



Lesson Planning for Asynchronous Teaching

Start With Purpose

Before choosing activities or tools, answer:

- What should learners be able to do? (apply, differentiate, analyze)
- What type of thinking is required? (foundational, applied, reflective)
- How does this lesson connect to the week or course?

High Impact Teaching Modalities

Micro-Lectures (5-10 min)

Short, focused videos covering a single concept

Hint: break down big topics (ex. Diabetes) into multiple short lectures

Guided Notes

One-page worksheets or reasoning maps to structure thinking

Screencasts & Demonstrations

Model documentation, prescribing decisions, or clinical tools

Structured Discussions

Role-based prompts, case-based rounds, or two-part posts

Peer Interaction Options

Padlet boards, peer review, shared clinical pearls, or short audio/video posts

Reflection in Action

1-2 concise prompts to connect learning to practice

WebQuest

Guided exploration of curated resources, analyze information, and complete a structured task independently

Asynchronous teaching is most effective when it blends varied modalities, intentional design, and clinical application. Small adjustments create meaningful engagement and stronger NP reasoning.