



Flexible Learning Options

Teaching and Learning in the Wake of COVID-19

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Executive Summary

This report delineates a range of teaching and learning modes currently being used or proposed in post-secondary education in British Columbia following the disruption caused by the COVID-19 pandemic. The report is intended to support conversations about course and program design and delivery at Camosun College so that we may move forward with a shared understanding of key terms and in alignment with provincial and national trends and the scholarly literature.

The process of determining effective and appropriate course and program delivery modes combines both pedagogical and administrative decision-making processes. While keeping in mind space, technological, and logistical requirements, the decision on how to deliver programming must ultimately come down to answering the question: How we can create the most effective learning environments possible to allow students to achieve course and program learning outcomes?

The range of options available is not determined by any particular technology. Educational technologies will continue to evolve into the future and will afford certain capacities while necessitating adaptive instructional strategies and training opportunities. Instructors and professional services faculty are ready for this challenge and have shown through the COVID-19 pandemic that they are up to the task.

We propose here a consolidated set of defined course delivery modes. These broad definitions are proposed in response to the need for institutional consensus, in alignment with the Canadian Digital Learning Research Association's (CDLRA) *Modes of Learning Spectrum*, and in reference to recent scholarly literature on key terms such as hybrid, blended, and hyflex learning environments.

In-Person Learning

In-person learning is a design approach where learning takes place in a shared *physical* space, e.g., a classroom on campus, lab, field school, etc. Such an approach may utilize educational technologies, a Learning Management System (LMS), for example, to facilitate learning both within and outside the classroom but instruction takes place primarily within a shared physical setting.

Online Learning

Online learning takes place in an online environment. It may include synchronous (face-to-face *at the same time* via video- or tele-conferencing tools) and/or asynchronous (not concurrent, sometimes called self-paced) activities. Online learning often makes use of similar tools as in-person learning such as an LMS, but it may not. Online learning spaces are distinct from in-person spaces and thus require different design approaches. The variety of learning environments possible in online settings means instructors require a different set of tools and supports to develop and implement successful teaching strategies.

Hybrid Learning

A **hybrid** learning experience is any combination of in-person and online or distance modes. In aligning with the CDLRA definitions, we are using hybrid here not as a specific mode, but as an umbrella term which captures a variety of formats including, but not necessarily limited to:

Blended learning (also known as mixed mode)

A form of hybrid learning which blends in-person and online instruction and where all students generally follow the same mix of online and in-person activities. In some cases, particularly when traditionally in-person courses are moved to a blended model, online activities may replace some in-

person activities. This practice is variously referred to as blended, hybrid, or mixed mode, and has important consequences for scheduling and registration procedures.

Multi-access (also referred to as hybrid)

Students can choose their mode of delivery, either online or in-person, at the point of registering for the course. For example, in a multi-access course with synchronous meetings, all students would meet at the same time, but from different locations—some in-person and some online. Students participate through the same mode of access for the duration of the course. Note this does not refer to multiple sections of a course each with each section offered in a different format.

Hyflex

A hyflex course is a multi-access (hybrid) course where students have the flexibility to change their mode of interaction (online or in-person) during the course.

Recommendations

The diversity of available definitions presents some challenges going forward, especially in terms of emerging modalities and terminological ambiguity. It is also encouraging to see the potential for developing consensus, with organizations such as the CDLRA taking the lead. Here are some preliminary thoughts on what to do with information contained in this report.

1. Many of us will continue to colloquially use the term **blended** to describe what is essentially an in-person course with a substantial online component, i.e., the CDLRA’s “in-person technology supported learning.” Strictly speaking, however, when we say a course is blended we should be referring to a course where online instruction takes the place of a portion of what would otherwise be in-person instruction. A possible alternative, to avoid confusion, would be to label such a course as **mixed mode** rather than blended.
2. We need to decide between **hybrid** and **multi-access** (or some other word) to describe a course that is offered simultaneously in-person and online, but where students decide at the point of registration that they will participate in one or the other mode. While hybrid is used consistently in the literature to describe this format, this usage creates potential confusion given the CDLRA’s use of hybrid as an umbrella term.
3. We should only use the term **hyflex** to describe a course that is (a) offered simultaneously online and in-person AND (b) students have ongoing flexibility in how they participate. Any course offered in this format should be explicitly labelled as hyflex.
4. As has been the case since the founding of the college, **in-person** can and should continue to be used to describe a wide range of effective flexible teaching and learning practices including flipped learning, in-person classes with extensive use of online tools, land-based learning, experiential and immersive education, and so forth.

Introduction: Understanding & Defining Flexible Learning Environments

Learning- and learner-centered instruction is inherently flexible. It must be. If an instructor is to truly and meaningfully respond to learner needs, experience, cultural background, prior knowledge, skill-level, and other contingent and contextual factors (e.g., child or elder care duties, work obligations, etc.) then an instructor must necessarily be flexible in how they approach course design, lesson planning, and teaching modalities. In other words: flexible teaching is not a new idea. Many instructors have been practicing it for years and decades. Let us start by giving credit where it is due.

The COVID-19 pandemic and the dramatic pivot to emergency remote learning put an intense spotlight on teaching modes. The attention was not always positive. Online and blended learning became politically-charged terms of derision in some contexts. The pressure to switch to modes such as hyflex, without adequate preparation or institutional support, led some to label hyflex a “toxic brand” (e.g., Talbert, 2021). It is worth noting that “well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster” (Hodges, et al., 2020).

The pandemic experience is forcing us—as students, educators, administrators, and support staff—to both re-examine, and in some ways re-define, what we mean by flexible teaching and learning modes at the course, program, and institutional levels. Our collective lexicon struggles to keep up with the pace of change as instructors adapt in real-time to a constantly-evolving global health crisis, challenging public health guidance, and a lack of consensus definitions and coordinated direction.

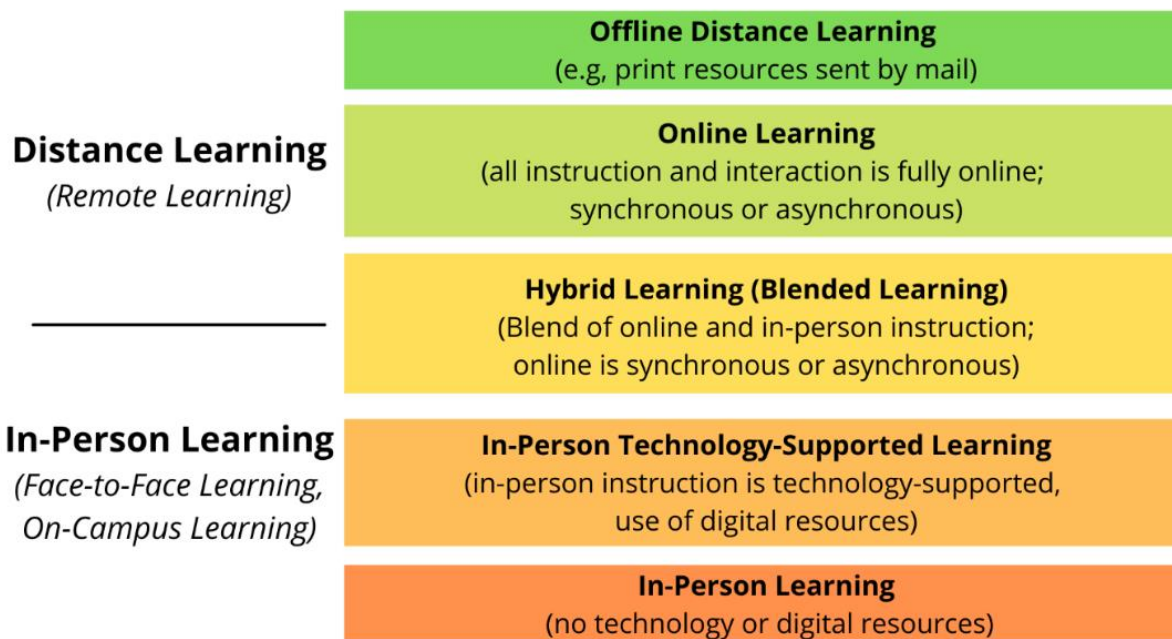
In fall 2021, as many institutions transition back to in-person course delivery, we have an opportunity to pause and reflect on evolving and emerging modalities in order to encourage and support intentional course and program design practices. Given the context and methods used in course design and delivery continue to change rapidly, how modes such as blended or hyflex learning are practiced will also change. Our definitions should thus remain broad rather than prescriptive.

Nevertheless, definitions are useful for building a shared understanding. A survey by the Canadian Digital Learning Research Association (Johnson [CDLRA], 2021) found, among post-secondary institutions in Canada, about half did not have an institution-wide definition of online or hybrid learning and more than two-thirds lacked an institutional definition of remote and distance learning (p. 3).

These definitions are especially important when we consider impacts on student preferences, course offerings, and enrollment trends. When asked in the fall 2020 Camosun Student Check in Survey, 942 of 2103 respondents (44.8%) chose some form of hybrid as their preferred mode of learning. These results must be considered in the context of the COVID-19 pandemic and other criteria such as disciplinary and program requirements, access to technology, socio-economic factors, etc. The desire for flexibility evidenced in this survey is supported by research on student preferences and behaviours (e.g., Gherhes, et al., 2021; Waha & Davis, 2014; Trinder, 2016). Students want choice.

The CDLRA proposes a *Modes of Learning Spectrum* (Figure 1) as the basis of national consensus through sharing and collaboration with post-secondary leaders (Johnson, 2020, p. 10). In the sections below, we use this *Spectrum* as a starting point as we seek to collate and clarify commonly-held definitions of the most widely-referenced course delivery modes in both colloquial usage and in the scholarly literature.

Figure 1 – The CDLRA's *Modes of Learning Spectrum* (Johnson, 2020, p. 7).



In-Person

In-person learning is a design approach where learning takes place in a shared *physical* space, e.g., a classroom on campus. Such an approach may utilize educational technologies to facilitate learning both within and outside the classroom (e.g., electronic texts, a Learning Management System [LMS], etc.), but instruction takes place primarily within a shared physical setting (Johnson, 2020, p. 8).

There is currently a debate about whether “in-person” and “face-to-face” are synonymous terms. Some resources, for example, refer to “face-to-face courses using video conferencing” (UBC Educational Technology Support, n.d.). In the context of emergency remote teaching, courses were adapted to the online environment such that a video-conference meeting replaced an in-person meeting, but otherwise the course structure remained unchanged, i.e., it was not designed as an online course even though it made use of online tools and teaching strategies. Such a course may be considered online synchronous (or face-to-face) learning rather than blended learning or intentionally-designed online learning.

Bates, in contrast, argues that “Face-to-face teaching by definition is synchronous AND, more importantly, place-based. Everyone has to be together at the same time and place” (Bates, 2020, emphasis in original). The debate hinges on whether the virtual space constitutes a *place*, which is a philosophical question we will not answer here. Virtual synchronous spaces are, to be clear, a different kind of space than the in-person classroom. They require different technologies, teaching methods, and student capacities to be used effectively (see, e.g., Flynn-Wilson & Reynolds, 2020).

To avoid confusion, we suggest using **in-person** as the preferred terminology rather than the less-precise face-to-face. This terminology also captures other types of in-person learning which may not take place in a classroom or on a campus, but in some other shared physical space, e.g., land-based learning, apprenticeship, etc.

Distance & Online

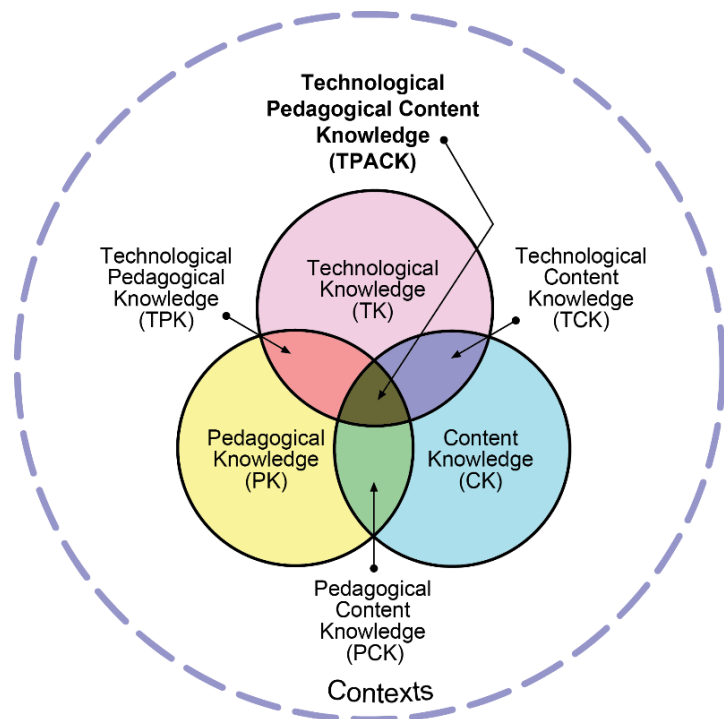
Distance learning is any mode in which learning, in its entirety, takes place outside of a shared physical space. This definition covers a wide variety of possibilities from fully asynchronous self-paced offline or online learning to fully online synchronous courses combining an LMS and video-conferencing tools.

Online learning takes place in the online environment. It may include synchronous (face-to-face *at the same time* via video- or tele-conferencing tools) and/or asynchronous (not concurrent, sometimes called self-paced) activities. Online learning often makes use of similar tools as in-person learning such as an LMS, but it may not. The variety of learning environments possible in online settings means instructors require a different set of tools and supports to develop successful teaching strategies.

Caplan and Graham (2011) suggest a separation of responsibilities between subject matter experts and instructional designers (p. 295). At many institutions this separation is the norm, especially in contexts where a different instructor is employed to teach an existing course from semester to semester. However, with the increase in online and blended learning in the last twenty years, instructors themselves also became instructional designers responsible for their LMS site and other technologies with support from dedicated instructional designers and educational technology specialists.

A useful model for understanding and supporting successful course design and delivery in a technologically laden environment is Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework, which "describes the factors that contribute to successful teaching with technology and is intended to support and promote understanding of technology integration in education from theoretical, pedagogical, and methodological perspectives" (Saubern et al., 2020, 2). In effect, to be successful, an instructor (or an instructional team) must have expertise in each area.

Figure 2 – The TPACK Framework. Reproduced by permission of the publisher. © 2012 by tpack.org



Contemporary online education evolved from earlier (and still practiced) modes of distance learning where students received packages in the mail and worked through content and exercises independently. Just as there are many ways to teach in an in-person classroom, there are many varieties of online learning. Yet, as Veletsianos (2020) notes, the distinctive quality of online education

is the physical distance that separates us [instructors] from students and requires us to take active steps to build and foster our relationship with them. In online learning settings, students participate in courses from locations that are typically at a distance from the educational

institution offering the course, typically through such activities as completing assignments at home, listening to an assigned podcast on a commute, or studying for an exam at a public library. This geographic dispersal is what advocates of online learning are referring to when they claim that online learning can take place “anywhere” (p. 3).

The pivot to remote teaching during the COVID-19 pandemic has in many cases shrunk this distance to the point where a student may be participating in an online synchronous discussion from more or less the same location as their classmate, e.g., roommates taking the same course online. What we mean by “distance” has changed given epidemiological barriers to co-location, but the underlying principle of providing access to the educational setting through online platforms remains.

Among proponents, a major selling feature of online education is this accessibility. Students do not need to physically be on campus in order to take a course. According to Anderson (2011) more and more people have access to necessary technology while “access to an ever-growing body of content is also increasing” (p. 53). Accessibility in online learning is imperfect and the modality presents its own challenges, “especially for students with physical, sensory, and learning disabilities,” e.g., reliance on input devices like keyboards, heavy use of text-based presentation formats, and webpages that are incompatible with screen-reading software (Moisey & Hughes, 2011, p. 433).

As a learning space, the online environment opens up interesting possibilities for course and program design. As we engage in those processes, it is worth remembering that this environment has its own topography and climate. Online and blended approaches may be appropriate in some programs and courses but not in others. There may be a learning curve (Flynn-Wilson & Reynolds, 2021) as instructors and students adjust and we need to provide training and support in that adjustment process.

Hybrid & Blended

A **hybrid** learning experience is any combination of in-person and online or distance modes. While the poles on the spectrum are relatively clear, hybrid is the muddy middle. As technology changes, so too do the possibilities for what hybrid learning could be. Morris (2021) reminds us that “technology is not pedagogy” and “good online education comes not from the purchase of another platform, but out of dialogue, out of the will to empower everyone involved in teaching and learning to create together a digital learning that isn’t just instrumental, that isn’t just performative, but that’s authentic, meaningful, and just.” The reminder is important as we seek to define what hybrid learning looks like at Camosun.

The CDLRA defines hybrid learning as “an umbrella term that captures all different types of hybrid learning such as flipped learning, hyflex learning, and online learning with an in-person intensive component” (Johnson, 2020, p. 9). Some studies (e.g., Flynn-Wilson & Reynolds, 2021) define hybrid loosely as some combination of in-person and online learning. Saichaie (2020) uses the term blended to define this loose combination, but asserts that the hybrid learning model “is defined by the intentional use of technology as a *replacement* of seat time in class” (p. 97, emphasis added). Conversely, in their systematic review on synchronous hybrid learning, Raes, et al. (2020) define “the synchronous hybrid or blended learning environment [as one] in which both face-to-face and remote students can simultaneously attend learning activities” (p. 1). These competing definitions are only possible if we use hybrid as a generic category in which a variety of more specific modes persist.

The differences among hybrid modes are poorly defined. This challenge is compounded by varied use among practitioners of terms such as blended, flipped, and technology-supported learning. Saichaie’s

2020 review of the literature on blended, flipped, and hybrid learning reinforces the importance of cross-institutional conversations and definitions such as those provided by the CDLRA: “Depending on which body of literature is consulted and the myriad of institutional contexts, differences between BFH models remain ambiguous (p. 95). According to Saichaie hybrid, blended, and flipped modes have three elements in common: (1) the underlying course design is student-centered, with a focus on student application rather than instructor delivery; (2) what we mean by “class time” is fluid; and (3) these courses all rely on educational technologies in various ways (p. 96).

Though the CDLRA uses blended and hybrid interchangeably (p. 9), this may confuse rather than clarify the issue. Hrastinski (2019) also notes this conflation of hybrid and blended learning modes (p. 565). The difference is perhaps becoming clearer with the emergence of other forms of hybrid learning such as multi-access and hyflex, each of which provides greater agency for students to choose course delivery modes. In a blended or flipped course, all students are engaged through the same prescribed blend of activities and delivery modes. In a multi-access or hyflex course, students have the option to choose their mode of access, with hyflex providing the most flexibility of all the various modes. To alleviate some confusion, we suggest moving forward with **hybrid** learning as the broadest umbrella term encompassing the following modes:

Blended (Mixed Mode)

A form of hybrid learning which blends in-person and online instruction and where all students generally follow the same mix of online and in-person activities. In some cases, particularly when traditionally in-person courses are moved to a blended model, online activities may replace some in-person activities. This practice is variously referred to as blended, hybrid, or mixed mode, and has important consequences for scheduling and registration procedures.¹ In general, blended learning should be distinguished from flipped learning, multi-access learning, and hyflex learning.

Multi-access (Hybrid)

Students can choose their mode of delivery, either online or in-person. For example, in a multi-access course with synchronous meetings, all students would meet at the same time, but from different locations—some in-person and some online. Students participate through the same mode of access for the duration of the course. There are many examples in the literature, in teaching and learning resources, and in common parlance, where “hybrid” is used to describe this type of course or meeting.

Hyflex

A hyflex course is a multi-access (hybrid) course where students have the flexibility to change their mode of interaction (online or in-person) during the course.

While the above are all hybrid modes of course delivery, **flipped learning**, in contrast, refers to a pedagogical choice about how to present content and arrange class time. In a “flipped” course, content is presented outside synchronous class time either through online or offline materials and activities. Synchronous class time is then spent in instructor-led active learning. A flipped course may be delivered entirely in-person, entirely online, or in some combination of the two.

¹ Course Catalogue definitions of on-campus, online, blended, and off-campus can be found on the Registrar’s website: <https://camosun.ca/registration-records/registration/register-credit-courses-course-selection>

Hyflex (aka Hybrid-Flexible)

Hyflex is a particular kind of hybrid learning “in which students enroll in a course that offers them the ability to choose their mode of delivery (in-person or online) and shift modes of delivery during the course in accordance with their individual needs and preferences” (Johnson, 2020, p. 9). COVID-19 made conversations around hyflex learning almost mainstream as many people wondered about this “new” form of course delivery. However, hyflex has “been used successfully for more than a decade at many higher education institutions around the world with a wide variety of courses” (Beatty, 2019, p. 1). Hyflex is a course design approach that takes multi-modal access as its starting point. In this approach, learner autonomy is not an add-on to an existing course structure, but is fundamental to how the course is designed. According to Beatty (2019):

Often the initial impetus for developing a Hybrid-Flexible approach is a very real need to serve both online and onground students with a limited set of resources (time, faculty, space) which leads to a multi-modal delivery solution. When students are given the freedom and ability to choose which mode to participate in from session to session, they are able to create their own unique hybrid experience. (p. 1)

Other contributors build on Beatty’s definition. In the *The Professional Journal of College Administrators*, for example, Hayman (2020) defines hyflex as:

A combination of technology-enhanced, hybrid, and online course teaching strategies that provide learners with maximum choice about whether to engage in the learning process in-person, through a live synchronous broadcast of in-person learning, or asynchronously using recorded in-person elements and digital resources. (p. 17)

The key to the hyflex approach, in contrast with other modes, is the agency allocated students to determine their mode of learning. As Milman et al. (2020) note: “The HyFlex approach provides students autonomy, flexibility, and seamless engagement, no matter where, how, or when they engage in the course. Central to this model is the principle that the learning is equivalent, regardless of the mode.” Important to note is this notion of *equivalency*. Hyflex, in other words, does not mean taking a course designed for physical in-person access, turning on a camera and pressing record.

In some cases, courses may be quickly redesigned in a hyflex model (see Zehler, et al., 2021). However, the level of technical proficiency required, as well as infrastructure and technological support, should not be underestimated. The typical college classroom (if that exists) must be properly equipped for optimal delivery of hyflex courses. Some institutions are already creating specifically-designed hyflex learning spaces to support instructors to teach in this mode (e.g., Carleton University, n.d.).

Further, and perhaps more importantly, redesigning a course as hyflex *changes* the course. As Leijon and Lundgren (2019) argue: “HyFlex spaces are complex and versatile...teachers develop different strategies in designing their interactions” (p. 7). These changes to the course structure require corresponding changes to an instructor’s teaching strategies (see, for example, Bergman, 2020). Instructors thus need adequate time and training support to teach in a hyflex mode.

Context in BC Post-Secondary

The need for further coordinated discussion is accentuated when we examine modes of delivery available among public post-secondary institutions in British Columbia. Every public post-secondary institution in BC offers some form of in-person learning and some form of online learning. Eighty percent of institutions offer some kind of hybrid learning experience. Yet, each institution has its own culture and many institutions serve a particular student demographic. Only three institutions, for example, specifically offer “distance” learning as distinguished from online.

Table 1 – Modes of Delivery Available at Public Post-Secondary Institutions in BC

Type	No. Institutions
In-Person	25
Online	25
Hybrid	20
Distance	3

Source: See Appendix 2.

How learning experiences are labelled and defined and how those choices are presented to students differs considerably across the province. In most cases, this information is presented on a specific webpage, while in some cases it can only be found when actually registering for a course. In a few cases, delivery modes are presented without any explicit definition whatsoever (see Appendix 1).

Among delivery modes categorized here as **in-person**, the labels used are relatively consistent. Most institutions use one of face-to-face, in-person, or on-campus to describe this mode, sometimes using these terms in combination with one another, e.g., in-person (face-to-face). Other forms of in-person learning include labs, off-campus courses, or work placements.

Table 2 – Labels Used to Describe In-Person Course Delivery at Public Post-Secondary Institutions in BC

Label	No. Institutions
Face-to-Face	10
In-Person	9
On-campus	5
Other	4

Source: See Appendix 2.

Among delivery modes categorized here as **online**, a majority of institutions (68%) distinguish between **online synchronous** and **online asynchronous** formats (see Table 3). Other commonly-used terms include scheduled (in place of synchronous) and digital (in place of online). Sometimes online offerings are defined as synchronous or asynchronous without those words actually being used.

Within this broad consensus are a few outliers and unique definitions. In only one case did an institution define online offerings using the label **remote**. Three institutions included definitions of a **self-paced** delivery mode, to be distinguished from asynchronous online courses. North Island College, for example, has a form of online defined as “digital, continuous entry” which refers to a course with “individualized instruction and meeting times, student specific start and end dates.” Another four institutions explicitly

use the label **blended** to describe a blend of synchronous and asynchronous activities in the same online course, which further complicates the overall use of this term.

Table 3 provides a tally of different forms of online learning available at public post-secondary institutions in BC. In some cases, the labels used at the institution differ from the standardized labels used here. In these cases, our categorization is inferred from the description used in the official definition of online learning at the institution. For example, Langara College does not indicate “asynchronous” as a specific course type, but instead defines online learning as three possibilities, including: “no scheduled time to meet, class lectures and assignments are delivered through an online platform such as Brightspace.” Our purpose here is to get a picture of the range of ways in which institutions conceptualize their online offerings.

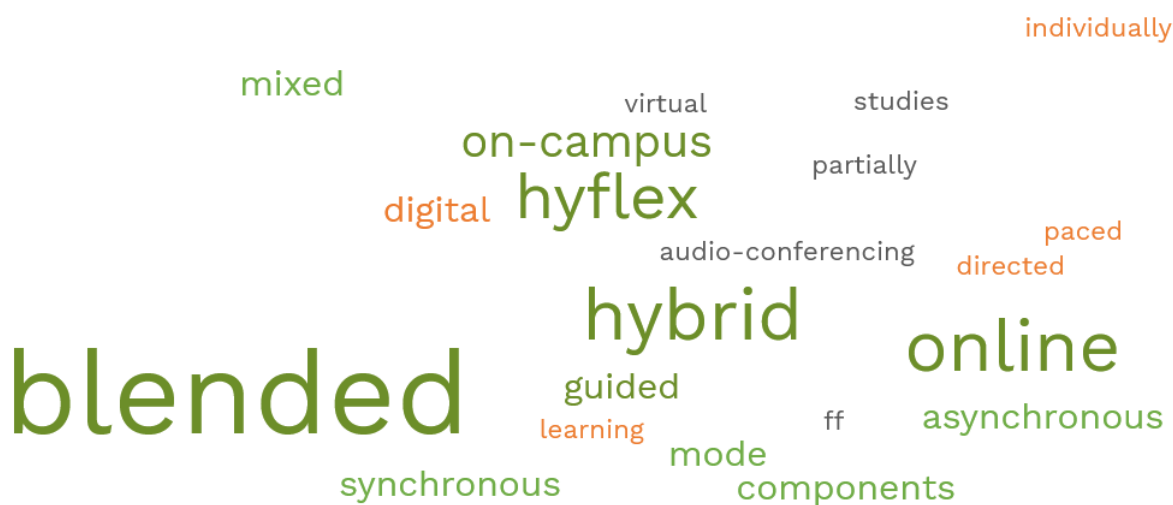
Table 3 – Forms of Online Learning Described in Course Delivery Modes at Public Post-Secondary Institutions in BC

Type	No. Institutions
Asynchronous	17
Synchronous	15
No distinction	9
Blended	4
Self-paced	3

Source: See Appendix 2.

Delivery modes categorized as **hybrid** contain the most variation in terms of the labels used to describe different hybrid learning environments. The word cloud below (Figure 3) highlights the frequency with which certain words (e.g., blended, hybrid, hyflex, and online) are used in labelling hybrid learning experiences. The most commonly-used word (blended) is used in various ways (see Table 4).

Figure 3 – Word Cloud Visualization of Labels Used to Define Courses Categorized as Hybrid



**Table 4 – Definitions of “Blended” Learning Among Course Delivery Modes
Categorized as Hybrid, BC Public Post-Secondary Institutions**

Institution	Definition of Blended (as a Form of Hybrid Learning)
Camosun College	Online and on-campus; Instructors may plan a combination of synchronous and asynchronous lessons.
Coast Mountain College	Some contact hours are kept as face-to-face which can be spread out through the course, front-loaded, or wrapped around.
College of the Rockies	Students learn in a course that combines both On-campus (face-to-face) and online components for all students in the course.
Justice Institute of British Columbia	(no definition)
Kwantlen Polytechnic Institute	Partially online format that includes both on-campus, in-person, and online delivery of the curriculum, in order for students to meet the learning outcomes of the course.
North Island College	Includes both digital delivery and on-campus instruction, digital delivery may be scheduled or unscheduled, scheduled, on-campus meeting times, defined start and end dates, access to a computer and the internet required.
Okanagan College	Courses are simultaneous face-to-face and online synchronous class delivery.
University of the Fraser Valley	Mix of in-person and on-line learning (HYB). A course delivered using a mix of in-person and online learning activities; online learning may be synchronous or asynchronous.
Vancouver Community College	(no definition)
Vancouver Island University	Delivery is split between face-to-face and online.

Source: See Appendix 2.

While the definitions above vary in their wording, they all suggest a prescribed blend of in-person and online activities where all students participant in the same way. One explicitly identifies a division of “contact hours” between online and in-person while the others are ambiguous. Since these blended courses are distinguished from in-person courses, it is possible, even likely, they are all using **blended** to mean a replacement of some portion of in-person instruction with online activities. Two institutions use the term mixed mode for this type of course.

Out of five institutions who use the term **hybrid** to describe a delivery mode, three use it to mean a prescribed blend of online and in-person activities, as in the definitions of blended above. One uses it to describe emergency remote teaching. And one uses it to describe a course where some students participate in-person and others attend virtually.

Finally, four institutions use the term **hyflex** to describe a course delivery mode. Two of those four explicitly use the double-capitalized (“HyFlex”) stylization of the term. From their definitions alone, it is difficult in most cases to discern the degree of flexibility afforded students. Only two define hyflex explicitly in alignment with the definition used by the CDLRA and in the emerging literature on hyflex learning environments, wherein students have flexibility in how they participate from session to session (see Table 5). One uses the term hybrid, but could mean hyflex, while another uses the descriptor “face-to-face and online” to describe something which may or may not be hyflex.

**Table 5 – Definitions of “Hyflex” Learning Among Course Delivery Modes
Categorized as Hybrid, BC Public Post-Secondary Institutions**

Institution	Definition of Hyflex (as a Form of Hybrid Learning)
College of New Caledonia (Hyflex)	Taught live in the classroom and broadcast online. May be recorded for future viewings.
North Island College (HyFlex)	<p>On-campus: with virtual connections to other campuses, instructors may teach from one or more campus locations, defined start and end dates, access to a computer and internet not required for lectures, indicated in your course code by campus locations and ‘H’ (ex: CRH = Campbell River, HyFlex).</p> <p>Digital: Connecting to an on-campus class from off-campus, through a digital connection, instructor may teach from different campus locations, defined start and end dates, access to a computer and the internet required, indicated by DLH in course code.</p>
Selkirk College (HyFlex)	An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners all the way through the course and/or program. HyFlex is not: Hybrid (combination of both online and in person) where the modality, learning activities, and evaluations are prescribed; Any combination of modalities, where in one or more modality, there is no choice, e.g. synchronous attendance is required. In HyFlex, learners have full choice in how they learn and how they are evaluated.
University of British Columbia (Hybrid)	The course component takes place in-person, but will also be provided online for students who cannot come to campus.
University of the Fraser Valley (Hyflex)	During a course, students can choose to attend sessions in the classroom, participate online, or do both, depending on student need or preference. The flexibility enables students to change their mode of attendance weekly or by topic.
University of Victoria (face-to-face and online)	This could be all in "real-time" or a mix of "real-time" and asynchronous. The course will be offered concurrently face-to-face and online by the instructor to enable students to attend in person or virtually.

Source: See Appendix 2.

Conclusion & Recommendations

The diversity of definitions outlined above presents some challenges going forward, especially in terms of emerging modalities and terminological ambiguity. It is also encouraging to see the potential for developing consensus, with organizations such as the CDLRA taking the lead. Here are some preliminary thoughts on what to do with the above information.

1. Many of us will continue to colloquially use the term **blended** to describe what is essentially an in-person course with a substantial online component, i.e., the CDLRA's "in-person technology supported learning." Strictly speaking, however, when we say a course is blended we should be referring to a course where online instruction takes the place of a portion of what would otherwise be in-person instruction. A possible alternative, to avoid confusion, would be to label such a course as **mixed mode** rather than blended.
2. We need to decide between **hybrid** and **multi-access** (or some other word) to describe a course that is offered simultaneously in-person and online, but where students decide at the point of registration that they will participate in one or the other mode. While hybrid is used consistently in the literature to describe this format, this usage creates potential confusion given the CDLRA's use of hybrid as an umbrella term.
3. We should only use the term "hyflex" to describe a course that is (a) offered simultaneously online and in-person AND (b) students have ongoing flexibility in how they participate. Any course offered in this format should be explicitly labelled as hyflex.
4. As has been the case since the founding of the college, **in-person** can and should continue to be used to describe a wide range of effective flexible teaching and learning practices including flipped learning, in-person classes with extensive use of online tools, land-based learning, experiential and immersive education, and so forth.

Glossary of Terms

Asynchronous – Instruction and class activities take place outside of a set time/place, e.g., in an online discussion forum or in a self-paced online course.

Blended – A form of hybrid learning which blends in-person and online instruction and where all students generally follow the same mix of online and in-person activities. In some cases, particularly when traditionally in-person courses are moved to a blended model, online activities may replace some in-person activities. This practice is variously referred to as blended, hybrid, or mixed mode, and has important consequences for scheduling and registration procedures.

Blended learning is also sometimes used to describe an online course with a blend of synchronous and asynchronous activities. In general, blended learning should be distinguished from flipped, multi-access, and hyflex modes.

Distance – Students study at a distance from the institution or physical classroom. Physical presence on campus is not required. Instruction may take place online or via other means (e.g., correspondence).

Face-to-Face – Students are in the same space (virtual or physical) with each other (and usually the instructor) in real-time (synchronous). Sometimes used synonymously with in-person and on-campus. However, “face-to-face” is increasingly being used to describe synchronous virtual meetings using video-conferencing technology as well as in-person learning. E.g., where a video-conference meeting takes the place of a physical classroom meeting.

Flipped – A pedagogical choice in course design in which content is presented outside synchronous class time either through online or offline materials and activities. Synchronous class time is then spent in instructor-led active learning. A flipped course may take place entirely in-person, entirely online, or in some combination of the two. A flipped course is not necessarily a hybrid course.

Hybrid – Any combination of in-person and online/distance instruction. Used as an umbrella term by the CDLRA. Often used specifically to describe a form of multi-access design where some students attend in-person while other students attend virtually.

Hyflex – A form of hybrid course design where students can choose whether they participate online or in-person AND they have the flexibility to change their mode of participation during the course.

In-person – Instruction or meeting happens in a shared *physical* space. Should be distinguished from (though often used synonymously with) face-to-face learning. May be in a classroom on campus, field school, land-based programming, etc.

Learning Management System (LMS) – The online platform (e.g., D2L, Moodle, Canvas) used to facilitate course delivery. An LMS may be used for sharing content, facilitating discussions, providing a space for group work, collaboration, or project development, distributing and collecting assignments, storing and calculating grades, etc. Some LMS also include built-in video-conferencing capacity.

Multi-access – The same offering of a course (NOT different sections offered in different modes) is offered simultaneously in-person and online. Students can choose their mode of delivery at the point of registration: either online or in-person. Students participate through the same mode of access for the duration of the course. Often labelled hybrid.

Online – All instruction/interaction happens online. Activities may be synchronous and/or asynchronous and may make use of an LMS, video-conferencing, and other platforms as required.

Remote – Sometimes used as a synonym for distance learning. In the context of COVID-19, remote learning is the emergency adaptation of courses designed for in-person delivery to online delivery as a way to distinguish such courses from intentionally-designed online learning.

Self-paced – In a self-paced course, students work on their own timeline, sometimes within the confines of a prescribed start and end point, but more often in an open-ended framework. Common examples include orientation or on-boarding courses (Health and Safety) or Massive Open Online Courses (MOOCs) such as the University of Alberta’s [Indigenous Canada](#).

Synchronous – Students and the instructor meet in real-time in a virtual and/or physical space.

Technology-supported – A broad term describing the use of technology in any instructional setting, e.g., an in-person, lecture-based course where the instructor uses the LMS to collect assignments, post lecture notes, and store grades.

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Appendix 1 | Course Delivery Modes in BC Public Post-Secondary

The following websites describe the course delivery modes available at each of [BC's public post-secondary institutions](#). For a detailed breakdown of definitions at each institution, see Appendix 2. These sites were found either with a web search of “[Name] course delivery” or by subsequently going to the institution website and starting with the registration page. There are some consistent definitions in course delivery modes, but also considerable variety. In some cases (e.g., northern institutions with widely dispersed campuses) the delivery modes reflect the specific nature of the institution.

I-01 [British Columbia Institute of Technology](#)

BCIT is one of the few institutions that distinguishes between distance, correspondence, and online modes. In its definition of online learning BCIT does not distinguish between synchronous and asynchronous but the definition presumes most courses have some synchronous interaction.

I-02 [Camosun College](#)

I-03 [Capilano University](#)

One of two institutions that uses mixed mode to describe blended learning from the perspective of registration choice (along with Langara).

I-04 [Coast Mountain College](#)

Uses “face-to-face” language to describe in-person courses.

I-05 [College of New Caledonia](#)

One of the few institutions to explicitly define hyflex as a specific instructional method. Definition of hyflex does not align with CDLRA or literature.

I-06 [College of the Rockies](#)

I-07 [Douglas College](#)

Distinguishes between online synchronous (with live meetings and activities), online synchronous “test only” (where the course is mostly asynchronous with some synchronous testing), and online asynchronous (everything is asynchronous except maybe the final exam). Also has two definitions of hybrid (sync and async).

I-08 [Emily Carr University of Art and Design](#)

Does not define any modes other than online. The “face-to-face” label for in-person courses is derived from the Online Learning FAQ. Online courses are mostly asynchronous.

I-09 [Justice Institute of British Columbia](#)

Could not find explicit definitions except face-to-face, which is provided in the [Registration Glossary](#). Delivery modes vary by program with “a mix of online, face-to-face, and blended formats.” Found example of a [course described as blended](#): “There will be some self-paced online pre-course work including reading, an assignment and discussions, starting two weeks prior to class dates.”

I-10 [Kwantlen Polytechnic University](#)

I-11 [Langara College](#)

Definition of online includes descriptions of synchronous, asynchronous and blended, but does not use these specific terms in the definitions. Uses “mixed mode” to describe a blend of online and on-campus.

I-12 [Nicola Valley Institute of Technology](#)

Uses term [virtual hybrid](#) in contrast with face-to-face to describe adaptation during COVID, but not explicitly defined. Does define online in its Online Learning page (link above).

I-13 [North Island College](#)

Includes specific definitions of seven modes, including two forms of “HyFlex” (capital H, F). These two modes appear to be mirror versions of each other, which would indicate flexibility is only at the point of registration, rather than through the duration of the course.

I-14 [Northern Lights College](#)

No explicit descriptions. Some program descriptions refer to “blended” delivery, but this seems to indicate a blend of online and face-to-face courses, rather than a blend within a given course.

I-15 [Okanagan College](#)

Definition of blended indicates a “multi access” mode whereas definition of hybrid indicates a “mixed mode” or blended course.

I-16 [Royal Roads University](#)

I-17 [Selkirk College](#)

Definition of hybrid aligns with blended or mixed mode. Definition of HyFlex (also with the capital letters) includes choice in the mode of assessment, not just in mode of access. One of only two institutions (with UFV) whose definition of hyflex is explicitly aligned with the CDLRA.

I-18 [Simon Fraser University](#)

Uses “remote” to mean online.

I-19 [Thomson Rivers University](#)

Definitions are organized around “pacing” rather than mode, with online or print versions of self-paced courses as well as traditional in-person courses and online paced courses. Does not use terms synchronous or asynchronous, but an “online paced” course includes “virtual collaboration and interaction with other members of your cohort” which could be either synchronous or asynchronous.

I-20 [University of British Columbia](#)

Educational Technology Support provides a range of [definitions of learning modalities](#), but Student Services (linked above) distinguishes only between in-person, online and hybrid. Student Services also offers the important caveat that “In some courses, one activity may be delivered online while another activity is in-person, so simply selecting “online” or “hybrid” as the Mode of Delivery **does not** guarantee that all the course elements are fully online. For example, a course may have an online lecture, with the lab component conducted on campus.” The registration system distinguishes between course components so that they are each listed in a specific mode, e.g., online lecture and in-person lab.

I-21 [University of Northern British Columbia](#)

Includes online and face-to-face, but also a form of hybrid called audio-conferencing, which connects classrooms at multiple campuses. Students need to be physically in the classroom at the same time.

I-22 [University of the Fraser Valley](#)

One of two institutions (with Selkirk) that explicitly aligns its definition of hyflex with the literature.

I-23 [University of Victoria](#)

Does not explicitly define instructional methods, but clarifies using timetable comments, from which the definitions in the table are drawn. Instructional methods include: course with field component, face to face, face to face with some online, online, online with some face to face, and work term or exchange.

I-24 Vancouver Community College

Could not find a page with definitions, but course outlines and some program descriptions refer to “instructional strategies” such as online, blended, and face-to-face. Found some links to Intranet pages that probably contain this information, but it does not appear to be publicly available.

I-25 [Vancouver Island University](#)

Appendix 2 | Definitions of Course Delivery Modes in BC PPSE

The spreadsheet attached includes defined delivery modes and their definitions for all public post-secondary institutions in BC. The definitions are derived from the information provided via the links in Appendix 1. In some cases, no definition is provided and the field is thus left blank.

Based on either the label alone (if no definition is available) or on the label and definition together, each identified mode is categorized according to the categories of the CDLRA's Modes of Learning Spectrum.

Institutions are organized alphabetically and categorized by type.

Course Delivery Modes and Definitions in BC Post-Secondary

Fall 2021

Updated October 27, 2021

No.	Type	Institution	CDLRA Category	Mode of Delivery	Definition
I-01	INST	British Columbia Institute of Technology	Distance	Correspondence	BCIT correspondence courses are self-directed courses in which students work at their own pace, interacting rarely or not at all with an instructor. Students may be required to submit assignments that are marked and return and also to complete a mid-term and/or final examination or other form of final student assessment. Self-directed courses can be term-based or continuous intake, meaning various start dates.
I-01	INST	British Columbia Institute of Technology	Distance	Distance education	Distance education is a formal instructional process that engages instructors in helping students reach learning goals without having teacher and learner meet in person. Distributed learning refers to programs and courses that put learners in contact with each other and their instructor so that they work towards learning goals cooperatively.
I-01	INST	British Columbia Institute of Technology	Hybrid	Guided learning	Guided courses are most commonly used in health education at BCIT. Learners receive sets of course materials and have a term (12 weeks) in which to prepare of their final exam or evaluation. Assignment due dates are also scheduled. Help from an instructor via telephone and e-mail is available during a set time each week. The courses often encourage or require group work that occurs by telephone conferencing or computer technologies. Blended courses are those in which classroom students have access to complementary online course content and resources.
I-01	INST	British Columbia Institute of Technology	In-person	Classroom and lab-based instruction	Most full-time programs and part-time courses are delivered via formal instruction in classrooms, shops, and labs at our main and satellite campuses. Formal instruction is complemented by completion of practical projects on or off-campus.
I-01	INST	British Columbia Institute of Technology	Online	Online learning	Online courses provide for rich interaction between student and instructor, between students, or both. Online courses often have weekly scheduled learning activities or assignments in which students may work in collaborative groups or participate in discussion forums. Individual contact with instructors follows a pattern similar to that in a classroom.
I-02	COLL	Camosun College	Hybrid	Blended	online and on-campus; Instructors may plan a combination of synchronous and asynchronous lessons
I-02	COLL	Camosun College	In-person	Off-campus	if applicable, scheduled dates/times/bldgs/room

I-02	COLL	Camosun College	In-person	On-campus	scheduled dates/times/bldgs/rooms
I-02	COLL	Camosun College	Online	Online asynchronous	online scheduled dates/no scheduled meeting times
I-02	COLL	Camosun College	Online	Online synchronous	online scheduled dates and meeting times; if applicable, room provided for virtual remote learning; Instructors may plan a combination of synchronous and asynchronous lessons
I-03	TEACH	Capilano University	Hybrid	Mixed Mode	(In-person + Online): Sections are delivered using BOTH in-person and online methods in combination. These sections require that students join the class in-person on specified days/times, but not exclusively.
I-03	TEACH	Capilano University	In-person	In-Person	Sections require that students join the class on specified days/times and location.
I-03	TEACH	Capilano University	Online	Online asynchronous	Sections do not require students to join the class online on any specific day/time.
I-03	TEACH	Capilano University	Online	Online synchronous	Sections require that students join the class online on specified days/times. Sections that are delivered synchronously are scheduled in Pacific Time.
I-04	COLL	Coast Mountain College	Distance	Self-paced	A self-paced course may or may not have an instructor assigned to it. If an instructor is assigned to the self-paced course, they are available to answer questions, clarify complex concepts, and provide tutorials as needed. They may also counsel and support student goal setting. A self-paced course normally has a maximum time allowed, but students can finish earlier than this.
I-04	COLL	Coast Mountain College	Hybrid	Blended	Some contact hours are kept as face-to-face which can be spread out through the course, front-loaded, or wrapped around.
I-04	COLL	Coast Mountain College	In-person	Face-to-Face	When the instructor and students are physically in the same place for the course, or components of the course.
I-04	COLL	Coast Mountain College	Online	Online asynchronous	Assigned tasks that students complete in their own time. These tasks often operate on a schedule with deadlines. Asynchronous courses are generally hosted on a learning management system, and direct students to read content in textbooks, and print and screen modules; watch videos and pre-recorded lectures; participate in discussion boards; complete an offline, place-based task; and post assignments. Instructors may still host office hours and meet students (on or offline).
I-04	COLL	Coast Mountain College	Online	Online synchronous	Components of the course are taught "live" online and students are required to attend a session virtually with their peers and instructor.
I-05	COLL	College of New Caledonia	Hybrid	Hyflex	taught live in the classroom and broadcast online. May be recorded for future viewings
I-05	COLL	College of New Caledonia	In-person	Scheduled in person	Taught live in the classroom, face to face.

I-05	COLL	College of New Caledonia	Online	Scheduled online	online class held at a particular time
I-05	COLL	College of New Caledonia	Online	Unscheduled online directed	online class that is paced by week
I-05	COLL	College of New Caledonia	Online	Unscheduled online self-directed	online class that is self-directed to be completed at the student's pace at a particular time
I-06	COLL	College of the Rockies	Hybrid	Blended or Hybrid (on-campus and online)	Students learn in a course that combines both On-campus (face-to-face) and online components for all students in the course.
I-06	COLL	College of the Rockies	Hybrid	Individually Paced (Directed or Guided Studies)	Students learn using learning modules. They may interact with their instructor face-to-face at flexible classroom times or online. The instructor helps the student to create an individualized schedule, and provides ongoing monitoring and support.
I-06	COLL	College of the Rockies	In-person	On-campus (face-to-face)	Students learn while present with their instructor in a classroom, lab or shop, or sometimes in the field.
I-06	COLL	College of the Rockies	In-person	Practicum/Work Placement	Students learn in an actual work setting under the supervision of an instructor or workplace supervisor.
I-06	COLL	College of the Rockies	Online	Online	Students learn in a course that is entirely web-based. Students can expect courses to be delivered online in both synchronous (at the same time, as in a phone call, video-conference, or online chat) and asynchronous (not at the same time, as in posting to a discussion board or doing an assigned reading) modes.
I-07	COLL	Douglas College	Hybrid	Hybrid with Asynchronous Online Components	Course that has near equal proportions of online learning and face-to-face contact, with the online portion being delivered asynchronously.
I-07	COLL	Douglas College	Hybrid	Hybrid with Synchronous Online Components	Course that has near equal proportions of online learning and face-to-face contact, with the online portion being delivered synchronously.
I-07	COLL	Douglas College	In-person	In Person Day/Evening/Weekend	Course is offered in person and on campus at scheduled dates & times.
I-07	COLL	Douglas College	Online	Online Asynchronous	All course activities, including tests/quizzes/midterms, will be asynchronous. The only exception may be a final exam, during the final exam period. Otherwise, students are not required to be online at any specific scheduled times. Courses will not show dates and times and will be listed as Off Campus.
I-07	COLL	Douglas College	Online	Online Synchronous	Course section has synchronous on-line activities during the noted scheduled times. Instructors are delivering the course virtually, making use of the scheduled times for activities. Courses will show dates and times to meet and times and will be listed as Off Campus.

I-07	COLL	Douglas College	Online	Online Synchronous Test/Quizzes/Midterms only	Course activities are asynchronous with the exception of assessments (e.g., tests, quizzes, midterms) during the scheduled class times. Specific dates for planned tests/quizzes/midterms may be noted in the section notes. Courses may not show dates and times and will be listed as Off Campus. Course Section Notes may state specific dates and times for test/midterms/quizzes
I-08	INST	Emily Carr University of	In-person	Face-to-Face	
I-08	INST	Emily Carr University of Art and Design	Online	Online	Online courses are those conducted over the Internet. Courses are offered on a dedicated course website and via e-mail. Students register for courses, and a professor teaches the material. Assignments and discussions take place through forums. Emily Carr Online Learning courses are primarily asynchronous, which means that you can log on at any time to participate, there are also synchronous components such as chats. Courses have designated start and end dates, with assignments scheduled by the professor.
I-09	INST	Justice Institute of British	Hybrid	Blended	
I-09	INST	Justice Institute of British Columbia	In-person	Face-to-Face	A term to describe courses where students complete their education or training at a physical location, such as at one of JIBC's campuses.
I-09	INST	Justice Institute of British Columbia	Online	Online	JIBC online courses are delivered using Blackboard, an online platform that provides a connected learning experience and support network
I-10	TEACH	Kwantlen Polytechnic University	Hybrid	Blended, or partially online	Include both on-campus, in-person, and online delivery of the curriculum, in order for students to meet the learning outcomes of the course.
I-10	TEACH	Kwantlen Polytechnic	In-person	In-Person	
I-10	TEACH	Kwantlen Polytechnic University	Online	Asynchronous learning online	is the educational term for aspects of learning that don't need to be live. For any asynchronous components, you will be able to access the course material at any time, although you will need to adhere to the deadlines for activities, assignments and overall timelines that your instructor provides.
I-10	TEACH	Kwantlen Polytechnic University	Online	Synchronous learning online	is the educational term for live streaming. It occurs at a designated day and time to allow for real-time interaction between instructors and students. This may be used for short lectures, group discussions, office hours, and question and answer periods. If your course has synchronous components, you will need to be online during the scheduled days and times.

I-11	COLL	Langara College	Hybrid	Mixed Mode	We will have some online and some on-campus delivery. These sections will begin with "M". The in-person portion of the course will have scheduled days, times, and room numbers, and the type will be either "Lab" or "Lecture". The online portion will indicate "www" as the location. The online portion may or may not have scheduled meeting times.
I-11	COLL	Langara College	In-person	Fully On-Campus	They will have scheduled days, times, and room numbers when classes are held.
I-11	COLL	Langara College	Online	Online (off campus) - mix	Online classes will be scheduled in one of three ways: 1. Scheduled days and times to meet through an online platform such as Brightspace. 2. No scheduled time to meet, class lectures, and assignments are delivered through an online platform such as Brightspace. 3. Mix of scheduled and non-scheduled instruction. These sections will indicate both a meeting day and time for the scheduled portion, and "www" to indicate the non-scheduled portion of the course.
I-11	COLL	Langara College	Online	Online (off campus) - non scheduled	Online classes will be scheduled in one of three ways: 1. Scheduled days and times to meet through an online platform such as Brightspace. 2. No scheduled time to meet, class lectures, and assignments are delivered through an online platform such as Brightspace. 3. Mix of scheduled and non-scheduled instruction. These sections will indicate both a meeting day and time for the scheduled portion, and "www" to indicate the non-scheduled portion of the course.
I-11	COLL	Langara College	Online	Online (off campus) - scheduled	Online classes will be scheduled in one of three ways: 1. Scheduled days and times to meet through an online platform such as Brightspace. 2. No scheduled time to meet, class lectures, and assignments are delivered through an online platform such as Brightspace. 3. Mix of scheduled and non-scheduled instruction. These sections will indicate both a meeting day and time for the scheduled portion, and "www" to indicate the non-scheduled portion of the course.
I-12	INST	Nicola Valley Institute of Technology	Hybrid	Virtual Hybrid	delivered through online lecture, online presentation, virtual groups, Moodle and work assignments.
I-12	INST	Nicola Valley Institute of	In-person	Face-to-Face	

I-12	INST	Nicola Valley Institute of Technology	Online	Online	Online learning allows the student to complete courses without having to attend regularly scheduled classes. However, most classes have scheduled start and end dates meaning students must work through the assignments according to the course syllabi (provided by the instructor). Learners will interact with the instructor and other students through the internet so each student must have access to a computer and reliable internet access.
I-13	COLL	North Island College	Hybrid	Digital, HyFlex	connecting to an on-campus class from off-campus, through a digital connection, instructor may teach from different campus locations, defined start and end dates, access to a computer and the internet required, indicated by DLH in course code
I-13	COLL	North Island College	Hybrid	On-campus and digital (Blended)	includes both digital delivery and on-campus instruction, digital delivery may be scheduled or unscheduled, scheduled, on-campus meeting times, defined start and end dates, access to a computer and the internet required, indicated in course code by campus location and 'B' (ex: CRB = Campbell River, blended)
I-13	COLL	North Island College	Hybrid	On-campus, HyFlex	on-campus, with virtual connections to other campuses, instructors may teach from one or more campus locations, defined start and end dates, access to a computer and internet not required for lectures, indicated in your course code by campus locations and 'H' (ex: CRH = Campbell River, HyFlex)
I-13	COLL	North Island College	In-person	On-campus, scheduled	on-campus, scheduled classes, defined start and end dates, access to a computer and internet not required for lectures, indicated in your course code by campus location and the letter 'S' (ex: CRS = Campbell River, scheduled)
I-13	COLL	North Island College	Online	Digital, continuous entry	off-campus, individualized instruction and meeting times, student specific start and end dates, access to a computer and the internet required, indicated by DLC in course code
I-13	COLL	North Island College	Online	Digital, scheduled	scheduled live online meeting times with instructor, defined start and end dates, access to a computer and the internet required, indicated by DLS in course code
I-13	COLL	North Island College	Online	Digital, unscheduled	no scheduled class time, instructor may schedule optional live online meeting times, defined start and end dates, access to a computer and the internet required, indicated by DLU in course code
I-14	COLL	Northern Lights College	In-person	On-campus	
I-14	COLL	Northern Lights College	Online	Online	
I-15	COLL	Okanagan College	Hybrid	Blended	courses are simultaneous face-to-face and online synchronous class delivery.

I-15	COLL	Okanagan College	Hybrid	Hybrid	classes alternate classes between face-to-face and synchronous delivery, or face-to-face and asynchronous delivery: the entire class meets for face-to-face sessions and the entire class is online for synchronous delivery with at least one session of each mode each week.
I-15	COLL	Okanagan College	In-person	Face-to-face	classes are delivered in-person
I-15	COLL	Okanagan College	Online	Online asynchronous	classes don't require that students log into the class and meet at specific times. Students can access class materials anytime and the class is specifically developed to allow a high level of interaction with the course materials along with regular professor/instructor interaction.
I-15	COLL	Okanagan College	Online	Online synchronous	classes are like traditional on-campus classes where students must be in the class (virtually) at specific time. Synchronous classes are delivered and taken in real-time or "live" (virtually) and the time will be indicated in ClassFinder.
I-16	TEACH	Royal Roads	In-person	Classroom	Students will be expected to participate in scheduled facilitator-led session(s) based on a previously established schedule. Session(s) are in-person (face-to-face) and take place on site at Royal Roads University or another previously determined location.
I-16	TEACH	Royal Roads	Online	Asynchronous online	Asynchronous simply means learning doesn't take place live. Students will not be required to have set class meeting times and, instead, students will be provided with learning material and assignments to complete within set deadlines. Online learners can access coursework anytime they choose using our Management System (Moodle). Asynchronous learning uses discussion forums, multi-media and collaborative activities to foster student connection in delayed time.
I-16	TEACH	Royal Roads	Online	Blended online	Blended Online courses integrate both synchronous and asynchronous learning methods. Students pursuing blended courses may be asked to attend attend pre-set synchronous sessions, such as a webinar, in addition to working on most course activities and assignments asynchronously.

I-16	TEACH	Royal Roads	Online	Synchronous online	Synchronous literally translates to “at the same time.” In synchronous courses, students will be expected to participate in scheduled facilitator-led sessions based on a previously established schedule. Similar to webinars, synchronous online courses invite learners to interact through web conferencing tools (such as Zoom). Synchronous courses will expect students to be online at pre-established dates and times and may require that they have (or purchase) headsets, webcams and/or microphones.
I-17	COLL	Selkirk College	Hybrid	Hybrid	An instructional method where the curriculum is designed intentionally and thoughtfully to integrate in person and online learning experiences. In person teaching time in the hybrid method is reduced, but not eliminated, with the balance of learning being facilitated asynchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses.
I-17	COLL	Selkirk College	Hybrid	HyFlex	An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners all the way through the course and/or program. HyFlex is not: Hybrid (combination of both online and in person) where the modality, learning activities, and evaluations are prescribed; Any combination of modalities, where in one or more modality, there is no choice, e.g. synchronous attendance is required. In HyFlex, learners have full choice in how they learn and how they are evaluated.
I-17	COLL	Selkirk College	In-person	In person	An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on-campus, though it may be in other location (e.g. fieldwork, clinical courses in a hospital, field trips, weekend remote classes). In person courses may intentionally and thoughtfully incorporate digital technologies into the curriculum to enhance learning.

I-17	COLL	Selkirk College	Online	Asynchronous online	An Asynchronous online course utilises digital/web-based technologies to facilitate the curriculum and does not require real-time communication. Asynchronous courses have no required face-to-face, synchronous online, or on-campus activities, including assessment. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide optional online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.
I-17	COLL	Selkirk College	Online	Synchronous online	A Synchronous Online course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting. Synchronous courses may be recorded for review by learners as needed.
I-18	RSCH	Simon Fraser University	In-person	In-person	Any in-person classes will generally have an assigned room. Some courses may also have an in-person event – for example, a one-time visit to campus during the term.
I-18	RSCH	Simon Fraser University	Online	Remote asynchronous	means that the course component is expected to be completed remotely that week at a time of your own choosing.
I-18	RSCH	Simon Fraser University	Online	Remote blended	asynchronous lecture, synchronous tutorial
I-18	RSCH	Simon Fraser University	Online	Remote synchronous	means that the course component takes place at a set time, and you'll be expected to attend remotely at that time.
I-19	TEACH	Thomson Rivers University	Distance	Print self-paced	Study on your own at your own pace, along with Open Learning Faculty Member support. Typically, required materials are sent to you, but you may need internet access for others.
I-19	TEACH	Thomson Rivers University	In-person	In-person	In-person courses, excluding practical and clinical placements, typically have specific start and end dates. Registration deadlines apply. Completion times vary between five days and several weeks. You physically attend and study in a lab, clinical/practicum placement, workshop or classroom. Materials may be provided.
I-19	TEACH	Thomson Rivers University	Online	Online paced	Work through the course in virtual collaboration and interaction with other members of your cohort, along with Open Learning Faculty Member support. Typically, course content and most required materials are delivered online. You may need to source other supplemental materials.

I-19	TEACH	Thomson Rivers University	Online	Online self-paced	Study individually at your own pace, along with Open Learning Faculty Member support. Typically, course content and some required materials are delivered online in a learning content management system, such as Moodle. You may need to source other materials on your own.
I-20	RSCH	University of British Columbia	Hybrid	Hybrid	The course component takes place in-person, but will also be provided online for students who cannot come to campus.
I-20	RSCH	University of British Columbia	In-person	In-person	The course component is taking place in-person
I-20	RSCH	University of British Columbia	Online	Online	The course component is fully online.
I-21	TEACH	University of Northern British Columbia	Hybrid	Audio-conferencing	Audio-conferencing uses interactive telephone connections between classrooms at two or more campuses, with the instructor located at one of these campuses. Audio-conference classes are scheduled at regular meeting times and may be supplemented with handouts and/or site visits.
I-21	TEACH	University of Northern British Columbia	In-person	Face-to-Face	In this method, the students and the instructor are present in the same classroom, with regularly scheduled meeting times and locations. Some face to face courses are scheduled in intensive sessions. (one week or alternating weekends, etc.) Face to face courses will indicate "Lecture" as the Schedule Type in the online listings.
I-21	TEACH	University of Northern British Columbia	Online	Online	Students enrolled in web-based courses will obtain their course materials, give presentations, participate in class discussions and submit assignments online. These classes require students to have access to a computer with an internet connection. Students should be registered at least two weeks before classes start in order to receive important information required to access these courses. Textbooks can be purchased through the UNBC Bookstore via credit card and shipped via courier to the student. Online courses will indicate "World Wide Web" as the Schedule Type in the online listings.
I-22	TEACH	University of the Fraser Valley	Hybrid	Blended	Mix of in-person and on-line learning (HYB). A course delivered using a mix of in-person and online learning activities; online learning may be synchronous or asynchronous.
I-22	TEACH	University of the Fraser Valley	Hybrid	Hyflex	During a course, students can choose to attend sessions in the classroom, participate online, or do both, depending on student need or preference. The flexibility enables students to change their mode of attendance weekly or by topic.
I-22	TEACH	University of the Fraser Valley	In-person	Face-to-Face	A course, that is delivered in a classroom, studio, shop, or lab setting, requiring a student's presence on a campus. Some online access to Blackboard Learn (myClass) may be required.

I-22	TEACH	University of the Fraser Valley	Online	Online asynchronous	A course that is delivered entirely through remote means. Any tests and exams will be done remotely as well. Students will be required to have access to a computer and a reliable internet connection to obtain and download course materials as well as to submit assignments and take any required tests and exams.
I-22	TEACH	University of the Fraser Valley	Online	Online synchronous	A course that is delivered entirely through remote means, but includes regularly scheduled online classes, often requiring a video connection with the instructor and class through web conferencing such as Blackboard Learn. Students will be required to have access to a computer with a web camera with microphone and a reliable internet connection to participate in the class, obtain and download materials, as well as to submit assignments and take tests and exams (required for some course).
I-23	RSCH	University of Victoria	Hybrid	F2F and online	(this could be all in "real-time" or a mix of "real-time" and asynchronous). The course will be offered concurrently face-to-face and online by the instructor to enable students to attend in person or virtually.
I-23	RSCH	University of Victoria	In-person	Face-to-Face	
I-23	RSCH	University of Victoria	Online	Online asynchronous	The course does not require you to be online at the same time.
I-23	RSCH	University of Victoria	Online	Online blended	The regularly scheduled timeslots will be used for some classes. You will be expected to attend synchronous live sessions within the regularly scheduled timeslots. Other aspects of the course will be asynchronous. This may include pre-recorded videos, discussion groups, collaborative activities, self-directed learning activities etc.
I-23	RSCH	University of Victoria	Online	Online synchronous	regularly scheduled in the timeslot listed in the timetable. You are expected to attend and participate in these "live" online classes, engage in "live" discussions/chat etc.
I-24	COLL	Vancouver Community	Hybrid	Blended	
I-24	COLL	Vancouver Community	In-person	Face-to-Face	
I-24	COLL	Vancouver Community	Online	Online	
I-25	TEACH	Vancouver Island University	Hybrid	Blended asynchronous	Delivery is split between face-to-face and online; students engage in the online component on their own schedule.
I-25	TEACH	Vancouver Island University	Hybrid	Blended synchronous	Delivery is split between face-to-face and online; students are required to attend both components at scheduled times.
I-25	TEACH	Vancouver Island University	In-person	In-person (face-to-face)	Delivered at a scheduled time with instructors and students in the same physical space.
I-25	TEACH	Vancouver Island	Online	Online asynchronous	Online delivery; students engage in course on their own schedule.
I-25	TEACH	Vancouver Island University	Online	Online synchronous	Online delivery; students are required to attend at scheduled times.