Blended Learning Planner

Pick a model, plan a week and launch your first blended program

1. Your program

Program name and audience

By the end, learners will be able to...

Constraints (where learners are, time per week, devices, rooms, trainers)

2. The 6 models at a glance

Model	What it is	Best for	Typical week
Station rotation	Rotate between online, teacher-led and hands-on stations in one room	K-12 classrooms, workshops	3 x 20-minute stations per class
Lab rotation	Move to a lab or shared space for the online part	Schools and centers with a shared lab	3 days in class, 2 in the lab
Flipped classroom	Content online first, practice and feedback in person	Higher ed, workplace training	Short video before each session, practice during it
Flex	Self-paced online backbone with on-demand coaching	Mixed levels, adult learners	Own pace online, 2-3 coaching drop-ins
À la carte	Add a fully online course to an in-person program	Filling gaps, more choice	2-3 hours a week in one online course
Enriched virtual	Mostly online, with required in-person sessions	Remote or busy learners	Online all week, live session every 1-2 weeks

3. Model picker grid

Find the row that matches where your learners are and how much self-pacing you need, then read across to your setting.

Learners / self-pacing	K-12 school	College or university	Workplace training
Mostly on site / group moves together	Station rotation	Flipped classroom	Flipped classroom
Mostly on site / own pace	Flex	Flex	Flex
Mix of on site and remote / group	Lab rotation	Flipped classroom	Flipped classroom
Mix of on site and remote / own pace	À la carte	Enriched virtual	Flex
Mostly remote / group	Enriched virtual	Enriched virtual	Enriched virtual
Mostly remote / own pace	À la carte	Enriched virtual	Enriched virtual

4. What goes online vs. in person

Online (alone, any time)	In person or live (together)
Explanations, demos and short videos	Practice with feedback, role-play and labs
Readings and reference material	Discussion, questions and problem-solving
Knowledge checks and quizzes	Group projects and peer review
Self-paced practice and refreshers	Hands-on skills and sign-off
My content:	My content:

5. Plan one week

	Mon	Tue	Wed	Thu	Fri
Online					
Live / in person					
On the job / practice					

6. Launch checklist

- ☐ Learning outcome written as something learners can do
- ☐ Model chosen and one typical week sketched
- ☐ Every live session builds on an online module
- ☐ Online modules are short (5-20 minutes) and end with a task
- ☐ Device and internet access checked for every learner
- ☐ Facilitators briefed on the format and their role
- ☐ Learners told how the program works and what to do each week
- ☐ Reminders set up for online work before live sessions
- ☐ Pilot group chosen and feedback questions ready
- ☐ Measures and baseline agreed before launch

7. How you will measure it

Level	What to measure	Your target
1. Engagement	Online completion, live attendance	
2. Learning	Quiz scores, quality of practice tasks	
3. Application	Skill used on the job or in the next course	
4. Results	Grades, time to proficiency, quality or business numbers	

Full guide with examples: elearningsolutionslab.com/blended-learning/ | Need help? elearningsolutionslab.com/contact/