

Access Lara's
Google Slides

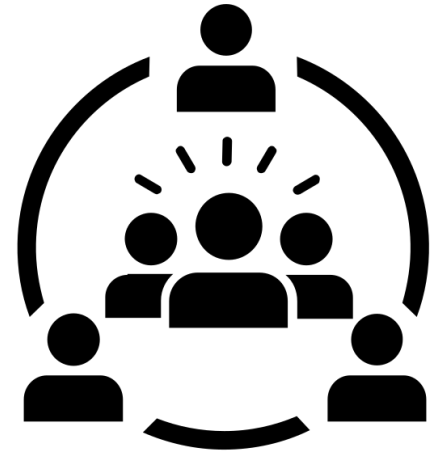


Welcome to Designing for Intentionally Equitable Hospitality (IEH) in HyFlex Learning Environments

We will be starting shortly.

Part-Time Teachers' Conference
Humber College, IGS (room 505)
April 29, 2023, 2:10-3:10 p.m.

[Café Music BMG Channel: Bright Sunshine](#)



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Goals

1. Share **Intentionally Equitable Hospitality (IEH)** approaches that foster student learning communities and enhance **HyFlex** learning environments.
2. Discuss **IEH**-related challenges and affordances of **HyFlex** related to technology and facilitation.

Setting the Context

1. Lara's self-introduction
2. Acknowledgement of the work of Maha Bali and colleagues
3. Share your **name** and your **favourite course** that you've taught recently
4. Mentimeter check-in: **menti.com code 9536 0093**

What is Intentionally Equitable Hospitality? (1 of 2)

Bali & Zamora, 2022

An inclusive approach to the design and facilitation of online/hybrid learning experiences.

The designer/facilitator of learning behaves as the “host” of the space who notices how learners are included or excluded into the learning space.

“The way we gather matters.”

What is Intentionally Equitable Hospitality? (2 of 2)

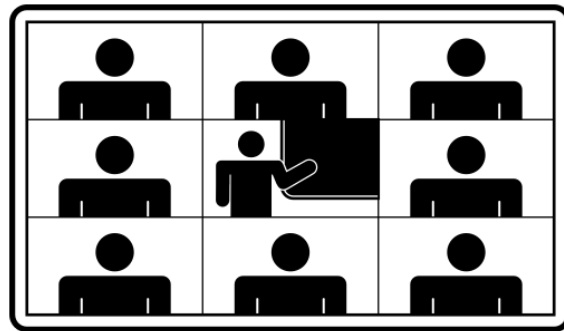
Building Community Online through
Intentionally Equitable Hospitality
(2020, Sept. 16)

IEH asks:

- How can we replicate “hallway conversations” which build social capital?
- How are certain groups privileged over others?
- What aspects of our design and delivery can we adapt to ensure all are included in the learning experience?

HyFlex Design, Teaching and Learning

- An approach to flexible hybrid (blended) learning
- Blend of simultaneous classroom and online instruction while supporting students asynchronously through “flexible learning paths” (Beatty, 2019).



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Breakout Groups: Explore the IEH Resource

1. Explore “[Introductory Activities](#)” at the link in the chat.
2. Someone shares their screen. As a group, decide on an activity to try out. Make sure to pick an activity that can be done quickly with limited or no preparation.
3. Meet each other! Follow the activity instructions. Take brief notes on our shared [Google Slides](#).
4. Report your activity to the larger group during a debrief.

Access to Introductory Activities



Explore the IEH Resource: Debrief

- Which activity did your group choose? Briefly describe it.
- How might this activity support IEH principles and help to build community in HyFlex learning environments?
- If you haven't tried this with students before, would you consider it? Why or why not?

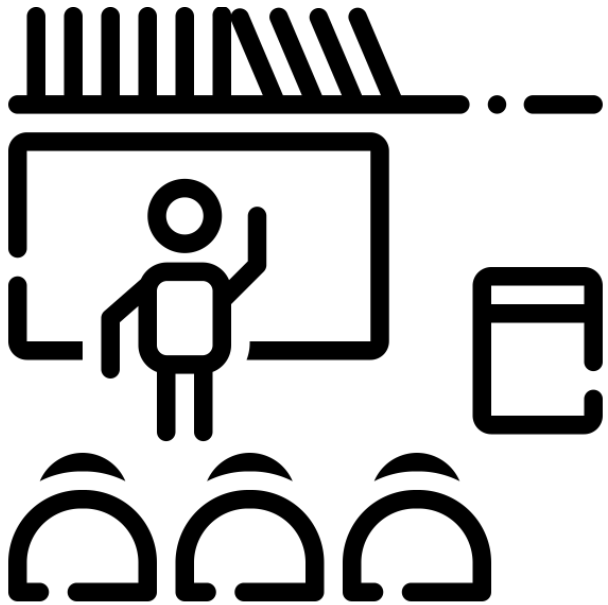
HyFlex Design is based on Four Principles (1 of 2)

| | IEH Instructional Strategy 1 | IEH Instructional Strategy 2 |
|-----------------------|------------------------------|------------------------------|
| Learner Choice | | |
| Equivalency | | |
| Reusability | | |
| Accessibility | | |

HyFlex Design is based on Four Principles (2 of 2)

| | IEH Instructional Strategy 1 | IEH Instructional Strategy 2 (Help me!) |
|-----------------------|---|--|
| Learner Choice | Design a liquid syllabus that articulates in-class, online and asynch options | |
| Equivalency | Students reflect on a video, podcast or reading on a similar topic, then share their reflections on LMS | |
| Reusability | Learners work in groups to build Google Slides for asynch review | |
| Accessibility | Teacher verbally describes images live (recorded) | |

IEH Design & Facilitation Strategies for HyFlex

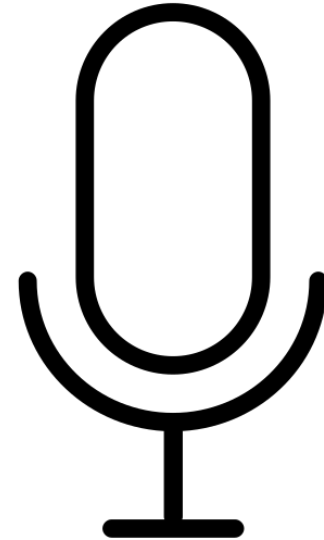


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- **“While We Wait”**: show a welcome message, play music, ask students to share their favourite TV show, song, movie, book
- **Distribute care**: appoint one or two students as assistants to draw attention to online activity
- **Verbalize transitions**: “Now that we’ve heard from the class, let’s turn to the chats for a few minutes.”
- **Know when to pause**: explain why people are laughing in the room, pause for chat contributions
- **Know when to adjust**: pacing in HyFlex can often be different than planned

IEH Tech Strategies for HyFlex

- **Accessibility considerations:** monitor how audio and video best support learning, teach microphone awareness to students
- **Invite in-class students to join the class virtually** (on mute)
- **If you use a podium:** sign up on your extra device or laptop in incognito mode as a “student” to use headphones for group work
- **Share screen using Whiteboard** rather than write on the wall white board - it’s easy to record for asynchronous students



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Lara's Experience with HyFlex Design and Facilitation

- Set-up takes longer - hard for me to multitask and set a positive tone while students walk in the classroom
- Pacing is different (aka slower) than online or in-person
- Managing multiple monitors, dragging screens, remembering what virtual and in-class students can and can't see
- Balancing focus and awareness of virtual vs. classroom learners
- Managing group work - audio considerations, how to support students effectively

Final thoughts on Inclusion, Belonging and HyFlex Learning

“A class is often a unique entity, with its own chemistry or “personality”. It holds particular memories. A class occurs at a particular time in one’s life, and it is experienced in a particular place. Learning together holds the potential for unique growth moments, and can be truly transformational if it is tied to a sense of belonging. If a student gains the experience of being included and heard, it makes a critical difference in what kind of learning is possible for all.”

Bali & Zamora, 2022

Discussion and Reflection

1. Any HyFlex success stories to share? Why did it go well?
2. As post-secondary educators, in what ways do we behave as “educational gatekeepers”?
3. Let’s check back with the Menti questions (anonymous).

Revisit Goals

1. Share **Intentionally Equitable Hospitality (IEH)** approaches that foster student learning communities and enhance **HyFlex** learning environments.
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References

Bali, M. & Zamora, M. (2022). [Intentional equitable hospitality as critical instructional design](#). In J. Quinn, M. Burtis S. Jhangiani & C. J. Denial (Eds.), *Designing for care*. Hybrid Pedagogy Inc.

Beatty, B. J. (2019). *Hybrid-Flexible Course Design* (1st ed.). EdTech Books. <https://edtechbooks.org/hyflex>

[Building Community Online Through Intentionally Equitable Hospitality, an NWP CoLab](#). (2020, Sept. 16). National Writing Project.

Thank you!
Feel free to connect.

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