# Lesson Plan for Implementing Hyflex Modality into Your Classroom

## UNESCO Perspective

Professional

## General Use Bucket

Guided Course Design

## Goal

The goal of this project was to design a lesson plan based on an existing OER textbook and adapt it for delivery in a HyFlex classroom environment. In addition to creating a flexible and engaging lesson plan, the project also aimed to ensure alignment with the established course outcomes. By doing so, the project sought to support consistent learning experiences across in-person, synchronous online, and asynchronous online formats, while maintaining a strong connection to the course’s overall learning objectives.

## Final Product:

### Lesson Plan: Implementing Hyflex Modality into Your Classroom

**Text:** [Hybrid-Flexible Course Design by Brian Beatty](https://edtechbooks.org/hyflex)

**Chapters:**

* 1.4: Designing a Hybrid-Flexible Course
* 2.1: Teaching a Hybrid-Flexible Course
* 2.2: Learning in a Hybrid-Flexible Course

**Learning Objectives:**

LO1: Examine the fundamental principles and benefits of HyFlex course design.

LO2: Explore the faculty experience and strategies for managing a multimodal learning environment.

LO3: Design an instructional activity that fosters connection among students across modalities by incorporating shared experiences and common engagement strategies.

LO4: Design a mini-lesson that engages students across all three modalities and demonstrates strategies for interaction and accessibility.

#### Week 1: Introduction to HyFlex Course Design

* **Objective:** Examine the fundamental principles and benefits of HyFlex course design.
* **Readings:** Chapter 1.4: Designing a Hybrid-Flexible Course
* **Facilitator Presentation:** Begin with a brief presentation on the key principles of HyFlex course design, including its hybrid and flexible aspects, and how it caters to different student needs.
	+ This presentation can be given at an in-person/online synchronous meeting and recorded for online asynchronous.

##### Think-Pair-Share Activity Using Microsoft OneNote:

**In-person and Online Synchronous Participants**

* **Think**: Ask participants to individually reflect on the following questions:
	+ How could implementing a HyFlex course design benefit your specific course or program
	+ What challenges do you anticipate in implementing HyFlex in your course?
	+ Participants can use their personal sections in the shared OneNote notebook to jot down their thoughts on how HyFlex could benefit their courses and the challenges they may face.
* **Pair:** Pair in-person students with other in-person students, and online synchronous students with other online synchronous participants. Each pair can collaborate in OneNote by creating a new page for their discussion. They can use text, images, and drawings to document their ideas and solutions.
* **Share:** After the pair discussions, each pair can present their findings using OneNote. The facilitator can project the shared notebook on a screen, allowing everyone to see the contributions.

**Online Asynchronous Participants**

* For participants engaging asynchronously, provide access to the Week 1 notes and lecture recordings. They will complete the same "Think" reflections in their OneNote personal section, then be assigned an asynchronous partner to collaborate with over 1–2 days. Together, they will create and submit a shared OneNote page summarizing their discussion, following the same format as the synchronous pairs.

Creative Group Activity (All Modalities): Assess the opportunities and challenges of implementing HyFlex courses at the community college using the worksheet provided in Chapter 1.4.

* **In-person:** Divide participants into small groups. Each group creates a mind map on a large sheet of paper, identifying opportunities and challenges. Groups then present their mind maps to the class.
* **Online Synchronous:** Use breakout rooms for small group discussions. Each group creates a digital mind map using a tool like Miro or MindMeister. Groups present their mind maps in the main session.
* **Online Asynchronous:** Participants collaborate on a shared Google Doc to create a mind map. Each participant adds their thoughts on opportunities and challenges. They can also comment on each other's contributions.

##### Course Focus and Goal Reflection (All Modalities)

* Participants will submit a brief written reflection identifying which course they plan to focus on for the class, explaining their choice, and describing what they hope to achieve by the end of the faculty circle.

#### Week 2: Faculty Experience in HyFlex Courses

* **Objective:** Explore the faculty experience and strategies for managing a multimodal learning environment.
* **Reading Assignment:** Chapter 2.1 - Teaching a Hybrid-Flexible Course

##### HyFlex Faculty Experience Workshop

Divide the class into groups of 3-4 participants. Make sure to include students from each modality into each group (for example, two in-person students and two online synchronous students in one group).

* **In-Person and Online Synchronous:**
	+ **Interactive Stations**: Set up four interactive stations, each dedicated to one of the four aspects of the faculty experience: managing a multimodal learning environment, workload, student-instructor interaction, and assessing learning progression. Participants rotate through the stations in small groups and engage in a short discussion based on a discussion prompt at each station.
	+ **Collaborative Mural:** Each station is equipped with a laptop connected to a dedicated virtual breakout room, allowing synchronous online participants to engage alongside their in-person peers. Use a video conferencing platform to set up breakout rooms that align with the four activity aspects. As in-person participants rotate through the stations, online participants will move between the corresponding breakout rooms to mirror the experience. Based on the group’s discussion, they will use Microsoft Whiteboard to collaborate on a mural that visually represents their ideas, challenges, and solutions.
* **Online Asynchronous:**
	+ **Discussion Threads:** Create dedicated discussion threads for each aspect of the mural. Include a link to the murals that were created in class. Participants can share ideas, images, and resources asynchronously. Encourage them to upload sketches or digital art that can be incorporated into the mural.

##### Mural Station Discussion Questions:

* **Managing a Multimodal Learning Environment:** In a class with both in-person and online students, it can be difficult to ensure all students receive an equitable and engaging experience. What are some practical strategies faculty can use to create an inclusive and interactive multimodal classroom?
* **Workload;** Faculty often struggle with time and energy management when juggling course prep, grading, meetings, and student communication—especially in multimodal formats. What are some effective ways to streamline workload while still maintaining quality teaching?
* **Student-Instructor Interaction:** Building meaningful relationships with students can be challenging, particularly in online or large classes. What approaches can faculty take to foster consistent and supportive interactions with students across different modalities?
* **Assessing Learning Progression:** Assessing student learning over time—especially in diverse, multimodal environments—can be complex. What tools or practices can help faculty effectively monitor and support student progress without creating excessive grading burdens?

#### Week 3: Student Experience in HyFlex Courses

* **Objective:** Design an instructional activity that fosters connection among students across modalities by incorporating shared experiences and common engagement strategies.
* **Reading Assignment:** Chapter 2.2 - Learning in a Hybrid-Flexible Course

HyFlex Group Activity – Collaboration Challenge: In this activity, students will work in small, mixed-modality groups (in-person, online synchronous, and online asynchronous) to collaboratively design a set of activities that meaningfully connect learners across different learning environments. Each group will be assigned a unique challenge related to engaging students in a HyFlex course, encouraging creative problem-solving and collaborative thinking.

* **Group Formation:**
Students will be divided into groups of 3–5, with each group including members from at least two different learning modalities:
	+ **In-Person**
	+ **Online Synchronous**
	+ **Online Asynchronous**
* **Group Challenge:**
Each group will receive a specific prompt or challenge related to fostering engagement across modalities. Using this prompt, the group will design a set of interactive learning activities that intentionally connect students in both online and face-to-face environments.
* **Collaboration Process:**
	+ **In-Person Students** will collaborate during class time at designated stations or tables.
	+ **Online Synchronous Students** will join assigned breakout rooms using Zoom (or another video conferencing platform) and participate in real time using shared digital tools.
	+ **Online Asynchronous Students** will engage by contributing to the shared documents within 48 hours and responding to at least one peer's contribution.
* **Shared Workspace:**
Each group will be assigned a collaborative tool (e.g., Google Doc, Microsoft Teams) to:
	+ Share individual reflections on the group challenge (each member contributes a short paragraph).
	+ Develop and document their proposed multimodal activity or strategy.
* **Final Product:**
Each group will synthesize their work into a final deliverable, such as a Google Slide deck, Padlet board, or summary document. This will be submitted via the LMS and added to a class-wide “HyFlex Resource Bank” to inspire future instructional design ideas.

##### Group Challenge Prompts:

* **"Build a Bridge":**
	+ Design an activity that allows online and in-person students to work together on a group project without relying solely on discussion boards.
* **"The Icebreaker Problem":**
	+ Create a multimodal icebreaker that helps students from all modalities feel seen and connected during the first week of class.
* **"Office Hours Reimagined":**
	+ Propose an inclusive, flexible model for student-instructor interaction that works equitably for all modalities.
* **"Discussion that Doesn’t Die":**
	+ Develop a strategy for hosting rich, sustained discussions that actively involve in-person, synchronous, and asynchronous students.
* **"Show What You Know":**
	+ Create a low-stakes formative assessment that allows students in all modalities to demonstrate learning and receive feedback in a meaningful and manageable way.
* **"The Group Project Challenge":**
	+ Design a group project format that encourages equitable participation and accountability across modalities.
* **"The Participation Puzzle":**
	+ Propose a system for tracking and encouraging student participation that is fair, motivating, and modality-inclusive.
* **"Active Learning Anywhere":**
	+ Develop a short active learning activity (10–15 minutes) that can be done synchronously and asynchronously, fostering interaction and reflection.
* **"Peer Feedback Without the Pain":**
	+ Create a peer review or feedback activity that works well across all modalities, ensuring students receive useful input from diverse perspectives.
* **"The Engagement Equity Audit":**
	+ Create a checklist or rubric faculty can use to evaluate whether an activity is engaging for students in all modalities—and suggest how to improve it if it isn’t.

### Week 4: Planning and Assessment

* **Objective:** Design a mini-lesson that engages students across all three modalities and demonstrates strategies for interaction and accessibility.
* **Reading Assignment:** Review Chapters 1.4, 2.1, and 2.2

##### Create a Mini-Lesson:

Using one of the provided [class session frameworks](https://docs.google.com/document/d/1gokdIjWbfERADiswlUBL4hE81hEnNiEYmBzRUeDfUdk/edit?tab=t.0#heading=h.uemmrqypk4zd) (40-, 50-, or 75-minute examples) as a guide, each faculty participant (or pair) will design a HyFlex mini-lesson othat meets the following criteria:

* Can be realistically implemented in one of your own courses
* Intentionally incorporates all three modalities
* Demonstrates strategies for student engagement, interaction, and accessibility
* Utilizes at least one collaborative or digital tool (e.g., Padlet, Google Docs, OneNote)
* Includes a brief plan for assessing student learning or gathering feedback

**Presentation & Submission Guidelines:**

Each participant will present their mini-lesson to the Faculty Circle during the final session. Presentations should include:

* A brief overview of the lesson or activity
* A clear explanation of how each modality is supported
* Reflections on what worked well, what challenges you encountered, and what you would revise
* A demonstration or screenshot of the tool or resource used

**Presentation Format Options:**

Choose the format that matches your own participation modality:

* **In-Person Presenters:** Share your mini-lesson live in the classroom
* **Synchronous Online Presenters:** Present live via Zoom during the showcase session
* **Asynchronous Presenters:** Submit a 5-minute recorded screencast or narrated slide deck by [insert due date], posted in the shared LMS or discussion board with a thread for peer feedback

**Deliverables:**

* Completed **Mini-Lesson Design Template** (provided)
* Final **presentation** (live or recorded)
* One **peer feedback comment** on a colleague’s lesson
* A short **reflection** (written or recorded) responding to: *“What’s one key insight or practice from this experience that you will carry into your own HyFlex teaching?”*