**BlendFlex Overview & Resources**

**Components of BlendFlex**

BlendFlex combines elements of HyFlex and flipped classroom models with asynchronous and synchronous online components. Here are the core recommendations of BlendFlex:

* **Deliver all core content and assessment measures online.**
	+ Lectures and content overviews are recorded and uploaded to Carmen in advance of any in person gatherings.
	+ Reading quizzes, primary discussion, writing reflections, midterms, and other assignments are administered in an online context.
	+ Use the [Carmen Key Four](https://keepteaching.osu.edu/get-started) to maximize your online class effectiveness.
* **Hold any synchronous meetings involving the full class online.**
	+ This maximizes the ability for your students to participate from wherever they may be located.
	+ HyFlex arrangements rely on livestreaming an in person class to an online format. Unfortunately true HyFlex models are hard to replicate without proper technology, spaces designed for HyFlex teaching, and additional instructor support for running in person and online spaces simultaneously. We will not have these resources available to us in the fall.
* **Devote in person class time to activities that enhance, but do not replace, online components.**
	+ In person experiences are designed such that students may opt out of them entirely and still achieve the goals of the class.
	+ In person meetings could be used for additional discussions, student questions, or dedicated time to work on course assignments, such as is the case in a flipped model classroom.
	+ You may also wish to implement a cohort model for in person meetings. In a cohort model, students would have a designated day of the week for in person attendance. This allows you to better control the number of students in a space at any one time, potentially allowing for more robust activities given physical distancing requirements.

**Benefits of BlendFlex**

* Allows instructors and students alike to participate in the course regardless of circumstances that might prevent physical colocation (quarantine, travel, etc.).
* Minimize potential need to redesign course at a later date due to changing circumstances at the university.
* Easier for the course to be overseen by a substitute in case of an instructor absence beyond a few days.

**Limitations of BlendFlex**

* Difficult to incentivize in person meetings.
* Lacks the spontaneity of in person discussion based teaching models.
* Requires a large amount of front loaded effort by the instructor.

**Technical Considerations for BlendFlex at Ohio State**

* Classroom spaces will be significantly different during the pandemic.
	+ [Classroom layouts](https://safeandhealthy.osu.edu/classrooms) have been altered to accommodate physical distancing requirements. Keep this in mind for designing in person activities.
	+ Students may have a harder time navigating campus and may be late to in person meetings.
		- Many non-traditional spaces (ex. the Ohio Union, 4-H Center) and department owned spaces (department conference rooms) are being used as general classroom spaces to accommodate the loss of 70% of the normal classroom pool due to physical distancing requirements
		- The on campus bus service, [CABS](https://ttm.osu.edu/cabs), has been reduced to two routes and will not service the majority of campus.
	+ While classrooms in the classroom pool will be cleaned every two hours, it is recommended that students and instructors clean surfaces they will be touching with disinfecting wipes before and after use.
	+ Graduate seminars may be in classrooms that are not in the classroom pool (i.e. department spaces). These spaces will not be cleaned by facilities. It is up to the instructor and graduate students to wipe down these spaces before and after use.
* Work with the Department to code your class properly in SIS.
	+ Classes may be coded as In Person (IP), Hybrid (HY), Distance Enhanced (DH), or Distance Learning (DL).
	+ Each code details the [percentage range](https://registrar.osu.edu/scheduling/SchedulingContent/SIS_Class_Labels_Job_Aid.pdf) of a class that takes place in person vs. online.
	+ Having courses coded properly is vital for tuition and registration purposes. Classes coded as In Person or Hybrid are considered to be taught in person. Classes coded as Distance Enhanced or
	+ Most BlendFlex courses will fall into the Hybrid or Distance Enhanced coding. If in the planning of your course you realize the coding should change, please contact Jackson Stotlar to update the code listed on your course prior to the start of the semester.

**Additional BlendFlex Resources & Readings:**

**On BlendFlex & HyFlex Models:**

<https://digitallearning.ucf.edu/newsroom/keepteaching/blendflex-model/>

<https://www.insidehighered.com/digital-learning/article/2018/01/24/blendflex-lets-students-toggle-between-online-or-face-face>

<https://www.teachthought.com/learning/what-you-should-know-about-hyflex-blended-learning/>

<https://library.educause.edu/-/media/files/library/2020/7/eli7173.pdf>

<https://www.insidehighered.com/blogs/learning-innovation/fall-scenario-13-hyflex-model>

**On Flipped Classroom Models:**

<https://www.insidehighered.com/digital-learning/article/2017/05/17/author-flipped-learning-discusses-what-it-and-how-professors-can>

<https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

**Ohio State Resources:**

The Carmen Key Four - <https://keepteaching.osu.edu/get-started>

ASC Return to Teaching report - <https://ascintranet.osu.edu/sites/default/files/asc-teaching-transition-cmte-report.pdf>

Safe & Health Campus homepage - <https://safeandhealthy.osu.edu/faculty-staff>

Modular Course Template for Carmen - <https://resourcecenter.odee.osu.edu/course-design-and-pedagogy/keep-teaching-carmen-course-template>

<https://lor.instructure.com/resources/dc6bc8e3f4c0499a96c636c38f25c30f>

Highlights for OSU Teaching Tools (Carmen, Zoom, Top Hat) - <https://keepteaching.osu.edu/teaching-tools>