Course Syllabus & Lesson Plan Development

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Ideas

• Students and their ability to learn are the center of what we do

• We focus on the process of learning rather than the content

☐ The content and the teacher adapt to the students rather than expecting the students to adapt to the content

☐ Responsibility is placed on students to learn rather than on professors to teach
Big Questions

Why

What

Who

How we teach?
More questions

• What is our teaching philosophy?
• How do we organize knowledge?
• With what theoretical questions are we most concerned?
• How do we apply what we know?
• What stimulate our enthusiasm?
About the Learners

• How do we encourage responsibility for learning, so that the students are able to:

  • Critique different sources of information
  • Synthesize different information
  • Assess information sources
Move

instructor-lead approach → Student-initiated approach

- Participate in planning the course content and activities
- Clarify their own goals and objectives
- Monitor and assess their own progress
- Establish criteria for judging their own performance
Thinking about it

- Anticipate the questions (assignments, policies, schedule, prerequisites)
- Be flexible

http://www.flickr.com/photos/vee_smith/3784931775/
Your turn

List all the items/components you would include into your syllabus
Writing the Syllabus...

• Include more, reduce anxiety
• include all basic information
• prerequisites
• course purpose (how it fits into the curriculum)
• what the course does not address
• Provide clear outcomes
...continued 2...

- explain the conceptual structure of the course
- format of the course
- Define instructor’s and students’ responsibilities
- Establish ways of communication
- What is required vs. optional
• Textbooks and readings (Provide reading materials)
• Clarify student workload
• Assignments, projects, papers, exams (dates, performance criteria)
• Establish standards and procedures for evaluation
• Grading criteria, rubrics
• Additional equipment or materials
• Students with special needs
• Schedule time for student feedback on the course
• Course calendar
• Important dates
• Policies
• Available help (from the glossary of terms to sample assignments)
Distribution of the Syllabus

- The first class of the course
- If revised, distribute again the updated copy
- Few extra copies
- Publish your syllabus online
Developing a Lesson Plan
Lesson Plan Models

Depends on your teaching strategy

• Pratt’s five learning models
  • The transmission perspective
  • The apprenticeship perspective
  • The developmental perspective
  • The nurturing perspective
  • The social reform perspective
The strongest relationship is between the Teacher and the Content, depicted with a solid line. The teaching process begins with the Teacher, moves through the Content and on to the Learners.

**Teacher**
- Cover the content
- Present it efficiently

**Learner**
- Master the content (recall from memory)
- Little or no interaction
The Collaborative Perspective

The strongest relationship in this perspective is between the Learners and the Content. The teaching process begins with the Teacher and moves through the Learners to the Content.

**Teacher**
- Effective questioning
- Bridging knowledge

**Learner**
- Construct his/her knowledge
- Collaborative learning
Zone of Proximal Development

- Think about this idea for a moment. There is an area where students can grow in their learning, progressing from needing someone show them what to do, to needing someone to work with them, to only needing a bit of supervision, to being able to use the skill or accomplish the task on their own.
Models of Mind

Models of Mind

Mind as Machine
Mind as Brain
Mind as Rhizome
Models of Mind

<table>
<thead>
<tr>
<th>Mind as Machine</th>
<th>Mind as Brain</th>
<th>Mind as Rhizome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning as information processing</td>
<td>Learning as experiential growth</td>
<td>Learning as social, dialogical process</td>
</tr>
<tr>
<td>Effective communication / recall of information</td>
<td>Individual development of appropriate cognitive maps</td>
<td>Embed learning in authentic tasks leading to communities of practice</td>
</tr>
<tr>
<td>Transmission Approach</td>
<td>Nurturing/Developmental Approach</td>
<td>Collaborative Approach</td>
</tr>
</tbody>
</table>
Your turn

- Think about one or two points that makes your lesson planning difficult. Write it down.

- Think about one or two points that makes you excited about your course. Write it down.
Lesson Plan

Castle Top Diagram

Planning the Whole Course

**FIGURE A.2. STRATEGY AND STRUCTURE LAYOUT.**

<table>
<thead>
<tr>
<th>Major Topics in Course</th>
<th>Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (\text{In-class})</td>
<td>(\text{Out-of-class})</td>
</tr>
<tr>
<td>2. (\text{In-class})</td>
<td>(\text{Out-of-class})</td>
</tr>
<tr>
<td>3. (\text{In-class})</td>
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</table>

(1–3-week blocks of time)

Course Structure (for whole semester or term)
Lesson Plan Template

- Title
- Specific topic to teach
- General goals --> specific objectives
- Required materials
- Ice-breaker, hook
- Step-by-step procedures
- Plan for independent practice
- Assessment (based on the objectives)
- Contingency plan (for struggling or gifted students)
- Closure
- Reflection
Engagement Strategies

Start with first session or lecture

- Norms and expectations are established
- If not, explain change in norms when you do

Begin session with a "bridge" and a "hook"

- Two-minute summary of last session
- Pose a question, problem, case, story, or issue
- Solicit variety of tentative answers
- Ask learners to list their questions
- Use these as you introduce new material or new ways of thinking

Keep an engaging and safe atmosphere

- Avoid criticism of questions or comments
- Use 'warm' rather than 'cold' questions
- Invite challenge to ideas (yours and others)

Punctuate lectures with questions

- Pause after making a major point
- Pose a question related to the point
- Ask for a vote on possible interpretations
- Ask for raise of hands
- Insert a multiple-choice question
- Invite someone else to explain (for 2 minutes)

When using slides, tables, graphs, handouts

- Ask what they see before explaining it to them
- Ask what questions they would ask of the data
- Let them be colleagues, co-investigators or problem-solvers with the material

Vary the format

- Use debates, role-plays, panels, guests
- Divide into small groups, each taking a position
- Stop the lecture and have audience write for 2 minutes on a question related to the presentation
- Follow-up with group discussions of their summaries
- Have learners go to board to present small group consensus

Closing the lecture

- Allow time for questions, points of clarification
- Come early or stay after to talk with people
- End with provocative question(s)
- Give a single-question 'quiz' based on lecture
- Leave room and let them discuss the question
- Return and hear their results
- Use a one-minute paper to have them summarize
  - Main point of the session
  - Main question they still have
Questions for Reflection

• Can a successful method be successful for all?
• The importance of context

• Individual philosophy of teaching
Closure

- What was the most important thing you learned during this session?
- What important questions remained unanswered?