**Building a Unit of Study**

**Course Competencies Planning for Instruction**

The following competencies will be achieved:

1. Distinguish between pedagogy and andragogy

1.1. Understand the principles of Adult Learning.

2. Construct a personal philosophy of learning congruent with the mission, policies, and procedures of NBCC

2.1. Identify yourself as an Adult Educator.

2.2. Understand your connection to NBCC.

3. Select content appropriate to the domains and levels of learning identified in the curriculum

3.1. Analyze curriculum for each course and develop corresponding lesson plans suited for learners needs.

4. Use instructional methods appropriate to the learning task that engage adult learners of diverse learning styles

4.1. Examine a variety of learning styles.

5. Select resources that support the outcomes and competencies of the curriculum

5.1. Identify assessment/support tools for your courses.

6. Design learning activities according to the domains and levels of learning in the curriculum.

6.1. Examine the diversity of learning activities.

7. Design measurable assessment strategies that respect learners’ styles and reflect the domains and levels of learning of the curriculum

7.1. Identify effective assessments based on curriculum and individual learner's needs.

8. Manage time on task to meet desired outcomes

8.1. Understand the importance of effective time management when developing lesson plans.

Planning for Instruction

**Unit 5 - Learning Activities and Instructional Methods**

**Unit 5 - Learning Activities and Instructional Methods**

**Goal:**

The goal of this unit is to allow students the opportunity to develop effective learning activities and use instructional methods which will engage learners in an adult centered learning environment. Students will examine the curriculum connected to their courses to ensure appropriate lesson plans are developed to reflect learner’s needs and examine teaching and learning styles in order to develop learning activities which will enhance opportunities for learners to retain course material in a variety of methods.

**Objectives**

* Understand the importance of allowing learners the opportunity to provide input in courses.
* Select appropriate readings for courses.
* Design learning activities which enhance students learning.
* Explain the importance of individuation when working with adult learners.

**Resources:**

Course Text: Finding Our Way

Chapters: 3, 9, 15 & 20

Handouts provided by instructor

**Length of Unit – 5- 7 hours**

**NOTICE CONNECTION TO COURSE COMPETENCIES**

4. Use instructional methods appropriate to the learning task that engage adult learners of diverse learning styles.

5. Select resources that support the outcomes and competencies of the curriculum.

6. Design learning activities according to the domains and levels of learning in the curriculum.

**Lesson 1 – Creating Opportunities for Learners to have a Say**

* **Review PowerPoint for Chapter**
* Discuss relevant points throughout the presentation and summarize following the presentation.

**Class Activity**

* Ask students to brainstorm pros and cons of having student’s input in curriculum and assignments.
* Divide students into groups and ask each group to record their finding on handout and report findings to the larger group.
* Link findings to information from the chapter.

**Closing**

* Summarize Material
* Ask students to suggest one way that they will allow learners to have a say in the classroom.

**Duration: 1-2 Hours**

**Required Reading:** Chapter 3

**Resources:** Handouts provided by instructor

PowerPoint Presentation

**Lesson 2 – Selecting Readings**

**Opening Activity**

* Ask students to list individual experiences in relation to “reading material” as students.
* Was the reading material assigned useful?
* What types of reading were they required to do?
* What do they recall from what they read?
* Create a list of responses which will be referred to as Chapter 9 is reviewed.

**Review Chapter 9 – Selecting Readings**

* Highlight important sections and encourage discussion related to opening activity.
* Summarize by asking students what they think would have been a better approach to “readings” in their earlier experiences.

**Closing Activity**

* Ask students to examine their current course and suggest changes to assigned readings or things which could be included to enhance learning.

**Duration:** 1 Hour

**Required Reading:** Chapter 9

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| **DAILY LESSON PLAN** | | |
| DATE: July 28/15 | LESSON NO. 3 | UNIT: 4 Learning Activities and Instructional Methods |
| COURSE: Planning for Instruction | | TOPIC: Designing Learning Activities |
| **INSTRUCTOR:** Margaret Sullivan | | |
| **SUBJECT OF LESSON**  This lesson will provide students with an opportunity to explore various learning activities to implement in their classrooms. | | |
| **INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED**  \*Textbook  \*PowerPoint/LCD | | |
| **REFERENCES:**  Course Text: Finding Our Way (Patricia Cranton) | | |
| **LESSON OUTLINE**   1. Check in from previous day (Developing a Teaching Philosophy/Being Authentic) 2. Divide students into groups of two and ask them to brainstorm a list of learning activities which they currently use in their classrooms. Which ones have worked and which ones have not worked and why. Ask for a reporter for each group to bring this information back to the larger group. Time allotted – 10 minutes 3. Feedback from groups – use this feedback to tie into chapter learning. (15 minutes) 4. Present PowerPoint – provide opportunities for questions along the way. (30 Minutes) 5. Discussion of PowerPoint (5-10 minutes depending on the amount of discussion throughout) 6. Closing activity (if time permits). Break the group into two groups. One group will debate rationale for learning activities in the classroom and one group will debate against learning activities in the classroom. Provide groups 10 minutes to come up with their opening remarks.  * **See Unit of Study for debate guidelines: Time allotted for debate 30 minutes.** | | |
| **ASSIGNMENT**  Read Chapter 20 Encouraging Individuation. | | |
| **NOTES**   * Important to highlight use of effective teaching strategies and encourage students to share creative things they do in the classroom. | | |

**Lesson 3 – Designing Learning Activities**

**Opening Activity**

* Divide students into groups of two and ask them to brainstorm a list of learning activities which they currently use in their classrooms.
* Which ones have worked and which ones have not worked and why.
* Ask for a reporter for each group to bring this information back to the larger group.
* Time allotted – 10 minutes
* Feedback from groups and discussion – 15 minutes
* **Review PowerPoint for Chapter**
* Discuss relevant points throughout the presentation and summarize following the presentation.
* Time allotted – 40 minutes

**Closing Activity**

* Divide class into two groups and organize a debate which will allow for examination of a specific learning activity.
* One group will debate rationale for learning activities in the classroom.
* The other group will debate against learning activities in the classroom.
* Provide groups 10 minutes to come up with their opening remarks.
* **Guidelines for debate:**
* Each group will have 2 minutes to present their opening statement.
* Each group will have an opportunity for a 1 minute rebuttal.
* Following the rebuttal each group will have 30 seconds for the “Firing Round (CBC Debaters)”.
* Instructor can be the time keeper or a student can be asked to keep the time and help in making the decision about the winner of the debate.
* Time Allotted for Debate & Discussion following Debate – 20 minutes

**Duration: 2 Hours**

**Required Reading:** Chapter 15

**Resources:** Handouts provided by instructor

PowerPoint Presentation

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| **DAILY LESSON PLAN** | | |
| DATE: July 29/15 | LESSON NO. 4 | UNIT: 4 Learning Activities and Instructional Methods |
| COURSE: Planning for Instruction | | TOPIC: Encouraging Individuation |
| **INSTRUCTOR:** Margaret Sullivan | | |
| **SUBJECT OF LESSON**  This lesson will provide students with an opportunity to understand individuation and encourage individuation in their classrooms. | | |
| **INSTRUCTIONAL AIDS, MATERIALS, OR TOOLS NEEDED**  \*Textbook  \*Notes from Chapter  \*Flip Chart to Record information from Groups | | |
| **REFERENCES:**  Course Text: Chapter 20 Finding Our Way (Patricia Cranton) | | |
| **LESSON OUTLINE**   1. Check in from previous day (Selecting Readings) 2. Divide students into groups inform students that they will be part of an activity related to the previous chapter on Selecting Readings. Ask the students to summarize their reaction to Chapter 20, how would they encourage individuation and how do they individuate (See Unit of Study for further information). Choose a recorder/reporter to report back to the larger group (30 Minutes). 3. Feedback from groups – use this feedback to tie into chapter learning. (15 minutes) 4. Review notes from chapter – ask for questions/further questions. (15 Minutes) | | |
| **ASSIGNMENT**  Read Chapter 21 – Providing Meaningful Evaluation (Start of Unit # 6 Strategies for Assessment) | | |
| **NOTES**   * Important to allow students the opportunity to share at their own pace yet, encourage participation. | | |

**Lesson 4 – Individuation and the Adult Learner**

**Opening Activity**

* Brainstorm a list – What does individuation mean to you.
* Use this information to connect/summarize the chapter.
* Time allotted – 10 minutes

**Chapter Review (30 Minutes)**

* Divide students into groups.
* Ask each group to summarize learning from the chapter in one word or a sentence.
* Answer the following questions:
* How will you encourage individuation in the classroom?
* How do you individuate?
* Each member is asked to share in this discussion.
* Ask for a reporter/recorder and report back to the large group.
* **Class Feedback (20 minutes)**
* List feedback.
* Use notes from chapter (in Handout Section) to tie in learning.

**Closing Activity**

* **Reflection (20 Minutes)**
* Ask each student to reflect on how the learning from this chapter will change the way they teach.
* Ask each member to provide input.

**Duration:** 1.5 to 2 Hours

**Required Reading:** Chapter 15

**Resources:** Handouts provided by instructor

PowerPoint Presentation

HANDOUTS AND RESOURCES

UNIT 5

**Creating opportunities for students to have input (Lesson 1)**

**Allowing students input on curriculum?**

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**Allowing students input on assignments?**

**PROS CONS**

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**Lesson 4 – Handout**

**Highlights: Chapter 20 – Encouraging Individuation**

**Individuation Defined**

* Not to be confused with individualization!
* Not a ‘me-centered’ concept
* Refers to process of psyche integration
* Results from moving through phases and stages in a lifetime
* Involves belonging to, separating from, and joining new collectives

**Theory Development**

* Jung-defined process by which individual human beings are formed and differentiated from other human beings. In particular, development of the psychological individual as being distinct from the collective psychology.
* Who am I?
* Can I do it?
* What do I want?
* What would my parents say?
* These are normal questions that college students wrestle with as part of a normal “identity crisis.”

**Contemplating Individuation**

* Becoming aware of our unconscious
* Jung-individuation is a process of transformation whereby the personal and collective unconscious are brought into consciousness by means of dreams, active imagination, or free association to be assimilated into the whole personality
* **College is the perfect stage for**
  + Free association
  + Breaking away
  + Forming new alliances
  + Self-exploration

**Awareness of Collectives**

* Unions
* Sports Associations
* Fan-Clubs
* Facebook Pages
* Professional Associations
* Alumni
* Communities
* Auxiliaries
* Religion
* Political
* Families
* Friends
* Work

**Like-minded personalities sharing**

* + Values
  + Beliefs

**As educators, how we can encourage individuation?**

**How do we individuate?**

* **Add Bloom’s Handout**
* **Add PowerPoints with each lesson**