# Unit III. Hybrid-Flexible Implementations Around the World

Chapter authors have all designed their own Hybrid-Flexible courses either as faculty or as instructional designers working with faculty. Their voices and stories provide a rich tapestry that is itself an example of a hybrid (mixed methods) flexible (changing, adaptive) approach to Hybrid-Flexible course design. This list is dynamic – additional chapters are added as they are contributed by those doing the work. (If you are interested in proposing a case report chapter, please see the ongoing call for proposals at the end of Unit III.)

* **Chapter 3.1 Fitting Flexibility across the Curriculum**, written by Cathy M. Littlefield and Stephanie Donovan, tells the story of implementing “Peirce Fit®” (local branding for their hybrid-flexible approach) at Peirce College in Philadelphia, PA.
* [**Chapter 3.2 One-size Fits None**](https://edtechbooks.org/hyflex/one-size_fits_none), written by Dr. Jeanne C. Samuel, Dr. Amanda H. Rosenzweig, Dr. Mark Mclean, and Dr. Rene Cintron, tells the story of implementing HyFlex at Delgado Community College in the Louisiana Community & Technical College System in the New Orleans, LA metropolitan area.
* [**Chapter 3.3 New Technologies Deliver on the Promise of HyFlex**](https://edtechbooks.org/hyflex/hyflex-UST), written by Glori Hinck and Lisa Burke tells the story of implementing HyFlex at the University of St. Thomas in Minneapolis and St. Paul, MN.
* **Chapter 3.4 Using HyFlex in Statistics for Engineers and (Data) Scientists**, written by Jackie Bryce Miller and Melinda E. Baham, tells the story of implementing HyFlex at the University of Michigan and references earlier implementation at The Ohio State University.
* [**Chapter 3.5 HyFlex in Northern Ontario**](https://edtechbooks.org/hyflex/northernontario), written by Melanie Lefebvre, tells the story of implementing HyFlex at Cambrian College in Sudbury, Ontario, Canada.
* **Chapter 3.6 HyFlex at Montana State University**, written by Susan Baltzer-Reitz and Samuel Boerboom, tells the story of how HyFlex implementation at Montana State University Billings began in 2018.
* **Chapter 3.7 A Faculty Transitional Journey from Single Mode to HyFlex Teaching**, written by Zahira Merchant, tells how a faculty new to HyFlex experienced joining an existing faculty already practicing HyFlex delivery in a graduate program.
* [**Chapter 3.8**](https://edtechbooks.org/hyflex/hyflex_MTP_KULeuven), written by Annelies Raes, Marieke Pieters & Piet Bonte, tells the story of the development of a unique hybrid virtual classroom to support EDU (HyFlex-style) courses in the Master of Teaching Program at KU Leuven in Belgium.
* **Chapter 3.9 Increasing Flexibility, Satisfaction, and Efficiency Using the Hybrid Flexible Approach,** written by David Rhoads of Vanguard University, tells the story of HyFlex implementation at San Diego Christian College as an approach to improve enrollment in class sections to better use existing instructional capacity. This chapter includes a summary of the program evaluation conducted during David's doctoral dissertation.
* **Chapter 3.10 A Modified Version of HyFlex,** written by Elise Verdooner and Matthea Marquart of Columbia University's School of Social Work, tells the story of the implementation of a version of HyFlex called "Remote Live Participation (RLP)" which provides synchronous participation in the classroom as well as online.
* **Chapter 3.11 Video Lab HyFlex: Practical Experience with Practical Applications,** written by John Doyle of Cabrini University, tells the amazing story of implementing HyFlex in a video production course, in response to the need for remote and in-person participation options for students during the COVID-19 pandemic.
* **Chapter 3.12 One University’s Hybrid-Flexible ‘Studyflex’ Course Experience in Melbourne, Australia,** written by John Bevaqua, Meg Colasante, and Swapna Verma of Monash and Deakin Universities, tells the story of "StudyFlex", a form of hybrid-flexible course that supports students in creating their own unique path through a course to best support their studies. This case reports the pilot of StudyFlex in five different courses and the results of that trial.
* **Chapter 3.13 HyFlex Teaching and Learning at Bow Valley College,** written by Svetlana Miftahov-Rapoport of Bow Valley College, tells the story of the development of the "Modern Classroom" concept at the college to support HyFlex teaching and learning during the pandemic. This chapter reviews the development of their local approach, the focus on implementing Universal Design for Learning principles, and includes the student voice through survey results and video commentary.
* **Chapter 3.14 Evolving HyFlex from Emergency Measure to Sustainable Program: Northern State University,** written by Ben Harley and Danette Long of Northern State University, tells the story of the development of Northern's HyFlex effort to support effective teaching and learning during the pandemic and goes on to explain how the implementation effort has changed to emphasize HyFlex for the long term. This chapter explains their approach to faculty development and the HyFex certification program launched in the fall of 2021.
* , written by Shirley Tan and Loh Gin Hin of Temasek Polytechnic in Singapore, tells the story of their implementation of HyFlex in response to the classroom restrictions during the pandemic (2021) and their efforts to expand the use of HyFlex in the curriculum by using simple technologies and faculty development practices.
* **Chapter 3.16 HyFlexK12: A Hybrid and Flexible Learning Option Given the Appropriate Circumstances and Conditions**, written by Jerusalem Rivera-Wilson of the University at Albany and Gina Riley of CUNY Hunter College, tells about their experiences of HyFlex in K-12 education. Several mini-cases are included which show examples of the range of situations where HyFlex may be appropriate in the K-12 setting.
* **Chapter 3.17 A Pandemic HyFlex Story at Central Michigan University,** written by Dr. Ben Andera of Central Michigan University (CMU), tells the story of the implementation and rapid expansion of HyFlex at CMU from 2020-2022. Included in this story are the perspectives of faculty, students, administration (including the university president), and the author - who served as the implementation lead. Also included are the technology designs for three different classroom types and links to videos created by CMYU staff to support faculty learning to use the HyFlex classrooms.
* **Chapter 3.18 HyFlex Programming as a Delivery Approach for Changing Student Demographics and Demands﻿** written by Dr. Chelsea McNeely, Dr. Brooke Hildebrand-Clubbs, Dr. Sarah Dietrich, and Abby Ruessler of Southeast Missouri State University (SEMO), tells the story of the implementation of over 100 HyFlex course sections at SEMO over the past few years in response to changing student demographics and participation preferences. Two completely HyFlex programs are profiled, the MA Higher Education Administration and the MA Teaching English to Speakers of Other Languages (TESOL).
* **Chapter 3.19 Augmenting Student-Driven Pathways Through HyFlex Design: A Case Study in Guitar﻿** written by Robert Becker of SUNY Broome, tells the story of the implementation of HyFlex instruction in a guitar class. Robert is both an instructional designer and adjunct instructor at SUNY Broome, and this chapter tells the story of the guitar class he has taught for many years from fully in-person to fully online (notably the SUNY system's first fully asynchronous online musical instrument course) and now to HyFlex "post-pandemic".
* written by Jerrylynn Manuel and Katrina Watt who are instructional designers (IDs) within the eLearning team at the Southern Institute of Technology (SIT)/Te Pūkenga. This is their account of the support system employed to upskill teaching staff for HyFlex delivery at SIT’s main campus in Invercargill (the largest city in New Zealand’s Southland region).
* **Chapter 3.X Contribute Your HyFlex Story**, is a perpetually open call for case reports from designers, faculty, and institutions who have experienced Hybrid-Flexible course design and implementation firsthand, even if they use a different name for this approach.

Read this online at <https://edtechbooks.org/hyflex/hyflex_cases>