

# HyFlex Integration Guide: Engaging Learners Anywhere at Anytime

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## PURPOSE

This job aid is focused on supporting faculty in effectively implementing HyFlex. It provides practical guidance on planning and delivering courses that promote student engagement, ensure equitable access, and maintain instructional quality across in-person and online learning environments synchronously and asynchronously.

## BACKGROUND

HyFlex (hybrid + flexible) is a teaching and learning model that aims to enhance accessibility and agency by providing learners with the ability to choose how they participate in courses, either in-person, synchronously online, or asynchronously online, based on their own individual needs. This moves beyond in-person, online, blended, and hybrid alone, synchronize the benefits of each. Learner choice, equivalency, reusability, and accessibility are the four fundamental values that guide HyFlex. This ensures learners can adapt their education to fit their individual needs and preferences.

Learner-Centered Fundamentals:

- regardless of setting (in-person, online, synchronous, and/or asynchronous), complete the same assessments and achieve the same learning outcomes.
- are given a choice in how they access and participate throughout the duration of the course.
- are provided with learning activities that engage all, despite the delivery modality.
- have access to the same course materials, including synchronous recordings, via the learning management system (Moodle).
- are recognized and encouraged to participate across modalities.

*This information is available in alternate formats upon request. Please contact [cli@assiniboine.net](mailto:cli@assiniboine.net).*

## QUALITY FRAMEWORK

The rubric below outlines the essential organizational, people, and technological components required to support a successful HyFlex learning environment. This tool should be used as part of the decision-making process for integration of HyFlex, as well as evaluating and enhancing existing HyFlex. Though suitable to be within the fair category of the Hyflex rubric on a short-term basis, program areas should strive to deliver excellence with HyFlex integration. This rubric aids in identification of areas of improvement to ensure we are accountable to our learner population in addressing barriers to HyFlex education.

Criteria	Deficient	Fair/Room for Improvement	Excellent
<b>Organization</b>			
Proposed model's alignment with Assiniboine's Strategic Plan	Not aligned. HyFlex model is isolated from the College's strategic plan.	Partial alignment. HyFlex model is somewhat connected to some key objectives, but not in an obvious way.	Strong alignment. HyFlex model is aligned with strategic initiatives directly supporting the College's mission.
Institutional Support	Lack of resources, planning, and funding.	Limited resources, planning, and funding.	Dedicated resources, planning, and funding.
Administrative Support (Room Scheduling, Ticket Issuing, Room Orientation/Training Course Design/Dev Time, etc.)	Inadequate administrative and logistical support with significant operational issues due to poor coordination and communication.	Some issues with coordination and communication, but generally, there is adequate administrative and logistical support that facilitate smooth operations of HyFlex.	High levels of coordination and communication that foster efficient administrative processes and logistical support for the smooth facilitation of HyFlex.
Facilitator Training in Technology and HyFlex	Minimal training or lack of ongoing professional development.	Basic training with limited ongoing professional development.	Extensive training supported with an ongoing professional development plan.
Classrooms	No availability of classroom space nor supporting technology.	Some classroom spaces designated as HyFlex fitted with necessary technology, but limited availability or utilization as HyFlex.	Multiple classroom spaces dedicated to HyFlex that are in full use.

<b>Facilitator</b>			
Course Design and Delivery	Lack of integration of HyFlex principles and an imbalance between modalities. Obstacles in access and participation.	Basic integration of HyFlex principles. Some challenges in balancing in-person, online, and/or asynchronous elements, putting some limitations in access and participation.	Clear alignment with HyFlex principles. Learners can easily access materials and actively participate across modalities.
Assessment and Evaluation	Poor evaluation strategies that are ineffective at measuring learning outcomes. Little to no feedback provided on evaluation. Formative assessment, intended to guide learning and instructional adjustment, is limited or ineffective. Incongruence between modalities.	Basic evaluation strategies with limited effectiveness of measuring learning outcomes. Minimal feedback on evaluation. Formative assessment is used occasionally but not systematically or with clear purpose. Some inconsistencies between modalities.	Comprehensive, authentic, and trauma-informed evaluation strategies that accurately measure learning outcomes. Regular and frequent feedback across modalities. Formative assessment is intentionally and consistently used to inform instruction and support student learning. Strong alignment between assessment strategies and instructional modalities.
Learner Experience	Low learner satisfaction, engagement, and participation.	Generally positive learner satisfaction with noticeable gaps in engagement and participation.	High learner satisfaction, engagement, and participation.
Accessibility and Inclusivity	Learning environments present barriers to access and participation. No intentional efforts to embed accessibility or inclusivity into course design.	Some accessibility and inclusive strategies are in place, but not consistent or embedded. UDL principles are minimally applied.	Accessibility and inclusivity are intentionally designed into all aspects of the learning environment. UDL principles are thoughtfully and consistently applied to

	Universal Design for Learning (UDL) practices are not part of offerings. Reliance on individual accommodation rather than proactive design.	Accommodations are provided, but course design does not proactively address diverse needs. Thus, the learning environment may still present barriers for some learners.	reduce barriers for all learners. Accommodation is still available, but the design minimizes the need for them.
Support Services for Online and Asynchronous Learners	No support is available for those online or participating asynchronously.	Supports are available but limited as some are only offered in-person or during certain times of the day.	Supports are available in a variety of formats as well as during the day and evenings.
<b>Technology</b>			
Overall Technology Infrastructure	Inadequate technology, insufficient connectivity frequent issues, and/or lack of technical support.	Adequate technology infrastructure, but some issues related to connectivity, reliability and/or available support.	Robust and reliable technology infrastructure with high-speed internet, modern hardware, and comprehensive technical support.
Operator usability/User Friendliness for Facilitator	HyFlex classroom requires the facilitator to have a great level of technical expertise, several downloads/"clicks", and significant training on technology.	HyFlex classroom is designed so facilitators with moderate levels of technical expertise can use. There are minimal downloads and/or training required.	HyFlex classroom is designed so the facilitator can easily use the system with little technical expertise or intervention. Mostly "plug and play".
Technical Support for Facilitator	Lack of technical support.	Support available but limited. May not be available to address immediate technical needs. Facilitator's attention is separated between facilitation and technical needs.	Dedicated support readily available allowing facilitators to focus on learners.

Microphone	Computer-based microphones only.	Computer-based microphone and external audio option (headset) or single room microphone with noise suppression.	Computer and multiple room microphones with noise suppression.
Cameras	Computer-based only. Single view of facilitator and facilitator driven.	Computer and room camera. Room cameras can be AI or controlled manually but only provide a single frame view of class and/or has moderate resolution. Monitored by the facilitator.	Computer and room or artificial intelligence (AI) camera that provides multiple views of space and people with high resolution. Additional staff available to support camera capture and troubleshooting.
Screens	Computer-based only.	Computer and large screen at front of classroom space.	Computer and multiple screens around the room displaying content and online participants. A screen displaying the user view is available to the facilitator in the rear of the class.
Interactive Whiteboards	Non available within space.	Whiteboard features are available online.	Smart/interactive whiteboard in HyFlex space.
Learning Management System (Moodle)	No learning management system available or used. Moodle presence does not meet minimum standards.	Learning management system is used minimally. Barriers still exist for participation across modalities. Moodle presence meets minimum standards.	The Learning management system is used fully for all aspects of the course and encourages participation across modalities. Moodle is used intentionally and consistently meeting or exceeding minimum standards

Video Conferencing Software	No video conferencing software available.	Video conferencing software is available but has limitations to participant numbers or limited capabilities.	Reliable video conferencing software is used to create a seamless experience across modalities. Options for messaging, breakout rooms, polls, whiteboard, and other active learning supports.
Online Synchronous Chat Moderation	Chat is moderated solely by the facilitator while delivering instruction, without clear strategies for managing both. Limited ability to respond promptly to learner questions or manage engagement. Risk of missed contributions or disruptions.	Chat is co-moderated by the facilitator and a volunteer learner from the class. Some support for managing questions and learner interactions but may lack consistency or oversight. Volunteer support is informal and may not be sustained across sessions. Reliance on learners for moderation may impact equity and effectiveness.	Chat is actively moderated by dedicated additional staff (e.g., program or technical support), or the instructor demonstrates advanced skill and experience in effectively managing chat while facilitating. If learners serve as chat moderators, their role is clearly defined and formally recognized (e.g., documented for a portfolio, reference letter, or official acknowledgment). Learner contributions are acknowledged and addressed promptly. Supports high-quality engagement and minimizes distraction or disruption.

# TEACHING AND LEARNING WITH HYFLEX

Integrating HyFlex involves collaborative planning with co-facilitators, setting clear expectations with students, inclusive facilitation practices, designing engaging learning experiences, and applying Universal Design for Learning (UDL) principles to support flexible, equitable, and effective learning environments. The following outline key steps instructors can take for success in a HyFlex environment.

## **Plan Collaboratively with Co-Facilitators**

- Meet early to define roles, responsibilities, and communication methods.
- Use shared planning documents to coordinate lesson delivery and technology usage.
- Reflect regularly and revise the course plan as needed based on student feedback and instructional observations.

## **Set and Share Clear Expectations with Students**

- Co-construct expectations at the beginning of the course.
- Include guidelines for:
  - Technology access and use
  - Participation norms (both in-person and online)
  - Interaction protocols for peers and instructors
- Reinforce expectations periodically throughout the course.

## **Facilitate Professionally and Inclusively**

- Acknowledge and engage with all students, regardless of space or time.
- Repeat student questions and comments across modalities.
- Offer multiple ways for students to participate (e.g., polls, chat, discussion boards, breakout rooms).
- Create a welcoming and supportive class climate for everyone.

## **Design Engaging Activities and Authentic Assessments**

- Align all activities and assessments with learning outcomes.
- Confirm or revise learning outcomes if needed to ensure relevance and inclusivity, if permitted by program area.
- Use formative assessments to gauge student understanding in real time or asynchronously.
- Encourage active learning and collaboration across formats.

## **Apply UDL Principles to Enhance Access and Equity**

Incorporate [Universal Design for Learning \(UDL\) Guidelines 3.0](#)

- Engagement: Offer choices in how students participate and express themselves.
- Representation: Provide content in multiple formats (text, audio, video, visual aids).
- Action & Expression: Allow various methods for students to demonstrate understanding.



## PLANNING FOR SUCCESS IN HYFLEX

A shared planning document can significantly aid in success with HyFlex. Refer to the table below for a template that could be used in your lesson planning.

<b>Lesson Title:</b>				
<b>Time:</b>	<b>Date:</b>	<b>Audience:</b>	<b>Facilitator Reflections:</b>	
<b>Learning Outcome(s):</b>				
Lesson Plan Component	Instructor/Learner Activity			Tools and Resources
	Synch Online	Synch In-person	Asynchronous	
<b>Activate (preparing for learning):</b> What do learners already know? How can you stimulate curiosity? Case studies, sharing experiences, polling, one-minute survey, pre-assessment quiz, visual stimuli, etc.				
<b>Acquire (integrating and processing learning):</b> Learners make meaning of new information. Guest speaker, mini lecture, think-pair-share, group discussions, etc.				
<b>Apply (consolidating learning):</b> Putting new learning into action. Practice skill, sharing product or solution, simulation, role-playing, etc.				
<b>Assess (achievement of learning outcomes):</b> Determine learners progress, understanding, and achievement. Portfolio, checklist, quizzes, project, presentation, etc.				
<b>Administration (summary and next steps – reflection and assignment):</b> How are you going to convey key points? What is next for learners?				



## EXAMPLE OF LEARNING ACTIVITIES

A shared planning document can significantly aid in success with HyFlex. Refer to the table below for a template that could be used in your lesson planning.

The following are examples of learning activities that can be implemented across modalities.

- One-minute paper/survey in Moodle
- Collaborative files
- Muddiest point shared within discussion forum
- Think-Pair-Share with classmates across modalities
- What? So What? Now What? shared in discussion forum
- Polling or quizzing tools (Kahoot, Mentimeter, Quizizz, etc.)
- Question/case study generation using genAI
- H5P activities in Moodle
- Show-and-tell
- Recorded demonstration posted to Moodle
- Recorded mini lecture
- Personal stories shared via video/podcast/text
- Reflective journals
- Simulation activities
- Group presentations via Moodle

## ADDITIONAL RESOURCES

Here are some additional resources that you may find helpful:

- [HyFlex Course Design Examples](#) from Dr. Kelly CC-BY
- [Hybrid-Flexible Course Design](#) by Dr. Beatty CC-BY-SA-NC
- [HyFlex Course Delivery: A Practical Guide](#) by Polyakova-Norwood and Frass

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