LESSON PREPARATION

Purpose/Rationale: Why are you teaching this lesson? How is it relevant to your students? How will you help your students understand the relevance of this content

Unit Goal: What major content and/or process skill goal applies to this lesson?

Learning Objectives: What do you expect the learners to know and/or accomplish as a result of participating in this lesson?

Standards: What standards (district, state, and/or national) will you target in this lesson? What ELD Standards (if any) will you target in this lesson?

Prior Knowledge/Background Information: What concepts and/or skills do students need to have prior to the lesson in order to be successful during this lesson?

Materials/Resources Needed: What materials and resources are needed? How will you use technology to enhance learning (or explain why technology is not an appropriate tool for this lesson)?

LESSON PROCEDURES

Give an overview of the lesson and time estimate for each component. Include expanded descriptions of what the teacher and students are doing, organized in the sections below.

Introduction: How will you 'grab' students' attention and get them ready for learning? Will you communicate learning targets at the start of the lesson?

Body of the lesson: *Major items or activities in the order they will occur including how students will be grouped at various points in the lesson.*

- Key concepts and how they are presented
- Transitions from one activity to another
- Monitoring of student learning (includes opportunities for guided practice)
- Differentiation of student learning (including but not limited to those served by IEPs, TAG plans, those identified as ELLs)

Closure/Extensions: How will you bring the lesson to a close? How will you tie the lesson back to the learning objectives? What are you asking your students to think about or do after instruction?

LESSON ASSESSMENT

Assessment of Student Learning: How will you determine what progress the students have made toward accomplishing the learning objective(s)? What criteria will you use? How will you use this data to inform your future instruction? How might you communicate this assessment data to students and their parents?

LESSON REFLECTION

After each lesson you teach, you will address the following questions as a way of processing and making sense of what happened:
Did students meet the learning objective(s)? What teaching behaviors, instructional strategies and activities, and aspects of the instructional design contributed most to student learning and/or performance? How do you know? What would you do differently? Describe specific changes you would make and why. How could you improve the lesson? What do you need to consider as you plan or adapt your approach to the next lesson? Reflection at the lesson level helps you adjust and improve your planning and instruction based on what you learn each time you teach. Your primary focus in your reflections should be on students and their learning.

Name: Gayle Thieman | Grade Level: Graduate Level | Course: CI 513 Instruction & Technology
Lesson Topic: Course Introduction | Date: 10/1 Retreat | Time Allotted: 75min

UNIT ESSENTIAL QUESTION: How do teachers use technology to enhance professional development and productivity?
Lesson Question:

PREPARATION

Purpose/Rationale: This is the intro lesson at the cohort retreat that will acquaint students with course goals, procedures, and key assignments. Because the course is so fast paced and has multiple linked assignments it is important for students to see the big picture and know where to find detailed instruction/resources to complete each task. It is also important to clarify expectations for quality of work and how work will be submitted.

Unit Goal: Teacher candidates will demonstrate competency in using Web 2.0 applications with the iPad and critically examine affordances and constraints of technology.

Learning Objectives: Teacher candidates will
share personal experiences with technology using Doodle Buddy as brainstorming tool.
evaluate impact of technologies using force field analysis technique (sticky dot)
share example of interactive, inquiry-based learning environment in K-12 classroom

Standards:
GSE: candidates use technology to enhance learning and development

Prior Knowledge/Background Information: Teacher candidates will have received instructions for setting up ipad . Some students are skilled technologists and are comfortable with technology; others are less comfortable.

Materials/Resources Needed:
Course syllabus saved to iPad (students) and laptop (instructor)
Doodle Buddy application downloaded to iPad
Multimedia presentation (ppt) on Meaningful learning

PROCEDURES AND ASSESSMENT OF STUDENT LEARNING

Introduction:			
Student's Actions	**Teacher's Actions**	**Resources**	**Time**
Ask students to open up syllabus on iPad Student share examples of meaningful learning	Launch power point and share slides about Meaningful Learning Ask for examples of active, constructive, intentional, and authentic learning students have experienced or observed	PPT; LCD projector	10 min

Body of Lesson:			
Student's Actions	**Teacher's Actions**	**Resources**	**Time**
Follow along; ask questions if needed Students launch Doodle Buddy and express their personal experience with technology—use text, emoticons, drawing tool, sound effects Share with students	Share course essential questions, learning outcomes, standards Evaluation and timelines for each type of learning activity (readings, technology activities, technology projects, mini unit with 3 lesson plans) Create sketch along with students		20 min 25 min
Closure/Extensions: (Determining progress toward daily objective.)			
Student's Actions	**Teacher's Actions**	**Resources**	**Time**
Students share examples of "highly interactive, inquiry based learning environments" they have observed in K-12 classroom	Records student ideas in word document projected for all to see. Reminds students to "turn in homework"		10 min

LESSON ASSESSMENT (Evaluation of Student Learning)

Students will upload today's assignment to their personal page on the class wiki: (Read Maloy ch 1 and answer the following questions:

1. What is surprising (to you) about characteristics of I Generation (8-18 year olds)?
2. Complete the chart on p. 13 (which technologies will have greatest impact?)
3. Share an example of a "highly interactive, inquiry-based learning environment" in a K-12 classroom.

LESSON REFLECTION

I would like to develop a more interactive way of reviewing the syllabus. Perhaps assign a different section to each small group and have them summarize the highlights. The students' sketches of their personal experience with technology were so creative! I didn't do any orientation; just asked them to download the application before the retreat and then play with the app. There was lots of laughter as students tried out the different emoticons and sounds. Next time I would like to use Nearpod to incorporate questions into the power point on Meaningful Learning. The sharing of examples of interactive, inquiry-based learning environment would have been better in small groups.