

Lesson Plan

Course Title: Prep for HE

Year of course: 1

Room: Training room,
Library & Computer room

Unit Title: Session 1

Tutor:

Date:

Subject: Introduction to
the Course

Scheme of work: Week 1

Time:

Learning Aims:

To introduce the aims of the course, clarify structure & assessment tasks, & to address 'process' issues, e.g. establish a safe learning environment for the group.

Learning Objectives:

Learners will:

- Identify their hopes & expectations of the course
- Acknowledge any anxieties about being a learner
- Review the structure of the course
- Clarify the assessment tasks
- Access library facilities, receive library cards & library induction
- Log on & practise use of the organisational intranet system
- Log on & practise use of the organisational Virtual Learning Environment (VLE)

Learner Evaluation

Learners commented positively on the course tutor being very welcoming & that they were given a clear overview of the course content & what was expected of them, Learners particularly valued the opportunity to meet other candidates 'in the same boat'. The 'Hopes & Fears' exercise was very positively received; most learners commenting that they felt more comfortable knowing that their anxieties about studying at a higher level were shared. There were further comments that the session was delivered at an appropriate pace, allowing time to digest the information. Learners also commented on the VLE as a valuable support. Learners commented negatively on the library session as 'too long' & 'too much information'. There were also negative comments on the amount of paperwork to complete within the induction process, & on the procedure required to set up access to the College intranet.

Tutor Evaluation & Reflection

I set out to establish a 'safe', affirming & welcoming environment. I provided refreshments (the biscuits were particularly well received!); took care to welcome learners individually as they arrived, & took time to ask about occupation/background in the introductions. The 'speed-dating' introduction was lively and fun; I had taken care to remove potentially insensitive questions from the exercise. The 'Hopes, Fears & Expectations' exercise was similarly well received. This attention to 'group process' issues definitely paid off & all learners stated that they felt considerably less anxious & fearful at the end of the session. However, I did realise that I had omitted to set ground rules in this session; I would allow time for this in future sessions.

Learners' negative comments about the paperwork, library & IT inductions were unsurprising; in this part of the session I could see that they were being required to take in too much information. For future sessions I will arrange a briefer library session with more time for learners to digest the information & to practise library search skills.

Overall, the session flowed well & provided a solid foundation for the rest of the course.



Lesson Plan Detail

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
9.00	Introduction Introduce self Introduce aims of day	Input plus PowerPoint	Listen	-	PowerPoint: 'Session 1 Aims'
9.05	Individual Learner Introductions	Set up group round of individual introductions	Students introduce self & speak briefly on background & motivation for doing this course	-	None
9.15	Ice-breaker exercise	Set up 'Speed-dating' Exercise		Note process issues, e.g. levels of participation	Tutor Notes: 'Speed-Dating' Exercise Handout: 'Speed-Dating' Questions
9.30	Introduction to the course	Input plus PowerPoint	Listen, ask questions	Assess understanding of course aims & content via questions asked	PowerPoint: 'Introduction to the Course' Handout: 'Course Information Sheet'
9.45	Hopes, Fears & Expectations	Exercise: Hopes, Fears & Expectations	Reflect & compile postings (anonymous)		Tutor Notes: 'Hopes, Fears & Expectations' Exercise 3 x Coloured post-its per learner Whiteboard/walls

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
10.05	Library Induction	Present course reading list & advise on purchase	Listen, ask questions		Handout: 'Course Reading List' Display of a sample of the textbooks on the reading list
10.45-11.00	Refreshment Break				
11.00	Introduction to Intranet	Explain Intranet system	Intranet Induction activity		Organisational Intranet induction documentation
12.00	Introduction to organisational Virtual Learning Environment	Tutor demonstrates course materials on VLE	Observe, ask questions	Directed questions	Computer room / Access to organisational VLE
12.30	Learners activate VLE & practice	Demonstrate 1 st example Circulate to offer help	Learners practise use individually	Level of use	Computer room Organisational Instruction sheet
12.50	Recap, revisit aims & close		Ask questions		Home Study 1. Learners post 50 word profile into VLE shared forum 2. Reading: 'How to organise yourself for independent study' Chapter 5 in Burns, T & Sinfield, S. (2008) <i>Essential Study Skills</i> , London; Sage Publications.
1.00	End				