# Teaching Demonstration Lesson Plan Template

## Goal:

The goal of this lesson plan is to support you in preparing a strong teaching demonstration, which may be a required component of your academic job interview process.

# Lesson Plan Template:

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| **Title of Your Teaching Demonstration Lesson*****Student Learning Outcomes (SLOs)***Write the student learning outcomes for your teaching demonstration below. It is recommended that you include no more than three outcomes—focused lessons tend to be more effective and engaging.**SLOs:**1. [Insert Learning Outcome Here]
2. [Insert Learning Outcome Here]
3. [Insert Learning Outcome Here]
 |
| **FORMAT** | **TIME** | **FACILITATION** | **COGNITION** | **ETHICS** | **SLO #** |
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## Example 15-Minute Lesson Plan

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| **Defining Storytelling (*online session)*** |
| * SLO 1. Define “Storytelling”
* SLO 2. Analyze differences and similarities between ancient western (Greek and Roman) and Eastern (Indian and Chinese) storytelling traditions.
* SLO 3. Trace similarities in contemporary storytelling forms and practices.
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| **FORMAT** | **TIME** | **FACILITATION** | **COGNITION** | **ETHICS** | **SLO** |
| Solo Write | 3 m | **Slide access**. Give share link so students can download the slides.**Frame**: Tell students they will be defining “Storytelling”**Solo Write**: [2 - 3 mins] Based on the readings and your reflections on storytelling experiences in your own life (as teller, audience, formal or informal settings), define “storytelling” and list criticalelements that, for you, define “storytelling”. | Students: Recall and connect to life, prior knowledge connection, select defining elements | Brainstorming primes students for later teacher input.Inducting based on students’ own experiences of storytelling- invites students to bring in their lived experiences, cultures; communicates their ideas and experiences are important.Brainstorm without reference to readings includes students who might not have had time to prepare.Solo brainstorm allows allstudents especially those who | 1 |

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|  |  |  |  | are shy, English Language Learners – to engage with thetopic |  |
| Groups Solo | 8 m | **Breakout Rooms**Instructions on slide so students have access to recall the task while in breakout.**Groups** Students work in breakout rooms using Jamboard. I board per group. **Solo** - share definitions. **Group**- compare and consolidate. Create a final definition based on the individual ones.**Groups** use extracts from readings to check definitions - noting what they came up with that is not in the readings.Groups told to find one thing to share. | Students: Active listening to compare and contrast student definitions and ideas from readings; Synthesize elements from all into a single definition, decision making – justifying selectionInterpersonal – listen, give, ask, find consensus | Peer learning in groups - active construction of knowledge - allows students less prepared to arrive on the same page. No one is spotlighted as all are in the process - shy students and English Language learners have opportunities to listen closely and/or practice speaking.Peer learning in checking for understanding creates opportunities for students to connect with reading extracts in a low-stakes environment. Busy students - working, parents etc. - who have not had enough time to read all the assigned material have achance to interact with the key points from the material. | 1 |
| Groups Whole Class | 5 m | Question on Slide: what did we find in common, and what did we think of that is not in the readings?Explore group Jamboards. Students can put responses tothe question in Chat | Students: Active reading – scanning for similarities and unique ideas, compare-contrast. | Asking what we came up with that the readings did not have, creates learner authority in helping build a sense of self- efficacy, values student input. | 1 |

**Glossary of Design Categories**

**FORMAT =** the different configurations in the teaching-learning process: solo, pair, small group, whole class. It also includes formats for the information being used – lecture, speaking, video, drawing, images etc. This helps you track whether you are creating different ways for students to learn co-creatively and whether you are bringing in a range of input and working methods.

**TIME** = time allocation for each part. While we plan ahead, note that it helps to overestimate a little or to be prepared to modify as you teach depending on the actual time students need. If a discussion is proving deeply engaging, it is worth taking more time for it than planned and modifying something else. This is part of the art of teaching and comes with practice.

**FACILITATION** = specific description of steps you and the students will use. This is like a recipe or a set of instructions to yourself as to what will happen in the lesson. For the purposes of review by the PFF team (and good practice to share with a search committee), give sufficient detail so we can visualize and understand the sequence of activities. This is where you can state the specific activities you will use, e.g., interactive lecture on , think-pair-share about , group work to create etc.

**COGNITION** = the cognitive-affective processes students are using as a result of your facilitation strategies. This helps us see beyond the surface of visible action into identifying what thinking and knowledge construction processes students are using. For example, “note-taking” is very opaque. But depending on the facilitation strategies you will use you can analyze to reveal the thinking process. Students might in fact be “comparing and contrasting”, “calculating”, “generating ideas” etc.

Being able to identify the thinking and knowledge constructing process also gives you a design edge to be more intentional in facilitation. Learning to be precise about the cognitive processes helps you better develop activities depending on what you want to foster with your students. This makes the learning visible to you in your design process and to then as they engage. It also moves teaching from a transmission-reception approach of relaying information to an active knowledge and skills construction process. You will be able to say precisely – and share with students - what cognitive processes are being developed. So rather than “you learned X”, you can say, “you generated ideas and justified their validity using evidence”. This also helps you write better outcomes in course and lesson design.

**ETHICS** = Explain the ethical considerations behind your teaching strategies. How does this sequence support fairness and remove barriers to participation? Consider how it avoids privileging certain learners (e.g., those with more prior knowledge, resources, confidence, or time) and instead creates meaningful opportunities for all students to succeed. In what ways is the content connected to students’ lives, contexts, and ways of knowing?