

Topic: Lesson Planning

- A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting.

A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Phase 1: Introduction

- **Set a purpose.** Describe the overarching reason for this lesson.
- **Introduce the key concepts, topic, main idea.** Get students on the right track. This step may be a note on the board, a diagram, or a probing question of the day's lesson focus.
- **Pull students into the excitement of learning.** Seize students' attention with items like an amazing fact, a funny quirk, a challenge, or other mind tickler.
- **Make the learning relevant.** Explain how this lesson extends past learning and leads to future learning—that is, the significance of the concepts, skills, and focus of the lesson.

Phase 2: Foundation

- **Check on previous knowledge.** Verify what students already know.
- **Clarify key points.** Double-check on learning from the past.
- **Focus on specific standards, objectives, goals.** Link the lesson to the standards, and let students know exactly what they will know and be able to do as a result of this lesson.
- **Check for correctness and add to background knowledge.** Add extra information for the day's learning and beyond—just enough to launch into the main lesson.
- **Introduce key vocabulary.** See it; say it; read it; write it.

Phase 3: Brain Activation

- **Ask questions to clarify ideas and to add knowledge.** Engage students in the learning and build background with probing questions.
- **Brainstorm main ideas.** Fill students' heads with ideas, concepts, possibilities; allow them to expand and clarify their thinking.
- **Clarify and correct misconceptions.** Engage students in activities that will inform you as to whether students are confused or have incorrect ideas so corrections can be made before the misconceptions become worse or detrimental to learning.

Phase 4: Body of New Information

- **Provide teacher input.** Lecture, add key points and new information, read the text or articles, and solve problems. Present the body of the lesson. This may be a whole-class lecture, a small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet).

Phase 5: Clarification

- **Check for understanding with sample problems, situations, questions.** Have students practice with the information just taught. Guide the learning.

Phase 6: Practice and Review

- **Provide time for practice and review.** Allow students time to practice under your supervision. You and the students work together.

Phase 7: Independent Practice

- **Supervise students' independent practice.** Select additional strategies for small groups of students who still do not "get it." Other students may begin to work independently, with the final goal being that all students can work on their own. This practice prepares students for successful homework, and it prepares them for future learning.

Phase 8: Closure

- **Bring the lesson to closure.** Link the lesson phases and information together. Summarize the learning of the day, and discuss how it fits into the big vision for learning. Have students demonstrate what they know and can do by writing a brief note to hand in as they leave; the note may include questions, problems, or ideas on the learning. Alternatively, they may write in their journals or explain their understanding to a partner.

Lesson Plan Template

- Time allotment—how much time to spend with each lesson phase, such as the introduction and the body of new information.
- Lesson phase—an explanation of the elements of each phase.
- Details—Space for writing a supply list, page numbers, predetermined discussion questions, and other key lesson points.

Related Website link: <http://www.ascd.org/publications/books/>

Modes of delivery

The traditional form of teaching in a University often involves lectures being given to large groups of students, accompanied by tutorials and workshops, with some independent study. However, there are several other modes of delivery that can also be very effective, and you may have come across terms such as the flipped classroom and problem based learning. This information below is designed to give you an overview of various modes of delivery you can consider in your teaching and learning.

1. Flipped classroom

The flipped classroom is a pedagogical model where lecture and homework elements are reversed. This means that a recording of a lecture is viewed by students at home before coming to the lecture, and then the contact time itself is devoted to discussion and activities

- More flexibility and personalisation for students
- Increases interactions through active learning experiences during class time
- Improves learners' confidence and success
- Provides time for reflection
- Encourages independent learning
- Promotes peer learning

2. Problem based learning

Whereas in traditional teaching a lecturer would give students information or the 'answers', in problem based learning you present students with a problem rather than a solution. This allows students to become more active in their learning as they work out which information they need to find out to solve a particular problem. There are many advantages to students in using this approach, as it allows them to:

- Develop transferable and employability skills that will be useful in the workplace
- Improve communication and team working
- Practice research and information processing
- Develop debating and analytical skills

3. Work based learning

As the name suggests, this mode of delivery provides students with real-life work experiences to aid their learning and improve their employability. Workplace learning is integrated into the curriculum to allow students to experience theories in practice. This could be done through internships, job shadowing or field trips.

- develop their professional identity
- advance their theoretical knowledge and transferable skills
- communicate effectively to people in diverse roles
- engage in teamwork, problem posing and solving, and self-management
- enhance their digital literacy skills, and
- understand at a practice level what ethical practice means

4. Blended learning

Blended learning (also known as hybrid learning) is when traditional classroom teaching is combined with online learning and independent study, allowing the student to have more control over the time, pace and style of their learning.

A blended course combines face-to-face elements, such as classroom or laboratory sessions, with online learning elements such as narrated presentations, videos and online forums.

Blended courses include online content/activities to support face-to-face learning, or divide learning into online components and face-to-face components.

5. Student-led learning

Student- or peer-led learning is where students themselves facilitate their learning, often by students in the year above guiding students in group activities to discuss materials with their peers and solve problems. This helps them to think through what they have previously been taught and encourages collaborative learning.

Related Website link: <https://www2.le.ac.uk/offices/li/designing-your-course/modes-of-delivery>

<https://federation.edu.au/staff/learning-and-teaching/teaching-practice/learning/delivery-modes-for-learning>

