

**Assignment: Develop Lesson Plan for EOL 585 Fifteen-Minute Micro-Teaching Session
Daily Lesson Plan Template**

Instructor James Bittner		Course Title and Students (short description of the course and brief description of students enrolled). The course is a class about the best methods of college teaching and the students enrolled are interested in improving their ability to teach. Book Reading: Small Teaching Chapter # and titles: Chapter 3: Interleaving & Chapter 4: Connections	
Essential Questions or Learning Objectives: At the end of the session, the students will be able to: Understand how decisions about course structure and teaching methods impact long-term information retrieval. Students will be able to identify ways to improve their own teaching practices.			
Unit	Specific Topic <what you would title the session> Impact of Structure on Learning	Session # 0	
Learning Obj 1 Generally describe how we physically learn and recall information	Supportive Teaching & Learning Activities 1. Minute Paper/Brainstorm: How do you physically learn and recall information? What is the mechanism (counting fingers)? 2. Present slides paraphrasing Zull's biological description on Pg. 94.	Scripted Questions What feelings are associated with learning? At which step of learning is each feeling? (Objective: learning is hard, but success feels great)	Amount of Time Allocated 5 Min.
Learning Obj 2 Explore two types of course structure (Blocked vs. Interleaved)	Supportive Teaching & Learning Activities 1. Display two course layouts Pg. 79. Question: Which course do you prefer for learning and why? Pair and Share 2. Present slides paraphrasing research: Pg. 70 Blockers vs Mixers Study	Scripted Questions Why do students prefer a Blocked Class schedule? Is learning worth taking the difficult path?	Amount of Time Allocated 5 Min.
Learning Obj 3 Analyze the role of diverse connections between topics	Supportive Teaching & Learning Activities 1. Video: Students Failing General Knowledge Questions https://youtu.be/yRZZpk_9k8E?t=33s 2. Present slides discussing connection techniques: course outlines, interleaving topics, and peer reinforcement.	Scripted Questions Why are the students failing to answer general questions? (Connections between information) What activities can a teacher do that facilitate more diverse learning connections between material? Would that help these students in the video?	Amount of Time Allocated 5 Min.

Evaluation Procedures (how you will determine if the material has been mastered)

Based on the student responses during the scripted questions I will gauge the level of understanding the bulk of the students have. During the pair and share component I will listen to the students discussions to confirm that the class is moving in the correct direction towards mastery of the material.

Materials and Aids (what you will need in order to teach this lesson)

- A computer for the power-point slides, and a internet connection for the video link
- Students will need a pen and paper for the brainstorming/minute paper session at the start of class.

Reflection (Your notes about how the lesson well and what changes to make for next time)

My general impression from the engagement of the class was that the lesson went well. The 15 minute time frame was difficult to fit the quantity of information in. More time needed to be spent with the mixers and the blockers example in order for proper intake of the concepts. It would have been nice if the time was longer and content of the lecture could have incorporated components of blocked and interleaved information. The video at the end of the lecture really high a high level of impact. The timing of this video at the end of the lecture was nice in waking everyone up and buying some reengagement time. I believe that ending on a high note with some reflection such as this video helped solidify the concepts in everyone brain.