

# HyFlex Assessment and GenAI

SLO Webinar

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HyFlex Learning Community: <https://hyflexlearning.org>

# What is HyFlex?

Hybrid + Flexible = HyFlex

- Hybrid – a mix of face to face, asynchronous, and synchronous online activities
- Flexible – learners can choose their method of participation ... per session, topic, or activity

# Defining HyFlex

In a Hybrid Flexible (HyFlex) Class, **students can choose** to attend class **either** in an assigned **face-to-face** environment or in an **online** environment (synchronous, asynchronous, bichronous).

SFSU policy definition

*Other definitions vary, but all have face to face options and at least one online option*

# Why?

Our students need access to high quality learning in different modes, and we can't predict (well) who needs which mode each class session.

Access	<input checked="" type="checkbox"/>
High Quality	<input checked="" type="checkbox"/>
Equitable	<input checked="" type="checkbox"/>
Equity, Inclusion, and Belonging	<input checked="" type="checkbox"/>

# How?

Typically, we begin with what we have already, consider the difference learning experiences we are trying to create, and then build course materials, activities, and resources to support learning in all planned modes.

It is important to consider several important “universal” principles or HyFlex course design.

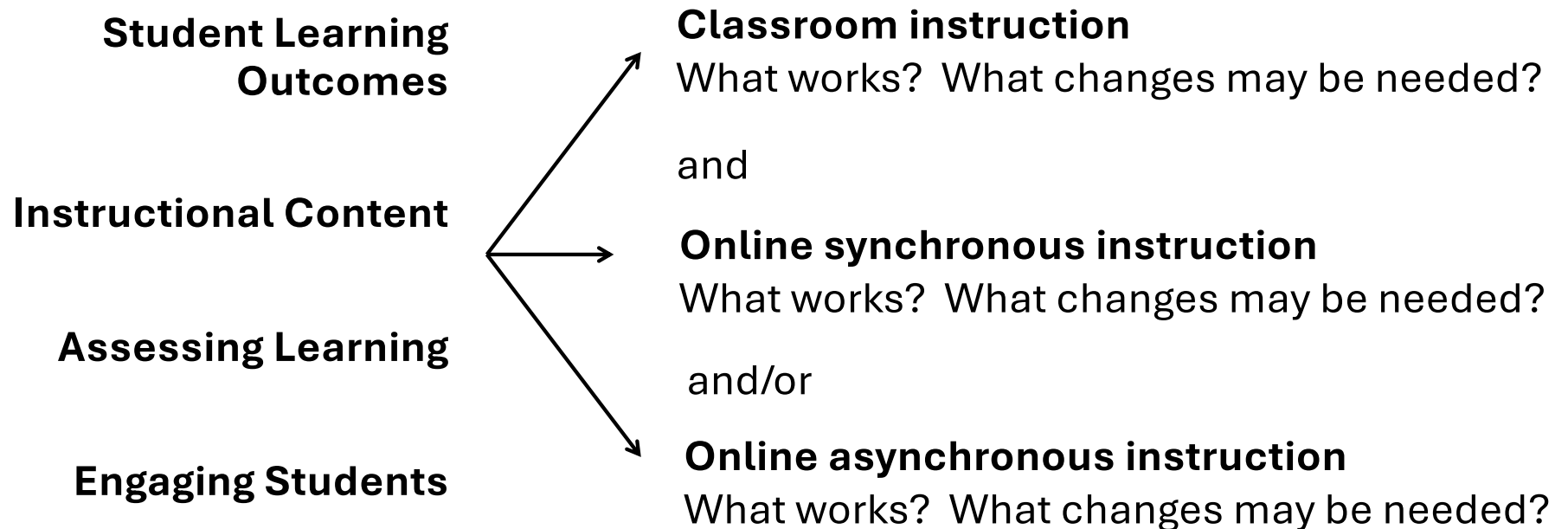
*(You may find these principles helpful when [re-]designing any type of course.)*

# Design Principles

- **Learner Choice (Alternatives):** *HyFlex courses must have fully developed participation alternatives: classroom (face to face) and online (distance).*
- **Equivalence:** *Alternative paths in a HyFlex course must lead to **equivalent learning outcomes**.*
- **Reuse:** *Instructional materials and student-generated artifacts from learning activities in each participation mode become learning resources for all students.*
- **Accessibility:** *Alternative participation modes in HyFlex courses must be accessible to all students.*

# Design Stages

[https://edtechbooks.org/hyflex/hyflex\\_design](https://edtechbooks.org/hyflex/hyflex_design)



# Role of GenAI in HyFlex Learning

GenAI can support students by *increasing engagement* with content, simulated peers, and simulated instructors.

This may be most needed by learners in an asynchronous participation path. Some of these learners may be “*accidental online*” *students* (not intending to learn this way).

In reality, ALL students can find value since *ALL learn “out-of-class”* much of the time.



# Custom GPTs to Support Learners



**Course Syllabus Explorer**



**HyFlex Mode Chooser**



**My Learning Helper**



**Quiz Me!**



**Breakout Companion**



**Breakout for Three**



**Peer Review Partner**

All GPTs are freely available at the ChatGPT GPT Store – search by “Brian Beatty”

# GenAI in Support of HyFlex Design



## HyFlex Strategy Planning

<https://chatgpt.com/g/g-67eaf21ef9448191a084ceed0dad17e1-hyflex-strategy-planning>



## HyFlex Content Planning

<https://chatgpt.com/g/g-67eaf5fde70c81918d5f00fc74c6d3f5-hyflex-content-planning>



## HyFlex Planning for Assessment

<https://chatgpt.com/g/g-67eaf88f37dc8191a7d3cf35366aa3dc-hyflex-planning-for-assessment>



## HyFlex Planning for Engagement

<https://chatgpt.com/g/g-67eafc17492c81919d7195216006c62a-hyflex-planning-for-engagement>



## HyFlex Planning for Implementation

<https://chatgpt.com/g/g-67eaff624230819195707b5c7fa0722a-hyflex-planning-for-implementation>



## HyFlex Planning for Impact Evaluation

<https://chatgpt.com/g/g-67eb031b8ba88191bf5d2b4952c00b1c-hyflex-planning-for-impact-evaluation>

All GPTs are freely available at the ChatGPT GPT Store – search by “Brian Beatty”

# Assessment Roles in Education

The roles of assessment:

1. Evaluate student learning (achievement, progress, sorting, reporting)
2. Support students' self-evaluation of learning and self-regulation of learning process (Is my learning effort effective?)
3. Provide information about the success of the instructional program

# Assessment in HyFlex

**Be consistent!** Students in all modes should have essentially the **same testing environments**, and this usually means all are taking online quizzes, tests and exams.

**Is proctoring needed** for quizzes, tests, and high-stakes exams? If yes, how will it be implemented?

- Students required to come to campus for tests
  - Still may require some accommodations
    - Local test centers?
    - Online exam without proctoring?

**Consider a shift** to low-stakes (non-proctored) quizzes tests and exams supplemented (or replaced) by **authentic assessments**: performances that provide evidence for learning and understanding.

# Challenges to Assessment

**Maintaining Learning Outcome Consistency:** Ensuring students in all participation modes are assessed using criteria aligned to consistent learning outcomes, even if their paths to reaching them differ.

**Ensuring Equivalency of Assessments:** Designing tasks that are **functionally equivalent**, even if they differ in format or delivery, to provide a **fair measure** of student achievement...for example, offering a recorded presentation option for asynchronous learners instead of a live class presentation.

**Supporting Academic Integrity Across Modalities:** Addressing risks like cheating or plagiarism, especially in asynchronous or remote assessments, while respecting student privacy and autonomy.

**Balancing Flexibility with Rigor:** Allowing for student choice in timing and modality without **compromising the validity or depth of the assessment** ...ensuring assessments remain challenging and meaningful across all participation paths.

**Managing Practical and Technological Constraints:** Ensuring access to tools, maintaining usability across platforms, and avoiding overly complex assessment systems that burden faculty or students.

**Providing Equitable Feedback and Interaction:** Ensuring all students, regardless of mode, receive **timely, meaningful feedback** and opportunities to reflect or revise ...including asynchronous peer or AI-supported feedback to maintain engagement and learning loops.

# GenAI in Support of Assessment

Three examples:

- Quiz Me!
- Peer Review Partner
- HyFlex Planning for Assessment (this can work for any type of course)

Problem: How well am I learning these concepts?

**Interaction:**  
*Student-Content*



<https://bit.ly/chatgpt-quizme>

**Quiz Me!**

Quizzes students on topics with varying difficulties, using provided files or found information.

<https://chatgpt.com/g/g-67e34f20410481919f23c5da8a5c844e-quiz-me>

Problem: Peer reviewing process can be missing or untimely - delayed

**Interaction:**

*Student-Student (peer)*



<https://bit.ly/chatgpt-peer-review>

## Peer Review Partner

Provides feedback on written assignments based on rubric and assignment description.

<https://chatgpt.com/g/g-67e36cc69d5c8191bbb01fdf8f0d89c4-peer-review-partner>



# Custom GPT for HyFlex Assessment Planning



Link to GPT: <https://chatgpt.com/g/g-67eaf88f37dc8191a7d3cf35366aa3dc-hyflex-planning-for-assessment>  
or (<https://bit.ly/hyflexassessmentplanning>)

Bring your questions, challenges, and great ideas!

# Example HyFlex Course

Course Tour of one of my typical HyFlex seminar courses

Live demonstration and explanation

# Contact me

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Free online HyFlex book:  
Hybrid-Flexible Course Design  
<https://edtechbooks.org/hyflex/>

HyFlex Learning Community  
<https://hyflexlearning.org>