**Lesson Plan Submission Document**

**Learning Objective:**

Teach students the importance of effective report writing and referencing.

**Meeting INTROSH standards:**

**Interest/Catch em’**

Ask students if they like writing reports. Hands up for yes, no etc.

(Most will say no…)

Light humor. Question, physical response.

**Title**

Display clearly what we are learning about throughout PowerPoint.

**Objective**

Summary of what we will cover at the beginning & relevant topic titles throughout the PowerPoint to keep objective in sight.

**Need**

Importance being able to communicate ideas clearly and it a structured way, avoid plagiarism etc.

**Scope**

PowerPoint slide outlining our goals & plan for the lesson

Handouts and references

Paper handout with reference examples that they can take home. Template that they can save for future use.

**Revision**

Reflect on what we learnt – Ask each student to either ask a question related to the lesson or comment on something they have learned. No forcing students to speak if they are uncomfortable!

**Tasks & Timings:**

Begin lesson with an introduction to who I am and what my previous experience is regarding CITE LV4 and BIT. Time 2 mins approximately.

PowerPoint Presentation with the following topics –

* Report Structure

-Cover page

-Abstract/Executive Summary

-Contents page

-Introduction

-Methods/Results/Discussion/Body

-Conclusion/Recommendations

-References

-Appendices/Appendix (one item)

* Academic Vs. Technical Reports
* Using Images/graphs etc. to convey information.
* Plagiarism
* Referencing (APA7)
* General Advice

-Start early

-Formatting

-Chip away at it

-Proof read the day after writing or have someone else proofread for you

-Decide on topics (as headings) of what you want to cover in the report

-Stick to the material, don’t ramble.

-Relevance/Scope (e.g., images)

-Make use of the marking rubric or other marking guidelines.

-Reference as you go

-Get feedback.

* Questions

PowerPoint Time 15-20 minutes approximately.

Student Activities –

Handout containing examples of references.

Create a template together with step by step instructions.

Look up a book quote and reference it correctly with an in-text citation and reference list entry.

End of lesson questions and reflection with what students learnt.

Activity Time 15-20 minutes approximately.

Total Lesson Time 40-45 minutes.

**Learning Styles:**

Visual & Audio Learning – PowerPoint Presentation

Reading – Student Handout & PowerPoint Presentation

Writing – Create a template together and write a reference for a quote.

Kinesthetic – Doing activities as a class, create a template & reference a quote.

Environmental Factors – Classroom environment that the students have used before and were using prior to the lesson. Comfortable chairs, temperature of classroom, ease of access to resources (computers). Can see and hear the teacher easily. Can view the PowerPoint slides easily.

Interaction – Ask Questions, seek responses. Use silence for thinking time and reflection.

**Training & Learning Aids:**

PowerPoint Presentation

Computers

Whiteboard

Paper handouts

**Interactive Activities:**

Have students create a template for future use with guided instructions, talk through steps with students and having example template screen shared with step by step instructions that the students can follow along with.

Ask students to look up a quote from their favourite book and reference it (in-text and list).

Student reference handout.

**Assess Objectives Met:**

Ask for questions at end of the PowerPoint Presentation.

Ask questions during activities to ensure students are keeping/not lost or stuck.

Ask each student at the end of the lesson to either comment on the lesson and what they learned, or they can ask a question. Gage responses and an understanding of what they learnt or what they didn’t understand.

**Lesson Reflections will be submitted in the next Assignment in a word document.**

**Self-Assessment Marking Rubric:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Lesson plan rubric | Exemplary 9-10 | Excellent 7-8 | Sufficient 5-6 | Inadequate 4-3 | Poor 2-1 |
| Objectives | Objective(s) present that comprehensively covers all content, worded professionally and are testable thoroughly | Objective(s) present that mostly covers the content.  Are easily testable | Objective(s) present  Mostly testable | An attempt to have objective(s) | No objective, or worded poorly |
| Introduction | Introduction elements that would captivate the learners. Would fully engage the audience using a variety of introduction elements. Adheres to best practice INTROSH techniques | Introduction elements that would almost captivate the learners. Would engage most of the audience using a variety of introduction elements. Adheres to most of the best practice INTROSH techniques | Would be mostly sufficient to engage the learners. Most of the components required for an effective introduction present. Considered INTROSH techniques | An attempt to be able engage the learners was made. Few components required for an effective introduction present | Very poor introduction made that would not engage the learners. Very little components required for an effective introduction present, if at all. |
| Content | Content is engaging and thoroughly covers the objectives. Content would allow for a steady pace in the allotted time.  Content is well-thought out and is entirely appropriate at learner level | Content covers the objectives. Content would fill out the time. Content is thought out and is at learner level | Sufficient content that mostly covers objectives. Enough content to mostly fill out the time. Content is mostly at learner level | An attempt to cover objectives was made. Not enough or too much content that would not use time well. Content is not well-suited and is almost at learner level | Very little content planned that would not cover the objectives. Very little foresight into timings was made. Content is not suited and is not at learner level |
| Learner Engagement | Variety of comprehensive activities that involve the learner planned.  Effective questions planned at key moments to reinforce learning objectives.  Very effective use of training aids planned | Multiple effective activities that involve the learner planned.  Appropriate questions planned at key moments.  Appropriate use of training aids planned | Sufficient activities that involve the learner planned.  Some questions planned.  Some use of training aids planned | Very little activities that involve the learner planned.  Few questions planned.  Lack of training aids planned | Few or inappropriate learner engagement techniques planned. |
| Assessment of the objectives | A thorough way to test objective(s) is planned that would comprehensively cover the objective(s) | A sound way to test objective(s) is planned that would cover the objective(s) | A way to test objective(s) is planned that would mostly cover the objective(s) | An attempt to test objective(s) is planned that wouldn’t quite cover the objective(s) | A test is poorly planned and would miss most objective(s) |

