

Sample Lesson Plan for Mixed Mode Teaching (for an 80-min class)

This is just to demonstrate how a class session can be redesigned or reorganized with choices of activities for Mixed Mode teaching and what to pay attention to with the two groups of audiences (F2F and online). The time estimation proposed for each activity is for reference only. Instructors may customize your own lesson plan with the choices of activities and the time spans that suit your topics.

The instructor and TA should set up the classroom before the class starts, which may take around 5-10 mins. Refer to the procedure [here](#).

Events of instructions	Estimated time	F2F students	Online students
Stimulating recall of prior learning and informing students of the objectives	5 mins	<p>Elaborate the suggested solution of the review questions</p> <ul style="list-style-type: none"> Assuming students had completed a weekly online quiz before class using Canvas Quizzes/Assignments. The purpose of the online quiz is to review the materials of the previous class. This event is for instructor to review the suggested solution with the students. <p>Explain the learning objectives of the class today and explain relationship of concepts to previous class</p> <p>Instructor:</p> <ul style="list-style-type: none"> Instructor may conduct Q&A to F2F students primarily. With the help of TA, instructor may also obtain “non-verbal feedback” from online students, such as “Yes”, “No”, etc. during the review. After taking inquiries from F2F students after the activity, instructor should refer to the TA and check if online students would like to speak up. <p>TA:</p> <ul style="list-style-type: none"> TA may respond to technically-related inquiries from online students through Chat. Subject to instructor’s request, TA should collate the non-verbal feedback result for the instructor and reset the non-verbal feedback afterwards. TA should inform the instructors in case online students “raise hand” for inquiries. 	

Presenting the stimulus	15 mins	Mini lecture 1 Students watch mini-lecture in classroom	Students watch mini-lecture via Zoom
		Note: Besides conducting the mini-lecture live in class, instructors may also consider other means to deliver the content, such as launching a chunk of pre-recorded video.	
Application and consolidation of the mini-lecture <i>(Choice 1)</i>	30 mins	<u>Learning activity: Think-Pair-Share</u>	
		5 mins	1. Introduce the Think-Pair-Share activity Instructor gives instructions on the think-pair-share activity, and requires students to breakout into 2-3 persons to think and discuss base on the given guiding questions for about 5 mins. In the instruction, indicate clearly how students should present/submit their output. It is recommended for groups to send a representative to post their “responses” to the discussion forum in Canvas, and be ready to make clarifications as requested.
	TA: <ul style="list-style-type: none"> • Configure the breakout groups for online students in the meantime. To save time assigning students into breakout group, consider using the ‘Random assign’ feature. • TA should make sure that all students are assigned with some students to work with in the breakout room. If necessary, TA may require assigning students into breakout rooms manually 		
	10 mins	2. Conduct the Think-Pair-Share activity	
		Students group with 2-3 people to start the activity. They share/respond to the guidance questions provided After 5 mins, instructor reminds groups to send a representative to post the responses to the discussion forum.	Students share through breakout groups via Zoom After 5 mins, broadcast an announcement to inform student representatives to post the responses to Canvas.

		<p>Instructor:</p> <p>Provide scaffolding to F2F students primarily. Keep good track of the time during the activity. Countdown timers, such as https://www.online-stopwatch.com/countdown-timer/, would help keep track of the time.</p> <p>If time is allowed, check with TA for inquiries from online students.</p>	<p>TA:</p> <p>Get into each breakout room to ensure the group discussions are in progress.</p> <p>Try to answer the inquiries from breakout groups and inform instructor in case there are some inquiries which requires instructor to clarify.</p>
	15 min	<p>3. Review students' responses and provide feedback</p> <p>Instructor brings students back from breakouts. Review the responses on the discussion forum and do a wrap up/provide feedback. If necessary, ask student representative for clarification.</p> <p>Instructor:</p> <p>When asking a F2F student representative, be sure the ceiling mic is on or the Mic4Me receiver is close enough to the student so that online students can also hear the F2F student well. When asking online student representative to make comments, TA can help unmute for the representative.</p> <p>TA:</p> <p>In case the instructor requires further clarifications from the online students, unmute the online representative who raise hand.</p>	
<p>Application and consolidation of the mini-lecture</p> <p><i>(Choice 2)</i></p>	<p>30 mins</p> <p>5 mins</p>	<p>Learning activity: Case study and presentation</p> <p>1. Introduce the background of the case study</p> <p>Instructor introduces students with the “Case Study”, which combines concepts covered in previous classes and the mini-lecture, and explain what students will need to do in this activity. For example, create a 2-slide presentation to list the issues you see and explain the impacts it might have on your lives. Be sure to use the terms/concepts you have learnt so far.</p> <p>Note: Instructor can ask students to collaborate using Excel or Word in Office 365. A list of other collaboration tools are listed below.</p> <p>TA:</p>	

		Configure the breakout groups for online students during the mini lecture. To save time assigning students into breakout group, consider using the 'Random assign' feature.	
15 mins	2. Discuss the case study and prepare slide deck for presentation in groups Note: Instructor should prepare links of the collaborative PowerPoint document in Office 365 for EACH group and post in Canvas beforehand (See sample here)		
	Discuss in groups of 4-5 people and collaborate in Office 365 PowerPoint	Assign 4-5 people into each breakout room to discuss verbally in Zoom, and collaborate in the Office 365 PowerPoint	
	Instructor: Walk around the classroom and provide scaffolding if necessary. Keep good track of the time during the activity. Countdown timers, such as https://www.online-stopwatch.com/countdown-timer/ , would help keep track of the time.	TA: Enable the breakout groups and get into each breakout room to ensure the group discussions are in progress. Should try to answer the inquiries from breakout groups, inform instructor in case there are some inquiries which requires instructors to clarify. Visit the Office 365 documents of student groups to ensure they are in progress. End the breakouts and bring groups back to main room	
10 mins	3. Group presentations and debrief Instructor invites one F2F group and one online group to present their findings using the slide decks that were created during the group discussion. For F2F group, they can come forward to the teacher's desk for presentation while for online group, one representative can share his/her screen and do the presentation via Zoom. Instructor provides feedback based on students' presentations.		
Click here for more interactive activity ideas you can use as choices			

Presenting the stimulus	25 mins	Mini lecture 2 Students watch mini-lecture in classroom	Students watch mini-lecture via Zoom
		Note: Besides conducting the mini-lecture live in class, instructors may also consider other means to deliver the content, such as launching a chunk of pre-recorded video.	
		Polling in Mini lecture 2 To enhance the interactivity in a mini-lecture, instructor may consider engaging students through polling. iPRS is the institutional tool that allows students, regardless of their physical locations, to respond to the pre-defined questions. Instead of putting up the questions on the fly, instructors are required to preset the questions prior to the class. <ul style="list-style-type: none"> ○ <i>Students should install HKUST iLearn mobile app in their smart device before class. The mobile app is available for both Android and iOS devices.</i> ○ <i>Instructor provides Access Code to the Poll on the PPT slide and ask students to answer the question(s) based on Mini-lecture 2:</i> Instructor shows and debriefs poll results from students.	
Assess performance	5 mins	Class wrap-up and one-minute-paper Instructor summarizes key points from the mini-lectures, ask students to complete a 1-minute paper (using Canvas Assignments) before leaving the class and assigns activities for all students to complete before next class	
		TA: Take questions from online students in Group Chat, consolidate and summarize the questions for instructors to follow up after class.	
Total: 80 mins			

NOTE:

- The durations of the activity choices are estimated based on 25-30 F2F students plus 25-30 online students. Instructors need to plan ahead and adjust the duration accordingly if they have more students in class. The scope of guiding questions and other discussion activities may also affect the duration of the learning activity.

- Refer to “[Good Practices for Instructor teaching with Zoom](#)” and “[Good Practices for TA support with Zoom](#)” guidelines when teaching in Mixed Mode. Please expect some preparation work to be done for online students before class starts.
- Instructor should convey the ground rules of mixed mode classroom to online students. Some examples of basic ground rules such as :
 - Arrive at the Zoom meeting 5 mins before class and check the connection
 - Keep the web camera up throughout the class
 - Make use of non-verbal feedback to participate in the class activities
 - Raise hand to speak up in class, TA will unmute you and let you speak
 - All textual inquiries through Chat will be collected by TA and to be addressed after class
- For classes without TA support, instructors are expected to also take the role of TA as suggested in the teaching plan.
- To ensure smoother access to links and files that will be used throughout the class, you may want to provide them in one place using [Canvas Modules](#). This will allow F2F, online and absent students watching the recording after the class follow along.
- Instructor should also publish the Zoom recording in Canvas after the class.

Other Resources that can work for F2F and Online classes:

Activity	Tools	Possible Use
Polling	HKUST iPRS , Mentimeter , Slido	Allows instructor to conduct live polls, quizzes, Q&A or word clouds.
Virtual Whiteboards	Mural , Miro , Padlet , LucidChart	Allows groups or the whole class to collaborate, brainstorm or post ideas at the same time.
Annotation Tools	Hypothesis , Perusal , NowComment ,	Allows students, groups or the class to collaboratively read, annotate, comment or ask questions on the document while they are reading.