Lesson Plan (Instructions)

Lesson Title: _(List your presentation Title)_

Contact: _(List the author or Instructor[s])_ **Revision:** _(Revision Date)_

Course Info: _(List the course or course[s] where this lesson plan applies. It is useful to also provide the module/section info.)_

Objective(s)	Performance Criteria
Use the "condition-performance-standard" format: - _Condition: The condition under which the learner is to perform (Using a spreadsheet…)_ - _Performance: An action verb that identifies what the learner should know or do (…calculate the mean and MAD…)_ - _Standard: The measurement for how well the learner is to perform (…correctly.)_	_List the simplified statement of success for how learning validation will be measured._

Selection of the knowledge dimension and cognitive dimension for the measurable objective _(choose only one for each dimension)_ ○ ◉

Select the appropriate knowledge dimension and cognitive dimension for the measurable objective (Bloom's Revised Taxonomy). (copy/paste ○ ◉ icons as needed)

- _Knowledge Dimension:_
  - o _Factual: Basic elements that learners need to know to understand a subject, such as terminology, specific details, and elements._
  - o _Conceptual: Refers to the relationships among basic elements that make them function together. It includes knowledge of classifications, categories, principles, and generalizations._
  - o _Procedural: Knowledge of methods, techniques, and criteria for performing tasks and using specific procedures_
  - o _Metacognitive: Awareness and understanding of one's own thinking and learning processes._

- _Cognitive Dimension:_
  - o _Remember: The learner's task is to recall or recognize facts, concepts, or basic procedures without necessarily understanding them._
  - o _Understand: The learner grasps the meaning of information and can interpret, summarize, or explain it in their own words._
  - o _Apply: Involves using learned knowledge, methods, or rules in new but familiar situations._
  - o _Analyze: Learners break down information into smaller parts to explore how those parts relate to one another and to the whole._
  - o _Evaluate: Learners make judgments based on evidence, criteria, or standards._
  - o _Create: Learners combine information, concepts, and skills to generate something new, original, or innovative._

Timing	Instructional Event	Key Points of Information, Questions, and Demonstration Tips	Resources required
(List how long each instructional event will take)	**1. Gain Learner Attention** _(Reception)_	_Specifically list instructional actions to capture learners' attention and create interest in the upcoming instruction:_ - _Use attention-grabbing techniques (present surprising facts, ask thought-provoking questions, use multimedia elements)_ - _Vary voice pitch, tone, and volume – from whispering to talking loudly_ - _Engage learners with learning games_ - _Have learners ask question(s) to other learners_	_(Specifically list the resources to be used for each instructional event)_

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	2. Identify the Objective *(Expectancy)*	*Specifically list instructional actions to communicate the learning objective(s) to learners to set the expectations:* - *Use the condition-performance-standard criteria (covered in TTT)* - *Learners read the learning objective(s) and verbalize why the content matters* - *Use clear written and verbal instructions* - *Review tasks, success criteria, assessments* - *Have learners help establish standards of performance, when appropriate*	
	3. Stimulate Recall of Prior Learning *(Retrieval)*	*Specifically list instructional actions to activate learners' prior knowledge related to the topic:* - *Create bridging opportunities from past learning to present learning* - *Do a quick review of past lesson(s) or key terms that relate to the new lesson content* - *Ask questions about their past experiences with similar tasks* - *Use visuals or media to spark memory and link prior knowledge to new learning*	
	4. Present the Stimulus *(Selective Perception)*	*Specifically list instructional actions to present instructional content in a logical and organized manner, capturing learners' attention and creating interest in the upcoming instruction:* - *Use appropriate learner-preferred media to convey the instructional material - give choices in learning media!* - *Engage learners with learning games* - *Group tasks or projects* - *Have peer-to-peer discussions, facilitated by instructor* - *Have learners ask question(s) to other learners*	
	5. Guide Learning *(Semantic Encoding)*	*Specifically list instructional actions to provide guidance and support to help learners comprehend and make sense of the information:* - *Use explanations, examples, and demonstrations* - *Use retention techniques to encode information to the learner's long term memory (mnemonics, analogies, mind maps)* - *Engage learners with learning games* - *Have learners ask question(s) to other learners* - *Ask learners for examples to illustrate concepts*	
	6. Elicit Performance *(Responding)*	*Specifically list instructional actions to have learners actively demonstrate their understanding or perform a task related to the instructional content:* - *Give learners the opportunity to practice and apply what they have learned*	

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		- Ask deep-learning questions (analyze, evaluate and create levels in Blooms Taxonomy) vs shallow-learning (remember or understand levels in Blooms Taxonomy) - Have learners collaborate on solving problems and present solutions to their fellow learners - Stimulate classroom discussions	
	7. Provide Feedback *(Reinforcement)*	*Specifically list instructional actions to have learners receive feedback on performance to include the accuracy and quality of their performance:* - *Immediate feedback is preferred over delayed* - *Confirmatory feedback: achieved objective – review their quiz or exam scores* - *Evaluative feedback: focus on the quality of learner performance – review the rationale* - *Analytical feedback: boost learner's performance by offering tips or actions* - *Remedial feedback: adjust learner understanding of content to achieve learning objective, like what is the additional practice that a learner can do after class*	
	8. Assess Performance *(Retrieval)*	*Specifically list instructional actions to have learner performance formally assessed to determine extent of learning and mastery of learning objectives:* - *Focus on the pre- and post- learning (the change in learning, rather than just the score)* - *Use traditional (learners take a quiz, test, or exam) and nontraditional (learners create an instructional slide deck, a video, or portfolio object, etc.)* - *Engage learners in content discussions and learning games* - *Evaluates the effectiveness of instruction*	
	9. Enhance Retention and Transfer *(Generalization)*	*Specifically list instructional actions to promote long-term retention of content and transfer of knowledge and skills to a real-world context* - *Apply learned content to a new situation* - *Assign learners to "meet and chat" with work peers or find an industry example* - *Suggest live or virtual plant tours to identify use of learned content* - *Use breakouts or chat to "talk for a full minute" about a concept to show understanding*	

Notes:

Add any additional notes, internet links, learner resources or classroom/conference tool setup.