

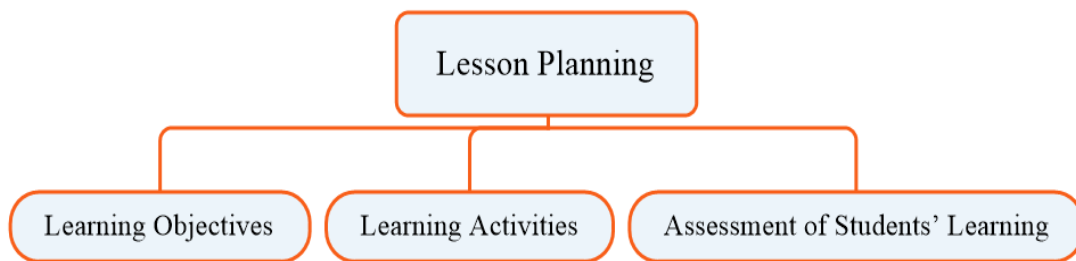


LESSON PLANNING



Whether you have been teaching for years or are new to teaching, **planning lessons** in advance is important because it can **help teachers to be well-prepared** and be aware of what they intend to teach. Planning lessons may help with your confidence level and allow you to map out how each class fits into, and **prepares students** to meet course learning outcomes.

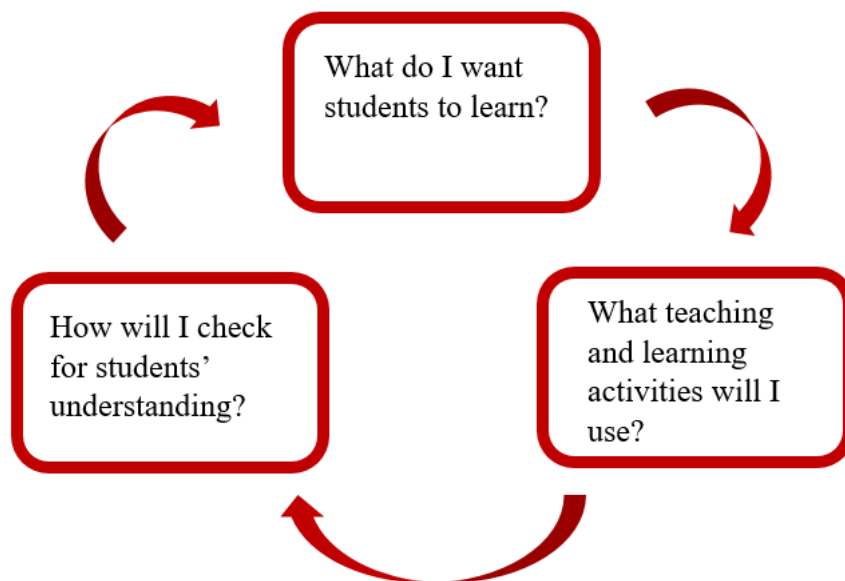
These three main components are addressed and integrated in an effective lesson plan:



Responding to the questions in Figure 1 will help you plan your lessons more effectively.

Figure 1

Fundamental Questions in Lesson Planning





1. Identify the Learning Objectives

To begin with lesson planning, it is important to know the objectives of the course being taught. A teacher should be prepared not only to teach the students but also to make sure that they retain the skills and knowledge beyond the class. The questions could be as follows:

What is the subject of the course?

What should the students understand regarding the subject?

Should they take away from the subject at the end of the class?

Share the day's learning outcome(s) or guiding question(s) with the students to give them the big picture for the day.

[The Writing Learning Outcome](#) is a useful resource for writing learning objectives that can be used in your lesson plan.



2. Plan the Learning Activities

The teacher should prepare different learning activities for the students to understand the topic from various aspects. When preparing a lesson plan, you can estimate how much time you will spend on each of these activities. There are some questions that will help you to plan learning activities;

What will I do to explain and illustrate the topic in a different way?

How should learning materials be selected and/or adapted, considering students' age, prior knowledge, and interest?

What are the learning activities for accomplishing the learning objectives?

What procedures will students need to follow to complete the activities?

It's not enough to stand at the front of the classroom every day and deliver a lecture. Students learn best when they're actively engaged with the content, so teachers need to add variety into their lessons.

The learning activities will help you in determining how to develop and provide high-impact learning experiences for your students in your lesson.



Some learning activities are discussed below;

Learning Activity	Procedure
Lecture	Convey concepts verbally, often with visual aids (e.g. presentation slides)
Drill and Practice	Problem/task is presented to students where they are asked to provide the answer.
Discussion	Students discuss a topic in class based on a reading, video, or problem.
Active Review Sessions (Games or Simulations)	The instructor poses questions and the students work on them in groups or individually. Students are asked to show their responses to the class and discuss any differences.
Case Studies	Use real-life stories to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences.
Brainstorming	Introduce a topic or problem and then ask for student input. Give students a minute to write down their ideas, and then record them on the board.
Role Playing	Students are asked to "act out" a part or a position to get a better idea of the concepts and theories being discussed.
Jigsaw Discussion	It is a collaborative group structure that distributes work across students and provides students with the opportunity to be an expert for their peers in order to deepen comprehension and increase engagement.
Think-Pair-Share	Have students work individually on a problem or reflect on a passage. Students then compare their responses with a partner and synthesize a joint solution to share with the entire class.
Concept Mapping	A diagram that illustrates the connections between related concepts. It can be very useful to help students see patterns or common themes in course material.
Muddiest Point	A version of the one-minute paper where students write for a minute or two on the concepts or material that most confuses them. These statements can be very helpful for seeing whether and where students are getting lost.
Reflection Journal	Written records of students' intellectual and emotional reactions to a given topic on a regular basis. (e.g. weekly after each lesson)
Quiz	Exercise to assess the level of student understanding. Questions can take many forms, e.g. multiple-choice, short-answer, essay etc.



3. Assessment of Students' Learning

A lesson plan is not complete without an assessment component. Some guiding questions to consider for **using quality assessments** are:

How can you determine whether the lesson objectives have been accomplished at the end of the lesson?

What kind of product, if any, will you expect from students at the end of the lesson?

Perhaps most importantly, what will you do with the assessment results for building your next lesson?

Developing a Conclusion

At the end of the lesson, **summarize** the key points in an engaging way. Connect the lesson with what comes next and leave them with a **question** for the next class. Also, asking students to summarize key points, or write down on a piece of paper what they think were the main points of the lesson are other ways of developing a **conclusion**.

Considering Time Issue

A good plan considers how much time the class needs to spend on each learning activity, and how those activities are spread out. Also, it is helpful to pair the **learning activity** with a timeline to help keep the class on schedule. Here are some strategies:



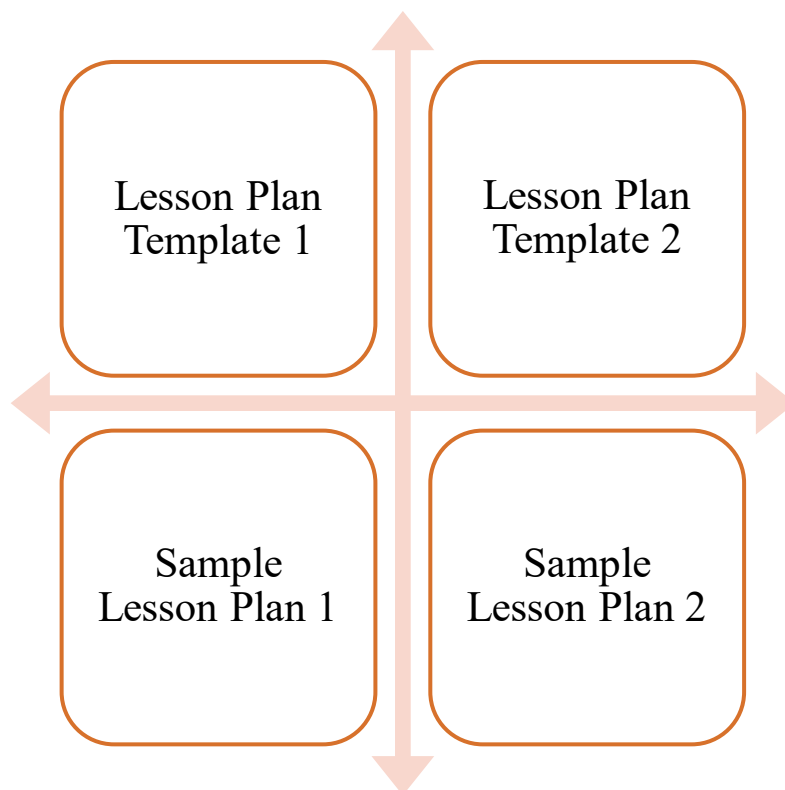
Estimating how many minutes will be spent on each learning activity.

Adding extra time at the end of class in case students have questions or need additional help along the way.

Plannig an extra activity or discussion question in case you have time left.

Here are different lesson planning templates and sample lesson plans that can be modified and used in your lesson. These resources are useful for instructors looking to build their own lesson plans.

You can click on the links below to access the files.





References

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EDUCAUSE (2005). Potential Learning Activities. Retrived from <https://www.educause.edu/ir/library/PDF/pub7101.PDF>

Milkova, S. (2012). Strategies for effective lesson planning. Retrieved from http://www.crlt.umich.edu/gsis/p2_5

Xianxuan Xu and James H. Stronge (2019) *How to Assess a Lesson Plan*. Retrived from <https://www.solutiontree.com/blog/lesson-plan-assessment/>

Lesson Planning. Retrived from <https://www.algonquincollege.com/profres/lesson-planning/>

Further Reading and Resources

- Video Clips of GSIs at the University of Michigan Actively Engaging sStudents in a Practice Teaching Session:

<https://crlte.engin.umich.edu/engineering-gsi-videos/>

- Step-by-Step Guidelines for Teaching: Lesson Planning (2017). Retrived from <https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>

Professor Jack C. Richards - Lessons and Lesson Plans sponsored by Cambridge University Press. https://www.youtube.com/watch?v=3ne57zsG_I8&ab_channel=wwwGVPconz