



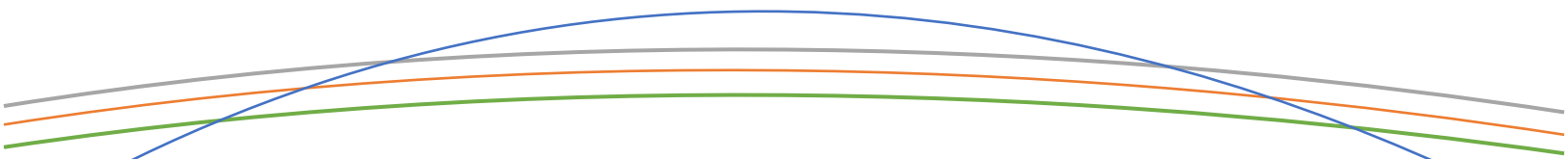
- ❖ How Learning Outcomes Inform Learning and Teaching?
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LESSON PLANNING

The Nuts and Bolts of the Process



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Lesson Planning – The Nuts and Bolts of the Process

How Do Learning Outcomes Inform Learning and Teaching Practices?

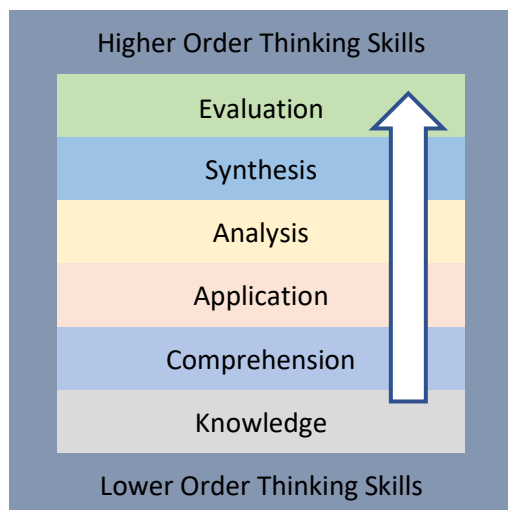
Learning outcomes guide the instructor and the learner.

Instructor	Learner
<ul style="list-style-type: none">• The content for each class;• The teaching and learning strategies used;• The experiential learning/tasks for learners; and• Class and course assessment.	<ul style="list-style-type: none">• The knowledge, skills, abilities and dispositions that they must acquire and be able to demonstrate during the course; and• The learning attributes that they must be able to communicate during assessment processes.

Samples of Quality Learning Outcomes

At the conclusion of this course, learners will be able to:

1. Debate the foundational assumptions, central ideas, and dominant criticisms of the behaviourist, constructivist, and post-modern approaches to writing learning outcomes for college programs.
2. Describe the differences of annual reports for corporations and not-for-profit businesses as outlined by Jones and Harris (2012).
3. Write an annual report for a not-for-profit organization that follows the five areas of criteria for annual reports as outlined by Smith and Jones (2014).



Lesson Planning – The Nuts and Bolts of the Process

Before Developing your Lesson Plan, Think About:

What is a class lesson?

- An organized set of learning episodes designed to present one piece of your course while working toward achieving one or more learning outcomes.
- What are your course learning outcomes?



The parts and flow of a lesson plan

Every lesson plan is a complete segment that you create for the purposes of new learning. Think about who your students are as you create lesson plans.

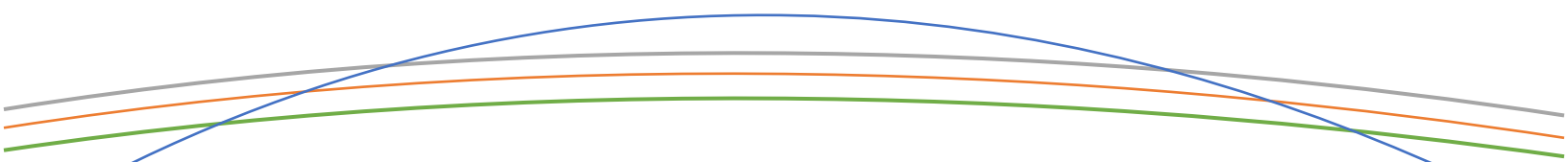
- Who are my students?
- What do they already know?
- Why is this learning necessary?
- What must they learn?
- What must they do to learn?
- How must students illustrate their learning?

Lessons should build seamlessly into the next. Each lesson plan should build upon previous learning.

Using the appropriate Teaching and Learning Techniques

The techniques you plan for your class lesson depend on:

- The types of students in your class and their previous knowledge;
- The type of learning outcomes to be achieved;
- The physical teaching environment and the available equipment and resources; and
- Your philosophy of how people learn.



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Teaching and Learning Techniques

To convey theory, use:

- Short Presentations
- Discussion Groups
- Interview an Expert
- Selected Reading
- Case Studies
- Demonstration by an Expert
- Group Problem Solving

To involve people, use:

- Discussion
- Field Trips
- Role Playing
- Guided experience
- Written work
- Case study
- Group work, such as jigsaw learning

To provide balanced presentation of a controversial subject, use:

- Discussion group
- Selected reading
- Debate
- Panel discussion
- Simulation

To teach a skill, use:

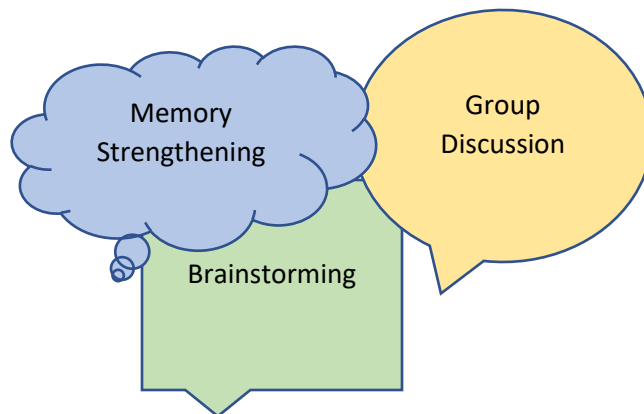
- Demonstration
- Guided experiences
- Labs
- Practice with feedback (coaching)

To pool thoughts and ideas, use:

- Discussion
- Group work
- Brainstorming
- World café

To reinforce memory, use:

- Drill
- Practice with feedback (coaching)
- Memory aids
- Written work



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Lesson Planning Checklists

Guidelines for creating meaningful lesson plans.

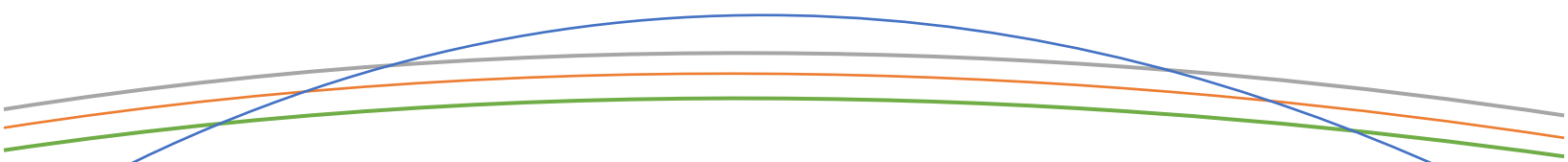
At the beginning, I plan to:

- 1. Use a bridge-in to capture students' interest and engage them in learning.....
- 2. Determine what students know about the topic.....
- 3. Connect learning to previous learning.....
- 4. Make the learning outcomes clear.....
- 5. Ensure that students are learning material that is meaningful to the subject and new.....
- 6. Facilitate opportunities for students to practice transferring theory to practice.....
- 7. Review and build on related material.....

At the end, I plan to:

Provide the proper closure to the lesson. To do this, I will:

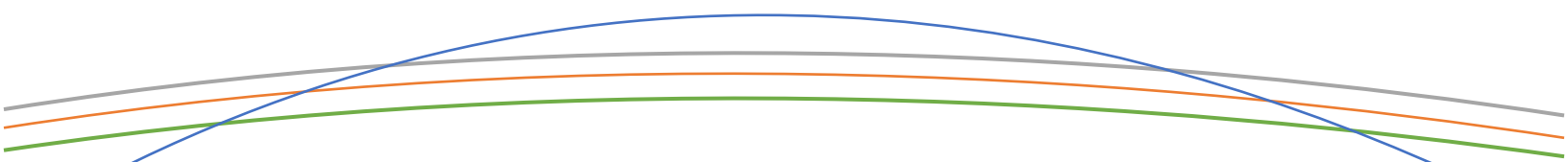
- 1. Assess what students have learned in relation to learning outcomes.....
- 2. Summarize the lesson.....
- 3. Connect the lesson to real life and/or the next lesson.....
- 4. Identify types of resources related to the lesson that are available on Moodle.....
- 5. Identify in my notes, the gaps in knowledge that you hoped to achieve but did not.....



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Sample Lesson Plan Template I

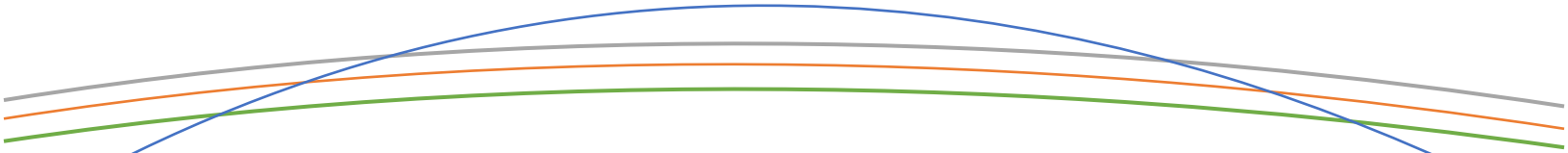
Lesson Plan			
Date: _____			
Title of the Lesson: _____		Unit of Study: _____	
Previous day content:			
Learning Outcomes:		Assessment at end of Class:	
Time:	Lesson Content:	Teaching and Learning Strategies:	Materials/Resources:
Bloom's Taxonomy: <input type="checkbox"/> Knowledge <input type="checkbox"/> Understanding <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation		Multiple Intelligences: <input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Spatial <input type="checkbox"/> Musical <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Modifications:			
Personal Notes/Other Considerations:			
Items on Moodle:			



Lesson Planning – The Nuts and Bolts of the Process

Sample Lesson Plan Template II

Learning Outcomes:				
	Stages	Instructional Process	Content	Media Required
Time	Beginning			
	Middle			
	End			
Personal Notes:				
Items on Moodle:				



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Sample Lesson Plan Template III

Lesson Title:			
Learning Outcomes:			
Time		Lesson Plan	Resources
	Review and Bridge-in (Motivation) Connecting Learning from previous class		
	Pre-Assessment		

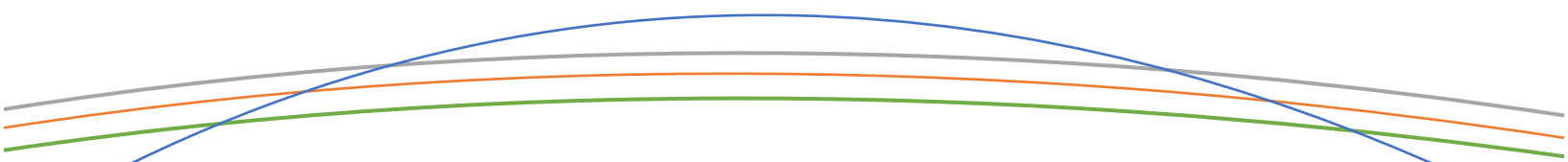
Time		Instructional Process	Learner Activities/Guides	Resources Required
	Beginning			
	Middle			
	End			

Assessment of Learning Outcome at end of class:

Summary/Closure:

Personal Notes/Other Considerations:

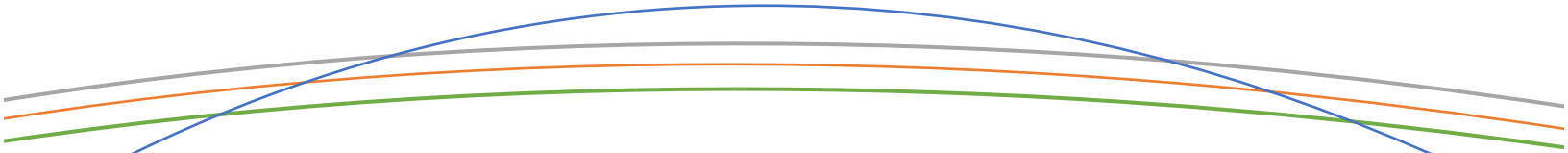
Items on Moodle:



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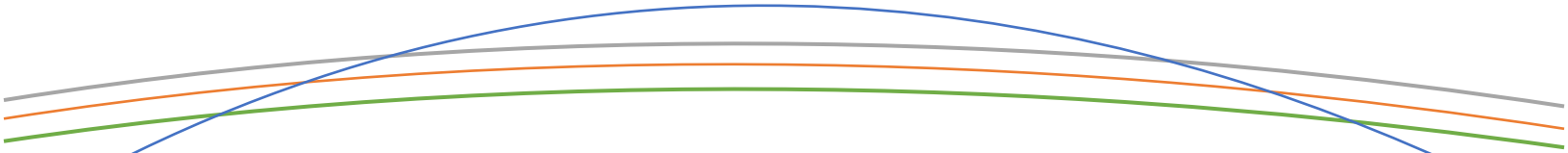
Sample Lesson Plan Template IV

Lesson Plan Title:			
Bridge-in (Motivation):		Resources:	
Pre-Assessment:		Resources:	
Learning Outcomes:			
Time	Instructional Process	Learner’s Activities	Resources
	Beginning		
	Middle		
	End		
Post-Assessment:			



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Notes and Ideas:



Learning and Applied Research and Education Technology

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