



**CHOICE**

[Western\\_HyFlex\\_Flyer.edu.au](http://Western_HyFlex_Flyer.edu.au)

BE INFORMED > BE PREPARED



DREAMLINER  
BOEING 787







WESTERN

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# ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work on their lands (Greater Western Sydney and beyond).



Note: this Zoom session is being recorded. Please turn off your video camera should you wish to.

# Welcome!

Today we will cover:

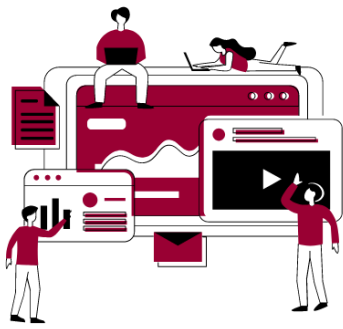
- What HyFlex looks like
- 4 HyFlex Principles
- 5 Steps in Designing HyFlex
- Tools available to use
- Blended Synchronous recommendations



# What is HyFlex



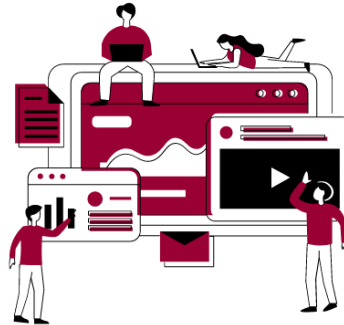
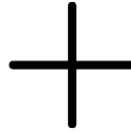
# What is HyFlex



Online



Face to Face



Online



Own time

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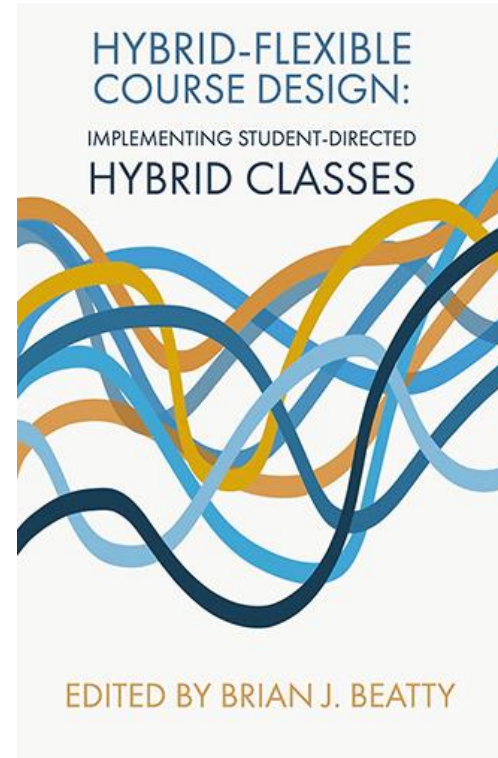
Blended Synchronous

Asynchronous

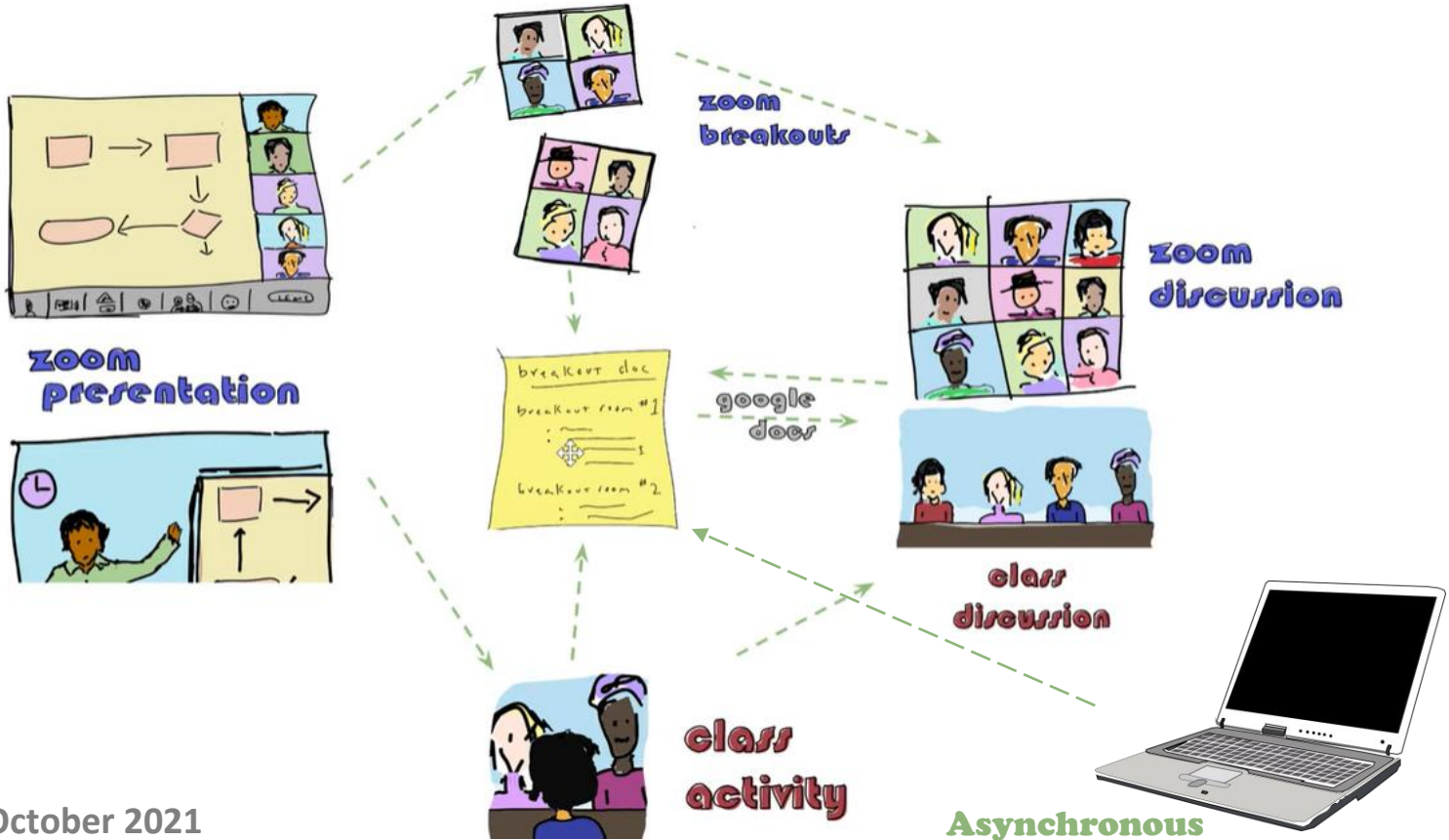
# Who created HyFlex



**Dr. Brian Beatty**



# What does HyFlex look like?



# Why HyFlex at Western

***“leverage technologies and are agile, resilient and sustainable through the inclusion of features that allow rapid response to external opportunities and changes.”***

(Curriculum Design & Approvals Policy)

# When to choose a mode (students)

## Synchronous Face-to-face

You feel you **learn better** if you are in the classroom with the teacher.

You want to engage and **build networks** with other student's face-to-face.

You want to ask the **teacher a question face-to-face**

### Best Practice:

You may need to **bring a device + headset** to the class to join online students.

The microphones in teaching spaces are good at picking up audio from anywhere. Be mindful of speaking up for those joining via Zoom.

Complete the [Learn2Learn](#) modules

## Synchronous Online

You can't make it to campus due to **caring or other commitments**.

You can **still engage in conversations and ask real time questions** even though you can't attend the class.

### Best Practice:

Joining via Zoom, **keep your webcam on, mic muted until you are called on to speak**.

Try to reduce visual distractions in the background, you may want to use a Zoom background. Ensure you have good lighting as well.

If possible, log into the **Zoom session from a laptop** or desktop instead of a smartphone or tablet. This will make participating in activities such as zoom chat easier.

## Asynchronous Online

You can't attend the scheduled tutorial time due to **other commitments**. You still want to study but **need flexibility** to work around a few last-minute changes to your schedule.

You know this option will take a little **more effort and time to complete**.

### Best Practice:

Create a **routine each day** to review the learning content and complete the activities. This **self-discipline** can be hard at times.

Complete the [Learn2Learn](#) modules

Have a **quiet area** where you can complete your study.

**Reach out to your teaching staff** if you need further advice or assistance with the learning material.



# HyFlex Principles

# HyFlex Principles



## LEARNER CHOICE

Provide learning activities in all participation modes which lead to equivalent learning outcomes.



## EQUIVALENCE

Provide learning activities in all participation modes which lead to equivalent learning outcomes.



## REUSABILITY

Utilise artifacts from learning activities in each participation mode as “learning objects’ for all students.



## ACCESSIBILITY

Universal Design principles embedded in course design to ensure equality of access.



# HyFlex Design Process



# Stages to HyFlex Your Subject



First step is making sure you have flipped your content

Online and F2F is the next step. Managing the class in both modes.

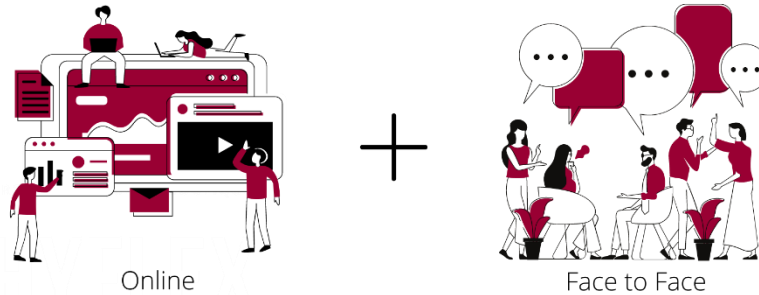
Start with 1-2 asynchronous activities every couple of weeks/modules.

You should now be a little more confident to implement Hyflex throughout the subject.

# HyFlex Design

When we are design for HyFlex we need to think:

**“How can I create an online experience that we can include Face to Face students”**



**Not** Face to Face then including online students

# HyFlex Design Process – 5 Steps

Step 1 - Assess the Opportunities and Challenges

Step 2 - Analyse and Modify Expected Student Learning Outcomes

Step 3 - Learning Activities

Step 4 - Assessments

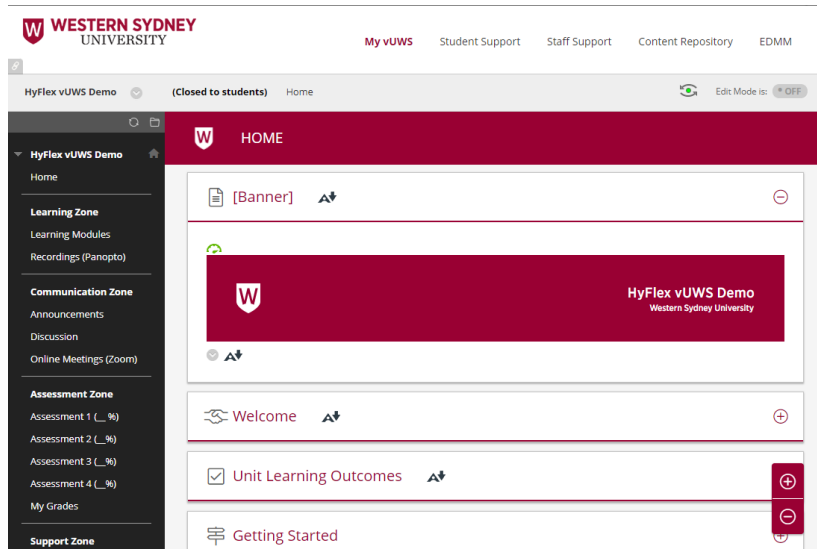
Step 5 - Evaluation: Assess Return on Expectations



# Tools & Resources Available

# Tools Available – Zoom Enabled Teaching Studios (ZETS)

## vUWS – Western Sydney's Learning Management System

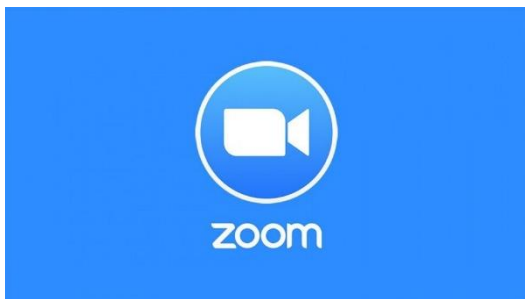


The screenshot displays the vUWS Learning Management System interface. At the top, the Western Sydney University logo is visible on the left, and navigation links for 'My vUWS', 'Student Support', 'Staff Support', 'Content Repository', and 'EDMM' are on the right. Below the navigation bar, the page title is 'HyFlex vUWS Demo' and the status is '(Closed to students)'. The main content area is titled 'HOME' and features a sidebar on the left with categories: 'HyFlex vUWS Demo', 'Learning Zone' (including Home, Learning Modules, and Recordings), 'Communication Zone' (including Announcements, Discussion, and Online Meetings), 'Assessment Zone' (including Assessment 1-4 and My Grades), and 'Support Zone'. The main content area includes a '[Banner]' section, a 'Welcome' message, 'Unit Learning Outcomes', and a 'Getting Started' section.

## Zoom Enabled Teaching Studios (ZETS)



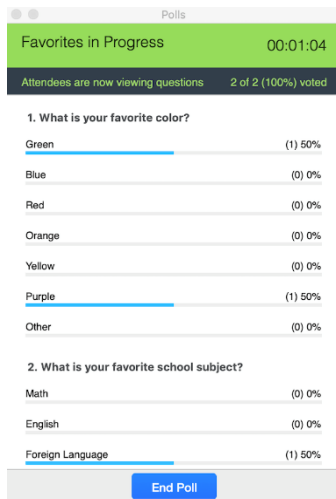
# Zoom Tools



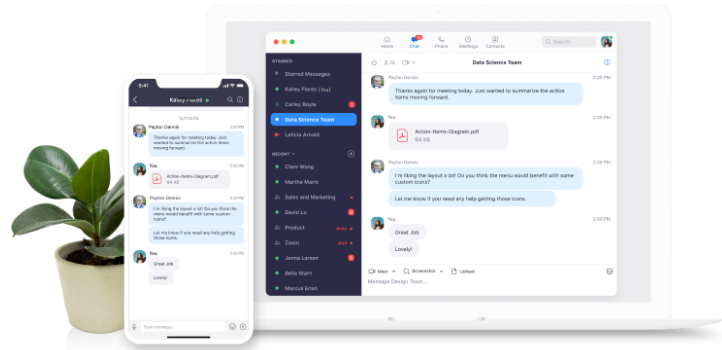
## Breakout Rooms



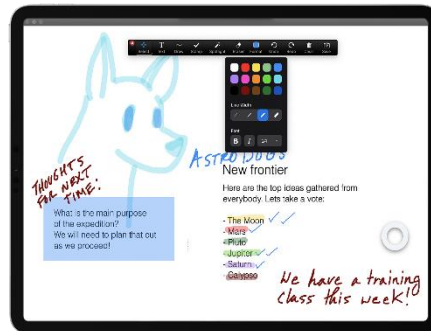
## Polls



## Meeting Chat

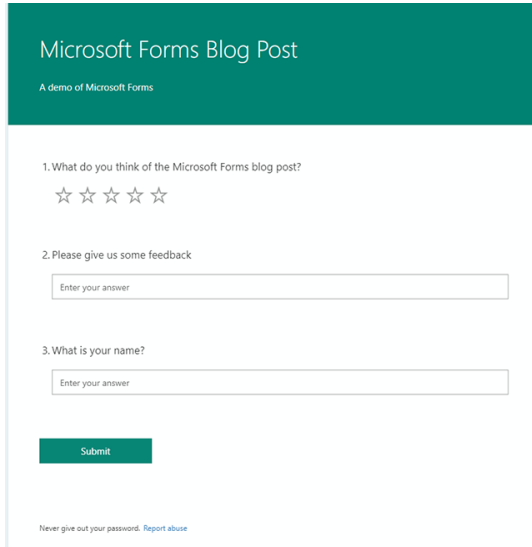


## Whiteboard and Annotation



# Attendance Registration

## Microsoft Forms



Microsoft Forms Blog Post  
A demo of Microsoft Forms

1. What do you think of the Microsoft Forms blog post?  
☆☆☆☆☆

2. Please give us some feedback  
Enter your answer

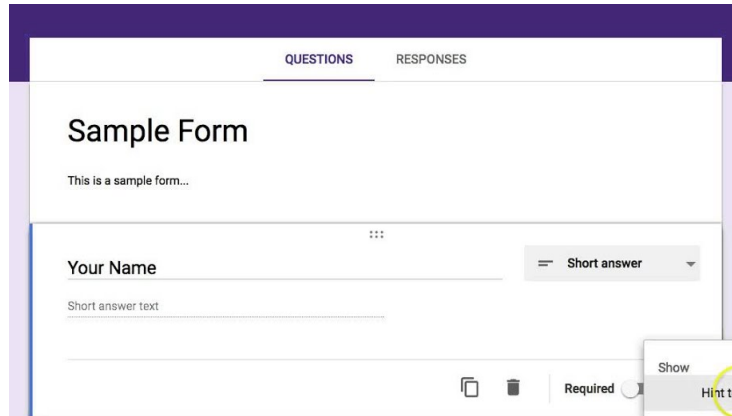
3. What is your name?  
Enter your answer

Submit

Never give out your password. Report abuse

Create surveys and polls and feedback.

## Google Forms



QUESTIONS RESPONSES

Sample Form

This is a sample form...


Your Name ⋮ Short answer

Short answer text



Required  Show Hint text

Google Forms is a survey administration software included as part of the free, web-based Google Docs Editors suite offered by Google.

# Resources Available

WESTERN SYDNEY UNIVERSITY

[Home](#) [Challenges](#) [Technologies](#) [Learning Activities](#) [Learning Theories](#) [Case Studies](#)

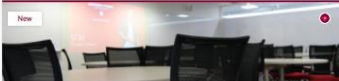

 

## Online Engagement and Teaching Hub

Welcome to the home for information and resources to inspire and guide you on creating engaging online experiences.

How can we help you?



### Featured Articles



**Zoom Enabled Teaching Spaces**

Technology Learning Futures

A Zoom Enabled Teaching Space is as the name suggests, a space with Zoom capabilities and enhanced acoustics, designed to support Hyflex teaching at Western Sydney University.



**Supporting students' transition into higher education using adaptive learning**


Case Study

To explore the academic performance and experience of first year students in a university unit using an online adaptive learning platform. The focus was on students studying Human Biology within the Bachelor of Health Science degree.

### Teaching Challenges

Teaching challenges represent questions and enduring aspects of educational practice that have emerged from the practice of teaching and learning particularly in online and blended learning contexts.

[All Categories](#) [Timeline](#)




**Assessment**  
1 Articles

Assessment design is one of the three key areas of constructive alignment in the design of your learning site. The idea... [Read more](#)

[Designing effective learning environments](#)

[View More](#)




**Communication**  
2 Articles

Communication is a central component of teaching and learning. Strategies are outlined to help you communicate with your... [Read more](#)

[Teaching asynchronously](#)

[Designing effective learning environments](#)



**Engagement**  
10 Articles

Student engagement is at the centre of the learning process. This section outlines various design strategies that you... [Read more](#)

[Experiential learning – how do I do it online?](#)

[Managing small classrooms](#)

[How do I know my learning environment is](#)



## Discussion Boards

Forum: Week 1 Discussion: What is Educational Technology? List View Tree View

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

Grading Information Search Display

Thread Actions Collect

<input type="checkbox"/>	Date	Thread	Author	Status	Unread Posts	Total Posts
<input type="checkbox"/>	9/3/12 11:18 PM	<a href="#">Educational Technology Defined</a>	Demo Student One	Locked	1	1
<input type="checkbox"/>	9/3/12 10:34 PM	<a href="#">What is Educational Technology?</a>	Demo Student Two	Locked	2	2
<input type="checkbox"/>	9/3/12 10:17 PM	<a href="#">Educational Technology</a>	Demo Student Three	Locked	2	2
<input type="checkbox"/>	9/3/12 10:16 PM	<a href="#">Educational technology - V. Tucker</a>	Demo Student One	Locked	3	3
<input type="checkbox"/>	9/3/12 8:11 PM	<a href="#">Week 1 Discussion</a>	Demo Student Four	Locked	1	1
<input type="checkbox"/>	9/3/12 3:59 PM	<a href="#">Week 1 discussion</a>	Demo Student Six	Locked	2	2
<input type="checkbox"/>	9/3/12 12:37 PM	<a href="#">Week 1 Discussion</a>	Demo Student Eight	Locked	4	4
<input type="checkbox"/>	9/3/12 8:17 AM	<a href="#">What is Educational Technology?</a>	Demo Student Five	Locked	5	5
<input type="checkbox"/>	9/1/12 6:59 PM	<a href="#">What is Educational Technology? R. Ford</a>	Demo Student Six	Locked	6	6

## Journals

## Blogs

## Wikis

Caribbean Field Trip Create Wiki Page My Contribution

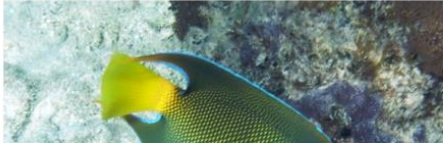
### Scuba Diving in Coral Reefs

*Created By Linda Herrera on Tuesday, April 10, 2012 10:31:37 AM EDT*  
*last modified by Mina Akbar on Sunday, March 3, 2013 1:59:00 PM EST*

[Edit Wiki Content](#)

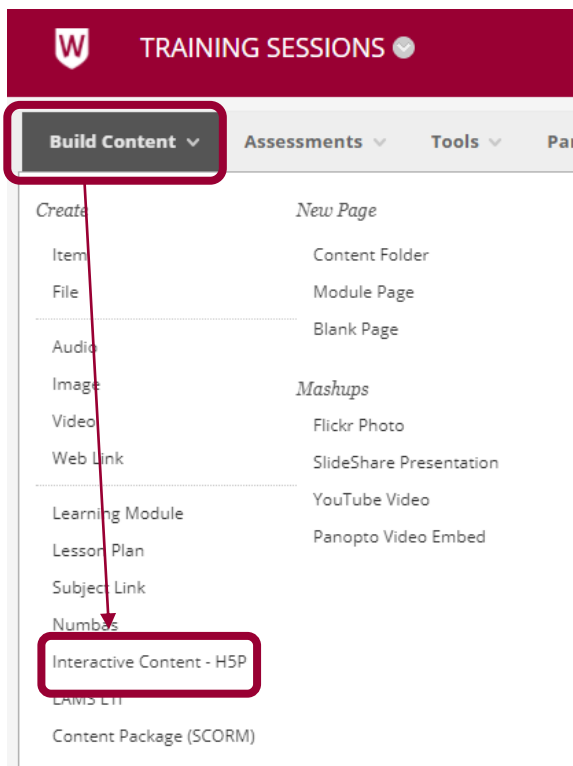
Here is my best photo of our second dive. This is a angelfish. Angelfish are graceful and often display beautiful vibrant colors. Their bodies are compressed laterally, a flat disc-like form that allows them to slip between rocky outcroppings and reef crevices. They come in all shapes and sizes, and although they can be very showy, their coloration actually helps them blend with the patterns and shadows of the reef.

Angelfish feed only on sponge and tunicate, and adult fish may become destructive to a reef if not kept in check by predators.



# Access H5P

Login-in to your course site on vUWS.  
Go to Build Content > Interactive Content –H5P.



5 - 15 minutes	15 – 30 minutes	> 30 minutes
Arithmetic Quiz	Accordion	Branching scenario
Audio Recorder	Dialog Cards	Column
Chart	Dictation	Course presentation
Collage	Drag and Drop	Document tool
Fill in the blanks	Drag the words	Image hotspots
Flashcards	Memory game	Interactive book
Guess the answer	Multiple choice	Interactive video
Image slider	Question set	Virtual tour
Mark the words	Single choice set	
True or False	Summary	
KewAr Code	Crossword	
Emoji cloud	Multipoll	
Word Cloud		

# Polling Tools

## H5P & Zoom Polls (supported)

Unanswered

How stressful is distance learning for you during the COVID-19 pandemic?

Very stressful    No stress

Unanswered

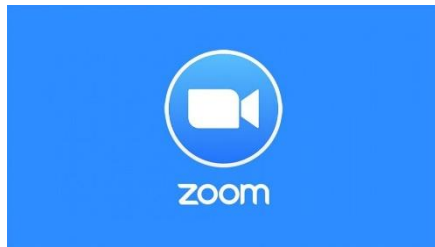
How helpful your University has been in offering you the resources to learn from home?

Not at all helpful

Slightly helpful

Moderately helpful

Very helpful



Learning Futures October 2021

(Not supported)

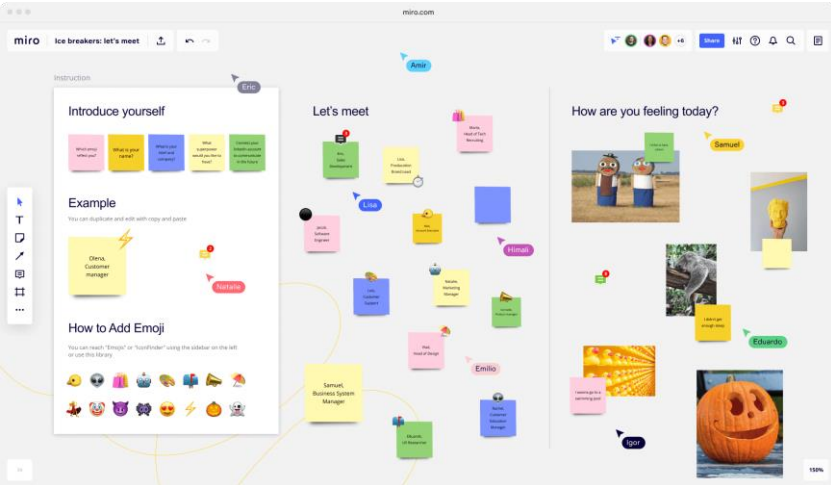
Kahoot



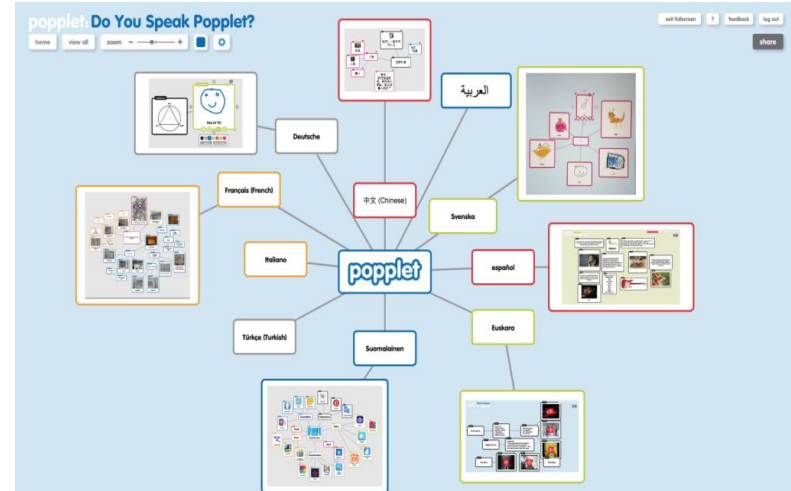
Mentimeter



# Online Mapping

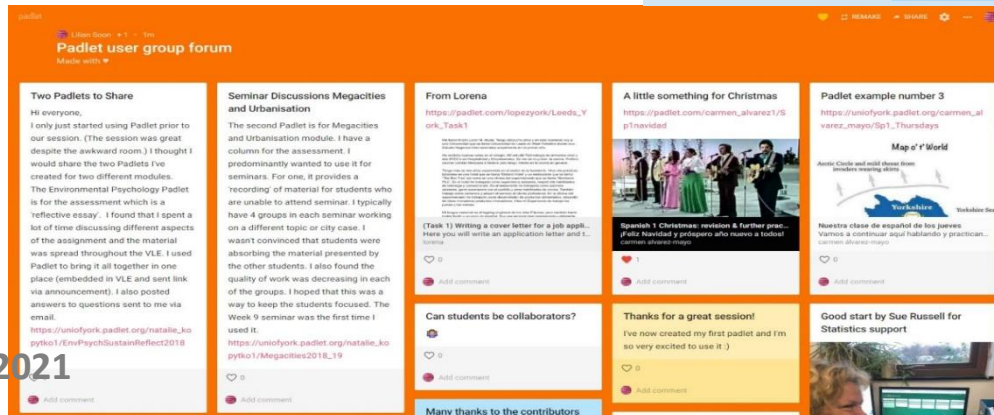


Miro



Popplet

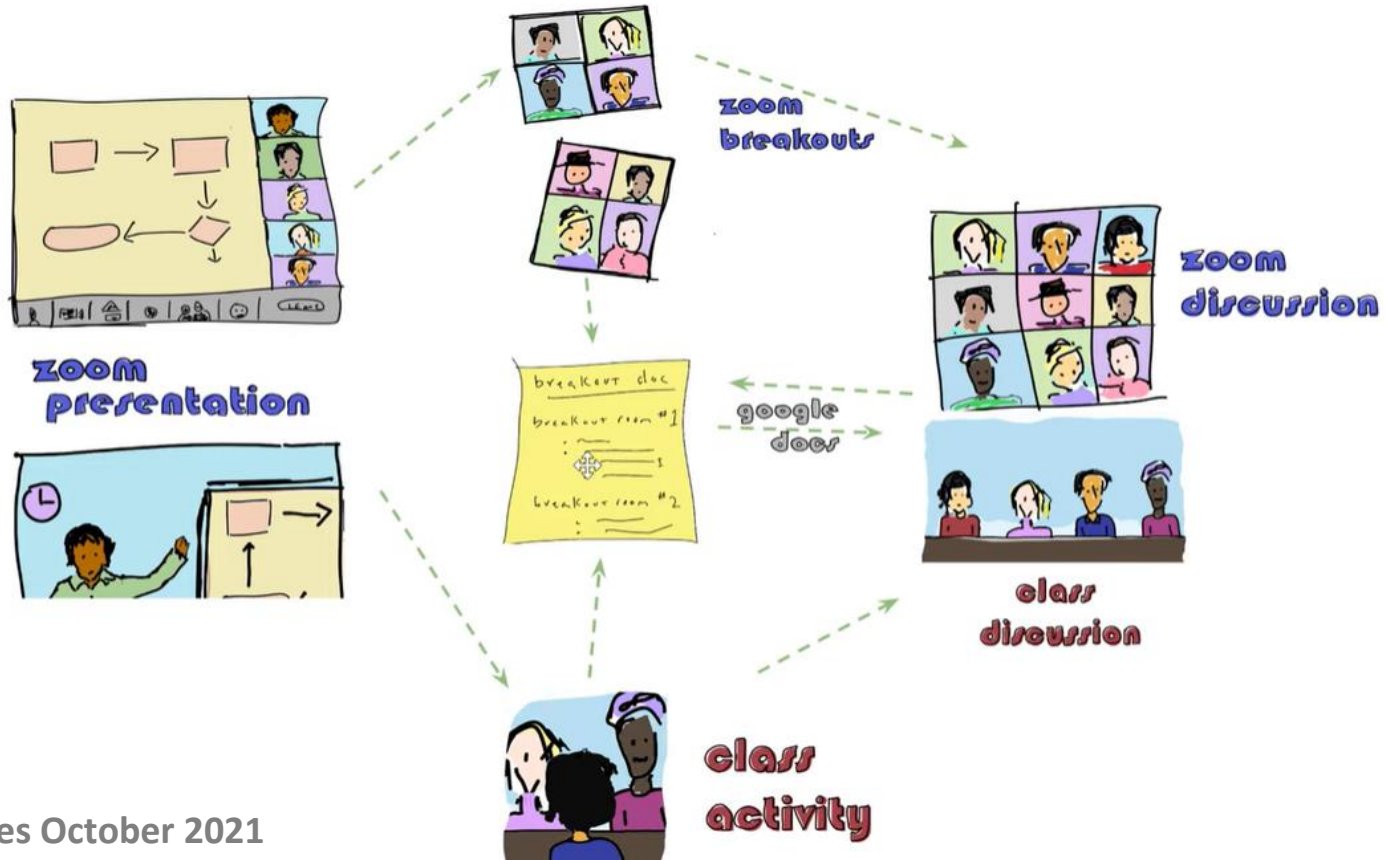
Padlet





# Hands on with HyFlex

# What does it look like?



# Think Pair Share - Roughly 15 minutes

Activity	Time estimate	Synchronous Face-to-Face	Synchronous online	Asynchronous online
<b>Instructor prompt</b>  Script  Move to breakouts while students " <b>Think</b> "	1 min  4 min	<p><i>No matter where you are in time and space, I want you to think about [topic X] or answer the following [question Y]. Write down your ideas for one minute only.</i></p> <ol style="list-style-type: none"> <li><i>If you're in the room, turn to a (distant) neighbour and share what you wrote.</i></li> <li><i>If you're on zoom, I'll put you <u>in breakout groups</u> of 2 or 3.</i></li> <li><i>If you're watching the recording, press pause and participate in the Think-Pair-Share <u>discussion forum</u>. Then come back and press play. I'll summarize the ideas of the people who are live.</i></li> </ol>		
<b>Activity 1 - Pair</b>  Bring students back  <b>Share</b>	5 min  2 min  3 min	Students work in small groups (may require tech to keep distance*)	Students work in breakout groups via Zoom	Students work in discussion forum**

# Polling - 7 to 10 minutes

Activity	Time estimate	Synchronous Face-to-Face	Synchronous online	Asynchronous online
<b>Instructor prompt</b>	3 min	<p><i>We're going to take a quick poll!</i></p> <p><i>•If you're in the room or if you're on Zoom, use your computer or mobile device either to visit <a href="http://pollev.com/12345">pollev.com/12345</a> or to text <b>KEYWORD</b> to 12345. Then answer these question(s) based on Mini-lecture 2:</i></p> <ul style="list-style-type: none"> <li><i>• What?</i></li> <li><i>• Why?</i></li> <li><i>• How?</i></li> </ul> <p><i>•If you're watching the recording, press pause and answer the same questions. Your answers will be added to the answers from the students who are with us live today.</i></p>		
<b>Activity 1</b> Polling	2 min	Students submit poll answers Students without devices pair up*	Students submit poll answers	Students submit poll answers (asynchronously)
<b>Instructor transition</b>	2-5 min	<ol style="list-style-type: none"> <li>1. Instructor describes poll results from students who participate <b>synchronously</b>.</li> <li>2. Instructor commits to revisiting and sharing the results in a <b>mid-week announcement after asynchronous students submit</b>.</li> </ol>		



# Blended Sync Recommendations

- Be highly prepared organised in advance
- Create space for student's contribution
- Match technologies to requirements of lessons
- Create an open and cohesive learning environment
- Distribute attention- Encourage regular participation between remote and F2F students



# Team Teaching

With Dr. Chris Jones & Dr. Gab Perrone



# Q&A

# Professional Learning and Recognition

**Register** for the Online Professional Learning Modules.

Access the HyFlex modules:

1. HyFlex at Western – Now Live
2. Designing for HyFlex – Coming soon
3. Hands on with HyFlex – Coming soon

The screenshot displays a list of three HyFlex modules in a light gray interface. Each module entry consists of a header bar with a document icon, the module title, and a dropdown arrow. Below each header is a large white card with a red title and a red illustration.

- HyFlex at Western - Module 1**: The header bar contains the text "HyFlex at Western - Module 1". Below it is a black bar with white text: "AVAILABILITY: Item is hidden from students." The main card features the title "HyFlex at Western" and an illustration of people around a computer monitor.
- Designing a HyFlex (Coming Soon)**: The header bar contains the text "Designing a HyFlex (Coming Soon)" and a small icon. The main card features the title "Designing for HyFlex" and an illustration of gears, a target, and a ladder.
- Hands on with HyFlex (Coming Soon)**: The header bar contains the text "Hands on with HyFlex (Coming Soon)" and a small icon. The main card features the title "Hands On With HyFlex" and an illustration of people working with a computer monitor.

# Further Information

## Online Engagement and Teaching Hub

<https://lf.westernsydney.edu.au/engage/>

**eLearning vUWS Support** - Email us:

[elearning@westernsydney.edu.au](mailto:elearning@westernsydney.edu.au)

OR book a 101 session using our online form:

<https://forms.gle/23UoDvsvSoybqHgZ6>

The screenshot shows the homepage of the Western Sydney University Online Engagement and Teaching Hub. At the top, the Western Sydney University logo is on the left, and a navigation menu with links for Home, Challenges, Technologies, Learning Activities, Learning Theories, and Case Studies is on the right. Below the navigation is a large red banner with the text "Online Engagement and Teaching Hub" and "Welcome to the home for information and resources to inspire and guide you on creating engaging online experiences." Underneath the banner is a search bar with the placeholder text "Keywords" and a red "Search" button. Below the search bar is a section titled "Featured Articles" which displays two article cards. The first card is titled "Zoom Enabled Teaching Spaces" and includes tags for "Technology" and "Learning Futures". The second card is titled "Supporting students' transition into higher education using adaptive learning" and includes a "Case Study" tag. At the bottom of the featured articles section, there are four small circular indicators, with the second one being filled, indicating the current article. Below this section is a heading for "Teaching Challenges".

# It is now time to move to Closing Remarks

Check your email inbox/Outlook calendar for the Zoom link to join this wrap-up session

## ConTEACHi Event Closing Remarks

Assoc Prof Jo Chuck

<https://uws.zoom.us/j/89547385585>



[WESTERNSYDNEY.EDU.AU](http://WESTERNSYDNEY.EDU.AU)