

Unit III. Hybrid-Flexible Implementations Around the World

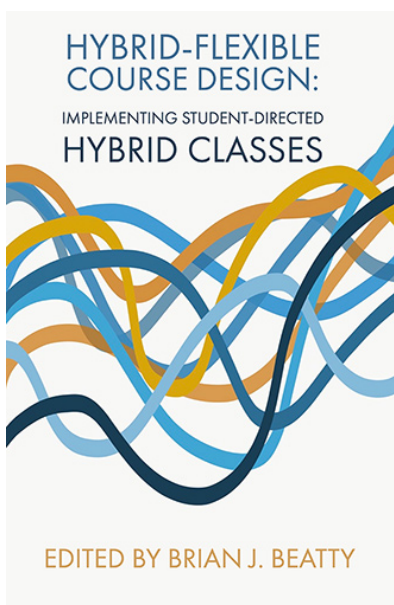
Chapter authors have all designed their own Hybrid-Flexible courses either as faculty or instructional designers working with faculty. Their voices and stories provide a rich tapestry that is itself an example of a hybrid (mixed methods) flexible (changing, adaptive) approach to Hybrid-Flexible course 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**, written by Dr. Jeanne C. Samuel, Dr. Amanda H. Rosenzweig, and 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**, 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**, 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 the story of how a faculty new to HyFlex experienced joining an existing faculty already practicing HyFlex delivery in a graduate program.
- **Chapter 3.8 Hyflex Learning within the Master of Teaching Program@KU Leuven**, 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.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 first hand, even if they use a different name for this approach.



Beatty, B. J. (2019). *Hybrid-Flexible Course Design (1st ed.)*. EdTech Books. <https://edtechbooks.org/hyflex>



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