Lesson Plan Incorporating Emergent Technology

What is most important in this assignment is to think beyond the boundaries and constraints of today's schools and colleges. Your lesson does *not* have to be one that you could use immediately in your classroom or other professional setting. In fact, students are encouraged to be creative in defining the learning setting in a way that maximizes use of the technology and/or has been shaped by the technology. For example, only a few years ago, leaders in Internet use were predicting that we would soon have online "classrooms" enabled by innovation in telecommunications…and it wasn't that long ago that Maxwell Smart was using his shoe as a mobile communication device.

Emergent Technology: List here the emergent technology for which you have become an expert. *Optional:* If your lesson plan depends on the use of any additional innovations discussed in INST 525, list these also.

Intended learners: Provide a brief description of the intended learners. Include age or grade level and any other information that helps to shape the lesson.

Setting: Describe the context in which the lesson will take place. For example, will the lesson be implemented in a traditional, face-to-face classroom? Or in an online high school? Or some other context? Be sure to describe factors such as schedule, which may affect how the lesson is implemented.

Goal(s): List the broad, overarching purpose(s) for this lesson. The goals are limited in number but broad in scope. Typically, a lesson plan will have one to three goals. In many cases, you will find that the goal(s) are provided by your school or district curriculum. In other words, the classroom teacher is required to implement predetermined goals rather than to design the goals.

Objectives: Whereas goals are broad, overarching statements, the objectives are specific and measurable or observable. The objectives *briefly* state what the student will know or be able to do as a result of this lesson. The format that I recommend for objectives is as follows:

> The student will:
> 1. Describe the problem…
> 2. Predict the outcome of…
> 3. Demonstrate proficiency using…
> 4. Solve….
> 5. Collect data on….

The verbs used in the objectives are important. By identifying the main verb in each objective, you will be better able to determine whether or not the objective is clear. In the format above, the operative verb is at the beginning of each objective. That makes it

easier for you to consider whether or not this objective is measurable or observable. For example, you can see that a student has "collected data" or "predicted the outcome". In contrast, it is tempting to include objectives such as "the student will understand…" You cannot see that the student "understands" the concept. In the objectives, you need to spell out the activities that will demonstrate to you that the student understands.

Activities: In this section, provide a step-by-step outline of what the learners and teacher will do. **This section should provide the reader with a clear picture of what the lesson will look like, but should not be a script of everything the teacher will say and do.** The level of detail should be such that if you shared the lesson plans with other teachers, they could adapt if for use in their classrooms or professional settings.

Assessment: The assessment needs to answer the question, "How do you know that the learners know what you intended for them to learn?" In other words, what measures will you use to determine whether or not students have met the objectives? The objectives and assessment sections of your lesson plan should be tightly linked; every objective should be accounted for in the assessment, and every component of the assessment should tie back to at least one objective. You should have nothing that is included only in objectives or only in assessment; if it is in one of these sections, it needs to be in both. (You still may not have the same exact number of objectives and assessments. One form of assessment may take into account two or three of the objectives.)

Another consideration in designing the assessment is whether or not it matches with the type of learning described in the activities section. For example, if students will use hands-on activities to learn a particular science concept, a paper and pencil, instant recall test may not be the best measure of what they have learned. On the other hand, a paper and pencil test may be appropriate assessment for a math lesson designed to reinforce students' speed and accuracy in simple computation.

It is important to state here how any particular item used for assessment will be scored or graded. If students are going to do a culminating project to demonstrate what they have learned, you must include here the criteria upon which that project will be graded, not just the fact that students will do the project. It is important that both teacher and learners know these criteria at the outset of the lesson.