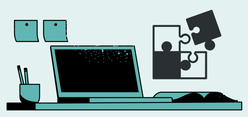
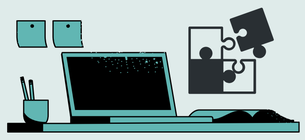
DURHAM COLLEGE
SUCCESS MATTERS

CENTRE FOR TEACHING AND LEARNING

DIGITAL DELIVERY MODES

	REMOTE	ONLINE	HYBRID	FLEXIBLE		HYFLEX
				HYBRID STREAMING	CLASSROOM STREAMING	
Definition	 • 100% online ◦ Asynchronous and/or synchronous interactive activities • Implemented when there is a sudden and/or unexpected situation – result of a pivot from F2F delivery	 • 100% online ◦ Asynchronous and/or synchronous interactive activities • Implemented after consideration of the course content, educational technologies, and the student, and faculty bodies ◦ Comprised of intentional instructional and assessment design	 • F2F & online instruction ◦ Online: Asynchronous and/or synchronous interactive activities ◦ F2F requires on-campus participation • Implemented after consideration of the course content, educational technologies, and the student, and faculty bodies ◦ Comprised of intentional instructional and assessment design ◦ Suited for courses in which hands-on skill development is required	• F2F & online instruction ◦ F2F participation is either on-campus or online streaming • Implemented after consideration of the course content, educational technologies, and the student, and faculty bodies ◦ Comprised of intentional instructional and assessment design	• F2F or online synchronous ◦ Students attend synchronously online or F2F • Implemented after consideration of the course content, educational technologies, and the student, and faculty bodies ◦ Comprised of intentional instructional and assessment design	 • 100% F2F and 100% online ◦ Online synchronous, online asynchronous, and F2F delivery modes • Implemented after consideration of the course content, educational technologies, and the student, and faculty bodies ◦ Comprised of intentional instructional and assessment design ◦ Students choose delivery mode of engagement from class to class
Strategic Considerations	• Emergency measures based on external factors (e.g., COVID-19, snow storms, etc.) • Students & faculty are unaware of the delivery mode ahead of time; very little time to prepare ◦ Students and faculty return to F2F delivery when the sudden and/or unexpected crisis is over • Modifications of outcomes and assessments to adapt to the online environment	• Strategic decisions about course content, assessments, & integration of technologies from onset of development, to fulfill set outcomes ◦ Learning experiences are all online • Students & faculty are aware of the delivery mode ahead of time to prepare • All learning outcomes are thoughtfully considered for online delivery	• Strategic decisions about course content, assessments & integration of technologies from onset of development, to fulfill set outcomes ◦ Blend of F2F and online learning experiences • Students & faculty are aware of the delivery mode ahead of time to prepare • All learning outcomes are thoughtfully considered for online or F2F delivery	• Strategic decisions about course content, assessments & integration of technologies from onset of development, to fulfill set outcomes • Students & faculty are aware of the delivery mode ahead of time to prepare • All learning outcomes are thoughtfully considered for online and F2F delivery	• Strategic decisions about course content, assessments & integration of technologies from onset of development, to fulfill set outcomes • Students & faculty are aware of the delivery mode ahead of time to prepare • All learning outcomes are thoughtfully considered for online and F2F delivery	• Strategic decisions about course content, assessments & integration of technologies from onset of development for online (asynchronous and synchronous) and F2F, to fulfill set outcomes • Students & faculty are aware of the delivery mode ahead of time to prepare • All learning outcomes are thoughtfully considered for online synchronous, online asynchronous, and F2F delivery
Pedagogical Considerations	• Ensure authentic assessments are digital by design and suitable for the delivery mode • Teaching and learning materials and activities are virtual and rapidly developed, primarily by instructors ◦ Little time for review, reflection, and iterations of the course prior to implementation • Quick adoption of readily available educational technologies • Learning resources are digital and accessible. ◦ Videos must have captioning & images must have alt text	• Ensure authentic assessments are digital by design and suitable for online delivery • Teaching and learning materials and activities are developed and supported by faculty and eLearning specialists such as instructional designers & multimedia developers • Various educational technologies considered throughout development • Learning resources are digital and accessible ◦ Videos must have captioning & images must have alt text	• Ensure authentic assessments are digital by design and suitable for both delivery modes • Teaching and learning materials and activities are developed and supported by faculty and eLearning specialists such as instructional designers & multimedia developers • Various educational technologies considered throughout development • Learning resources are digital and accessible ◦ Videos must have captioning & images must have alt text	• Ensure authentic assessments are digital by design and suitable for both delivery modes • Teaching and learning materials and activities are developed and supported by faculty and eLearning specialists such as instructional designers & multimedia developers • Various educational technologies considered throughout development • Learning resources are digital and accessible ◦ Videos must have captioning & images must have alt text	• Ensure authentic assessments are digital by design and suitable for both delivery modes • Teaching and learning materials and activities are developed and supported by faculty and eLearning specialists such as instructional designers & multimedia developers • Various educational technologies considered throughout development • Learning resources are digital and accessible ◦ Videos must have captioning & images must have alt text	• Ensure authentic assessments are digital by design and suitable for the three delivery modes • Teaching and learning materials and activities are developed and supported by faculty and eLearning specialists such as instructional designers & multimedia developers ◦ Teaching approaches are tailored to both online and F2F delivery modes in a harmonious way—attention is devoted to both F2F and online students equitably • Various educational technologies considered throughout development ◦ Technologies used to simulcast must ensure that there are equitable learning experiences for all students • Learning resources are digital and accessible ◦ Videos must have captioning & images must have alt text

DIGITAL DELIVERY MODES

	REMOTE	ONLINE	HYBRID	FLEXIBLE		HYFLEX
				HYBRID STREAMING	CLASSROOM STREAMING	
						
Delivery Considerations	• Content is adapted for remote delivery	• Content is developed for asynchronous delivery that includes interactive activities that promote clarification, extension, connections, and practice through active learning activities	• Design for synergy; ensure that the learning online and F2F learning reinforce and augment each other	• Design for synergy; ensure that the online and F2F learning reinforce and augment each other ◦ When planning F2F lessons plan with the synchronous mode in mind first.	• Design for synergy; ensure that the online and F2F learning reinforce and augment each other ◦ When planning F2F lessons plan with the synchronous mode in mind first.	• Design content with the synchronous and asynchronous online experience in mind first; then design for F2F delivery – digital by design.
	• Strategically consider affordances of the course content when delivering synchronous vs. asynchronous ◦ Synchronous time is used for clarification, extension, connection and practice through active learning activities	• Strategically consider affordances of the course content when delivering synchronous vs. asynchronous ◦ Synchronous time is used for clarification, extension, connection and practice through active learning activities	• Strategically consider affordances of the course content when delivering online vs. F2F	• Strategically consider affordances of the course content when delivering online and F2F	• Strategically consider affordances of the course content when delivering online and F2F	• Strategically consider affordances of the course content when delivering online (synchronous and asynchronous) vs. F2F
	• Orient students to a logically organized, well chunked, simple way to navigate the course — where to find materials, how to access platforms, etc. ◦ Set expectations regarding remote learning and spend time orienting the class regarding these expectations	• Orient students to a logically organized, well chunked, simple way to navigate the course — where to find materials, how to access platforms, etc. ◦ Set expectations regarding online learning and spend time orienting the class regarding these expectations	• Orient students to a logically organized, well chunked, simple way to navigate the course — where to find materials, how to access platforms, etc. ◦ Explicitly discuss online and F2F learning connected to course learning outcomes ◦ Set expectations about online and F2F learning ◦ What are the online participation requirements vs. F2F?	• Orient students to a logically organized, well chunked, simple way to navigate the course — where to find materials, how to access platforms, etc. ◦ Explicitly discuss online and F2F learning connected to course learning outcomes ◦ Set expectations about online and F2F learning ◦ What are the online participation requirements vs. F2F?	• Orient students to a logically organized, well chunked, simple way to navigate the course — where to find materials, how to access platforms, etc. ◦ Explicitly discuss online and F2F learning connected to course learning outcomes ◦ Set expectations about online and F2F learning ◦ What are the online participation requirements vs. F2F?	• Orient students to a logically organized, well chunked, simple way to navigate the course — where to find materials, how to access platforms, etc. ◦ Ensure student learning is equitable amongst online and F2F students ◦ Ensure all resources, activities, materials, and opportunities are available for all learners ◦ Set expectations and explain processes and procedures ◦ How will F2F, asynchronous online, and synchronous online students participate, interact, and access learning opportunities?
	• Establish faculty presence online through feedback and interactions that support growth and build community	• Establish faculty presence online through feedback and interactions that support growth and build community	• Establish faculty presence both online and F2F through feedback and interactions that support growth and build community in both modalities	• Establish faculty presence both online and F2F through feedback and interactions that support growth and build community in both modalities	• Establish faculty presence both online and F2F through feedback and interactions that support growth and build community in both modalities	• Establish faculty presence online synchronously, online asynchronously, and F2F through feedback and interactions that support growth and build community in all modalities
	• Build a cohesive learning community online by providing students opportunities to engage with faculty, peers, and content	• Build a cohesive learning community online by providing students opportunities to engage with faculty, peers, and content	• Build a cohesive learning community both online and F2F, by providing students opportunities to engage with faculty, peers, and content in both modalities	• Build a cohesive learning community both online and F2F, by providing students opportunities to engage with faculty, peers, and content in both modalities	• Build a cohesive learning community both online and F2F, by providing students opportunities to engage with faculty, peers, and content in both modalities	• Build a single cohesive learning community online and F2F, by providing students opportunities to engage with faculty, peers, and content in all modalities ◦ Monitor discussion chat and reference them in F2F meetings ◦ Repeat questions from F2F learners for online learners to hear
	• Focus on designing active learning opportunities synchronously and asynchronously that will allow learners to engage meaningfully with faculty, peers, and content ◦ Use polls, discussion boards, etc.	• Focus on designing active learning opportunities synchronously and asynchronously that will allow learners to engage meaningfully with faculty, peers, and content ◦ Use polls, discussion boards, etc.	• Focus on designing active learning opportunities online and F2F that will allow learners to engage meaningfully with faculty, peers, and content in both modalities ◦ Use polls, discussion boards, etc.	• Focus on designing active learning opportunities online and F2F that will allow learners to engage meaningfully with faculty, peers, and content in both modalities ◦ Use polls, discussion boards, etc.	• Focus on designing active learning opportunities online and F2F that will allow learners to engage meaningfully with faculty, peers, and content in both modalities ◦ Use polls, discussion boards, etc.	• Focus on designing active learning opportunities online and F2F that will allow learners to engage meaningfully with faculty, peers, and content in all modalities ◦ Design active learning opportunities that allow online synchronous, online asynchronous, and F2F students to interact

References

Columbia University, Hybrid/Hyflex Teaching and Learning

Columbia University, Blended Learning

Educause, The HyFlex Course Model

Educause, The Difference Between Emergency Remote Teaching and Online Learning

Loyola University Chicago, Teaching a HyFlex Course: Best Practices and Ideas to Consider.

Quality Matters, Top Tips for Designing a HyFlex Course

The eLearning Coach, 10 Best Practices for Designing Blended Learning.

DURHAM COLLEGE | CTL