

Lesson Planning

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Now that you have an overall plan as to how you are going to teach the class, it is time to prepare your individual lessons.

Just as there are course learning objectives you may also have learning objectives for each lesson. The following is a suggested process you may go through in designing a lesson:

1. List the Lesson Objectives
2. Design the Assessments/Assignments that will use to measure if the students have learned the lesson or not.
3. List the content areas that will need to be covered (in order) to meet the content covered in the Assessments
4. Consider the best ways in which content can be taught. This is specific to your teaching style and the nature of the content. Some content lends itself to lecture while other types of content lend themselves to practice...it is up to YOU the instructor to determine what is the best way to teach the lesson
5. Decide upon the use of technology and media in facilitating learning (you may choose to use movies, overheads, computers, etc to facilitate learning)
6. Design handouts and materials for the lesson
7. Arrive at the class prepared (copies made, materials gathered, etc.)

Technical Instruction

If you are going to be teaching a technical skill of some kind, it might be useful to use the following general procedure to develop a lesson plan.

The term "needs assessment" arises from the business application of instruction. In business instruction is created to meet an unmet need of some kind (a performance improvement need or a need for more information). Another application of the concept is called "Pre-assessment" where the instructor measures what the students already know in order to design the course to teach what they DON'T know.

A. Needs Assessment

- i. The needs assessment answers the following question: What do the students know and what are they able to do, and what do they have to know or do in order to be successful in the area that is being taught?

B. Job Analysis.

- i. A job analysis is a list of the steps or processes of a job or task.

- ii. This list of major job tasks or duties, serve as the basis for the overall goals of a course or program.
 - iii. Program advisory committees can be a big help with the development of this list.
- C. The next step is a Task Analysis.
- i. This process synthesizes the knowledge and skills required to perform the tasks identified in the Job Analysis.
 - ii. A task has a definite starting and stopping point with two or more steps in between.
 - iii. A task is the smallest unit of a specific job and is comprised of a step-by-step process or procedure.
- D. Develop Performance Objectives
- i. See "Bloom's Taxonomy" for examples of various types of objectives.
 - ii. A performance objective is a statement of one of the things a student should be able to do upon completion of instruction.
 - iii. Performance objectives are also commonly called behavioral objectives.
 - iv. Performance objectives consist of three basic things:
 - 1. The action that the student must be capable of performing
 - 2. The conditions under which the student is expected to perform
 - 3. The standard of performance the student must reach
 - 4. Your syllabus will should contain major objectives for the overall course and you may need to develop more specific objectives for different units or components of your class.

Teaching Units of Instruction

Now that you have organized what you want to cover in your lesson you need to prepare your presentation. There are many theories out there as to how to approach teaching a specific topic or lesson...one of the most comprehensive approaches is described as "Gagne's Nine Events of Instruction" which describes the process of teaching a lesson plan from start to finish that takes into consideration learning theory such as attention, memory, performance, situated learning, etc.

According to Gagne, each Unit of Instruction should contain the following components:

Instructional Event	Internal Mental Process
Gain attention	Stimuli activates receptors
Inform learners of objectives	Creates level of expectation for learning
Stimulate recall of prior learning	Retrieval and activation of short-term memory

Present the content	Selective perception of content
Provide "learning guidance"	Semantic encoding for storage long-term memory
Elicit performance (practice)	Responds to questions to enhance encoding and verification
Provide feedback	Reinforcement and assessment of correct performance
Assess performance	Retrieval and reinforcement of content as final evaluation
Enhance retention and transfer to the job	Retrieval and generalization of learned skill to new situation

This information is based on Gagne's Nine Events of Instruction as described at http://www.e-learningguru.com/articles/art3_3.htm and can be used to describe the process of preparing units and specific lesson plans in your class.