Syllabus/Course Outline

Hybrid Flexible (HyFlex) Design in Indigenous Teaching & Learning

Instructor: Marrissa Mathews
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Course Dates:	October 25, 2021 – November 22, 2021 (inclusive)
Course Times/Location:	Mondays from 6:00pm-7:00pm on Microsoft Teams and Online via Microsoft Teams
Office Hours:	By appointment. Please email me and we can coordinate a time to meet.
Prerequisite(s):	None.
NOTE:	**Students are advised to retain course outlines for future use in support of applications for employment and/or transfer of credit.**

Course Description

This course contributes to the recent transition to e-learning by presenting the basics of "HyFlex" design and teaching, focused through an Indigenous pedagogical lens. "HyFlex" ("hybrid flexible") is a choice-driven course delivery method that combines in-person, online, real-time, and any time elements to support individual learners' learning styles and schedules. Candidates will examine and validate what constitutes Indigenous pedagogy and apply this to the current, virtual educational reality, determining what is involved in HyFlex classrooms (the theoretical model of HyFlex and, more specifically the practical basics of designing a HyFlex course). In addition, candidates will meaningfully reflect on the course of their own personal digital history, set goals, and determining their future path. How Indigenous pedagogies and decolonizing efforts can positively affect the HyFlex model of instruction will be critically examined.

Knowledge/Skills

This course will build student capacity to:

- define "HyFlex design," identifying engagement modalities that incorporate real-time (synchronous) and any-time (asynchronous) e-learning protocols driven by student need and choice;
- describe the key physical, relational, and visual aspects of the Indigenous virtual classroom;
- employ locally-rooted Indigenous storywork as a guide to dividing up and packaging course content;
- undertake applications in college, university, and skilled trades contexts;
- examine diverse Indigenous perspectives on the appropriate role of technology in learning;
- describe what Indigenous pedagogy is, in both theory and practice, and apply it to HyFlex design;
- collaboratively establish a safe and respectful learning environment;
- develop personalized learning outcomes addressing cognitive, emotional, physical, and spiritual development;
- examine best practices to incorporate kinship and community linkages in HyFlex course design;
- determine the extent and type of modalities available in HyFlex models;
- understand how to develop relevant course learning outcomes;
- identify the technical equipment needed for HyFlex design;
- determine how instructor, learner and facilitator presence is conveyed and reinforced;
- illustrate the concept of place/land-based e-learning, and its functionality in both synchronous and asynchronous environments; and
- demonstrate culturally appropriate one-to-many communication strategies that maximize presence across distance and over time.

Course Format

This is a 4-module course taught online through D2L Brightspace and Microsoft Teams. Course work is set at 23 hours, for four 1-hour synchronous (real-time) sessions, readings/resources review, independent research and completion of all module exercises, module tasks, and 1 hour for the course culminating activity (24 course hours, total).

Course Requirements

Textbook Requirements

- No textbooks are required for this course.

Additional Reading Materials/Resources

- All materials will be included within the learning management system.

Course Grading & Methods of Evaluation

Synchronous (real-time) Class Participation	5% each session	20%
Discussion Forum Participation x4	5% each module	20%
Module Exercises x4	5% each exercise	20%
Module Culminating Tasks x4	6.25% each task	25%
Course Culminating Activity		15%

Module Exercise Instructions

For each module, you will have the option of choosing ONE exercise that you will complete. Each exercise will be posted in their own Discussion threads on D2L Brightspace and every student will have to review each other's posts and comment on a minimum of 1 post per module. The purpose of having to review each other's posts is to ensure that you are exposed to all sub-topics of the module. During the synchronous (real-time) session on Mondays, you will let me know which activity you would like to complete for that module. There must be a minimum of TWO students per exercise. Please submit by Thursdays at 6pm to ensure time to comment on each other's posts. Detailed module exercise instructions will be posted on D2L Brightspace in the document titled*: "HyFlex Design in Indigenous Teaching and Learning Exercise, Task, Activity Descriptions."*

Content Outline by Module and Topics (Course Schedule)

Date(s)	Topics	Readings, Resources, and Exercises
MODULE 1: FOUNDATIONS 1 hr. synchronous session, Readings/resources,1 chosen exercise, discussion post, 1 culminating task; 5.75 hrs. total learning time		
Asynchronous (any-time)	Envisioning Student Success ▪ individual relationship to Digital Fluency ▪ listing personalized learning outcomes for this module	READINGS & RESOURCES ○ Supporting Digital Literacy and Local Innovations with Northern and Indigenous communities (short article) EXERCISES (Option 1) ○ **Timeline** of Personal Digital History/Digital Learning Journey
Asynchronous (any-time)	Understanding Indigenous Pedagogy ▪ based on experience and research, outline what Indigenous Pedagogy is	READINGS & RESOURCES ○ Indigenous Pedagogy (couple paragraphs)

Date(s)	Topics	Readings, Resources, and Exercises
		◦ Indigenous Epistemologies & Pedagogies (approx. 10 min. reading time) ◦ Indigenous Pedagogy as a Force for Change (10 page academic paper) EXERCISES (Option 2) ◦ create an **infographic** describing what Indigenous pedagogy is, why it is important, and any applications it might have to virtual classrooms.
Asynchronous (any-time)	Tracing Universal Design for Learning (UDL) as a Foundation of HyFlex Learning	READINGS & RESOURCES ◦ HyFlex Course Design Model with Brian Beatty (Approx. 1 hour podcast but transcript available on webpage) ◦ Hybrid-flexible Course Design: Implementing Student-Directed Flexible Classes (e-book) EXERCISES (Option 3) ◦ in a **discussion post**, using no more than six bullet points, highlight the main ideas of what you learned from the above readings
Asynchronous (any-time)	Exploring HyFlex Design Resources	READINGS & RESOURCES ◦ Hybrid-flexible Course Design: Implementing Student-Directed Flexible Classes (e-book) EXERCISES (Option 4) ◦ create a **critical annotated bibliography** of 3-5 HyFlex design resources
Asynchronous (any-time)	Demonstrating the Connectedness between Indigenous Pedagogy & HyFlex Design as Examples of Student-Centered Learning	READINGS & RESOURCES ◦ Venn Diagrams (website to create a Venn Diagram-free to sign up-can submit in other formats or in other mediums) EXERCISES (Option 5) ◦ create a **Venn diagram** to demonstrate the connectedness and support shown between Indigenous pedagogy & HyFlex design
Asynchronous (any-time)	Operationalizing Decolonizing Principles with Hybrid Flexible Theories & Techniques	READINGS & RESOURCES ◦ Decolonization? Indigenization? Let's Make These Terms Real specifically: 14:50-16:30 (Colonialism & Settler Colonialism; Neo-Colonialism); 22:53-29:00 (Decolonization Mini-Lesson);

Date(s)	Topics	Readings, Resources, and Exercises
		1:05:00 (What is Indigenization?) (Approx. 10 mins) ◦ Decolonization and Indigenization (short read) ◦ Community Building in the Classroom (Approx. 10-15 min read) ◦ Indigenous Social Justice Pedagogy: Teaching into the Risks and Cultivating the Heart (15 page academic paper) ◦ Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy (10 page academic paper) ◦ Beyond Shadows: First Nations, Métis and Inuit Student Success (29 page report) EXERCISES (Option 6) ◦ **rapid writing**: before AND after reading/viewing resources, rapid write for 3 min. on the topic, "What is decolonization?"
Asynchronous (any-time)	Module Culminating Task	◦ create **learning journal** entries highlighting learning for this module
MODULE 2: CONTENT & PLANNING 1 hr. synchronous session, Readings/resources,1 chosen exercise, discussion post, 1 culminating task; 5.75 hrs. total learning time		
Asynchronous (any-time)	Adapting & Transforming Learning Outcomes Based on Modalities and Indigenous Methods	READINGS & RESOURCES ◦ Integrating Indigenous Epistemologies and Pedagogies into Curriculum Design and Development (short article) ◦ First Peoples Principles of Learning (infographic poster) ◦ 5 Steps to Writing Clear and Measurable Learning Objectives (short article) ◦ How to Write Learning Objectives: 6 Steps for Training Success (short article) EXERCISES (Option 1) ◦ transform the **course learning outcomes** based on the course readings
Asynchronous (any-time)	Indicating Connections Between Modalities & Indigenous Pedagogy	READINGS & RESOURCES ◦ Learning Modalities (short article) ◦ Redefining How Success is Measured in First Nations, Inuit, and Métis Learning (47-page report)

Date(s)	Topics	Readings, Resources, and Exercises
		◦ Integrating Indigenous Epistemologies and Pedagogies into Curriculum Design and Development * ◦ A New Indigenous Reality: Using Technology of the Future to Reclaim Traditions of the Past (short article and 2 min. video) ◦ An Indigenous Perspective on Technology Education (21 page academic paper) ◦ The Use of ICTs and E-learning in Indigenous Education (short article) ◦ The Five R's for Indigenizing Online Learning: A Case Study of the First Nations Schools' Principals Course (19 page academic paper) EXERCISES (Option 2) ◦ create a **mind map** showing the connections and relationships between modalities and Indigenous pedagogy
Asynchronous (any-time)	Using Indigenous Storywork to Support Course Content	READINGS & RESOURCES ◦ An Indigenous Storywork Methodology- Joanne Archibald 2008 (available on D2L) ◦ What Makes Storytelling So Effective for Learning? (short article) ◦ Indigenous Storywork in Practice specifically: 27:52 (To Become Story-Ready); 36:46 (Pedagogy & Networks); 37:00 (ISW Pedagogical Lessons) EXERCISES (Option 3) ◦ **6 slide Powerpoint presentation**-utilizing Storywork to package course content
Asynchronous (any-time)	Incorporating Kinship & Community Linkages	READINGS & RESOURCES ◦ Community Building in the Classroom ◦ Comparative Indigenous Ways of Knowing and Learning (29 page academic paper) ◦ Bringing Indigenous Education into Education through Reciprocity (1 hour webinar recording) ◦ HyFlex Course Design (resource page) Suggested: ◦ The Human-Centered Design Toolkit ** EXERCISES (Option 4) ◦ **Mahara.org Hyflex Activity Development** incorporating Kinship and Community Linkages

Date(s)	Topics	Readings, Resources, and Exercises
Asynchronous (any-time)	Module Culminating Task	◦ create **learning journal** entries highlighting learning for this module
MODULE 3: INTERACTION 1 hr. synchronous session, Readings/resources,1 chosen exercise, discussion post, 1 culminating task; 5.75 hrs. total learning time		
Asynchronous (any-time)	Exploring the Key Physical, Relational, and Visual Aspects of an Indigenous HyFlex Classroom	READINGS & RESOURCES ◦ HyFlex Course Model (resource list) ◦ The Use of ICTs and E-learning in Indigenous Education ◦ The Five R's for Indigenizing Online Learning: A Case Study of the First Nations Schools' Principals Course ◦ Indigenous Pedagogy as a Force for Change ◦ Connecting Physical and Virtual Spaces in a HyFlex Pedagogic Model with a Focus on Teacher Interaction EXERCISES (Option 1) ◦ create an '**If… Then' chart** to produce information needed to construct an Indigenous HyFlex classroom
Asynchronous (any-time)	Choosing the Right Tools to Mount An Indigenous Online Classroom	READINGS & RESOURCES ◦ Reflections on Building and then Teaching in a HyFlex Classroom at Allard Hall (short article) ◦ Promoting Active Learning and Equity in a HyFlex Course (short article) ◦ Hybrid/HyFlex Teaching & Learning: Strategies for Successful Implementation (short article) ◦ Traditional Indigenous Mathematics in the Ontario Classroom (1 hour webinar recording) EXERCISES (Option 2) ◦ create a **list of tools and resources** needed to run a Hyflex Indigenous classroom; explain the significance and value of each, and consider human resources as well
Asynchronous (any-time)	Applications: Connecting Culturally through Technology, and Maximizing Presence Across Distance	READINGS & RESOURCES ◦ Indigenous Land-Based Learning: Introduction – Ways of Knowing (pg 4-7) ◦ Hybrid/HyFlex Teaching & Learning * ◦ ETFO Cultural Protocols (resource list) ◦ Promoting Active Learning and Equity in a HyFlex course*

Date(s)	Topics	Readings, Resources, and Exercises
		◦ Guidelines for Working with First Nation, Metis and Inuit Elders and Knowledge Keepers (6 page policy document) EXERCISES (Option 3) ◦ **innovation challenge:** outline what a potential podcast, blog, slide show, or another type of communication application could be to share information from *ETFO – Ways of Knowing*
Asynchronous (any-time)	Communicating Your Philosophy of Place/Land-Based Education in Relation to HyFlex Design	READINGS & RESOURCES ◦ Traditional Ecological Knowledge & Place-based Learning Communities (10 minute video) ◦ Decolonization in an Educational Context (2 pages) ◦ Traditional Indigenous Mathematics in the Ontario Classroom ◦ 'Land-Based' Learning Online? How one U of T Professor Reimagined a Ground-Breaking Course Amid COVID-19 (short article) ◦ Integrating Place-based Education into Classroom or Distance Learning During the COVID-19 Pandemic (short article) EXERCISES (Option 4) ◦ use a platform of your choice to develop a 1-2-page philosophy of place-based education and its functionality in HyFlex delivery
Asynchronous (any-time)	Module Culminating Task	◦ create **learning journal** entries highlighting learning for this module
MODULE 4: LEARNERS 1 hr. synchronous session, Readings/resources,1 chosen exercise, discussion post, 1 culminating task; 5.75 hrs. total learning time		
Asynchronous (any-time)	Determining "Soft" Onboarding Skills for a HyFlex Classroom	READINGS & RESOURCES ◦ Student Guide for the HyFlex Classroom (1 page) EXERCISES (Option 1) ◦ independent research on onboarding requirements: create a **checklist** of software, hardware, and online applications, including 4-5 technologies not used in this course
Asynchronous (any-time)	Exploring Modalities & Pathways	READINGS & RESOURCES ◦ Student Guide for the HyFlex Classroom

Date(s)	Topics	Readings, Resources, and Exercises
		◦ Can HyFlex Options Support Students in the Midst of Uncertainty? Short article ◦ Democratizing Digital Learning: Theorizing the Fully Online Learning Community Model EXERCISES (Option 2) ◦ write a **#tweet** that explains different participation pathways; put this in your order of preference, and include your rationale for this ranking
Asynchronous (any-time)	Planning Lessons in HyFlex	READINGS & RESOURCES ◦ HyFlex Instruction (with lesson plan templates) ◦ The Definition of the Flipped Classroom (short article) ◦ HyFlex Lesson Plan Template (2 pages) ◦ Teaching a HyFlex Course: Best Practices and Ideas to Consider (3 pages) EXERCISES (Option 3) ◦ using a **HyFlex lesson plan outline**, develop a lesson plan that includes Indigenous perspectives and an experiential learning component
Asynchronous (any-time)	Reality Check: Performing a Scrumblr.ca Analysis	READINGS & RESOURCES ◦ Fall Scenario #13: A HyFlex Model **paywall limit of 5 articles ◦ HyFlex ByeFlex: Rethinking the Way Forward, Expert Insights from The Tambellini Group (short article) ◦ Making HyFlex/Hybrid Teaching Work: Strategies and Lessons Learned (so far) (3 pages) EXERCISES (Option 4) ◦ participate in **pros-and-cons analysis** of HyFlex design through contributing to a discussion in Scrumblr.ca http://scrumblr.ca/ProsConsHyflexDesign
Asynchronous (any-time)	Module Culminating Task	◦ in your **learning journal,** provide a summary that presents your growth, based on the learning objectives for the course and your own learning goals
COURSE COMPLETION / WRAP-UP 1 culminating activity; 1 hour of total learning time		
Asynchronous (any-time)	Course Culminating Activity	◦ create an **advertisement** to "sell" the concept of HyFlex design, particularly how it supports Indigenous perspectives,

Date(s)	Topics	Readings, Resources, and Exercises
		pedagogy, community, land based learning, and other conditions relevant to this course