MULTIMODAL LESSON PLANNING TEMPLATE
(FROM TRADITIONAL DELIVERY FORMAT)

Consider what knowledge and/or skills will the learner need to perform the task as you fill in your template.

- What **information** is needed to achieve the result?
- What **practice** opportunities are needed to achieve the result?
- What **dialogue** is needed to achieve the result?
- What **feedback** opportunities are needed to achieve the result?

A traditional lesson is one that is delivered fully online or fully in-person (face-to-face). Refer to an actual lesson for this activity. This may be a lesson you have taught; you are teaching or plan to teach. As you complete the template, yellow boxes* denote synchronous learning while blue^ represents an asynchronous learning environment.

SYNCHRONOUS (Face-to-Face) *	ASYNCHRONOUS ^

Part A - Lesson Information

In part A of the template, lesson information, enter the course title, name of the instructor, the lesson student learning objectives, and the course readings. Although the form states chapter, it might be a publisher lesson, textbook chapter, article, or book, for example.

LESSON INFORMATION

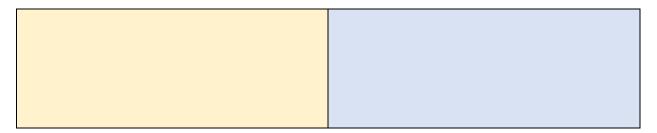| COURSE	
LESSON TITLE	
INSTRUCTOR	
LEARNING OBJECTIVE(S)	What will the learner be able to do or demonstrate knowledge of at the conclusion of the lesson?
WIIFM	Why does it matter?
EVALUATION	How will the learner demonstrate this ability? What is the desired result?
BOOK CHAPTER	What are the required readings and resources

Part B – Before class pre-work

When designing lessons, consider using a sandwich or burger approach. The bread or bun bookend the lesson. The meat or protein of the lesson is in the middle. In part B of the template, Pre-Work, enter the readings, activities and assessments that the learners will complete before class. If there are activities to complete, questions to answer or consider while reading or viewing a video, consider adding helpful instructions you can share with the learners in the module lesson overview area. Pre-work tasks may be performed individually and asynchronously -- or not.

When creating for HyFlex delivery, the bookends (B and E) may be conducted asynchronously. But, they do not need to be. If you want to create your lesson with the option of presenting the pre-work in class or online, use the 2-column area and fill-in each side when tasked. Enter the in-person tasks on one side and online on the other side. Alternately, if you want to only differentiate the delivery mode of the "CLASS" work, fill in the online or in-person side now and leave the other side blank when you complete the alterative, equivalent lessons, activities and assessments.

Pre-work might be a pre-lesson and out-of-class quiz for determining the level of knowledge or skill learners have before the lesson. Or, in-person, the quiz might take the form of a class game or group response aided by a student response system or polling application.

PRE-WORK (BEFORE CLASS)

Parts C & D – Class in person and Class online

As stated, parts C and D are the "meat" of the lesson. Both are classroom activities in the traditional sense. One is for online and the other in-person. Class time is where learning is reinforced and skills are developed with as much faculty presence as needed to assist learners. As you did for section B, complete one side of the template (C or D) regardless of whether you are moving from a face-to-face (F2F) lesson to online or vice-versa. Ideally, activities in this part should be challenging but not to the extent of frustrating the learner. Choice (learner control) is important. Therefore, if possible, think of multiple ways for learners to engage with the content (view a video, read a paper, hear a podcast, etc.) and practice or apply what is being learned (paper, presentation, activity authentic to the field of study, etc.). Multiple means of representation, multiple means of engagement and multiple means of action and expression are core practices of Universal Design for Learning (UDL). Try to employ these strategies in your lessons. You will complete the other part (C or D) in Lesson 3.
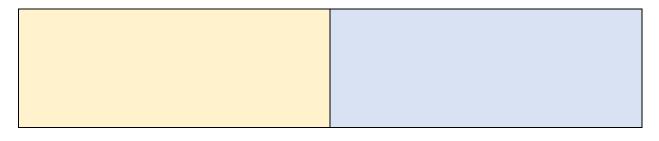
IN-PERSON CLASS	*EQUIVALENT*	**ONLINE CLASS**

Part E – Homework

Part E is the homework portion of the lesson. 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. Homework activities should not be busy work. A homework activity may be correcting errors and misconceptions identified during the class activity. Or, it may be practice and application of lesson concepts and skills. It may be parts of a longer or capstone project. Homework might be practice quiz or test content. Self-testing is an efficient learning strategy. However, 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? Not only do learners prefer choice, they do not want to waste their time. You might ask learners to create homework activities and quiz questions and share with peers. 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.
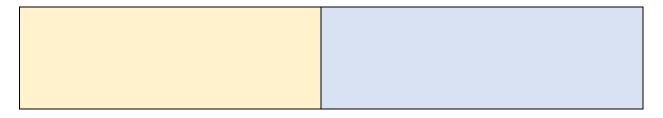
HOMEWORK OR ASSESSMENT

Part F – Questions

Part F is the questions area of the template. Note any questions and/or issues you need resolved in order to create or deliver the lesson. 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. This is where you remind yourself to get help or resolve issues. MOOCs (Massive Open Online Courses) can teach us several strategies for retaining learners.

- Some MOOCs focus on content delivery. Remember, an effective learning experience requires interactivity, communication, and community. Course content should be a starting point, not the end point.
- 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. You might do this by offering tips, structuring your course using neuroscience learning strategies, or include a learner success module or link to a success course. Ideally, you want to promote learner self-efficacy and self-regulation skills.
- Consider the technologies you will use for the course. Consider also, whether the learners will need help with technology and where they receive support.
- Do you know how large your class size can scale to without degrading the learning experience?
- Do you have a quality improvement plan?
- How will you know your course was effective?

QUESTIONS/ISSUES/NOTES

Directions for traditional course delivery fully online or fully face-to-face to HyFlex
- Complete one side of the instrument with the course as it is now
- Complete the other side of the course with equivalent content, activities and assessments as the 1st side completed

Directions for hybrid course delivery to HyFlex
- Complete the appropriate side of the instrument with the course delivery per section as it is now
- Complete the other side of the instrument per sections with equivalent content, activities and assessments as the 1st side completed