

Course Design Models: Blended, Hybrid, Flipped, HyFlex



GOAL: As you plan your course, consider the features, advantages, and disadvantages of various course delivery models.

The Overall Design of your Course

There are several options for designing courses that combine in-person and online components. The following definitions are offered to clarify the differences between blended, hybrid, hyflex, and flipped courses. The key to your course design is to find the appropriate combination that best supports students in meeting the course learning outcomes.

→ Read our **Key Effective Practices in Blended and Hybrid Courses** handout for an overview of key strategies

	Defining Features	Additional Resources
Blended	<ul style="list-style-type: none"> Learning happens in face-to-face sessions and online, with both modalities integrated into a cohesive learning experience Online materials and activities are meant to complement, supplement, and build upon (rather than replace) face-to-face time 	<ul style="list-style-type: none"> Blended Learning, Columbia University Teaching with Technology Online, University of Wisconsin-Madison Blended Course Design, Teaching in Higher Ed Podcast #113
Hybrid	<ul style="list-style-type: none"> In contrast with blended courses, hybrid courses replace much of the face-to-face time with online interaction. A significant portion of the course takes place online. Online components can be synchronous or asynchronous 	<ul style="list-style-type: none"> Getting Started with Designing a Hybrid Learning Course, Cornell University
Flipped	<ul style="list-style-type: none"> Students learn fundamental knowledge prior to class through an online component, and expand upon that knowledge through activities conducted in-class Flipped courses are blended courses and may also be hybrid courses 	<ul style="list-style-type: none"> Course Design: Planning a Flipped Class, University of Waterloo Flipping the Classroom, Vanderbilt University
Hyflex	<ul style="list-style-type: none"> Hyflex combines the terms "hybrid" and "flexible" Each class is offered in-person, synchronously online, and asynchronously online to provide a flexible experience and multiple modes of participation Students are given choice in how they participate in the course and engage with material, and can change their method of participation throughout the course (e.g., weekly, by topic, or according to preference) 	<ul style="list-style-type: none"> HyFlex Course Design Examples, Kevin Kelly, San Francisco State University and ACUE Hybrid/HyFlex Teaching & Learning, Columbia University

From [Course Design Models that Combine In-Person and Online Components: Definitions and Examples](#), University of Guelph

Hybrid/Blended Course Design Model

Benefits for Students	Benefits for Instructors
<ul style="list-style-type: none"> stronger student learning outcomes than face-to-face courses or purely online courses enhanced student engagement increased flexibility with their learning improved opportunities for social integration, peer/teacher support, and knowledge sharing increased participation, learner satisfaction, and enhanced sense of community 	<ul style="list-style-type: none"> more opportunities to engage with students creative management of out-of-class time that benefits instructors' schedules improved quality of interaction with students opportunity to play with teaching strengths and technology in creative ways

From [Blended Learning](#), University of Western Ontario (website includes references)

Hyflex Course Design Model

Benefits	Challenges
<ul style="list-style-type: none"> Accommodates diverse student needs and access Allows for face-to-face interaction Opportunity to develop course materials that can be repurposed for future classes and other uses 	<ul style="list-style-type: none"> Requires extensive preparation and a shift in pedagogy to engage multiple audiences simultaneously Virtual/remote students may find it more difficult to engage and participate Potential for tech issues to impede learning Need for a teaching assistant to support interaction between in-person and virtual students and the instructor during face-to-face sessions

From [Hybrid-Flexible \(or HyFlex\) Implementation Guide](#), University of North Carolina at Chapel Hill

HyFlex: Recommended Resources

1. [Hybrid/Hyflex Teaching and Learning](#) and [Five Tips for Hybrid/Hyflex Teaching](#), Columbia University
 - Classroom set-ups and practical strategies for planning the class session, using technology, preparing and engaging all students, creating community, making materials and learning experiences accessible, and responsibilities to give TA's and students.
2. [Hyflex Course Design Examples](#) Google Doc
 - Crowd sourced examples of class designs for different class lengths and how to facilitate activities in a HyFlex classroom (e.g., think-pair-share, polling, quick writes).
3. [Hybrid-Flexible \(or Hyflex\) Implementation Guide](#), University of North Carolina at Chapel Hill
 - Strategies for effective HyFlex teaching, including how to prepare and engage students and how to promote interaction between in-person and virtual students.

Opinion Pieces about HyFlex Courses

1. [Can HyFlex Options Support Students in the Midst of Uncertainty?](#) Beatty, B. (2020).
2. [Our HyFlex Experiment: What's Worked and What Hasn't.](#) Gannon, K. (2020). Chronicle of Higher Education.
3. [COVID-19 Planning for Spring 2021: What We Learned About Hybrid Flexible Courses in Fall 2020.](#) Kelly, K. (2021).

