

Lesson Plan

Course Title: Prep for HE

Year of Course: 1

Room: Training room + Library

Unit Title: Session 3

Tutor:

Date:

Subject: Lectures, note-taking, understanding assignment questions, & locating information

Scheme of Work: Week 3

Time:

Learning Aims:

To equip learners with the skills to take accurate & useful notes; to understand what assignments are asking; & to successfully locate relevant assignment material.

Learning Objectives:

Learners will:

- Identify how to get the best out of a lecture
- Practise & evaluate a range of note-taking strategies
- Identify the purpose of an assignment
- Identify what assignment questions are asking
- Understand what Tutors look for in assignments
- Review a range of 'real' 1st year degree assignment questions
- Assess their own mid-way assignment using pre-set marking criteria
- Reflect on & re-evaluate their assignment writing skills as a result of tutor feedback on the mid-way assignment
- Locate information from a variety of sources (books, journals, websites, CD Rom)
- Select information from these sources that is relevant to their proposed assignment
- Update their personal Action Plan.

Learner Evaluation

This was the most highly rated session so far; the majority finding it 'very useful' and the rest 'useful'. Learners valued knowing what to expect of a lecture and how to compile useful notes. The majority of positive comments concerned increased understanding of assignments; in terms of correct interpretation of assignment questions and clarity about general requirements/Tutor expectations. Further positive comments concerned good use of handouts, enabling learners to listen rather than take notes. Learners also appreciated the final assignment being set and discussed in the session. There were no negative comments on this session.

Tutor Evaluation & Reflection

This was a fast-paced & tightly-packed session, and I was fearful of having tried to fit too much in. However, learners rose to the challenge and worked extremely hard; at the end of the session they acknowledged how much learning had taken place. I had some concerns that the PowerPoint & discussion 'What is a Lecture' would be experienced as patronising; instead it was well-received & resulted in constructive discussion. It reinforced the need to never make assumptions about what learners know - the majority had never attended a formal H.E. lecture and were amazed that these may involve 100+ students. The brief input on the 'Learning Pyramid' provided a good link to note-taking. Learners willingly experimented with the various note-taking templates and shared their evaluative comments with the group. All learners enjoyed the group work & input on what assignments are asking, and stated that they felt much more confident to interpret essay questions and answer them. It was very useful to apply this learning to the final assignment title, so that all had a clear idea of what the assignment required. This was a very positive session - It was excellent to see all learners becoming more confident in expressing their opinions within the group.

Lesson Plan Details

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
9.00	<p>Introduction to the day</p> <p>1. Welcome</p> <p>2. Brief recap of last week's session</p> <p>3. Review home-study tasks:</p> <p>(a) Reading Speed Exercise + (b) Submit mid-way assignment by email</p> <p>4. Any questions?</p>	<p>Input</p> <p>Directed questions to stimulate recall</p> <p>Large group round</p> <p>Thank group for emailing their mid-way assignment. State that the marked assignments will be handed back at end of session to minimise disruption.</p> <p>Respond to issues raised on home study</p>	<p>Listen</p> <p>Recall last week's session</p> <p>State if any improvement in reading speed over the week</p>	<p>-</p> <p>Via answers to directed questions</p>	-
9.15	<p>Aims of day</p>	<p>Input</p>	<p>Listen/ask questions</p>		<p>PowerPoint 'Session 3 Aims'</p>
9.20	<p>Lectures</p> <p>Part 1: Wordstorm 'What is the purpose of a lecture?'</p> <p>Part 2: Input PowerPoint on Lectures:</p>	<p>Set question & record responses on flipchart</p> <p>Input & check experience & understanding via questions</p>	<p>Reflect & contribute</p> <p>Contribute – discuss experiences</p>		<p>Flipchart & pens</p> <p>PowerPoint 'Lectures & Note-taking' + handout.</p>

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
9.40	<p>Note-taking</p> <p>Input: Why taking notes is important – they increase retention of information</p>	<p>Use 'Learning Pyramid' diagram to explain that a lecture may not be the most efficient means to absorb information.</p> <p>(Note that the % figures on the pyramid & research it's based on is open to question & criticism).</p>			<p>On-line illustration of the Learning Pyramid can be accessed at: http://siteresources.worldbank.org/DEVMARKETPLACE/Resources/Handout_TheLearningPyramid.pdf</p>
9.45	<p>Comparison of Note-taking Methods</p> <p>Part 1: Practical Note-Taking Exercise</p> <p>Part 2: Comparison of Methods</p> <p>Part 3: Tutor consolidates</p>	<p>Divide learners into 4 groups & distribute 1 note-taking template to each group</p> <p>Tutor reads text extract & learners take notes using their allocated template</p> <p>Compare templates /methods via large group round 'How useful was your template?' + discuss why.</p> <p>Distribute copies of all templates to learners.</p>	<p>Learners practise taking notes</p> <p>Evaluative comments on method used</p>		<p>Price, G. & Maier, P. (2007) <i>Effective Study Skills: Unlock your Potential</i>, Essex; Pearson Education Ltd.</p> <p>Text extract 'The Dangers of the Sun' from Price & Maier (page 119)</p> <p>Handouts: Note-Taking Templates</p> <ol style="list-style-type: none"> 1. Cornell method 2. Linear method 3. Mind Map method 4. Hierarchies method <p>For other examples see http://sas.calpoly.edu/asc/ssl/notetaking.systems.html</p>

Time	Content	Teacher Activity	Learner Activity	Learner Assessment	Learning Resources
10.15	<p>Introduction to Assignments</p> <p>What is an assignment? + Why is it used?</p>	Wordstorm	Verbal contribution	Check understanding via contributions	Flipchart & pens
10.30	<p>Understanding what assignment questions are asking</p> <p>Part 1: Group exercise</p> <p>Part 2: Tutor consolidates</p>	<p>Facilitate Card-Matching Exercise: In large group, ask learners to match the verb with the descriptor</p> <p>Distribute answer sheet. Discuss any misunderstandings</p>	<p>Learners match essay verbs with descriptors</p> <p>Learners ask questions to clarify</p>	<p>Accuracy of matching</p>	<p>Set of laminated cards of: Assignment Question-Verbs Assignment Question- Descriptors</p> <p>Handout: Terms & Definitions Answer Sheet</p>
10.45 - 11.00	Refreshment Break				
11.00	<p>Different Levels of Assignment work</p> <p>Discuss increasing complexity in Degree years 1, 2 + 3.</p>	Refer to Bloom's taxonomy to illustrate the progression from 'descriptive' to 'analytical' requirements of degree course work.	Learners listen & reflect		<p>Bloom's taxonomy can be accessed at: http://www.learningandteaching.info/learning/bloomtax.htm</p>
11.10	What Tutors look for in assignments	Explain basic expectations using handout	Reflect & ask questions		Handout: 'What Tutors Look for in Assignments'

11.20	Assignment marking	Distribute & explain typical 1 st year Degree assignment marking criteria	Reflect & ask questions		Handout: 'Marking Grid: Mid-way Assignment'
11.15	Self- Assessing assignments Self- assess your mid-way assignment against the criteria	Circulate & help learners to apply the criteria to their work	Learners apply marking criteria to their own work		Return an unmarked copy of each learner's mid-way assignment to them
11.45	Set Final Assignment Move to library to begin aided search + Individual tutorial time with Tutor on marked mid-way assignment	Set & explain final assignment Return & discuss marked mid-way assignment, using learners' self-assessment to compare with Tutors marked assignment.	Questions on assignment Individual learning conversation with Tutor		Handout: 'Final Assignment' Handout fresh copy of: 'Marking Grid: Mid-way Assignment' (already distributed at 11.20am)
12.30	Action Planning Complete individual plan	Circulate & aid completion of 2 nd entry on plan	Reflect on progress & compile 2 nd entry	Learning conversation	Handout: Proforma Action Plan
12.45	Recap, revisit aims & close Set home study			Q & A Revisit aims	Home Study 1. Reading: 'How to get the most out of lectures' Ch 2 p101-128 in Price, G. & Maier, P. (2007) <i>Effective Study Skills: Unlock your Potential</i> , Essex; Pearson Education Ltd. 2. Start work on 1 st draft of final assignment to bring into next session.
1.00	End				