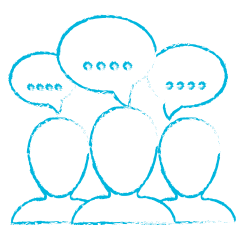# MODELS FOR TEACHING AND LEARNING DURING THE PANDEMIC

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 updated HVAC. Often, courses identified for f2f instruction are difficult to deliver effectively online; labs, performance courses, and practica might be identified for f2f. In these courses the most important thing the instructor should 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 still 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 Meets and may utilize lecture, large or small group discussion, live polling, or problem-solving sessions to encourage learning. If instructors are planning to use fully synchronous online instruction, they should survey their students about access concerns, use syllabi language to foreground concern for students' privacy rights, be aware of the fatigue 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 expect 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, and assignments turned in through drop boxes 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 videos 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 (quizzing, lessons tools, etc.) as well as how to create instructor presence.

HYBRID / BLENDED LEARNING

Blended learning usually involves a mix of online learning and f2f meetings. Faculty teaching in blended courses might still have regular f2f meetings in a week or as a weekend intensive, for example, and then invite students to respond to that in a discussion board or via LMS quizzes. Hybrid and blended are often used interchangably, but hybrid might also refer to f2f courses where "seat time" is decreased with the inclusion of online learning opportunities. The online interactions may be synchronous, asynchronous, or both. In hybrid / blended classrooms, students are expected to be f2f part of the time, and online part of the time, which makes this model different from hyflex environments discussed below. Instructors teaching hybrid courses should be clear about how much f2f interaction and what type(s) of online interaction are expected, as well as what protections will be available f2f. They will also need to make sure that online learners, especially if they are synchronous with f2f learners, have equitable access to participation. A clear weekly or modular schedule identifying learning goals, synchronous meeting times, and asynchronous due dates are all critical for student success.

HYFLEX
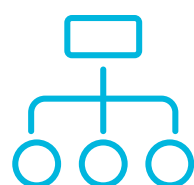
Hyflex describes an approach to course design that allows students to move seamlessly between f2f, synchronous, and /or asynchronous modes of instruction toward the same learning goal. Usually, hyflex courses are divided into modules or units based on the goals, and then students are given the option 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 Beatty and team at 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 structure. Students will need clear instruction 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 clear identification and explantation 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 approach, popularized by Joshua Eyler and others, is "a combination of course design principles and teaching strategies that are as resistant to disruption and to change in the learning environment as possible" (via @joshua_r_eyler on Twitter). For example, an instructor might set a learning goal for the first part of the course and then build a series of synch / asynch / f2f 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 flexible approaches, like Agile teaching, might also allow the kind of flexibility students need to succeed this fall. Students will need guidance on how to communicate their context and learning needs to the instructor, and an openness on the part of the instructor to foreground flexibility above their own teaching preferences.