**FOUR MODELS for HiFlex Course Design**

HyFlex courses offer 12F 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.

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**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 12F opportunities.
- During Fall 2020 as COVID-19 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.

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**ONE ONLINE DESIGN**

Provide course materials online, requiring no 12F.

Create digital media to introduce topics, ideas, modules.

Collect student work online, requiring no 12F.

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

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

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**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.

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**MODEL 2: SMALL GROUP MEETINGS**

Use any 12F 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.

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**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.

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**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.

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**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

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**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?