

So, you are thinking about teaching GC FLEX @ GEORGIAN?



Check out all the links in [green](#)



What is GC Flex teaching @ Georgian?

An instructional delivery format designed to provide students with flexibility in how they engage with their courses. Students can choose to attend classes face-to-face or online (either synchronously or asynchronously), with the option to vary their participation throughout the term. GC Flex courses are intentionally designed to integrate learning activities for both online and face-to-face students, ensuring a cohesive and interactive experience for all students.

GC Flex classes have scheduled class times with faculty teaching face-to-face for students who choose to attend this way. Simultaneously, there may be students who are logged in via MS Teams and follow along synchronously with the lesson and can participate virtually in real time. The class is then recorded so that students who choose to log in asynchronously have access to the lesson and any complimentary materials on Blackboard

When and where are GC Flex classes?



What is the role of the GC Flex teacher?

The role of the GC Flex teacher is to provide equitable experiences for students across all three modalities. This typically happens more organically for synchronous modalities, so the [Online Teaching Checklist](#) can be a helpful tool to ensure students across all three modalities are receiving equitable opportunities and access to the course, resources, and to you (their faculty). It includes four key areas: pedagogical, social, managerial, and technical.

Content will be presented both synchronously and asynchronously for students, so faculty are encouraged to consider accessibility of content in both circumstances. Textbook readings, interactive elements, online resources, video resources like [YouTube](#), [TedEd](#), podcasts, and much more can contribute to your students' synchronous and asynchronous learning experiences. [Screencasts](#) can also be a helpful tool to use to explain more complex concepts and can be used across all mediums in a GC Flex course.

How will I present content?



How will I interact with students?

In GC Flex courses, students will have many opportunities to collaborate. The key is to create space for collaboration across the modalities. In Blackboard Ultra, students can engage through [Discussions](#), where they respond to prompts and interact with peers, and [Group Work](#) for collaborative projects. There are also tools like [MS Word online](#), as well as things like [Padlet](#) or [Answer Garden](#) that can be great spaces for both synchronous and asynchronous collaboration. These tools help create meaningful interactions and can be tracked and assessed for participation.

In a GC Flex course, you will still use tools like email, [Announcements](#), and/or the [Messages tool](#) to relay information to your students, while also encouraging them to participate in their synchronous environment, or in asynchronous [online Discussions](#). Students can have discussions in real time (integrating face-to-face participants with online synchronous participants and additional engagement creating space for asynchronous students can include fostering collaboration through [Journals](#) and [Group Work activities](#).

How will students collaborate?



How will I assess my students?

Faculty are encouraged to consider equity and fairness for assessments across all three modalities. Consider a combination of assessment strategies that align with your course outline assessment requirements. For examples, [quizzes](#) or self-assessments, online [discussions](#) as well as traditional assessment types via Bb Ultra. It is imperative in GC Flex courses to ensure that students are provided equitable opportunities to demonstrate their learning. Please reach out to the Instructional Design team for support in assessment design if you have any questions.

Accessibility is a very important and complex subject. Students come to our classrooms (across all modalities) with a variety of abilities and disabilities. Their disabilities may be visible, or not. Their disabilities may be temporary, or intermittent, or not. Every student has a right to access all materials in our courses in a way that works for them. This may include things like alt tags, closed captioning, and more. Please check out our [Accessibility module](#) on the CTL Central for Faculty (Blackboard > Organizations) for the most up to date information, tips and tutorials.

How will I make my course accessible?



What supports are available?

At Georgian CTL we have many asynchronous supports available for GC Flex faculty as well as a full-term, compensated pathway program (see below). Check out our [website](#) and our [Faculty ORG](#) (sign in required). You can also email us! Not sure who/what you are looking for? You can email the [entire team](#), if you would like assistance with Educational Technologies you can contact the [Instructional Design Technologists](#), the [Faculty Developers](#) can assist with teaching, learning and competencies, for questions about course design the [Instructional Designers](#) can be reached here - and finally Blackboard related questions can go the [Blackboard Team](#).

Assistance and support with designing, developing, and delivering GC Flex courses are available through CTL. Some of the options are more extensive and include deliverables and reviews (according the [Quality Matters](#) rubric), these pathways are compensated and registration is completed through your assigning manager (Dean or AD). While others are available on a drop-in, or one-off basis. Whatever you are looking for, CTL is here to support you. [Please reach out, we are here to help and love to hear from you anytime.](#)

What professional development is available?

