Project Proposal

How to Make Lesson Plans

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Context

Bryant & Stratton College is a private career college. For over 150 years, she has been helping students develop meaningful career skills. The college offers 21 degrees in growing industries, and provides students with cutting edge skills as well as real-world experience. Most of the programs have flexible schedules; students can take the course during the day, evening, and weekend, or take the course online.

The college offers several excellent ways to maintain students’ competitive edge after their graduation. Students can enhance their professional development and opportunities through the Professional Skills Center (PSC) that offers courses in leadership, teamwork, sales performance and more. Students can also take special certification and licensing courses through PSC that meet the requirements of associations and regulatory agencies in a range of industries, from business and technology to healthcare and financial services.

Bryant & Stratton College has many part-time instructors and many of them do not have formal education in teaching. The dean of the college is concerned about their ability on making lesson plans, thus he thinks about providing a motivational and engaging training program for the part-time instructors on teaching them how to make lesson plans. The training program will also be provided to the instructors who want to develop their competency on creating lesson plans.

Project Overview

Lesson plan development and implementation is the critical pedagogical knowledge for an instructor. The goal of this project is to design and develop a training program for the instructors in Bryant & Stratton College on developing their competencies on creating lesson plans and implementing lesson plans in their work.

Intended Audience

The primary audiences are the part-time instructors without formal education in teaching, and the instructors who want to develop their competencies on making lesson plans.

The secondary audience is the dean of the college, who cares about the instructors’ teaching competency, students’ academic performance and the parents’ satisfaction.

The audiences also include students and their parents, who will benefit from the program.
Project Activities and Principles

The design work follows the ADDIE instructional system design process, that is— Analysis-> Design-> Development-> Implementation->Evaluation.

Analysis

The analysis is conducted at the very beginning to identify the performance gap, and to select optimal solutions. The analysis involves a three-step procedure: 1) Problem Identification, 2) Seeking Causes, and 3) Selecting Optimal Alternatives. In this process, three needs assessment tools are used: 1) interview, 2) questionnaire, and 3) holding discussion with the dean, a pedagogical expert and an experienced instructor.

Problem Identification

In this step, the designer identifies the problem by interviewing selected audiences. The interviewees include the dean, 10 selected experienced instructors who use lesson plans for their course design, and 10 selected instructors who are not familiar with lesson plans. The purposes involved in the interview include:

1. Identify the dean’s expectation for the instructors
2. Identify the part-time instructors’ knowledge about lesson plans, and their skill and attitude on implementing lesson plans
3. Know the experienced instructors’ vision of the lesson plan, and their needs on the development of lesson plan competency

A questionnaire is sent to the instructors who can’t make the face-to-face interview. The instructors can spend a few minutes on the questionnaire and send it back.

Seeking Causes

The instructional designer analyzes the data collected, and seeks the causes accordingly. Here are three possible categories of the causes:

1. Skill/knowledge problems. For example, instructors do not know how to make lesson plans, and do not know how to implement them in their course instruction
2. Environmental problems. For example, there is no requirement that a lesson plan must be used to guide the course instruction
3. Motivational-incentive problems. Instructors know how to make lesson plans; however, do not realize the importance of creating lesson plans, thus are not motivated to do so

Selecting Optimal Alternatives

In order to identify the most appropriate, economical and feasible performance intervention, the designer holds a group discussion with the dean of the college, a pedagogical expert (subject matter expert) and an experienced instructor. In the discussion, all the data collected are reviewed, and the possible causes are discussed. At last, the group identifies the solutions,
which include the instructional goals, the learning objectives, the program scope, the delivery method, and the instructional strategies.

**Design**

**Goals & Objectives**

The goal of this training program is to develop instructor’s competency on creating lesson plans. At the end of the program, the following learning objectives are expected to be achieved by the instructors in Bryant & Stratton College:

1. Understand what is a lesson plan and why should they use it
2. Understand basic components of a complete lesson plan
3. Skilled in developing the components of a complete lesson plan
4. Literacy in the techniques on creating a complete lesson plan
5. Strengthened use of multiple tools and templates in creating a lesson plan
6. Familiarity with common lesson plan modules

**Material and Resources:**

- PowerPoint Presentation. Here are the major contents:
  - What to consider when writing a lesson plan
  - Key components of a lesson plan
  - Lesson plan models
  - Classroom activities
  - Classroom assessment

- A series of handouts which include:
  - Useful instructional strategies
  - Using the appropriate techniques in your lesson plan
  - Lesson plan model-Gagne’s Nine Events
  - Lesson plan model-Madeline Hunter’s seven step lesson plan
  - Lesson plan model-The 5E’s
  - A sample lesson plan
  - Lesson plan template
  - Lesson plan checklist

- Lesson plan website
  
  For the instructors who might not be able to attend the face-to-face training program, they could visit the program website to learn how to create lesson plans and develop related competencies and skills.

- Lesson plan training evaluation survey
  
  The survey is created to collect the learners’ responses. The result will be used to determine how to revise the program scope, the materials, the strategies, and the delivery methods
## Development

### Timetable

#### Project Timeline

<table>
<thead>
<tr>
<th>No.</th>
<th>Tasks</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Make project plan, write initial proposal</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Needs Analysis-I. Interview target audiences, and identify the gap</td>
<td>2</td>
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<tr>
<td>3</td>
<td>Needs Analysis-II. Analyze the data collected and seek the causes of the problem</td>
<td>3</td>
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<tr>
<td>4</td>
<td>Needs Analysis-III. Meet with the dean, a pedagogical expert and an experienced instructor to identify the goals and objectives, the instructional strategies, and the delivery method</td>
<td>4</td>
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<tr>
<td>5</td>
<td>Develop the prototype and the timeline</td>
<td>5</td>
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<tr>
<td>6</td>
<td>Write the full proposal</td>
<td>6</td>
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<tr>
<td>7</td>
<td>Communicate with the dean to collect feedback</td>
<td>7</td>
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<tr>
<td>8</td>
<td>Make modification to design</td>
<td>8</td>
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<tr>
<td></td>
<td>Prepare instructional materials:</td>
<td></td>
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<tr>
<td>9</td>
<td>PowerPoint Presentation</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Handouts (the 1st Status Report)</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Design classroom activities</td>
<td>11</td>
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<tr>
<td>12</td>
<td>Design assessment</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>Design program evaluation survey</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>Create lesson plan website</td>
<td>14</td>
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<tr>
<td>15</td>
<td>The 2nd status report</td>
<td>15</td>
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<tr>
<td>16</td>
<td>Submit all the design work for final review with the dean</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>Make final modifications</td>
<td>17</td>
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<tr>
<td>18</td>
<td>Final Draft Submission</td>
<td>18</td>
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</tbody>
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Prepared By: Yan Suo  
Date: 06/25/10
Prototype

Here is a prototype of the PowerPoint presentation

Techniques on Create Lesson Plan

Think...

What techniques can be used to involve students?

The Techniques on Creating Lesson Plan

- Discussion
- Role playing
- Case studies
- Field trip
- Group work
- Written work
- Guided experience
Implementation

Training Schedule and Process

In respect to the instructional goals and the learning objectives, the program is divided into two sessions. The first session concentrates on concept and knowledge, such as what is a lesson plan, the basic components of a lesson plan, and some common lesson plan modules. The second session focuses on practice and discussion. The learners collaboratively design a lesson plan by using the temple provided, critique the sample lesson plan and discuss how to develop it. Each session lasts three hours, and the training takes six hours altogether.

Description of Learning Environment

The target audiences are the instructors without formal education in teaching, and the instructors who want to develop their lesson plan competencies. The program provides two learning approaches, the two-session face-to-face training program and the program website. The learners can either attend the six-hour face-to-face training or do self-paced learning by visiting the program website.

Stakeholders and Their Responsibilities

- Instructional designer: identify the problem, conduct need analysis, prepare instructional materials, create training plan, design activities, develop program evaluation survey, create program website, and provide other support to the trainer
- Trainer: allocate the materials and the equipments, and deliver training. Because a variety of equipment is used, the trainer should be able to use computers, document projectors, and projector screens. In addition, the trainer is required to have good communication ability in visual, oral and written form

Evaluation

In order to judge the effectiveness and efficiency of the training program, the learners are required to complete a survey to give responses and provide suggestions. Here are some example questions:

- The instructional materials (e.g. PPT, and handouts) are well designed, relevant and appropriate for the training objectives
  - Strongly Agree
  - Agree
  - Unsure
  - Disagree
  - Strongly Disagree
  - Not Applicable

- The instructor is knowledgeable and enthusiastic about the subject matter
  - Strongly Agree
  - Agree
  - Unsure
The training gave me some practical information that will be useful in my work

- Strongly Agree
- Agree
- Unsure
- Disagree
- Strongly Disagree
- Not Applicable

What would you like to see changed in this training?

The results will be used to determine how to revise the program scope, the materials, the strategies, and the delivery methods.

Reflection

When my client told me to design something to teach the instructors how to make a lesson plan, I had no idea what “something” should be, a two weeks online course, a face-to-face training, or a learning website? Then, I realized the best way to identify the instructional strategies, delivery method and the project scope was to understand the needs of the target audiences. By communicating with the audiences, I realized my target audiences were the part-time instructors without formal education in teaching and the instructors who want to develop the lesson plan competencies. Accordingly, I designed a six-hour face-to-face training, and a training website.

I selected the ADDIE model for the project, because it represents a dynamic instructional system design process, that is — Analysis-> Design-> Development-> Implementation->Evaluation. Moreover, many instructional theories and principles were incorporated and embedded in the products, such as modeling, collaborative learning, and Gagne’s Nine Events. In the design process, I practiced what I have learned in the past two years, and developed many instructional design competencies, such as conducting needs assessments, selecting and modifying existing instructional materials, and writing project proposals.

I communicated with the clients constantly throughout the design process, and made modifications according to their feedbacks; for example, design activities that could encourage students to actively learn, develop an online survey which could be reached by the learners on the internet, and creating a lesson plan website for the learners who were not able to attend the training.
Evaluation

The training program has not been carried out, so I do not have the chance to evaluate the implementation of the program. I communicated with the dean, and she is satisfied with the project proposal and the instructional materials. An evaluation survey has been created; it will be used to collect the learner’s responses of the lesson plan training program. Next, I will follow up to evaluate the program implementation, and determine how to revise the program scope, the instructional materials, strategies, and delivery methods.