HyFlex Class Checklist

## Before the Spring 2021 Semester

* Review the resources and training opportunities on the [UF Preparing for Spring](https://elearning.ufl.edu/keep-teaching/preparing-for-spring/) website.
* Visit your assigned classrooms, or similar rooms, to familiarize yourself with the [technology](https://citt.ufl.edu/resources/teaching-in-a-classroom-with-hyflex/hyflex-technology/) and to practice a lecture. Consider inviting other faculty members to a Zoom meeting so that they can see your class from the perspective of a student.
* Make a plan for modifying your [activities and assessments](https://citt.ufl.edu/resources/teaching-in-a-classroom-with-hyflex/pedagogy-and-activities/) as needed.

## Before Class

* Share materials such as slides, note shells, or other handouts on Canvas or in a cloud collaboration folder so that remote students have access to them.
* Arrive to the classroom early to turn on the projectors, TVs, lights, and camera and to set up any software you will use.
* Start the Zoom session at least 5 minutes before class. After the first few students connect, make sure they can see and hear you.
* Use the touchscreen to orient the camera so that remote learners can see you or the whiteboard as needed.
* Consider assigning a student or TA to monitor Zoom for “raised hands”, other non-verbal feedback, and for any questions or contributions that are sent by chat.

## Starting Class

* Use the “Share Screen” button to share the content that is on the annotation monitor. Put all course content that you want to share on that monitor.
* Remind all participants that you will be recording if you will be doing so.
* Acknowledge and welcome your in-person and remote students, reviewing resources or links they should access during the class if relevant.

## During Class

* As needed, adjust the camera to face the focal point of attention (you, the whiteboard, a demonstration, etc.). Conducting a lecture using the annotation monitor will minimize the amount of camera adjustments that will be needed.
* Use frequent breakpoints or check-ins to provide opportunities for remote students to ask questions. Check in with volunteers (if any) that are monitoring Zoom.
* Alternate between in-person students and remote students when soliciting input.
* Before ending the Zoom session, check to see if any Zoom students want to stay after class to ask any questions. If so, disable recording.