# Using AI to Create a HyFlex Lesson Plan from an OER

## 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.

## Tool used

Copilot

## Prompts

### Human:

I am revising a faculty learning circle at a community college about how to implement a hyflex modality into a course. It will also be taught in a hyflex capacity. Most faculty who will be participating will have little to no experience with this type of modality. I will be using the OER book Hybrid-Flexible Course Design by Brian Beatty, specifically chapters 1.4, 2.1, and 2.2. Could you provide a 4 week lesson plan for the three chapters?

### AI Tool:

Certainly! Here is a 4-week lesson plan for the faculty learning circle on implementing HyFlex modality using the specified chapters from the OER book "Hybrid-Flexible Course Design" by Brian Beatty.

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

**Objective:** Understand the fundamental principles and benefits of HyFlex course design.

**Readings:**

* Chapter 1.4: Designing a Hybrid-Flexible Course

**Activities:**

1. **Discussion:** Introduce the concept of HyFlex course design. Discuss the hybrid and flexible aspects and how they cater to different student needs.
2. **Group Activity:** Assess the opportunities and challenges of implementing HyFlex courses at the community college. Use the worksheet provided in Chapter 1.4
3. **Reflection:** Faculty members reflect on their initial thoughts and concerns about HyFlex modality.

**Assignments:**

* **Reading Reflection:** Write a reflection on the benefits and challenges of HyFlex courses as discussed in Chapter 1.4

#### Week 2: Teaching a Hybrid-Flexible Course

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

**Readings:**

* Chapter 2.1: Teaching a Hybrid-Flexible Course

**Activities:**

1. **Discussion:** Discuss the four aspects of faculty experience in HyFlex courses: managing a multimodal learning environment, workload, student-instructor interaction, and assessing learning progression
2. **Case Study:** Review case reports from Unit III to understand different solution sets for faculty challenges
3. **Group Activity:** Plan student learning activities that cater to both classroom and online students. Use the worksheet provided in Chapter 1.4

**Assignments:**

* **Lesson Plan:** Develop a lesson plan for a HyFlex course, incorporating strategies for managing multimodal instruction and student engagement

#### Week 3: Learning in a Hybrid-Flexible Course

**Objective:** Understand the student experience and strategies for fostering a learning community in HyFlex courses.

**Readings:**

* Chapter 2.2: Learning in a Hybrid-Flexible Course

**Activities:**

1. **Discussion:** Discuss the student responsibility for learning and the importance of connecting students through common activities and shared experiences
2. **Group Activity:** Design interactive discussions and reflection activities that connect online and classroom students. Use examples from Chapter 2.2
3. **Reflection:** Faculty members reflect on how they can support student responsibility and engagement in a HyFlex course.

**Assignments:**

* **Interactive Activity Design:** Create a plan for interactive discussions and reflection activities that foster a learning community in a HyFlex course

#### Week 4: Assessing Learning Outcomes and Evaluating Return on Expectations

**Objective:** Learn how to assess learning outcomes and evaluate the effectiveness of HyFlex courses.

**Readings:**

* Chapter 1.4: Designing a Hybrid-Flexible Course (sections on assessing learning outcomes and evaluating return on expectations)

**Activities:**

1. **Discussion:** Discuss strategies for assessing learning outcomes in different participation modes and the importance of evaluating return on expectations
2. **Group Activity:** Develop assessment plans for HyFlex courses, ensuring that they cater to both online and classroom students. Use the worksheet provided in Chapter 1.4
3. **Reflection:** Faculty members reflect on the importance of continuous evaluation and improvement in HyFlex courses.

**Assignments:**

* **Assessment Plan:** Create an assessment plan for a HyFlex course, including methods for evaluating return on expectations

This lesson plan aims to provide faculty with a comprehensive understanding of HyFlex course design, teaching strategies, student engagement, and assessment methods. By the end of the four weeks, faculty members should feel more confident in implementing and teaching HyFlex courses.

### Human:

Can you revise the lesson plan so that all modalities are addressed: in-person, online synchronous, and online asynchronous. I would particularly like help with figuring out activities that will allow collaboration across all three modalities.

### AI Tool:

Certainly! Here is a revised 4-week lesson plan for the faculty learning circle on implementing HyFlex modality, addressing in-person, online synchronous, and online asynchronous modalities. This plan includes activities that allow collaboration across all three modalities.

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

**Objective:** Understand the fundamental principles and benefits of HyFlex course design.

**Readings:**

* Chapter 1.4: Designing a Hybrid-Flexible Course

**Activities:**

1. **Discussion (All Modalities):** Introduce the concept of HyFlex course design. Discuss the hybrid and flexible aspects and how they cater to different student needs.
   * **In-person:** Classroom discussion.
   * **Online Synchronous:** Live video discussion via a web conferencing tool.
   * **Online Asynchronous:** Discussion forum posts.
2. **Group Activity (All Modalities):** Assess the opportunities and challenges of implementing HyFlex courses at the community college. Use the worksheet provided in Chapter 1.4
   * **In-person:** Small group discussions and worksheet completion.
   * **Online Synchronous:** Breakout rooms in the web conferencing tool.
   * **Online Asynchronous:** Collaborative document editing (e.g., Google Docs).
3. **Reflection (All Modalities):** Faculty members reflect on their initial thoughts and concerns about HyFlex modality.
   * **In-person:** Written reflections shared in class.
   * **Online Synchronous:** Verbal reflections shared in the live session.
   * **Online Asynchronous:** Reflection posts in the discussion forum.

**Assignments:**

* **Reading Reflection (All Modalities):** Write a reflection on the benefits and challenges of HyFlex courses as discussed in Chapter 1.4

#### Week 2: Teaching a Hybrid-Flexible Course

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

**Readings:**

* Chapter 2.1: Teaching a Hybrid-Flexible Course

**Activities:**

1. **Discussion (All Modalities):** Discuss the four aspects of faculty experience in HyFlex courses: managing a multimodal learning environment, workload, student-instructor interaction, and assessing learning progression
   * **In-person:** Classroom discussion.
   * **Online Synchronous:** Live video discussion via a web conferencing tool.
   * **Online Asynchronous:** Discussion forum posts.
2. **Case Study (All Modalities):** Review case reports from Unit III to understand different solution sets for faculty challenges
   * **In-person:** Group analysis and presentation.
   * **Online Synchronous:** Breakout rooms for group analysis and presentation.
   * **Online Asynchronous:** Collaborative document editing and forum discussion.
3. **Group Activity (All Modalities):** Plan student learning activities that cater to both classroom and online students. Use the worksheet provided in Chapter 1.4
   * **In-person:** Group work and presentation.
   * **Online Synchronous:** Breakout rooms for group work and presentation.
   * **Online Asynchronous:** Collaborative document editing and forum discussion.

**Assignments:**

* **Lesson Plan (All Modalities):** Develop a lesson plan for a HyFlex course, incorporating strategies for managing multimodal instruction and student engagement

#### Week 3: Learning in a Hybrid-Flexible Course

**Objective:** Understand the student experience and strategies for fostering a learning community in HyFlex courses.

**Readings:**

* Chapter 2.2: Learning in a Hybrid-Flexible Course

**Activities:**

1. **Discussion (All Modalities):** Discuss the student responsibility for learning and the importance of connecting students through common activities and shared experiences
   * **In-person:** Classroom discussion.
   * **Online Synchronous:** Live video discussion via a web conferencing tool.
   * **Online Asynchronous:** Discussion forum posts.
2. **Group Activity (All Modalities):** Design interactive discussions and reflection activities that connect online and classroom students. Use examples from Chapter 2.2
   * **In-person:** Group work and presentation.
   * **Online Synchronous:** Breakout rooms for group work and presentation.
   * **Online Asynchronous:** Collaborative document editing and forum discussion.
3. **Reflection (All Modalities):** Faculty members reflect on how they can support student responsibility and engagement in a HyFlex course.
   * **In-person:** Written reflections shared in class.
   * **Online Synchronous:** Verbal reflections shared in the live session.
   * **Online Asynchronous:** Reflection posts in the discussion forum.

**Assignments:**

* **Interactive Activity Design (All Modalities):** Create a plan for interactive discussions and reflection activities that foster a learning community in a HyFlex course

#### Week 4: Assessing Learning Outcomes and Evaluating Return on Expectations

**Objective:** Learn how to assess learning outcomes and evaluate the effectiveness of HyFlex courses.

**Readings:**

* Chapter 1.4: Designing a Hybrid-Flexible Course (sections on assessing learning outcomes and evaluating return on expectations)

**Activities:**

1. **Discussion (All Modalities):** Discuss strategies for assessing learning outcomes in different participation modes and the importance of evaluating return on expectations
   * **In-person:** Classroom discussion.
   * **Online Synchronous:** Live video discussion via a web conferencing tool.
   * **Online Asynchronous:** Discussion forum posts.
2. **Group Activity (All Modalities):** Develop assessment plans for HyFlex courses, ensuring that they cater to both online and classroom students. Use the worksheet provided in Chapter 1.4
   * **In-person:** Group work and presentation.
   * **Online Synchronous:** Breakout rooms for group work and presentation.
   * **Online Asynchronous:** Collaborative document editing and forum discussion.
3. **Reflection (All Modalities):** Faculty members reflect on the importance of continuous evaluation and improvement in HyFlex courses.
   * **In-person:** Written reflections shared in class.
   * **Online Synchronous:** Verbal reflections shared in the live session.
   * **Online Asynchronous:** Reflection posts in the discussion forum.

**Assignments:**

* **Assessment Plan (All Modalities):** Create an assessment plan for a HyFlex course, including methods for evaluating return on expectations

This revised lesson plan ensures that all modalities are addressed and provides activities that allow collaboration across in-person, online synchronous, and online asynchronous formats. By incorporating these strategies, faculty members will gain a comprehensive understanding of HyFlex course design and implementation.

### Human:

Can you ensure that the above lesson plan addresses the following learning objectives. Make adjustments to the lesson plan as needed to ensure this: LO1: Examine how multi-modal instruction supports diverse learning preferences.

LO2: Design a lesson plan that effectively incorporates Multi-Modal instruction and adaptable learning activities that can be delivered in multiple formats.

LO3: Demonstrate how technological tools can enhance student engagement and participation across different modalities.

LO4: Identify methods for coordinating student participation, tracking engagement, and ensuring equitable access to learning resources across all modalities.

### AI Tool:

(AI regenerated the above lesson plan and added the related learning Course Outcomes to each activity).

### Human:

(The following prompt was repeated for each individual weekly lesson plan)

The lesson plan for week 1 seems dry and not very engaging. Can you revise this week's activities so they are more engaging across all modalities and creative. (This prompt was repeated for each week’s lesson plan.

### AI Tool:

Certainly! Let's make the activities for Week 1 more engaging and creative while ensuring they address all modalities: in-person, online synchronous, and online asynchronous.

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

**Objective:** Understand the fundamental principles and benefits of HyFlex course design.

**Readings:**

* Chapter 1.4: Designing a Hybrid-Flexible Course

**Activities:**

1. **Interactive Discussion (All Modalities):**
   * **In-person:** Start with a brief presentation on HyFlex course design. Follow this with a "Think-Pair-Share" activity where participants first think individually about how HyFlex could benefit their courses, then pair up to discuss their thoughts, and finally share with the larger group.
   * **Online Synchronous:** Begin with a live video presentation. Use breakout rooms for small group discussions where participants can share their thoughts on HyFlex benefits and challenges. Reconvene for a larger group discussion.
   * **Online Asynchronous:** Post a video presentation on the discussion forum. Ask participants to watch the video and then post their thoughts on how HyFlex could benefit their courses. Encourage them to respond to at least two other posts.
2. **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.
3. **Engaging Reflection (All Modalities):** Faculty members reflect on their initial thoughts and concerns about HyFlex modality.
   * **In-person:** Participants write their reflections on sticky notes and place them on a "Reflection Wall" in the classroom. They can read and comment on each other's reflections during a gallery walk.
   * **Online Synchronous:** Participants share their reflections verbally in a live session. Use a digital whiteboard (e.g., Jamboard) where participants can post their reflections and comment on others.
   * **Online Asynchronous:** Participants post their reflections in a discussion forum. Encourage them to read and comment on at least two other reflections.

**Assignments:**

* **Reading Reflection (All Modalities):** Write a reflection on the benefits and challenges of HyFlex courses as discussed in Chapter 1.4. Participants can submit their reflections through the LMS.

**Learning Objectives Addressed:**

* **LO1:** Examine how multi-modal instruction supports diverse learning preferences.
* **LO4:** Identify methods for coordinating student participation and tracking engagement.

By incorporating interactive and creative activities, this revised lesson plan aims to engage participants across all modalities and foster collaboration and reflection.

### Human:

Can you recommend a few collaborative tech tools that could be used in this course to encourage student-to-student interactions across modalities?

### AI Tool:

Here are a few collaborative tech tools that could be used to encourage student-to-student interactions across modalities in a HyFlex course:

#### Microsoft OneNote

OneNote is already mentioned in the lesson plan for the Think-Pair-Share activity. It allows students to:

* Individual Reflection: Use personal sections in a shared notebook to jot down thoughts
* Pair Discussion: Collaborate by creating new pages for discussions, using text, images, and drawings
* Group Sharing: Present findings using the shared notebook, which can be projected on a screen

#### Miro or MindMeister

For online synchronous group activities, tools like Miro or MindMeister can be used to create digital mind maps. These tools enable:

* Small Group Discussions: Use breakout rooms for discussions and create digital mind maps
* Presentation: Groups can present their mind maps in the main session

#### Google Docs

Google Docs is suggested for online asynchronous collaboration. It allows participants to:

* Create Mind Maps: Collaborate on a shared document to create mind maps, adding thoughts and commenting on each other's contributions
* Real-Time Collaboration: Design activities that connect online and classroom students using shared documents.

#### Padlet

Padlet can be used for brainstorming and sharing ideas in group activities across all modalities. It supports:

* Brainstorming: Participants can share their experiences and strategies for managing multimodal learning environments
* Assessment Planning: Design assessment strategies and share ideas

#### Jamboard

Jamboard is useful for online synchronous sessions. It allows participants to:

* Post Reflections: Share reflections on a digital whiteboard and comment on others

#### Microsoft Teams

Microsoft Teams can be used for real-time collaboration and group activities. It supports:

* Group Activity: Design activities that connect students in meaningful ways using shared documents

These tools can enhance student engagement and participation across different modalities, ensuring that interactions are meaningful and collaborative. If you need more specific recommendations or have any other questions, feel free to ask!

### Human:

How can Microsoft OneNote be utilized in the above activity?

### AI Tool:

Microsoft OneNote can be a powerful tool to enhance the interactive discussion activity across all modalities. Here are some ways to utilize OneNote effectively:

#### In-Person Modality

**1. Presentation and Note-Taking:**

* **Shared Notebook:** Create a shared OneNote notebook for the faculty learning circle. Use it to present the key principles of HyFlex course design during the brief presentation. Faculty members can take notes directly in the shared notebook, allowing everyone to access and review the content later.
* **Interactive Elements:** Use OneNote's drawing tools to create diagrams, mind maps, and annotations during the presentation. This can make the content more engaging and visually appealing.

**2. Think-Pair-Share Activity:**

* **Individual Reflection:** Faculty members 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 Discussion:** Pairs 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.
* **Group Sharing:** 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 Synchronous Modality

**1. Presentation and Note-Taking:**

* **Shared Notebook:** Create a shared OneNote notebook accessible to all participants. Use it to present the key principles of HyFlex course design during the live video discussion. Faculty members can take notes and add comments in real-time.
* **Interactive Elements:** Use OneNote's collaboration features to allow participants to add their thoughts, questions, and annotations during the presentation.

**2. Breakout Room Discussions:**

* **Group Collaboration:** Assign each breakout room a section in the shared OneNote notebook. Participants can document their discussions on how HyFlex could benefit their courses and the challenges they may face.
* **Real-Time Collaboration:** Use OneNote's real-time collaboration features to allow participants to edit and add content simultaneously. This ensures that all contributions are captured and visible to everyone in the breakout room.

**3. Group Sharing:**

* **Presentation:** After the breakout room discussions, each group can present their findings using OneNote. The facilitator can share the notebook on the screen, allowing everyone to see the contributions.

#### Online Asynchronous Modality

**1. Video Presentation and Note-Taking:**

* **Shared Notebook:** Create a shared OneNote notebook and post the video presentation in it. Faculty members can watch the video and take notes directly in the notebook.
* **Interactive Elements:** Encourage participants to add their thoughts, questions, and annotations in the notebook as they watch the video.

**2. Discussion Forum:**

* **Individual Reflection:** Faculty members 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.
* **Collaborative Document:** Participants can collaborate on a shared page in OneNote to document their ideas and solutions. They can use text, images, and drawings to make the content more engaging.

**3. Group Sharing:**

* **Forum Posts:** Participants can share their reflections and responses in the discussion forum. They can link to their OneNote pages or sections to provide more detailed insights.
* **Comments and Feedback:** Encourage participants to read and comment on each other's OneNote pages. This fosters collaboration and engagement across the asynchronous modality.

#### Facilitator Discussion Prompts Using OneNote

**1. Benefits of HyFlex:**

* How does HyFlex provide flexibility for students with diverse learning preferences and schedules? Document examples in OneNote.
* In what ways can HyFlex increase overall course enrollment and accessibility? Use OneNote to brainstorm ideas.

**2. Challenges of HyFlex:**

* What are some potential technological challenges in implementing HyFlex, and how can they be addressed? Use OneNote to list challenges and solutions.
* How can faculty manage the increased workload associated with teaching in multiple modalities? Document strategies in OneNote.

**3. Collaboration and Engagement:**

* How can technological tools like OneNote enhance student engagement and participation across different modalities? Use OneNote to brainstorm and document ideas.
* What strategies can be used to ensure equitable access to learning resources for all students, regardless of their participation mode? Use OneNote to list strategies and solutions.

By utilizing Microsoft OneNote, you can create a collaborative and engaging environment for the faculty learning circle, ensuring that all modalities are addressed effectively.