

# Planning for Learning



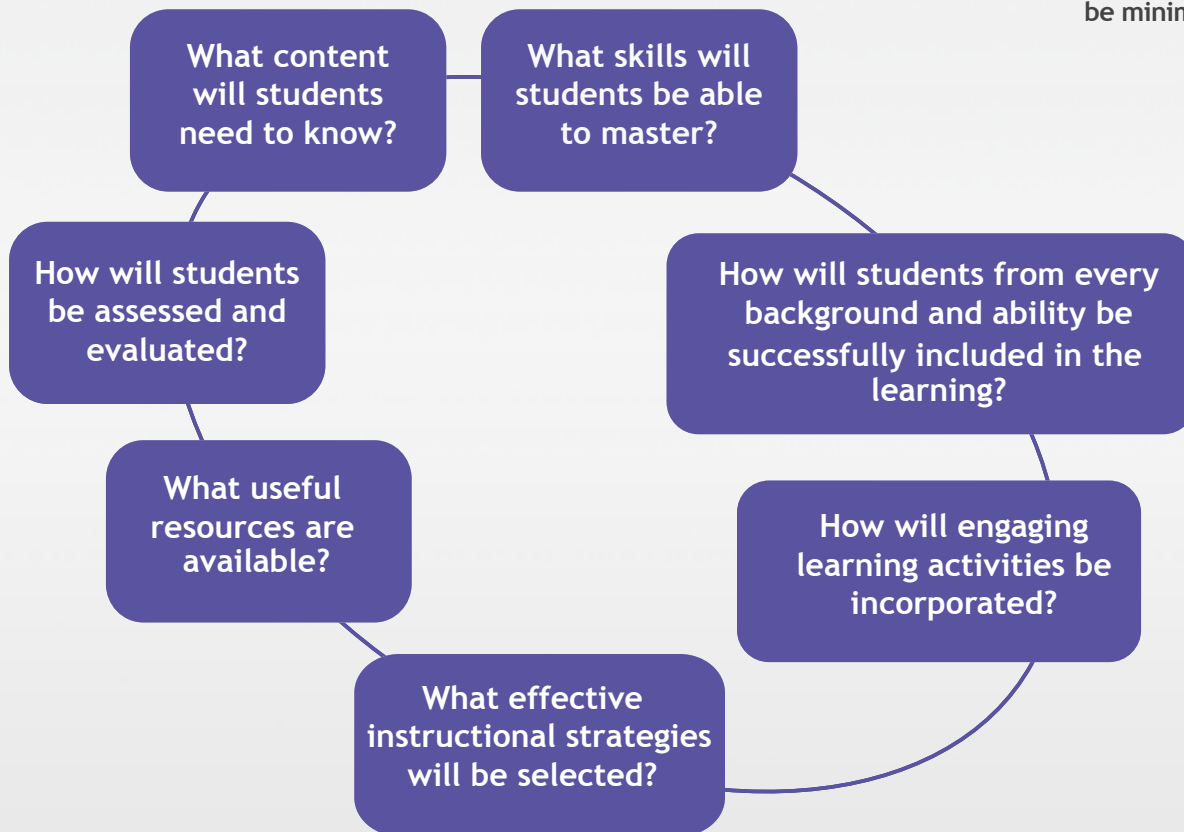
## Reflection on Practice

Welcome to the workbook for reflecting and note taking on instructional planning strategies and tools. You will notice that it follows along with the module to help you capture personal thoughts and new knowledge. It can be printed and used throughout to track best practices. During this module, you are invited to reflect on your own planning style.



## Where do you begin planning?

Planning is a complex and multifaceted activity. Review the following framework and then, reflecting on how you plan your classes, respond to the following questions.



Studies increasingly reveal that careful planning provides important benefits for student learning:



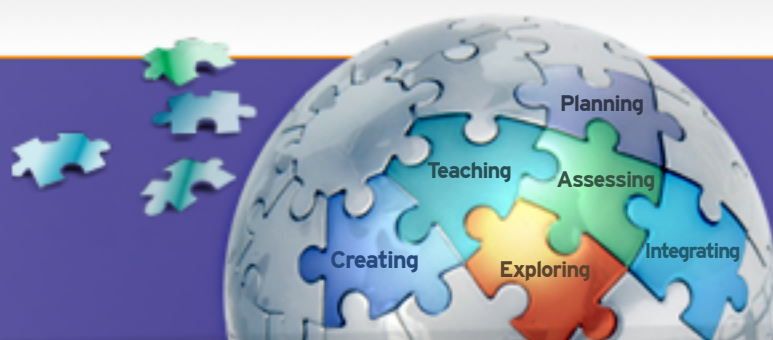
- Student learning needs are more effectively diagnosed
- There is an improved responsiveness to students' interests
- Achievement is increased
- Problems with inattentive or disruptive students can be minimized

# Planning for Learning



Questions	Thoughts
Is there one step where you begin to plan a course?	
What key factors do you consider when you begin your planning (e.g., availability of resources, required course content, objectives, use of technology)? Why?	
Do you tend to plan in a linear fashion or do you go back-and-forth between steps?	
Discuss your approach with a colleague. What are the similarities and differences in your approaches?	

# Planning for Learning



## Explore using the backward design approach to planning

Instructors report that the backward design planning approach results in a more sharply defined teaching and learning target, that teaching activities and assessments are more appropriately aligned, and that student performance is enhanced. Greater coherence amongst desired results, key performances, and teaching and learning experiences enhances learning, the purpose of instructional planning.

Think about a 70 minute lecture/lesson in which you introduce a key concept from your discipline (e.g., global citizenship). Use the “backward design” planning process to guide your planning. Use the chart below to answer the following questions.

1. Identify the desired results of the lecture/lesson?  
What is worthy and requiring of understanding?
2. What would be acceptable evidence of student learning?  
What will be the evidence of student understanding?  
How might you assess this learning?
3. What learning experiences would you build into the lecture/lesson? What learning experiences would you use to promote the desired learning?



## What is ‘backward design’?

Planning with the end in mind.



With backward design, the course instructor starts with the desired results of the instruction (course objectives or goals or standards) in mind, whether it be a micro or a macro planning structure.

Underpinning the ‘backward design’ design process is the notion that deep understanding can be achieved. Planning for deep understanding requires the planner to go beyond surface understanding (recall and recognition) and to critically explore in-depth complex, abstract, and sometime counterintuitive ideas by involving students in active questioning, comparing and contrasting, practical applications, and rethinking what they thought they knew.

Lecture/Lesson	Desired Results	Evidence of Learning	Learning Experiences

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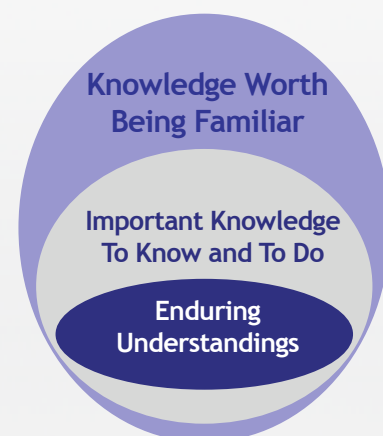


Apply what you've learned.

Consider the topics that students may come across in a course that you are currently teaching or that you plan to teach. In the chart, identify what you consider to be:



Topics	Be Familiar With	Important to Know & Do	Enduring Understandings



Based on Wiggins and McTighe's 'Three Nested Rings'

To what extent does the topic:

- Represent a big idea having enduring value?
- Reside at the heart of the discipline?
- Require uncovering?
- Offer potential for engaging students?

# Planning for Learning



Explore - What is your approach to assessment?  
Circle what best describes you.



**A. In my role as instructor, assessment is mainly devoted to:**

- 1) Gathering data on tests, essays and exams in order to assign students a grade in the course.
- 2) Gathering data so that course learning can be modified to meet the needs of students in next part of the course.
- 3) Helping students to monitor their own learning and make changes in order to learn and understand better.

**B. In my classes, assessment is administered:**

- 1) At the end of a course unit, topic, theme or course to achieve an understanding on the achievement level of the student.
- 2) At regular and frequent intervals throughout the course.
- 3) At a time when the student deems it best for his or her understanding and learning.

**C. The main function of evaluation and assessment is to:**

- 1) Rate a student's achievement in relation to other students or in relation to recognized standards in order to determine how poorly or how well that student is doing in the course.
- 2) Help an instructor find ways to optimize learning opportunities for students.
- 3) Help students take responsibility and control over their learning.

## Identifying your approach to assessment

- If your answer to the items was 1, you follow an 'assessment of learning' approach.
- If your answer to each of the items was 2, you follow an 'assessment for learning' approach.
- If your answer to each of the items was 3, you follow an 'assessment as learning' approach.

- 1) What do these results tell you about your approach to assessment?
- 2) Do these results align with your course goals?
- 3) Are you planning for the use of assessment methods that provide the most suitable evidence of student learning?

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Examples of **assessment of learning** would include such things as objective tests or quizzes with items like multiple choice, true/false answers, matching and fill-in-the-blanks, as well as conventional quizzes, tests, essays and exams.

Examples of **assessment for learning** include situations when an instructor observes student performances or questions students to establish levels of mastery or understanding, such as in portfolio assessment.

A specific example of **assessment as learning** can be found in thesis or dissertation work where a student is encouraged to reflect upon and solve questions such as: Have concepts been clearly defined for the reader?; Can we be sure this evidence is valid?; etc.



# Planning for Learning



## Selecting learning activities

Learning activities are learning experiences designed for - sometimes with and sometimes by - students to encourage and nurture the intended learning goals. They come in different forms (e.g., questioning sequence, lecturette, class discussion, cooperative learning activity, reading an article and answering questions, viewing a video, etc.) and may emphasize a range of learnings (e.g. knowledge acquisition, critical and creative thinking, values exploration, performance capacities).



1. What are three learning activities that you currently infuse into your lectures/lessons?
2. In your view, what learning results are achieved in the performance of these learning activities?

Use the chart below to record your thoughts.

Learning Activities	Learning Results

Fraenkel's learning activities include:



### Intake:

Reading: articles, posters, etc.

### Organizational:

Mapping, graphic organizers, timelines, ranking, etc.

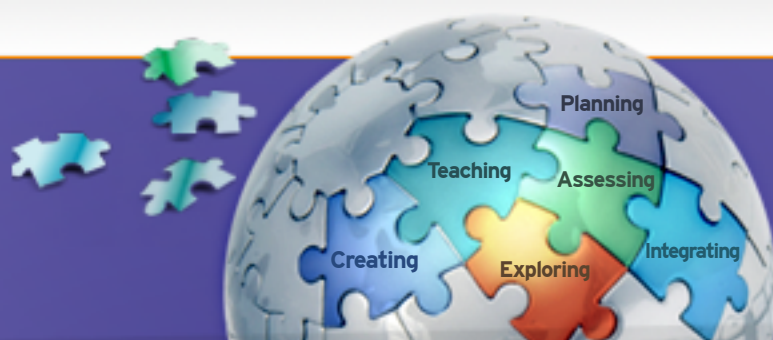
### Demonstrative:

Discussing, reporting, role playing, simulations, etc.

### Creative:

Problem solving, writing essays, storyboards, hypothesizing

# Planning for Learning



## The inclusive curriculum: Planning for equity and diversity in the classroom

Planning an inclusive curriculum requires instructors to critically and appropriately question their own understandings of diversity to better meet the unique needs of their students and change existing curriculum practices to include specific ways to incorporate cultural and linguistic diversity within the curriculum. What aspects of instruction need to be considered as you think about planning for an inclusive curriculum? How are you currently infusing these ideas into your current planning processes?

To what extent do you consider these questions in your planning? Record your thoughts in the space provided.

Questions	Thoughts
Do students, irrespective of their background or abilities, feel that your classroom is a safe space for them?	
In your classes do you note and constructively address incidents where inappropriate comments or actions are directed towards individuals and groups that commonly are the targets of prejudice and discrimination?	
Do you expect your students to do well in your course regardless of their background or your approaches to learning?	
Do you regularly take the time to make the subject matter in your course more meaningful to your students?	
Do you take constructive or proactive steps to make people of different races, ethnic groups or abilities feel welcome in the class?	
Do you endeavor to understand students who are racially, culturally, linguistically different that you are?	
Do you take positive steps to ensure that students with diverse backgrounds such as sexual orientation, ability/disability, class, gender, race, culture and religion see themselves or their life experiences represented in the course curriculum?	

# Planning for Learning



## Reflect on creating a positive learning environment

Having reflected on some learning environments in your own experience, think somewhat idealistically to create a wish list. You might think about such ideas as student participation, level of engagement, final marks, your teaching evaluations, enjoyment of teaching and your role in inspiring their love of learning. You will be surprised at how attainable your goals can be as a result of creating a positive learning community.

Take a few moments to reflect on and respond to these questions:

How you would like to teach your course(s) or seminars?

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What results would you like to achieve for both you and your students?

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The following are some examples of wishes for an ideal class:

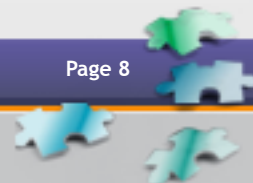


- full and active student participation
- students who want to come to class
- increased achievement levels
- teaching satisfaction

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.



- Albert Einstein





# Planning for Learning



## Planning for Direct Instruction



Below is a planning structure that may assist you in planning a lecture/lesson using the elements of direct instruction. It should be viewed as a flexible planning guide depending on your overall purposes.

A sample 'direct instruction' instructional organizer (for lecture/lesson planning) taken from: Bennett, B., & Rolheiser, C. (2001). *Beyond Monet: The artful science of instructional integration*. Toronto, ON: Bookation. 34-44.

Lecture/lesson focus:

Learning expectations (desired results):

The lecture/lesson plan strategy is a structure that includes a range of learning activities that you use over the period of one class to achieve the intended learning outcomes.



Lesson Component	Teaching/Learning Activities	Resources	Time
Anticipatory set			
Lesson intentions			
Instructional input/modelling			
Guided practice			
Closure			
Independent practice			

# Planning for Learning



## Planning a semester course of study

A course of study sets out the general scope and sequence of the course.

The course of study planning structure is your long range plan that outlines the broad intentions of the course (the content knowledge, skills and attitudes), assessments that you intend to use to demonstrate evidence of learning, and the sequencing of learning experiences you plan to use over a half-year semester or an entire year.

On the next page is a planning structure that may assist you in planning a course of study over a semester. Again, it should be viewed as a flexible planning guide depending on your overall purposes.



The sample 'course of study' instructional organizer is taken from: Bennett, B., & Rolheiser, C. (2001). *Beyond Monet: The artful science of instructional integration*. Toronto, ON: Bookation. 34-44.

Case's guiding principles to consider while doing longer term course planning:



### Be destination driven

- Clear focused destinations
- Manageable destinations
- Justifiable destinations
- Congruent destinations

### Build wisely

- Nurture an inviting and engaging learning environment
- Provide for authenticity and meaningful contexts for learning
- Ensure prerequisites are taught

### Draw widely

- Use diverse learning resources
- Use varied teaching methods that align with learning goals/expectations
- Integrate relevant content of different disciplines and subjects

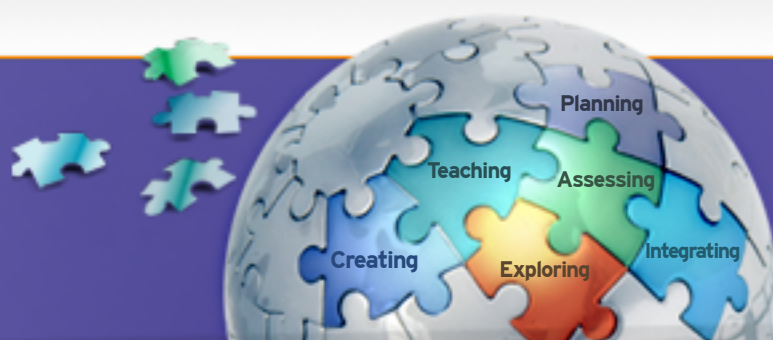
### Plan loosely

- Expect diversity in student interests and abilities
- Encourage student input and choice
- Flexibility is key

### Reference:

Case, R. (1997). Course, unit and lesson planning. In Case, R. & Clark, P. (Eds.), *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Burnaby, BC: Simon Fraser University. 297.

# Planning for Learning



Session Themes & Sequence	Central Theme to be Explored	Core Expectations	Teaching/ Learning Activities	Assessment Options	Resources Needed	Timing
Introductory session						
Session 2						
Session 3						
Session 4						
Session 5						
Session 6						
Session 7						
Session 8						
Session 9						
Session 10						
Culminating Session						

# Planning for Learning



## Module Notes

[illegible]

When students are engaged in their learning, they are more inclined to own it and to increase their participation in that learning.



**When this engagement takes place, the learning and achievement of students will improve dramatically.**

