



## ~ Student Learning and Instructional Strategies ~



### **Dr. Brian Beatty**

Associate Vice President, Academic Affairs Operations  
San Francisco State University (SFSU)

### **9am: Hybrid-Flexible (HyFlex) Courses: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity**

**Abstract:** HyFlex (Hybrid-Flexible) courses provide multiple participation paths through a course that encourage students to choose which path – in class or online (synchronous and/or asynchronous) – works best for them for a given class session. Providing effective learning paths in multiple modes within the same class sections supports active and engaged student learning for all: distant and local, “live” and virtual. Combining online and in-class students allows institutions to maintain class section enrollment numbers while meeting physical distancing requirements. Providing students with meaningful participation choices supports their individual needs and preferences regarding on-campus participation. HyFlex courses also support our common immediate need for “built-in” instructional continuity to prepare for potential contingencies in the coming academic year and beyond.

This webinar will review the HyFlex methods developed during the past 15 years in many institutions around the world, focusing on aspects of teaching, learning and supporting a shared learning community. We will also discuss basic design processes and institutional faculty development approaches for those implementing HyFlex in their courses, and summarize the research conducted on the HyFlex model in action. In our discussion, we will address some of the common challenges for faculty, students and administrators that must be managed. Participants are encouraged to review the book *Hybrid Flexible Course Design: Implementing student-directed hybrid classes* before this session. <https://edtechbooks.org/hyflex>

**Bio:** Dr. Brian Beatty is Associate Vice President for Academic Affairs Operations at San Francisco State University (SFSU). He oversees the Academic Technology unit and coordinates the use of technology in the academic programs across the university. At SFSU, Dr. Beatty pioneered the development, and evaluation of the HyFlex course design model for blended learning environments, implementing a “student directed-hybrid” approach to better support student learning. He completed his HyFlex OER textbook, (*Hybrid-Flexible Course Design* which was released in conjunction with the AECT 2019 Conference in Las Vegas, NV on October 24.)

[Research article on Hyflex Course Design](#)

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**Dr. Vanessa Paz Dennen**

Professor, Educational Psychology & Learning Systems  
Florida State University

### 10am: Online Discourse & Communities of Practice:

**Abstract:** In a virtual class, sense of community is important. Students who feel like members of a learning community -- not just names on a roster -- are more likely to be fully engaged in the learning process. In this session, we'll discuss ways to bridge the transactional distance posed by virtual learning. You'll learn the key points in a virtual class where community matters and strategies for fostering the peer relationships and interactions that support community.

**Bio:** Dr. Vanessa Dennen is a Professor of Instructional Systems & Learning Technologies in the Department of Educational Psychology & Learning Systems. She joined the faculty at FSU in 2003.

Vanessa's research investigates the cognitive, motivational, and social elements of computer-mediated communication. Specifically, she concentrates on three major issues: (1) learner engagement in online discussion activities; (2) identity development, knowledge management, and knowledge brokering within online networks and communities of practice; and (3) ethical issues related to computer-mediated learning. Her research is situated in both formal and informal learning environments and focuses on communication technologies ranging from discussion forums to social media to mobile technologies. She has authored more than 50 journal articles and book chapters, which have appeared in publications such as *Instructional Science*; *Distance Education*; *Computers in Human Behavior*; *Educational Research Technology & Development*, *The Handbook of Distance Education*; and *The Handbook of Research on Educational Communications and Technology* among others. Additionally, in 2013 she co-edited (with Jennifer B. Myers) a book entitled, *Virtual Professional Development and Informal Learning in Online Environments*.

Vanessa currently serves as co-Editor in Chief of *The Internet and Higher Education*. Additionally, she is a member of the editorial board for *Educational Researcher* and has edited special issues for *Distance Education and Technology*, *Instruction*, *Cognition & Learning*.

Vanessa has a Ph.D. and M.S. from Indiana University (Instructional Systems Technology, 2001; Educational Psychology, 1999) and an MS from Syracuse University (Instructional Design, Development & Evaluation, 1995). She received her BS in Radio-TV-Film from Northwestern University.

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**Dr. Peter Van Leusen**  
Manager of Instructional Design  
Arizona State University

**11 am: Designing for Student Success: Adaptive/Active Learning at ASU**

**Abstract:** Adaptive learning offers promise for all learners of differing skills and abilities to be successful at their individual pace and level of understanding (ELI, 2017; Pugliese, 2016). As an institution centered on student success and access, Arizona State University started implementing adaptive courses in 2011 with enrollment in adaptive courses reaching 27,000 learners in 2018-2019. This session summarizes outcomes (student retention, success, instructor & student feedback) from multiple subjects (Math, US History, Biology, Economics, Psychology, Philosophy) and efforts for developing an adaptive undergraduate biology program. In addition, we will share how the adaptive/active learning framework is being implemented in on-ground, online, and alternative formats at ASU.

**Bio:** Dr. Peter van Leusen is the Manager of Instructional Design with focus on scalable and adaptive projects for EdPlus, Strategic Design & Development at Arizona State University. He has worked at multiple large research-focus universities in the U.S. with the goals to foster student success and truly have an impact. His recent instructional design projects include collaborating on adaptive curriculum and courseware development, designing MOOCs in a foreign language, and spearheading innovative digital educational experiences for broad audiences.