

Bridging Accessibility and Innovation: Implementing HyFlex Learning in a Caribbean Higher Education Institution to Enhance Student Experience

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Caribbean higher education institutions (HEIs) serve a growing and diverse student population, including many non-traditional learners (Cumberbatch, 2020), for whom traditional on-campus programs are often inaccessible (Barua & Lockee, 2024; Hockings et al., 2012). Barriers such as geographic distance, work commitments, and family responsibilities make rigid, in-person class schedules difficult to accommodate, highlighting the need for flexible learning models. The HyFlex (Hybrid-Flexible) learning model, which allows students to choose whether to attend class in person, join online synchronously, or participate asynchronously, offers a promising solution (Beatty, 2019). However, institutional barriers, such as rigid bureaucracies, resistance to change, outdated policies, limited technology infrastructure, and inadequate faculty training, continue to hinder its adoption (Ellucian, 2024). Addressing these challenges is essential to creating flexible, student-centered learning environments that enhance student success.

This study examined the adoption of HyFlex learning in a Caribbean HEI from the perspectives of faculty and institutional leaders. The study explored institutional readiness and identified necessary changes in technology, policy, and pedagogy for successful implementation.

The presentation focuses on three key dimensions: (1) technological readiness, including digital infrastructure and IT support; (2) institutional policies related to flexible academic and administrative structures; and (3) pedagogical adaptation, such as faculty training and instructional practices for concurrent in-person and online delivery. By analyzing these areas, the study offers a comprehensive view of what is required to integrate HyFlex effectively.

This mixed-methods study combines quantitative and qualitative data. A quantitative survey of faculty at a Caribbean college was conducted to capture data on technology access, teaching practices, and openness to HyFlex. Semi-structured interviews with academic administrators and policymakers at the same institution provided deeper insights into the perceived challenges and opportunities. Together, these methods offer a robust, multidimensional understanding of institutional readiness and the factors influencing HyFlex adoption.