The HyFlex course design is built upon four fundamental values: Learner Choice, Equivalency, Reusability, and Accessibility, each with a corresponding guiding principle for designers and instructors to follow. These four "pillars" provide a consistent and solid foundation for resulting courses and programs. As you draft your design concept and start building your course plan, keep these principles in mind.

1. **Learner Choice:** *Provide meaningful alternative participation modes and enable students to choose between participation modes weekly (or topically).*
2. **Equivalency:** *Provide equivalent learning activities in all participation modes.*
3. **Reusability:** *Utilize artifacts from learning activities in each participation mode as "learning objects' for all students.*
4. **Accessibility:** *Equip students with technology skills and access to all participation modes.*

As you design your course, you'll find that the content and activities you plan for each mode often overlap, allowing you to reuse learning resources, activities, and assessments for all students when possible and practical. In some cases, perhaps most, the specific activities are not the same activities for students in all participation modes, but activities in each mode must lead to equivalent learning outcomes.

No matter which participation format is chosen, teaching and learning activities should ideally:

- Present **content** effectively and professionally
- **Engage** learners with generative learning activities
- Use authentic **assessment** to evaluate student learning

The worksheets provide a framework for thinking about and writing down specific ideas, concerns and plans to guide your design and development efforts.

1. **Assess the opportunities (value) and challenges (costs).** Compare the expected value with the anticipated costs. Is this approach worth it?
2. **Confirm or modify expected student learning outcomes.** Are your current learning outcomes (or learning objectives at a more detailed level) able to be achieved in all participation modes? What might have to be changed?
3. **Plan student learning activities** (focus on content). Do you have sufficient instructional content for all learning modes? How can it be used across learning modes?
4. **Plan to assess student learning outcomes**. Will your assessment strategy (and format) work well for all learning modes? What differences do you expect? Can the potential impact of these differences be mitigated?
5. **Develop student engagement strategies.** Consider how to connect students across participation modes; consider faculty and student workflow changes that may be required.
6. **Plan for implementation.** Consider technical, student, faculty, and administrative factors.
7. **Evaluate the return on expectations.** If you have the opportunity, plan for the evaluation of your approach – how will you decide whether or not your strategic objectives are being met?

 Dr. Brian Beatty

1. Assess the Challenges (Costs) and Opportunities (Value)

Opportunities: Adding Value		**Solving Problems**	
List the opportunity-related goals:	*Explain how flexible delivery design would allow you to meet this goal.*	*List the problem-solving goals:*	*Explain how flexible delivery design would help meet this goal.*

Challenges: Additional Costs			
Faculty	**Students**	**Technology/Resources**	**Administrative**
List the potential or actual costs to the faculty:	*List the potential or actual costs to the students:*	*List the potential or actual costs associated with resources:*	*List the potential or actual administrative challenges:*

Comments:

2. Student Learning Outcome Analysis

Program | Course | Session

Student Learning Outcomes	**Validation/Modification/Clarification for Online Participation**		
*List the current course- or session-level student learning outcomes (or create new ones) for face to face participation. Note: **Learning** outcomes (what is learned) are different than **process** outcomes (how something is learned).*	*Consider whether these outcomes can be met by students participating online rather than face to face. You may need to consider sync **and** async online.*		
	YES	***NO***	***Modifications/Clarifications needed for online (sync/async):***
	YES	***NO***	***Modifications/Clarifications needed for online (sync/async):***
	YES	***NO***	***Modifications/Clarifications needed for online (sync/async):***
	YES	***NO***	***Modifications/Clarifications needed for online (sync/async):***
	YES	***NO***	***Modifications/Clarifications needed for online (sync/async):***

Comments:

3. Instructional Content Analysis

Program | Course | Session

Instructional Goal/Objective 1	***In-class Activity***	***In-class Resources***	***Online Resources***	***Action Needed***
State the goal/objective	*Describe the content required to support learning.*	*List required materials for in-class participation.*	*Describe differences in materials needed to support online learning (if any).*	*List action steps needed to acquire materials.*
Instructional Goal/Objective 2	***In-class Activity***	***In-class Resources***	***Online Resources***	***Action Needed***
State the goal/objective	*Describe the content required to support learning.*	*List required materials for in-class participation.*	*Describe differences in materials needed to support online learning (if any).*	*List action steps needed to acquire materials.*
Comments:				

4. Assessment Approach Analysis

Program | Course | Session

Learning Outcome 1	***In-class (F2F) Assessment***	***Online Assessment***
State the learning outcome that will be assessed. *Note: Not all learning outcomes may be directly assessed, but all major ones should be.* ***Learning*** *outcomes (what is learned) are different than* ***process*** *outcomes (how something is learned).*	*Describe the assessment plan for in-class students.*	*Describe the assessment plan for online students. You may need to plan alternative assessments for both synchronous and asynchronous students.*
Learning Outcome 2	***In-class (F2F) Assessment***	***Online Assessment***
State the learning outcome.	*Describe the assessment plan for in-class students.*	*Describe the assessment plan for online students. You may need to plan alternative assessments for both synchronous and asynchronous students.*
Comments:		

5. Student Engagement Plan

Program | Course | Session

Engagement Strategy	In-class	Online Synchronous	Online Asynchronous

Workflow adjustment:

What workflow adjustments may be needed by faculty and students to engage meaningful as planned? What are the major challenges to successful engagement for faculty and students?

6. Implementation Planning

Program | Course | Session

Technical Factor	Classroom Solution	Online Synchronous Solution	Online Asynchronous Solution
Which factors should be considered to help ensure success in each mode?	*What solution is needed for the classroom?*	*What solution is needed for the synchronous environment?*	*What solution is needed for the asynchronous environment?*

Challenges: New Resources Needed for Implementation			
Faculty	**Students**	**Technology**	**Administrative**
List the new resources needed to support faculty:	*List the new resources needed to support students:*	*List the new resources needed to support technology-mediated delivery:*	*List the new or revised resources needed to support the administrative aspects of HyFlex:*

Comments:

7. Assess Return on Expectations (consider both short- and long-term)

Expected Return (Value Expectation)	Measurement (Data)	Planned Analysis	Evaluation (Value Returned?)

Comments:
Compare the anticipated value return to the additional costs (actual) - what adjustments are needed?