

Unit I. Hybrid-Flexible Course Design to Support Student-Directed Learning Paths

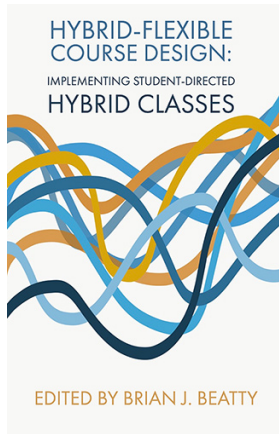
Unit I chapters explain the rationale for offering Hybrid-Flexible courses and programs, answering important questions related to "why?".

- **Chapter 1.1 Beginnings: Where Does Hybrid-Flexible Come From?** provides one version of the development story of HyFlex design emerging from the background of multi-modal and blended or hybrid instructional practice in higher education.
- **Chapter 1.2 Costs and Benefits for Hybrid-Flexible Courses and Programs** describes many of the common costs and benefits of implementing a HyFlex approach that instructors, students and administrators experience. Discussion of specific cost-benefit relationships are included in other chapters as well, especially in the Unit III case reports, but chapter 1.2 brings them together in a concise discussion.
- **Chapter 1.3 Values and Principles of Hybrid-Flexible Course Design** explains the fundamental values and universal principles guiding HyFlex course design. Four principle pillars provide a foundation from which designers can build effective courses and programs that

meet students' needs and implement effective practices.

- **Chapter 1.4 Designing a Hybrid-Flexible**

Course explains a simplified instructional design approach adapted for the HyFlex course context. The design guidance in this chapter is meant to complement and supplement effective design practice already in place and followed by instructors (and design teams) in their single-mode courses.



Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes*. EdTech Books. Retrieved from <https://edtechbooks.org/hyflex>



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