Module planning for effective learning and teaching

# Preparing to plan a module

1. Check the course and module learning outcomes. Your scheme of work must deliver these learning outcomes.
2. Check the Solent academic regulations detailed in the academic handbook
3. Check any industry or professional regulations and requirements
4. Consider your own reflections on what worked well last time you delivered the module and what didn’t work so well
5. Consider feedback from peers, students, external examiners and industry professionals on what has previously worked and not worked so well
6. Consider current literature and research on best practice in learning and teaching
7. Plan your scheme of work

# The non-negotiables of good teaching

* Clear learning outcomes
* Bite-size activities
* Consistency in experience
* Variety in activities
* Checking for learning
* Inclusion
* Differentiation (working towards, working at, and working beyond)
* Scaffolding (must, should and could activities)

Scheme of work template

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teaching week /  topic number | |  |  |  |  |  |  |  |  |  |  |  |  |
| Pre lesson tasks | Must do  (all) |  |  |  |  |  |  |  |  |  |  |  |  |
| Should do  (most) |  |  |  |  |  |  |  |  |  |  |  |  |
| Could do  (some) |  |  |  |  |  |  |  |  |  |  |  |  |
| Topic Title | |  |  |  |  |  |  |  |  |  |  |  |  |
| Hook and Recap | |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson objectives | |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 1   * What will the teacher do? * What will the students do? * How will you check for understanding? | |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 2 | |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 3 | |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 4 | |  |  |  |  |  |  |  |  |  |  |  |  |
| Activity 5 | |  |  |  |  |  |  |  |  |  |  |  |  |
| Summary and look ahead | |  |  |  |  |  |  |  |  |  |  |  |  |
| Post lesson tasks | Must do  (all) |  |  |  |  |  |  |  |  |  |  |  |  |
| Should do  (most) |  |  |  |  |  |  |  |  |  |  |  |  |
| Could do  (some) |  |  |  |  |  |  |  |  |  |  |  |  |
| Notes on inclusion  Barriers and strategies | |  |  |  |  |  |  |  |  |  |  |  |  |

***Scheme of work Notes***

***Pre class tasks***

* *Where possible look for opportunities to give the students a range of material they can access and consume independently (alone or in groups, online). Don’t waste valuable contact time transferring information when they can do that for themselves from a variety of sources books, videos, audiobooks, journals, blogs, online courses, websites etc.*
* *Ensure contact time builds directly onto these independent tasks, so they understand why you asked them to do them and how they fit into the overall programme of learning.*
* *Use a variety of materials to stimulate interest and engagement.*
* *Add some indication of the time it will take them and when it should be done by so they can plan when is best to do that task.*
* *Ensure learning is active: answer questions, apply knowledge to a scenario, discuss with peers, etc.*
* *Split activities into three groups* 
  + *Must do – this is non-negotiable, and everyone must do it. Material in this section will often be easily accessible, easy to digest and will help less able students to access the more advanced activities in the next two sections. To reinforce its importance, you must revisit it and build on it. The learning in this section will often be linear and represent one major perspective.*
  + *Should do – the majority of the students will do this. As before it should lead into the session and contribute to deeper and more detailed discussion. This material should cover different approaches to encourage criticality and non-linear thinking*
  + *Could do – a few of the more able students in the group will want / need to be stretched even further. This material will introduce more abstract or controversial viewpoints, more advanced journal articles or complex problems for them to apply their learning to.*

***Topic title***

* *Try to make this short and punchy, attractive, and relevant to the student and their long term goals.*

***Hook***

* *If you want the students to learn, you must first get their attention. The hook (2 – 3 mins) is a short activity or artifact such as a quote, film, poem, picture, cartoon, newspaper headline, etc, that focusses their attention on the subject in hand.*

***Recap***

* *Learning is more effective when it is contextualised or embedded in narrative. Spend a few minutes showing how this session connects to previous ones and builds on prior learning.*
* *The students could also do this themselves, through discussion or free writing.*

***Topic objectives***

*The objectives give purpose to the learning and signpost to the students what is going to happen next and what they will be able to do as a result.*

* *They should be action based. For a full list of verbs use Blooms taxonomy* [*https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/*](https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/)
* *The objectives do not all need to be met in your face to face sessions. Plan to have some delivered online.*
* *Don’t overload your topics – three objectives for each is plenty.*
* *Check learning to see if your materials enabled students to meet the objectives, e.g. through group discussion, quiz, etc.*
* *Plan for differentiation in your objectives, e.g.* ***all****,* ***most****, and* ***some****: all will be able to list…, most will be able to critique… and some will be able to successfully apply to a complex problem. This helps you plan for three groups* 
  + *Those working towards expectation (approximately 20% of the class - your least able students)*
  + *Those working at expectation (approximately 60% of the class – your average 2.2 / 2.1 students)*
  + *Those working beyond expectation (approximately 20% of the class – your most able students)*

***Main Activities***

* *The main activities would normally be delivered in a lecture, seminar, practical or workshop but can be split up and delivered online. The online activities could be synchronous (done at the same time by everyone in the class) or asynchronous (done individually at a time and pace that suits the individual learner)*
* *These activities should be broken down into bite size chunks of probably no more than 15 - 20 mins. Anything longer than that risks losing their concentration and motivation. Longer or more involved activities can be broken down and labelled parts A, B and C*
* *Face to face/live sessions should not be used to transfer information.*
* *See the table below for some ideas for activities. Some are better suited to online learning, some are better suited to face to face learning, but most can be adapted for both environments:*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pre-recorded mini lessons**  *Deliver taught content through mini presentations. These should be no longer than 20 mins and should be punctuated with points for the student to pause and reflect, apply and critique what you have presented. Just like in a class where you discuss content with the students or use Q and A.* | **Virtual Face to face sessions**  *These sessions are valuable and should not be wasted by talking at the students. Use them to discuss, critique, apply, test what they have learnt in the pre lesson activities. Make them more appealing and engaging with polls, breakout rooms, Mentimeter surveys Kahoot quizzes, white board activities etc.* | **Reading activities**  *To make reading more active you could get students to annotate, highlight, or paraphrase what they read. Reading should always be bookended with instructions on what to look for and why they should do the reading before; and questions that aid reflection application and critical analysis afterwards.* | **Free writing**  *Unshackled from formal, objective restrictions, free writing can be a fun way of expressing ideas and opinions. It’s a good way to connect the person to the point – write for five minutes about how this impacts on you* | **Online games / puzzles**  *Some subjects are lucky and have online games and puzzles readily available on the internet but don’t be put off it your subject area does have games why don’t you create your own game.* | **Do a mind map / brain dump**  *Sorting and connecting information helps to organise ideas, and make sense of knowledge - connecting old to new, and abstract to concrete* | **Discussions in break out rooms**  *Break out rooms are a good place to set up smaller group activities. This could include group discussions or collaborative writing on the whiteboard or in shared documents* |
| **Sort and order information by importance**  *This can be done individually but its great to then get groups to discuss their ideas and agree [if the can] a collective list.* | **Compare and contrast two or more ideas / things**  *This requires students to look for similarities and differences between ideas which in turn moves their understanding from superficial to deep* | **Research the answer to a question or problem**  *This could be a good task for individuals or groups. Its fun to set parameters too – perhaps limit them to 1 book, 1 journal and 1 webpage* | **Complete a survey or questionnaire**  *There are lots of online surveys for different topics or create your own on Google forms* | **Write and/or perform a 60 second elevator pitch**  *Getting an idea across succinctly is a skill. You could make this more fun by building a scenario* | **Produce an informative / educational Blog or Vlog**  *To explain it to someone else they must first understand it them selves* | **Write a short biography of a theorist or influential person**  *You could make this even more exciting by giving them a choice of genre to write in.* |
| **Find a case study to illustrate a point**  *This will combine problem solving and research skills.* | **Discussion forums**  *Start new threads or comment on others idea using the SOL forum function* | **Complete a quiz**  *There are quiz features on SOL, H5P, Plickers, Menti and Kahoot* | **Glossary of terms**  *You can use the SOL tool to collaboratively create a great glossary of the key terms for each topic.* | **Make a poster**  *Perhaps the most common format for this activity is on a PowerPoint slide. No need to print it off. Just save it a PDF* | **Website searches**  *These are a good way to investigate questions but also explore the credibility and power of sources of information* | **Complete a worksheet**  *Guiding independent learning step by step. A particularly useful tool to scaffold learning for students working towards expectation* |
| **Data analysis and presentation**  *Data can be presented, analysed and interpreted in Excel and or SPSS there are useful guides to both on LinkedIn Learning.* | **PBL activities**  *Rather than providing the answer why don’t you set them the problem. This will not only resolve the issue but teach them valuable problem solving skill for the future* | **Prepare a mini presentation**  *This can be a verbal and or visual presentation. Students could use Power point, Prezi, a whiteboard or flip chart to support their verbal presentation* | **Paraphrasing text into bullet points**  *This transforms reading text into understanding text. It helps students to identify important points in flabby writing. Why not do it as a timed activity too to encourage speed reading* | **LinkedIn learning courses**  *Why not build in some added value. If they complete a LinkedIn learning course, it will enhance their knowledge and their CV* | **Photos and drawings**  *Art is powerful form of expression. Art is great value as just a piece of art but what about using images for a metaphor. This will get the students thinking a bit more laterally* | **Design a check list**  *You could use the checklist tool on Sol or a word doc. It is a great way of getting students to break down complex tasks into bite size portions* |
| **Construct a theory fact file**  *This develops research and communication skills alongside developing knowledge* | **Create an animation**  *Another fun way to reinforce learning and build creativity students can create their own animations for free on* [*www.powtoon.com*](http://www.powtoon.com) | **Personal Profile**  *Ask students to profile themselves against a list of criteria. Likert scales are a good way of doing this. On a scale of 1 – 10, where 1 is low and 10 is high, how confident are you in your ability to perform X, Y and Z* | **Undertake H5P activities**  *There are lots of interactive activities on H5P. Find and explore them by accessing the H5P tool on the “add activities” function on your SOL pages. Everything from labelling pictures to drag and drop* | **Create a mnemonic or acronym**  *This will help students remember a list - Ask students to build a word or saying from the first letters of each word in the list (I.e. SMART goals)* | **Modelling**  *Time to roll their sleeves up and get creative. They can use Lego, Play-doh, or junk to create a model. Converting complex issues into models is great fun and memorable.* | **Imagery / visualisation**  *Imagery is a free and easy way of creating / recreating pictures and scenarios. Then students can start to answer questions like: how it would feel? or what would happen if?* |
| **Design an infographic**  *Get your students to turn facts and figures into something more visually appealing*  *Students can create their own free infographic with* [*www.canva.com*](http://www.canva.com) | **Anonyms and synonyms**  *Ask students to think or words or scenarios that are the same as / similar to or the opposite of* | **Watch a YouTube video**  *If it is long, then indicate the specific bit you want your students to watch.* | **Conduct an interview**  *This could be a straightforward research interview or make it a bit more exciting by combining it with a bit of role play to enact a specific scenario* | **Fill in Cloze procedure**  *This is a posh term for dragging and dropping words into sentences or filling in the blanks. It’s a good exercise to test retention of facts taught the week before* | **Create a cartoon strip**  *This is a fun way to reinforce learning. Students can create their own cartoon for free on* [www.storyboardthat.com](http://www.storyboardthat.com/) | **Draw a flow diagram**  *This helps student to organise processes, working out the connection between actions and the sequence of actions* |
| **Peer to peer formative feedback**  *There is an output to all of these activities. A good way of doubling or trebling learning whilst simultaneously proving feedback is to facilitate peer to peer feedback.*  *Ask them to spot a strength, a weakness and a feedforward against a cocreated set of criteria familiarises them with assessment criteria and giving and receiving feedback.* | **Two stage exam / test**  *A great activity to test learning and increase learning is the two-stage test. First, they complete it individually and then they are put into small study groups and complete it as a group. The tests what they know the second develops what they know through meaningful peer discussions.* | **Poetry**  *Read it, write it, use it as a metaphor. Try a quick and fun Fib poem - 6 lines that follow the Fibonacci sequence*  *1 syllable for first line*  *1 syllable for second line*  *2 syllables for third line*  *3 syllables for fourth line*  *5 syllables for fifth line*  *8 syllables for sixth line* | **True or false**  *True or false statements can provide a quick and easy assessment of understanding. A fun way to elevate this is to drip feed information that alters whether the statement is true or false. For example: True or False? Water freezes at 0° C.*  *What if there is salt in the water?* | **Annotate some text**  *Start with a bit of text, for example a research abstract, a poem, a new paper article. Then annotate it with comments highlights, questions, connections similarities and differences. This can be done using pen and paper and then the student uploads a photo of it or electronically as a PDF* | **De Bono’s Six thinking hats**  *Get the students to think about problems through different lenses or wearing different hats. The six-hat model is a good activity to structure different perspectives.*  <http://www.debonogroup.com/six_thinking_hats.php>  <https://www.storyboardthat.com/blog/e/six-thinking-hats-in-the-classroom> | **Preparing for and doing debates**  *To present and defend an idea you have to know what you are talking about. This is a great activity for 1 v 1 or groups working against each other. debating will develop research, teamwork, and communication skills* |
| **Application to RW scenario**  *Learning is enhanced when students can connect abstract theories to real world scenarios. It creates an image or story that is easier to understand and recall.* | **Write a script or act out a short role play**  *Some people prefer to perform or be in the lives experience. Writing and performing can be a fun experience and helps to make sense of and connect to ideas and concepts* | **Find supportive / contradictory literature**  *Building an argument for and against an idea is an important skill for graduates. Being able to look at evidence on both sides of an argument will help students to make good decisions* | **Show an artifact and tell a story**  *Everyone loves a story and we learn best by connecting information together through stories. Getting students to choose an artifact that links to the topic creates a personal connection to the information.* | **Jigsaw teaching technique**  [*The jigsaw teaching technique*](https://m.youtube.com/watch?v=euhtXUgBEts) *works well if you want to do reading in groups.* *It* *splits reading up and promotes collaboration and confidence.* |  |  |

***Summary and look ahead***

* *Check for understanding either during or at the end of each topic. Plan for mitigation.*
* *Recap the main messages and concepts.*
* *Present and give purpose to the post session activities*
* *Look ahead to the next week / topic*

***Post class tasks***

* *These extension activities allow students to continue to use and develop their understanding of this week’s lesson objectives. Just as you did in the pre class tasks, make them varied in terms of format and level. Build on what you have been doing in the face to face session, so they have context.*
* *Give these an indication of time*
* *Where possible try to make these social collaborative activities*
* *Don’t just add a list of readings. Provide a narrative context that explains why they should read it, what they will learn by reading it, what to look out for and at the other end add some questions that help them to critique and apply what they have learnt.*