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

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Suggestive</th>
<th>Collaborative</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives directions</td>
<td>Suggest alternatives</td>
<td>Elicits/accepts learner’s idea</td>
<td>Elicits/accepts learner’s perspective</td>
</tr>
<tr>
<td>Focused questions</td>
<td>Leading questions</td>
<td>Open-ended exploring questions</td>
<td>Open reflective questions</td>
</tr>
<tr>
<td>Gives information</td>
<td>Gives opinion</td>
<td>Relates experiences</td>
<td>Offers feeling</td>
</tr>
</tbody>
</table>

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

Prepared by Timiyin E-Nunu M’14