

## 2. FLS layout checklist

The checklist in table 2 can be used when designing the layout and furnishings of a FLS. It shows the items you should consider to facilitate the optimal use of the space. The action items pertain to the relationships between the subject of instruction, the professionalisation and support for teachers, and the layout and furnishings of the space.

Interaction between students within a group	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 How many groups of various sizes fit at the tables/work stations?	= Preferably one group per table
0 When and how can online students participate in group discussions?	= Technology and organisation of interaction between students participating online and on location.
0 Can all students in the group participate, listen, and view the work assignment?	= Size and shape of the tables = Use of online and offline media (screen, whiteboards, online platform, ...)
0 Which delegation of roles within the group may be encouraged by the layout and facilities available in the space? Is this desirable?	= Table shape (round vs. rectangle) = Group use of online and offline media = Interaction between students participating online and on location
0 How long do students work in the group layout, and in which postures?	= Sit/stand tables = Height and comfort of the chairs/stools
Interaction between the teacher and the groups	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 How does the space facilitate presentations to the group as a whole?	= Optimisation of the combination of writing and presentation in a group layout (digital, analogue)
0 How can students share digital group assignments with the teacher and other groups?	= Share screens via central control
0 When and how can online students interact with the teacher in a group layout?	= Visibly integrating online students in the on-location group layout, for example via moveable digital screens
0 Can teachers monitor group assignments and offer support as needed?	= Space between the tables to allow teachers to walk around among the groups. = Possibility to view group screens from individual work stations

## Checklist (cont.)

Interaction between the different groups	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 Is it desirable for the groups to be able to interact?	= Possibility for students to change tables = Possibility to separate groups from one another
0 If so, how can the interaction between groups be organised, both digitally and on location?	
0 If not, how can the interaction between groups be prevented?	
Interaction between students and the content of the lesson materials	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 Do all students have access to the lesson materials, either online or on location?	= Sharing lesson materials digitally and on location, both before and during the lesson = Digital and physical presentation, sharing and exchange of lesson materials and student products
0 Can students see the information shown digitally or on location when addressing the entire class?	
0 Can students work on (digital) group assignment products at the same time?	
Diversity of work formats and learning activities	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 Which layouts can be used in the space?	= Mobility of furnishings = Size and shape of tables and chairs
0 How often and how quickly can the layout be changed before, during and after the lesson?	
0 Which work formats and learning activities can be organised using the specific layouts?	
Correspondence between lesson design and implementation	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 Are the functions of the specific space suitable for the lesson type?	= Potential physical layouts = Hybrid layout for students participating online and on location = Online and physical media and other materials
0 Can all work formats and learning activities described in the lesson plan be conducted in the specific space?	
0 Which preparations must the teacher make to conduct the lesson in the specific space?	= Educational & technical support
0 Which support is needed before, during and after the lesson in order to implement the lesson plan?	

## Checklist (cont.)

The ability to use the facilities, multimedia & technology in the FLS	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 Which facilities, media and technology may be used for the implementation of the lesson plan?	= Option of using a combination of online and on location facilities, media and technologies
0 Are the teachers and students able to use the facilities, multimedia and technology available?	= Arrange for educational & technical support
0 How much time is needed before and during the lesson to set up the technology and desired layout?	= Schedule extra time to practice using the facilities, media and technology.
0 Which support is available to help teachers and students use the facilities, multimedia and technology?	= Educational support in the development of lesson plans = (Ad hoc) technical support in the use of facilities, media and technology = Good, concise user manuals
Dealing with (un)expected factors through ad hoc adjustments to the lesson plan	
ACTION ITEM	CONSEQUENCE, IMPLICATION & CRITERIA
0 Which problems might occur that could impede the implementation of the lesson plan?	= Conduct a problem analysis and identify crucial aspects of the lesson that must always be able to be implemented
0 Which measures can be implemented to limit the risks posed to the implementation of the lesson?	= Give all materials that you can share to the students before the lesson. = Provide materials used during the lesson both online and offline = Record the lesson, so students can watch it later = Only organise the learning activities that must be conducted simultaneously in the FLS = When students can either participate online or on location, design the lessons specifically as hybrid learning activities
0 Which alternative strategies can be used if unexpected problems occur during the lesson?	= Have a 'plan B'

Table 2. Checklist of action areas for the (re-)design of the FLS