Pulling it Together: Developing Lesson Plans for Graduate Students

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Workshop Agenda

- Adult Learning
- Educator’s role in learning
- Levels of learning
- Lesson planning
- Application example
- Practice
- Debriefing

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<table>
<thead>
<tr>
<th>Comparison:</th>
<th>Pedagogy</th>
<th>Andragogy</th>
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<tbody>
<tr>
<td>The learner</td>
<td>Dependent.</td>
<td>Moves towards independence. Self-directing.</td>
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<tr>
<td>The learner's experience</td>
<td>Of little worth.</td>
<td>A rich resource for learning.</td>
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<tr>
<td>Readiness to learn</td>
<td>People learn what society expects them to..</td>
<td>People learn what they need to know.</td>
</tr>
<tr>
<td>Orientation to learning</td>
<td>Acquisition of subject matter.</td>
<td>Learning experiences should be based around experiences.</td>
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</tbody>
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### Adult Learning Principles

- ✓ Involvement
- ✓ Experiential
- ✓ Self-directed
- ✓ Problem-centered
- ✓ Immediate value
Attributes Adult Learners Expect of Instructors

• to be knowledgeable
• to show concern for student learning
• to present material clearly
• to motivate
• to emphasize relevance of class material
• to be enthusiastic

(Donaldson, Flannery, and Ross-Gordon 1993)

Educator’s Role

❖ Facilitate
❖ Act as a resource
❖ Maintain a “working balance”
❖ Initiate cooperation
❖ Practically apply knowledge
Planning in the Educator's Role

- Anchored in Levels of Learning
  - Conceptual
  - Perceptual
  - Executive
  - Self-awareness

Conceptual Learning

- Knowledge base for the subject
  - Definitions
  - Concepts
  - Principles
  - Evidence
  - Theory
Perceptual Learning

- Help students “experience” the concepts via senses (hear, see …)
  - Multimedia
  - Role play
  - Real time parallel process
  - Lab experimentation
  - Deconstruction of a process

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Executive Learning

- Execution of the knowledge: “The Doing”
  - Practice
  - Role plays
  - Exercises
  - Simulations

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Self-Awareness Learning

Student understanding of the fit between the material and themselves?

- Reflection
- Integration
- Anticipation

Lesson Plan Example:
Class on Ethical Decision Making

- Step #1: Class objectives
- Step #2: Specific concepts
- Step #3: Experiencing the concepts
- Step #4: Applying the concepts
- Step #5: Self Reflection
- Step #6: Evaluation
Lesson Plan Step #1: Objectives

- Objective #1: Students will identify the steps of ethical decision making in social work within one class period.
- Objective #2: Students will apply the steps to an ethical dilemma within one class period.

Lesson Plan Step #2: Specific Concepts (Conceptual Level)

- Definitions of social work ethics and values
- Ethical rules
- Ethical principles
- Ethical theory
- Ethical decision making process
Lesson Plan Step #3: Experiencing Concepts (Perceptual Level)

- Video: DVD (Reamer, Corey & Corey)
- Instructor examples
- Visual tools

Lesson Plan Step #4: Applying the Concepts (Executive Level)

- Small group case-centered exercises
  - worksheet
- Presentation of ideas
- Role plays
- Simulations
Lesson Plan Step #5: Self Reflection (Self Awareness Level)

- Discuss types of dilemmas that might be difficult for them
- Discuss personal & professional values that may come into play
- Evaluate their own comfort level around using the process to make decisions

Lesson Plan Step #6: Evaluation

- Quiz
- Class presentation of worksheet with discussion
- End-of-class debriefing
- Ethics paper
Participant Application

What would be most useful to you right now?
(individual application, group application, discussion)

Session Debriefing

• What was helpful?
• How will you use what was presented?
• What will your students notice about you when you use what was presented?
• What would improve this workshop?
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