



Investigating Videoconference Tools for HyFlex Courses



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SUNY Innovative Instruction Technology Grant (IITG) Program

IITG promotes research and fosters understanding of how new technologies support academic excellence and student success. IITG funds encourage SUNY faculty and staff to extend beyond departmental and campus boundaries to pilot, share and "scale up" innovations that transform and impact teaching and learning practices.

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State funds allocated to:

- Replicate campus success, avoid pitfalls
- Transcend campus boundaries
- Build *Communities of Practice*
- Demonstrate and share evidence of impact
- Support SUNY strategic objectives
- Scale-Up success across SUNY

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The IITG program **was launched in 2012** as part of the Chancellor's strategic plan. The initial RFP was developed by members of the SUNY Faculty Advisory Council on Teaching and Technology (FACT2). The current program is supported by the SUNY Innovative Instruction Research Council (IIRC).



- IITG paused in 2020
- Two projects funded in 2022
 - Tools for HyFlex Courses
 - Tools for Large Courses



What is HyFlex?

- Individual students have the choice how to participate (in person, online synchronous, online asynchronous) at any time during the course

Why HyFlex?

- Two SUNY strategic priorities:
 - Build competencies and support post-traditional and adult learners – particularly those seeking to reinvent their academic or career trajectory
 - Improve student learning, student success, and program completion

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The flexibility of HyFlex courses is especially important for post-traditional and adult learners since many of them work part or full time and have family and other obligations that create obstacles to attending courses in person. Some in this population also desire some face-to-face interaction with their instructors and other students ruling out completely online programs. In addition to the flexibility of HyFlex courses, it is important that these courses be well-designed and delivered so that students effectively learn course content and complete their program of study.



Why focus on videoconference tools?



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Are there any notable differences among faculty and students using different videoconference tools? Are more generic tools like Zoom and Teams just as effective as tools specifically designed for teaching and learning like Class and Engageli. The faculty participants completed pre and post surveys and participated in focus groups; the students received post-course surveys and their attendance modality and overall course grade were tracked anonymously.



April 2022 – Call for participants

May 2022 – Participants selected tool after demos

June 2022 – HyFlex Course Design Workshop

July/August 2022 – Participants redesign course and learn tool

Fall 2022/Spring 2023 – Participants teach HyFlex courses, assist with surveys and data collection, and attend meetings (check-ins, tool training)

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Steve Sturman provided instructional design assistance and Rachel Hagerman assisted with research as co-PI.



- 53 participants(77 applicants) from 20 campuses
 - 30 - Fall 22
 - 23 - Spring 23
- Tool choice
 - 22 -Zoom
 - 12- Teams
 - 12 - Class
 - 2 - Engageli
 - 5 – Other (WebEx, Collaborate, Discord)

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Even CC/4 year split. Diverse disciplines represented.

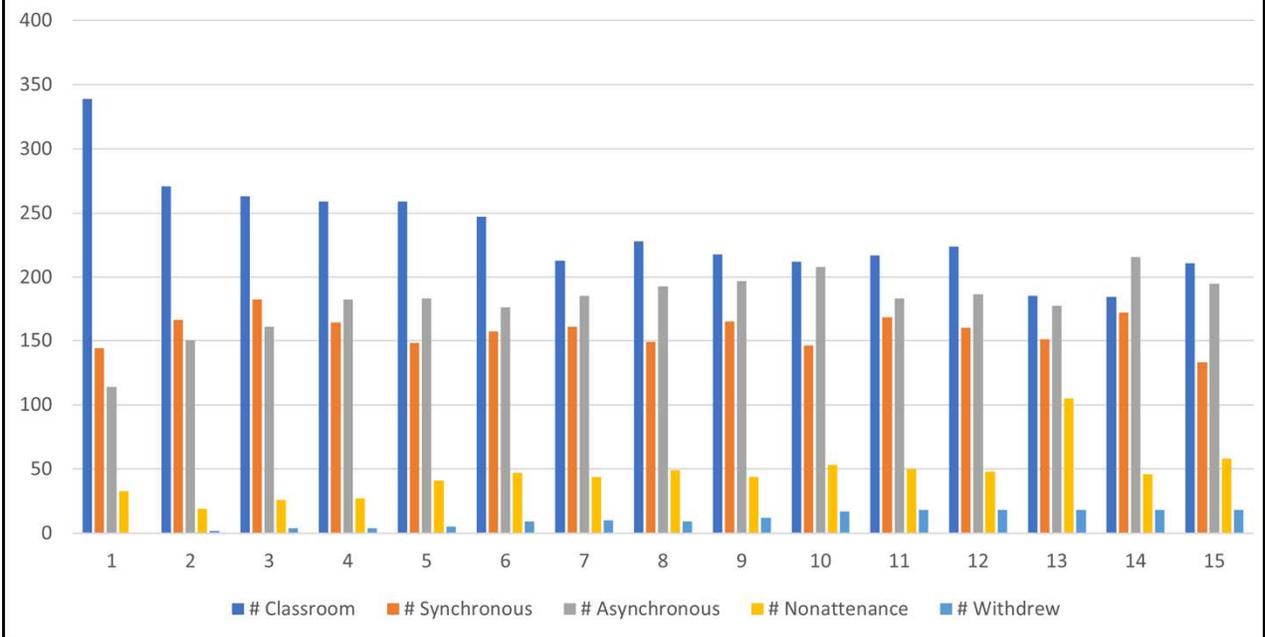


Research Project Plan

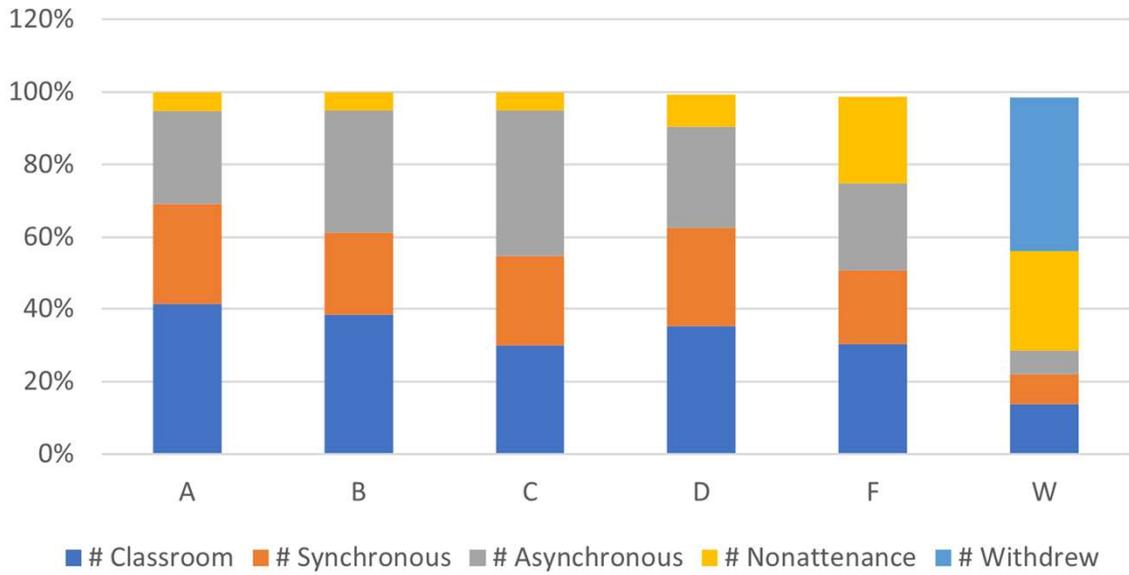
- What is the effect of videoconference tool choice on the implementation (design & delivery) of a HyFlex course?
 - Faculty
 - Initial Survey
 - Attendance Data
 - End-of-semester Survey
 - Students
 - End-of-semester Survey

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Attendance Patterns Over the Semester



Attendance Patterns by Grade





Fall 23 End-of-Semester Survey Participation

- Faculty

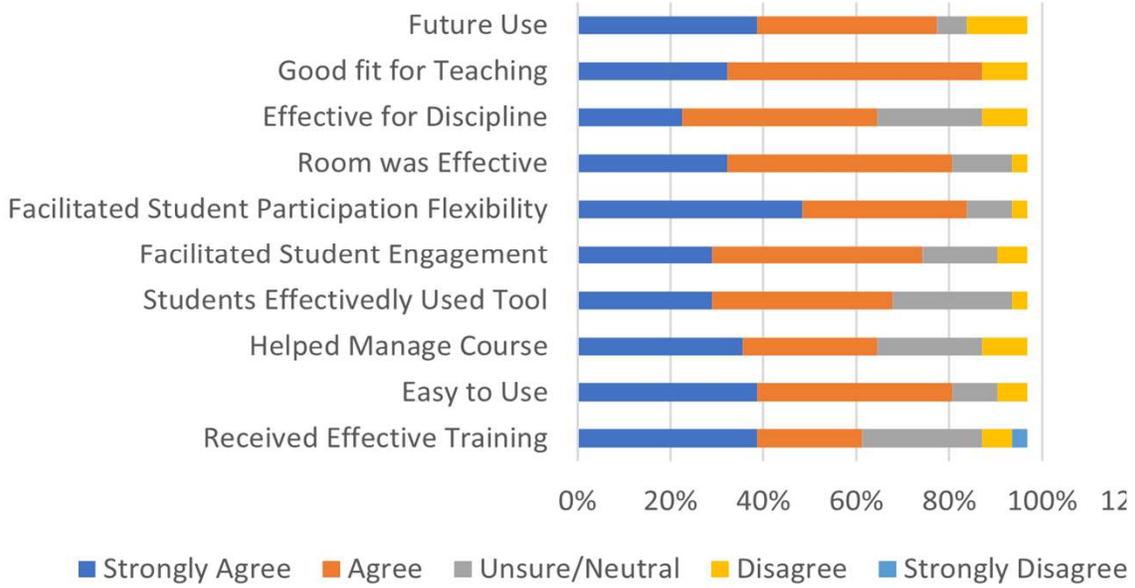
- 31 faculty participated in the survey,
 - Class: 5
 - Engageli: 2
 - Teams: 8
 - Zoom: 13
 - Other: 3

- Students

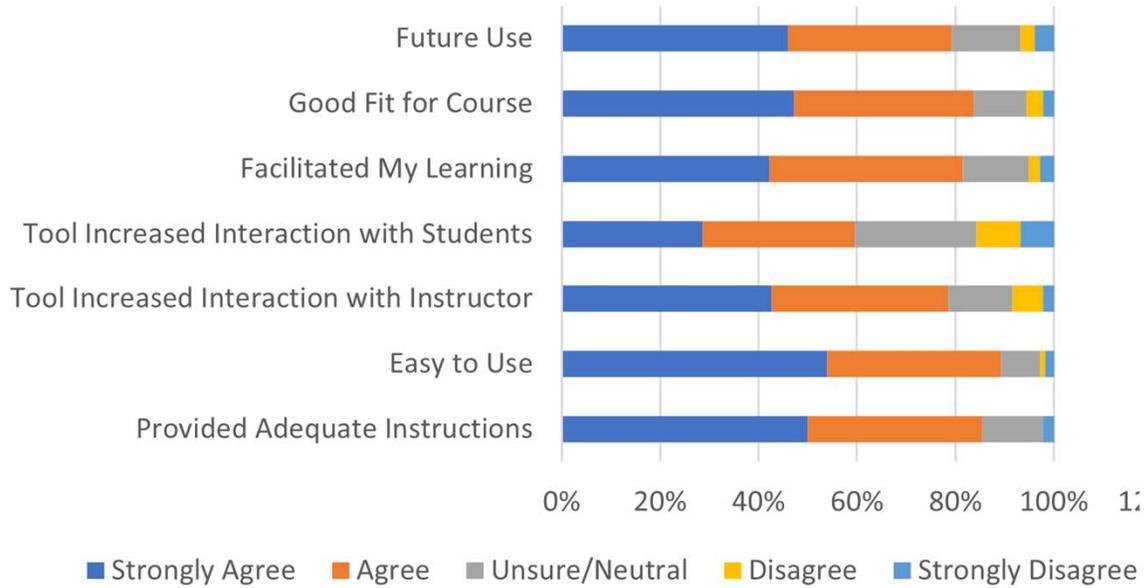
- 178 Students participated in the survey,
 - Class: 28
 - Engageli: 13
 - Teams: 23
 - Zoom: 94
 - Other/Unsure: 20

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Faculty End-of-Semester Data



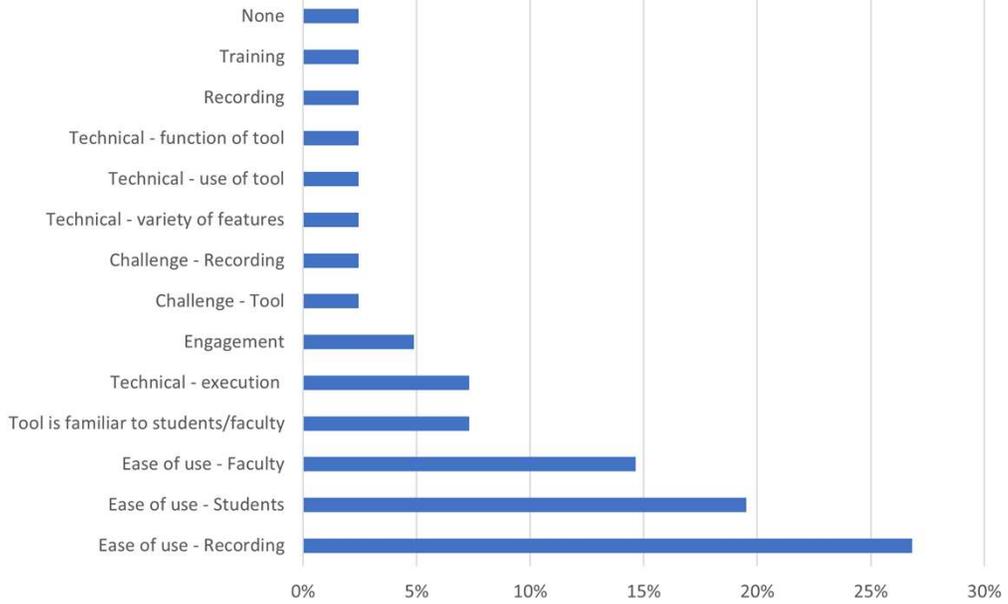
Student End-of-Semester Data





Faculty Qualitative Feedback - Positive

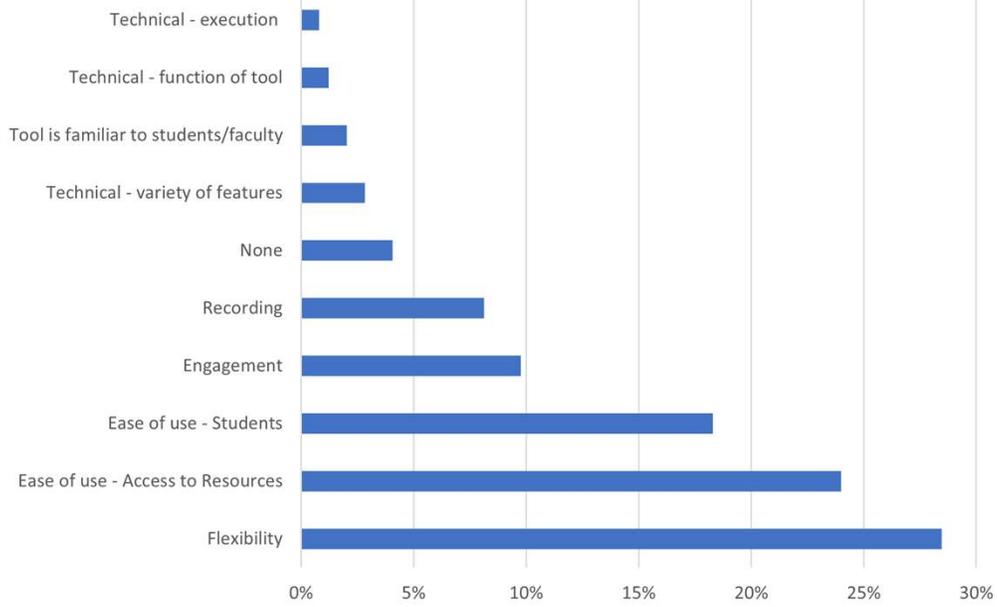
What are the positive features of the tool?





Student Qualitative Feedback - Positive

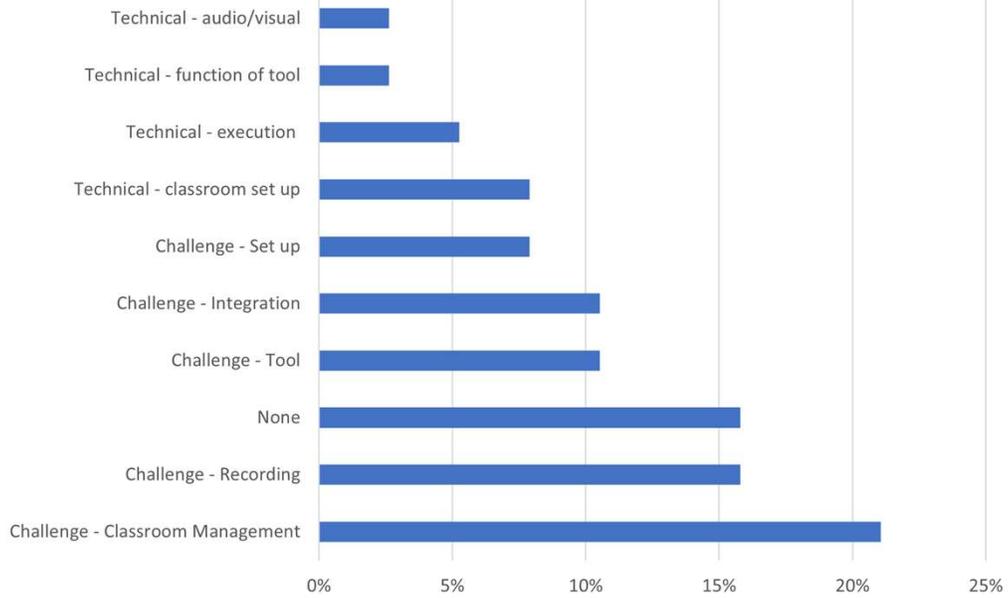
What did you like about using the technology tool?





Faculty Qualitative Feedback - Negative

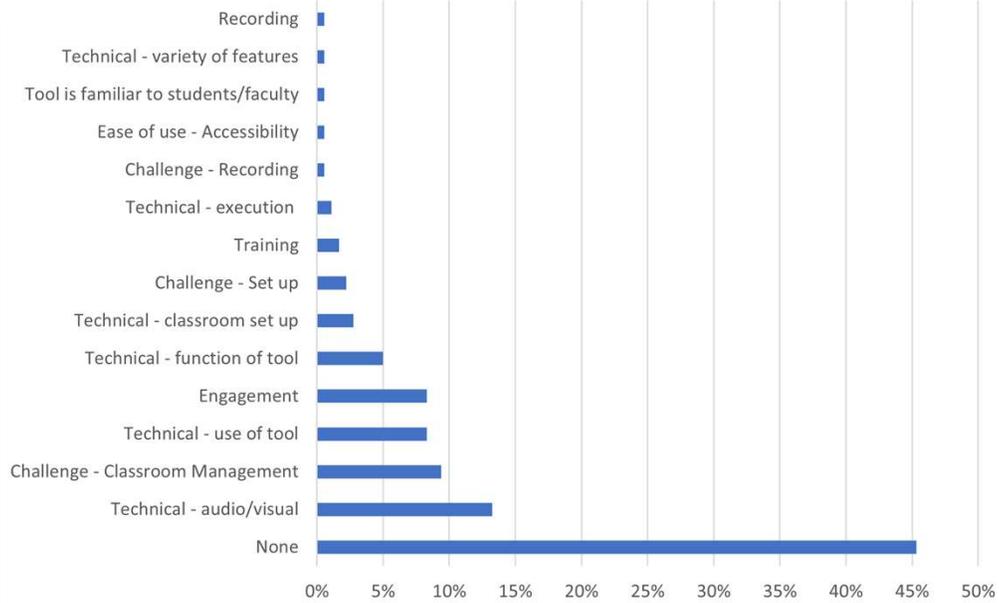
What are the negative features of the tool?





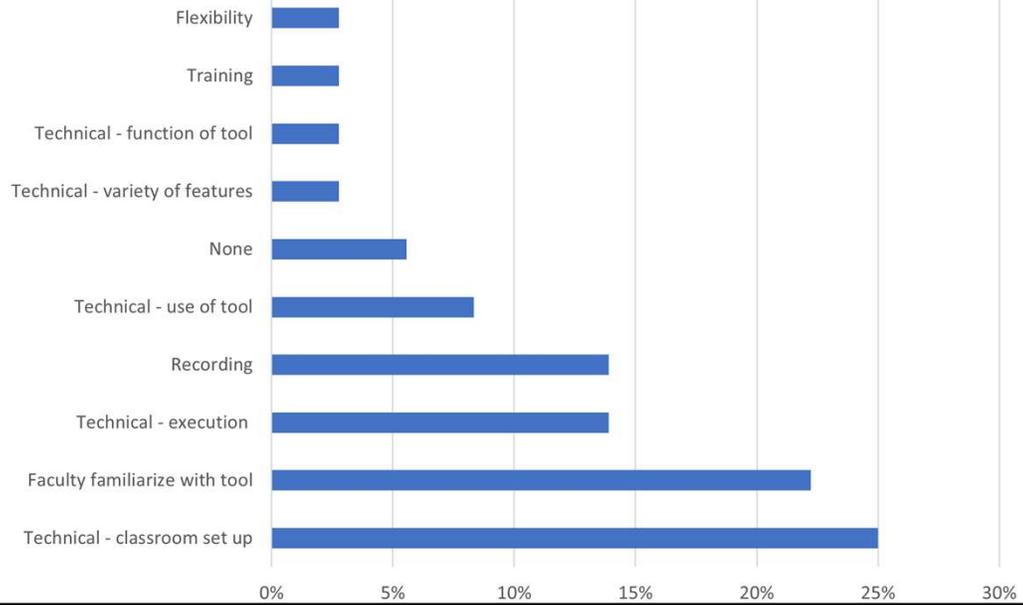
Student Qualitative Feedback - Negative

What did you dislike about using the technology tool?



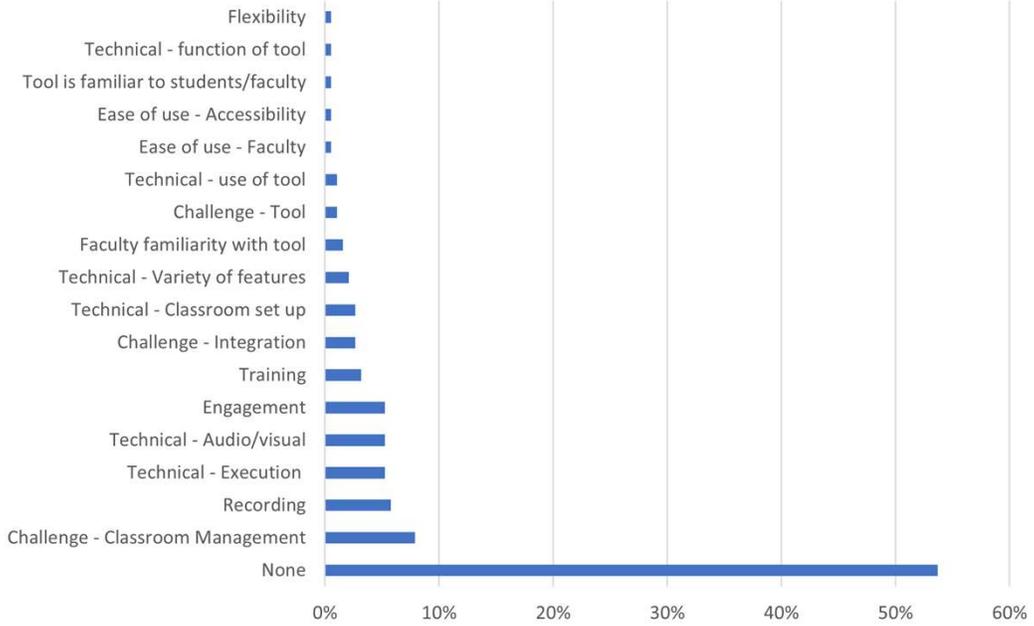
Faculty Qualitative Feedback - Improvements

Using the same tool in future semesters in a HyFlex environment, what might you do differently?



Student Qualitative Feedback - Improvements

What are some recommendations you would make to the instructor about using the tool in the future?





Faculty Experience

Liz Brownell, Finger Lakes Community College

Mark D'Arcy, SUNY Alfred State College

Jodilynn Greico, Rockland Community College

Simone Reynolds, SUNY Downstate

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What course did you teach and why did you want to teach it as HyFlex?

What videoconference tool did you use and how did you use it to teach your HyFlex course? Why this tool?

Did you feel supported in your use of this tool?

Strengths/weaknesses of the tool? Would you use it again?

How did your classroom design (technology/set up) affect how you taught the course?

How prepared were students to take a HyFlex course? What differences in student participation did you notice depending on how a student attended? Were there differences in student engagement?

Will you teach a HyFlex course again (why/why not)?

What investments (campus/SUNY) would you like to see to better support HyFlex as a mode of instruction?