# Session plan templates for blended learning models – Model 3 Lab/Station Rotation

**Lab or Station rotation:** Learners move between learning stations(labs), on a ﬁxed schedule, or at the teacher’s discretion, where at least one station incorporates online learning.

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| **Objective: (Must relate to course learning outcomes)** |
| ­­At the end of the week, learners will (do what)......(choose an active [Bloom verb](https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)) after what instruction….(explain activity/outcomes). |

## Model 3: Lab/Station Rotation

### Lab/station objectives

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| **Station activities:** Each station will have a different task; the following stations will be available for this session: |
| Station 1:  Station 2:  Station 3:  Station 4 (computer station): |

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| --- | --- | --- | --- |
| **Time** | **Topic** | **Activity details** | **Resources** |
| Allocate an approx. time | **INTRO.** | Brief Intro to session and the stations/labs they will be working on during the session. Address any muddiest points from the last session. |  |
|  | **INDUCT** | Start with an exercise/activity to recap the learning and give them an opportunity for some personal thoughts about the upcoming topic. | Describe any resources you need for the session. |
| Decide station times on size of class and how many activities you need students to complete. | **INPUT** | These sessions are active learning, so no ‘lecture’ type activity is required. See the Station Activities templates below to plan each activity station. The number of stations will depend on the size of your class and types of activities. Ensure you make the size of station groups appropriate to each learner being able to access equipment or the learning experience. |  |

**Station 1 activity**

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| **Topic** | **Activity details** | **Resources** |
| **INPUT** | On each station, provide students with an explicit guide to the activity. Sharing well prepared instructions to the activity, will reduce the time you are interrupted with questions. The guide could be written, video format, or podcast.  **Classroom management note**  You (or your teaching team) need to either physically rotate stations to see how students are going, or, remain on one station (possibly the most difficult) to provide guidance and to ensure you work with all students during the session.  **Technology notes**  It is a good idea to create a class file in SharePoint or One Drive that you can share with your students; they simply go to the well labelled files and complete the task. These instructions could also be provided in Canvas if you prefer.  If you can record the activities on each station, that would be optimal as you can then upload to Canvas. Recording activities could be done through a Teams meeting. You will need a volunteer to record the activity on their own laptop with the Teams environment. Create ‘Stations Channels’ in your Class Team e.g. Station 1, 2 , 3 , and 4. To do this for the semester, create your station groups early in the semester and students sign into their respective groups at the start of each session. Off campus students could dial in to these lab/station ‘meetings’ and the live activities or watch later. | Links to instructional guides and lists of resources to prepare for labs. |
| **IMPLEMENTATION** | Students complete the activity (include steps and expected outcomes here in your plan to ensure you don’t miss anything)  **Classroom management note**  Move students to the next activity by having some form of time indicator; play a song, ring a bell, blow a whistle, clap your hands, use a YouTube time bomb, raise your arm, or anything else you think will work to give students the warning to stop one activity to move to the next. This will depend on how large the class is.  When the final activity time is completed try to use a different indicator so they can differentiate between just moving and finishing class. |  |
| **INTERNALISE THE LEARNING WITH REFLECTION** | Create an ‘exit ticket’ activity for the last few minutes so students reflect on what they have just done to internalize the learning. This could be a quick quiz, time to write up findings or thoughts in an ePortfolio, or simply one word or one sentence on the key learning point for them. |  |

**Station 2 activity**

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| **Topic** | **Activity details** | **Resources** |
| **INPUT** |  |  |
| **IMPLEMENTATION** |  |  |
| **INTERNALISE THE LEARNING WITH REFLECTION** |  |  |

**Station 3 activity**

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| **Topic** | **Activity details** | **Resources** |
| **INPUT** |  |  |
| **IMPLEMENTATION** |  |  |
| **INTERNALISE THE LEARNING WITH REFLECTION** |  |  |

**Station 4 activity - The online activity**

Plan this activity just like the others but it will be fully online. Consider what online learning activity will help to enhance the learning. Creating a self-paced learning activity is helpful as students can complete later if they don’t get it finished in class time. If you have some students off campus you will need to try to capture the learning in the other activities here in the online space if possible.

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| **Topic** | **Activity details** | **Resources** |
| **INPUT** |  |  |
| **IMPLEMENTATION** |  |  |
| **INTERNALISE THE LEARNING WITH REFLECTION** |  |  |

**Finalizing the session**

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| **INTERNALISE THE LEARNING WITH REFLECTION** | Although you had exit tickets for each station, it is best that you now bring the class back together for any final questions or problems that have arisen. Ask them to pose any outstanding questions, what do they need to know more about - you can then build this into the design of next week’s class. |  |
| **Next session** | A space for you to outline the next session - this ensures your session plan is set within the context of your timetable and there are clear links between your lessons. Outline notes of anything you need to recap next week. |  |

**Session reflection**

**Changes required:** After the session, jot down ideas here, what worked well, what didn’t, how to change for next delivery.

**Activity types:** Discuss, investigate, practice, produce, design, read and respond, search, gather, interview, crowdsource, solve etc.

For more information on Bloom’s Taxonomy, please see [this link.](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)