LEARN Lesson Basics: Learning to LEARN, An Introduction

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Essential Question(s)

Summary

Participants in this activity immerse themselves in the K20 LEARN website and design process. Working with a peer collaborator, they complete the planning, design, and development stages of lesson building. At the conclusion of the activity, their lesson will be published.

Learning Goals

Attachments

- 5E Lesson Model Article—The 5Es of Instructional Strategies.pdf
- 5E Lesson Outline—LEARN Lesson Basics.pdf
- Authenticity Practicioners Brief – LEARN Lesson Basics.pdf
- Cognitive Comics—LEARN Lesson Basics.docx
- Cognitive Comics—LEARN Lesson Basics.pdf
- Content Development Plan—LEARN Lesson Basics.docx
- Content Development Plan—LEARN Lesson Basics.pdf
- Design Proof Authenticity—LEARN Lesson Basics.docx
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- Design Proof—LEARN Lesson Basics.docx
- Design Proof—LEARN Lesson Basics.pdf
- Development Proof—LEARN Lesson Basics.docx
- Development Proof—LEARN Lesson Basics.pdf
- Planning Proof—LEARN Lesson Basics.docx
- Planning Proof—LEARN Lesson Basics.pdf
- Tip of the Iceberg–Template.docx
- Tip of the Iceberg–Template.pdf

Materials

Introduction

Note

To understand the basic principles of the 5E LEARN Lesson model, the attached **5E Lesson Model Article** is indispensable. Read through the article carefully before getting started.

Engage

Notes About Engage

These activities engage and present students with an event, problem, or question. Engagement activities capture students' interest, are often relevant to the students' current experiences, and help to make connections between what they already know and what they will learn. The activities are relatively short, lasting no more than 10 minutes, but depending on what you hope to accomplish, the time may vary.

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https://youtube.com/watch?v=efaqxzyR6EM

To begin, think about a memorable learning experience you have had in your life. This could be something you experienced in grade school, high school, college, or in the real world. Using the Cognitive Comics learning strategy and the attached **Cognitive Comics** template, create a comic strip depicting what happened during this experience. Focus on what made the experience so memorable rather than the art skills. Include dialogue bubbles to detail the following:

1. What was your experience?
2. What made it so memorable?
3. Would you consider this learning experience to be authentic? How so?

Clarifying Questions

Once you have completed your Cognitive Comic, schedule a time to sit down with your peer collaborator. This person, assigned to you at the start of this activity, is the individual you will check in with throughout the on-boarding process. When the two of you meet, be prepared to talk about your Cognitive Comic and answer the questions above. Your peer collaborator may also ask you some clarifying questions to get a better understanding of your experience.

Additionally, take some time during this initial meeting to talk about your educational background and what subject area your expertise is in. Together, look through the **Content Development Plan** handout (found in the attachments) and discuss a lesson that you would like to develop throughout this activity. Your peer collaborator will be with you at every step to provide support, answer questions, and make sure that you have a good grasp of the activities. This Content Development Plan covers the bare bones of a lesson and is always the first step in the lesson writing process at K20. It includes the grade level, content area, lesson length, delivery mode, technology requirements, the essential question, and the learning objectives.

Planning Proof with your Peer Collaborator

After you and your peer collaborator have completed the Content Development Plan together, review it one more time using the **Planning Proof** (included in the attachments). Just as you would provide your students with a rubric before they begin work on a project, we too have rubrics to follow. The rubrics help to ensure all pertinent information is included in the lesson, the 5E model is used with fidelity, and the lesson itself provides students with an authentic learning experience. Your peer collaborator can provide you with any changes that should be made before moving on to the next stage of the activity.

Explore

Notes About Explore

Students encounter hands-on or discovery experiences in which they explore the concepts further. They receive little explanation and few terms at this point because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another eventually make sense of the concept. Students must talk about their experiences, both to articulate their own understanding and to understand another's viewpoint.

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Once you have a completed Content Development Plan and you have gone through the Planning Proof with your peer collaborator, begin thinking about how you could present this topic to an audience by breaking it down into a 5E lesson format. To help with this, use the **5E Lesson Outline** (found in the attachments) and begin thinking about the following questions:

1. What is engaging about the topic you chose?
2. What could your students explore?
3. What could your students do that would help them explain the topic and clarify misconceptions?
4. How could you extend student learning? How could you extend this learning experience to connect it with personal or professional learning?
5. What could you have students reflect on? What could they take with them?

Remember this outline is just that, an outline! This is your opportunity to get familiar with your ideas, the content, and how they all piece together to form one cohesive lesson rather than expand on the details.

After you have completed your outline, explore the K20 Learn website using the instructional strategy Tip of the Iceberg. During this exploration, look through other LEARN lessons to see how other instructional designers have utilized the various features of LEARN and analyze the variety of strategies available to teachers. Using the **Tip of the Iceberg Template**, you'll want to identify the following:

- Information that you already know about the site (labeled at the top of the iceberg)
- Information you think you may know based on prior interactions with the site (labeled at the "water line")
- Questions or deeper knowledge that you learn along the way (labeled below the "water line")

Did you notice?

Did you notice that throughout this activity, there are learning strategies linked for you to view as you complete the tasks? The LEARN Strategy repository is a great resource for you to use when building a lesson because there are so many to choose from. They touch on all different group sizes, placements within a lesson, intentions, purposes, or skills you're teaching, as well as include strategies appropriate for grades Pre-K through 12. Take some time to search LEARN through the "Instructional Strategies" tab and read about some teaching strategies you've never used before. Are there any strategies you could include in your lesson to make it more authentic?

Once you have fully explored the LEARN website, revisit your Content Development Plan (CDP) and take a closer look at each part of the lesson. Which strategies do you believe would best enhance your lesson and where would they occur within the lesson plan? Make any changes to your plan and add these strategies, then schedule a time to meet with your peer collaborator. You will meet with them in the next section of this activity following the reading.

Explain

Notes About Explain

After students have explored the concept, they summarize and articulate what they have observed or learned during the explore section. They also share and compare their new knowledge with other students. Once students have substantive conversations and reach common understandings, the curriculum and/or teacher will provide content explanation and vocabulary or terms for what they are studying. The teacher may confirm, support or further present learning concepts through a variety of delivery methods. Students then use the terms to describe formally what they have experienced, and they begin to examine how this explanation fits or doesn't fit with that they already know.

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Take a moment to familiarize yourself with the attached **Authenticity Practitioner's Brief** using the instructional strategy Why Lighting now that you have spent some time exploring the LEARN lesson website. Read the article making sure to note important aspects of the information and how it applies to your job here at K20.

Design Proofs with your Peer Collaborator

Next, meet with your peer collaborator and review the attached **Design Proof** and **Design Proof Authenticity,** along with your own 5E lesson Content Development Plan (CDP). Include activities you have planned, strategies you will use, how your lesson follows the 5E lesson model, and how your lesson is authentic. Following the lesson design, your peer collaborator will ask you for clarifying information, provide you with suggestions on how to improve upon your lesson, and answer any questions you still have in regards to the lesson writing process up to this point.

Extend

Notes About Extend

Students expand on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have learned so far. Through substantive conversation and interaction with each other, students extend and apply the information to new situations in order to gain a deeper understanding of the concepts.

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After you have made any changes to your Content Development Plan (CDP), open up a LEARN lesson template. The steps for getting started can be found in the LEARN Style Guide. This guide walks you through each step and provides helpful tips on how to narrate the lesson.

Within the lesson template, input your lesson details. The Content Development Plan (CDP) you created earlier provides you with a great starting point, but now is the time to expand on the details. When you are creating a lesson in LEARN, write it in a narrative format and keep a few things in mind:

- Would any teacher, at any phase of their teaching career, be able to pick up this lesson and teach it?
- Are the summary, essential questions, snapshot, and procedures congruent?
- What materials are required?
- What attachments could you create to help enhance your lesson? Are there handouts, PowerPoint guides, etc. that would streamline the lesson?
- Do you need to add teacher's notes, images, hyperlinks, etc. to make your lesson more usable?

Development Proof with your Peer Collaborator

Once you have completed your lesson development in LEARN and created any handouts, lesson slides, or attachments that are needed, set another meeting with your peer collaborator to walk through the **Development Proof** (found in the attachments).

In the meantime, take a moment to think through and articulate what you encountered in the reading, your exploration of LEARN, and the process of creating your own lesson using the instructional strategy 3-2-1. Be prepared to talk about these items in your meeting with your peer collaborator along with the next steps for a final lesson revision.

1. What were the **three** most challenging aspects of creating a lesson?
2. What are **two** questions you have for your supervisor?
3. What was **one** thing you enjoyed about this exploration or **one** misconception you had clarified?

Evaluate

Notes About Evaluate

The final stage of the lesson is designed for students to further elaborate on their understanding, evaluate what they know, and determine what they have yet to figure out. Students are given the responsibility of reflecting on their learning, and demonstrating their understanding in some way. While formative assessment of student understanding should take place throughout all phases of the instructional model, the evaluation stage is also when the teacher determines the extent to which student have developed a meaningful understanding of the concept.

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https://youtube.com/watch?v=Q8vkxKRq3_M

Finally, it's time for you make the last revisions to your lesson before it's sent off to be copyedited and published. Once you have made all of your revisions, set one final meeting with your peer collaborator to reflect on your learning.

Reflecting with your Peer Collaborator

In the final meeting with your peer collaborator, engage in the instructional strategy What? So What? Now What? and answer the following questions; What did you do? Why does it matter? and How will you apply your learning?

Congratulations! You just completed your first LEARN lesson. Send your lesson to the appropriate party for peer review before it goes on to copyediting and gets published.

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d.) Cognitive comics. Strategies. https://learn.k20center.ou.edu/strategy/198
- K20 Center. (n.d.). Tip of the iceberg. Strategies. https://learn.k20center.ou.edu/strategy/67
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