

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

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## Adult Learning Principles

- ✓ Involvement
- ✓ Experiential
- ✓ Self-directed
- ✓ Problem-centered
- ✓ Immediate value

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## 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)

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## Educator's Role

- ❖ Facilitate
- ❖ Act as a resource
- ❖ Maintain a “working balance”
- ❖ Initiate cooperation
- ❖ Practically apply knowledge

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## Planning in the Educator's Role

### ❖ Anchored in Levels of Learning

- ⇒ Conceptual
- ⇒ Perceptual
- ⇒ Executive
- ⇒ Self-awareness

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## Conceptual Learning

### ∞ Knowledge base for the subject

- ⇒ Definitions
- ⇒ Concepts
- ⇒ Principles
- ⇒ Evidence
- ⇒ Theory

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## 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

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## 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

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## 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.

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## 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

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## Lesson Plan Step #3: Experiencing Concepts (Perceptual Level)

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

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

- Small group case-centered exercises  
-worksheet
- Presentation of ideas
- Role plays
- Simulations

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## 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

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## Lesson Plan Step #6: Evaluation

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

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## Participant Application

What would be most useful to you  
right now?

(individual application, group  
application, discussion)

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## 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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