

Tips for Planning a Lesson/Educational Experience

Identify your Audience

- Knowing your learner(s) will allow you to tailor your teaching style and message accordingly
- Identify classifying characteristics of the learner(s)
 - i.e. level of knowledge, interests, motivations, concerns, previous learning experiences, etc

Identify your audience stage in the following teaching and learning process

- Using information from your assessment of the learner(s) to identify stage:
 - Unconsciously incompetent¹ TO
 - Consciously incompetent² TO
 - Consciously competent³ TO
 - Unconsciously competent⁴

Use GNOME Model to plan your lesson/educational experience

- Goals
 - What do you want the learner(s) to learn? (It's the Big Picture)
 - E.g. Student will gain an understanding of EKGs
- Needs
 - What do/does the learner(s) need/expect to learn?
 - Use informal assessment tools like surveys/meetings with learner(s)
- Objectives
 - These statements have measurable, observable and time- specific components
 - E.g. By the end of the course/rotation, students will be able to read 5 different EKG strips
- Methods
 - Identify what is a suitable teaching style according to the learner's level of education and preferred learning styles, while ensuring that it will be conducive to learning the task/concept
- Evaluation
 - How will you know if the learner/s have/have achieved the skill/knowledge/attitude

Teaching style/behavior

<i>Assertive</i>	<i>Suggestive</i>	<i>Collaborative</i>	<i>Facilitative</i>
Gives directions	Suggest alternatives	Elicits/accepts learner's idea	Elicits/accepts learner's perspective
Focused questions	Leading questions	Open-ended exploring questions	Open reflective questions
Gives information	Gives opinion	Relates experiences	Offers feeling

¹ Unconsciously incompetent: Oblivious to one's own lack of knowledge/skills/attitudes

² Consciously incompetent: Mindful of one's own lack of knowledge/skills/attitudes

³ Consciously competent: Mindful of one's own knowledge/logic/skills/attitudes

⁴ Unconsciously competent: Inattentive to one's own knowledge/logic/skills/attitudes

Reference:

Qualters, Donna. "Educational Planning: Thinking Like a Teacher." OEA/CELT Teaching Scholars Program. Tufts University School of Medicine. Massachusetts, Boston. 22 Jan 2012. Lecture