

Planning Instruction

Planning instruction with the following components produces a well-structured session. Informal pre and post assessments help you determine the right level of difficulty and determine if the desired learning has been achieved.

<p>1. Bridge-In</p> <p><i>Help motivate students to learn</i></p>	<p>Get the students attention and motivate them. Why should they care?</p> <p><i>Some strategies:</i></p> <ul style="list-style-type: none"> • Pose a provocative question linked to a current topic or the students personal lives • Offer a startling statement or unusual fact • Link to something they know or to which they can relate • Link the current topic to material already studied or to future learning • Tell a story connected with the lesson topic
<p>2. Objective</p> <p><i>What is the point of this session?</i></p>	<p>By the end of the instructional session what should students to know or be able to do? Make this very simple and clear; we don't usually tell them and assume they know.</p> <p>E.g. By the end of this session you should be able to:</p> <ul style="list-style-type: none"> • Explain a particular model or system • Solve a particular type of equation • Apply a particular theory • Analyse something (text, problem, equation)
<p>3. Pre-Assessment</p> <p><i>What do they already know about this topic?</i></p>	<p>What prior learning do they bring to the class?</p> <p><i>Some strategies:</i></p> <ul style="list-style-type: none"> • Ask a question and ask for a show of hands. E.g., “How many of you are familiar with the term “cognitive dissonance?” • Put a multiple-choice question on an overhead and ask for a show of hands for a response. • Offer a quick pen and paper quiz to be self scored (questions should take no more than 3 mins to answer)
<p>4. Participatory Learning</p> <p><i>How will you involve them in working directly with the material?</i></p>	<p>Get the students actively involved.</p> <p><i>Some strategies:</i></p> <ul style="list-style-type: none"> • Ask a question for students to respond briefly in their notes. E.g., In two or three sentences summarize the concept. Open the floor for follow up (e.g., let's hear some of your answers). • Display a question or problem on board. Ask students to try individually, then review, share and solicit strategies to answer. • A demonstration (e.g., everyone tosses a coin to introduce probability) • Small group discussion (prepare some good questions in advance). • Make up case studies, scenarios, simulations, or role-play.
<p>5. Post-Assessment</p> <p><i>Did they get it?</i></p>	<p>Did students learn? Were the desired objectives met?</p> <p>Basic Knowledge and thinking</p> <ul style="list-style-type: none"> • Multiple choice on an overhead (students can mark their own, or a partner's answers – this provides feedback to students as to whether they have grasped concepts not included in their grading) • True/False ; Matching; completion; short answer <p>Higher level</p> <ul style="list-style-type: none"> • Problem solving tasks • Provide a scenario to which they must apply concepts covered in class <p>Skill</p> <ul style="list-style-type: none"> • Ask them to practice the skill. E.g, provide a scenario, or problems to solve. • Performance or demonstration <p>Attitude</p> <ul style="list-style-type: none"> • Ask students to write a reflection.
<p>6. Summary/ Closure /Connection to Overall Course</p> <p><i>Provide the take away message</i></p>	<p>Wrap up, provide closure or indicate next steps.</p> <p><i>Some strategies:</i></p> <ul style="list-style-type: none"> • Content review • Summarize main points • Ask for feedback on a slip of paper. E.g., What would be helpful next time? • Put current session in context of the course. “So we have looked at topics A, B and C; next week we will put the three together and look at implementation.” • Thank students for their attention, participation, insights, or involvement...