

HYFLEX @ LPC

FLEX DAY, MARCH 16, 2023



TODAY'S AGENDA

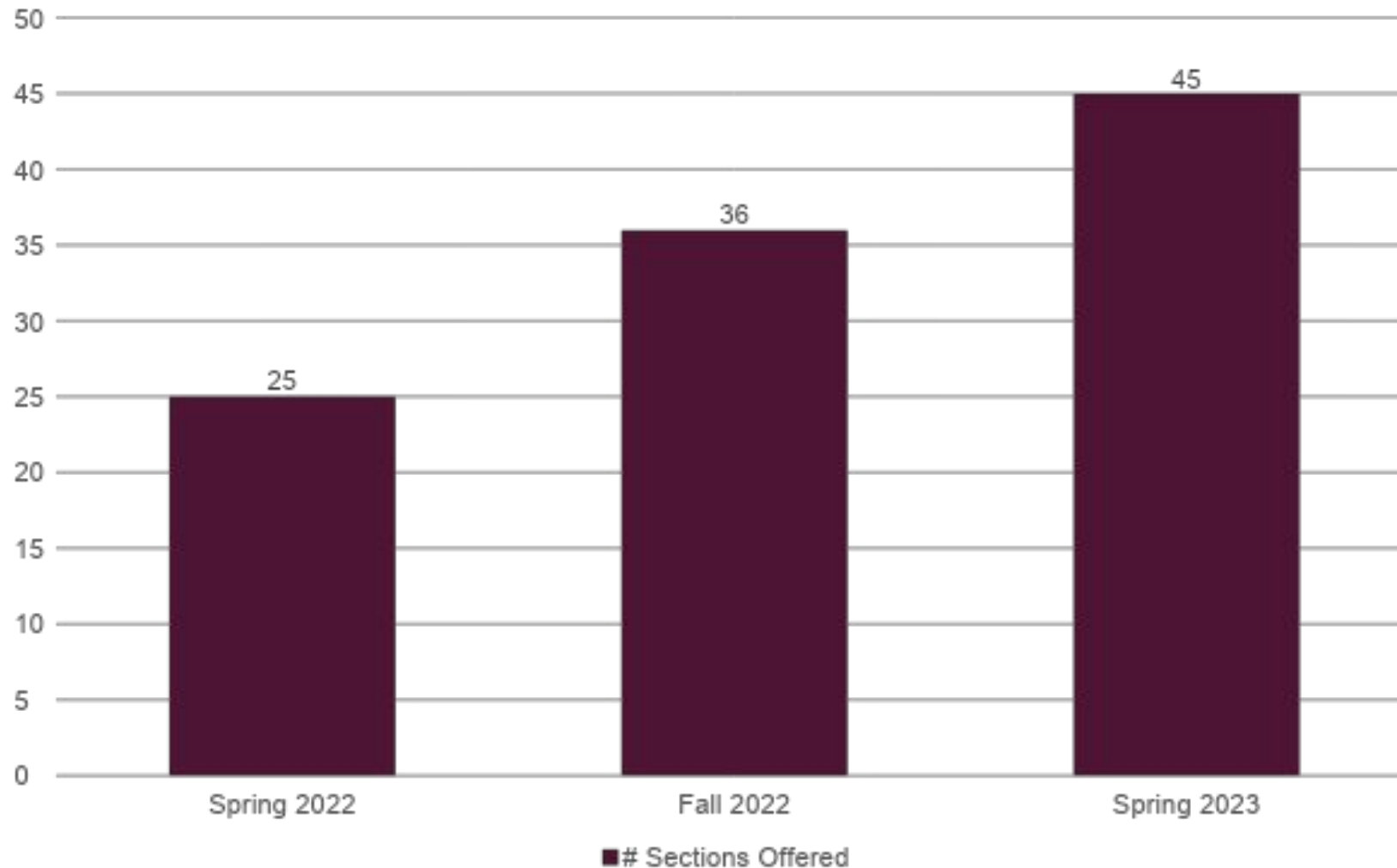
- Pop quiz
- Overview of HyFlex
- Faculty experiences
- Major questions
- Student feedback
- Student resources
- Faculty training
- Faculty resources
- Classroom technology
- Q&A



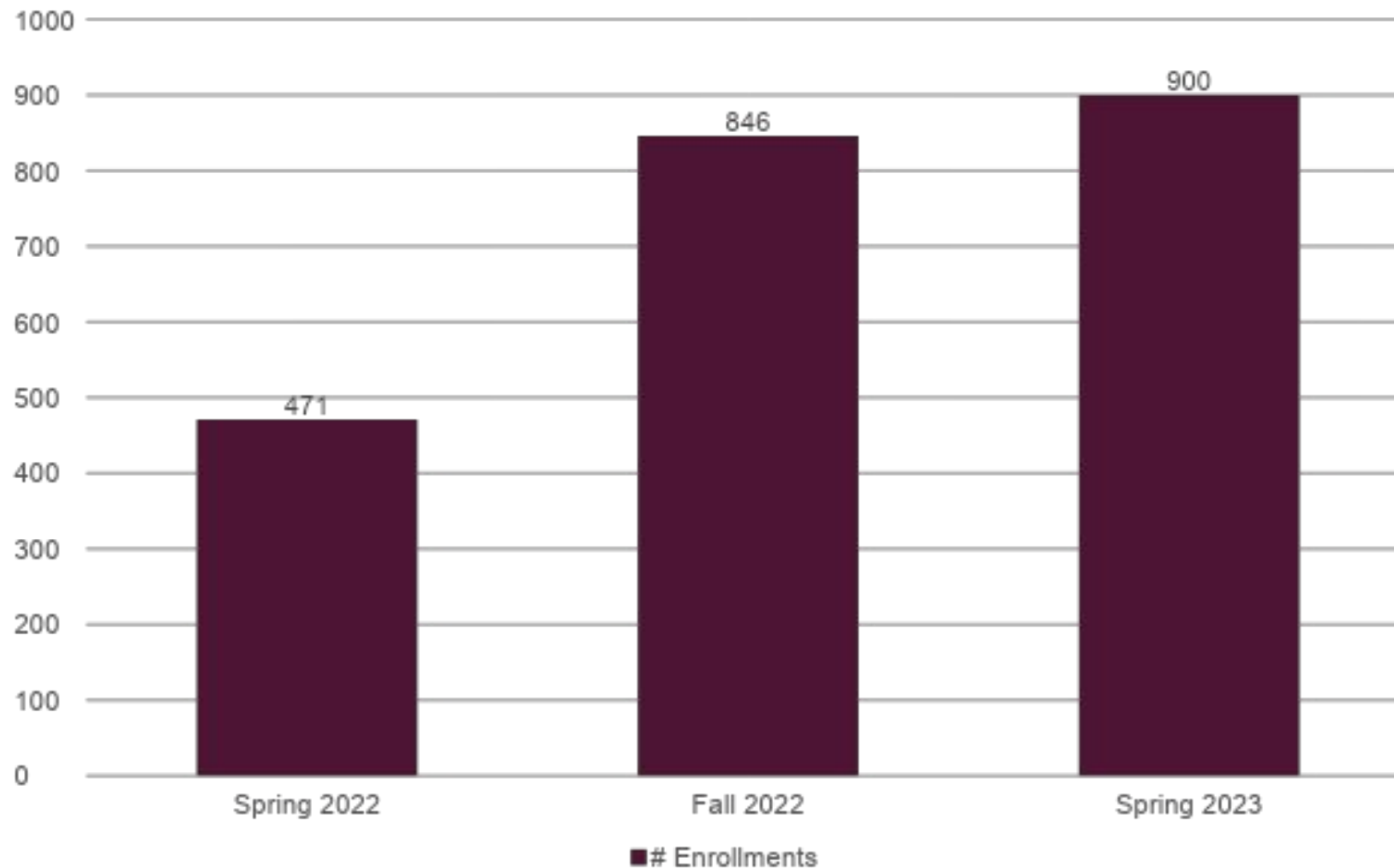
OVERVIEW OF HYFLEX @ LPC

- LPC Distance Education Committee definition:
A HyFlex (Hybrid Flexible) course allows students the choice of attending class on campus or online. Online modalities may include synchronous online, and/or asynchronous online instruction.
- Student and instructor choices
 - Face-to-face (f2f) and synchronous online using Zoom
 - Face-to-face (f2f) and asynchronous online
 - Face-to-face (f2f) and synchronous online AND asynchronous online
- Technology
- No matter your content & activities with students in different modalities, all students should be able to achieve the SLOs of the course
- Aim for interaction with, and among, all students

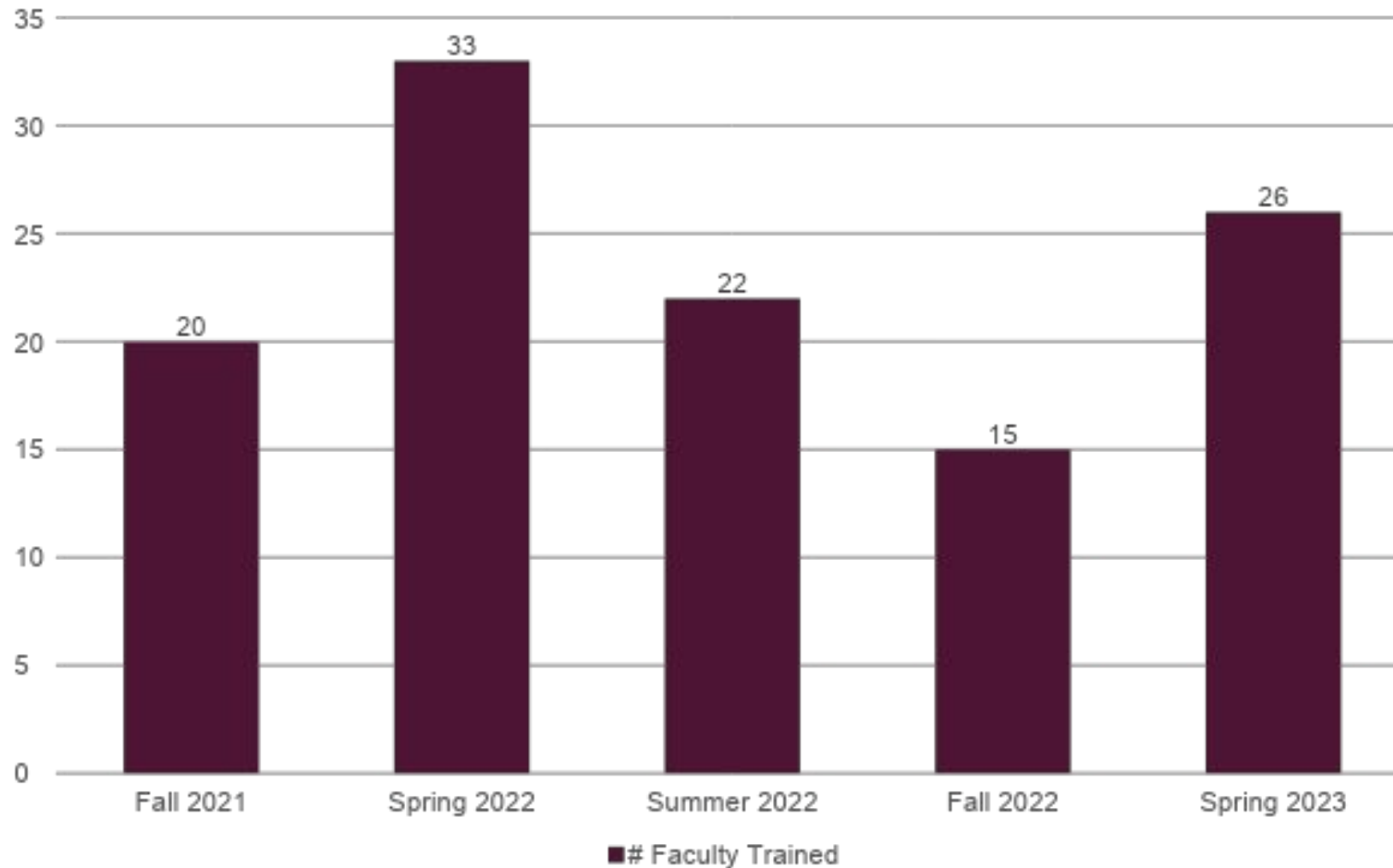
OVERVIEW OF HYFLEX @ LPC: # OF SECTIONS OFFERED



OVERVIEW OF HYFLEX @ LPC: # OF ENROLLMENTS



OVERVIEW OF HYFLEX @ LPC: # OF FACULTY TRAINED



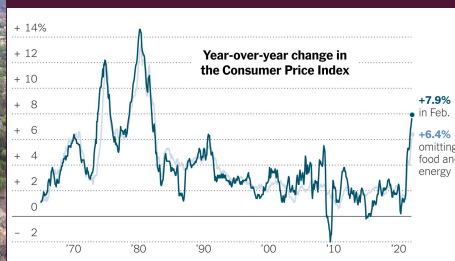
FACULTY PRESENTATIONS





HyFlex Intro to American Government

Joanna Tice Jen





Strategies for maintaining discussion-based/student-centered pedagogy in HyFlex format:

1. Start off each class session with an “attendance question” that everyone in the class has to participate in orally to get credit (they are required to be engaged and participating right out of the gates)
2. 20% of final grade is based on class participation (I keep record of every time a student participates and am not above cold calling)
3. Incorporate questions into my lecture notes, so I don’t go more than 2-3 minutes without a quick question and answer opportunity
4. Discussions play a big role in the class
5. I will periodically remind students that I am keeping tabs on their participation and I give them participation grades for each class day, so they are reminded that they need to participate

AGENDA:

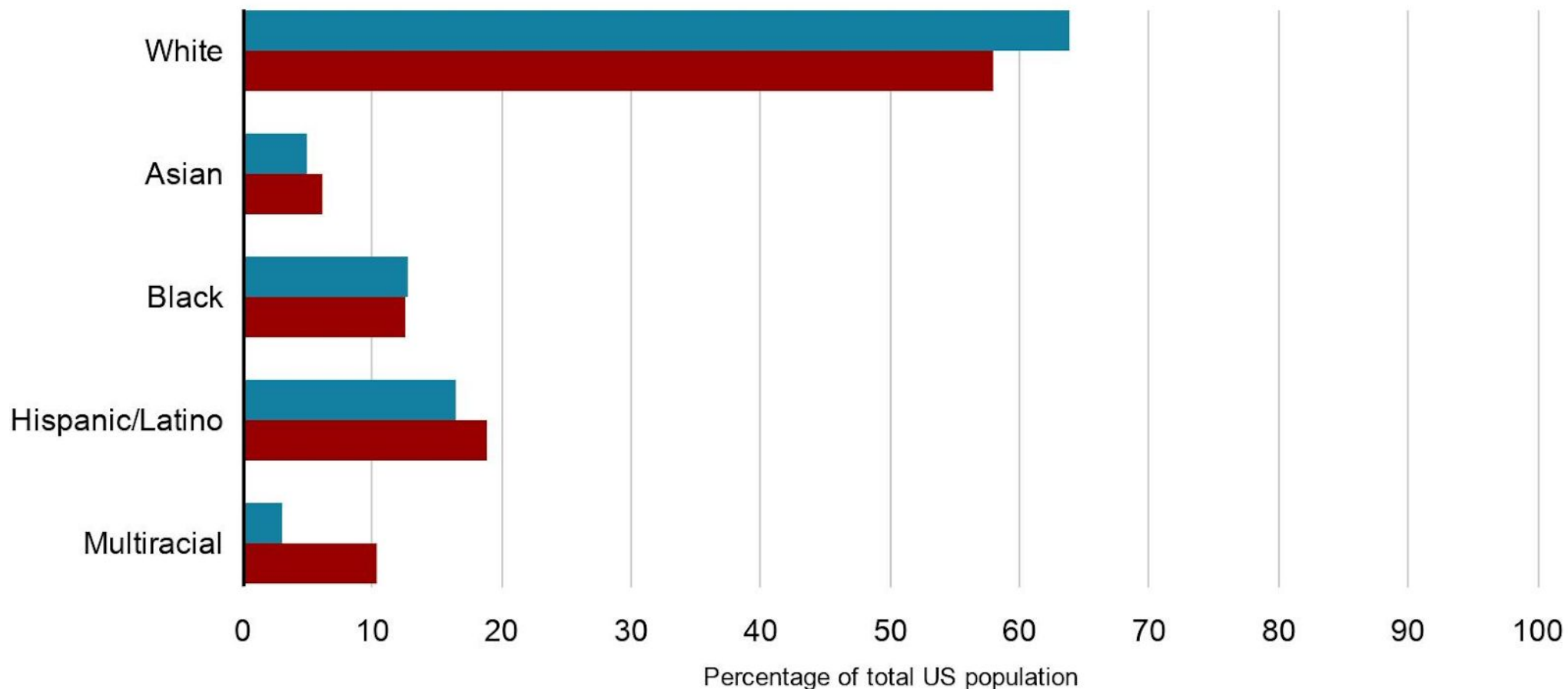
1. Attendance Question
2. Continue Congress lecture: Review 6 Jobs -- > Concepts of Representation
3. Group or Solo work on “The Electoral Connection” Questions
4. Discuss “The Electoral Connection” Questions
5. Day in the Life Video 1
6. Continue Congress lecture
7. Article I Discussion
8. Next class

Examples of different types of attendance questions used:

1. Opinion-based reaction to information
2. Short answer on a quote or term

Change in US racial demographics in last decade

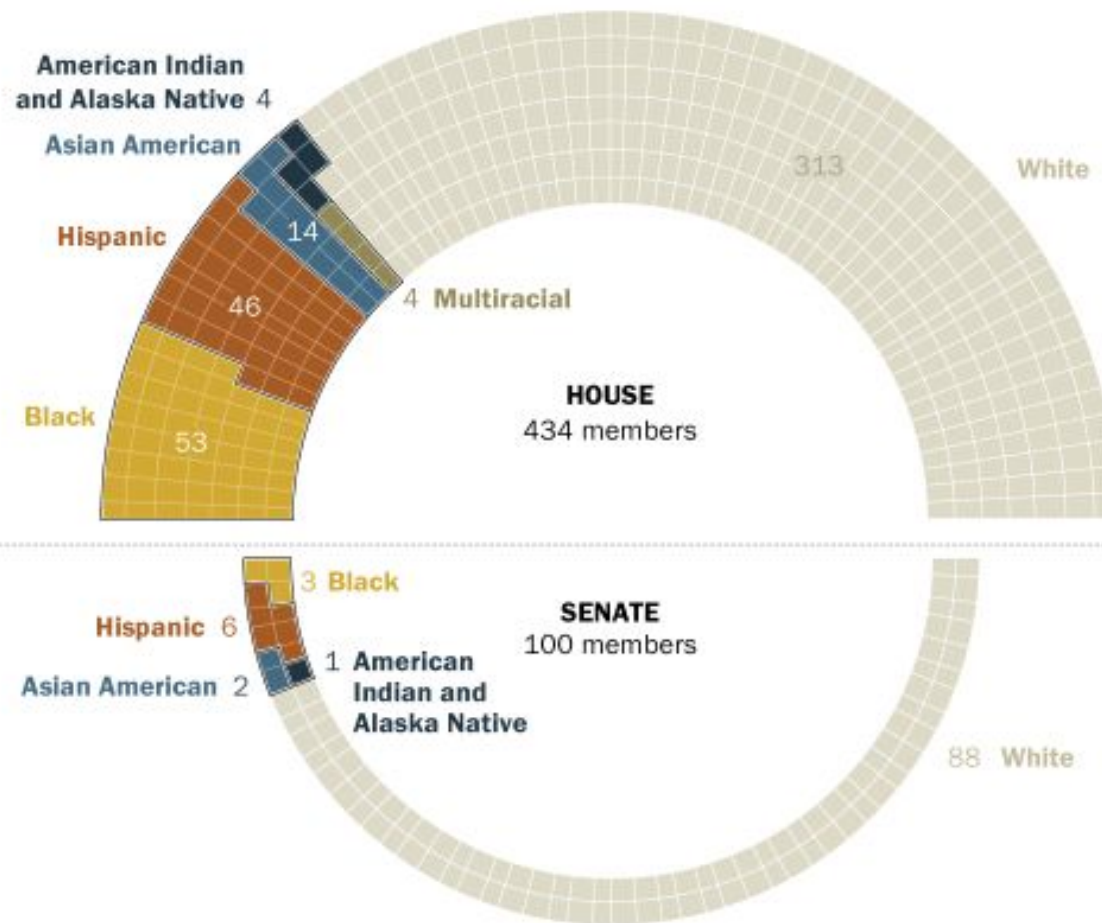
■ 2010
■ 2020



Hispanic/Latino origin and race were separate questions in 2020. Data shows only those identifying as one race or multiracial.

In the 118th Congress, the U.S. House is more racially and ethnically diverse than the Senate

Number of U.S. members of Congress who are ...



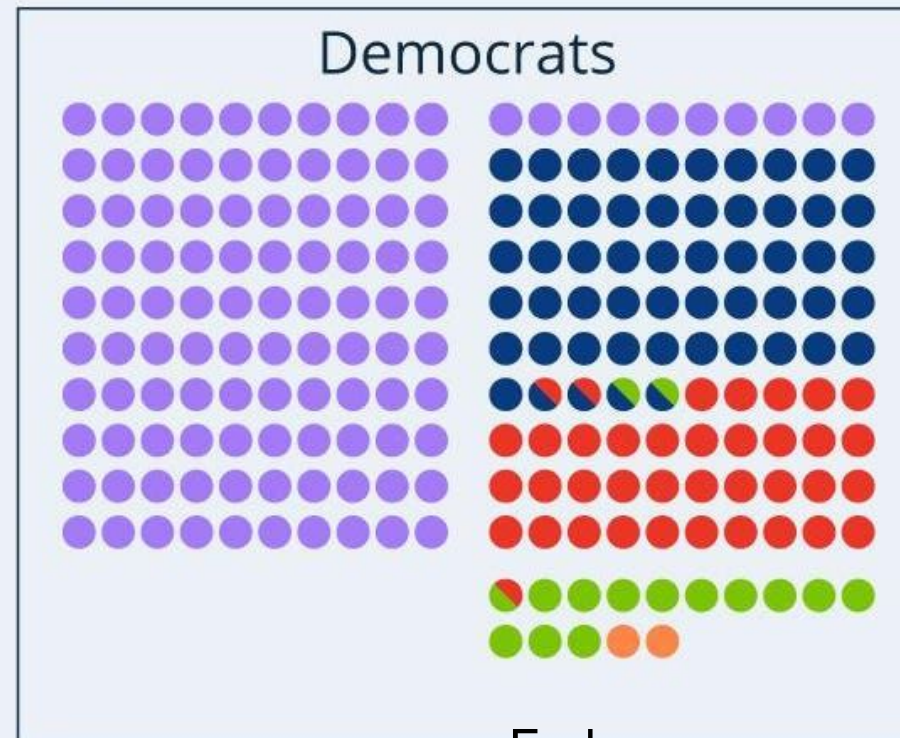
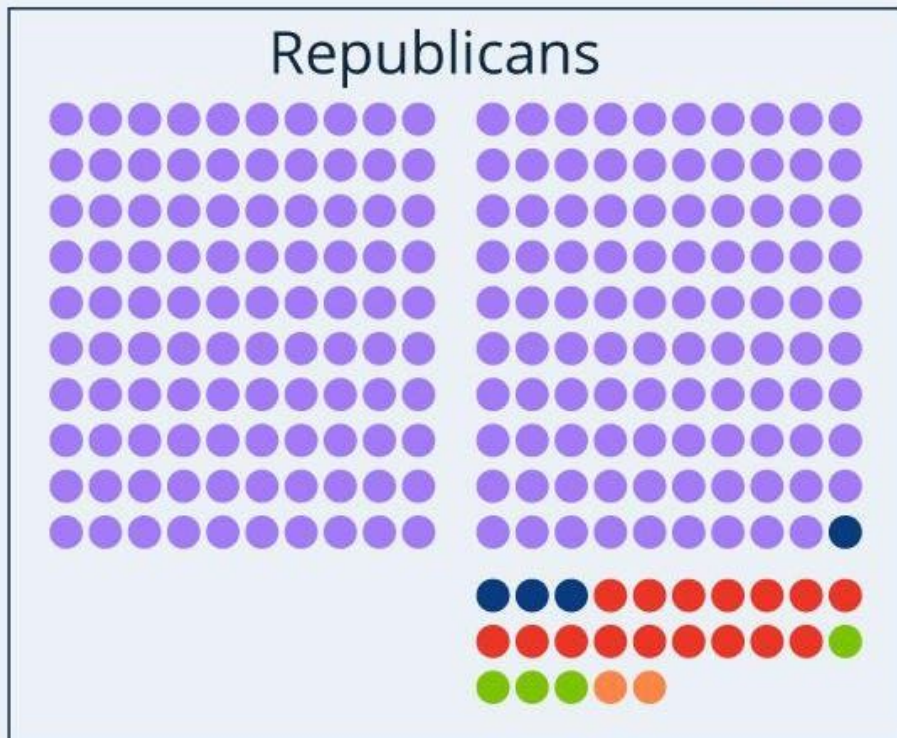
Note: The data does not include nonvoting delegates or commissioners. Figures for the 118th Congress are as of Jan. 3, 2023. Hispanics are of any race. The four members who have more than one racial or ethnic identity for the above groups are counted only once, as multiracial.

Source: Congressional Research Service, CQ Roll Call, Brookings Institution.

Members of the 118th U.S. Congress by race/ethnicity

- African-American
- Latino
- White
- Asian/Pacific Islander
- American Indian

House 440



Forbes

Attendance Question 8: Introduction to Congress

After seeing data comparing demographics in Congress to the American people:

Do you think it's a problem that Congress does not mirror the population of the U.S. in demographic terms (ethnicity, gender, class, religion, etc)?

Why or why not?

Attendance Question #3: The Founding and the Constitution

Choose 2 of the following quotes.

1. The founders believed that the “interests of ordinary citizens should be represented,” but delegates were concerned that, “ordinary Americans had little knowledge of government and politics, could easily be lead astray by unscrupulous politicians, and should play only a limited role in the nation’s governance” (Lowi et al. 23).
2. “Some of the framers had wanted a multiperson executive or an executive council to avoid the evils that many associated with the monarch. However, Hamilton argued that ‘energy’ required a single, rather than a plural executive” (34).
3. “Competing ideals often reflect competing interests” (Lowi et al. 24).
4. “Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this confederation expressly established to the U.S., in Congress assembled.” (Articles of Confederation, Art II in Lowi et al. 28).

For each answer, briefly restate the meaning of the quotation in your own words and then explain the significance of the quote in light of the author’s theory or the overall meaning of the text. Lastly, state whether the political phenomenon in question is good, bad, or neutral in your view, and why.

Attendance Question 9: _____

Congress: “The Electoral Connection”

Instructions:

1. Pick two terms below (one from each column)
2. Define those two terms in your own words
3. State the terms significance within the course and/or the text it is drawn from.
4. Write whether the political phenomenon is good, bad, or neutral in your view, and why.

constituency	delegates
district	trustees
descriptive/sociological	bicameral legislature
representation	incumbent
agency representation	casework
oversight	pork-barrel legislation
constituent service	gerrymandering
Speaker of the House	impeachment
filibuster	“The Electoral Connection”

The Electoral Connection Discussion Questions

You will be assigned to two out of the four questions below:

1. In your own words, what are the two prongs of Mayhew's argument?
2. What are the three basic structural units of Congress that Mayhew uses to support his argument, and how does each unit support his argument?
3. If Mayhew's theory is correct, why do you think the founders designed Congress to "facilitate re-election pursuits"?
4. Choose either #1 or #3 of the Discussion Questions at the end of the text and answer it.



HyFlex

Joyce Podevyn

Beginning Spelling for English Language Learners – ESL 100

- 1 unit skills class
- Friday, 12:00 – 12:50 pm
- new to HyFlex
- taught asynchronously for a few semesters
- diverse student body: new to college/US; online only; Chabot students, ...
- simple and consistent organization necessary

Successes & Challenges

Successes

- Easy to move from asynchronous to HyFlex
- Students like options, and most choose Zoom.
- No more absences if you do all three modalities

Challenges

- **Student confusion about HyFlex**
- **Some students really need to be in the classroom but don't come**
- **Teaching to an empty classroom**
- **Editing Studio captions**
- **Technology set-up at beginning of class**

Comments

- Start small
- Start with a class that you know well
- Try to get access to the classroom early if possible
- It might be easier to try two modalities first (in-person and on Zoom) especially if you don't already have an asynchronous class developed.
- New skill I learned: video and caption editing. Will use this in my asynchronous classes!
- Technology is changing and improving.
- What I really want: FlexBrid (Scott's term): combination of Hybrid and HyFlex: Students are required to come to campus three times per semester (Hybrid -- 1st class, midterm, and final exam) and HyFlex for the other class meetings.



THANK YOU! Questions?

MAJOR QUESTIONS

- Do I have to come to campus if no students are here?
- Can we force students to come on campus?
- Why is my student denied enrollment because of an overlap that doesn't exist?
- Is HyFlex extra work?



STUDENT FEEDBACK

Why did you enroll in a HyFlex class? Check all that apply.

Answer choices	Responses
I like the flexibility HyFlex offers.	71%
No better options were available.	23%
I wanted to try something different.	19%
I like the instructor.	37%
Other	14%

STUDENT FEEDBACK

Overall, how satisfied are you with your HyFlex class?

Answer choices	Responses
Very satisfied	52%
Satisfied	36%
Neither satisfied nor dissatisfied	9%
Dissatisfied	3%
Very dissatisfied	0%

STUDENT FEEDBACK

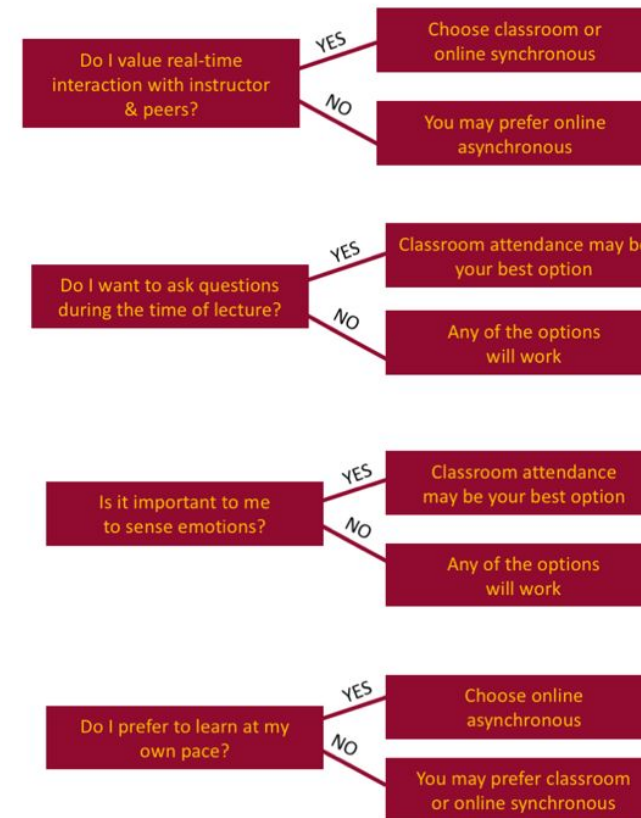
I would take another HyFlex class at LPC.

Answer choices	Responses
Agree	87%
Disagree	5%
No opinion	8%

STUDENT RESOURCES

- [HyFlex learning page](#)
- [Deciding which HyFlex participation mode to choose](#)
- [Success tips](#)

Learning Preferences



FACULTY TRAINING

- Logistics
- Contract language
- Training course
- Award of completion



19I. HyFlex Instruction 19I.1

Training and Compensation

- HyFlex assignments are voluntary and require training provided by the college.
- The method for notifying the dean of interest in a HyFlex assignment shall follow that described above in Article 19.D for Full-time unit members, and shall be indicated on the Part-time Preference Form for part-time unit members.
- The District shall provide adequate training, along with logistical, instructional, and technical support to faculty teaching a course in HyFlex modality to ensure proficiency, including accessibility and accommodations.
- Unit members who are trained in Hyflex instruction will be compensated 15 F hours. Compensation will be triggered when a unit member creates their first HyFlex course and subsequently performs a Hyflex assignment.
- No part of the video or audio recording or livestream may be used as part of the faculty member's evaluation process.
- Instructors in the HyFlex modality are required to hold all class meetings on campus in the originally scheduled location regardless of student attendance patterns.
- Instructors may choose to offer both synchronous and asynchronous modalities following the specific guidelines in 19E.1 and 19E.2.

FACULTY RESOURCES

- Resources in training course
 - [Available templates](#)
- [HyFlex Learning Community](#)
- [HyFlex Collaborative Conference](#)
- Online Course Development Program
- Technical and instructional help
- Community of practice interest?

- Home
- Announcements
- Syllabus
- Modules
- Discussions
- Grades
- NetTutor
- LPC Tutoring/RAW
- Library Resources
- TechConnect Zoom

Recent Announcements

-  **Welcome!**
Hello class! I am Your Name, your instructor. Thank you for enrol... Poste

LPC HyFlex Course Template [▲]



Critical Reading/Writing

English 7 Instructor Name

Las Positas College

- Start Here
- Instructor Contact Info
- Syllabus
- Course Description

Welcome to English 7! This course develops critical thinking, reading, and writing skills as they apply to the textual analysis of primary and secondary book-length works from a range of academic and cultural contexts. We will emphasize techniques and principles of effective written argument in research-based writing across disciplines.

This course is being taught in the HyFlex format, meaning that you have a choice of completing it live on campus, live online, or asynchronously right here. You can even decide session by session how you want to attend and participate. If you need help making that decision, [view information to help you decide](#). Regardless of how you participate, all students enrolled in the class will be submitting work here in Canvas and will have opportunities throughout the semester to interact with me and with your classmates.

CLASSROOM TECHNOLOGY



Workshop Evaluation



Workshop Evaluation