

Objectives Interest  
Content Approach  
Timing Introduction  
Assessment  
Resources Questions  
Activities



# TEACHING ON MY MIND: A REFLECTIVE LESSON PLAN TEMPLATE

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# INTRODUCTION

- Teaching future educators how to effectively plan, teach, and reflect is a necessary, but challenging task (Tileston, 2004).
- Many components to teaching
  - Especially to guarantee student learning
- Teachers must consider many items when planning the lesson
  - Concrete
  - Environmental
- Need a good foundation when teaching students how to teach

# REFLECTION

- Reflection in teaching has been an area of interest for many years (Dewey, 1933; Schon, 1983; Freire, 1970)
- Need to find ways to encourage and support reflection while teaching (Jay, 2003)
- Reflection of microteaches (Lambert, Sorensen, & Elliott, 2014)

# REFLECTIVE LESSON PLAN

- Existing lesson plan template was manipulated
  - to more fully communicate expectations to the writer
- A “pre-teaching” reflection and “post-teaching” evaluation was added
  - Worked to encourage students to more purposefully reflect on their plan and how well they taught the lesson

# LESSON PLAN COMPONENTS

<b>Instructional Plan</b>		<b>Instructor:</b>	
<b>Course/Event:</b>			
<b>Lesson Title:</b>			
<b>Estimated Time:</b>			
<b>Est. age/number of learners:</b>			
<b>Equipment, Supplies, References, and Other Resources:</b>			



<b>Instructor Directions &amp; Estimated Time</b>	<b>Set Induction</b>
Interest Approach:	
Context:	
<b>Objectives:</b>	

<b>Instructor Directions &amp; Estimated Time</b>	<b>Content Outline and/or Procedures</b>
<i>Introduction: (Not an interest approach. How will you transition from set induction to lesson?)</i>	
<i>Objective 1: (Copy and paste objective 1 from above)</i>	
<i>Objective 2: (Copy and paste objective 2 from above)</i>	
<i>Objective 3: (Copy and paste objective 3 from above)</i>	
<i>Closure: (Summarize lesson/provide context to future instruction)</i>	

# PRE-TEACHING SELF REFLECTION QUESTIONS

*Should be completed BEFORE you teach your lesson.*

Objectives: *(Are the learning objectives appropriate for the age and cognitive stage of your learners?)*

Content: *(Is the content appropriate for the age of your learners?)*

Direct Instruction: *(How will you engage your learners in active learning?)*

Application/Activity: *(What did you have your learners do?)*

Assessment: *(How did you assess your learners understanding?)*

Closure: *(Did you summarize lesson and provide context to future instruction?)*

Timing: *(Is your estimated timing appropriate?)*



# QUESTIONS ON POST-EVALUATION

*This should be completed **AFTER** you teach your lesson. Use track changes to revise your lesson plan, per lab instructors' comments, before resubmitting.*

Was the content appropriate for the age of your learners and the number of learners in your class? (Explain)

What improvements could be made to the equipment, supplies, references, and other resources used for your lesson?

How did your set induction gain the full attention of your learners? How did your set induction mentally prepare your student for what will be taught?

How did your introduction transition your lesson from set induction to content?

Did your objectives engage your learners in higher order thinking? If not, please revise the objectives to encourage this. (Explain)

How did you engage your learners in the direct instruction portion of your lesson?

How did the application piece/activity go? How can you improve it for next time?

Did your assessment effectively measure learners understanding? How do you know?

Did you allow enough time for closure? In your opinion, was your closure effective? Why or why not? What changes would you make for next time?

As you watch your recorded micro teach note actual timing for each section. Please describe where you would make adjustment in your timing.

What distracting behaviors did you observe from yourself? From your students?

# METHODS

- Reflective template was used in a multi-disciplinary teaching methods course in the spring 2015 semester ( $N= 43$ ).
- For grading purposes, students submitted the lesson plan and reflection prior to their microteach.
- Students then submitted a revised lesson plan based on the post-teaching evaluation and instructor critiques.
- Qualtrics survey to ascertain student satisfaction and perceptions

# FINDINGS

- Students ( $n = 31$ ) completed a survey
- Lab instructors reported that students who followed the new template and answered the questions
  - 1. exhibited higher-quality lesson plans
  - 2. demonstrated more effective teaching methods

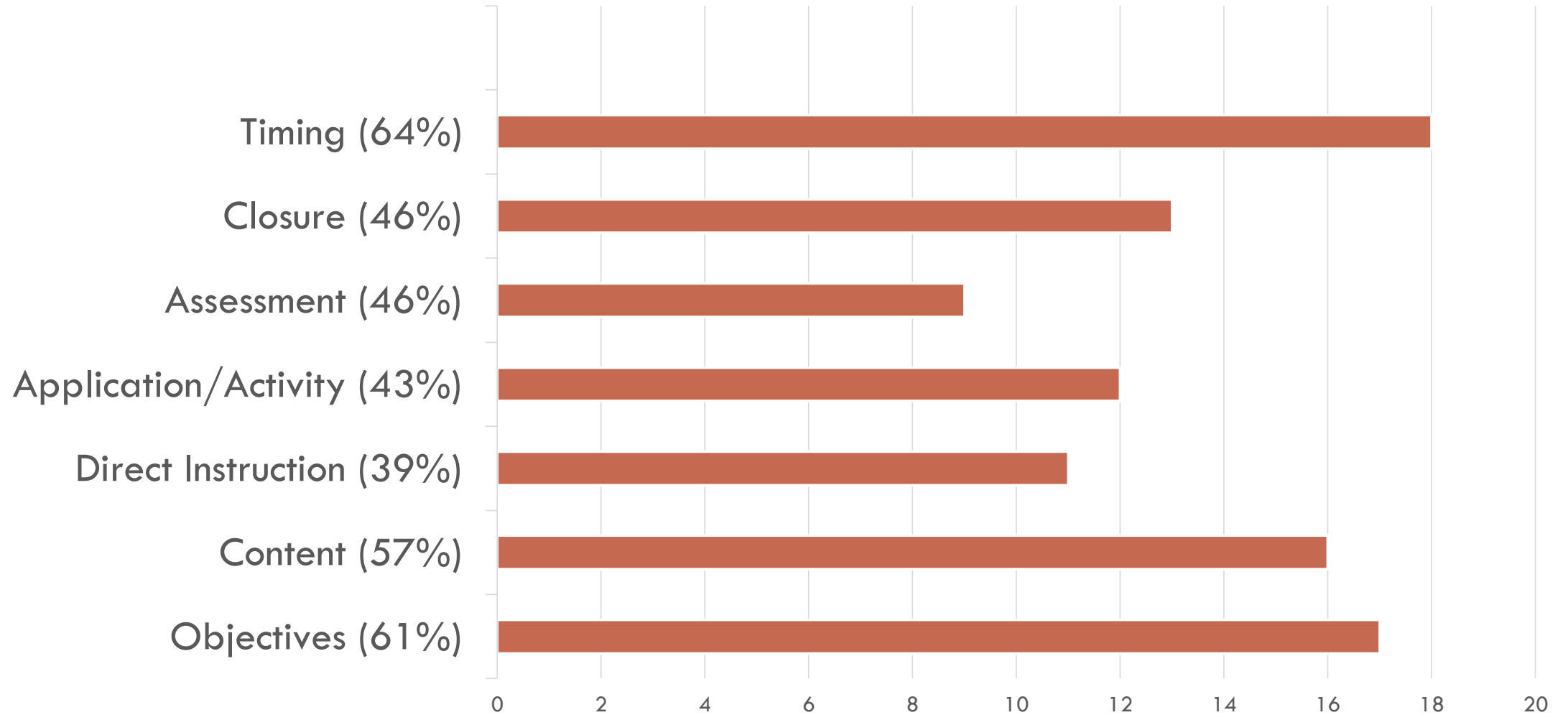
**Table 1****Attitude toward Reflective Lesson Plan ( $n = 31$ )**

<b>The reflective lesson plan template...</b>	<b>Mean</b>	<b>SD</b>
<b>enhanced my ability to write a detailed lesson plan</b>	<b>4.10</b>	<b>.75</b>
<b>was distracting</b>	<b>2.39</b>	<b>.99</b>
<b>was confusing</b>	<b>2.32</b>	<b>.98</b>
<b>motivated me to write a better lesson plan</b>	<b>3.87</b>	<b>.92</b>
<b>helped me understand the importance of details</b>	<b>4.13</b>	<b>.72</b>
<b>was enjoyable</b>	<b>3.13</b>	<b>.96</b>
<b>was stressful</b>	<b>2.65</b>	<b>1.14</b>
<b>was an interesting change from the previous lesson plan template</b>	<b>3.32</b>	<b>1.14</b>
<b>was too complicated</b>	<b>2.16</b>	<b>.90</b>





# Lesson Plan Sections Revised After Completing the “Pre-teaching Self Evaluation”



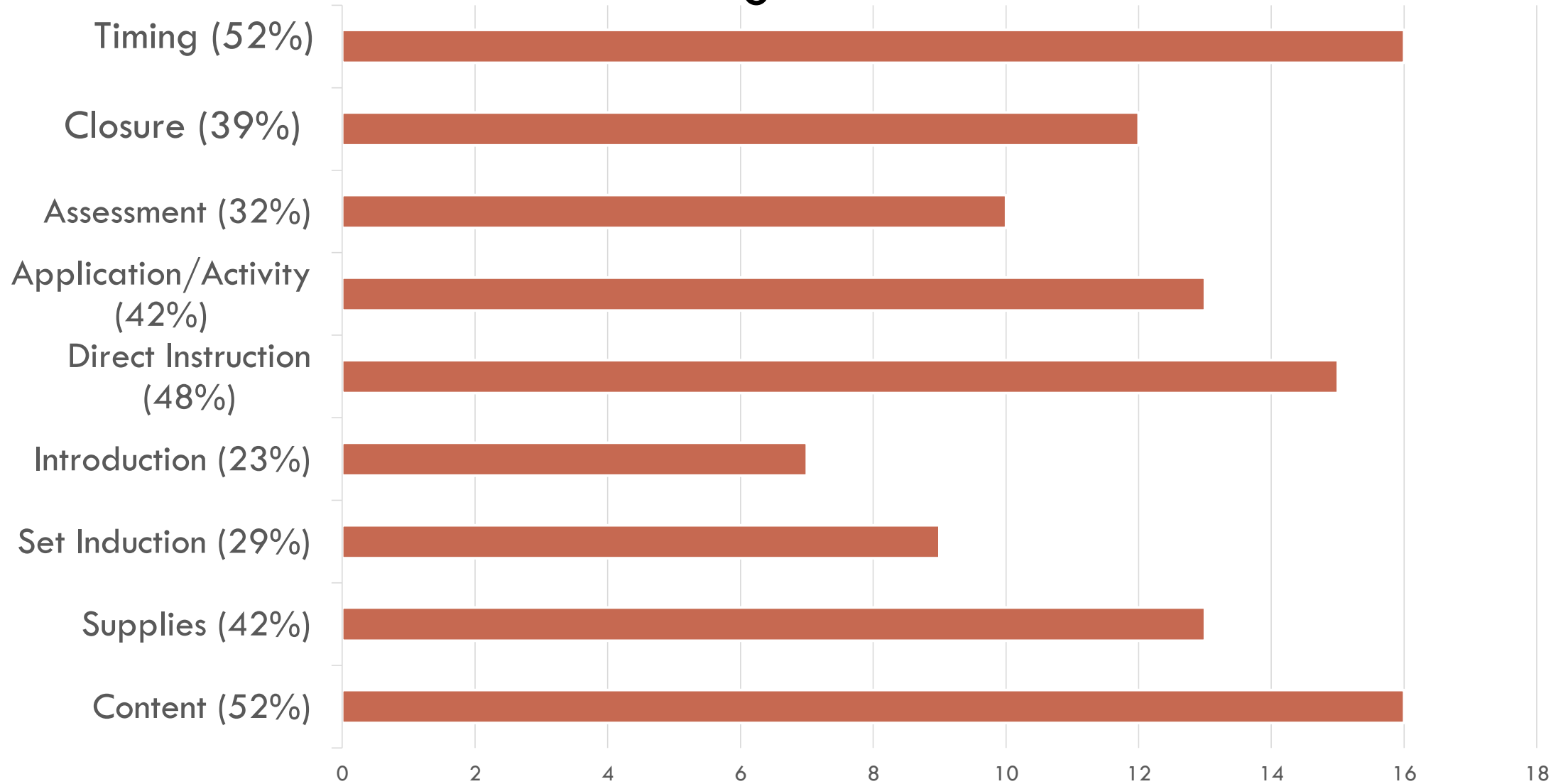
IN YOUR  
OPINION, WHY  
IS IT IMPORTANT  
TO EVALUATE  
YOUR LESSON  
PLAN BEFORE  
TEACHING THE  
LESSON?





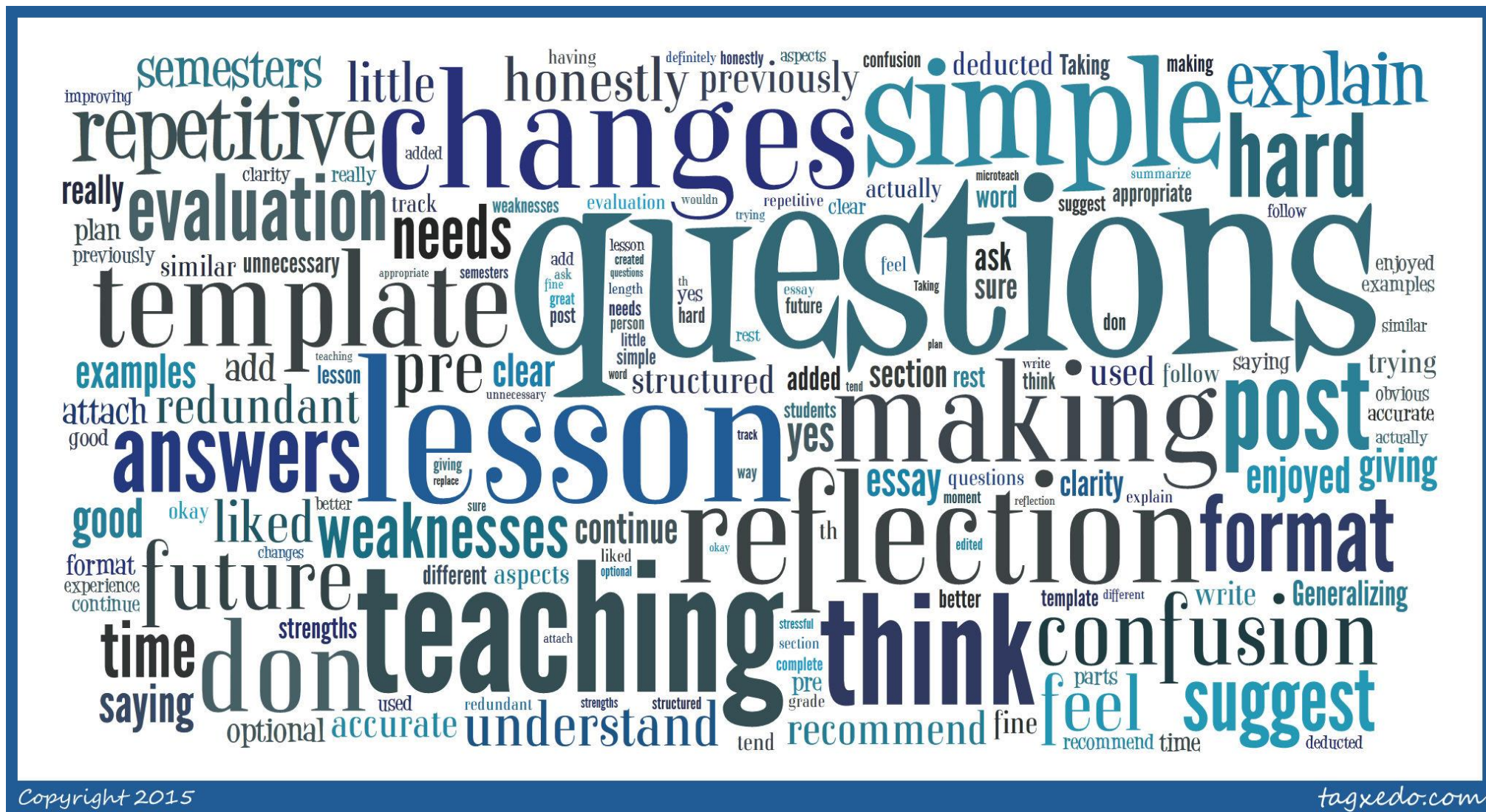


# Lesson Plan Sections Revised After Completing the “Post-teaching Self Reflection”





# WHAT CHANGES WOULD YOU SUGGEST MAKING TO THE REFLECTIVE LESSON PLAN TEMPLATE?



# CONCLUSIONS

- By using the reflective lesson plan template, students learned the importance of evaluating their lesson plans before teaching and reflecting on the experience afterwards.
- Through pre-teaching evaluation and post-teaching reflection, students are able to make a connection between the importance of developing a detailed lesson plan and the effectiveness of delivering that lesson.

# RECOMMENDATIONS

- Train students how to use the reflective plan
- Spend time discussing the importance of reflection
  - Encourage verbal reflection of teaching (Lambert et al., 2014)
- Encourage all students to reflect on the value of this plan to their future teaching situation



# QUESTIONS?

Thank you!