Strategies for Support of Hybrid and Hyflex Practices in Academic Libraries

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and
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Introduction

Evolving instruction landscape from traditional to hybrid/hyflex

1. *In-person:* Bring the class to the library, or have a librarian visit the classroom; this can be a full or partial class period

2. *Online:* Students participate in a synchronous video instruction session, or complete an asynchronous online module, tutorial, or activity (e.g. in learning management systems such as Moodle, Canvas, etc.)

3. *Hybrid:* Students complete an asynchronous online module, tutorial, or activity before or after an in-person instruction session

4. *Supplementary Materials:* Librarians develop online resources for the course such as course reading lists, LibGuides / Research Guides, Moodle/Canvas pages, etc.

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Evolving Library Instructional Landscape

What enabled and propelled hybrid/hyflex into prominence:

- Pandemic
- Dispersed users with diverse circumstances
- Desire for equitable teaching/learning
- Technological affordances
- Universal design for learning (UDL)

Hybrid/Hyflex Success Features

- Consistent learning objectives and outcomes (regardless of delivery mode)
- Maximum flexibility to learners - Multiple forms of engagement
- Equitable learning experience for learners
- Robust course support materials
- Engagement of learners in formative design
- Caters to different learning contexts

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Pivotal Strategies

- Employment of Universal Design for Learning
- Learner centric design
- Multiple formats of content
- Accessible content
  - Americans with Disabilities Act (ADA) Accommodations
  - Seamless licensing protocols
  - Open Access and public domain content
- Maximum flexibility
- Other specific features:
  - Language translation
  - Optical Character Recognition
  - Text readers

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The Lynchpin

Universal Design for Learning (UDL)

- Systematic design of instruction
- UDL is a flexible learning mode in which information is presented in multiple ways allowing students to learn in a variety of ways.
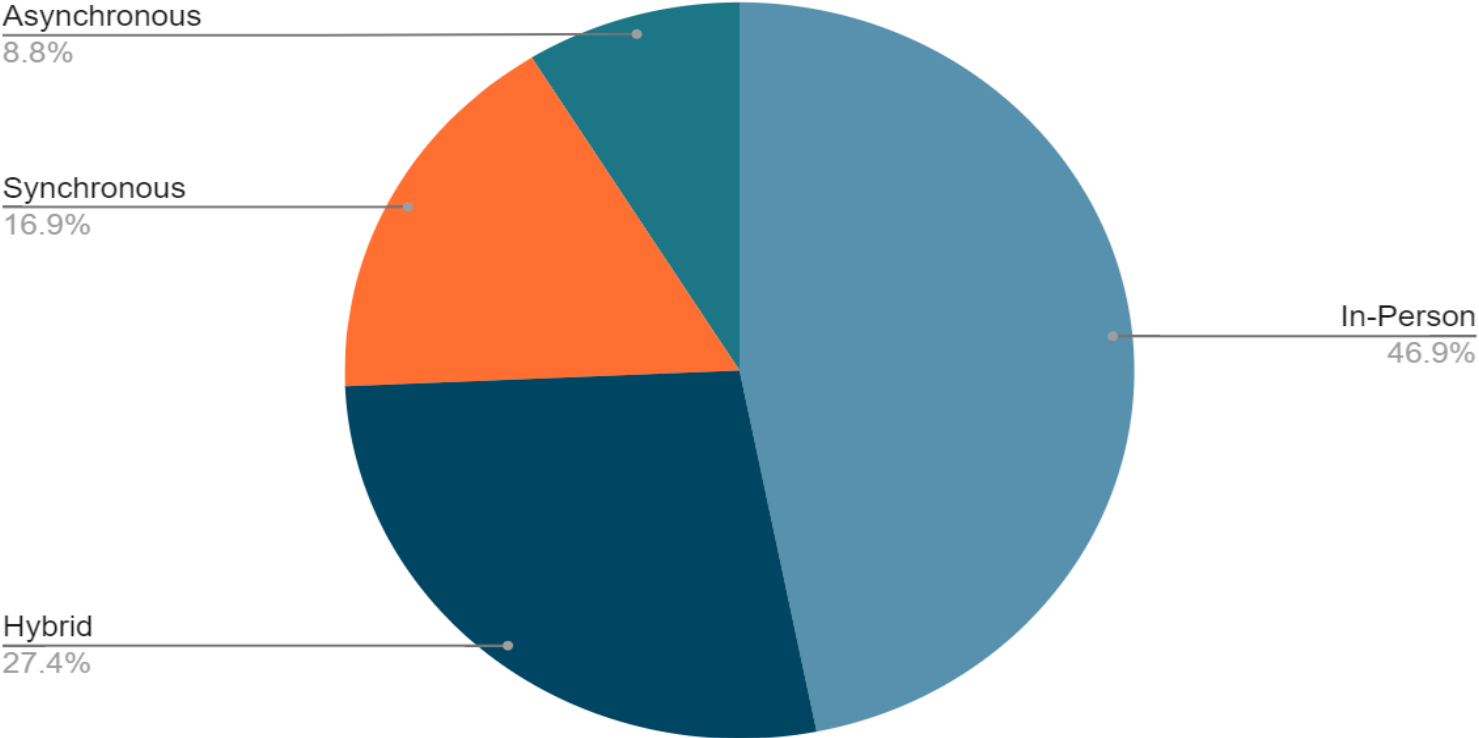- UDL is crucial to a successful implementation of hybrid/hyflex instruction modes

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UW-Madison Data

Fall 2020 Semester

Hybrid
2.0%

In-Person
3.0%

Synchronous
32.7%
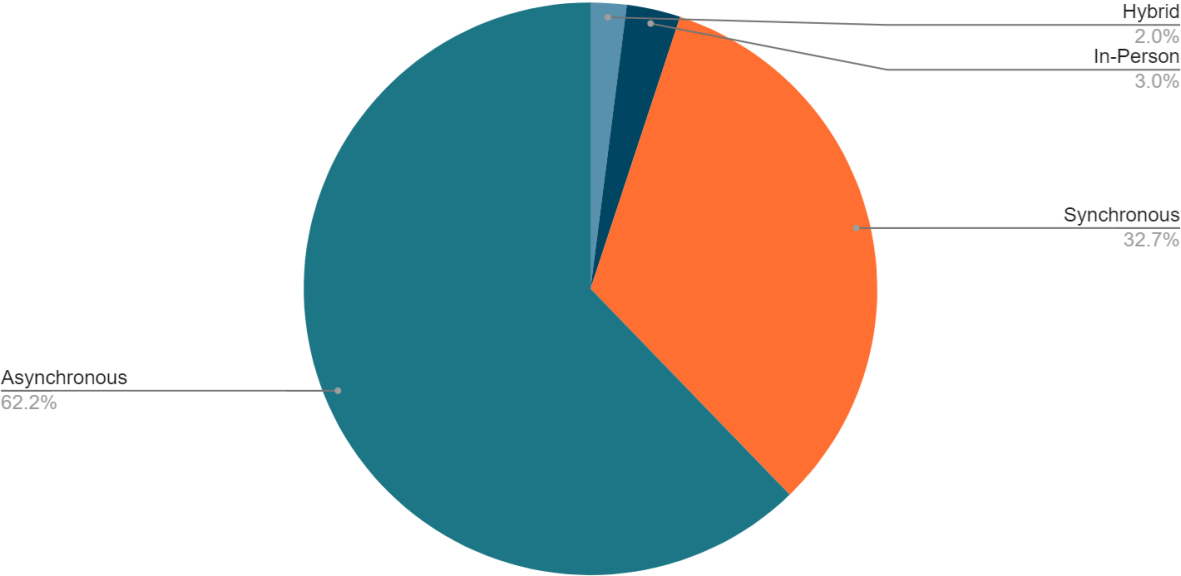
Asynchronous
62.2%

UW-Madison Data - Continued

Spring 2023 Semester

Asynchronous
8.8%

Synchronous
16.9%

Hybrid
27.4%

In-Person
46.9%

UW-Madison Data - Continued

Format of the courses currently taught (2022)

UW-Madison Ithaka Survey

Hybrid In-person / Asynchronous
7.5%

Hybrid In-person / Synchronous
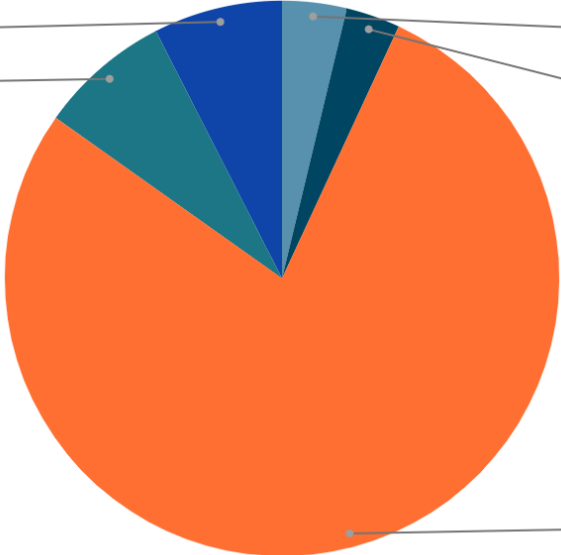7.7%

Online Synchronous
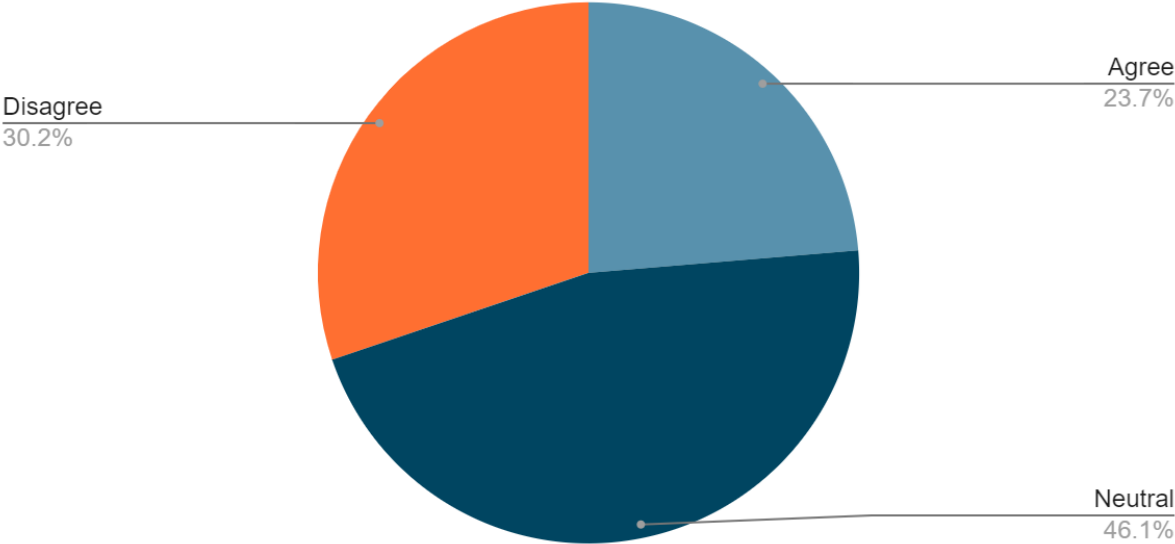3.8%

Online Asynchronous
3.2%

In-Person
77.9%

UW-Madison Data - Continued

The Library should should redirect money spent on in-person services to digital support options

UW-Madison Ithaka Survey

Disagree
30.2%

Agree
23.7%

Neutral
46.1%

Questions to ask when assessing Hybrid or Hyflex

- Do faculty and students perceive Hybrid or HyFlex teaching and library support

  to be as effective as traditional in-person methods?

- A second question is: How might libraries assess the efficacy of Hybrid or

  HyFlex methods compared to the traditional methods?

- A third and final question is: How might libraries respond to the results of such

  an assessment?

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Summary of Strategies for Support of Hybrid/Hyflex

- Universal Design for Learning (UDL) is the lynchpin for successful implementation of Hybrid/Hyflex learning.

- Creation of learning modules in a variety of formats, but achieving the same learning outcomes (testing that the learning outcomes are being achieved at multiple stages in the course work and evaluating which modes of instruction were most impactful in specific cases, as well as providing opportunities for students to provide feedback for areas of improvement).

- Being cognizant of wide ranging accessibility issues, both in virtual environments and physical spaces is important. In virtual environments this includes the need for closed captioning, voice readers, choice of color palettes and contrast and other ways that expand accessibility.

Summary of Strategies for Support of Hybrid/Hyflex - Cont.

- Creation of vast repositories of carefully designed and curated modules with specific learning objects to support desired learning outcomes.

- Offering/facilitating maximum flexibility via a menu of Hyflex choices where students can select preferred permutations of the learning objects based on their individual circumstances such as bandwidth and hardware limitations at learner location, disability accommodations, personal preferences, etc).

- Ensuring availability of/access to digital surrogates of all the content incorporated in the learning modules.

- Ensuring equitable access to all learning content (with respect to licensing, etc.).

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Summary of Strategies for Support of Hybrid/Hyflex - Cont.

- The use of open access and public domain content in Hybrid/Hyflex helps to minimize licensing issues as learning content is readily accessible without any hindrance.

- Leverage existing technologies to facilitate existing content transition from in-person to virtual (e.g. OCR and Text to Speech Voice Readers).

- As new educational technologies emerge, design Hybrid/Hyflex modules to facilitate incorporation of new technologies into existing modules and adopt forward looking strategies that leverage universal technologies that permit learning globally and maximize learning outcomes.

- Leverage new technologies such as CAT (Computer Assisted Translation) and Machine Translation to facilitate global participation regardless of language

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Acknowledgements

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