

Flex Checklists

Version 6

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Checklists

- [Checklist A: Flexible Teaching Technology](#)
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These checklists and considerations are adapted from:

- [Five Tips for HyFlex Teaching with All Learners in Mind](#) from Columbia's Center for Teaching and Learning
- [Teaching HyFlex Courses: Teaching and Learning Guide](#) from Texas Woman's University

Checklist A: Flexible Teaching Technology

Before your first class, you might find it useful to review how to do the following things:

1. Initialize podium computer and data projector.
2. Access all your files.
3. Start video conference through your choice of Zoom, WebEx, or Microsoft Teams.
4. Through the video conference platform, connect the speakers, camera, and microphone.
5. Use camera controls to switch between audience and presenter mode.
6. Select "HD" under camera feed.
7. Turn auto-tracking on and off as needed.

8. Control sound volume and mute/enable ceiling microphones as needed.
9. Use “blank displays” if you need to access something privately from the podium.
10. Do frequent sound checks to ensure virtual learners can hear the classroom.
11. Mute ceiling microphones if there is unintended background noise.
12. Share your screen and switch between applications as needed.
13. Know how to deploy breakout rooms and recall students.
14. Know how to contact ITS for help if needed.
Make note of [ITS's emergency classroom support email addresses](#).

Checklist B: Flexible Course Design

The following are suggestions that you might consider useful in your Flexible course:

1. Design active learning opportunities and collaborative activities for students attending online class sessions and students attending face-to-face sessions.
2. Use collaborative tools (e.g., Google docs, Padlet, etc.) to connect students across participation modes.
3. Include a variety of assignments (in-class and outside of class sessions) that demonstrate mastery of course objectives to allow for student choice.
4. Share presentation materials in the Learn@Seneca course so they can view them before, during, and after the online class sessions.
5. Provide clear, step-by-step directions for students on how to join the online class session and a link to join the session.
6. Employ online surveys to collect student feedback after each class session (e.g., survey in Microsoft Forms or through Learn@Seneca).

Checklist C: Flexible Course Delivery Tips

There are many moving parts of a Flexible course. Here are some considerations that you might find helpful as you review your facilitation plan:

1. Invite students to introduce themselves both live and in a Learn@Seneca discussion.
2. Use ice breaker activities (and equivalent) to build and sustain a sense of community.
3. Record your class (or those appropriate parts of the lesson) for those learning asynchronously. Share the recording in the Learn@Seneca module after class.
4. Create connections between the live and asynchronous students through educational technology tools such as Google docs, Padlet, Learn@Seneca Discussions, and more.
5. Consider inviting student volunteers to watch the video conference “chat” and to look for raised hands.
6. Facilitate a discussion with students about how to succeed in the Flexible course.
7. Consider holding online office hours to connect with students.