

JISC Pedagogy Experts' Meeting 26th October 2006

Phoebe Pedagogic Planner Consultation Activity

Overview

The purpose of this activity is to find out how teachers plan an individual learning session: what they do and the order in which they do them. At least one person in the group should have been actively involved in teaching and have substantial experience of planning learning sessions. That person can do one of two things:

- a) Tell the other members how you planned/will plan a specific lesson/learning session.
- b) Imagine that you are teaching novice lecturers/tutors in your college or university how to plan learning sessions. Talk them through the process.

You will do this using a set of cue cards, some pre-printed with the different components of a lesson plan, some blank. The second member of the group will build up a sort of flowchart to represent the process; the third will take notes and ask questions to elucidate further what the "planner" does.

Please note that the output from this activity is not the lesson plan itself, but a representation of the process which a teacher goes through to produce that plan.

Roles

A is the teacher who is going to describe the lesson planning process.

B is the draughtsperson who will map out the planning process on the flipchart.

C is the note-taker. This person will have a structured set of questions/pieces of information to which we will need answers.

Process

Preparation:

A chooses which task to do and familiarises him/herself with the cue cards. **B** and **C** read through the question sheet.

Walkthrough:

A talks **B** and **C** through the process of producing the lesson plan. **A** will identify the processes and components of the plan by selecting cue cards and passing them to **B** as follows.

- If the word or term on the cue card is the same as **A** uses, then leave it as it is.
- If the word/term on the cue card is different, but it refers to more or less the same concept/component of the plan, then cross it out and write the term that s/he uses instead.
- If there is no cue card corresponding to what **A** wants to talk about, then write it out on a blank card.

Feel free to write any other notes you want on the cue cards. If you need more than one cue card with the same label, then use one of the blank cards.

As **A** talks, **B** glues the cue cards to the sheet and uses the pen to draw arrows joining the cards, to indicate the path taken. Don't forget to show where **A** loops back to previous stages if necessary. If a particular aspect of planning runs throughout the process — e.g. **A** works on handouts and resources all the way through the process — then mark this on the flipchart in whatever way you think fit.

C will make sure that the required information is collected on the question sheet. Some of it will emerge naturally while **A** is talking through the process; the rest will need to be elicited by asking questions explicitly. The questions can be asked where the occasion arises during **A**'s walkthrough, and/or after **A** has finished, as appropriate.

B and **C** can ask **A** other questions e.g. for clarification. It would be helpful if **C** could also write down **A**'s answers to these questions.