Creating frameworks for Learning
Goal & Objectives

As a result of this session you will:

**Goal:** Learn how to design a lesson plan that provides effective frameworks for student learning.

**Objectives:**

1. Identify three basic components of a Lesson Plan and how they relate to each other.
2. Write a clear Learning Objective (LO).
3. Identify Activities that can be used to accomplish learning objectives.
4. Describe Assessment and its role in learning.
5. Describe the purpose of a Grading Rubric and how it can be constructed.
Key Terms

Lesson Plan – what I will do and how I will do it

Learning Objective – skills I want the students to master

Assessment – was I successful in teaching the material

Grading Rubric – how I will define success
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Objective 1

3 basic components of a lesson plan

- Learning Objective
- Assessment
- Activity
Lesson Plan Components

- Topic
- Learning Objective(s)
- Activities
- Materials
- Organization (of the lesson): Introduction, Body, Closure
- Assessment
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Session Objective 2

Write a clear learning objective

Specific statement of what students will be able to do upon completion of the lesson.

**Audience** students in X (name of class/cohort)

**Behavior** will X (active verb)

**Condition** using X (materials? time?)

**Degree** meeting X% of criteria (level of success)

*Example:* Given a checklist and 30 minutes, Educational Technology students will evaluate a computer interface design with 100% accuracy.
Examples of Action Verbs for creating Learning Outcomes for Levels 1 & 2

**Level 1. Remembering**

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**Level 2. Understanding**

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Session Objective 3

Identify variety of activities to accomplish LOs

Learning Objective

Assessment

Activities
- help students master LO
- actively involve students
Problem

Identify variety of activities to accomplish LOs

Given a checklist and 30 minutes, Educational Technology students will evaluate a computer interface design with 100% accuracy.

Source:
http://blogs.itap.purdue.edu/learning/2012/05/04/
## Problem

### Identify variety of activities to accomplish LOs

1. **Students complete** a quiz in which they define key terms.

2. **Students work in pairs to demonstrate** for each other how to use the checklist.

3. **Students work in groups to identify & determine** the best course of action to solve computer interface problems.

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<th>Application</th>
<th>Analyze</th>
<th>Evaluate</th>
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Session Objective 4

Describe Assessment & its role in learning

Learning Objective

Assessment
Evaluation method to determine degree to which students achieved LO.

Activity
Session Objective 4

Purpose of assessment

**Formative** (foundational)
- Low-stakes
- Evaluating progress, participation
- Identify gaps in performance, understanding
- Prep for high-stakes
- Assess instructional process

**Summative** (comprehensive)
- High-stakes (larger % of course grade)
- Evaluate final “product”
- Was Learning Outcome achieved to acceptable degree?
# Session Objective 4

## Types of assessment

<table>
<thead>
<tr>
<th>Objective</th>
<th>Subjective</th>
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<tbody>
<tr>
<td>• Student selects from a set of fixed responses.</td>
<td>• Student provides response</td>
</tr>
<tr>
<td>• Machine-scored.</td>
<td>• Human-scored</td>
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<tr>
<td>• T/F, matching, multiple-choice</td>
<td>• Short answer/FIB, essay, performance, problem-solving, performance</td>
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<tr>
<td>• Lower vs. higher learning</td>
<td>• Time-consuming</td>
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<tr>
<td>• Allows for guessing or test-taking strategies</td>
<td>• Amount of content tested</td>
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<tr>
<td></td>
<td>• Encourages higher-order</td>
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<td>• Requires <strong>reliable, fair, effective</strong> assessment</td>
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## Session Objective 5

**Describe the Purpose of a grading rubric & how it can be constructed**

<table>
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<th>Criteria</th>
<th>1 Needs improvement</th>
<th>2 Meets expectations (degree)</th>
<th>3 Exceeds expectations</th>
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<tbody>
<tr>
<td>Behavior, condition</td>
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<td></td>
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<tr>
<td>Example: Classify examples of popular music into the correct genre</td>
<td>Few/under 50% of examples provided are classified correctly</td>
<td>Most/over 50% of examples provided are classified correctly</td>
<td>Majority/over 80% of examples provided are classified correctly</td>
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1) Tie to LOs.
2) Define assignment.
3) Determine criteria.
4) Define levels of achievement for each criterion.
5) Determine point scheme.
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6. Design a Lesson Plan. (ACTIVITY)
Session Objective 6

Design a lesson plan

Learning Objective

Assessment

Activity
Design a lesson plan

STEP 1: Divide into groups of 5-6 participants

STEP 2: Select a **Topic** from the list provided

STEP 3: Create **TWO Learning Objectives** using the **Action Verbs** provided

STEP 4: Create **ONE Activity** that supports the **Learning Objectives**

STEP 5: Develop a method of **Assessment** for the **Learning Objectives**
Design a lesson plan

STEP 1: Divide into groups of 5-6 participants
Design a lesson plan

STEP 2: Select a **Topic** from the list provided

Ice Cream
Tea/Coffee
Pizza
STEP 3: Create TWO Learning Objectives using the Action Verbs provided

(Action verbs are next slide)
## Examples of Action Verbs for creating Learning Outcomes for Levels 1 & 2

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### Cognitive Domain

- **Creating**
- **Evaluating**
- **Analyzing**
- **Applying**
- **Understanding**
- **Remembering**
Design a lesson plan

STEP 4: Create ONE Activity that supports the Learning Objectives

What activity can you create to assist the students in mastering both learning objectives?
Design a lesson plan

STEP 5: Develop a method of Assessment for the Learning Objectives

• Criteria (LO)
• Levels of Achievement
Let’s share some of our work with the group!
Debrief/Conclusion

Can you:

1. Identify three basic components of a lesson plan and how they relate to each other?
2. Write a clear learning objective (LO)?
3. Identify activities that can be used to accomplish learning objectives?
4. Describe assessment and its role in learning?
5. Describe the purpose of a grading rubric and how it can be constructed?
6. Design a lesson plan?
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Teaching Assistant Orientation
Breakout Session

Aug. 20, 2014