

Agile-Hybrid Modality Guide



The closest to the campus experience possible (for larger courses)

The current environment does not allow for us to teach our students in Fall 2020 the exact way we may want, or in the same way as we did in Fall 2019, no matter how much we wish we could. However, the university has created a set of course delivery modes that will allow you to create the most safe, connected, and collaborative learning environment for you and your students. The good news is that despite the new modes, the aspects of these modes share many similarities to the way you are accustomed to helping your students learn.

The purpose of this guide is to provide you key information on the structural aspects and expectations for each of the modes of teaching. Regardless of modality, **the total time students spend engaged in the learning process (i.e., student workload) should be similar to traditional learning**, and certainly not exceed that.

Expectations of Faculty and Students

Faculty

- You teach in a traditional classroom
- On all scheduled days/times you are in the classroom
- Wear a mask at all times inside

Students

- Each class, only half of students attend in person
- Completes asynchronous (i.e., self-paced) online learning equivalent to “missed” class sessions
- Wear a mask at all times inside

You (Faculty) Need To

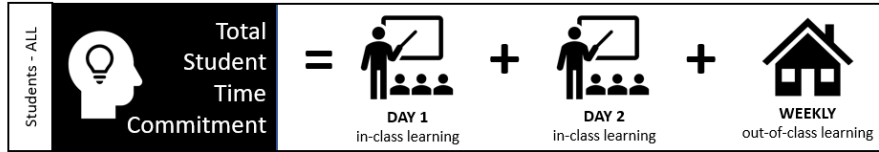
- Divide your students into groups
 - those who will attend class in person each day of week
 - do not exceed social distancing room capacity
- Inform each student of the specific day of week they are expected to attend in person
- Create the asynchronous online learning content
- Post the asynchronous online learning content to Blackboard with a clear and consistent structure
- Communicate a clear and consistent schedule to students

Classroom Considerations

- **MUST have a backup plan in the event of a close campus mandate**
- Social distancing required at all times
 - During lecture and discussion
 - During group work
- You are required to wear a mask
- Students attending in person are required to wear a mask

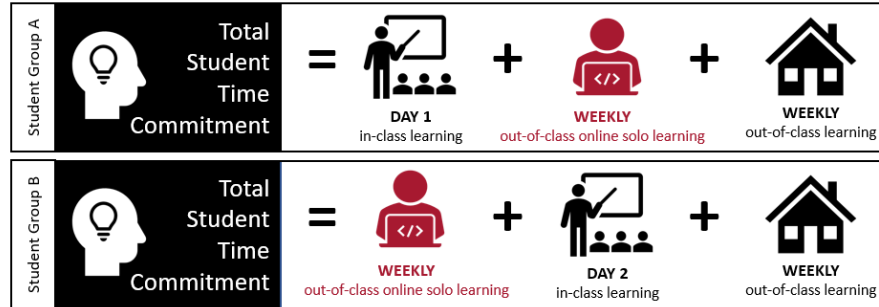
Agile-Hybrid Course: Student Time Learning (2 Days a Week)

Fall 2019 (Pre-COVID)



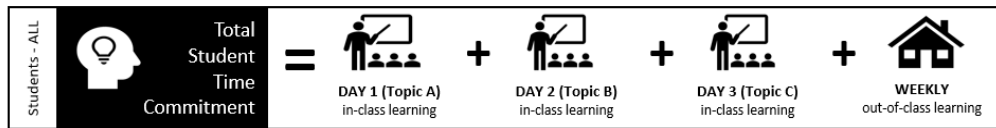
- Differences**
- One traditional class session replaced with equivalent online learning content
 - Student completes content asynchronously

Fall 2020 (post-COVID19)



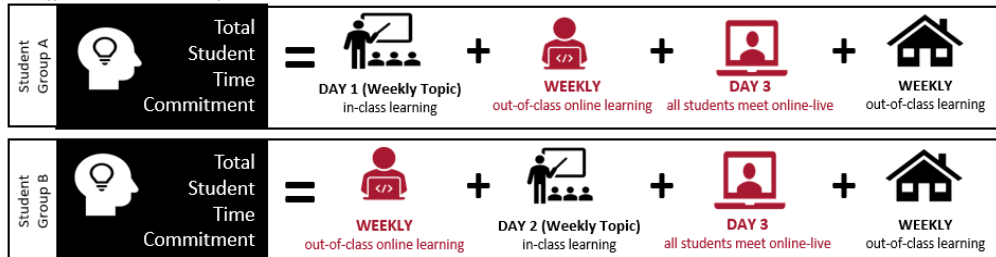
Agile-Hybrid Course: Student Time Learning (3 Days a Week, Option A)

Fall 2019 (Pre-COVID)



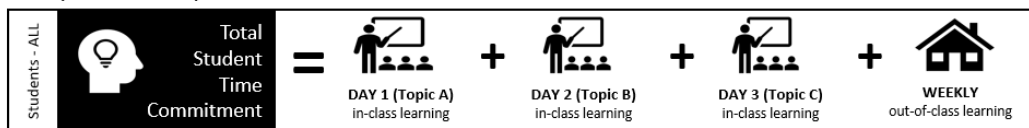
- Differences**
- One traditional class session replaced with a live class meeting (all students)
 - One traditional class session replaced with equivalent self-paced online learning content
 - Student completes content asynchronously

Fall 2020 (post-COVID19)



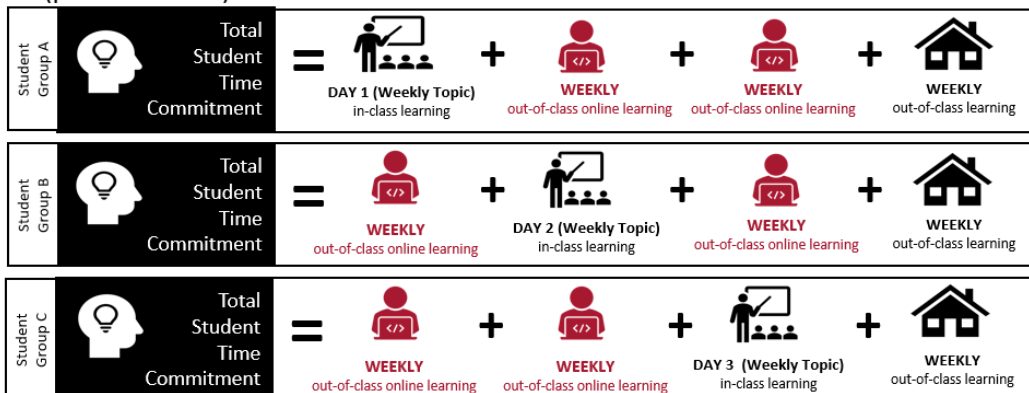
Agile-Hybrid Course: Student Time Learning (3 Days a Week, Option B)

Fall 2019 (Pre-COVID)



- Differences**
- Two traditional class sessions replaced with equivalent online learning content
 - Student completes content asynchronously

Fall 2020 (post-COVID19)



Icon Key

Icons representing components of the teaching-learning process

Key



- Faculty teaching done on campus
- Student learning done on campus

▪ **BLACK** indicates components similar to the structure of a traditional face-to-face course



- Students complete out-of-class online solo (asynchronous) learning

▪ **RED** indicates components different than the structure of a traditional face-to-face courses



- Student in an online environment in real time with the faculty member and other students (synchronous)



- As typical, students complete outside of class "homework" (e.g., readings, videos, problem sets, cases)

ACT Toolkit Resources Related to Agile-Hybrid Modality

Getting Started (Foundational)	
I want to COMMUNICATE TO MY STUDENTS.	X
I want to SET EXPECTATIONS FOR MY STUDENTS.	X
I want my students TO KNOW HOW TO USE CLASS TECHNOLOGIES.	X
I want my COURSE TO BE EQUITABLE.	X
Instructional Basics	
I want to DISTRIBUTE COURSE MATERIALS.	X
I want to HOST AN ENGAGING LIVE LECTURE.	X*
I want to ASSESS LEARNING.	X
I want my STUDENTS TO MAINTAIN ACADEMIC INTEGRITY.	X*
Instructional Advanced	
I want my course to ENCOURAGE LEARNING.	X
I want to OBSERVE STUDENTS DEMONSTRATING SKILLS.	X*
I want my students to GIVE AN ONLINE PRESENTATION.	X*
I want to FACILITATE A LAB REMOTELY.	X*
Engaging Students	
I want to PERSONALIZE MY COURSE.	X
I want to ENGAGE MY CLASS IN DISCUSSION.	X*
I want to provide an OPPORTUNITY TO ENGAGE WITH CONTENT.	X
I want to MANAGE A SIMULTANEOUS ONLINE & FACE-TO-FACE AUDIENCE.	X*
Supporting Success	
I want my STUDENTS TO BE MOTIVATED TO LEARN.	X
I want my STUDENTS TO STAY INVOLVED IN THE COURSE.	X
I want to CHECK IN ON STUDENTS' UNDERSTANDING.	X
I want to PROVIDE MY STUDENTS WITH QUALITY FEEDBACK.	X
Connecting Students	
I want my STUDENTS TO WORK ON GROUP PROJECTS.	X*
I want my STUDENTS TO CONNECT WITH EACH OTHER.	X
I want my STUDENTS TO KNOW HOW TO REACH ME.	X
I want to CONNECT STUDENTS TO SUPPORT ON CAMPUS.	X

Visit the ACT website for toolkit resources and more: <https://ysu.edu/institute-teaching-and-learning/creative-course-delivery>.

*dependent on course type and instructional strategies used