# Session plan templates for blended learning models – Hybrid Concurrent

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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 4a: Hybrid Concurrent Plan

### This session plan includes a plan for the F2F students and the online students as they learn together in different locations. It provides a breakdown of the considerations at each stage of the lesson for both groups of learners.

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| **Time** | **Mode** | **Topic** | **Activity details** | **Resources** |
| Allocate times | F2F | **INTRO.** | Brief Intro to session and introduction - explain what students will be doing today and recap previous class or address muddiest points.  Demonstrate a schedule for the session and what they will be doing so that remote learners can plan around what they will need to do at different times. Explain how they should ask questions (Teams may be one option). | Describe any resources/links you need for the session. |
|  | Online | **“ “** | Before starting your class sign into a Teams meeting. It would be optimal to create a class Team with a weekly calendar event, so all students have easy access to finding the online class and so you don’t have to set this up on a weekly basis.  As you intro. check your online students can hear/see the class. Ensure you face the online group to welcome them as well as the F2F students. |  |
|  | F2F | **INDUCT** | Start with an exercise/activity to provide learners with an opportunity for some personal thoughts about the upcoming topic. It will give you an understanding of what they already know and provide you with a base to build on during the lesson. Ask F2F students to turn down their mics so you don’t get feedback. |  |
|  | Online | **“ “** | Preparation for the online exercise will depend on what the induction activity is. Some examples:   * Brainstorming in class, the online/and or F2F learners could use the whiteboard in Teams. * Sharing stories and experiences on a topic, online students could work in Teams Breakout groups. * Creating mind maps in groups, online/and or F2F learners could use Coggle.it and share the link back with the class. * Discussing designs in class, online/and or F2F learners could find images on Pinterest to share. * Solving mathematical problems, online/and or F2F learners could use online whiteboard apps like Explain Everything. * Share resources, students discuss in groups online or F2F and share resources through a Diigo account or create a collaborative document that can be uploaded to Canvas. * Publish a response to an issue, all students could use their Discussion Board after a discussion online or F2F. * Prepare for an experiment by listing the steps and the safety issues; these could be shared on collaborative documents or add to a discussion on a Class Team page. |  |
|  | F2F | **INPUT** | This is where you will introduce any new knowledge for the session; this does not have to be static, provide new knowledge with time for students to personalize it e.g. provide a short reading and ask students to circle something that stands out to them or something they would like to discuss further. |  |
|  | Online | **“ “** | In the induction stage, you are providing new knowledge so, all of this can be done online as well as F2F e.g. a reading, a mini lecture, a video to watch, or a demonstration.  The key thing to note for the remote learners is, can they hear/see what is going on. Ensure you ask them as well as F2F learners if they have any questions? If you have a large class, it may be difficult to read all the comments, consider having student chat monitors each week who assist you by highlighting when there are questions. Probably students who are seated close to you for mic reasons would be best placed to do this.  If you are providing a reading, video etc. at this point, have the links already pasted into the meetings chat. If you have them all copied here in your plan in the column to the right “Resources’, you need only cut and paste them into the meeting chat (hence the beauty of clear planning). Online learners may want to turn down the volume on the class and watch the video in their computers directly as the sound will be clearer.  If you are demonstrating something like an experiment, it is crucial that you check your online learners can see clearly. You can use your laptop Teams meeting to record everything you do. This can then be uploaded to Canvas for anyone that misses the session or has connectivity issues on the day. Check before progressing that it is clear for them. |  |
|  | F2F | **IMPLEMENT­­ATION** | In this section students should apply the knowledge they have learnt through some form of activity. Provide step by step instruction to new skills; scaffold the application of the learning. This stage can be used also for students working on something that relates to their assessment. Be creative, relate activities to the types of things they will need to do in the workplace, offer case studies or scenarios to work through. This is where your theory comes to life. |  |
| Ø  ØProject-based blended learning | Online | **“ “** | This part of the lesson requires some planning if you are doing practical activities like experiments or building models etc.  For experiments, you need to check are there online alternatives like Labster that you can have access to. Or, if not, could you film two versions of the experiment and learners compare and discuss contrasting features they note rather than doing the actual experiment, they will still learn from this activity. Perhaps, there are already good videos you could access on YouTube.  For building models, you could upload basic lists of resources that they could use at home to build something that reflects the activity in class, even if not to the same standard, it is about learning the principles.  For most other types of activities there will be many online tools you could access, like those listed above. Consider what you want the learners to achieve and build activities for the online learners around those. They can still share their outcomes in the class Teams meeting at the end[. Use this Digital Bloom’s Taxonomy chart to assist](https://rmiteduau.sharepoint.com/sites/LearningandTeachingSpecialists/_layouts/15/Doc.aspx?OR=teams&action=edit&sourcedoc=%7bAE9AA622-5848-40EE-9473-DBD9D3996ED1%7d) you in designing online ideas; note you need to check the cognitive level you want the students to be working at and design ideas around that i.e. do you want to see if they have understood something or do you want to see if they can apply it. Use the chart to brainstorm your own ideas. |  |
|  | **Both** | **INTEGRATION** | Before ending the class, ask students to do something post class to close the learning loop and ensure they have grasped the proposed outcomes. It’s a good idea to ensure any homework after class relates somehow to their assessments to inspire them to complete. This part of the session will be the same for F2F and online students. |  |
|  | F2F | **INTERNALISE THE LEARNING WITH REFLECTION** | Exit tickets: ask students to reflect on what they have learned in the session prior to the end of the class. Also 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. |  |
|  | Online | **“ “** | For online learners, you can ask them to post their Exit Ticket ideas in the chat box. You could also create a mini quiz in MS Forms and have all students complete so you can see what the muddiest points are and create materials to upload to Canvas around those. |  |
|  |  | **Next lesson –** | 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. |  |

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

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

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