

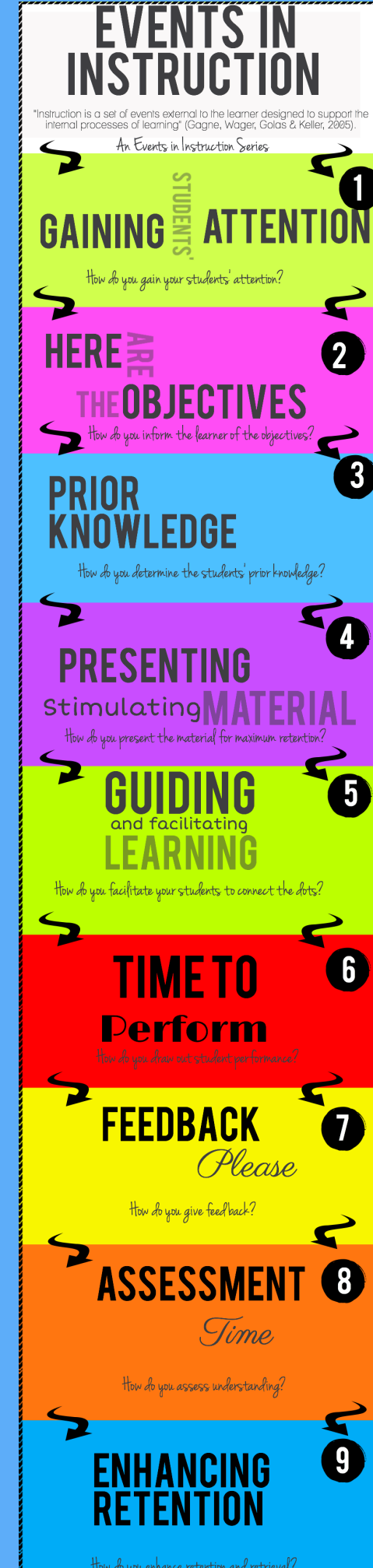
# Lesson Ideas

Teaching a 4+ hour Course

By: Mia MacMeekin

# Lesson Plan

## Using Gagne's Events in Instruction\*



# Option 1: Using Gagne's Events

Time= ~3:15- 4:15

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

Examples:

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

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.

Do a short team building activity.  
<http://wilderdom.com/games/>

Give object (or word) and they guess what it is.

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

Examples:

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

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.

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

Examples:

Goal: Find out what the students know.

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>

Presentations from prior lesson or out of class task.

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

Examples:

Goal: Students engage in active learning

Activity 1: present a problem or project to solve.

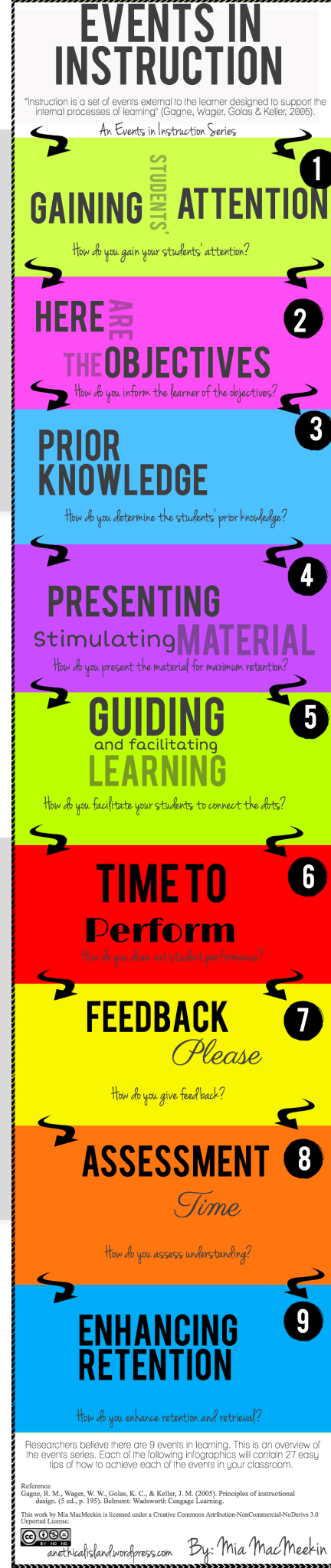
Activity 2: Group brainstorming session.  
<http://gamestorming.com>

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



# Option 1: Using Gagne's Events, continued

## 6. Time to Perform (~5 minutes per group)

Examples:

Goal: Synthesize ideas and present to the class.

Oral Presentation

Demonstration

WebPage  
Presentation.

Wiki

Gallery Walk.  
[http://  
www.theteachertoolkit.com/  
index.php/tool/gallery-walk](http://www.theteachertoolkit.com/index.php/tool/gallery-walk)

Set the requirements that groups  
must bring something for all learning  
styles- written, visual handout, active  
audience engagement.

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

Examples:

Goal: Improvement of the work

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.

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

Examples:

Goal: Find out if students learned.

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

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

Examples:

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

Offer real life  
places to learn  
more (museum)

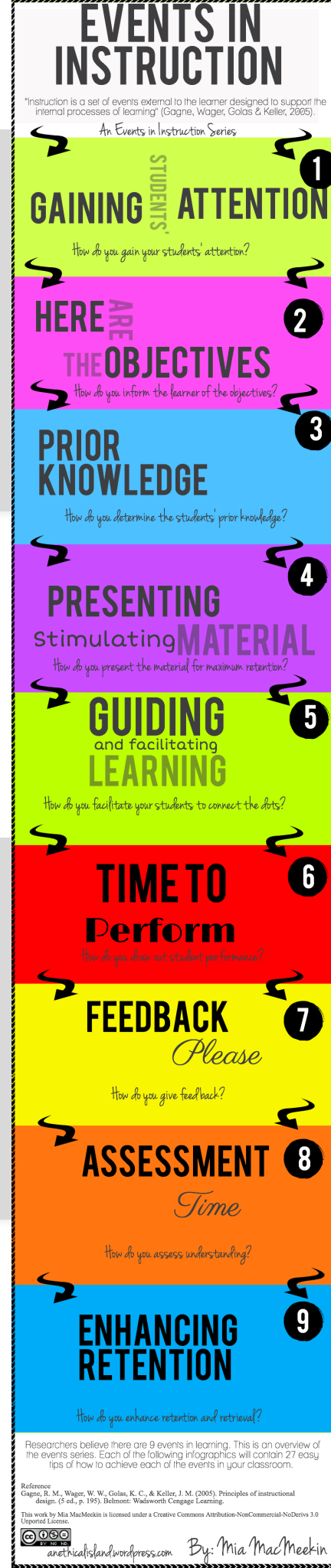
Share where you  
learned it and  
challenge them to go  
get the info.

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...



# 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

# Option 2: Using Constructivist's Visual Learning

Time= ~3:30- 5:30

## 1. Assess Prior Learning (~30-45 minutes)

Examples:

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

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.

## 2. Present the Project, Outcomes, Rubric, and Time frame (~15-30 minutes)

Steps-step-Instructions:

Goal: State the Project or problem to solve

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.

## 3. Individual Project Work (~15-30 minutes)

Steps-step-Instructions:

Goal: Students attempt to solve on their own.

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.

## 4. Group Project (~60-90 minutes)

Steps-step-Instructions:

Goal: Students attempt to construct knowledge together.

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 question for clarification, offer advice if students want it. This is student driven so let them go.

Describe or journal group prototype and ideas.

## Option 2: Using Constructivist's Visual Learning- continued

### 5. Class Project (~30-60 minutes)

Examples:

Goal: Students attempt to construct knowledge together.

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.

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

Steps-step-Instructions:

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

Present questions and ideas that arose during the project.

Discuss.

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

Steps-step-Instructions:

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

Describe or journal ideas.

Describe next steps.



# 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.

## 1. Faculty Preparation

Steps-step-Instructions:

Goal: faculty are ready to facilitate the case study

Faculty Reads  
the Case Study

Faculty Reflects  
on Case Study  
Questions

Faculty finds  
current events  
about the case  
study to share

Faculty finds  
research  
starting points  
for students

Faculty acts as  
a facilitator in  
class asking  
questions

## 2. Assess Prior Learning (~30-45 minutes)

Steps-step-Instructions:

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

Faculty Presents  
a topic from  
homework that  
was completed

Faculty asks  
students to draw  
and label what  
they remember

Students  
describe  
drawing to team

Faculty asks  
probing  
questions to  
gauge student

Discussion;  
clarification;  
demo if needed

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

Steps-step-Instructions:

Goal: Prepare students for the case study & get facts straight

Present case  
study scenario

KWL w/ sticky  
notes

individual reads

Draw individual  
model of facts

Students draw  
timeline of  
events

## Option 3: Using Case Studies to Learn

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

Steps-step-Instructions:

Goal: team building and initial case discussion

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

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

Steps-step-Instructions:

Goal: Update the model, deeper discussion

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

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

Steps-step-Instructions:

Goal: faculty are ready to facilitate the case study

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

# Case Studies

## IT

- Team Logic <http://www.teamlogicit.com/case-studies/>
- Cisco <http://www.cisco.com/c/en/us/services/it-case-studies.html>
- EC Council <http://iclass.eccouncil.org>
- LIRN

## Health Sciences

- Buffalo <http://sciencecases.lib.buffalo.edu/cs/>
- Global Health <http://www.casestudiesforglobalhealth.org>
- WHO [http://www.who.int/sdhconference/resources/case\\_studies/en/](http://www.who.int/sdhconference/resources/case_studies/en/)
- LIRN
- John Hopkins University

## Business

- Harvard Business
- Company Websites
- White Papers
- LIRN

# 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

## 1. Warm Up

Steps-step-Instructions:

Goal: faculty are ready to facilitate the case study

Faculty Reads  
the Case Study

Faculty Reflects  
on Case Study  
Questions

Faculty finds  
current events  
about the case  
study to share

Faculty finds  
research  
starting points  
for students

Faculty acts as  
a facilitator in  
class asking  
questions

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

Steps-step-Instructions:

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

Group

Create stories  
with object

Use basic story  
elements

Develop the  
story for content  
movie

4 main parts of  
story

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

Steps-step-Instructions:

Goal: Prepare students for the case study & get facts straight

Present

Vote on 2 and  
develop

Present

Choose 1 class  
movie

Brainstorm



## 4. Pre production

Steps-step-Instructions:

Goal: faculty are ready to facilitate the case study

State positions

Discuss

Choose a role

Break up into  
groups

Discuss

## 5. Actor/Director/writer (~30-45 minutes)

Steps-step-Instructions:

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

Role play

Writing

Learn about the  
tools & practice

Find shot  
locations, props

Discuss as a  
whole class

## 6. Shooting and Reflection (~30-45 minutes)

Steps-step-Instructions:

Goal: Prepare students for the case study & get facts straight

Study lines

Read, write,  
research

Film

Edit/ view

Reflective  
journaling