# 

# Blended learning: session plan

Blended learning requires careful thought about the nature of activities that students will be involved in before, during and after the ‘class’. The session template helps you plan your own activities and those of students. On the reverse of this plan you will find examples of which activities might match learning outcomes. You will also find it useful to look at [the ways in which Office 365 tools](https://info.lse.ac.uk/staff/divisions/Eden-Centre/Resources-from-Eden/Using-Office-365-for-learning-and-teaching) can support this approach.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** | **Week** | | **Topic** |
| **Learning outcomes** | | **Context** *Stage in the course, links to prior and/or subsequent learning* | |
| **How will the student meet the learning outcomes?** *(including preparatory tasks and activity, ‘class’ activity and follow up activities outside of the session)* | | **Teaching Activity:** *(including preparation tasks eg. set-up and creation of resources, supporting activity while students engage in tasks, role in ‘class’)* | |
| **How will we know the learning outcomes have been met?** | | | |

|  |  |  |
| --- | --- | --- |
| Learning type | **Students engage in:** | **Online possibilities include:** |
| Acquisition | Accessing new concepts, theories, vocabulary, models, and methodologies | Watching ‘flipped’ lectures/recorded discussions; undertaking guided readings using online library resources; accessing multimedia resources (from LSE and elsewhere), including websites, podcasts, animations, videos and online quizzes |
| Investigation | Searching for and evaluating new ideas and data | Developing literature reviews and critiques using a discussion forum, blog or wiki; accessing Open Education Resources; undertaking action research, adapted for an online and/or socially distanced environment; undertaking data analysis tasks |
| Discussion | Engaging in analytical and creative dialogue with faculty and/or peers | Participating in Moodle discussion forums, at a specific time (synchronous) or run over an extended period (asynchronous). Zoom seminars can include message discussions, which can be captured through recording, and also enables students to meet in sub-groups or Peer Study groups via ‘breakout rooms’ |
| Collaboration | Working together in small groups to achieve a common project goal | Working together using collaborative tools such as the Moodle discussion forum or Zoom breakout rooms, students can build a joint digital output and complete a task entirely online |
| Practice | Applied activities such as case studies and problem sets | Real practice tasks, both individual and collaborative, can be supplemented by videos of methods, online simulations, models and sample data sets, online case studies and quizzes. |
| Production | Working individually or collaboratively to produce an output, which can be in any form | Most outputs, such as essays, policy papers, presentations, articles, videos and podcasts are digital or adaptable to online versions. Students need clear guidance on how to upload their work and may need additional guidance on developing different forms. |

These examples draw on Laurillard’s (2001) conversational framework for the effective use of learning technologies.