For students, this course most often in the teaching that the instructor should communicate to learners is more about course content, or structure, since students are likely familiar with this model, but instead about precautions, how to properly social distance in the classroom, self-care, and policies related to absences and illness.

**FULLY FACE-TO-FACE**

Fully face-to-face means all learners and the instructor are in the same place at the same time for instruction, sometimes referred to as a “traditional” classroom experience. Some colleges and universities are planning for fully face-to-face (F2F) courses for Fall Term, but with protections in place for faculty and students including social distancing, masks, plexiglass barriers, and up-dated HVAC. Often, courses identified for F2F instruction are difficult to deliver effectively online; labs, performance courses, and practices might be identified for F2F as well. This course includes the most important thing the instructor should do to communicate to learners is not about course content, or structure, since students are likely familiar with this model, but instead about precautions, how to properly social distance in the classroom, self-care, and policies related to absences and illness.

**FULLY SYNCHRONOUS ONLINE**

Fully synchronous online courses meet at a common time, but with the learners and instructor(s) in different locations. Synchronous online courses are mediated with technologies such as Zoom, WebEx, or Google Meet and may utilize lecture, live or pre-recorded discussion, live polling, or synchronous chat to encourage learning. If instructors are planning to use fully synchronous online instruction, they should survey their students about access concerns, use accessible language to forewarn concern for students who are not able to migrate to an online environment associated with synchronous meetings, and build in alternative learning options for students who are unable to attend at the stated time because of time zone differences or loss of internet. Institutions that adopt synchronous online instruction must ensure that students have all of the necessary access and tech without additional financial burden on the students.

**FULLY ASYNCHRONOUS ONLINE**

A fully asynchronous online course invites students to engage with course materials, the instructor(s), and their colleagues in the course at times that best fit their schedule and access needs through online resources and tools. Learning Management System (LMS) discussion boards, social media posts and comments, recorded instructional videos, online quizzes or tests, assignments turned in through drop box might all be ways learning happens in fully asynchronous courses. There are advantages to fully asynchronous courses, especially in terms of student access. However, learners will need transparent and clear instructions for assignments, due dates and evaluation as well as a sense of instructor presence through video and timely commenting and feedback on work. Institutions that are primarily utilizing asynchronous learning need to ensure faculty are well trained on the features of the LMS (equitizing, lesson tools, etc.) as well as how to create instructor presence.

**HYFLEX**

Hyflex describes an approach to course design that allows students to move seamlessly between F2F, synchronous, and asynchronous modes of instruction toward the same learning goal. Usually, hyflex courses are divided into modules or units based on the goal, and students are given the option of which learning environment they will use to meet that goal. Students can migrate to other environments for other course goals or based on contextual factors like student health, location, or access needs. The hyflex approach was created by Dr. Brian Benlaff and is used by San Francisco State University, and it provides maximum flexibility for students but might require additional preparation for instructors, including setting up multiple parallel assignments that meet the learning goals regardless of modality, and a highly structured module based. Students will need clear instructions on the various environments, the differences to learning in each environment, and how to inform the instructor of their choices for engagement. Institutions that are considering a hyflex approach will need to clarify how much additional labor is expected by faculty as well as clearly identifying and exploitation of courses designated Hyflex in the course catalog.

**RESILIENT PED & OTHER FLEX APPROACHES**

Recently, many faculty developers and teaching and learning professionals have proposed a resilient approach to teaching during the pandemic. This set of instructional f2f strategies offers a way of thinking about teaching during the pandemic and is focused on using Twitter for example, an instructor might set a learning goal for the first part of the course and then build a series of synch / asynchronous /hyflex learning opportunities culminating in a single assignment that can be completed to show learning regardless of environment. The advantage of this approach is that it does not require multiple assignments for multiple modalities, as hyflex sometimes does. Other student-centered flex approaches, like Agile teaching, might also allow the kind of flexible students need to succeed, this fall. Students will need guidance on how to communicate their context and learning needs to the instructor, and some success on the part of the instructor to foreground flexibility above their own teaching preferences.