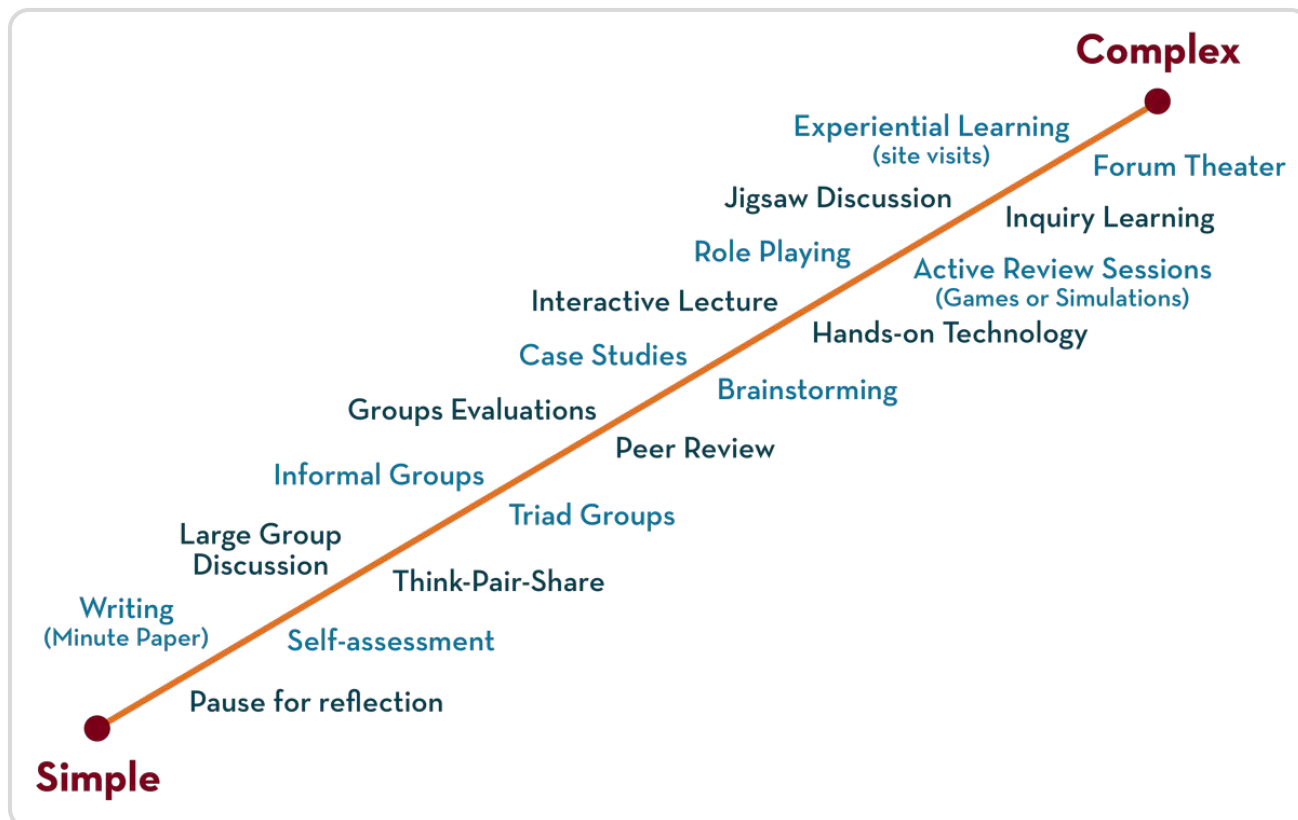
Example: Quick Write (based on 50 or 75 min class session)

	Time Estimate	Synchronous in person	Synchronous online
<b>Instructor prompt</b>	<u>3 min</u>	<p><i>We're going to do a "Quick Write" activity. Before I start the mini-lecture about XYZ, I want you to share two lists 1) anything you already know about the topic and 2) any connections you see between the topic and your identity, background or culture.</i></p> <ul style="list-style-type: none"> <li>• <i>Everyone use your laptop or mobile device to visit the Google doc: <a href="https://tiny.cc/quickwrite">tiny.cc/quickwrite</a>. If you do not have a device, pair up with a neighbor who can be a "technology scribe" by entering both of your ideas at the same time.</i></li> </ul>	
<b>Activity</b> Quick Write	<u>5 min</u>	Learners enter responses in real-time to the collaborative doc	Learners enter Quick Write responses in real-time to the collaborative doc
Paste link in Chat and set Engageli timer for 5 min		Learners without devices pair up with learners with laptops	
<b>Instructor transition</b>	<u>4 min</u>	Instructor shared the comments on background knowledge and connections to learners' lives and utilizes this during mini-lecture.	



## Additional Resources

The provided examples can assist in redesigning current courses for hyflex, or can be a launchpad for the ongoing design of future courses, by embedding additional active learning techniques and activities. The infographic below illustrates of some of the most common active learning techniques, from simple to complex. Some may work best for small classes or those with problem-based/project-based learning, while others are tailored for large classes that are lecture-driven.



Active Learning | Center for Educational Innovation (<https://cei.umn.edu/teaching-resources/active-learning>)

Engageli has compiled a set of learning activities that promote active, collaborative, engaging, and flexible learning experiences for all learners, both in-person and online.

### [Examples of learning activities powered by Engageli](#)

#### References

[1] Smith, K. A. (2000). Going deeper: Formal small-group learning in large classes. *New directions for teaching and learning*, 2000(81), 25-46.

[2] *Active learning*. Active Learning | Center for Educational Innovation. (n.d.). Retrieved May 10, 2022, from <https://cei.umn.edu/teaching-resources/active-learning>

[3] Active Learning while Physical Distancing. Louisiana State University. Google document accessed July 8, 2020: [https://docs.google.com/document/d/15ZtTu2pmQRU\\_eC3gMccVhVwDR57PDS4uxlMB7Bs1os8/edit?fbclid=IwAR19kBPLsLngkQx689XRPxUfTleuzkQ2Jve-TXUwFGwUw2JOkzEwu7SU9iQ](https://docs.google.com/document/d/15ZtTu2pmQRU_eC3gMccVhVwDR57PDS4uxlMB7Bs1os8/edit?fbclid=IwAR19kBPLsLngkQx689XRPxUfTleuzkQ2Jve-TXUwFGwUw2JOkzEwu7SU9iQ)

