

If you are looking to engage your students in an online environment using pedagogical approaches that are evidence-based but aren't sure exactly how to do it or aren't sure what tools you can use to make it happen, this script can serve as a helpful guide. It is a flipped classroom design that gets students doing pre-class work, engages them in small-group work during class, and follows up with a post class activity.

Specifically, this script is designed to:

- get your students working ahead of your online synchronous class by having them read/review materials and reflect on them in a pre-class assignment;
- provide you with an opportunity to glimpse into what your students are thinking so that you can make the most of your time with them;
- engage your students in purposeful and efficient group work during your synchronous class;
- follow face-to-face time with a chance for consolidation and feedback on a homework task.

Lesson script overview - Flipped class with group work

STEP 1: Asynchronous pre-class activity:

1.1. Instructor – Prepare and assign

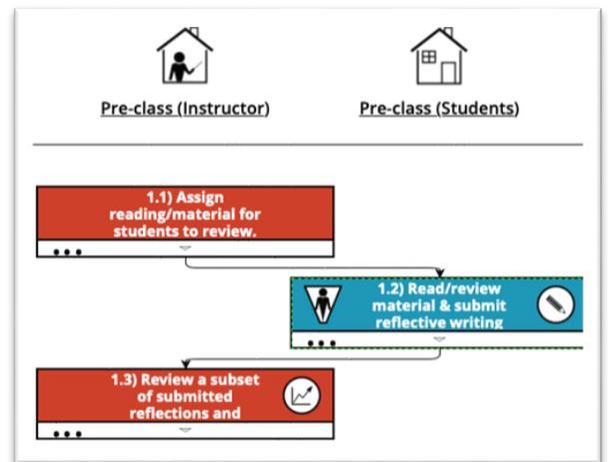
- Prepare and assign material (text, video, etc.) for students to review before synchronous class.

1.2. Students - Review material and submit a reflective writing assignment

- Review the assigned material (without formally studying it) and then submit written reflections on the things that were confusing/difficult.
 - Click [here](#) for detailed RW instructions to give your students.

1.3. Instructor - review student reflections

- Review a sub-set (approx. one third should do) of the RW submissions and use this to guide the preparation for the online class.
 - Click [here](#) for an example of how you might use RWs to start your in-class mini-lecture.



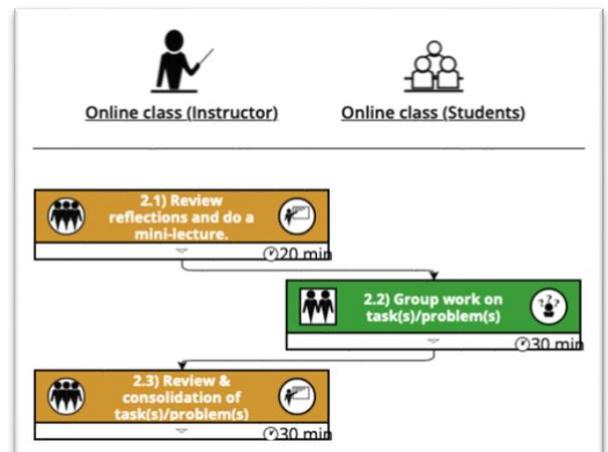
Step 1 tech tips for on-line learning:

- **Moodle** easily allows steps 1.1 to 1.3 to be done on-line. Click [here](#) to see how.
- **MyDALITE** easily allows steps 1.1 to 1.3 to be done on-line *but it adds a component of interactivity that allows students to see and reflect on each other's reflections*. Click [here](#) to see how.
- Both **Moodle** and **MyDALITE** also allow you to add multiple choice questions to Step 1.

STEP 2: Synchronous online class:

2.1 - Instructor – Review RW and mini-lecture

- Begin your class with a review of student reflections and do a mini lecture that addresses with what students found confusing/difficult. (This step should take about 20 minutes.)



2.2. Group work:

2.2.1. Instructor - Assign a task and set groups.

- Clearly specify:
 - 1) what you want students to do;
 - 2) what artifact you want them to generate (i.e. Google doc, scanned sketches etc.), and;
 - 3) how much time they have (less than 30 min. is probably a good idea).
- Monitor the students as they work in groups.

2.2.2. Students: Work in groups cooperatively on task(s)/problem(s) and produce the artifact(s) requested.

2.3. Instructor - Review and consolidate

- Review the task(s) along with the student generated artifacts and end the online class by consolidating what you want them to take away from the activity.

Step 2 tech tips for on-line learning:

- **Zoom** easily allows for the creation of breakout rooms where students can talk, use the chat and write on a shared canvas. Click [here](#) to see how.
- **Span** easily allows students to work on a shared canvas that is dynamic and accessed through a web browser. Click [here](#) to see how.

STEP 3: An asynchronous post-class follow-up:

3.1. Instructor - Post class notes and/or solutions

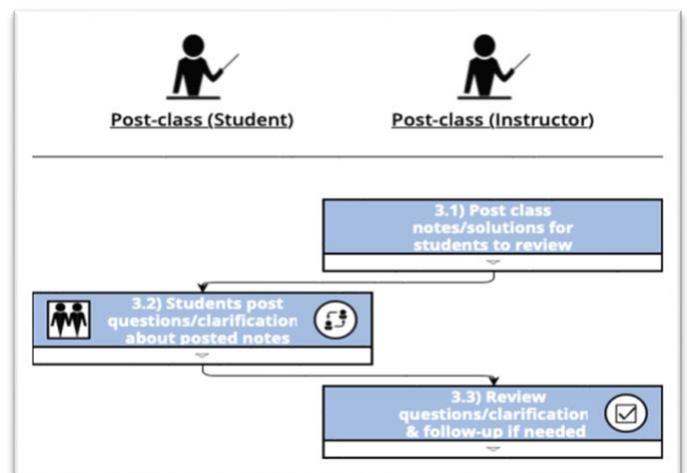
- Provide students with proper notes/ solutions so that there are no mistaken ideas/elements from the group work that you might have missed.

3.2. Students – Review and ask questions

- Review notes/solutions and then submit questions, reflections or ask for clarifications.

3.3. Instructor – Final feedback

- Provide students with feedback on common/persistent questions, reflections and provide clarification to the most important points.



Step 3 tech tips for on-line learning:

- **Moodle** easily allows **step 3.1** to be done on-line and then **Mio** or **email** can be used for **steps 3.2** and **3.3**.
- **Perusall** allows **step 3** to be done on-line in a dynamic and interactive way. Using Perusall instructors post PDF versions of documents and then have students collectively annotate them. Students can even help each other, and the instructor gets to see and manage it all through a web browser or Moodle module. Click [here](#) to see how.

For more detailed information:

- ➔ For a complete and detailed **flow diagram** for this script click [here](#).
- ➔ For details on the **What-Who-Why-How** for this script click [here](#).