

Setting Up for Student Success

The Basics of Effective Curricula

Key Points

The teaching-learning process is a systematic, sequential, and planned process between a teacher and the student to transfer knowledge, build skills and affect attitudes *JLR*

What do we teachers do?

- Determine needs
- Establish goals & objectives
- Design training & evaluation
- Test implementation
- Assess effectiveness
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Goals & Objectives

“By the end of this course the student will be able to...”

Designing training & evaluation

What, How, Why

- Determine Modules (sessions, hours,)
- Presentation, demonstration, activity, discussion
- Evaluation

Technique Effectiveness

- **Lecture 10%**
- **Reading 20%**
- **Audio/Visual 30%**
- **Demonstration 30%**
- **Discussion 50%**
- **Practice Doing 75%**
- **Teach Others 90%**

Andragogy: Key Principle

- **Experience:** Adults have experiences to draw on and apply to new learning.

Evaluation: How do we assess if the objectives are met?

- *Discussion, Demonstration, Activity, Testing*

LESSON PLANNING CHECKLIST TOPICS

LEARNING OBJECTIVES

Learning objectives clearly define what your students should get out of your course

Do your learning objectives...

- Indicate what students will accomplish by the end of your lesson?
- Reflect what students will **do** in a given unit?
- Include measures of student learning?

BRIDGE-IN

A bridge-in describes the tactics you plan to use to get the attention of your students before beginning your lesson. This is planned prior to class and should be the first item you deliver each lesson. Ensure you plan timely and relevant bridge-ins weekly.

Does your bridge-in...

- Generate excitement and interest in a specific topic?
- Consider what students do and don't know about the subject matter?
- Connect course topics to previous instruction or a similar subject area?

COURSE CONTENT AND IN-CLASS ACTIVITIES

Course content refers to the learning materials you will present to students during class. In-class activities will help students become more active learners.

Do your course content and in-class activities...

- Provide a mix of presentation, activity, discussion, and review?
- Give students adequate opportunities to familiarize themselves with course content?

PRE-, POST-, "HOMEWORK"

Let students initiate or continue learning beyond class time.

Does your course "homework"...

- Connect ideas and themes to your presentations?
- Vary in structure, length and format (such as videos, articles, assigned readings)?

FORMATIVE ASSESSMENTS

Formative assessments check progress, confirm understanding, allow for ongoing adjustments.

Do your formative assessments...

- Provide an indication to both you and the student that learning is occurring?
- Offer timely and relevant feedback?

SUMMATIVE ASSESSMENTS

Summative assessments are used at the end of a learning unit to evaluate student learning.

Do your summative assessments...

- Tests students' progress toward established objectives?
- Effectively indicate what students do and don't know?
- Determine if the course objectives were met.

Opening Rituals

- **Opening/Welcome**
 - Introductions
 - Review course goals/objectives/schedule
 - Housekeeping items
 - **(Syllabus?)**
- **Engage the students**
 - Learn their goals/objectives
 - Learn their knowledge/experience
 - Learn their issues/concerns
 - Learn about specific accommodation needs

SUMMARY

The teaching-learning process is a **systematic, sequential, and planned** process between a teacher and the student to transfer knowledge, build skills and affect attitudes

Andragogy: The five principles

- **Self-concept:** Adults are self-directed.
- **Motivation:** Adults are motivated by various value-drivers (not simply money!).
- **Readiness:** Adults want to learn things that are relevant in a real-to-life context.
- **Orientation:** Adults are engaged by learning that is problem-centered and practical.
- **Experience:** Adults have experiences to draw on and apply to new learning.

This presentation is available at: www.jlrogers.com/online

Building a Lesson Plan – CHECK LIST

Before your lesson

Step 1: State your learning objectives for all lessons

Step 2: Clarify L. O. for THIS lesson

Do your learning objectives...

- Indicate what students will accomplish?
- Reflect what students will **do**?
- Include measures of student learning?

Opening Rituals

Do your Opening Ritual...

- Introduce yourself and staff?
- Review goals/objectives/schedule?
- Discuss housekeeping issues?

Did you learn...

- Students' goals/objectives?
- Their knowledge/experience?
- Issues/concerns?
- Specific accommodation needs?

During your lesson

Step 3: Run a relevant bridge-in to motivate students

Does your bridge-in...

- Generate excitement and interest in the specific topic?
- Consider what students do and don't know about the subject?
- Connect course to previous instruction or a similar subject area?

Step 4: Assess students' prior knowledge and expectations

Did you...

- Survey for pre-existing knowledge?
- Gain alignment between LO and student expectations?

Step 5: Ensure that your lesson flows logically

Did you...

- Define: What? How? When?
- Follow your session timeline, for lecture, discussion, activity, assignments?

Step 6: Include moments for active learning and feedback

Did you...

- Create activities to reinforce learning?
- Use activity, games, observation to assess progress?

After your lesson

Step 8: Continue the learning outside of your classroom?

Did you...

- Assign readings that differ in format (studies, articles, news)?
- Offer informal check-ins?

Step 9: Assess what students have learned

Did you...

- Utilize summative assessment techniques

Step 10: Determine if your unit learning objectives were met

Did you...

- Review/adjust LO for following session(s)?
- Review at next session with participants?