

# ALWD

## Teaching LRW In A HyFlex Classroom

a publication from the ALWD Online/Distance Learning Committee

**A review of HyFlex literature recommends faculty plan syllabi for a HyFlex course as though planning a typical course: 1) Identify and classify learning objectives; 2) Employ appropriate assessment tools; and 3) Identify learning activities best suited to student mastery of the learning objectives, taking into consideration the multiple forums in which we will simultaneously be teaching. Considering each of these in turn, these are our recommendations for planning a successful HyFlex LRW course:**

**1. Classify and Combine Learning Objectives.** Because things take longer in an online classroom (or one that is at least partially online), HyFlex literature suggests we streamline learning objectives. Classify objectives as critical, important, or nice but not necessary. Create a class module for each objective. Consider whether it is possible to teach multiple learning objectives with a single learning activity. Revise your syllabus to focus first on the critical and important objectives. Be realistic in your expectations - of yourself and your students.

**2. Regularly Employ Simple Assessment Tools.** Next, consider assessment. No longer are we able to simply "look" at a class and know if our students understand us. Other forms of regular assessment are recommended. Make assessments simple - both for you and for your students. Incorporate polling in your lectures. Ask students to complete brief machine-graded quizzes at the beginning and end of each class or each unit. Or add self-editing and peer review exercises to your learning activities. If you have teaching assistants, use them to administer and review all active learning activities and ungraded assessments. If you do not have teaching assistants, assign students to semester-long partnerships or small groups for peer review and assessments. If concerned about added grading time, require that students work in groups and submit one quiz or exercise on behalf of the group. These small groups will have the added benefit of fostering the camaraderie and friendships that may be difficult for students to develop in a remote setting.

**3. Assign Active Learning Activities That Launch From an Online Platform.** In planning your face-to-face/synchronous lectures, think outside the box.

- Use asynchronous "pre-class" video lectures or animations to cover basic material.
- During class, employ active learning activities and assessments that launch from an online platform. Unlike traditional handouts, this will allow students to interact with one another no matter their physical location.
- Because students attending remotely may feel detached or be prone to distraction, employ the ten-minute rule if possible. Divide class into ten-minute segments and employ quizzes, polls, video clips, and anecdotes to maintain their interest between segments.
- When doing group work, assign all students to breakout rooms. Ask face-to-face students to communicate using chat functions or headphones to avoid disturbing their neighbors.
- Place documents on a shared drive (like Google drive) for simultaneous real-time editing.
- And don't be afraid to mix in asynchronous exercises, or even whole asynchronous units, to cover material like citation or grammar that lend themselves well to virtual instruction.

We list some of our favorite tools and methods for achieving an engaging HyFlex classroom in Appendix A. See Appendix B for our recommendations on those LRW learning objectives that lend themselves especially well to asynchronous instruction and assessment.

As you incorporate these new assessment and learning activities in your curriculum, be sensitive to students' concerns about increased workloads in the virtual environment. Factor the time it takes students to complete these assignments into either lecture or class-prep time. Also, provide students with a set deadline to complete the assignments. Consistency is key. If students perform a particular assessment or assignment regularly, make the due date and time consistent from one week to the next. Similarly, faculty should be aware of the added time and effort required to prepare these new features. Perhaps hold off on committing to a regular weekly assessment until you are comfortable with the amount of added prep time involved.

We hope you find these materials useful. Any questions? Don't hesitate to contact us for additional information, sample syllabi, or a look at an asynchronous course set-up.

<sup>1</sup> ABA Standard 310 includes both time spent in class and time spent on out-of-class work. Though the Standard defines the required amount of work using a formula of two hours of out-of-class student work per week for each hour spent in class, Department of Education guidance provides that this time may be divided in any manner the professor prefers.

### Appendix A

**When planning face-to-face/synchronous lectures,** think outside the box. This list is by no means exhaustive, but it does include our favorite online tools for pre-recording lecture materials, achieving an engaging HyFlex classroom, and assessing student progress.

SITE / USE	ACTIVITY/ASSESSMENT AVAILABLE	SYNCHRONOUS/ ASYNCHRONOUS OPTIONS	FEATURES OTHER CONSIDERATIONS
<b>Airtable</b> <a href="http://www.airtable.com">www.airtable.com</a> Attendance Assessment  <a href="https://www.youtube.com/watch?v=nTNLKCrdFA">https://www.youtube.com/watch?v=nTNLKCrdFA</a>	Easily scannable forms.	Use synchronously or asynchronously. You can take attendance in synchronous classes, or students can submit proof of finishing required asynchronous activities. You can also set up forms to solicit information from students – like questions from the class.	<b>Free.</b> Similar to Google Forms or Microsoft Forms (available with Office 365).
<b>Annotate PRO</b> <a href="http://www.11trees.com/live/annotate-pro/">www.11trees.com/live/annotate-pro/</a> Grading	Reusable comment to speed feedback. Use with Google Docs, Canvas, Microsoft Teams, Google Classroom, Microsoft Word, Schoology, Brightspace, Blackboard, Gmail, Outlook, Slack and other webapps.	Use for efficient grading.	<b>Free.</b> Download to Microsoft Word or as a Google Chrome add-in.
<b>ELI Review</b> <a href="http://www.elireview.com">www.elireview.com</a> Assessment Active Learning	Online Peer Review Tool.  Faculty creates writing assignments; students are assigned other submissions to review and provide feedback. Original writer then has the opportunity to revise. Can be anonymous, or not.	Use synchronously or asynchronously. While individual work (and professor feedback) occurs asynchronously, debriefing can occur synchronously.	<b>Subscription required.</b> Faculty creates course for free, but students must purchase a subscription.  Similar to Peerceptiv.
<b>Google Drive</b> <a href="http://www.google.com/drive/">www.google.com/drive/</a> Active Learning	For collaborative projects, students can use several Google tools including docs, slides, chat, and meet.	Use synchronously or asynchronously for group assignments.	<b>Free.</b>
<b>iRubric</b> <a href="http://www.rcampus.com">www.rcampus.com</a> Assessment  <a href="https://www.rcampus.com/indexrubric.cfm">https://www.rcampus.com/indexrubric.cfm</a>	Create rubrics for individual assignments. There are also publicly available rubrics that other professors have constructed for various assignments.	Use asynchronously to guide peer assessments.	<b>Free.</b>
<b>Kahoot!</b> <a href="http://www.kahoot.com">www.kahoot.com</a> Assessment Active Learning  For more information: <a href="http://kahoot.com/schools/higher-ed/">kahoot.com/schools/higher-ed/</a>	Quizzes <ul style="list-style-type: none"> <li>• Multiple choice</li> <li>• True/False</li> <li>• Short Answer</li> <li>• Puzzle (order)</li> </ul> Collect Opinions Polling Word Cloud	Use synchronously or asynchronously. Quizzes can be played live or over video, or they can be assigned to learners who play at their own pace. The quiz runs for a set time so these students can still compete.	<b>Free.</b> Quiz questions can include an image or video. You can set a time limit on each question, and you can download results for use as a formative assessment.

SITE/USE	ACTIVITY/ASSESSMENT AVAILABLE	SYNCHRONOUS/ ASYNCHRONOUS OPTIONS	FEATURES OTHER CONSIDERATIONS
<p><b>Loom</b>  <a href="http://www.loom.com">www.loom.com</a>            Prepare asynchronous lectures; provide oral commentary on assignments.</p> <p><a href="https://support.loom.com/hc/en-us/articles/360002236078-How-to-record-a-presentation-with-Loom-">https://support.loom.com/hc/en-us/articles/360002236078-How-to-record-a-presentation-with-Loom-</a></p>	<p>Online tool for recording video and audio presentations. Share presentations or documents as a part of the message.</p>	<p>Use asynchronously to record videos, screen-casts, or audio messages.</p>	<p><b>Free.</b>            Upgrades available.</p> <p>Similar to Panopto, Powtoon, and Screencast-o-matic.</p>
<p><b>Mentimeter</b>  <a href="http://www.mentimeter.com">www.mentimeter.com</a>            Assessment: Polling            Active Learning</p> <p>See webinar for demonstration on how to use Mentimeter in a classroom:  <a href="https://youtu.be/8ckjXGzOM-g">https://youtu.be/8ckjXGzOM-g</a></p> <p>This is one of many webinars offered but focuses on the digital classroom.</p>	<p>Interactive Presentation Tool</p> <ul style="list-style-type: none"> <li>•Polls</li> <li>•Word Clouds</li> <li>•Quizzes</li> <li>•Ranking</li> <li>•Scales (strongly disagree/agree, etc.)</li> <li>•Quick Forms</li> </ul>	<p>Designed to be used in a synchronous setting. Students respond using their computers or a mobile device.</p>	<p><b>Free.</b>            Upgrade is available. Free version has some limitations on types of questions used in each presentation.</p> <p>Similar to PollEverywhere.</p>
<p><b>Panopto</b>  <a href="http://www.panopto.com">www.panopto.com</a>            Prepare asynchronous lectures.</p>	<p>Online tool for recording and editing video and audio presentations. Share presentations or documents as part of the message.</p>	<p>Use asynchronously to record videos, screen-casts, or audio messages.</p>	<p><b>Institutional license available; interfaces well with LMS and PlayPosit.</b></p> <p>Similar to Loom, Powtoon, and Screencast-o-matic.</p>
<p><b>Peerceptiv</b>  <a href="http://www.peerceptiv.com">www.peerceptiv.com</a>            Assessment            Active Learning</p> <p><a href="https://www.youtube.com/watch?v=58t92ft-LZ-0&amp;t=168s">https://www.youtube.com/watch?v=58t92ft-LZ-0&amp;t=168s</a></p>	<p>Online Peer Review Tool.</p> <p>Anonymous peer review to avoid inherent bias; includes team member evaluation. Grading algorithms allow option of grading without faculty involvement.</p>	<p>Use synchronously or asynchronously.</p>	<p><b>Purchased through faculty subscription:</b>            \$14/enrollment seat. Allows LMS integration.</p> <p>Similar to Eli Review.</p>
<p><b>PlayPosit</b>  <a href="http://www.playposit.com">www.playposit.com</a>            Assessment            Active Learning</p> <p><a href="https://knowledge.playposit.com/category/43-video-tutorials">https://knowledge.playposit.com/category/43-video-tutorials</a></p>	<p>Quizzes Inserted Into Videos</p> <ul style="list-style-type: none"> <li>•Multiple Choice</li> <li>•Fill-In-The-Blank</li> <li>•True/False</li> <li>•Ranking</li> </ul> <p>Polling</p>	<p>Use synchronously or asynchronously. Videos can be reviewed in class, or students can watch videos and respond to questions on their own time.</p>	<p><b>Subscription required;</b> check with your institution. Interfaces with several LMS. Responses to interactions can be downloaded for evaluation.</p>
<p><b>Poll Everywhere</b>  <a href="http://polleverywhere.com">polleverywhere.com</a>            Assessment            Active Learning</p>	<p>Interactive Presentation Tool</p> <ul style="list-style-type: none"> <li>•Polls</li> <li>•Word Clouds</li> <li>•Quizzes</li> <li>•Clickable Image Surveys</li> <li>Open-Ended Competitions</li> </ul>	<p>Designed to be used in a synchronous setting. Students respond using their computers or a mobile device.</p>	<p><b>Free version limited to 40 total responses per question;</b> upgrade to increase to 700. Can be integrated with many LMS so that students in class are automatically enrolled/registered in PollEverywhere. It also offers an app for PowerPoint.</p> <p>Similar to Mentimeter.</p>

SITE/USE	ACTIVITY/ASSESSMENT AVAILABLE	SYNCHRONOUS/ ASYNCHRONOUS OPTIONS	FEATURES OTHER CONSIDERATIONS
<p><b>Powtoon</b> www.powtoon.com Prepare asynchronous lectures.  <a href="https://go.powtoon.com/lp/remote-learning/">https://go.powtoon.com/lp/remote-learning/</a></p>	<p>Online tool for making videos and animations. Offers templates and better graphics than PowerPoint</p>	<p>Use asynchronously to record videos and animations.</p>	<p><b>Free.</b> Upgrades available. Videos are very short, making Powtoon an entertaining alternative to PowerPoint for brief lessons.  Similar to Loom, Panopto, and Screencast-o-matic.</p>
<p><b>Puzzel</b> www.puzzel.org Assessment Active Learning  See tutorials on how to create crossword and word search puzzles <a href="https://youtu.be/QpqV785DohU">https://youtu.be/QpqV785DohU</a> <a href="https://youtu.be/Q3RiNaloYow">https://youtu.be/Q3RiNaloYow</a></p>	<p>Create Online Puzzles: •Crossword •Word Search •Word Jumble •Scavenger Hunt •Matching Game •Memory Game •Encryption Puzzle •Jigsaw Puzzle</p>	<p>Use synchronously or asynchronously. Students can complete puzzles online individually or, with an upgrade, puzzles can be set up for team play.</p>	<p>With relatively inexpensive upgrade you can customize puzzles by adding background and other features. With upgrade can embed puzzles in many LMS.</p>
<p><b>Quizlet</b> quizlet.com Assessment Active Learning</p>	<p>Make Flash Cards  Individual and Team Play Quizzes</p>	<p>Use synchronously or asynchronously. Students can use a variety of study options to learn material in “sets” that make up flash cards or participate in individual or team quizzes.</p>	<p><b>Free</b>, with upgrade available. For learning substantive material, this is a valuable tool. It is less effective for a skills/simulation class.</p>
<p><b>Screencast-o-matic</b> www.screencast-o-matic.com Prepare asynchronous lectures.</p>	<p>Screencast recorder.</p>	<p>Use asynchronously to record screencasts for students.</p>	<p><b>Free version</b> has time limits; upgrade available.  Similar to Loom, Panopto, and Powtoon.</p>
<p><b>Socrative</b> www.socrative.com Assessment Active Learning  April 2020 tutorial: <a href="https://www.youtube.com/watch?v=zaaSVwq6adU">https://www.youtube.com/watch?v=zaaSVwq6adU</a></p>	<p>Quizzes: •Multiple Choice •True/False •Short Answer •Exit Quizzes (e.g., How well did you understand today’s material? What did you learn in today’s class?)</p>	<p>Use synchronously or asynchronously. Quizzes can be launched as instant feedback or open navigation (where students can change answers before final submission). Or you can launch quizzes as a “space race” where students play in teams.</p>	<p><b>Free.</b> You can upload images. Upgrade available for additional features, especially if you need multiple “classrooms” or to accommodate a larger number of students.</p>
<p><b>Triviamaker</b> www.triviamaker.com Assessment Active Learning  <a href="https://youtu.be/7hDkCtR81IQ">https://youtu.be/7hDkCtR81IQ</a> <a href="https://youtu.be/zvpSRTifWSY">https://youtu.be/zvpSRTifWSY</a></p>	<p>Games: •Trivia •Family Feud •Jeopardy •Wheel of Fortune</p>	<p>Use synchronously or asynchronously. Trivia games can be played solo. The rest are set up to be played in teams. You can have up to 100 teams.</p>	<p>With upgrade you can customize. Trivia questions support images and videos. This works well with Zoom and offers a “presenter” option so that instructor can see the answers.</p>

### Appendix B

**One of the most important components** of a successful asynchronous unit is good, clear organization. Provide a separate checklist for each unit or assignment noting what items need to be completed and when, and in what order. Most learning management systems offer a “gatekeeping” feature that requires students to complete one component before moving on to the next. Best practices encourage providing a clear grading rubric.

CLASS TOPIC	POTENTIAL MEANS OF DELIVERY AND ASSESSMENT
<b>Introductory Materials</b>	Require students to read the course syllabus and then complete a quiz.  Post brief videos introducing: <ul style="list-style-type: none"> <li>• the importance of legal writing in law school and in practice (perhaps including thoughts from former students or alums);</li> <li>• your grading scheme (point systems are often confusing to 1Ls);</li> <li>• you and your students (a great way to get to know them and assure that they know how to use technology).</li> </ul>
<b>How to Brief a Case</b>	Post a prepared video lecture (or reading) about case briefing and require students to complete a case briefing exercise. You can assess by grading or peer review. If you prefer self-assessment, simply require students to watch a video of you going through a case, highlighting different sections to identify the holding, reasoning, etc., then ask students to post a question to a discussion forum.
<b>Court System Introduction</b>	Post a prepared video lecture about the court system, stare decisis, hierarchy of authority, etc., and require students to complete a quiz.
<b>Citation</b>	Post prepared video lectures. Assess using self-made quizzes on Microsoft Forms/Google Forms, or use your favorite citation checker tool.
<b>Introduction to Research Tools</b>	Post prepared video lectures, or require students to complete Lexis Learn or Westlaw Knowledge modules, or CALL exercises. These commercially available resources have built-in assessment tools. Your law librarians may be willing to prepare video materials or drop in by Zoom to provide instruction or answer questions.
<b>Editing Exercises</b>	Post prepared materials to share with students in modules: <ul style="list-style-type: none"> <li>• Create exercises in Google docs or require students to post on discussion boards. To assist in grading, we recommend breaking the students into groups, asking each group to come to a consensus for one “good” draft, submitting only that draft for grading. Include a request that each group list those students who participated.</li> <li>• Break down a short sample of good legal writing into pieces (rule paragraph, case discussion, issue statement, etc.), label the pieces (A, B, C), and ask students to put the pieces together to create a single document in Google docs.</li> </ul>
<b>Basic Writing and Grammar Exercises</b>	Post prepared video lectures with editing exercises or quizzes. Or use Core Grammar for Lawyers. It is an excellent tool and it has built-in assessment (though we recommend not assigning Section E for 1Ls). Other commercially-available resources are quizzes associated with <i>The Redbook</i> and West’s Interactive Grammar and Usage Assessments.
<b>Short writing assignments</b>	Post prepared materials or materials from your textbook, such as IRAC or case synthesis exercises; assess using SPEEDGRADER or peer review. Or if you prefer self-assessment, require students to watch a video of you going through the exercise or a sample of good legal writing based on the assignment.
<b>Major Assignment Review</b>	Require students to read the assignment memo and relevant authority for a major assignment, then take a quiz.
<b>Professionalism Speaker Series</b>	Post prepared videos from older students, alums, and the judiciary about what it means to develop a good reputation in law school, netiquette, or legal writing. Assess with quizzes, discussion boards, etc.
<b>Resume Building</b>	Post a prepared video about resume building (your campus likely has great resources already prepared), and provide samples of good resumes. Assess by quizzes or review of resumes. Perhaps require students to meet for 15 minutes at some point in the semester with an upper-level student or alum to discuss their resume draft and resume building.
<b>Typography</b>	Post a prepared video about typography, its importance, and online screen reading. Assess with short exercises or quizzes.
<b>Experiential Learning Opportunities</b>	Assign students to watch moot court or mock trial online, or open courtroom oral arguments. Provide a diverse list of well-known Supreme Court advocates with links to their arguments at oyez.org. Require that students listen to at least one oral argument from a case central to their memo or brief.