Reflective Teaching Lesson Planning Steps

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Reflective Teaching Lesson Planning Steps

1. Topic – Pick your topic

2. Identify – What is the purpose?
   - What course SLOs should I address?
   - What do I want students to know or DO?
   - Why is the information important? What’s in it for students?

3. Gather Information – Get ready to plan
   - How can I assess students’ prior knowledge?
   - Are there common misconceptions?
   - What resource materials are available?
   - What should be the balance between lecturettes & EnGagement activities?

4. Create Plan – Draft outline
   - What should I teach first, second, third?
   - How can I “hook” students?
   - How can I address multiple learning styles?
   - How will I know students are learning?

5. Design Lessons – Add details
   - Are my SLOs measurable?
   - How will I connect to the previous lesson?
   - What information should be in my lecturette? Is it ALL relevant?
   - What specific activities will engage student in the SLOs?
   - What higher order questions will I ask?
   - How long will each part take?
   - What supplies do I need?

6. Review – Be sure the plan is realistic
   - Are lecturettes too long? How can they be shortened?
   - Is the plan well organized? Do the parts flow together smoothly?
   - Did I address students’ misconceptions?
   - Have I address multiple learning styles?

7. Revise – Make needed changes
   - Are my plans clearly written and detailed enough so I’ll remember what I wanted to say/do?
   - Does the content and/or the activities align with course-level SLOs? How do I know?
   - Will students understand what I want them to learn/DO?
   - Is the timing realistic?

8. Teach – Present the lesson
   - Do I need to speed up or slow down? Is the activity working?
   - Should I ask more questions (or students) to make sure ALL students understand?
   - Do I need to give another example?
   - Should I restate what I just said in a different way?

9. Assess – Reflect on how to improve the plan
   - How did it go? Did students learn what I want them to learn?
   - What can I do to help students who just didn’t get it?
   - How can I challenge students who found the class or activity too easy or finished early?
   - What revisions do I need to make for next time?

Your lesson plan is incomplete until you teach it, assess what students learned and REFECT on what you learned. Planning is on-going & reiterative.
Class ___________________________  Week/Day _________

Chapter/Topic ___________________________

Course SLOs Addressed ___________________________

Learning Objective(s) for Today
What will students know or be able to do by the end of class?

What should students have done to prepare for class?

Introduction/Anticipatory Set
Share lesson SLOs and why they are important. Activate prior knowledge by connecting lesson concepts to student lives or use an interesting “hook.”

Instructional Strategies/Engagement Activities/CATs
What will students DO in class? How will I engage all learners? What questions should I ask? At what level of Bloom should students be thinking/working? What examples/stories will I use?

Homework/Assignments
What will students need to do before they come to class next time? Are there long term projects or assignments they should be working on?

Wrap-up
Include a summary and/or ask students to reflect on what they learned.

Assessment/CATs
How will students demonstrate their learning? Should I use a CAT? Which one? When? Align assessments (formative and summative) with SLOs.

Supplies Needed