

From Classroom to Anywhere

Redesigning Business Courses for Hybrid/HyFlex Instruction

Facilitator Guide • 4-Session Workshop Series • 45 Minutes Each

Co-facilitated with the Center for Excellence in Teaching and Learning
Educational Technology Team

LMS: Brightspace (D2L) | Design Frameworks: UDL, Powerful Teaching, Community of Inquiry

Series Overview

This four-session workshop series guides business college faculty through a structured, evidence-based process for redesigning courses from in-person to Hybrid/HyFlex delivery. Each session pairs a core dimension of course design with established pedagogical theory and hands-on application.

Series Arc

Session	Theme	Pedagogical Foundation	Core Activity
1	Presence Without a Room	Community of Inquiry; Transactional Distance	Syllabus Presence Audit
2	Assessing What Matters	Powerful Teaching; Authentic Assessment	Assessment Stress Test
3	Interaction by Design	UDL; Constructive Alignment	Activity Equivalence Workshop
4	Content That Travels	Cognitive Load Theory; Mayer's Principles	Content Module Makeover

Series Learning Outcomes

1. Evaluate existing course components (social presence, assessments, interaction patterns, content delivery) against the Community of Inquiry framework and UDL guidelines to identify elements requiring redesign for Hybrid/HyFlex modalities.
2. Apply evidence-based strategies from Powerful Teaching and multimedia learning theory to redesign at least two major course components for flexible delivery in Brightspace.
3. Produce a revised course module or sequence demonstrating alignment between learning outcomes, instructional activities, and assessment in a Hybrid/HyFlex format, incorporating multiple means of engagement, representation, and action/expression.

Recurring Session Structure

Segment	Time	Type
Progress Showcase	5 min	Group demonstration of progress since last meeting
Opening Hook	3 min	Experiential / sensory engagement
Framework Introduction	7 min	Interactive mini-lecture with discussion
Active Learning Activity	20 min	Hands-on, small group work
Debrief & Reflection	5 min	Facilitated discussion
Goal Setting & Close	5 min	Individual + group commitment

Session 1: Presence Without a Room

Building Social Presence in Hybrid/HyFlex Courses

Pedagogical Foundations

- **Community of Inquiry (Col) Framework** (Garrison, Anderson & Archer, 2000): Social presence, teaching presence, and cognitive presence as the three pillars of meaningful online learning.
- **Transactional Distance Theory** (Moore, 1993): The psychological and communication gap between instructor and student increases in online environments; reducing it requires deliberate structure, dialogue, and learner autonomy.
- **UDL Guideline — Multiple Means of Engagement:** Providing options for recruiting interest; sustaining effort and persistence; self-regulation.

Session Learning Outcomes

4. Identify at least three specific strategies for establishing social presence in a Hybrid/HyFlex course by applying the Community of Inquiry framework to their own course context.
5. Evaluate their current syllabus and first-week activities against UDL engagement guidelines to determine where expectations for social presence are implicit versus explicit.

Agenda

Time	Segment	Activity Type	Description
0:00–0:05	Progress Showcase	Group demo	Each group briefly shares one step taken toward their course redesign since last meeting. (Session 1: introductions of redesign goals.)
0:05–0:08	Opening Hook	Experiential	Facilitator plays two 30-second clips of online class sessions—one with visible engagement cues, one without. Asks: “Which class would you rather be a student in?”
0:08–0:15	Framework: Col	Mini-lecture	Introduction to Col’s three presences with emphasis on social presence. Map onto a familiar in-person class experience, then ask: which presence is hardest to maintain online?
0:15–0:35	Syllabus Presence Audit	Hands-on	Groups audit a sample syllabus and their own syllabi for explicit social presence cues using a structured checklist.
0:35–0:40	Debrief	Discussion	Groups report most surprising finding and one strategy they plan to adopt. Facilitator connects to Transactional

			Distance Theory.
0:40–0:45	Goal Setting & Close	Commitment	Participants choose a specific social presence element to implement or revise before Session 2. Groups select their collective goal.

Active Learning Activity: Syllabus Presence Audit

Overview

Element	Detail
Duration	20 minutes (5 min setup + 10 min audit + 5 min group comparison)
Group size	3–4 participants
Materials	Sample syllabus (provided, with deliberate gaps), participants' own syllabi, Presence Audit Checklist (handout), shared Google Doc or Brightspace Discussion
Modality	In-person: printed checklists + whiteboard. Hybrid: shared doc + breakout rooms. Online: Brightspace discussion + breakout rooms.

Preparation Instructions for Facilitator

- Prepare a sample business course syllabus that includes some social presence elements (e.g., instructor welcome video mentioned, discussion expectations) but deliberately omits others (e.g., no netiquette guidelines, no camera/mic expectations, no community-building activities in Week 1).
- Create a shared recording document with columns: Syllabus Section | Presence Element Found | What's Missing | Recommended Addition.
- Print or distribute the Presence Audit Checklist.

Student-Facing Activity Instructions

Your task: You are an instructional designer reviewing a course syllabus for its effectiveness at establishing social presence in a Hybrid/HyFlex environment.

6. Review the sample syllabus (10 minutes). Using the Presence Audit Checklist, examine each section. For each checklist item, note whether the syllabus addresses it explicitly, implicitly, or not at all.
7. Record your findings in the shared document. For each gap, draft a one-sentence recommendation.
8. Quick-scan your own syllabus (if time permits). Flag one missing element for the debrief.
9. Prepare to share: Your group's most surprising finding and one high-impact recommendation.

Presence Audit Checklist

- Instructor introduction/welcome (video, audio, or personal narrative)
- Invitation for students to introduce themselves to the class

- Explicit expectations for camera/microphone use in synchronous sessions
- Netiquette or communication norms statement
- Explanation of how students can reach the instructor informally
- At least one community-building activity in the first week
- Discussion/interaction expectations that go beyond “post and reply”
- Acknowledgment that students may be participating from different modalities
- Tone of the syllabus: welcoming document or compliance document?

Group Comparison Phase (5 min)

Each group shares their most surprising gap and one recommended addition. Facilitator tracks on whiteboard/shared screen, looking for patterns. Connect patterns to the three presences: “Notice how many of these gaps relate to social presence—and that’s the presence we most often assume will happen on its own.”

Pacing Notes

- If groups finish early, prompt them to audit their own syllabi more deeply.
- If groups are behind at the 10-minute mark, call time and move to comparison—partial audits still generate good discussion.
- The comparison phase is where the learning crystallizes; do not cut it short.

Handout Outline: Session 1

Key Framework: Community of Inquiry — Social Presence, Teaching Presence, Cognitive Presence. Four key takeaways on designing presence deliberately. Action items for before Session 2. Five resources with citations (see full content document).

Session 2: Assessing What Matters

Redesigning Assessment for Hybrid/HyFlex

Pedagogical Foundations

- **Powerful Teaching** (Agarwal & Bain, 2019): Retrieval practice, spacing, interleaving, and feedback-driven metacognition as strategies that strengthen long-term learning.
- **Authentic Assessment** (Wiggins, 1998): Assessments that ask students to apply knowledge in realistic contexts rather than recall information in artificial ones.
- **UDL Guideline — Multiple Means of Action & Expression:** Providing options for physical action; expression and communication; executive functions.

Session Learning Outcomes

10. Analyze one existing course assessment using the Powerful Teaching retrieval practice framework to determine whether it measures durable learning or short-term recall.
11. Design a modification to an existing assessment that incorporates at least one Powerful Teaching strategy and is feasible for Hybrid/HyFlex delivery in Brightspace.

Agenda

Time	Segment	Activity Type	Description
0:00–0:05	Progress Showcase	Group demo	Groups share their social presence improvements from Session 1 (revised syllabus sections, welcome videos).
0:05–0:08	Opening Hook	Experiential	Facilitator shows a typical exam question and demonstrates how quickly an AI tool generates a passing answer. Asks: “If AI can pass your assessment, what is it actually measuring?”
0:08–0:15	Powerful Teaching + Authentic Assessment	Mini-lecture	Introduction to retrieval practice, spacing, interleaving. Connect to Wiggins’ criteria. Ask: “Which of your assessments would survive an AI stress test?”
0:15–0:35	Assessment Stress Test	Hands-on	Groups attempt to complete one of their own assignments using AI tools, then redesign it.
0:35–0:40	Debrief	Discussion	Groups share one vulnerability and one redesign strategy. Facilitator connects to Brightspace tools.
0:40–0:45	Goal Setting & Close	Commitment	Participants select one assessment to

			redesign before Session 3. Groups choose collective goal.
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Active Learning Activity: Assessment Stress Test

Overview

Element	Detail
Duration	20 minutes (3 min setup + 8 min stress test + 9 min redesign)
Group size	3–4 participants
Materials	Participants' own assessment prompts/rubrics, access to an AI chatbot, Assessment Redesign Worksheet, Brightspace open for reference
Modality	In-person: laptops at shared tables. Hybrid: screen share in breakout rooms. Online: breakout rooms with shared doc.

Preparation Instructions for Facilitator

- Ask participants in advance to bring one assessment prompt in digital form (midterm question, case analysis, or written assignment).
- Prepare a backup assessment prompt from a generic business course for anyone who doesn't bring one.
- Set up a shared document with columns: "Vulnerability Found" and "Redesign Strategy."
- Confirm participants have access to at least one AI tool during the session.

Student-Facing Activity Instructions

Your task: You are stress-testing your own assessment to see how well it measures what you actually want students to learn.

Phase 1 — Stress Test (8 minutes):

12. Open the AI tool and paste your assessment prompt exactly as a student would receive it.
13. Evaluate the AI's response against your rubric. Would it pass? What grade would it receive?
14. Note: What did the AI get right? What did it miss? What does it tell you about what your assessment is actually measuring?

Phase 2 — Redesign (9 minutes):

15. Using the Assessment Redesign Worksheet, identify one specific vulnerability.
16. Draft a revised version incorporating at least one strategy: retrieval practice, personal application, process documentation, or iterative submission.
17. Record your vulnerability and redesign strategy in the shared document.

Redesign Strategies

- **Retrieval practice:** Require students to generate information from memory before applying it.

- **Personal application:** Require connection to a specific, verifiable personal experience or local context.
- **Process documentation:** Require students to show their reasoning process, not just the final product.
- **Iterative submission:** Break the assessment into stages with feedback between them (Brightspace assignment folders).

Pacing Notes

- The stress test phase often generates strong reactions. Allow brief exclamations but keep groups moving to the redesign phase.
- If a participant's assessment already resists AI, ask them to identify why—what design features make it robust.
- Redirect “AI-proofing as arms race” concerns: the goal is not to defeat AI but to design assessments that measure what we value.

Handout Outline: Session 2

Key Framework: Powerful Teaching — Retrieval Practice, Spacing, Interleaving, Feedback-Driven Metacognition. Five assessment redesign strategies. Brightspace tool tips. Action items for before Session 3. Five resources with citations (see full content document).

Session 3: Interaction by Design

Active Learning in Hybrid/HyFlex Spaces

Pedagogical Foundations

- **Universal Design for Learning** (CAST, 2018): Multiple means of engagement, representation, and action/expression as the foundation for inclusive course design.
- **Constructive Alignment** (Biggs & Tang, 2011): Learning outcomes, teaching/learning activities, and assessment tasks must be aligned so students engage in activities most likely to achieve intended outcomes.

Session Learning Outcomes

18. Apply at least two UDL checkpoints to redesign a specific learning activity for equivalent engagement across in-person and online modalities.
19. Evaluate the constructive alignment of a course module by mapping outcomes, activities, and assessments and identifying at least one misalignment.

Agenda

Time	Segment	Activity Type	Description
0:00–0:05	Progress Showcase	Group demo	Groups share their assessment redesigns from Session 2, including before/after comparisons.
0:05–0:08	Opening Hook	Experiential	Facilitator presents the same learning activity described two ways—one for in-person, one for online. Asks: “Are these students having an equivalent learning experience?”
0:08–0:15	UDL + Constructive Alignment	Mini-lecture	Introduction to three UDL principles with business course examples. Connect to Biggs’ alignment: “If your outcome says ‘analyze,’ but your activity asks students to ‘listen,’ there’s a gap.”
0:15–0:35	Activity Equivalence Workshop	Hands-on	Groups redesign a learning activity for equivalence across modalities using a UDL planning template.
0:35–0:40	Debrief + LMS Demo	Discussion	Groups share redesigned activities. Facilitator demonstrates Brightspace tools (Virtual Classroom, Discussions, Groups).
0:40–0:45	Goal Setting & Close	Commitment	Participants select one learning activity to redesign in Brightspace before Session

		4. Groups choose collective goal.
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Active Learning Activity: Activity Equivalence Workshop

Overview

Element	Detail
Duration	20 minutes (3 min setup + 12 min redesign + 5 min gallery walk)
Group size	3–4 participants
Materials	UDL Activity Planning Template (handout), participants' course materials, Brightspace open for tool exploration
Modality	In-person: large paper templates on tables. Hybrid: shared digital template in breakout rooms. Online: shared doc in breakout rooms.

Preparation Instructions for Facilitator

- Prepare the UDL Activity Planning Template with three columns: “In-Person Version,” “Synchronous Online Version,” “Asynchronous Version” and rows for: Learning Outcome, Student Actions, Instructor Role, Materials/Tools, Assessment of Participation, UDL Checkpoints Addressed.
- Prepare one completed example template showing how a case study discussion can be designed for equivalence across modalities.
- Have Brightspace open to demonstrate: Virtual Classroom, Discussion boards, Groups tool, and Video Note.

Student-Facing Activity Instructions

Your task: You are redesigning one of your existing learning activities so students in any modality have an equivalent (not identical) learning experience.

20. Choose one activity from your course that works well in person but that you're uncertain about online.
21. Complete the UDL Activity Planning Template. For each modality column, describe what students do, what tools they use, and how you know they learned.
22. Apply at least two UDL checkpoints (e.g., 7.1: Optimize choice and autonomy; 5.1: Use multiple media for communication; 3.1: Activate background knowledge).
23. Identify one Brightspace tool that supports your redesign and note how you would use it.
24. Post your completed template for the gallery walk.

Gallery Walk (5 min)

Groups rotate to review one other group's template. Each group leaves one piece of written feedback: either a question or a suggestion. Return to own template and review feedback received.

Pacing Notes

- Participants often try to make activities identical rather than equivalent. Remind them: equivalent learning, not identical logistics.
- If stuck, prompt with: “What is the core learning action? What are three different ways a student could perform it?”
- The gallery walk is essential for cross-pollination. Even 3 minutes is better than skipping it.

Handout Outline: Session 3

Key Framework: UDL (Engagement, Representation, Action & Expression) + Constructive Alignment.
Activity equivalence principles. Brightspace tool mapping. Action items for before Session 4. Four resources with citations (see full content document).

Session 4: Content That Travels

Multimedia Design and Accessible Content Delivery

Pedagogical Foundations

- **Cognitive Load Theory** (Sweller, 1988; Mayer, 2009): Instructional materials should manage intrinsic, extraneous, and germane cognitive load—especially when students navigate both content and technology.
- **Mayer’s Multimedia Learning Principles** (Mayer, 2009): Evidence-based principles for combining text, images, audio, and video (coherence, signaling, redundancy, segmenting, modality, personalization).
- **UDL Guideline — Multiple Means of Representation**: Providing options for perception; language and symbols; comprehension.

Session Learning Outcomes

25. Apply at least three of Mayer’s multimedia learning principles to evaluate and improve an existing content module from their course.
26. Produce a plan for one redesigned content module in Brightspace that incorporates segmenting, signaling, and at least one alternative representation.

Agenda

Time	Segment	Activity Type	Description
0:00–0:05	Progress Showcase	Group demo	Groups demonstrate the Brightspace activities they built since Session 3. Live walkthroughs encouraged.
0:05–0:08	Opening Hook	Experiential	Facilitator shows two versions of the same content: a narrated 47-slide dense deck vs. a segmented video with cues and embedded questions. Asks: “Which would you watch at 11 PM?”
0:08–0:15	Cognitive Load + Multimedia Principles	Mini-lecture	Introduction to Mayer’s key principles. Quick poll: “Which of these principles does your current content violate?”
0:15–0:35	Content Module Makeover	Hands-on	Groups evaluate and redesign one content module using Mayer’s principles and a structured planning template.
0:35–0:40	Debrief + LMS Demo	Discussion + demo	Groups share redesign plans. Facilitator demonstrates Brightspace Content modules, Video Note, and release conditions.

0:40–0:45	Series Wrap-Up	Reflection	Final reflection. Each participant identifies top priority. Groups discuss sustaining momentum. Facilitator shares CETL support info.
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Active Learning Activity: Content Module Makeover

Overview

Element	Detail
Duration	20 minutes (3 min setup + 12 min redesign + 5 min comparison)
Group size	3–4 participants
Materials	Content Module Makeover Template, participants' existing content, Mayer's Principles Quick Reference, Brightspace open
Modality	In-person: printed templates + projected demo. Hybrid: shared digital template + screen share. Online: shared doc + screen share.

Preparation Instructions for Facilitator

- Prepare the Content Module Makeover Template with sections: Current Format, Mayer's Principles Check (checklist), Redesign Plan, Brightspace Implementation Notes.
- Create a one-page Mayer's Principles Quick Reference with six principles defined in plain language with one example each.
- Prepare a before/after example (e.g., 50-minute lecture recording → three 12-minute segments with embedded reflection prompts).
- Have Brightspace open to demonstrate Content tool, Video Note, and Release Conditions.

Student-Facing Activity Instructions

Your task: You are a multimedia learning consultant reviewing a content module for cognitive load issues and redesigning it for flexible delivery.

27. Choose one content module from your course—lecture recording, slides, reading package, or combination.
28. Run the Mayer's Principles Check. For each principle, rate your content: Aligned / Partially Aligned / Needs Redesign.
29. Draft a redesign plan addressing your two lowest-rated principles. Be specific: what changes, what tools, what will the student experience look like?
30. Identify Brightspace implementation: specific tools and any release conditions.
31. Prepare to share: your before description, two principles you're addressing, and your after plan.

Mayer's Principles Quick Reference

- **Coherence:** Remove extraneous material. Every element should serve the learning goal.
- **Signaling:** Use cues to highlight essential material (headings, bold, verbal emphasis, arrows).

- **Redundancy:** Don't narrate on-screen text verbatim. Use visuals + narration, not visuals + narration + text.
- **Segmenting:** Break content into learner-paced segments rather than continuous streams.
- **Modality:** Present explanations as narration + graphics rather than text + graphics.
- **Personalization:** Use conversational tone and direct address ("you") rather than formal third person.

Pacing Notes

- Encourage focus on two principles—depth over breadth.
- The “before” description forces participants to articulate what's not working. Don't let them skip it.
- If time is short, comparison can be verbal (60 seconds per group) rather than written exchange.

Series Wrap-Up

Over four sessions, participants have worked through the major dimensions of course redesign for Hybrid/HyFlex: social presence, assessment, interaction, and content delivery. The closing segment should help them identify their top priority for continued work and connect with CETL resources for ongoing support.

Continued Redesign Planning

Each participant identifies: (1) their top redesign priority, (2) a specific action to take this month, and (3) the CETL support they need. Groups discuss how to sustain momentum beyond the series.

Series Resource Summary

Published Books

Title	Year	ISBN	Sessions
Powerful Teaching (Agarwal & Bain)	2019	978-1119521846	2, 4
Small Teaching Online (Darby & Lang)	2019	978-1119619093	1, 3
Small Teaching, 2nd ed. (Lang)	2021	978-1119755548	2
Multimedia Learning, 2nd ed. (Mayer)	2009	978-0521735353	4
e-Learning and the Science of Instruction, 4th ed. (Clark & Mayer)	2016	978-1119158660	4
Teaching for Quality Learning at University, 4th ed. (Biggs & Tang)	2011	978-0335242757	3
Educative Assessment (Wiggins)	1998	978-0787908485	2

Open-Access / Web Resources

Resource	Status	URL
UDL Guidelines 2.2 (CAST)	Confirmed	udlguidelines.cast.org
Retrieval Practice (Agarwal)	Confirmed	retrievalpractice.org
HyFlex Course Design (Beatty)	Verify availability	edtechbooks.org/hyflex
Community of Inquiry	Verify availability	thecommunityofinquiry.org
Brightspace Community (D2L)	Verify availability	community.d2l.com
Brightspace Documentation	Verify availability	documentation.brightspace.com