

# Hybrid streaming course design model

## WHAT IS THIS RESOURCE?

This resource provides an explanation of a hybrid streaming course design model, sometimes referred to as HyFlex, and faculty considerations for course planning and design.

## HOW DO I USE IT?

Review the Information and considerations below. Consult with your home department, ITS Learning Environments (phone: 213-821-6601), and [CET](http://cet.usc.edu/) about your planned instruction.

### What Is a hybrid streaming course design model?

This model provides a hybrid format for face-to-face and online students meeting synchronously, at the same time. Students may attend face-to-face synchronous class sessions on ground, or participate online, either synchronously (streaming) or asynchronously (Blackboard). The instructor provides simultaneous instruction for students participating both in person and online.

### Preliminary considerations

* Consult your department about your specific class modality and classroom location.
* Does the room have live streaming technology available? Consult with ITS Learning Environments or your local ITS department for room locations and technical training.
* Do you have an operator (e.g., TA) to control the online interactivity? This may include moderating the online sessions, monitoring chat, facilitating remote student presentations, and active learning experiences.
* Complete a practice session with the tech team in the room you will be using. During the session have someone remotely attend as a student to provide feedback.
* The expectation is that the instructor will interact equitably with both the in-person students and the online Zoom students.

### Course planning

Faculty will need to develop three types of learning experiences to foster active student engagement.

* Asynchronous resources and activities-for students who are unable to attend class sessions.
* Online synchronous sessions-for students who are remotely attending the synchronous in-class session.
* On ground synchronous sessions-for students who are attending the in-class session in person.

Plan how you will create an equitable teaching and learning environment for all students.

* Learning objectives. Will students be able to demonstrate mastery of the objectives equitably in the asynchronous, remote, and on ground experience?
* Assessments. Will you need to modify the assessments for each of the various modalities? Are assessments still measuring the same learning objective skill?
* Instructional activities. Do all students have an opportunity to participate in similar learning activities? Do activities contain student-content, student-student, and student-Instructor interactions?
* Course content. Do students have equal access to course content at the same time?

### Hybrid streaming course planning examples

The goal of this model is to make the remote and in-person experiences equal. Participation in class is necessary regardless of how the student attends. The remote class experience should not be a passive observation of an in-person class video stream; rather, it should be an opportunity for students to engage interactively with the class. Asynchronous course work should involve the student, not only with content, but also peers and the instructor. During the streaming session, the instructor is expected to spend equal time with the in-person students and the online Zoom students, perhaps alternating group facilitation with the TA.

Table 1 Scenario 1

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| --- | --- | --- | --- |
| Scenario 1 | On ground Synchronous  (in-person) | Remote Synchronous (Zoom) | Online Asynchronous (Blackboard) |
| Pre-class work provided in Blackboard (asynchronous) | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Short Blackboard quiz on main content themes. | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Short Blackboard quiz on main content themes. | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Short Blackboard quiz on main content themes. |
| During class or on own time in asynchronous modality | Welcome and Q & A opportunity.  Group activity.  Activity debrief for the whole class.  Individual activity.  Debrief and closing. | Welcome and Q & A opportunity.  Group activity in Zoom breakout rooms.  Activity debrief for whole class.  Individual activity in Zoom chat function.  Debrief and closing. | Review of the posted Zoom recording of the live session.  Blackboard discussion activity on same prompts used in the in-person group activity. Students are required to critique at least two group members’ posts.  Instructor provides generalized feedback to all students (mimics the activity debrief)  Students submit an individual activity (same as the in-person individual activity) |

Table 2 Scenario 2

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| Scenario 2 | On ground Synchronous (in-person) | Remote Synchronous (Zoom) | Online Asynchronous (Blackboard) |
| Pre-class work provided in Blackboard (asynchronous) | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Blackboard assignment requiring students to respond to information in content.  Posting of discussion questions to prepare for before class. | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Blackboard assignment requiring students to respond to information in content.  Posting of discussion questions to prepare for before class. | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Blackboard assignment requiring students to respond to information in content. Instructor provides individual feedback.  Posting of reflection questions. |
| During class or on own time in asynchronous modality | Welcome and Q & A opportunity.  Whole-class discussion.  Mini lecture expanding on pre-class lecture material.  Individual activity.  Debrief and closing. | Welcome and Q & A opportunity.  Whole-class discussion.  Mini lecture expanding on pre-class lecture material via Zoom Screen Share.  Individual activity.  Debrief and closing. | Review of the posted Zoom recording of the live session.  Blackboard discussion board posting based on the in-person whole-class discussion prompts. Students are required to critique at least two peers’ posts.  Students submit an individual activity (same as the in-person individual activity). Instructor provides individual feedback. |

Table 3 Scenario 3

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| --- | --- | --- | --- |
| Scenario 3 | On ground Synchronous (in-person) | Remote Synchronous (Zoom) | Online Asynchronous (Blackboard) |
| Pre-class work provided in Blackboard (asynchronous) | Course content (e.g., Instructor-made lecture recording; article; YouTube video).  Discussion forum assignment about video content requiring peer comments. | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Discussion forum assignment about video content requiring peer comments. | Course content (e.g., instructor-made lecture recording; article; YouTube video).  Discussion forum assignment about video content requiring peer comments. |
| During class or on own time in asynchronous modality | Welcome and Q & A opportunity.  Pop quiz on pre-class work.  Extended group activity.  Students present group findings as debrief. | Welcome and Q & A opportunity.  Pop quiz on pre-class work. Students take quiz in Blackboard during the Zoom Session.  Extended group activity in Zoom breakout rooms. Students use Zoom whiteboard or Google docs to work collaboratively.  Students present group findings as debrief via Zoom Screen Share. | Review of the posted Zoom recording of the live session.  Timed Blackboard quiz.  Students create a Blackboard Wiki.  Students submit video presentations of findings via Blackboard Assignment. Instructor provides feedback to the students. |