What questions do you have about hyflex / hybrid teaching you would like to see addressed in the virtual event on Friday, January 15, 2021 at 2:00 ET?

1. What’s an easy way to describe the difference between hyflex and hybrid?

2. What are some best practices that support multilevel classes in this environment?

   Room 2:
   Use project-based methodology because it naturally allows for students with different levels to work together with different tasks/responsibilities and collaborate on their projects. Be sure to have flexible rubrics and criteria for assessment and evaluation. It is a good practice to alert students that they are at various levels and that they will be graded by their instructors with those levels in mind.

3. Which techniques have worked best to keep students involved/active?
   Room 1:
   Start the class with a warm-up activities using interactive tools: Jam Boards, for example. Have students collaborate together on a doc. Have them react to something (Far Side cartoon).
Can do a student/teacher switch, where the student “teaches” the class.

Have an attendance policy that defines what they need to do to not be marked absent.

Christine’s Room 3:
Use many discussion features in Canvas and integrated tech like Padlet, Flipgrid

4. What are some strategies to maintain flow when teaching in the hyflex environment?
   Room 1:
   How to make sure the online students are not just watching a live stream in the hyflex model? Luke answered that his classroom has policies that help the interaction between the two groups (in-person and online). When to mute? When to unmute? Use cameras and tech to make sure the online students feel like they are part of class. Owl technology?

   Use web based apps to help bridge the two groups, like Ed Puzzle (https://edpuzzle.com/) and Bongo UCU (sp?) and FlipGrid.

   It is comforting to hear that other schools and teachers are having problems balancing the hybrid/hyflex/blended/online classes.

   Christine’s Room 3:
   Do you set up a schedule ahead of time? UF determines which students are assigned to the class (in-person vs remote) and they cannot change their preference after registration; the ELI is following this arrangement.

5. What are best practices for training teachers to use technology for hyflex/hybrid classes?

6. What are some considerations for Coronavirus safety as they affect the success of these classes?

7. What has the student feedback been on the HyFlex classes from both the in-person and the online students? Is a lesser experience something that the staff or instructors perceive to be what is happening and are students actually feeling like they are at a disadvantage?

Christine’s Room: UF students, one always feels lesser, difficult for a professor to give attention to both sides. Students may prefer in-person but once they experience the classroom, they understand it is not as easy as expected.

Students online miss out on in-person discussions and it’s impossible to transfer info to online students. Ask online students how they want to engage and give them options. Gives students’ voice.

Use shareware so online students can contribute.

F2F students felt like they were online students so used a campus computer lab as a solution to bring all students together.

8. How did you assess the in-person vs. online students using the same standards?
9. What is the workload in balancing in-person and online work/assignments/assessments/collaboration and community fostering/etc.?

10. What are some ideas for assessing vocabulary remotely?

Christine’s Room 3: WEB-BASED ADAPTIVE VOCABULARY BUILDING:
- WordEngine https://www.wordengine.jp/

11. What are some ways to ensure assessment reliability online? What platforms, programs have worked so far?

12. Have institutions implemented additional assessment criteria such as TOEFL or Duolingo especially for students completing a language program and matriculating to the university?

13. If reading textbooks (either print or digital) are not available to students taking online courses while in their home countries, what are the best resources - both in quantity and quality - to use?

14. Addressing student behavior with masks. Strange to do group work masked and 6 feet away.
Christine’s Room:
- Use Zoom breakout rooms with mic muted and use headphones
- break up students into different spaces (students in hallway or another classroom) so they can work with students online.
- Use clear windowed masks, they come up with defogging solution ($10-12 per mask)

15. How is wearing a mask while teaching?
Room 1:
The N95 are not great for online teaching (muffling). Choose a comfortable mask since you’ll be in it for a while. The disposable masks are good.

Have students video tape themselves without the mask for assessments if possible.

16. What tech are you using to record?
Room 1: Use Zoom for in-person classes. If not Zoom, just a regular camera.