

Hyflex Instruction: Using Results from Mid-Semester Evaluations for Improvement

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Abstract: *Hyflex instruction is a flexible teaching approach that blends face-to-face and online learning experiences. Mid-semester evaluations can provide valuable insights into the effectiveness of hyflex instruction and opportunities for improvement. In this article, we explore how an instructor used the results of mid-semester evaluations to refine their teaching strategies and improve student learning outcomes. We discuss the benefits of using mid-semester evaluations in hyflex instruction and offer practical tips for conducting and analyzing the evaluations. Finally, we present a case study of a hyflex course in one Caribbean university that successfully used mid-semester evaluations to make meaningful improvements to the course design and delivery. Overall, this article highlights the importance of ongoing evaluation and feedback in hyflex instruction and provides a framework for instructors to use mid-semester evaluations as a tool for continuous improvement.*

Keywords: Hyflex, Evaluation, Instruction

1. Introduction

There has been much debate surrounding any benefits of the COVID-19 pandemic on educational institutions, especially during emergency remote teaching circumstances. Despite the challenges and disruptions, experts suggest that the global education crisis caused by the pandemic has forced educators to adopt innovative teaching strategies (United Nations, 2022). According to the UN Sustainability Development Goal 4, most education systems worldwide have faced unprecedented challenges and disruptions, leading to significant changes in teaching and learning. As a result of this shift to emergency remote teaching, the majority of students worldwide have had to engage with their courses and teachers through online teaching modes (Kohnke & Moorhouse, 2021). This transition has led to the adoption of the HyFlex instructional model, which provides students with the opportunity to choose between in-person instruction or online learning. With HyFlex, students can participate in instruction in real-time from a remote location, while select members of the class participate in the physical classroom space (Beatty, 2010). This approach has been favored because it allows for the greatest number of student participants (Liu & Rodriguez, 2019). For instructors, this mode of instruction means less preparation for different sections of the same course. However, there is limited research on students' perceptions of the learning experience in this flexible modality. This exploratory study provides insight into the experiences and perceptions of five teacher education students enrolled in a postgraduate program in the Caribbean, where HyFlex instruction was utilized for a 13-week course on education foundations. Although limited information is available on the use of HyFlex instruction in the Caribbean specifically, the approach has likely been adopted in various forms across the region in recent years.

This study aims to gather feedback from teacher education students on their experiences with a hyflex course format, which allowed students to choose between attending a class face-to-face or online. Students' perceptions of the hyflex mode of the course were captured by way of survey questions. Research suggests that "...when well developed, the hyflex model can ensure choice, a more active approach

to learning, and a high level of course satisfaction" (Blankson et al., 2014, p.1). In this study, the survey questions focused on different aspects of the course, such as readings, group activities, individual assignments, module videos, website links, pacing, and organization, as well as overall satisfaction and preferences for hyflex learning. The data was collected through an online survey using Qualtrics, which was distributed to students at the midpoint of the term. Mid-semester evaluations allow instructors to receive feedback from students earlier in the semester, giving them the opportunity to make any necessary adjustments to their teaching methods or course materials before the end of the term (Hunt, 2003). This Education Foundations course was part of the Diploma in Teacher Education program in a School of Humanities and Education at a public university in the Caribbean. The use of HyFlex instruction in the Caribbean and other developing regions of the world reflects a growing trend towards more flexible, student-centered approaches to teaching and learning that prioritize individual needs and preferences. As technology continues to advance and educational institutions adapt to changing student demographics and needs, it is likely that the use of HyFlex instruction and other innovative teaching models will continue to grow and evolve in the Caribbean.

In this investigation, the student participants were all native Caribbean women, as well as working public school teachers, in either a secondary or technical school. In one study of Hyflex instruction, the success rate for women was significantly lower than in the traditional face-to-face classroom (Snelgrove et al., 2020). This investigation aims to show that all students can be engaged and indicate overall satisfaction with the hyflex teaching and learning experience. All five of the students held a bachelor's degree in a field other than education. One hundred percent of the students had never taken an online course as part of a degree program. Although this student evaluation of teaching mid-semester assessment is optional at the researcher's university, research on the efficacy of student evaluations of teaching (Brcka Lorenz et al., 2018) and the impact of time on these evaluations (Spooren & Christiaens, 2017) guides many lecturers' decision to implement this assessment at the mid-semester touch point. At many tertiary learning

institutions, mid-semester evaluations have been shown to provide valuable insights (Chen & Hoshower, 2018; Smith & Chen, 2018), and offer opportunities to improve teaching practices based on timely feedback (Buck & Tiene, 2017).

In HyFlex learning environments, learners have hybrid and flexible options to attend virtually (synchronously), virtually (asynchronously) or in the face-to-face classroom. Each student enrolled in the hyflex classroom is responsible for demonstrating sufficient progress towards the learning outcomes of the course, and fully participating in the same curricular learning activities and assessments, regardless of modality. The concept of HyFlex instruction was first introduced in 2006 by Dr. Brian Beatty, a professor at San Francisco State University. The approach combines elements of face-to-face and online instruction, allowing students to choose the mode of participation that best fits their needs and preferences. In a HyFlex course, students have the option to attend class sessions in person, participate online in real-time, or complete coursework asynchronously online. In recent years, the use of HyFlex instruction has gained popularity worldwide as educators seek to provide students with more flexibility and choice in their learning experiences. While there is limited research specifically focused on the use of HyFlex instruction in the Caribbean, it is likely that the approach has been adopted by some educators and institutions to enhance access to education and accommodate the diverse needs and schedules of students in the region. In the hyflex classroom, “students are given choice in how they participate in the course and engage with material in the mode that works best for them over the course and from session to session” (Columbus University Office of the Provost, 2023). The decision to integrate HyFlex instruction in this instance was informed by institutional, instructor and student variables, which included: (1) location of the campus, (2) enrollment characteristics in the teacher education program (i. e., working professionals) (3) a campus-wide mandate to return to face-to-face instruction at the conclusion of emergency remote teaching caused by COVID-19, and (4) capability to teach online.

The EDIP 6002 course was originally scheduled for a 3-hour block of face-to-face instruction, with an early afternoon start-time of 2: 30pm. There were eight students registered for the course. At the start time of the initial class meeting of Term I, 2022, there were no enrolled students seated in the physical classroom space. Five students arrived in the first class meeting at approximately 4: 00pm. The students expressed concern for the start time of the class, the distance from their work site and the Five Islands Campus. The instructor-of-record discussed the challenges with the class of students and considered three options to accommodate their needs: (1) change the time of the class to a later start-time, (2) moving the class to an online option, and (3) maintaining the time and modality of the course. One of the students was not able to have a later start-time for the EDIP 6002 course due to the last pickup time of the public transportation system. Two students expressed concern for moving the course online due to their inexperience with online learning, and unfamiliarity and fear with technology. In fact, one student did not have a device in her home or classroom environment. Three students expressed that they

could join the class online, via Moodle, the learning management system for the campus, from their work site or home. Two students withdrew from the course. After a conversation with the department chair, a decision was made to offer the class in a Hyflex modality to meet the complex needs of the students. The instructor shared an email with students to indicate the new options for completing the course: (1) participate online via Moodle with a synchronous presentation, and/or (2) participate face-to-face and on-campus with a synchronous presentation. All curricular materials, assignments and grades were maintained on Moodle, and each student was fully enrolled in the learning management system and offered a short training session in the organization and expectations of the course (i. e., course outline, participation, discussion board, grading, module organization, assessments). Students were encouraged to participate in either modality based on their needs, location, and convenience. This flexibility afforded students the opportunity to select the “best-fit” option for class participation for the remainder of the term. It should also be noted that the instructor-of-record had over 10 years of experience teaching online and face-to-face in higher education settings. The move to a HyFlex learning environment was a first-time experience for the instructor, who took on this challenge to make class meetings and curricular materials accessible to the EDIP 6002 students online and in-person, for all class sessions. Students attending in person (called Roomies) were grouped in the traditional way with their same-modality peers, while students attending online (called Zoomies) were grouped using the breakroom function in Zoom. Roomies and Zoomies were given access to all course materials in the same way, via content posted in Moodle by module topic, which included pdf and MS Word documents, weblinks, video presentations, quizzes, worksheets, polls/questionnaires, whiteboard activities, discussion board posts and shared documents (i. e., Google docs).

Why is Hyflex important for the post-COVID education landscape?

Since many learning institutions have resumed face-to-face instruction following the slowdown of COVID-19, many students have opted to suspend their enrollment in tertiary education. “The proportion of the world’s youth not in education, employment or training (NEET) is now at its highest level since 2005.” The NEET statistic refers to the proportion of young people who are not in education, employment, or training. This is a significant statistic because it indicates a disengagement of young people from productive activities that can help them build skills and competencies necessary for success in the workforce. When young people are disengaged from education and training, it can have negative implications for their long-term economic prospects and overall well-being. The fact that the NEET proportion is now at its highest level since 2005 suggests that the COVID-19 pandemic has had a significant impact on young people's education and employment opportunities. The pandemic has disrupted traditional learning and employment pathways, making it more difficult for young people to access the training and education they need to succeed in the workforce. This disruption has led to many young people suspending their enrollment in tertiary

education and quitting their studies, which can have long-lasting consequences for their economic prospects and social mobility. Because of this trend, there are many discussion points for higher education decision-makers. Reengaging these students and recruiting new students to college and university programs will require campus stakeholders to extend more flexible, nuanced options for teaching and learning to meet learner needs. By offering alternative approaches to education and training, institutions can help ensure that young people have access to the skills and competencies they need to thrive in the workforce, even in the face of disruptions like the COVID-19 pandemic.

Benefits of using mid- semester evaluations in hyflex instruction?

In a HyFlex environment, collaboration between students and instructors is crucial for successful learning (Riley et al., 2022). Regularly seeking feedback from students throughout the course and using their input to adjust the learning experience can increase engagement and improve overall learning outcomes. Mid-semester formative feedback from students is an effective way to gain targeted and specific information about what factors are supporting or hindering their learning (Massachusetts Institute of Technology). Some researchers suggest that mid-semester evaluations of teaching are a low-cost strategy for instructors, particularly

those teaching online, to collect valuable feedback from enrolled students (Byrne & Donlan, 2020). Unlike end-of-term evaluations, which serve as a summative assessment of students' perception of instruction and teaching, mid-semester evaluations provide instructors with an opportunity to use feedback to adjust their teaching during the term, potentially improving students' progress towards learning outcomes and increasing their satisfaction with the course. Below are some practical tips for conducting and analyzing mid-semester evaluations in a hyflex environment:

1) To gather comprehensive feedback on the classroom experience, surveys should be developed for students to fill out anonymously. Mid-semester evaluations are particularly helpful as they provide ample time for students to adjust to the course and reflect on their learning experience. Open-ended questions are a useful tool for soliciting elaborative feedback on classroom activities (Sozer et al., 2019). However, it is important to allocate sufficient class time for the collection of feedback, as return rates tend to be higher when information is collected during a class period (MIT, n. d.). It is recommended that anonymity be maintained for all question types to encourage candid and honest feedback. To this end, three question sets-Four Questions, Three Things, and Keep-Start-Stop-may be utilized for mid-semester evaluations, which are shared in Table 1 below.

Table 1: Example Question Sets

Model Name	Sample Questions
Four Question Model (Williams, 2012)	1. What's going well? 2. What needs improvement? 3. What can the students do to improve the class? 4. What can the instructor do to improve the class?
Three Things Model (Massachusetts Institute of Technology, n. d.)	1. What things in the class so far have helped your learning the most? 2. What things in the class so far have hindered your learning? 3. What suggestions do you have to improve the course?
Keep-Start-Stop Model (McGrath, n. d.)	1. What should we keep doing? 2. What should we start doing? 3. What should we stop doing?

2) The use of online survey tools like Google Forms and Qualtrics has become increasingly popular in recent years due to their ease of use and accessibility. These tools offer a convenient way to create a survey instrument online and distribute it to students via email or within the learning management system. This can save valuable time and resources compared to traditional paper-based surveys. Additionally, online surveys created using Google Forms or Qualtrics are mobile-and tablet-compatible, which means that students can complete the survey on the go, from anywhere and at any time. This feature enhances the convenience of the survey experience for students, making it more likely that they will take the time to provide feedback. Once the survey instrument is constructed, a link to the survey can be easily shared with students. This simplifies the process of data collection and can increase response rates. Furthermore, online survey tools like Google Forms and Qualtrics offer a range of features that can help to streamline the data analysis process, such as automatic data aggregation and visualization.

Overall, the use of online survey tools provides a practical and effective way to gather anonymous feedback from students in a timely and convenient manner, while also

simplifying the data collection and analysis process for instructors.

3) Allocating class time for mid-semester evaluations is a crucial step in ensuring that all students have an opportunity to provide feedback (University of Indiana Bloomington, n. d.; Brazeal & Couch, 2017). When students are given time to complete the evaluation in class, it eliminates the possibility of some students being unable to participate due to external factors such as busy schedules or technical difficulties. This approach also provides a structured and supervised environment that can help students feel more comfortable and motivated to participate. In addition to increasing response rates, setting aside class time for mid-semester evaluations sends a strong message to students that their feedback is important and valued. This can improve student engagement and satisfaction, as they feel that their opinions are being considered. This can lead to more positive attitudes towards the course and a higher level of motivation to learn. Furthermore, allocating class time for evaluations can help instructors to identify any issues or challenges that students are facing in real-time. This allows instructors to make any necessary adjustments or improvements to the course material or teaching methods

before the end of the semester. This can result in a more positive learning experience for students and higher course evaluations at the end of the semester. Overall, setting aside class time for mid-semester evaluations is a simple yet effective approach that can have a significant impact on student participation, engagement, and satisfaction. It allows instructors to gather important feedback that can help to improve the course and teaching methods while also sending a strong message to students that their feedback is valued.

4) Analyzing and using the data collected from mid-semester evaluations is a critical step in improving the quality of teaching and learning. It is recommended that instructors conduct this exercise for formative purposes only, focusing on identifying areas for improvement rather than using it for summative evaluation (Hunt, 2003). Both quantitative and qualitative data should be considered, with a focus on identifying general trends and consistencies across responses. When interpreting the results, instructors should look for patterns in the feedback and consider the overall sentiment of the responses. This can help identify areas that need improvement and highlight aspects of the course that are working well. Instructors should also pay attention to comments that are problematic for a large number or a subset of students and prioritize addressing those issues. Based on this analysis, instructors should develop an action plan for addressing the identified issues. This could involve

revising course materials, adjusting teaching methods, or providing additional support to students. It is important to communicate the action plan to students to demonstrate that their feedback has been heard and to show that instructors are committed to continuous improvement. In summary, interpreting and using the results of mid-semester evaluations is a crucial step in improving the quality of teaching and learning. Instructors should focus on identifying areas for improvement, prioritize addressing issues that are problematic for a significant number of students, and develop an action plan to make changes based on the feedback received.

If you are conducting mid-semester evaluations in a hybrid environment, several practical strategies can help ensure a successful and meaningful process. By prioritizing mid-semester evaluations and using the feedback to adjust, instructors can create a more responsive and effective learning environment that meets the needs of their students.

EDSO 6002 Mid-semester Survey Results

A total of five (5) students responded to the survey, representing 100% of the total enrollment. As presented in Image 1 below, most respondents (60%) reported using the face-to-face option as their primary mode of participation in the class, while 40% used online participation as their primary mode of participation, and 80% used both.

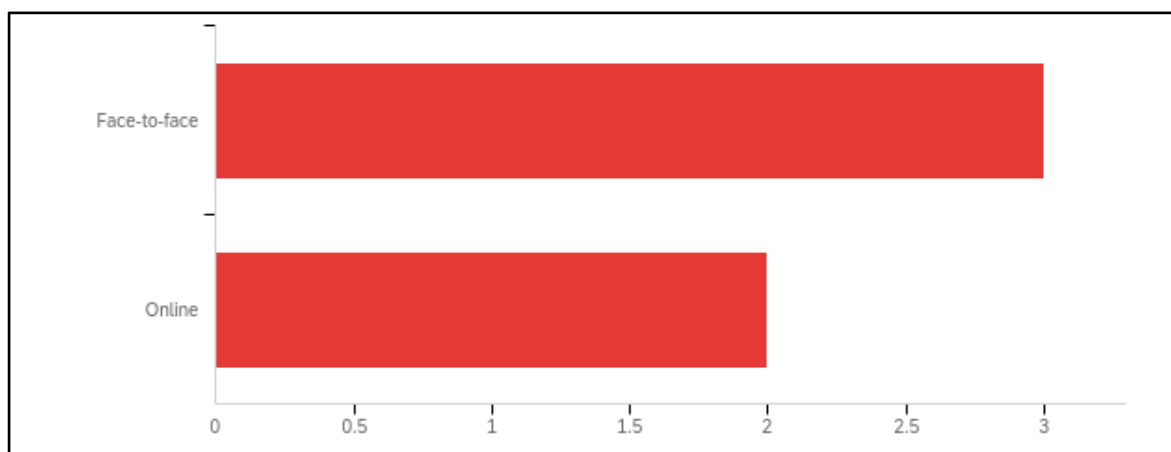


Image 1: Which mode of participation are you using during the semester?

On average, students reported a commute time of more than 31 minutes to class, as provided in Image 2 below. To add, 20% of respondents indicated that they had a commute of between 11-20 minutes. Studies show that the commute to campus is a determining factor when students select their mode of course delivery (Penrod, 2022; Maloney & Kim, 2022).

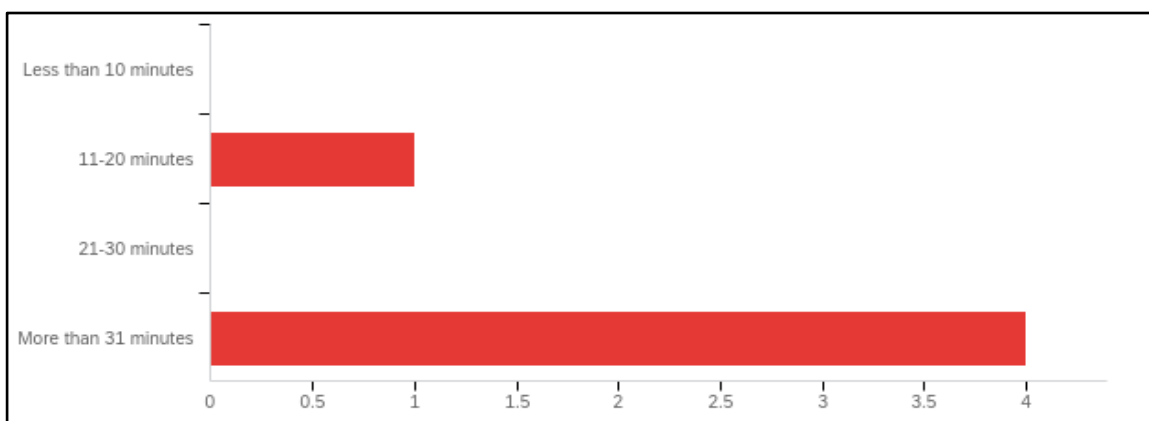


Image 2: On a typical class day, how long does your commute to class take?

Survey participants were asked to rate the value of discussion board activities used in the class to their learning experience, displayed in Image3 below. Forty (40%) of respondents rated the discussion board activities as “highly valuable”, 40% rated the discussion board activities as “somewhat valuable”, and 20% of survey takers rated the discussion board activities as “somewhat not valuable”. The results regarding the value of discussion board activities

suggested that there may be room for improvement in how these activities were designed and implemented to support student learning. While 40% of respondents found the discussion board activities to be highly valuable, 20% found them to be somewhat not valuable. This suggests that some students may not have found the discussion board activities engaging or effective in enhancing their learning experience.

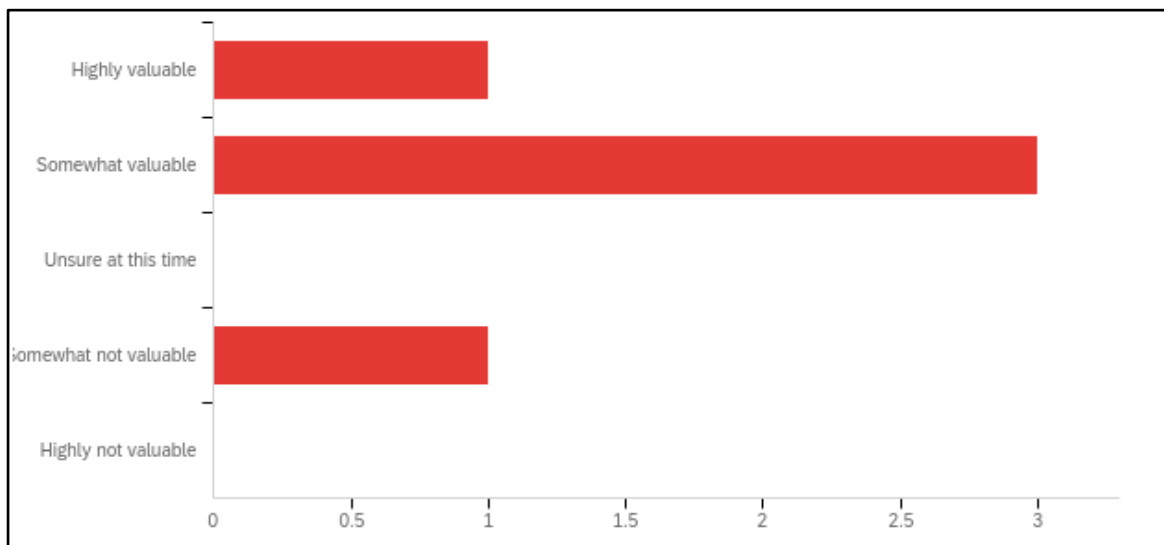


Image 3: Please rate the value of discussion board activities used in this class to your learning experience.

As shown in Image4 below, students enrolled in the course were also presented with the prompt, “Rate the value of readings used in this class to your learning experience”. Based on the survey results provided, it appears that the readings used in this class were highly valuable by most respondents. Specifically, 80% of the respondents rated the

readings as “highly valuable”, while the remaining 20% rated them as “somewhat valuable”. This suggests that the readings are generally effective in supporting student learning and enhancing their understanding of course concepts and materials.

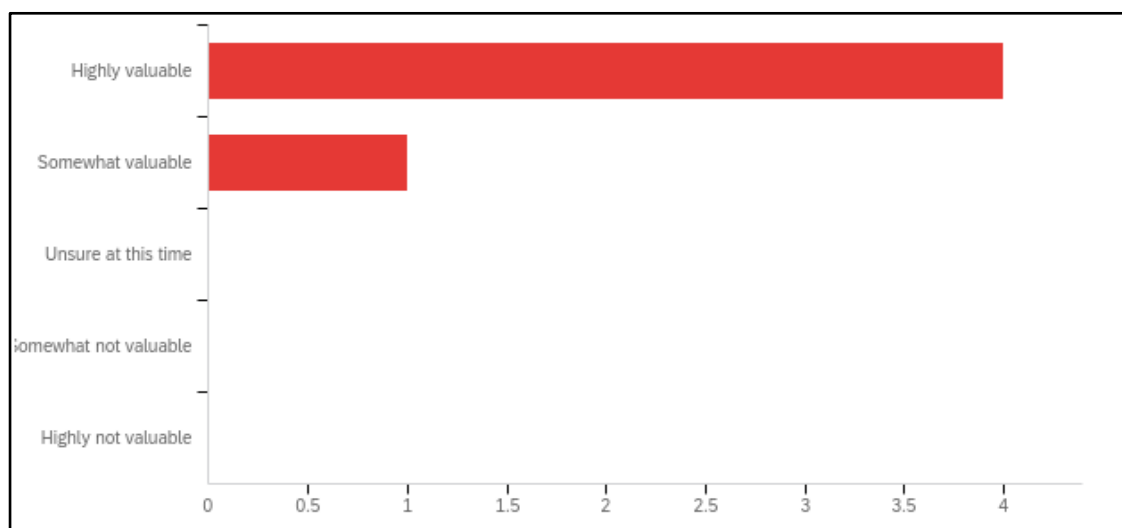


Image 4: Please rate the value of readings used in this class to your learning experience

Based on the survey results offered in Image5 below, it appeared that the group activities used in the class were somewhat effective in supporting student learning, as most respondents (60%) somewhat agreed with the statement “The group activities help me learn.” However, the fact that

40% of respondents neither agreed nor disagreed with the statement suggests that there may be room for improvement in the design and implementation of group activities to better support student learning.

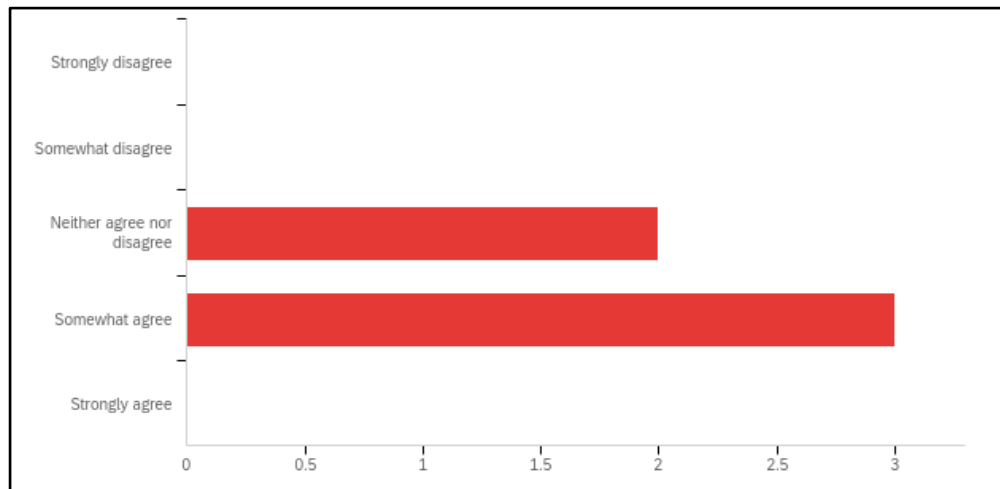


Image 5: The group activities help me learn.

Survey results, as shown in Image 6 below, indicate that module videos used in this class are highly effective in supporting student learning, as all respondents (100%) strongly agreed with the statement "The module videos help me learn." This suggests that the module videos, including recorded lectures, were an essential component of the course and have a significant impact on students' understanding and retention of course material. Research suggests that recorded

lectures allow students to review, rewind and replay course presentations to clarify concepts or catch up on material missed during a student's absence (Mirzaie & Griff, 2016). Overall, these survey results suggest that the module videos were a highly effective tool for supporting student learning, and that there may be opportunities to expand and enhance the use of multimedia resources in the course to further support student success.

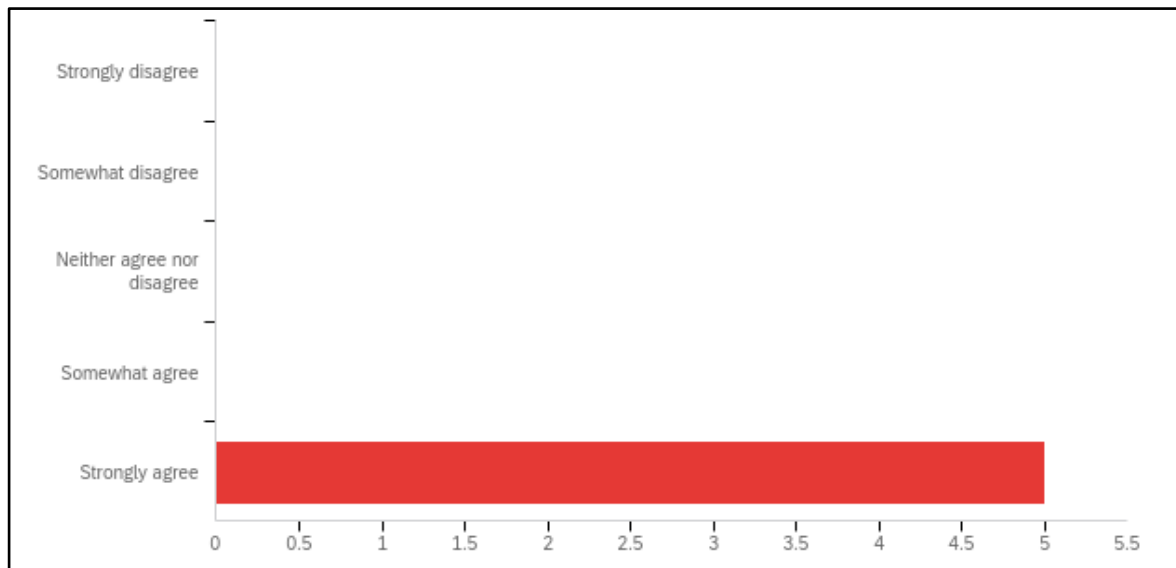


Image 6: The module videos help me learn.

As indicated in the survey results presented in Image7 below, most respondents (60%) agreed to some extent with the statement "The individual assignments help me learn." This suggests that individual assignments are generally effective in supporting student learning, but may not be as universally beneficial as other course components, such as module videos or group activities. The fact that some respondents only somewhat agreed with the statement

suggested that this area of assessment may be an area of improvement to the design and implementation of individual assignments to better support student learning. These survey results suggest that while individual assignments are generally effective in supporting student learning, there may be opportunities to further enhance their impact on student success through more thoughtful design and implementation, especially within the hyflex learning environment.

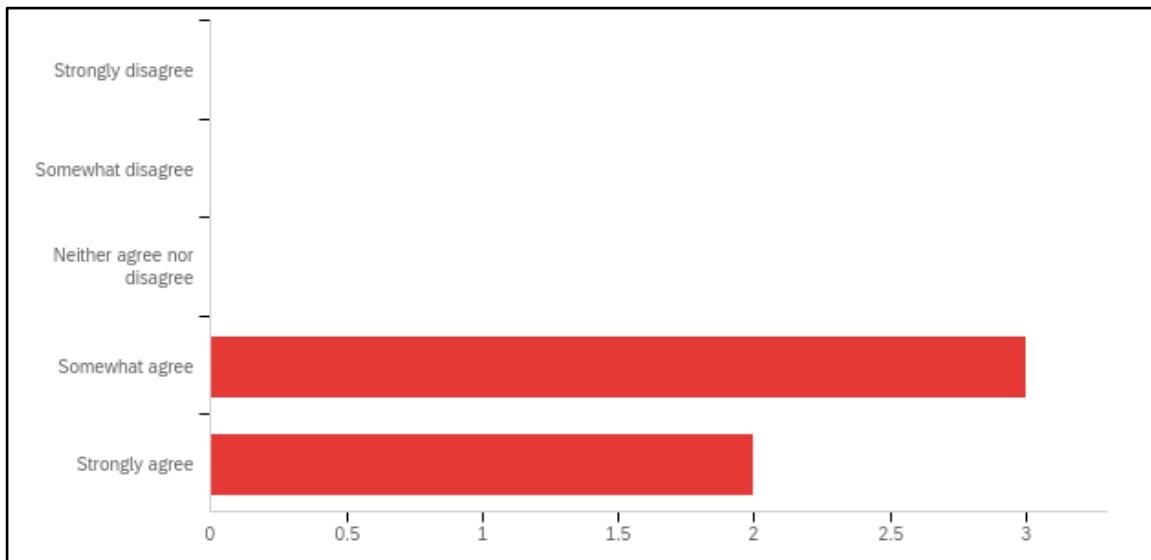


Image 7: The individual assignments help me learn.

Based on the survey results provided in Image 8, most students (40%) neither agreed nor disagreed with the statement "I feel 'connected' to the class and my classmates." Meanwhile, 40% of the respondents "somewhat agreed" with the statement, while the remaining 20% of the

respondents did not provide an answer. This suggests that there may be room for improvement in terms of creating a sense of connection and community among students in the class.

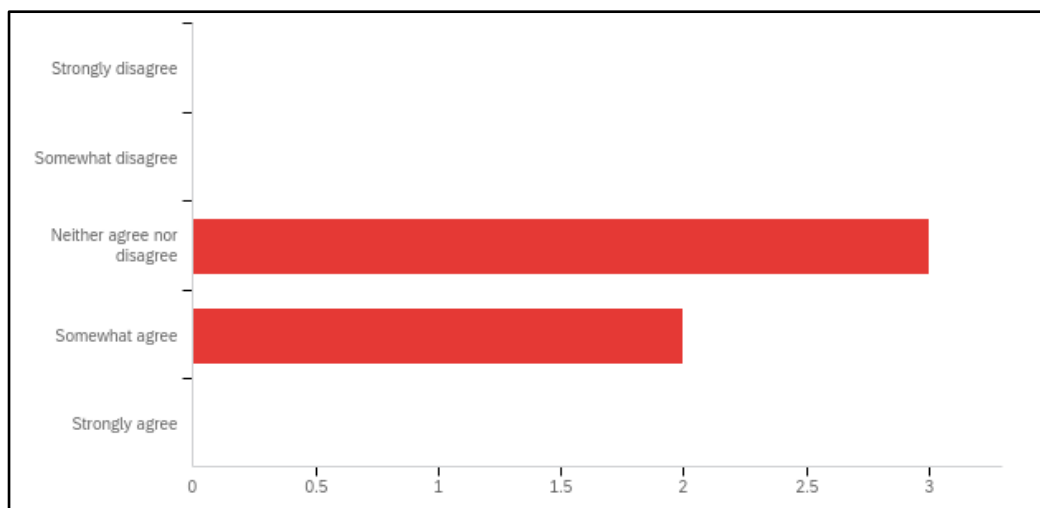


Image 8: I feel 'connected' to the class and my classmates.

Centered on the survey results presented in Image9 below, most respondents (40%) neither agreed nor disagreed with the statement "I wish all of my courses were available using a hyflex (flexible) option." Meanwhile, 20% of the respondents somewhat disagreed with the statement, and 40% of the respondents strongly agreed with the statement. The results suggest that a significant proportion of students

are interested in having access to more hyflex or flexible course options, which allow them to attend class either in-person or remotely, as needed. This may be particularly important for students who are working professionals or those with other family commitments, which make it difficult to attend class in-person on a regular basis.

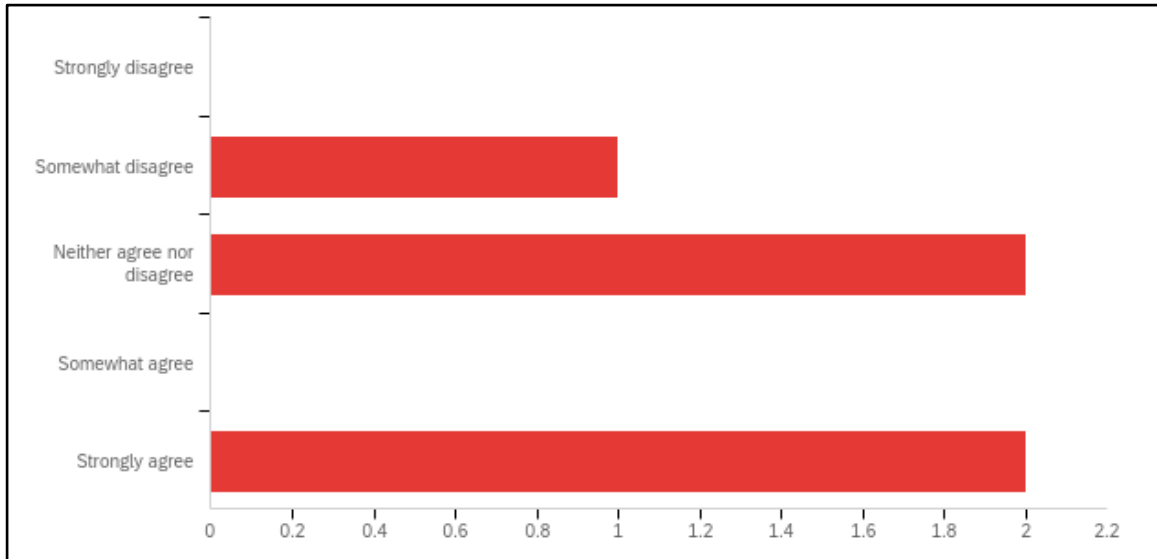


Image 9: I wish all my courses were available using a hyflex (flexible) option.

Survey takers were asked to respond to the prompt, “The website links embedded within the modules help me learn”, as shown in Image10 below. Most respondents (80%) strongly agreed or somewhat agreed that the website links embedded within the modules helped them learn. One respondent somewhat disagreed with the statement. The

results suggest that incorporating website links within the modules is a valuable strategy for facilitating student learning. It is possible that the student who somewhat disagreed may have experienced difficulties with the functionality of the links or found the links to be irrelevant to their learning needs.

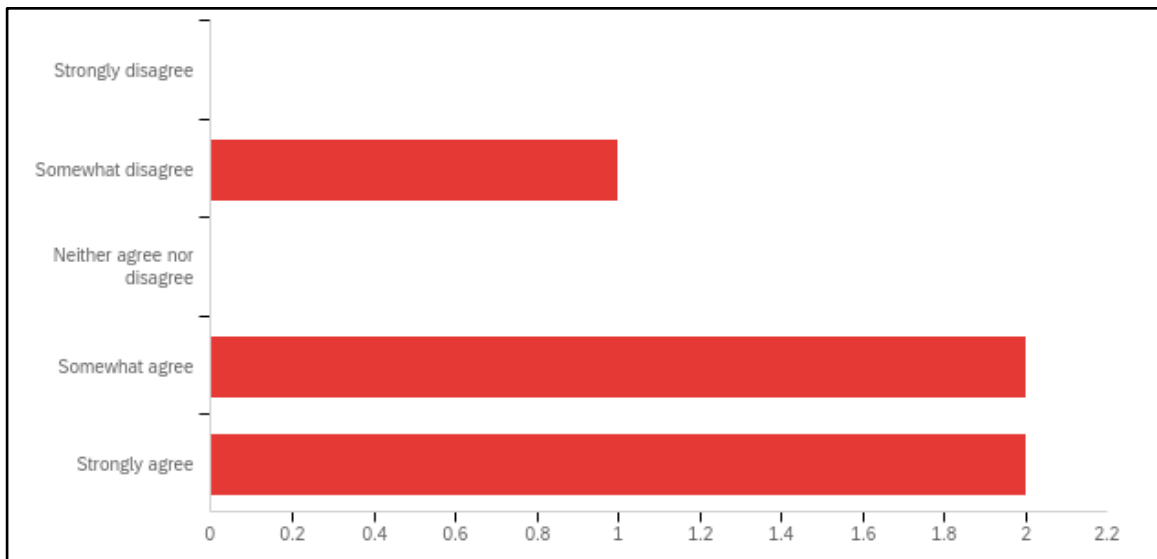


Image 10: The website links embedded within the modules help me learn.

In response to the prompt, “The pacing of the content helps me learn”, the results were split, with two respondents strongly agreeing, two respondents somewhat disagreeing, and one respondent strongly disagreeing, as shown in Image 11 below.

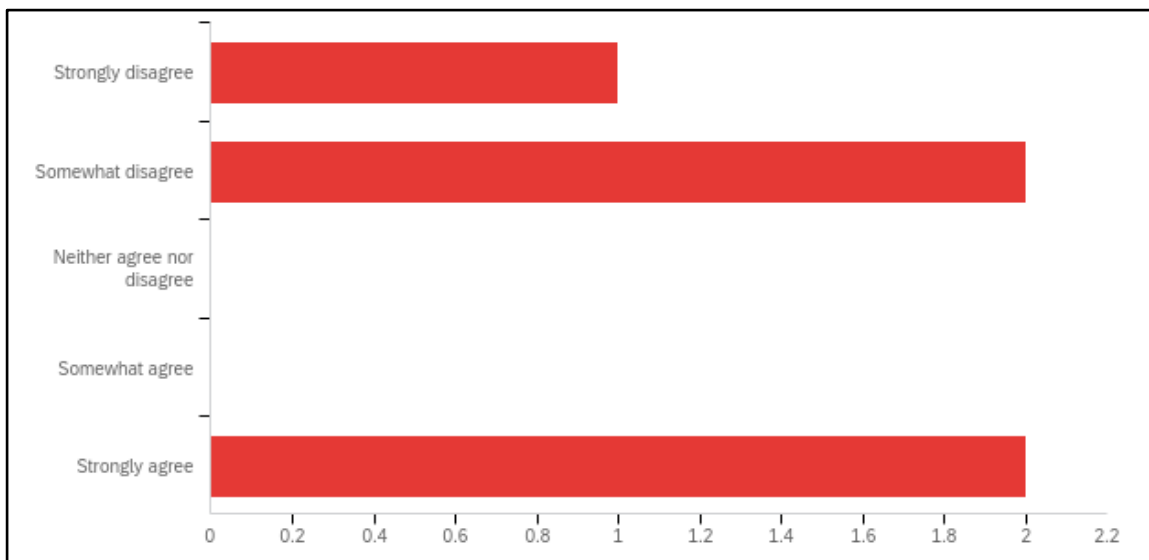


Image 11: The pacing of the content helps me learn.

Image 12 highlights survey takers’ reactions to the statement “The organization of the course helps me learn”. Most of the respondents (100%) either strongly agree or somewhat agree that the organization of the course helpsthem learn. This indicates that the course has been structured in a way that is effective for their learning experience.

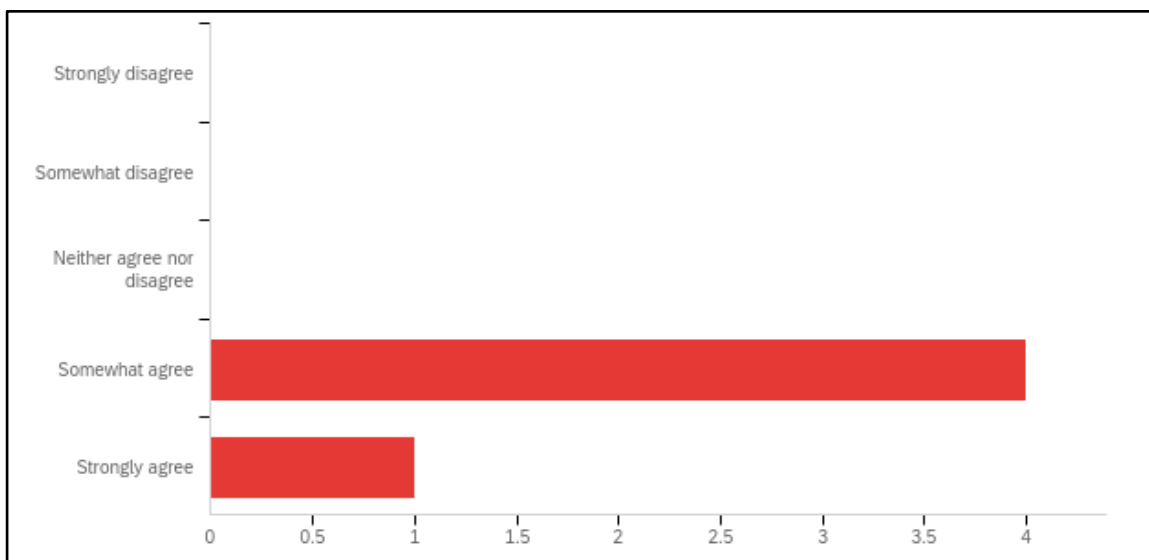


Table 12: The organization of the course helps me learn.

Use of Results

To address the students’ feedback regarding discussion board activities, the instructor explored different formats and types of discussion board activities. Additionally, the instructor posted clearer guidelines and expectations for participation, and offered additional resources to students who may have struggled to engage with the materials in the online format. In reaction to feedback on course readings, the instructor provided additional opportunities for students to apply the material. This included offering supplemental and optional practice items, along with activities that encouraged analysis of the readings. Further, the instructor integrated the readings in the second half of the term more closely with lectures, assignments, and assessments. Furthermore, the instructor sought feedback from students on specific readings that they found particularly valuable or effective, and used this feedback to inform future course design and selection of materials. By continuing to prioritize and enhance the value of assigned readings in the course, the

instructor became more intentional about supporting student learning and success.

Another implication of the results related to group activities. The instructor explored different types of group activities and approaches to facilitate more engagement and interaction among students. For example, the instructors provided more structure and guidance for group activities to ensure that all students had equal opportunity to participate and contribute, regardless of modality. Additionally, the instructor solicited feedback from students on the specific aspects of group activities that they found helpful or challenging, and used this feedback to inform future group activity selection. Overall, these survey results suggest that while the use of group activities in the class was somewhat effective, this may be an area of future direction to further enhance their impact on student learning. One consequence of the mid-semester evaluation results on module videos used in the course was that the instructor expanded the use

of video presentations, and other multimedia resources to further support student learning. For example, the instructor integrated more required video case studies into lectures and other course materials and provided optional videos and resources that reinforced key concepts covered in class. Furthermore, the instructor incorporated more interactive elements into the module, such as branching scenarios with video clips and podcast activities, to further engage students and reinforce learning.

An implication of the students' feedback on individual assignments was that the instructor needed to consider different types of individual assignments or approaches to make the activities more engaging and impactful for both Roomies and Zoomies. Based on the results, the instructor integrated more authentic and self-reflection assignments, along with providing additional supports to help students complete assignments successfully, such as models and more detailed instructional rubrics. The survey results were further used by the instructor to re-evaluate the approach to creating a sense of community and belonging in the classroom. The instructor considered any barriers to student engagement that may have contributed to the lack of class connections among students. For example, the instructor made a more intentional effort to personalize some discussion questions. In this vein, students were provided more opportunities during the live lecture sessions to share personal stories and examples related to the content. The instructor also was more intentional to call students by name for personal fact or opinion questions, to build confidence and trust in the community. As an area of future direction, the instructor considered alternative ways to affirm students' responses. Affirming student responses is important in building their confidence and encouraging participation. By using alternative ways to affirm their responses, such as badges posted within the learning management system, the instructor made the learning experience more fun and rewarding.

An additional area to investigate based on this small survey is the potential need for programs and departments within the institution to invest in additional technology or resources to support flexible course options, such as Hyflex classes. This could include providing additional training for instructors on how to effectively teach in a hybrid or flexible course format or investing in new technology to support remote learning. Overall, these survey results suggested that there is noteworthy interest among students in having access to flexible course options, and that instructors and the institution may need to adapt their approach to course delivery to meet these evolving needs and preferences. Survey data further suggested that incorporating website links within the modules was a valuable strategy for facilitating student learning. One respondent who somewhat disagreed may have experienced difficulties with the functionality of the links or found the links to be irrelevant to their learning needs. The instructor considered providing clearer instructions on how to use the embedded course links to reinforce the concepts, as well as ensure that the linked content was functioning, relevant and readily aligned to the module material. Overall, the positive response to this item suggested that using website links was an effective approach for enhancing student learning in the hyflex course

environment. The mixed responses in the survey suggest that the pacing of the content may be helpful for some students, but not for others. The respondents who strongly agreed may have found the pace of the content to be just right, while the respondents who somewhat or strongly disagreed may have felt overwhelmed or under-stimulated. In response to these results, the instructor made an adjustment to the syllabus, and offered a one-hour tutorial session dedicated to questions and the muddiest areas of the weekly modules. The instructor also curated supplemental resources aligned to the modules, such as additional simulations and videos, for students who may have needed more support, enrichment, or challenge. Overall, the results suggested that the pacing of the course material could have a significant impact on student learning, and it was important for the instructor to be responsive to student feedback and adjust the pace accordingly. The positive response to the question about the organization of the course suggested that the course structure was effective for most of the respondents. Additionally, this feedback can be used to inform future course design and organization to further enhance the learning experience for students.

Open-ended Comments

The comments provided in the survey suggest that the course content is being delivered at a fast pace, which may be overwhelming for some students. A respondent notes that the course is designed for post-graduate students and is therefore at a higher level, but they still found the earlier parts of the course to be rushed. This suggests that the course may benefit from a slower pace or more time devoted to specific topics to ensure that students have a thorough understanding of the material. Additionally, a respondent mentions a heavy reliance on online assessment, which they feel is not very balanced. This suggests that there may be room for more varied forms of assessment to be included in the course to better accommodate different learning styles. Finally, a respondent suggests that the course would be more beneficial if it were offered before the Teaching Practicum in Semester 2. This comment suggests that there may be a need for a more intentional sequencing of courses and that student may benefit from taking this course earlier in their program. Overall, the comments provided highlight areas where the course could be improved to better support student learning, including a need for more balanced assessment and a more deliberate sequencing of courses.

2. Conclusion

In terms of specific course components, readings were rated as highly valuable by many students enrolled in this hyflex learning environment, while discussion board activities were noted as somewhat valuable. Group activities, module videos, and individual assignments were rated as highly valuable by most students participating in this dynamic blend of virtual and face-to-face teaching and learning. Website links and pacing were somewhat less positively evaluated. The organization of the course received high ratings. Regarding overall satisfaction, most students reported being satisfied or very satisfied with the course. Only a small proportion of students reported being somewhat dissatisfied or very dissatisfied. When asked about their preferences for hyflex learning, students strongly

agreed or somewhat agreed that they would like to have this option for all their courses. Finally, students were given an open-ended question to provide comments or questions about the course or survey. Some common themes that emerged from the qualitative analysis included the fast-paced nature of the course, the need for better balance in assessment methods, and the suggestion to offer the course before the teaching practicum in semester two. The findings from this study suggest that the hyflex course format was generally well-received by teacher education students, with most students reporting high value for different course components and overall satisfaction with the course. However, the results also highlight some areas for improvement, such as the need for better balance in assessment methods and more attention to pacing and website links. The open-ended comments provide valuable insights for course design and implementation, such as considering the timing of the course and providing more support for students with limited time or resources. The high preferences for hyflex learning among students suggest that this format could be a promising option for teacher education programs seeking to increase flexibility and accessibility for diverse student populations.

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