A black background with a black square

Description automatically generated with medium confidenceBlended Learning Planner

**Planner**



**What to do:** As you design learning stations to provide blended learning, consider the skills you’re targeting, the resources available, the number of participating students, and the number of staff available. Use a chart like this one to help you plan.

**Why it matters:** The benefits of blended learning include support for small-group instruction, variety to keep students engaged, opportunities for peer-to-peer collaboration, and options for differentiating instruction as needed.

**Tip:** Blended learning uses several learning approaches (e.g., teacher-guided, web-based, print-based, technology-enabled). This format provides opportunities to vary support to each student based on their prior knowledge and level of mastery. This type of support is also known as scaffolding. Your program may use blended learning for any type of activity, including academic interventions. You may choose to use certain approaches during the school year and others during summer programming. Partner with the school day to align goals and maximize effectiveness.

# Blended Learning Plan Example

**Description or Theme of Learning Station:** Mathematics

|  |  |  |
| --- | --- | --- |
| **Step 1: Focus** | **Step 2: Approach** | **Step 3: Logistics** |
| *What academic skills are targeted?* | *How will students engage with the content?* | *What do you need to consider?* |
| * Problem-solving * Measurement | * Small-group, teacher-guided instruction * Math software * Skill-targeted tablet games | * Number of students: 8 * Number of staff needed: 2 * Equipment: laptops, tablets * Software: math software, tablet games * Materials: measuring tools, manipulatives, paper, pens |

# Your Plans

|  |  |  |
| --- | --- | --- |
| **Step 1: Focus** | **Step 2: Approach** | **Step 3: Logistics** |
| *What academic skills are targeted?* | *How will students engage with the content?* | *What do you need to consider?* |
|  |  | Number of students:  Number of staff needed:  Equipment:  Software:  Materials:  Other: |

Before implementing a blended learning environment, you should instruct, model, and demonstrate for the students:

* + How the learning environment is organized
  + How they’re expected to engage in each activity
  + How and when to transition between activities
  + How to request facilitator support

Make the purpose, rules, and expectations clear to all participants. Watch the learning within each activity to assess its effectiveness. Check to see if students seem engaged, distracted, or bored. Adjust activities to ensure student engagement.

Use the space below to think through the specifics:

**Organization:**  How many activities will be provided?

How will you set up the room?

Will students collect materials, or will the materials be at each table?

Will students work independently or as a group within each activity?

How will you communicate expectations?

How and when will students transition from one activity to the next?

How will you group students?

**Supervision:**  General only  Periodic check

Demonstrations and explanations  Active supervision

**Equipment/software/materials needed:**

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**Activity steps/instructions:** *(station instruction card or paper to include)*

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# Reflect

As students engage in your blended activities, observe and reflect on what you see. Use this form to analyze the effectiveness of the activities and make plans to improve for next time.

|  |  |  |  |
| --- | --- | --- | --- |
| **I Observe …** | **Yes** | **No** | **Notes** |
| Students actively use each station |  |  |  |
| Instructions are clear, little supervision is needed |  |  |  |
| All students engage with the materials |  |  |  |
| Positive outcomes |  |  |  |
| Students meet learning objectives |  |  |  |

**Comments, changes, extensions:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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