

LESSON PREPARATION FORM

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| Lecturer: Helena Rasche | |  | Date: |
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| Group: ATGM/BML | Number of students: 3 | | Classroom: |
|  | | | |
| Subject/lesson: R-2 | | | |

**Starting situation:**

*What do the students already know about the subject and what can they already do? How do they feel about it? Have they already gained work experience?*

*Describe the composition of the group. When and where does the lesson take place? And similar.*

This is the final lesson in the R series of ABCD lessons. It is supposed to be an advanced R lesson but at Miaomiao’s suggestion I’ve changed it to cover CoCalc. None of the students are familiar with the system. They only learned about notebooks for the first time in the previous lesson, now they will write them for the first time.

**Objective/lesson objective:**

*Describe the objective(s) of the lesson according to the 3C model, taking account of the taxonomy level according to Bloom.*

Create a “course” object in CoCalc to learn this alternative system for classroom management

Create an assignment to further developer R skills of previous lessons

Auto-grade the assignment to introduce a new feature of this digital classroom which allows for more automation and saves them time.

**Educational resources:**  
*Which learning materials do you use during your lesson? (book,  
smartboard, whiteboard, paper, etc.)*

- Lesson documentation online

- The online system we’ll use will be the primary material (switching between showing / doing)

**Assessment procedure:**

*Provide a description of the final assessment of the unit of study and at which of Bloom's taxonomy levels the assessment will be carried out.*

There is no final assessment for this unit of study, and as I have not completed BKE, I am not able to do that currently.



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| **Schedule (how long?)** | **Content (what?)** | **Teaching and learning activities/work forms (how?)** | | **Justify: how will this be used to reach the objective?** |
| **Teacher** | **Student** |
| **30 min** | What is CoCalc recap / What can it do | Presentation on CoCalc | Introductions, Listening, Questioning | Students need to reactivate their knowledge from the previous lesson of how |
| **10 min** | Hands-on: Setting up a Course | Walkthrough of the steps | Students actively listen and follow along on their own computers. At some points we have students share their screens to demonstrate what’s happening for them. | Here students practice the first lesson objective, learning about course objects and digital classroom management |
| **30 min** | Demo: The Student View | Demonstration | Discussion | Students see the interface as their students will see the system, showing them the impact of their actions and choices |
| **10 min** | Hands-on: Create + assign an assignment | Walkthrough of steps | Same as previous hands-on | Here students practice the second objective, which additionally builds on their previous experience writing R code from previous lessons. Here we also leverage their existing knowledge of Notebooks from previous lessons. |
| **10 min** | Demo: The Student View | Demonstration | Discussion | Same as previous demo |
| **10 min** | Hands-on: Collecting & Grading | Lecturing | Same as previous hands-on | Here we work on the third objective, and explore opportunities for simplifying existing grading workflows. |
| **5 min** | Demo: The Student View | Demonstration | Discussion | Same as previous demo |
| **15 min** | Closing Questions | Q&A |  | Check in with student feelings to make sure they understood the content and how it can apply to their |