Lesson Ideas

Teaching a 4+ hour Course
By: Mia MacMeekin
Lesson Plan

Using Gagne's Events in Instruction*
Option 1: Using Gagne's Events

### 1. Gain Learners' Attention (~15 minutes)

**Examples:**
- Ask students to share something about their week.
- Demonstrate something.
- Show a funny or fascinating short video.
- Tell a part of your story - failure or success.
- Give object (or word) and they guess what it is.

**Goal:** Spark their interest in the subject and get them warmed up to participate.

### 2. State the Outcome/ Objective for the session (~5-10 minutes)

**Examples:**
- Use the course outcomes & objectives.
- Write them on the board and ask students to read them as they come in.
- Open Moodle and show which ones you will cover.
- Email them to the students and ask them to open email.
- Ask if they understand them.

**Goal:** Inform students of the end goal for the session.

### 3. Prior Knowledge Check (~30-60 minutes)

**Examples:**
- Take a short quiz individually, then as a group, then discuss.
- Ask students to draw a concept map as a group about a topic. Faculty should walk around the room asking each group to elaborate. Discussion.
- Class discussion.
- Use clickers. [https://www.turningtechnologies.com/higher-education](https://www.turningtechnologies.com/higher-education)
- Presentations from prior lesson or out of class task.

**Goal:** Find out what the students know.

### 4&5. Presenting Material & Guided Learning (~60 minutes)

**Examples:**
- Activity 1: present a problem or project to solve.
- Activity 2: Group brainstorming session. [http://gamestorming.com](http://gamestorming.com)
- Activity 3: Class discussion of ideas generated.
- Mini teaching moments depending on group's need.
- Activity 4: Research
- Activity 5: Draw out what you are thinking. Concept Map

**Goal:** Students engage in active learning.
### 6. Time to Perform (~5 minutes per group)

**Examples:**
- Oral Presentation
- Demonstration
- WebPage Presentation
- Wiki

**Goal:** Synthesize ideas and present to the class.


### 7. Feedback (~5-10 minutes per group)

**Examples:**
- Peer to peer feedback- silent notes; voting criteria
- Faculty Feedback on content.
- Faculty feedback on delivery & teamwork
- Email each other ideas on how to improve or thoughts to consider.
- Faculty feedback to individuals vs. groups. It should be constant and not necessarily linear at the end.

**Goal:** Improvement of the work

### 8. Assessment- formative & summative (~10-20 minutes)

**Examples:**
- This may be something they did in the task or in class. You want to know where your students are at all times. Are they getting it? Do you need to start over or remediate?
- Minute papers
- Rubric with checklist during presentation.
- Discussion topics in group with faculty assessing individuals group by group
- Project Pieces
- Quiz

**Goal:** Find out if students learned.

### 9. Enhancing Retention (~5-10 minutes)

**Examples:**
- Offer real life places to learn more (museum)
- Share where you learned it and challenge them to go get the info.
- Share what's coming next- maybe the next task or piece of the project
- Share how student can apply this to their life.
- Ask students to email you for more clarity.
- Email students current events; networking opportunities...

**Goal:** Challenge students to go deeper and to be lifelong learners.
Lesson Plan

Using Constructivism & Visual Thinking*

Note*
This is a less structured classroom format where students’ creativity drives the co-construction.
What is Visual thinking?

- Tasting
- Metaphors
- Diagrams

- Visual imagery
- Storytelling
- Drama

- Block-Writing
- Infographic
- Video

- Drawing
- Clay
- Cartooning

- Lego's
- Song
- Analogy

What is Constructivism?

- Collaborative Learning
- People are not Empty Vessels
- Learners come with schemata

- Experiential Learning
- Culture Matters
- Learning is Social

- Learning is Active
- Dissonance is Necessary
- Learn By Teaching

- Assimilation of Learners Theory Onto New Theories
- Accommodations Made
- Model Driven

- Student Driven-Harkness
- Learner Motivated Sessions
- Faculty is a Facilitator

People are not Empty Vessels. Learners come with schemata. Learning is Social. Learning is Active. Dissonance is Necessary. Learn By Teaching. Model Driven. Faculty is a Facilitator.
Option 2: Using Constructivist's Visual Learning

1. Assess Prior Learning (~30-45 minutes)
   Examples:
   - Draw Concept Map
   - Give students a topic and ask them to sculpt their idea about a topic. Discuss.
   - Talk
   - Visually Organize (like this document) information about the topic. Discuss.
   - Apply what you know and tell a symbolic story.
   - Create a Collage.
   - Create an infographic
   - Create a jingle.

   Goal: Find out what the students know and where misconceptions are.

2. Present the Project, Outcomes, Rubric, and Time frame (~15-30 minutes)
   Steps-step-Instructions:
   - Present the project
   - Pass out the directions, rubric, outcomes
   - Ask if anyone has questions.
   - Students can lay some class ground rules if needed.
   - Tell the time frame for each phase of the lesson.

   Goal: State the Project or problem to solve.

3. Individual Project Work (~15-30 minutes)
   Steps-step-Instructions:
   - Give students a medium to solve the problem. This could be clay, markers and paper, or some other visual medium.
   - Ask students to first attempt to solve the problem alone.
   - Describe or journal individual ideas.

   Goal: Students attempt to solve on their own.

4. Group Project (~60-90 minutes)
   Steps-step-Instructions:
   - Bringing your prototype, work as a group to construct the project or problem solution.
   - Everyone should add to the group prototype.
   - Faculty circulates around room and asks questions for clarification, offer advice if students want it. This is student driven so let them go.
   - Describe or journal group prototype and ideas.

   Goal: Students attempt to construct knowledge together.
### 5. Class Project (~30-60 minutes)

**Examples:**

- Bringing your group prototype, work as a class to construct the project or problem solution.
- Everyone should add to the class prototype.
- Faculty circulates around room and asks question for clarification, offer advice if students want it. This is student driven so let them go.
- Describe or journal group prototype and ideas.

**Goal:** Students attempt to construct knowledge together.

### 6. Class Discussion (~30-60 minutes)

**Steps-step-Instructions:**

- Present questions and ideas that arose during the project.
- Discuss.

**Goal:** process, discuss, and reflect on the project.

### 7. Reflection (~5-15 minutes)

**Steps-step-Instructions:**

- Describe or journal ideas.
- Describe next steps.

**Goal:** Students reflect on their own experience and where to go next.
**Project Starters**

**IT**
- Build a System for a client
- Take apart and assemble a...
- Set up ...
- Conduct an Analysis
- Test
- Create a database for...
- Create a strategy for...
- Demo a Software for a client
- Demo hardware for a client
- Create a training for...
- Design a how- manual
- Design an interactive platform...
- Create an App
- Create a prototype to solve a threat
- Program...
- Invent
- Prototype...
- Create a plan to minimize a threat

**Health Sciences**
- Create a patient training for...
- Create a public service announcement for...
- Simulate a busy...
- Create a strategic plan for
- Create a system
- Create a checklist and work-step-procedures to follow if...
- Design a poster for...
- Solve a world health issue
- Compare and contrast people's beliefs of the healthcare system in multiple cultures
- Train a new employee
- Create files, documents
- Do a case study on...
- Create an experiment
- Create a game to teach
- Create a jingle
- Create a video about...

**Business**
- Design a new job
- Solve a common office problem
- Solve a retention problem at...
- Create a recruiting package
- Design a business
- Operate a business
- Solve a logistics problem at...
- Determine whether to dis tinge a product (hover board)
- Train a group on...
- Invent a new product
- Conduct an analysis
- Create a new strategy to...
- Create & conduct a survey
- Negotiate...
- Testify in Congress for your company's wrong doing
- Create a policy
- Data evaluation
- Solve a real world business crisis
Lesson Plan

Case Study Driven*

Note* This is a structured classroom format where students use research and discussion skills to make connection.
### Option 3: Using Case Studies to Learn

#### 1. Faculty Preparation

<table>
<thead>
<tr>
<th>Steps-step-Instructions:</th>
<th>Goal: faculty are ready to facilitate the case study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Reads the Case Study</td>
<td></td>
</tr>
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#### 2. Assess Prior Learning (~30-45 minutes)

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<th>Steps-step-Instructions:</th>
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<tbody>
<tr>
<td>Faculty Presents a topic from homework that was completed</td>
<td></td>
</tr>
<tr>
<td>Faculty asks students to draw and label what they remember</td>
<td></td>
</tr>
<tr>
<td>Students describe drawing to team</td>
<td></td>
</tr>
<tr>
<td>Faculty asks probing questions to gauge student</td>
<td></td>
</tr>
<tr>
<td>Discussion; clarification; demo if needed</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Case Study Part 1 (~30-45 minutes)

<table>
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<tr>
<th>Steps-step-Instructions:</th>
<th>Goal: Prepare students for the case study &amp; get facts straight</th>
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<tbody>
<tr>
<td>Present case study scenario</td>
<td></td>
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<tr>
<td>KWL w/ sticky notes</td>
<td></td>
</tr>
<tr>
<td>individual reads</td>
<td></td>
</tr>
<tr>
<td>Draw individual model of facts</td>
<td></td>
</tr>
<tr>
<td>Students draw timeline of events</td>
<td></td>
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</tbody>
</table>

**Time:** ~2:30-5:15
Option 3: Using Case Studies to Learn

4. Case Study Part 2 (~45-60 minutes)

Steps-step-Instructions:
- Group team building activity
- Group discussion about first question(s)
- Group research conducted for similar situations
- Group writing and drawing of model/answers
- Class presentation & Discussion

Goal: Team building and initial case discussion

5. Case Study Part 3 (~30-45 minutes)

Steps-step-Instructions:
- Back in group, update model
- Group discussion about second question(s)
- Group research conducted for similar situations
- Group writing and drawing of model/answers
- Class presentation & Discussion

Goal: Update the model, deeper discussion

6. Relating the Case Study (~60-90 minutes)

Steps-step-Instructions:
- Faculty or students present common issues surrounding topic in the case study.
- Groups or individuals choose a topic to dig deeper into.
- Research solution.
- Class presentation & Discussion

Goal: Faculty are ready to facilitate the case study
### Case Studies

<table>
<thead>
<tr>
<th>IT</th>
<th>Health Sciences</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>- LIRN</td>
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<td>- LIRN</td>
</tr>
<tr>
<td></td>
<td>- John Hopkins University</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

Creative Classroom*

Note*
This is a creative classroom format where students use creativity to demonstrate and make connection.
What is a creative project?

- Movie
- Play
- Interactive Training
- Game Creation
- App Creation
- Competition
## Option 4: Using Creativity to Learn

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<th>Time</th>
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### 1. Warm Up

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### 2. Storytelling (~30-45 minutes)

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<th>Steps-step-Instructions</th>
<th>Goal: Find out what the students know and where misconceptions are.</th>
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<tbody>
<tr>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Create stories with object</td>
<td></td>
</tr>
<tr>
<td>Use basic story elements</td>
<td></td>
</tr>
<tr>
<td>Develop the story for content movie</td>
<td></td>
</tr>
<tr>
<td>4 main parts of story</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Pitching the Story (~30-45 minutes)

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<th>Steps-step-Instructions</th>
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<tbody>
<tr>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>Vote on 2 and develop</td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>Choose 1 class movie</td>
<td></td>
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<tr>
<td>Brainstorm</td>
<td></td>
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</table>
### Option 4: Using Creativity to Learn

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<th>4. Pre production</th>
<th>Goal: faculty are ready to facilitate the case study</th>
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<tbody>
<tr>
<td><strong>Steps-step-Instructions:</strong></td>
<td></td>
</tr>
<tr>
<td>State positions</td>
<td>Discuss</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Actor/Director/writer (~30-45 minutes)</th>
<th>Goal: Find out what the students know and where misconceptions are.</th>
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<tr>
<td><strong>Steps-step-Instructions:</strong></td>
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</tr>
<tr>
<td>Role play</td>
<td>Writing</td>
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<tr>
<th>6. Shooting and Reflection (~30-45 minutes)</th>
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<tr>
<td><strong>Steps-step-Instructions:</strong></td>
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<tr>
<td>Study lines</td>
<td>Read, write, research</td>
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