

Course Modalities & Instructional Approaches

Modalities

Seated (S)

Definition:

A seated course meets in person in the classroom for the full meeting time as scheduled in the registration system.

Example:

PSY 101 - ST1 (3 credit hours) is officially scheduled as a seated class to meet Tuesday and Thursday, 12:30pm – 1:45pm. Students will meet in person on each scheduled day in order to meet the required seat time for the week.

Guidance for Faculty:

When communicating to students, confirm that students are meeting in person for each day of the course and note any special considerations regarding the space.

Establish clear attendance policies for seated classes based on student presence on the scheduled days and times. Record attendance in The LMS regardless of absence policies.

Seated with Alternating Attendance Groups (variation of Seated)

Definition:

In the case of alternating attendance, students in a seated course are assigned to groups designated to attend every other scheduled class session. The same content and activities are repeated in person for both groups. Online content and support are available for students between class meetings. Work will be pursued or completed outside of class or in The LMS throughout the week to replace the seated time for the day(s) students do not attend. This modality should only be implemented after consultation with the department chair or dean. It perhaps has the most utility for labs or studio art/design courses.

Example:

Art 106 - ST1 (3 credit hours) is officially scheduled as a seated class to meet Monday, Wednesday, and Friday from 8:00-9:55. Students designated as Group A will attend on Monday, Group B will attend Wednesday, and Group A will meet again on Friday. The following week, Group B will attend on Monday and Friday, while Group A will attend on Wednesday. In a Tuesday/Thursday class, Group A would meet on Tuesdays while Group B would meet on Thursdays. Online or independent work is required for students for days they are not attending in person.

Guidance for Faculty:

As a variation of the Seated modality, it is not described as official unique modality listed in the catalog for students. Instructors must establish very clear instructions for in-person attendance and expectations for any work to be completed online or outside of class. In some cases, depending on the discipline, students will work independently between class meetings without the need for online engagement, but there must be clear avenues and opportunities for communication with students between their group's face-to-face meetings in the classroom.

Establish and publish attendance groups and a concise schedule for attendance of all in-person class meetings for groups. Record student attendance on assigned in-person days in The LMS (regardless of absence policy) and observe student participation in The LMS for the online assignments or activities.

Hyflex (F)

Definition:

A hyflex course meets every day as scheduled. It meets in person, but also offers a simulcast for students not able to attend in person. In a Traditional undergraduate course, half of the class meets in the classroom, while the other half meets synchronously online. The two groups alternate how they will join class to ensure frequent face-to-face engagement with faculty for all students. Students with health concerns or other excused absences on their scheduled classroom days can attend remotely.

Example:

ENG 101 - FT1 (3 credit hours) is officially scheduled as a Hyflex (F) course to meet Monday, Wednesdays, and Fridays at 12:25-1:15. Half of the students (Group A) are designated by the instructor to meet in person in the classroom during these times, while half (Group B) will attend remotely. Groups alternate the days of their classroom and remote attendance. The instructor will use in-classroom technology to stream the sessions and engage with students participating remotely.

Guidance for Faculty:

This format requires interacting with students in person and remotely at the same time. Clearly communicate how students will be designated to attend in person or remotely. If accessing class using video conferencing software, communicate how they should participate (e.g., discussion, chat box, raising a hand, etc.) Recordings of class meetings can be made available for students temporarily unable to attend in person or via video conferencing. Consider having those students attending in person help to monitor chat boxes and virtual students' interactions. This could be done as a group, or by assigning rotating assistant duties. All student in the classroom should not be logged in to video conferencing software, but it may be advantageous to have one or two students in the room log in for each class meeting. Not only can this approach help you to manage two groups of students, it can help to establish some continuity and community between the student groups.

Establish clear attendance policies for the synchronous class meetings (for virtually and in-person) based on student presence on the assigned days and times. Record attendance in The LMS regardless of absence policies.

Hybrid (H)

Definition:

Often called blended learning, a hybrid course replaces some portion of "seat time" (in-person class meetings) with online content or activities. While a Seated course might meet two or three days a week, a Hybrid section of the same course may meet just once or twice a week and replace the third weekly class meeting with asynchronous online content or activities.

Example:

ENG 101 - HT1 (3 credit hours) is officially scheduled as a hybrid course to meet on Mondays and Wednesdays at 12:25-1:15. Students meet during these times and complete online coursework in The LMS during the week to satisfy the remaining 50 minutes of seat time that they would typically have in a fully seated course.

Guidance for Faculty:

Communicate clearly when students are to attend in person and what to complete each week to satisfy the online portion of the course.

Establish clear expectations for attendance during the in-person component of the course and participation guidelines for the online portion. Record student attendance in The LMS on all class meeting days (regardless of absence policy) and observe student participation in The LMS for the online portion of the course (e.g., completion of assignments or activities).

Online (O)

Definition:

A fully online course has no synchronous requirements. All content and participation requirements are online with clear due dates (typically following a weekly modular structure).

Example:

BUS 301-OT1 is officially listed as an online course with no required meeting times.

Guidance for Faculty:

Communicate clear participation expectations to students, particularly when assignments and activities are due each week.

Attendance is not taken in an online class since there are no mandatory synchronous sessions. Instead, participation is measured by completion of assignments and activities.

Instructional Approaches

A variety of instructional approaches can be applied to all of the above modalities, but the two below are the most common.

Inverted Instruction

The inverted classroom model (often referred to as a “flipped classroom”) flips the typical lecture portion of a class to the online environment for student viewing before attendance in-the classroom. Inverted instruction allows for more meaningful and active in-person sessions where students work on projects or assignments together.

Traditional Instruction

Traditional instruction involves delivery of content by a faculty member and some active learning components during a class session. Most projects or assignments are done outside of class, when students in an inverted class would be viewing lecture material.