

From Classroom to Anywhere

Redesigning Business Courses for Hybrid/HyFlex Instruction

4-Session Workshop Series | 45 Minutes Each

Co-facilitated with CETL Educational Technology
LMS: Brightspace (D2L)

Series Overview

Session 1

Presence Without a Room

Community of Inquiry
Transactional Distance

Syllabus Presence Audit

Session 2

Assessing What Matters

Powerful Teaching
Authentic Assessment

Assessment Stress Test

Session 3

Interaction by Design

UDL
Constructive Alignment

Activity Equivalence
Workshop

Session 4

Content That Travels

Cognitive Load Theory
Mayer's Principles

Content Module Makeover

Series Learning Outcomes

1

Evaluate existing course components against the Community of Inquiry framework and UDL guidelines to identify elements requiring redesign for Hybrid/HyFlex.

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 demonstrating alignment between outcomes, activities, and assessment in Hybrid/HyFlex format.

SESSION 1

Presence Without a Room

Building Social Presence in Hybrid/HyFlex Courses

Pedagogical Foundations:

Community of Inquiry (Garrison, Anderson & Archer, 2000)

Transactional Distance Theory (Moore, 1993)

UDL — Multiple Means of Engagement

Community of Inquiry Framework

Social Presence The ability to identify with the group, communicate purposefully in a trusting environment, and develop interpersonal relationships.

Teaching Presence The design, facilitation, and direction of cognitive and social processes — including course structure, discussion facilitation, and direct instruction.

Cognitive Presence The extent to which learners can construct and confirm meaning through sustained reflection and discourse.

Key Insight Social presence doesn't happen by accident online — it must be designed into the course from the syllabus forward.

Activity: Syllabus Presence Audit

20 min | Groups of 3-4 | Sample syllabus + own syllabi + Presence Audit Checklist

1. Review the sample syllabus using the Presence Audit Checklist (10 min)
2. For each checklist item, note: explicitly addressed, implicitly addressed, or not at all
3. Record findings in the shared document with gap recommendations
4. Quick-scan your own syllabus and flag one missing element
5. Prepare to share: most surprising finding + one high-impact recommendation

See Facilitator Guide for complete activity instructions, checklists, and pacing notes

SESSION 2

Assessing What Matters

Redesigning Assessment for Hybrid/HyFlex

Pedagogical Foundations:

Powerful Teaching (Agarwal & Bain, 2019)

Authentic Assessment (Wiggins, 1998)

UDL — Multiple Means of Action & Expression

Powerful Teaching Strategies

Retrieval Practice Having students recall information from memory strengthens learning. Build low-stakes retrieval into assessments.

Spacing Distributing practice over time rather than massing it. Multiple smaller assessments instead of one high-stakes exam.

Interleaving Mixing different types of problems or topics rather than blocking by type. Builds discrimination and transfer.

Feedback-Driven Metacognition Helping students understand what they know and don't know through timely, specific feedback.

Activity: Assessment Stress Test

20 min | Groups of 3-4 | Own assessments + AI tools + Redesign Worksheet

1. Phase 1 — Stress Test (8 min): Paste your assessment prompt into an AI tool
2. Evaluate the AI's response against your rubric — would it pass?
3. Note: What did AI get right? Miss? What is your assessment actually measuring?
4. Phase 2 — Redesign (9 min): Identify one vulnerability, then draft a revision
5. Choose a strategy: retrieval practice, personal application, process documentation, or iterative submission
6. Record your vulnerability and redesign strategy in the shared document

See Facilitator Guide for complete activity instructions, checklists, and pacing notes

SESSION 3

Interaction by Design

Active Learning in Hybrid/HyFlex Spaces

Pedagogical Foundations:

Universal Design for Learning (CAST, 2018)

Constructive Alignment (Biggs & Tang, 2011)

UDL — Multiple Means of Representation

Universal Design for Learning

Engagement (The “Why”) Tap into learners’ interests, offer appropriate challenges, increase motivation. Give students options for how they participate.

Representation (The “What”) Present information in multiple formats. Ensure content is accessible whether students are in the room, on Zoom, or watching a recording.

Action & Expression (The “How”) Allow students to demonstrate learning in varied ways. Assessment should accommodate different modalities without penalty.

Constructive Alignment If your outcome says “analyze,” but your activity asks students to “listen,” there’s a gap. Align outcomes, activities, and assessments.

Activity: Activity Equivalence Workshop

20 min | Groups of 3–4 | UDL Planning Template + course materials + Brightspace

1. Choose one activity that works well in person but you're uncertain about online
2. Complete the UDL Activity Planning Template for three modality columns
3. For each: What students DO, what tools they use, how you know they learned
4. Apply at least two UDL checkpoints (e.g., 7.1 choice/autonomy, 5.1 multiple media)
5. Identify one Brightspace tool that supports your redesign
6. Post your template for the gallery walk — leave feedback on another group's plan

See Facilitator Guide for complete activity instructions, checklists, and pacing notes

SESSION 4

Content That Travels

Multimedia Design and Accessible Content Delivery

Pedagogical Foundations:

Cognitive Load Theory (Sweller, 1988; Mayer, 2009)

Mayer's Multimedia Learning Principles

UDL — Multiple Means of Representation

Mayer's Multimedia Principles

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 + Personalization Break content into learner-paced segments. Use conversational tone and direct address.

Activity: Content Module Makeover

20 min | Groups of 3-4 | Own content + Mayer's Quick Reference + Brightspace

1. Choose one content module (lecture recording, slides, readings)
2. Run Mayer's Principles Check: rate each principle Aligned / Partially / Needs Redesign
3. Draft a redesign plan for your two lowest-rated principles
4. Be specific: what changes, what tools, what will students experience?
5. Identify Brightspace implementation (Content modules, Video Note, release conditions)
6. Prepare to share: before description, two principles addressed, after plan

See Facilitator Guide for complete activity instructions, checklists, and pacing notes

Key Resources

- Agarwal & Bain (2019). Powerful Teaching. Jossey-Bass.
- Darby & Lang (2019). Small Teaching Online. Jossey-Bass.
- Mayer (2009). Multimedia Learning, 2nd ed. Cambridge.
- Biggs & Tang (2011). Teaching for Quality Learning at University, 4th ed. Open Univ. Press.
- CAST (2018). UDL Guidelines 2.2 — udlguidelines.cast.org
- Beatty (2019). Hybrid-Flexible Course Design — edtechbooks.org/hyflex [Verify availability]
- Agarwal. Retrieval Practice — retrievalpractice.org

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Your course redesign continues.
Connect with CETL for ongoing support.