MODULE 3: LEARNING ACTIVITES, LESSONS & ORIENTATIONS

Assignment 4: SAMPLE first class

Before completing [the assignment](#template) that follows, please read the sample lesson plan below.
Although this example is for an online orientation session and lesson, the template works for classroom-based orientation sessions and lessons as well.

Descriptions of each activity are highlighted below.

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| Instructor name: Joan ButterCourse code, section and name: Potatoes 101 (POT 123 456)Course start and end dates: Sept 1 – Nov 30Format (online or classroom): OnlineDate of first Adobe Connect session: Thursday Sept 3, 7 – 8:30 PM |
| Materials: Yukon Golds (5 lbs.), Unsalted butter (2 lbs.), 20 bulbs garlic, s&p, masher, large kettle, utensils.  |
| **The orientation session** *Note: An orientation session is delivered at the beginning of the course.* |
| **Activity & time** | **Short description of activity** | **Facilitation notes(Key points the instructor speaks to)** | **Tools and tech notes** |
| **Set up**(2 days before) | ***What do you need to do to set up the Adobe Connect room or to prep for this lesson?****Example for online courses: Upload PDF of course outline (Adobe Connect does not upload Word docs) and PDF of PowerPoint deck to the AC room. Create breakout rooms and pre-load them with instructions for the small group activity. Download the microphone tech support slide for students from the Resources tab* of[**Design and Deliver an Online Lesson in Adobe Connect**](http://ucalgary.ca/cted/instructors/adobeconnect/presentation) *video and display it in the room for when students arrive. Re-watch the troubleshooting tips.* | *N/A* | *See left.* |
| **Set up**(20 minutes before the lesson) | ***Example for online lesson:****Microphone TestingAid students to set up their mics:- Enable all student mics - Display the slide that helps learners configure their microphones.- Ask them to test their mic*  | ***Example:*** *Greet participants as they arrive by chatting with them in the chat pod and via the mic so they can test that their mics are working before the session begins. Point them to the instructions on the slide. Enable microphone rights for participants throughout the session but ask them to mute their mics when they aren’t speaking.* | ***Example:*** *Connect to Internet via an Ethernet cable (not Wi-Fi)* |
| **Welcome** (1 min) | ***Instructor introduces themselves******Note for a classroom course: Mention evacuation procedures and muster point, etc.*** | ***Example:*** *Hi, I am Mrs. Butter, you can call me Joan. I’ve been the head chef at the Potato Institute of Canada for the past 7 years and am an avid gardener growing 5 varieties of tubers in my garden at home… I’m very excited about this class as I’m passionate about potatoes and look forward to teaching you everything I know…* | ***Example:*** *Start to Record the session* |
| **Learner introductions**(10-15 mins) | ***Learners introduce themselves***  | ***Example:*** *Please introduce yourself by giving your name, location and favourite way to eat potatoes. Learners have already indicated their previous experience and what they want to learn on the discussion forum so I don’t want to repeat that question here.* | ***Example:*** *If a learner’s mic doesn’t work, they can introduce themselves in the chat pod. No web cams will be used.* |
| **Review the course outline and course policies** (10 mins) | ***Display and explain the course outline and course policies (see right)*** | ***Read the following on the course outline:**** *course-level learning outcomes*
* *assignments*
* *week one activities*
* *plagiarism*
* *where to get technical help*
* *where to access disability services*

***Answer the following:******How do you prefer to receive questions and comments?*** *Example: Via email, text, phone and/or discussion forum (although if you need an answer right away, please don’t use the discussion forum)****How long will it take you to respond****? Example: It’s expected that ContEd instructors respond to student queries within 48 hours and this is my goal. If I expect I’ll need more time, I’ll let you know in advance. I don’t work on weekends so please expect a response from me on Monday if you contact me after 5 PM on Friday.****How much time approximately will they spend on independent studying, graded assignments, learning activities and attending classes?****Example: As indicated on the course outline 5 – 7 hours is expected but this differs based on the learner and some learners may need to put in more time.****What is the learner’s responsibility for missed classes or Adobe Connect sessions?****Example: As indicated in Assignment 5, attending our 3 Adobe Connect sessions is worth 5% of the final grade, but if you can’t attend you can watch the recording and send me a short summary of the session to receive marks.* ***How will you provide ongoing feedback and support to learners?*** *Example: I’ll be giving a lot of feedback in lessons that will help you with your assignments. Students upload completed assignments to a Dropbox and I will assess assignments and provide feedback in the Dropbox. I’ll have regular office hours every Tuesday evening from 7 – 8 PM but if you can’t make it then, you can book an appointment with me outside of class time. I’ll aim to grade each assignment a max of 10 days after the due date. If you submit an assignment early I cannot guarantee that I can grade it early.****What are the course policies for late assignments?*** *Example: A 5 day ‘Late Bank’ will be provided to all students, and they can use these days at their own discretion and without explanation during the course. For instance, a student could submit their second assignment 3 days late and their final assignment 2 days late, or just their final assignment 5 days late. This is designed to provide learners with some flexibility regarding personal situations, workload management or other concerns that may arise. You do not need to let the instructor know ahead of time that you are using days in your Late Bank for a task – rather, simply make a note in Dropbox when you submit the assignment that you are using X number of late bank days when you submit. Should you require additional extensions, the instructor will deduct 1% per day for late assignments.****Do you have any questions?****Provide learners with an opportunity to ask questions after the orientation session. Example: Students can ask questions verbally, by raising their hand in the Status menu or via the Chat pod.* | ***Example:*** *Upload a PDF of the course outline 2 days before the session* |
| **Lesson 1: Garlic Mashed Potatoes** There are a few rows in the template below (in addition to BOPPPS) including an optional section for a short presentation, how you will give feedback, a final reflection for learners and a space for you to comment on how the lesson went (after you deliver it). |
| **Activity & time** | **Short description of activity** | **Facilitation notes(Key points the instructor speaks to)** | **Tools and Technical Notes** |
| **Bridge**(3 mins) | ***What is a bridge?*** *The bridge is the “hook” and piques your learner’s curiosity about the subject of your upcoming lesson. The bridge motivates learners to pay attention with a question, a personal anecdote or a reference to a case study or current event. Subject matter experts often forget what it’s like to* not *know the subject. They may feel that the subject is innately fascinating and forget to explain why a task or topic is important in the big picture or what the consequences are for not understanding the topic.**Example: Two questions followed by a personal anecdote.* | *Example: How many of you have had garlic mashed potatoes in a restaurant? (Please give me a green checkmark in the status bar to indicate a yes.) Ever wished that you could make these at home? The first time I tried to make these, the owner of the restaurant I was working at was over for dinner and I thought I was going to impress her with an incredible meal. Unfortunately, I didn’t have a potato masher so I used a blender and I ended up with garlic flavoured glue. Needless to say I did not impress her! After that I was determined to master the art of garlic mash.* |  |
| **Lesson-Level Learning Outcomes**(3 mins) | ***What are lesson-level learning outcomes? Course-level outcomes and lesson-level outcomes are not the same.*** *Lesson learning outcomes break down your broader course outcomes into smaller tasks/goals at the beginning of each lesson. What will the learner be able to do by the end of this lesson? Display your lesson learning outcomes at the beginning of each lesson.**Example: Display and read the outcomes* | *Example: By the end of this lesson learners will be able to:** *Select the proper tools, ingredients and equipment to make garlic mashed potatoes*
* *Cook fluffy garlicy scrumptious mashed potatoes*
* *Add alternative ingredients as desired*
* *Garnish and plate the potatoes*
 | *Example: Display slide* |
| **Pre-assessment** (2 mins) | ***What is a pre-assessment?*** *A pre-assessment often consists of questions to find out what learners already know about the task/topic before a lesson. The pre-assessment may spark a conversation about the learner’s prior experiences. The pre-assessment will help you tailor the material that follows to the level of your learners, for example, if everyone is already an expert at boiling potatoes maybe you could do a quick review then focus on potato mashing instead.**Example: Questions to provoke a discussion about prior experiences* | *Example: How many have made garlic mashed potatoes from scratch? How did they turn out?* | *Example: Use the Poll tool to conduct a survey of student perspectives on a topic.* |
| **Optional Short presentation** (5 – 8 mins) | ***Presentations:*** *The advantage of a short live lecture is it gives the instructor a moment to shine and talk about a topic they are passionate about. Your enthusiasm for your topic is contagious! As an alternative to a presentation, you can “flip your lesson” and have students read an article or watch a video before class so that you do not need to use time in class presenting content. Flipping lessons is discussed in Learning Activity 6 and ensures that class time is used for student-centered activities.**Example: The Fool Proof 10-Step Process: Display 5 – 10 slides max with lots of images and not too much text.* | *Example: Notes for the presentation are in the notes section of my PowerPoint.* | *Example: Open pre-loaded PDF**As an alternative I could show a video.* |
| **Participatory Learning activity #1** (10-15 mins) | ***For a list of ungraded learning activities, please see the Course Design Workbook.****Example: Small group discussionNote: Each small group could have different topics or the same.*  | *Example: In Adobe Connect breakout rooms, students need to come to a consensus about which part of the 10 Step process is the most difficult and which part is the most important? They use the whiteboard to capture their ideas on the topic.*  | *Example: Display instructions in breakout rooms* *The instructor moves from room to room checking on students and answering any questions they may have.**See Breakout Rooms & Whiteboard in* [***Design and Deliver an Online Lesson in Adobe Connect***](http://ucalgary.ca/cted/instructors/adobeconnect/presentation) *video* |
| **ParticipatoryLearning activity #2** (10 mins) | *Example: Large group discussion*  | *Example: One student from each group presents their whiteboard to the class and explains it.*  | *Example: Reminder of how to:* [***Share breakout room content in main room***](http://help.adobe.com/en_US/AcrobatConnectPro/7.0/WS4BF59827-6025-4e9b-AE46-B2F4D525B362.html#WS074ED32B-010D-4cf8-A434-485F5EE0D76E) |
| **Post-assessment (10 mins): What is a post-assessment? A post-assessment is delivered at the end of a lesson to determine if the learner can demonstrate the skill described in the lesson learning objectives. It is delivered as part of the lesson, not afterward on the discussion board or as a separate “take-away” assignment.** Example: A game. Each time a student or a team answers a question or completes a task correctly they are given a point, and the person or team with the most points receives a prize. The prize (for online lessons) is a virtual one, for example, a picture of an ice cream sundae (calorie-free!).  |
| **Feedback (Throughout):** **How will you provide feedback to learners throughout the lesson?**Example: Verbal feedback given during small group sessions, responses to questions throughout, and after the group discussion and during the post-assessment.  |
| **Final reflection for learners (5 mins):**  **What will students take from the lesson?**Example: Students, post an a-ha moment in the chat pod, something you learned today.  |
| **Summary** (2 mins):Summarize the lesson by referring back to bridge, summarizing key points and/or revisiting learning outcomes. You could also mention what you will cover in the next class and how it relates to this topic.Example: Today you learned how to: Select the proper tools, ingredients and equipment to make garlic mashed potatoes. Cook fluffy garlicy scrumptious mashed potatoes. Add alternative ingredients as desired. Garnish and plate the potatoes. |
| **What worked well/what needs revision:**Fill in this section after you’ve delivered the lesson. Evaluate the lesson information and interaction. Does your lesson plan need refining? Example:Next time spend more time on “choosing the right garlic”.  |

Now, complete the template on the next page for your orientation session and lesson.

Assignment 4: PLAN your first class

**Your name:**

**Your course name and code:**

Fill in the template below with details about both your orientation session and lesson plan for your first class. Remember to fill in details about your course policies and answer (briefly) the question prompts (highlighted below). Also, write a lesson plan for one BOPPPS-based lesson:

1. Include a few sentences about the following: a bridge, your lesson-level learning outcomes, a pre-assessment, participatory learning activity(s), post-assessment and summary. If you have questions about any of these sections, please refer to the sample above.
2. Indicate how long each activity will take approximately.
3. Review the standards for learning activities, lessons and orientations

Submit the template (in Word format) to your advisor and make revisions based on feedback you receive.

Note: After you’ve tested your orientation a couple of times, you could record it as a video instead of delivering it live.

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| Instructor name: Course code, section and name (ABC 123 456: The ABC’s of 123):Course start and end dates:Format (online or classroom):If online, indicate the date of your first Adobe Connect session:  |
| Materials:  |
| **The orientation session** |
| Activity & time | Short description of activity | **Facilitation notes(Key points the instructor speaks to)** | Tools and tech notes |
| Set up  |  |  |  |
| Welcome learners ( min) |  |  |  |
| Learner Introductions( mins) |  |  |  |
| Review the course outline and course policies ( mins) | *Course outline is displayed and explained, as are course policies.*  | *Read the following on the course outline:** *learning outcomes*
* *assignments*
* *week one activities*
* *plagiarism*
* *where to get technical help*
* *where to access disability services*

*Instructor: Please answer the following questions for your course:** *How do you prefer to receive questions and comments?*
* *How long will it take you to respond?*
* *How much time approximately will they spend on independent studying, graded assignments, learning activities and attending classes.*
* *What is the learner’s responsibility for missed classes or Adobe Connect sessions?*
* *How will you provide ongoing feedback to learners?*
* *What are the course policies for late assignments?*
* *Do you have any questions? Ask learners if they have questions at the end of your orientation session.*
 |  |
|  **Lesson 1 Please indicate the topic or title of your lesson** |
| Activity & time | Short description of activity | Facilitation notes(Key points the instructor speaks to) | Tools and technical notes |
| Bridge( mins) |  |  |  |
| Display Lesson Learning Outcomes( mins) |  |  |  |
| Pre-assessment ( mins)  |  |  |  |
| Short optional presentation( mins) |  |  |  |
| Participatory Learning activity( mins) | *Please indicate which assignment this learning activity prepares learners for. Note: You can include more than one learning activity.* |  |  |
| **Post-assessment:** ( mins) |
| Feedback:  |
| **Final reflection for learners:** ( mins) |
| Summary: ( mins) |
| What worked well/what needs revision: *Fill this out after the lesson is delivered* |

Note: For subsequent lessons (after your first class) delete the orientation section of the table above.

If you have two (or more) lessons in one class you will have two bridges, two sets of learning outcomes, two post-assessments, etc.