# Session plan templates for blended learning models – Model 2 – Traditional – Online lectures with F2F Active Classes

# Model 2 – Blended learning with online lectures

Many of you will blend by putting your lectures online and then organizing face to face classes for more active learning experiences. It is important though to understand that even online lectures need to be engaging. It is difficult to listen online to long lectures without activity; this template provides you with an example of how you can make your online lectures more engaging.

# A session plan template for online asynchronous lectures

Example:

## The online lecture will cover the following CLOs:

|  |  |  |
| --- | --- | --- |
| Lecture stage | Instructions for students | Approx. time |
| Pre lecture activity | Refer to weekly focus question in Canvas and read Chapter… | 15-20 mins |
| Introduction | Start the lecture with the focus question; explain what is coming in this lecture and how they will need to use it. | 5 mins |
| Lecture slides e.g. 1-6 | After listening to the start of the lecture, stop the lecture now, note any key concepts you may have questions about | 10-15 mins |
| Slides 7 - 14 | Answer the poll question in Collaborate Ultra. | 10-15 mins |
| Slides 15 -21 | In breakout groups, discuss what… | 30 mins |
| Discussion | Feedback from groups | 10 mins |
| Reflections and final words | Take an exit ticket and leave one idea from today that you will use on the upcoming  assignment | 5 mins |

# A session plan template for active learning synchronous classes

Today’s class will cover the following CLOs:

Example

|  |  |  |
| --- | --- | --- |
| Lecture stage | Instructions | Approx. time |
| Pre class activity | Refer to weekly focus question in Canvas and read Chapter… | 15-20 mins |
| Warm up activity | Use the Menti to comment on why you think…. | 5 mins |
| Recap slides 1-6 | After a brief recap of the Menti and the online learning, please comment in the Chat Box on…. | 10-15 mins |
| Slides 7 - 14 | Answer the poll question in Collaborate Ultra | 10-15 mins |
| Slides 15 -21 | In breakout groups, discuss what… | 30 mins |
| Discussion | Feedback from groups | 10 mins |
| Reflections and final words | Take an exit ticket and leave one idea from today’s class that you will use on the upcoming  assignment | 5 mins |

## Model 2: Session Plan – Active learning F2F sessions

|  |
| --- |
| Objectives |
| 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). |

### F2F Lesson time:

|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  |
|  | **INDUCT** | Provide students with a brief activity to set the pace for the session; ensure the activity relates to their prior knowledge of the topic...this could be related to their readings etc. but should also give them room for some personal thought processes about the topic. It will inform you of their prior knowledge on the topic which you can draw on 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 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/)