

How do I prepare for a class?

Module focus

- learning objectives
- lesson plans
- learning activities
- timing and sequence
- learning resources

Module outcomes

- you will be able to prepare for classes systematically
- you will be planning classes based on sound learning theory
- you will have a clear idea of what you want to achieve in each class
- your students will be clear about what the class is designed to achieve
- you will begin to build up a range of resources to support learning

'It is common for people new to teaching to be uncertain about what they need to do to be prepared for a class. Naturally, new and inexperienced teachers think about what has to be covered in a class. That is, they focus on the content. Yet sequencing and delivering this content is as important.'

Take a moment to reflect on this issue.

What challenges does this pose for *your* teaching?

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Possible solutions

Being prepared means you know what you want to achieve and therefore your students know what needs to be achieved. Being prepared means you physically prepare the resources you need to support your teaching. Being prepared means you plan how you will sequence, manage, deliver and evaluate the learning activities.

Perhaps one of these ideas will appeal to you!

1. Try preparing a lesson plan for an upcoming topic – see 'More Help' below.
2. Try completing a checklist before a future class – see 'More Help' below.

More help

Here are some resources from which you may seek some advice. They are all annotated so as to assist you in making judgements about what might be useful advice for your particular teaching context. By exploring some or all of these resources, you may well be able to generate strategies to suit your particular circumstances.

1. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/lesspln1.htm> - provides a very basic discussion of the 3 stages model of lesson planning.
2. <http://tip.psychology.org/cross.html> - is a basic discussion of the needs of adult learners.
3. <http://tip.psychology.org/knowles.html> - contains a brief discussion of the principles of meeting the needs of adult learners.
4. <http://www.tedi.uq.edu.au/Teaching/flexible/learning.html#activities> - is a brief discussion of different types of learning activities and how they need to be linked to learning objectives.
5. http://skillcity.iaaf.uwa.edu.au/data/docs/632483047778906250_semester_opener_4-05.doc - a sample lesson plan from SkillCity.
6. http://www.mq.edu.au/ltc/about_lt/curriculum_design.htm - offers helpful suggestions for the typical generic stages you would include in a lesson plan.
7. <http://www.scu.edu.au/services/tl/pathways/pathways06/pdfs/Pathways-Appendices.pdf> - Appendix 13 on page A 85 contains a sample plan for a lecture in an Education faculty unit at Southern Cross University.
8. <http://www.scu.edu.au/services/tl/pathways/pathways06/pdfs/Pathways-Appendices.pdf> - Appendix 12 on page A81 contains a sample lesson plan for a class on 'Group Processes'.
9. http://adulted.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=adulted&cdn=education&tm=50&gps=446_1690_1012_604&f=00&su=p554.2.150.ip_&tt=2&bt=0&bts=1&zu=http%3A//www.peter-renner.com/lessonPlan.html - contains a model lesson plan template and a sample lesson plan for a 75 minute session on palliative care with health care workers.

Alert !

Being prepared for a class is a good idea. Feeling you must be locked into your plan step by step is not! Planning gives you a structure. Architects and engineers build flexibility into their designs!

Related topics

How do I write learning objectives?