Lesson Workshop

Purpose & Audience: Your task is to plan and lead a lesson that brings to life ideas from one of the required chapters or articles. You will demonstrate an applied teaching knowledge of the pedagogical text. Then we as a class will “workshop” the lesson, reflecting together on (A) the practical considerations for planning and implementing the lesson effectively and (B) the theoretical underpinnings of the lesson.

Requirements & Procedures

Workshop Preparation

☐ Check the schedule to find available presentation dates. The schedule is posted in the Course Documents section of the class web page and in hard copy at class. Email or talk to me to reserve an available date. Your presentation date is ________________.

☐ Read the article or chapter assigned for your presentation date, as listed on the schedule.

☐ Design a 25-minute lesson for demonstration to the class. Your lesson should exhibit your applied knowledge of a teaching method(s) from the assigned article/chapter. Write your lesson plan by following the detailed instructions given in the ReadWriteThink.org Author Guidelines at <http://readwritethink.ncte.org/authors/author_guidelines.pdf>.

  o Please use boldface headings, block style, and other formatting conventions to make the different sections of the lesson plan easy for readers to locate.
  o For our purposes in this class, the segment “From Theory to Practice” should refer primarily to the assigned article or chapter and should be about 150 words long.
  o Note that your lesson for EDUC 354, unlike lessons submitted to ReadWriteThink.org, is not required to include web resources.
  o For your EDUC 354 lesson, you may assign up to 20 minutes of homework to the class. You may ask us to read, write, or do other appropriate activities. If you assign homework, show respect for the time and effort we spend by ensuring that the homework plays an important role in the lesson you lead. All homework instructions (written) and materials for photocopying must be given to me at least 2 school days before you present your lesson. Your due date: ________________

☐ Plan to use 25 minutes of class time to demonstrate your lesson. Be advised to “think small”—that is, it is generally ineffective to rush through more than 25 minutes of activities while commenting, “If we would have had more time...” Plan for what can be done in 25 minutes; this may be a tightly focused lesson on one “small” but important aspect of the assigned article or chapter.

☐ Plan to use an additional 5 minutes to explain the theoretical/conceptual foundation for your lesson. Help us to understand how your lesson relates to the chapter, what kinds of adjustments you did or did not make (and why), and what you perceive as the affordances and limitations of the lesson for various teaching/learning contexts.

☐ Be prepared to take questions from the class about your lesson and to participate in further discussion about the lesson and the readings on which it is based.

☐ Before you demonstrate your lesson, post your plan as a Word document to our electronic space. Bring a printed copy of the lesson to class to give to me before you begin the workshop.

Workshop Presentation

1. Briefly: state which article/chapter the lesson is based upon, summarize the agenda and objectives for the lesson, and describe a context in which you might teach this lesson.

2. Lead us through the lesson. The rest of the class will participate in the activities that you have planned for students. If you have used the lesson with secondary students, please feel
welcome to share samples of students’ work.
3. Explain the theoretical/conceptual foundation for your lesson. (If you prefer, you may do this before leading us through the lesson.)
4. Field questions and participate in further discussion about your lesson.

**Workshop Reflection**
Write a short reflective letter (350-500 words) to me in which you answer the following questions:
1. Briefly, what was the purpose of your lesson?
2. What do you see as the strengths of the work that you did in designing and implementing the lesson, and why? What do you see as areas that need improvement, and why?
3. Summarize: What comments or reactions did your partner(s) and/or classmates offer about your work in designing and implementing the lesson?
4. What are your thoughts and feelings in regard to your partners’ and classmates’ responses?
5. What specific ideas do you have for revising your design and implementation of the lesson? (OR, justify your opinion that your workshop design and implementation do not require revision.)

Your reflective writing is due one class period after you present your lesson. Your due date is ___________. Note that you are welcome to use an informal tone in this letter, but your reflection should demonstrate a critical analysis and evaluation of your lesson workshop experience.

**Grading:** Your lesson workshop counts for 10% of your final grade. Your lesson plan, presentation (including the follow-up discussion), and reflection will be considered together for a single, holistic score. Quality plans, presentations, and reflections will:
- demonstrate a developed and accurate understanding and application of your article/chapter and of our course readings and activities.
- anticipate and respond to students' needs and interests while encouraging meaningful learning (including higher-order thinking).
- link student learning objectives, instructional activities, and assessment.
- show effective organization—including wise use of time, scope, and sequencing.
- be presented with professionalism, care, and respect—for the task and for all involved.

**Publication (optional):** You may eventually wish to revise and submit your written plan for consideration for ReadWriteThink.org publication. The lesson plan submission process is detailed at http://readwritethink.ncte.org/authors/index.asp. Please share the good news if your plan is accepted for publication!