

Teaching Modalities

Revised for Spring 2023

In order to align with SUNY and IPEDS Online Learning Data Definitions, we have made some changes to our Teaching Modalities Matrix.

1. We are splitting the category we previously referred to as “Synchronous Online” into two categories:
 - a. Synchronous Online (100% of the direct instruction is online and synchronous)
 - b. Combined Online (100% of the direct instruction is online, but mixes synchronous and asynchronous formats)
2. The category we previously referred to as “Extended Virtual” is now called “Hyflex” and the definition has changed.

Details, including definitions, when/where descriptions, and instructional considerations, follow this modality matrix.

Modality	Assigned Day/Time?	Considerations
Fully Seated	Yes (seated)	<ul style="list-style-type: none"> Traditional format, in-person course.
Hybrid	Yes (seated)	<ul style="list-style-type: none"> Required seated and online elements The percentage of seated time vs. online time can vary as appropriate to the course needs Seated sessions should be noted in the Course Schedule comments and included in the syllabus. Seated sessions should include interaction; cannot be used solely for exams
Hyflex	Yes (both seated and web-based)	<p>Hyflex</p> <ul style="list-style-type: none"> Simultaneous instruction to students who may choose to attend fully Asynchronously, Synchronously Online, or Seated. Faculty must request specifically equipped rooms Faculty must have a high level of skill with instructional technology <p>NOTE:</p> <ul style="list-style-type: none"> Faculty may choose to <i>require</i> some synchronous elements. If so, faculty should indicate in the course schedule notes whether the Hyflex course requires synchronous attendance (Seated and/or Synchronous Online) and, if so, must indicate the synchronous days/times). Otherwise, it will be assumed that fully asynchronous participation is permissible.
Asynchronous Online	No	<ul style="list-style-type: none"> All elements of the course are conducted online No physical presence on campus is required No synchronous activities are required Any synchronous sessions must be optional and/or recorded and available for asynchronous review
Synchronous Online	Yes (web-based)	<ul style="list-style-type: none"> Synchronous elements are online rather than seated <i>No physical presence on campus is required</i> 100% of the direct instruction is online and synchronous. Like a seated course, the synchronous online course is scheduled for a specific day/time each week that corresponds with the required contact hours for the credit hours associated with the course (ex: a 3-credit hour course meets synchronously for 3 hours/week). <i>This format should be used sparingly and only after consultation with the Office of Instructional Technology.</i>
Combined Online	Yes (web-based)	<ul style="list-style-type: none"> Synchronous elements are online rather than seated. <i>No physical presence on campus is required</i> Like a hybrid course, the percentage of synchronous time vs. asynchronous time can vary as appropriate to the course needs. Expected synchronous meeting times should be noted in the Course Schedule comments and included in the syllabus.

On-Campus Modalities

Fully Seated

Definition

- Face-to-face class sessions in the physical classroom for the full credit hours.

When and Where

- Class sessions are on campus in the scheduled room.
- Class sessions will occur on the scheduled day(s) and time(s).

Instructional Considerations

- No additional instructional considerations.

Hybrid

Definition

- A blend of face-to-face class sessions and asynchronous activities and/or interactions.

When and Where

- Face-to-face class sessions are on campus in the scheduled room at the scheduled date and time using the approved schedule time zones.
- The specific days when the seated sessions will be held should be listed in the course syllabus and, if possible, should be designated in the schedule.
- Asynchronous activities and/or interactions take place in D2L Brightspace (unless otherwise noted). Due dates for asynchronous components are determined by the instructor.
- The percentage of face-to-face time vs. asynchronous online time can be determined by the faculty member and department as appropriate to the course learning outcomes.

Instructional Considerations

- The face-to-face components of a hybrid course should be planned to facilitate hands-on activities or types of interactions that cannot easily be replicated in an online environment.
- The course should be planned so that the face-to-face and online elements of the course reinforce one another and the activities planned in both spaces intersect.
- Instructors should not require students to only attend face-to-face classes to offer exams.

Hyflex (formerly known as “Extended Virtual”)

Definition

- A face-to-face class where some students will attend in-person while others participate remotely via a synchronous web-conferencing session, and still others participate fully asynchronously.

When and Where

- Face-to-face class sessions are on campus in the scheduled room.
- Synchronous online sessions occur via Web Conference Platform. [WebEx](#) is our campus-supported platform.
- Synchronous sessions are recorded and made available to asynchronous students via the LMS/DLE.

Instructional Considerations

- Faculty must reserve a room that has been specifically equipped for Hyflex Learning.
- Faculty must possess a high level of skill with classroom technology, including the instructor station computer, document camera, classroom display, and web-conferencing software.
- Faculty must consistently monitor both the students in the physical classroom and the remote students who are participating through web-conference.
- Lessons and interactions should be carefully planned to work within the parameters of the Hyflex class space and equipment.

Note re: Hyflex

- For the Hyflex modality only (modification is NOT allowed in any other modality), faculty may choose to *require* some synchronous elements.
- If synchronous attendance is required, faculty must indicate so in the course schedule notes, clarifying the form of synchronous participation (Seated and/or Synchronous Online) and indicating the synchronous days/times). *Otherwise, it will be assumed that fully asynchronous participation is permissible.*

Fully Online Modalities

Online: Asynchronous (OLA)

Definition

- This online format offers maximum flexibility because it is fully online and does not require participants to meet synchronously for any activities.

When and Where

- Online Asynchronous classes are designed and built in the campus digital learning environment, D2L Brightspace.
- Most faculty create learning modules that are completed over the course of a seven-day period.
- “Milestones” and due dates provide parameters for activities rather than specific, scheduled days and times.

Instructional Considerations

- Any synchronous elements or activities that are offered must be optional and/or recorded for asynchronous access.
- Students cannot be required to go to campus for any reason.

Online: Synchronous (OLS) **note: this is a “new” category*

Definition

- This type of course is entirely online but uses synchronous elements that take place through web-conference.
- 100% of the direct instruction occurs in real time without time delay in a synchronous online environment.

When and Where

- Synchronous sessions are held on the days and times published on the schedule. Because students are enrolled in other courses that may also be requiring synchronous elements, faculty cannot schedule synchronous times outside the days/times listed in the schedule.
- Like seated classes, OLS courses may not use reduced synchronous class time. Rather, the course should meet the number of hours a week typically associated with the credit hours for the course (ex: a 3-credit hour course would meet 3 hours/week).
- Synchronous sessions occur via Web Conference Platform. [WebEx](#) is our campus-supported platform.
- This format is uncommon and should be used sparingly. Please consult with the Office of Instructional Technology prior to scheduling a course in this format.

Instructional Considerations

- Requires planning to make sure lessons and planned interactions can be conducted virtually.
- Faculty must be proficient in using web-conferencing software and technology skills like sharing screens and navigating other programs while in the web-conference.
- The course should be planned to facilitate meaningful interactions and real-time exchanges of ideas and information.

Online: Combined (OLC) **note: this is a “new” category*

Definition

- This type of course is entirely online but uses synchronous elements that take place through web-conference.
- Direct instruction combines both Synchronous and Asynchronous elements.

When and Where

- Synchronous sessions are held on the days and times published on the schedule and in the course syllabus. Because students are enrolled in other courses that may also be requiring synchronous elements, faculty cannot schedule synchronous times outside the days/times listed in the schedule.
- Like hybrid courses, OLC courses use reduced synchronous class time. The percentage of synchronous time vs. asynchronous time can vary as appropriate to the course needs.
- Synchronous sessions occur via Web Conference Platform. [WebEx](#) is our campus-supported platform.
- For courses that need to be 100% online and also wish to include synchronous activities, this is the preferred method.

Instructional Considerations

- Requires planning to make sure lessons and planned interactions can be conducted virtually.
- Faculty must be proficient in using web-conferencing software and technology skills like sharing screens and navigating other programs while in the web-conference.
- Synchronous components of the OLC course should be planned to facilitate meaningful interactions and real-time exchanges of ideas and information.
- Synchronous and asynchronous elements of the course should reinforce one another, and the activities planned in both spaces should intersect.
- The percentage of synchronous time vs. asynchronous time can be determined by the faculty member and department:

- **Example Scenario 1:** A 3-credit hour course might meet via video-conferencing 4-6 times during the semester, each for 2 hours, using the synchronous online sessions for presentations, performances, or class discussions while the rest of the course (ex: recorded lectures, films, quizzes/exams) is offered in an asynchronous online format.
- **Example Scenario 2:** A 3-credit hour course might meet once a week for 75 minutes for demonstrations, discussions, Q&A, presentations and/or small group break-out sessions, while the rest of the course is offered in an asynchronous online format.
- **Example Scenario 3:** A 3-credit hour course might meet via video-conferencing every M/Th, just as a traditional seated course might meet, but instead of meeting in a physical classroom, the course meets via video-conferencing. Quizzes, exams, or papers may be submitted through D2L Brightspace.