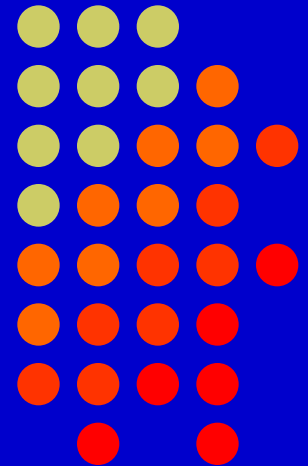


# Lesson Plan

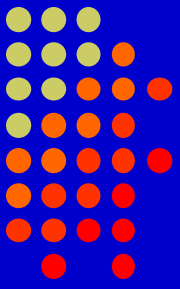
Presented by  
Nurul Mohammad Zayed  
Senior Lecturer  
Department of Business Administration  
Daffodil International University



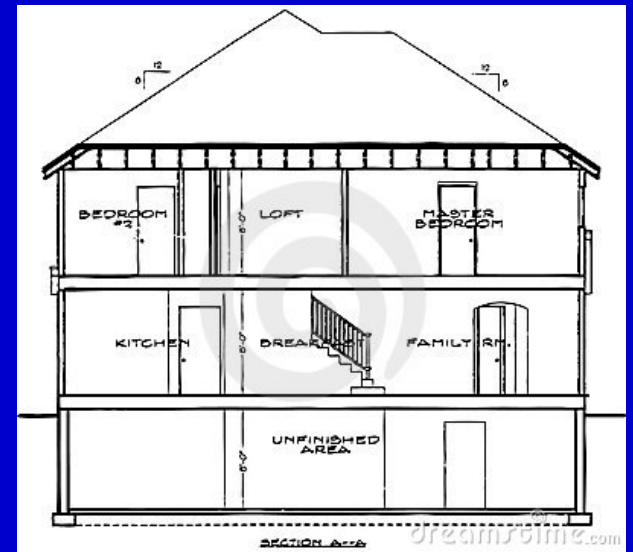


Which one do you like? & Why?

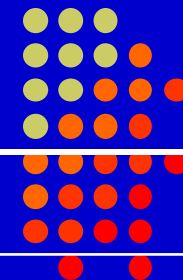
# We agree that:



- **PLAN** ∞ Value
- For every work we have **PLAN ....**
- Teaching also needs a **PLAN**
- A Lesson **PLAN** should be scientific
- A Lesson shouldn't be without **PLAN.**

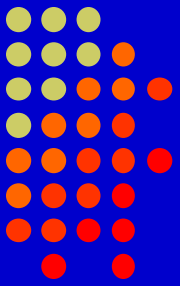


# Lesson Plan: Format



A. Title:		Ref. No:	
B. Target Population:		C. Time:	
D. Aims:			
E. Learning outcomes:			
Content	I. Method/ Technique	Resource or Aid	J. Timing
F. Introduction			
G. Development: 1: 2: 3:			
H. Conclusion			
Equipment & aids:			

# Main structure of a lesson plan

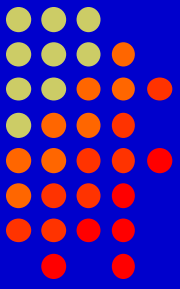


**A. Title:** There should be a logical and comprehensive title for each session

**B. Target group:** Should be well defined

**C. Time:** It should be specifically mentioned at the top of the lesson plan.

# Learning Outcomes

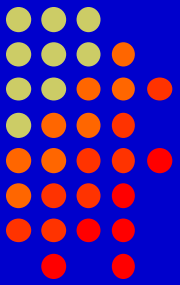


**Students will ....**

**DO      WHAT (how)**

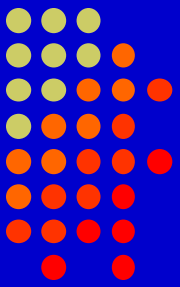
# “DO WHAT (How)”

## --- Bloom’s Taxonomy



Type	Level
<b>Cognitive</b>	6 Knowledge ~ Evaluation
<b>Affective</b>	5 Receiving ~ Characterization by value
Psychomotor <b>/Skill</b>	7 Perception ~ Origination





# Main structure of a lesson plan

## E. LOs/ILOs (Objectives):

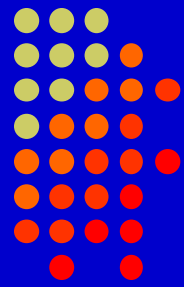
- To construct LOs (objectives), Bloom's taxonomy of **action verbs** can be looked at.
- Objectives should be:

**S** Specific  
**M** Measurable  
**A** Achievable  
**R** Realistic  
**T** Timely





# Examples of Useful Bloom Words: Outcomes, not processes



Specific

List

Identify

Predict

Describe

Conclude

Solve

Analyze

Measurable

Specific

Sort

Categorize

Design

Generate

Justify

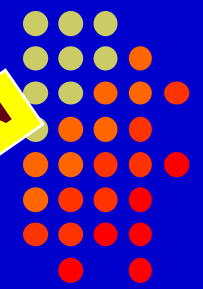
Construct

Measurable

Specific

**Task: Write 20 action verbs**

# Examples of Weasel Words: mainly Processes



Not Specific

Imagine

Understand

Appreciate

Explore

Learn

Realize

Discover

Not Measurable

Not Specific

Comprehend

Know

See

Exposed to

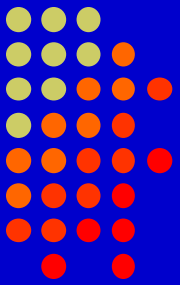
Familiar with

Sense of

Not Measurable

Not Specific

# Student Learning Outcome



- At the end of the lesson, students will **explain** two causes of the Civil War.
- By the end of the lesson, students will **provide a one page critique** of one day in a Vietnam War soldier's diary.



“The evaluation of pupils’ progress is a major aspect of the teacher’s job.”

Evaluating Educational Outcomes  
(Oriondo & Antonio)



Teaching  
Planning

Teaching  
Delivery

Teaching  
Evaluation

○ **“To be able to prepare a good test, one has to have a *mastery of the subject matter, knowledge of the pupils to be tested, skill in verbal expression and the use of the different test format*”**

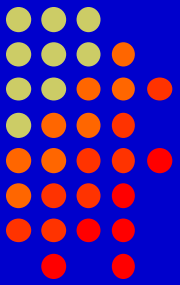
Evaluating Educational Outcomes  
(Oriondo & Antonio)

# How should we assess?

- True –False Item
- Multiple Choice
- Completion
- Short Answer
- Essay
- Practical Exam
- Papers/Reports
- Projects
- Questionnaires
- Inventories
- Checklist
- Peer Rating
- Self Rating
- Journal
- Portfolio
- Observations
- Discussions
- Interviews

TOOLS

# Levels of Assessment



- 1.1: Recall or Remember (Knowledge)**
- 1.2: Understand (Comprehension)**
- 1.3: Apply (Application)**
- 1.4: Analyze (Analysis)**
- 1.5: Evaluate (Evaluation or Judgment)**
- 1.6: Create (Synthesis)**



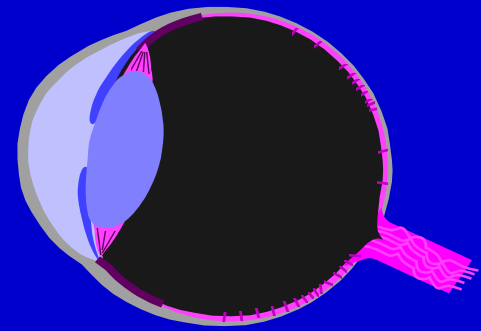
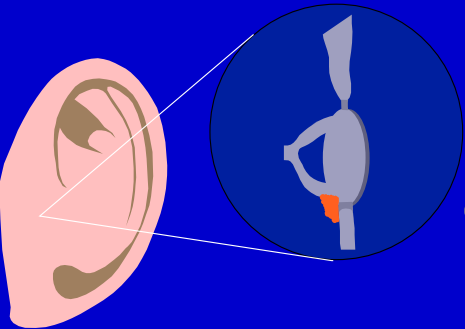
# Questions Adopting Bloom's: example

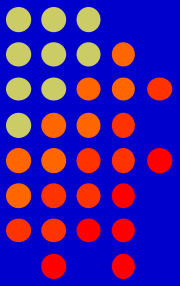
1. List four major learning theories.
2. Explain how constructivists evaluate new information with old knowledge.
3. What is the use of knowing learning theories?
4. What are the differences between behaviourism and constructivism?
5. Which learning theory best applies for psychomotor learning?
6. Propose a research topic with specific objectives on the use of learning theories.

# Assessment Should also Satisfy **Learning Styles** of Students!!

Three primary styles are:

- **Auditory**
- **Visual**
- **Kinaesthetic**





**Thank you**