

# Planning for Learning

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# Lesson Planning, Teaching and Evaluating

- The objectives of the lesson, the learning intentions and success criteria
- What material will be used and how it will be presented
- The pace of the lesson and what activities may be used
- How to deal with students who do not understand the concepts
- Evaluation and feedback

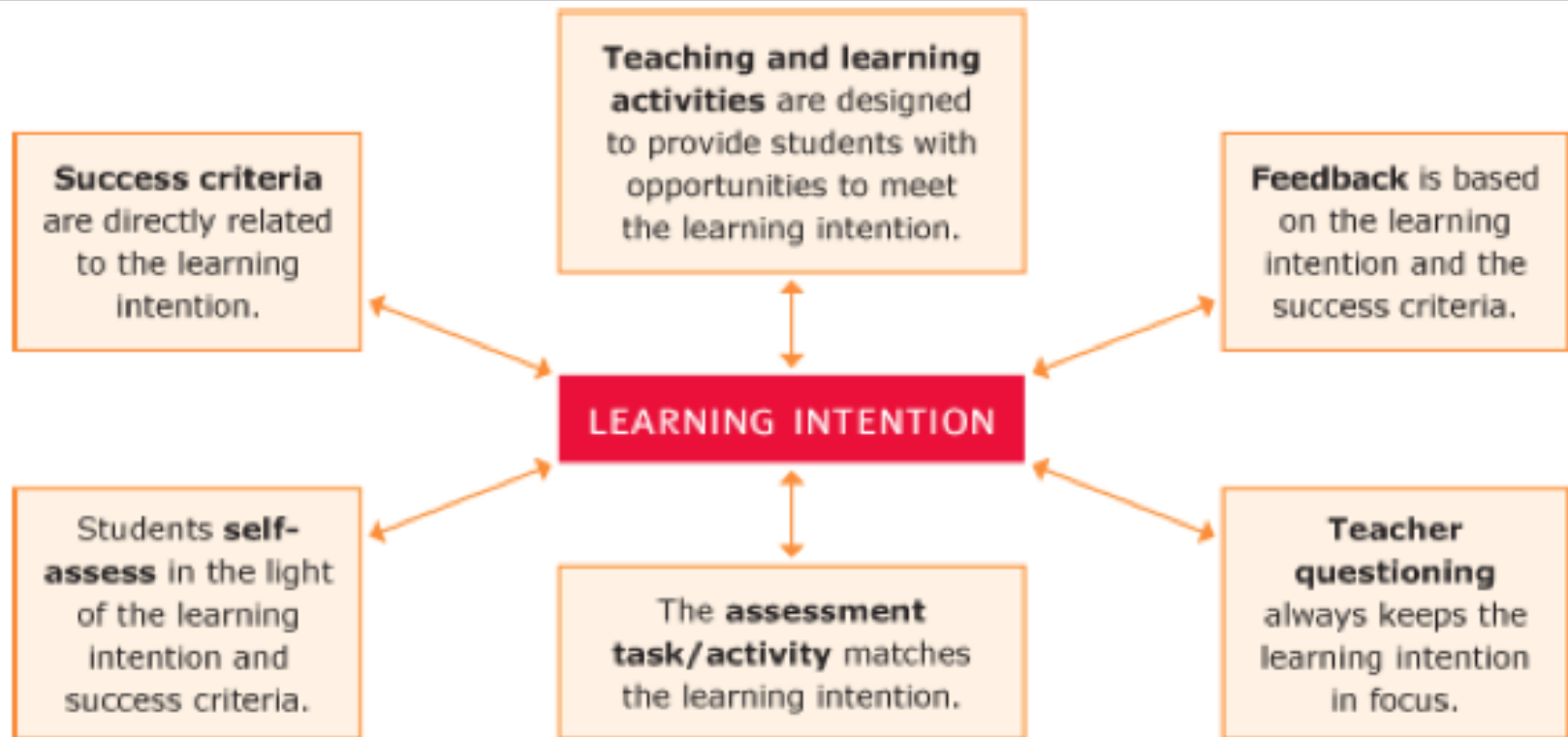


# Learning goals

- When planning teachers should think carefully about the goal of the lesson (learning intention) and how the goal is achieved (success criteria).



# Setting the Goals for a Lesson



# Assessment

- Formative assessment is a critical part of the learning process. Leave time in the lesson to discuss learning progress with your students.



# Reflecting on the Learning

- Think like your students...will they be able to see how each activity is connected to the purpose and goals of the lesson?
- They should be asking these questions:
  - What have I learnt in this activity/lesson?
  - How well have I met the success criteria?
  - How do I know I have learnt?
  - What are the next steps in my learning?



# Class management

- This is easier in technical workshops where people want to attend but sometimes it will be an issue.
- Remember that you are in charge and it is your responsibility to provide an environment where people can learn.



# Getting students set to learn

- Step 1: Review
  - Typically at the beginning of the lesson, review previous material that is relevant to this lesson
- Step 2: Anticipatory Set
  - Getting students to focus their attention on the material to be presented -- getting them interested or prepared for what they are about to learn





# Instruction

- Step 3: Objective
  - State the objective for the lesson
- Step 4: Input and Modeling
  - Presenting new information to students
  - Modeling where appropriate as one form of instruction



# Checking for understanding

- Step 5: Checking Understanding
  - Determining whether or not students are making sense of the material as the material is being presented
- Step 6: Guided Practice
  - Immediately after instruction students are given the opportunity to apply or practice what they have just learned and receive immediate feedback.



# How are *checking understanding* and *guided practice* different?

- Checking understanding occurs in the process of instruction and is often a whole-class process by observing body language or asking a simple question to the whole class.
- Guided practice takes place just after instruction has occurred and may be done individually.
- Both involve quickly assessing whether students understand what has just been presented.



# Independent practice

- Step 7: Independent Practice
  - After students appear to understand the new material they are given the opportunity to further apply or practice using the new information.
  - This may occur in class or as homework, but there should be a short period of time between instruction and practice and between practice and feedback.



# Teaching is not telling

- Learning how to teach is about much more than collecting a set of activities to use in the classroom.
- The ideal teacher understands how students learn and recognizes a number of factors that impinge on the quality of students' learning; and, on the basis of that understanding, chooses and employs teaching procedures and approaches to promote learning



# Teaching is problematic

- Teachers who teach for understanding develop professional knowledge about teaching and improve their practice through reflecting on their practice and on the experiences and insights of other teachers.
  - This commonly involves trying to think about teaching and learning from different perspectives in order to develop deeper understandings of teaching and learning situations.



# References

- Understanding and Developing Science Teachers' Pedagogical Content Knowledge
  - John Loughran, Amanda Berry and Pamela Mulhall
- Teaching Experience Handbook, Faculty of Education, Victoria University of Wellington



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