

Teaching with Technology: Planning a Lesson

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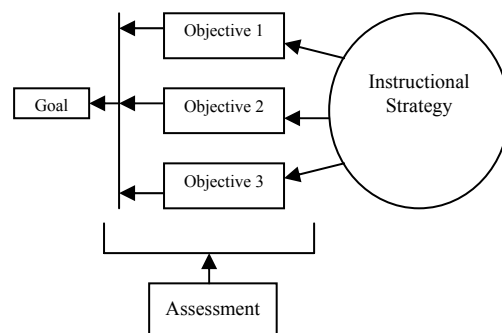
“Technology for learning not for the sake of technology” is a common phrase or mantra repeated in higher education today. The words are easy to say but how can we ensure that we are really focusing on using technology in an attempt to enhance learning and not getting caught up in the glitz, the glitter, and the high cool factor? How can we gauge whether or not we are spending our preparation time on activities that will enhance student learning and not just learning more features of PowerPoint or Dreamweaver? One way is to use a lesson planning worksheet for the design of each instructional lesson. Before we get to the tool, however, let’s briefly review the basics of instructional design.

Basic Design Model:

Whether we plan to use technology or not, and particularly if we do, sound instruction comes from sound instructional design. For some faculty, this means sitting down and working through each step of an instructional design process and for others it means using more of an intuitive approach. Whichever method you prefer, the basic ordered components of any instructional design process are as follows:

- Learning Goal
- Learning Objectives
- Instructional Strategy
- Assessment

---OR, if you prefer a graphic interpretation---



There are two main assumptions that go along with the steps above. First, a need for instruction has been established or assumed (most often assumed as teachers of introductory algebra and other “bread and butter” or “required” courses aren’t asked to conduct a needs assessment before designing their course and lessons). Second, the steps

define an iterative process that constantly undergoes revision (even sometimes to the moment that a lesson is delivered!).

The design process steps are broadly defined as follows:

- Learning Goal – a broad, overarching goal that defines the boundaries of a successful learning experience.
- Learning Objectives – specific, measurable statements whose achievement results in the achievement of the learning goal.
- Instructional Strategy – instructional plan and approach for each objective that considers delivery style and use of technology
- Assessment – a measure to determine whether each learning objective, and therefore the learning goal, was achieved.

Lesson Planning Worksheet

To go along with the instructional design process above, it is helpful to have a physical tool that can be used as part of the planning process. The Lesson Planning Worksheet shown below is such a tool:

Lesson Title:		
Lesson Goal:		
Lesson Objectives (At the end of this lesson, participants should be able to:)	Instructional Strategy	Media/Technology (address how chosen technology will help achieve learning goals)
Assessment		
Revision		

Completion of the worksheet will help instructors/designers address all important steps in the instructional design process including the use of technology. A sample worksheet, completed for a basic lesson on lightning, is included on the next page.

Lesson Title: <i>Lightning- Facts, Myths, and Safety Tips</i>		
Lesson Goal: Participants will examine introductory information about lightning including common facts, mistaken myths, and safety precautions.		
Lesson Objectives (At the end of this lesson, participants should be able to:)	Instructional Strategy	Media/Technology
	INTRODUCTION – Create a catchy title slide that will attract students to the topic of lightning. Introduce the lesson objectives and provide a short explanation of what lightning is, how it works, and how often it occurs. Provide graphics that show pictures of lightning strikes and an illustration of the lightning process.	PowerPoint Presentation (I am hoping that the graphics, animations, and interaction features of PowerPoint will enhance student learning of the stated objectives.)
1. State two common myths about lightning.	TOPIC 1 – Deliver this section of the lesson using interactive question and answer. Design a series of slides that will prompt students to determine if a given statement about lightning is a fact or a myth. Present the correct response along with some explanation.	
2. Identify three lightning avoidance tactics to use outdoors and indoors.	TOPIC 2 – Deliver this section of the lesson using lecture and student interaction with slides in outline form. Since the information to be covered is brief and the content straightforward, no graphics will be used.	
	SUMMARY – Deliver this section of the lesson using a quiz/question format. Design a question grid which links to questions and answers that address the lesson objectives.	
Assessment	Assessment will be informal and will be conducted in a large group format during the Summary portion of the lesson.	
Revision	Revisions will be made to the lesson content and structure based upon results of the informal assessment and any other student feedback.	