*This is an instruction template of a lesson plan that outlines the progression of a lecture in a class. In UIU the duration of a theory class is 80 minutes and the duration of a lab class is 160 minutes. The important part of lesson plan is listing the lesson learning outcomes (LLOs) of the lesson and mapping it to the course learning outcomes (CLOs).*

*This document is a supplement to the sample template of a lesson plan. Please explore the sample template for writing your own lesson plan. Here, the necessary instructions associated with each item are written so that the teacher may get a clear idea what s/he should write. For any concern, feedback or clarification please contact* [*khawza@eee.uiu.ac.bd*](mailto:khawza@eee.uiu.ac.bd) *or* [*tohid@eee.uiu.ac.bd*](mailto:tohid@eee.uiu.ac.bd)*.*

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| UNITED INTERNATIONAL UNIVERSITYLesson Plan | | | | | | | | |
|  |  | | | | | | | |
| 1 | Course Title | [*Catalogued / official name of the course used in the curriculum. Example:,*] Marketing Management | | | | | | |
| 2 | Course Code | [*Catalogued / official course code used on the curriculum. Example:*]MKT 3336 | | | | | | |
| **4** | **Lesson Number** | [*This is the lesson number. Ideally, this should be the same as your class or lecture number in a trimester. In UIU, thirteen weeks constitute a trimester and there will be in total 26 classes in a trimester for a theory course. However, if the mid exam classes (or mid exam week) are not counted, it will be 24 classes. Therefore, Lecture number spans from Lesson 01 to Lesson 24. Example:*]  01 | | | | | | |
|  | Lesson Title | [*The title of the main topic of the lesson. Example:*]Introduction to Marketing | | | | | | |
| 3 | Section | [*Your assigned section. It can be multiple if you follow the same lesson plan for all the sections. Example:*]  A | | | | | | |
| **5** | **Trimester and Year** | [*Trimester and year when the course is being offered. Example:*]  Spring, 2016 | | | | | | |
| **6** | **Name (s) of Academic staff / Instructor(s)** | [*Your UIU official name along with your initial. Example:*]  Mohammad Tohidul Islam Miya (TIM) | | | | | | |
| **7** | **Target Population** | [*Specification of the audience for whom the lessons are delivered. Example:*]  Level 03 BBA students | | | | | | |
| **8** | **Duration** | [*Duration of the class, e.g., for theory course it is generally 1 hour 20 minutes, i.e, 80 minutes and for lab class it is generally 2 hours 40 minutes, i.e., 160 minutes in UIU. Example:*]  80 minutes | | | | | | |
| **9** | **Aims** | [*It is the* ***action*** *to be performed by the instructor in the classroom specifically* ***what*** *is going to be taught and* ***why*** *it is so important for him to teach. Example:*]  Introduce important marketing concepts, tools, frameworks and issues along with its importance and impact on business processes so that the students feel motivated to learn this course through out the trimester journey | | | | | | |
| **10** | **Lesson Learning Outcomes (LLOs)** | *Every lesson should have few (four to five) LLOs highlighting broader outcomes that the student would achieve after the completion of the lesson. The important part of lesson plan is listing the lesson learning outcomes (LLOs) of the lesson and mapping it to the course learning outcomes (CLOs) [Please see the instruction template of course syllabus]. We need to relate this learning outcome with the bloom's taxonomy of learning and use the appropriate verb in order to relate the depth of learning in six levels from lower to higher order learning, namely, remember, understand, apply, analyze, evaluate and create. Learning outcome will be in the form of "Do (Action Verb implying active learning)-What (Object) – (How)". For example: Write names of 36 public universities correctly. Here, “Write” is the action verb, “names of 36 public university” is the object and “correctly” describes how one needs to perform the act. This “How” is optional and not always obvious. In tertiary level of education, e.g., at university, we should emphasize higher order learning. The Action verbs associated with outcome statement needs to be specific and measurable so that the student’s activity is visible and can be measured. Below are the examples of such action verb in all the six levels of our cognitive domain:*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | *Remember* | *Understand* | *Apply* | *Analyze* | *Evaluate* | *Create* | | *Count Define Describe Draw Identify Label List Match Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Select State Write* | *Associate Compute Convert Defend Discuss Distinguish Estimate Explain Extend Extrapolate Generalize Give examples Infer Paraphrase Predict Rewrite Summarize* | *Add*  *Apply Calculate Change Classify Complete Compute Demonstrate Discover Divide Examine Graph Interpolate Manipulate Modify Operate Prepare Produce Show*  *Solve Subtract Translate Use* | *Analyze*  *Arrange Breakdown Combine Design Detect Develop Diagram Differentiate Discriminate Illustrate Infer Outline Point out Relate Select Separate Subdivide Utilize* | *Appraise Assess Compare Conclude Contrast Criticize Critique Determine Grade Interpret Judge Justify Measure Rank Rate Support*  *Test* | *Categorize Combine Compile Compose Create Drive Design Devise Explain Generate Group Integrate Modify Order Organize Plan Prescribe Propose Rearrange Reconstruct Related Reorganize Revise Rewrite Summarize Transform Specify* |   *Avoid using the action verbs that are not specific and measurable such as*  *Imagine, Comprehend, Understand, Know, Appreciate, See, Explore, Exposed to Learn, Familiar with, Realize, Sense of, Discover, etc. Examples*]  At the end of this lessons the students will be able to:   1. Relate the identity of the teacher along with their classmates. 2. List the importance of the marketing. 3. List the tips on getting good grades in this course. 4. Define marketing 5. State the working principle of marketing 6. List the probable persons involved in marketing 7. List the probable categories of things that need marketing | | | | | | |
| **11** | **Lecture Breakdown** [*List of different parts of the lecture. Example:*] | | | | | | | |
| **Content** | | | **LLOs** | **CLOs** | **Teaching Method or Technique** | **Resource or Aid** | | **Min** |
| **Introduction** [*In this part the instructor spend sometime in rapport building or ice breaking with the students. Also, the instructor should allocate sometime in linking the previous lecture with the current one and motivate the students for learning the new topics that will be covered in this lesson. On an average 10-15% of the total time can be spend on it. Example:*] | | | | | | | | |
| Instructor introducing himself (rapport building) | | | 1 | 1 | Oral + Visual | PPT+ Smart Board | | 3 |
| Students’ introduction & attendance (rapport building) | | | 1 | 1 | Oral | Attendance sheet | | 15 |
| Importance of course | | | 2 | 1 | Lecture | PPT+ Smart Board+ Website | | 5 |
| Pre-assessment | | | 3 | 1 | Quiz Test | Hard Copy Questionnaire | | 15 |
| Introducing course outline & course page | | | 3 | 1 | Lecture | PPT+ Smart Board+ ELMS | | 10 |
| Q & A | | |  |  |  |  | | 2 |
| **Development** [*The main topic headlines of the lecture should go here. One should spend 70-80% for this. Success or failure mostly depends on the logical arrangements of the key points of the session. Example:*] | | | | | | | | |
| What is marketing | | | 4 | 1 | Lecture | PPT+ Smart Board + Website | 5=3+2 | |
| How marketing works | | | 5 | 1 | Lecture | PPT+ Smart Board + Website | 5=3+2 | |
| Who markets | | | 6 | 1 | Lecture | PPT+ Smart Board + Website | 5=3+2 | |
| What is marketed | | | 7 | 1 | Lecture | PPT+ Smart Board + Website | 5=3+2 | |
| Conclusion [*The teacher should spend sometime on highlighting the key points. One should spend 10-15% of the class time. In this section teacher can understand how far his/her objectives have been achieved and identify the weaknesses. From that viewpoint, this section is very important for future improvement. Example:*] | | | | | | | | |
| Recap main points | | |  |  | Lecture | PPT+ Smart Board | 2 | |
| Assessment of LOs | | |  |  | Minute Paper (one Paragraph) | What important questions remained unanswered in this class? | 3 | |
| Plan for Next Class & Q/A | | |  |  | Lecture | PPT(Mktg. Insights, Core Marketing Concepts, The New Marketing Realities, Mktg. Memo, Company Orientation) | 5 | |
| **12** | **Equipment & aids:** [*List the tools, teaching aids, equipment that would facilitate the lecture delivery and learning. Examples:*]   1. Text Book: Marketing Management- A South Asian Perspective, P.Kotler, KL. Keller, A. Koshy and M. Jha. , 14th edition, Pearson Prentice Hall pvt. Ltd. 2. Course File with Attendance Sheet 3. Laptop/Notebook 4. Smart Board (Graphics Input Tablet) 5. MM Projectors. 6. Speakers 7. White Board Markers (Back-up) (To back-up smart board & Projectors) 8. Microphone (For Class lecture casting) 9. Internet 10. Mobile phone with net hotspot (to back-up laptop, wifi internet) 11. ELMS 12. Two Questionnaires – One for Pre-assessment quiz test & Second for Minute paper. | | | | | | | |