

Fall 2020 Course Modalities & Instructional Approaches

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Modalities

Fully Seated

A fully seated 3-credit hour course meets the week's full 150 minutes of seat time (50 minutes each week per credit hour) in person. This type of course is meeting in a space that allows for appropriate social distancing.

Seated 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 each day to meet the required seat time during the week.

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 assigned days and times. Record attendance in Canvas regardless of absence policies.

Seated with Alternating Attendance

In the case of alternating attendance, students in a seated course are assigned a group designation to attend every other (or every third) class session, and the same class session is held in person for both groups with online content available for the days that students are not meeting. Online content will be completed in Canvas throughout the week to replace the 50 - 100 minutes of seat time for the day(s) students do not attend for a 3-credit hour class.

Alternating Attendance Example: ENG 101 - ST1 (3 credit hours) is officially scheduled as a seated class to meet Monday, Wednesday, and Friday 12:25pm – 1:15pm. Students designated as Group A will attend on Mondays, Group B will attend Wednesdays, and Group C will meet Fridays. Online content is required for students for days they are not attending in person.

Communication to students needs to include when they are to attend in person and clear expectations on any online work that must be completed each week. 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 groups' face-to-face meetings.

Establish clear expectations for attendance for the in-person component of the course and participation guidelines for any online portion. Keep track of student attendance on assigned in-person days (regardless of absence policy) and observe student participation in Canvas for the online assignments or activities.

Hybrid

Often called blended learning, a hybrid course replaces some portion of "seat time" with online content. Part of the 150 minutes of a 3-credit hour class is officially moved online.

Hybrid 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 Canvas during the week to satisfy the remaining 50 minutes of seat time that they would typically have in a fully seated course.

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. Keep track of student attendance on assigned in-person days (regardless of absence policy) and observe student participation in Canvas for the online portion of the course (e.g., completion of assignments or activities).

Hyflex

A hyflex or hi-flex course is a course that meets in person but also offers a simulcast for students not able to attend. Recordings of class meetings are then available for both sets of students. This format offers the highest degree of flexibility and student choice, but it requires interacting with students in person and remotely at the same time.

Example: ENG 101 - ST1 (3 credit hours) is officially scheduled as a seated course to meet Monday, Wednesdays, and Fridays at 12:25-1:15. Some students have chosen to meet in person during these times and some attend via Zoom during this time. The instructor will use in-classroom technology or a tripod + iPad to stream the sessions and engage with students participating remotely.

Communicate clearly how students will designate whether they will be in person or on Zoom. If accessing via Zoom, communicate how they should participate (e.g., chat box, raising a hand, etc.)

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 face-to-face student should not be logged in to zoom, but it may be advantageous to have one or two login 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 based on student presence (virtually or in-person) on the assigned days and times. Record attendance in Canvas regardless of absence policies.

Fully Online

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).

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

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 will be the most common this fall, with the CIDL promoting an Inverted Instruction.

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-person. 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 completed outside of class, when students in an inverted class would be viewing lecture material.