Transitioning a Lesson from one modality to another

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Dean of Global Online
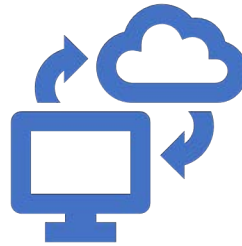Fletcher Technical Community College

Note

I am not a fan of lots of text on a slide. However, since I plan to offer the slide deck after the presentation, I thought more is more this one time.

HyFlex at least 2 modes – today's example

SYNCHRONOUS (VIRTUAL)	ASYNCRONOUS
SYNCHRONOUS (In-Person/F2F)	

Flex time or flex place

Async online plus real-time (in-person or virtual sync online)

Today moving from in-person to async online

Use your current lesson to complete the template

Chat

Think about a lesson you have taught, are teaching, or will teach. What challenges, if any, do you think you face moving from the current delivery mode to a different mode?

Lesson Information

Course:	
Instructor:	
Lesson #/Dates:	Date (Ex. Jan 10 - Jan 14), Module 1, Lesson 1, Week 1
Description:	Introduce the lesson content, what the learners will be doing, why they are doing it, and how they will do it.
Learning Objective(s):	
Practice:	How the learners will reinforce the skills and concepts (quiz, hands-on activity, simulation).
Assessment:	How the learners will be assessed (paper, quiz, project, presentation).
Chapter:	Publisher lesson, textbook chapter, article, video, or book, etc.
Technology:	Requirements (classroom, student, or both, including software applications)
Other:	Other resources needed to complete or support the lesson.

Lesson Information Example

Course:	HyFlex Webinar - transitioning a lesson from in-person to async online
Instructor:	Dr. Jeanne Samuel
Lesson #/Dates:	Lesson 1 (January 19, 2022)
Description:	Learners will populate one modality of a lesson plan template (async) that is pre-populated with a different modality (in-person)
Learning Objective(s):	At the end of the lesson, learners will have completed a lesson plan template that shows two different learning environments (modes).
Practice:	Learners will follow along during the template demonstration and offer suggestions in chat during the process.
Assessment:	Learners will populate their own lesson template using a lesson they have taught or plan to teach.
Chapter:	Microsoft Word template handout
Technology:	Zoom, computer with camera and mic, Internet access
Other:	(Optional) Completed template examples for various lessons and subjects

Before Class Pre-Work

- The bread or bun bookends the lesson. (Pre-lesson and homework or assessment). May be same mode for both sides of the template.

- The meat or protein of the lesson is in the middle. (Classwork)

- Pre-work tasks may be performed individually and asynchronously -- or not.

Before Class Pre-Work
(May be same for both modes)

Time	Activity (ies)	Time	Activity (ies)

Time	Activity (ies)
15 - 30 minutes	Before class, prepare the left side of the template with a lesson you have taught or plan to teach.

Chat

What do you think you prefer, having the same pre-class delivery mode or 2 different modes? Why?

"Classwork"

The meat of the lesson *where* concepts and skills are practice and reinforced.

	IN-PERSON CLASS	EQUIVALENT		ONLINE CLASS
Time	Activity (ies)	Time	Activity (ies)	

Classwork

- Class time is where learning is reinforced, and skills are developed with as much faculty presence as needed to assist learners.

- Ideally, activities in this part should be challenging but not to the extent of frustrating the learner.

Time	Activity (ies)	Time	Activity (ies)
30-mins	Learners may choose to work individually, in pairs, or groups of 3-5. To complete the right-hand side of the lesson plan template.	30-mins	Learners may choose to work individually, in pairs, or groups of 3-5. To complete the right-hand side of the lesson plan template (Google doc). A whiteboard app (ex. Jamboard or Miro) may be used for brain-storming ideas and documenting the process (teacher process observation).

Homework and/or Assessment

- Homework should be deliberate in design to help learners grow. For the purpose of this planning document, it is not class pre-work.

- It reinforces what was learned or practiced during class and not be busy work.

- Examples:
  - Correcting errors and misconceptions identified during the class activity.
  - Practice and application of lesson concepts and skills.
  - Part of a longer or capstone project.
  - Practice quiz or test content (Self-testing is an efficient learning strategy).

- Think about what you want the learners to be able to do or know at the end of the lesson and course. Are the assigned activities and assessments the best way for the learners to practice and demonstrate knowledge and skill?

- If you do not have a lot of time to grade and provide meaningful feedback to learners mix some auto-graded assignments with instructor graded.

- If you use system grading, consider adding feedback and interactivity to your quizzes and activities.

Homework and/or Assessment

Time	Activity (ies)	Time	Activity (ies)

Time	Activity (ies)
30-mins	Review your template prior to submitting. Complete a self-check using both a checklist for completeness and a quality rubric for the selected learning mode.

Questions/Issues

Note any questions and/or issues you need resolved in order to create or deliver the lesson. For example:

- Possibly you need to learn how to record a lecture or create closed captions for video.

- Your students may not have access to resources critical to their success.

- Consider challenges the learners will face to become familiar with your course or course site and associated instructional technologies.

- Help your students develop and grow time management and organization skills. self-regulation skills.

- How will you know the lesson is successful?

Questions/Issues

QUESTIONS/ISSUES

■ What materials are needed to complete the classwork activity? ■ Will the classroom design support group work? ■ How will I know the lesson was successful? ■ Where do I need rubrics? ■ Will I evaluate the HyFlex delivery mode?	■ What materials are needed to complete the classwork activity? ■ Will the LMS support group work? ■ Will I need to teach the learners how to use the lesson technology? ■ Is the technology free? ■ How will I know the lesson was successful? ■ Where do I need rubrics? ■ Will I evaluate the HyFlex delivery mode?

Sample Checklist

MODULE CHECKLIST

☐ The course calendar reflects homework, readings, activities, and graded assessment information and due dates

☐ All relevant text boxes have content

☐ All activities and assessments align with the learning objectives

☐ Lecture content (readings, video's, slide decks, etc.) support learning content that will be assessed

☐ Rubrics align with outcomes and are available for each graded activity

☐ All relevant text boxes have content

☐ End-of lesson reflection (survey, exit ticket, muddiest point, journal entry, etc.)

☐ How to complete activities is included in the instructions (ex. how to submit and assignment, how to participate in a discussion)

☐ Review the lesson with a quality metric instrument for the various delivery modes and ADA-compliance

Discussion? Questions?