

General Thoughts on Lesson Planning

Best-practice in lesson planning (e.g., sample lesson recipes for faculty to leverage that engage both sets of learners equitably)

- 1) Leverage active learning (group work, debates, gallery walks, guided discussion, co-creation, and role play)
- 2) Design lessons that can be equitably consumed and mastered by both modalities (e.g., not including in-person white boarding as the only option for notes, but using the DTEN whiteboard function and projecting to both audiences)
- 3) Consider lessons that activate student agency in some way (e.g., 2 or 3 activities that they can choose from by voting).
- 4) Consider how you will share materials: D2L announcement or Zoom chat. Remember, you can add files in Zoom chat as an attachment.
- 5) Switch between lecture and active learning sessions frequently. Do not lecture for more than 10-15 minutes at a time. Think of this as chunking content - present 1-2 concepts, then apply them using an activity. Review and repeat.
- 6) Consider using an entry and/or exit ticket to find out where students are at on a particular set of topics.
 - a) [Socrative](#), Zoom polls, [Polleverywhere](#), or [Slido](#) are examples of technology that could help.
 - b) Entry tickets could be used as a real-time data-driven method to shape content review.
- 7) Develop a habit of repeating questions to the class, by modality, in order to give space to each set of students to answer without feeling they are interrupting others. You could also consider alternating the answers of questions between modality, as long as there is equitable weight. Examples:
 - a) "Here's a question that we had here Face-to-Face"
 - b) "That's a great point. (Name of Student) just said X, Y, and Z; can someone joining us online share their thoughts on that?"
 - c) "(Name of Student) on chat just said, 'X, Y, Z.' Great point! Can someone from this table please share their thoughts on that?"

Bimodal Lesson Plan Template

[You're encouraged to use this lesson plan template to plan for your bimodal course. Feel free to erase the content and add your own notes, thoughts, and plans.]

Strategy (Time)	Activity (Suggestions below - feel free to swap in your own activities)	
Setup (30 minutes prior to class)	• Arrive 30 minutes early to ensure tech is functional and ready to go. • Reach out to LITs [Dial 888 on a classroom phone] and CTLE - joelke@nl.edu if you have questions or need troubleshooting. • Mindset & Considerations ○ Before starting class, think about how you will address the question, "Why are some students virtual?" A dialogue about not jumping to assumptions about our peers is recommended. Many want to get vaccinated, but can't, and we need to keep that in mind. ○ Create a safe space by sharing your vulnerability around the Zoom in Person (ZiP) format. Knowing that this is a work in progress will create empathy and a sense of shared learning.	
Gathering (10 mins)	• Start the class with an icebreaker • Check in on where students are at emotionally and with class expectations • Option 1: Transition to next session with a content-focused entry ticket that revisits material from assigned readings or homework. • Option 2: Transition to the next session with a Kahoot game to review key terms.	
	Virtual Considerations	Onground Considerations
	• Share screen with prompt for icebreaker • Send a chat to check-in with students attending virtually • Let students attending virtually know that you'll be walking around the room to check-in with students, but remind students that you'll be able to see your chat or hear them if they unmute. • Make sure entry ticket or	• Ensure the Zoom screen is shared to classroom TVs. • It is recommended that you ask everyone (including F2F students) to join Zoom. Many activities will require them to interact on Zoom anyhow. <i>Make sure they mute their mics and speakers.</i> • Walk around the room • Remind students in the class that you'll be checking in on virtual participants -

	kahoot link is available in D2L or share in chat.	potentially via chat. You are still available to them, if needed. • Also, consider enlisting F2F students to help monitor the chat. • Make sure entry ticket or kahoot link is available in D2L or share in chat. • In Zoom, you can see everyone's names. Consider asking students to create name cards directed at the camera for everyone to see.
Content Review (15 minutes)	• The first content delivery of the day will be reviewing key topics from the entry ticket/kahoot game - focus on points from the review or reading/homework that students did not seem to fully grasp.	
	Virtual Considerations	Onground Considerations
	• When reviewing content from Kahoot or entry ticket, bounce back and forth between asking questions to virtual and onground students. • Look for students in Kahoot attending virtually so that you can bring them into the discussion. • Zoom participants are in a different order for everyone. If you're going to ask folks to share in a particular order, consider writing out that order and sharing it on screen. Bouncing back and forth between virtual participants and onground participants will help the class feel more cohesive.	• When reviewing content from Kahoot or entry ticket, bounce back and forth between asking questions to virtual and onground students. • Alternatively, ask a F2F student to share and then choose a virtual participant to share next.
Active Deep-Dive	Perspective Groups • Using a source that either goes beyond assigned readings or	

(30 minutes)	bridges to a new concept, engage students in both modalities by creating discussion groups.	
	• Make sure each group has as many members as there are groups. • Ask each group to review the material from a different perspective, as relevant to the content. (Psychology example: Ask one group to review this article from a behavioral perspective, and another group to review it from an evolutionary perspective). • Rotate students (mixing on-ground and online students) such that each group has a member in it from each perspective. • Ask students to discuss the article from their assigned perspective. • Then, ask students to express their own perspective on the article and the assigned perspectives. • Whole class debrief	
	Virtual Considerations	Onground Considerations
	• Be mindful when creating breakout rooms. • For this particular activity, create at least enough breakout rooms to match the number of students per group. (i.e., 5 groups with 5 students in each group - there will likely be overages too). • Once students are assigned, you can add extra groups. These are useful for student 1-on-1s • Make a note (Screenshot or pic with your smartphone works too) of where the students started in breakout rooms. Once you start moving them around, it'll be easy to forget who was where originally. • If you want to visit a breakout room, you can move DTEN to a breakout room as if it were a participant in the class. This will allow you to speak	• For the rotation component of this exercise, it is recommended that you have F2F students join breakout rooms with virtual students. (This assumes F2F students are also logged-in to Zoom.) • The DTEN will need to be muted and students will need to use headphones for bimodal conversations. • When debriefing, there is a slight delay in the audio of Zoom that can make it difficult to jump into a conversation. Please keep this in mind and: ○ Provide explicit space/time for virtual students to weigh-in on the conversation. ○ Utilize the hand raise feature in Zoom (for all, not just virtual participants).

	with and be seen by students in that breakout room as if you floated to their table.	
Break (10 minutes) And Check-in	During break, check-in with onground students 1-on-1. See how they're keeping up with the demands of school and the demands outside the classroom. Let them know you're there for them.	
	Virtual Considerations	Onground Considerations
	- Communicate to virtual participants that you'll be taking a break and that during this break, you'll be chatting with students in class. - Share with them your plan to do the same with them later in the class.	- This time can also be used to check-in about how the bimodal format is going. - Seek feedback from students about what's going well and what could be better.
Content Review (25 minutes)	- Share a link with students to Google Slides you have prepared. The slides should contain an outline of content that you would present; however, this outline has blanks and incorrect information in it. - Option 1: Work together as a whole class to research, fill-in the blanks, and correct the outline. - Option 2: Using breakout rooms for Zoom participants (or all participants), students can work in groups to fill in the blanks and correct the errors in the outline. (Note: Students will need to download a copy of the slides.) - Float around the room (and to breakout rooms) to answer student questions and gauge completion. - Students can make comments or add directly to their Google Slides collaboratively, in real time. - Twist: Make this competitive! - Review as a class	
	Virtual Considerations	Onground Considerations
	- If this will be done in groups, rather than as a whole class, you'll need to create breakout rooms. - Also, it is recommended to share a separate slide	Consider assigning F2F students to a computer in the room. Then, they can all look at the screen together and share that screen via Zoom when it's time to review. This

	presentation for each breakout room. Google Slides makes it easy to create copies of a presentation that you have already created. • Create these ahead of time and put the links for each group into a single document that you can share (rather than jumping around to each breakout room to share their Google Slides). • Floating around to breakout rooms can be done by moving the DTEN participant, or your personal avatar,* to each breakout room.	also makes it easy for you to assess their progress. • Be sure to alternate between F2F participants and virtual participants. “Thank you, Maria. Can someone online point out another error in this slide? James, I know you found one, you’ve got this!”
Active Deep-Dive (40 minutes)	Mind Web • Create two slides in a Jamboard. • On the first slide, write a concept in the middle of the slide that was just reviewed. • On the second slide, place an image that represents the concept. • Ask students to use post-its on slide 1 and images on slide 2 to create a mind web for the concept. The reason for words and images being separate is that students may feel more comfortable working with one over the other. • You might direct them to use free association or to connect to the concept in a specific way: ○ How does this concept present itself in your family, culture, ethnic group? ○ How might this concept connect to your career? ○ What opportunities for bias exist in this concept? • Debrief as a class.	
	Virtual Considerations	Onground Considerations
	• Share a link to the Jamboard in the chat for virtual students. • Make sure you model Jamboard via screen share so that everyone	• F2F students should be logged into zoom as well for this activity. • F2F students can also share a classroom computer, if needed - but that will

	understands how to access both slides.	spotlight their responses, which could make it uncomfortable for them. • Share a link to the Jamboard in the chat for F2F students.
Online Check-ins	• These will be done during the activity above. • Chat students to pull them into a breakout room and check-in with them 1-on-1. See how they're keeping up with the demands of school and the demands outside the classroom. Let them know you're there for them.	
	Virtual Considerations	Onground Considerations
	• Send private messages to each student to let them know you'll be asking them to join a breakout room. • Add them to a breakout room, which will notify them to join. Then, click "Join" to follow them to the room. • It is recommended to use headphones, or step outside the room to ensure privacy for the 1-on-1 quick checks.	• Communicate to F2F participants that you'll be communicating with virtual students during this activity to check-in with them, just as you did with F2F students earlier in the class.
Dismiss	• When the lesson is closing, consider administering a quick Exit Ticket to check for understanding and to gather information on the experience. For students on Zoom, you can use a Google Form or a SurveyMonkey, and for students in the room, ask them to write their answers on a sheet of paper and hand them to you on the way out of the room (emphasize that it is optional though). Good questions to ask: Q1: What was most meaningful you learned today? Q2: What is still confusing to you? Q3: Check-in with students for feedback about how the ZiP went: ○ What went well? ○ What can we improve for next time?	
	Virtual Considerations	Onground Considerations
	• A socrative or Zoom poll would be the best way to collect this information.	• A socrative or Zoom poll would be the best way to collect this information.

		• F2F students could also use note cards to jot down ideas.
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