Instructor Implementation Guide

Flex Model to Encourage Autonomy

In the Flex Model, learners work through customized and flexible playlists of learning objectives and activities within a lesson, unit, or entire course. Instructors provide support on a flexible and adaptive basis.

This method is great for:

- Catering to learners' individual needs rather than catering to the needs of an entire class
- Maximizing learner autonomy and agency

Before the lesson

Instructor should create a mini-lesson and check for understanding questions, and assign digital content to reflect on learner progress to see who might need support during class time.

- Pull supplemental resources to support learners' independent and collaborative work.
- Create check for understanding questions to measure comprehension, and create a reflection.

Instructor will also determine which, if any, learners should be pulled for targeted support.

During the lesson

Whole Group Instruction / Check for Understanding
Instructor begin by introducing the concept for today's lesson, followed by a quick check for understanding to determine what learners already know and what support they need from today's exercise.

Work Time
Learners move through activities as they see fit, deciding how to spend their time. There are four activities that learners can choose from:

- Asynchronous Digital Content: Learners move at their own pace through an online course or digital content; learners will be at different stages in their progress through the course.
  - Launch a web page in Class so learners don't have to leave the application.
- Targeted Small Group with Instructor: Provide targeted support in breakout rooms, letting learners come to you as they need help; alternatively, predetermine which learners to pull based on needs.
- Choice Independent Work: Launch relevant content, like web pages or videos in Class so learners can access these resources as needed.
- Creation / Collaboration Station: a breakout room for learners to work together on long-term projects or get support and learn from each other as they need it.
  - Learners can make thinking visible to each other using the whiteboard feature.

Reflection / Check for Understanding
Instructor brings learners back together to reflect or check for understanding. Learners demonstrate their learning from activities and determine on what they need to work on.

After the lesson

Instructor uses the dashboard to view and reflect on an individual student or whole-class data.

Instructor review learners' work from the independent and collaboration stations and check for understanding, along with learner reflections, to see where there are misconceptions and make plans to address in upcoming lessons.