# Session plan templates for blended learning models – Model 1 Flipped

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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 1: Flipped Classroom Plan

### Flipped exercise expected time to complete:

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| **Flipped classroom pre-activity:** |
| Prior to the session, learners must ...read….watch….etc.  After reading/watching they should do/answer the following …... |

### F2F Lesson time:

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| --- | --- | --- | --- |
| **Time** | **Topic** | **Activity details** | **Resources** |
| Allocate an approx. time | **INTRO.** | Brief Intro to session and introduction - explain what students will be doing today and recap previous class or address muddiest points. Determine any issues with the pre-session flipped activity. |  |
|  | **INDUCT** | Relating back to the reading or video from the flipped exercise, start with an exercise/activity to recap the learning and give them an opportunity for some personal thoughts about the topic. It will inform you of what they have learned from the exercise; you can draw on this in the lesson. | Describe any resources you need for the session. Also pop your links in here to any presentations or resources. |
|  | **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. have them stop and create a concept map of the learning as you go along, provide metacognition activities, give them something to read and ask them to circle what stands out to them and then discuss. |  |
|  | **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. |  |
|  | **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. |  |
|  | **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. |  |
|  | **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/)

## Blank Lesson plan template

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### Expected time to complete:

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| --- |
| **Flipped classroom pre-activity:** |
| Prior to the session, learners must ...read….watch….etc.  After reading/watching they should do/answer the following …... |

### F2F Lesson time:

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Topic** | **Activity details** | **Resources** |
|  | **INTRO.** |  |  |
|  | **INDUCT** |  |  |
|  | **INPUT** |  |  |
|  | **IMPLEMENTATION** |  |  |
|  | **INTEGRATION** |  |  |
|  | **INTERNALISE THE LEARNING WITH REFLECTION** |  |  |
|  | **Next lesson –** |  |  |