



# Lesson Planning:

The Steps to Promote  
Student Learning and to Help  
your Students Reach the  
Course Objectives



CENTER  
FOR  
TEACHING  
AND  
LEARNING

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## Directions, Materials, & Getting Started

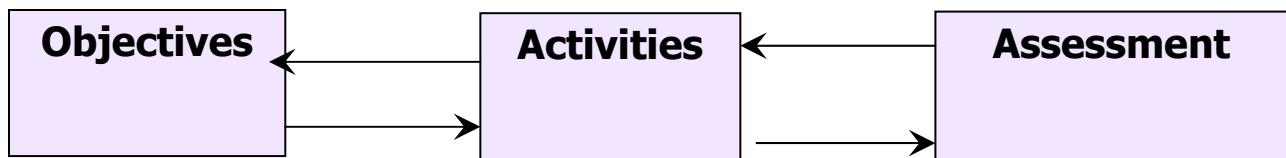
1. **Objectives:** By completing this tutorial you will:
  - a. Write lesson objectives that are in alignment with course objectives
  - b. Apply Bloom's Taxonomy to your objective writing tasks so that they promote learning and foster higher-order thinking skills
  - c. Create a new or modify an existing lesson plan, based on the key lesson planning elements covered in the tutorial
  - d. Analyze and compare popular lesson planning models
  - e. Collect resources for lesson planning, activity and assessment design, and the writing of objectives
  - f. Describe the benefits of using a consistent lesson planning process
  
2. **Materials:** You will need:
  - a. Your syllabus or list of course objectives
  - b. A copy of this handout
  - c. Access to the Internet
  - d. The Java plug-in on your computer. If you cannot view the on-line tutorial segments, go to <http://www.java.com> to download the free Java software
  
3. **Getting Started**
  - a. Use this handout to take notes and to complete the practice activities, completion check sheet, and tutorial evaluation (in the Appendix of this document)
    1. Start the tutorial on-line at:  
<http://www.montgomerycollege.edu/ctl/Shaffer/LessonPlanning/LessonPlanningFrameset-2.htm>
    2. Click on the "Begin the Tutorial" link on the left side of the webpage to get started
    3. All the supporting handouts mentioned in the tutorial are located in the Appendix of this document
    4. Print out the web pages as you encounter them in the tutorial  
Create a notebook to hold this handout and the web pages to use as a later resource
    5. Fill out the evaluation form and completion check sheet (included in the appendix to this handout or by clicking on the links on the left side of the webpage)
    6. You will be either modifying a current lesson plan or creating a new one during this tutorial. Make sure to attach it to the completion check sheet for submission
  - b. Use the navigation buttons within the tutorial to move the slides forward and backwards



- c. OK, let's get started!!!!

### An image to get us started

4. **Think of a skyscraper as your course. If that's so, then the:**
  - a. steel frame = your syllabus
  - b. elevator = course objectives
  - c. floors = individual lessons
  - d. offices = activities
  
5. **Inter-relatedness**
  - a. As you can see, if you alter any one of those structural items:
    1. syllabus
    2. objectives
    3. lesson plans
    4. activities, you alter the layout of the building (your course) in some important way
  
6. **A Word about alignment**
  - a. Best practices suggest that objectives, activities, and assessment techniques should be aligned with one another, that is, they should support one other



7. **Planning**
  - a. Architects spend a lot of time in planning before construction begins
  - b. Instructors need to spend time in planning for their courses as well.
  - c. A well thought out plan is the basis for success in your courses
  - d. Where to start?
  
8. **Start with objectives**
  - a. Well-written course objectives make clear what your students should be able to do/know at the end of the course
  - b. Well-written lesson objectives help your students reach the course objectives
  - c. Successful lessons pave the way for successful courses
  
9. **Review .... Objectives**
  - a. Because objectives are so essential to the success of your course, let's spend a little time reviewing what they are and how to write them

## 10. Writing objectives

- a. Objectives answer the question, “What will your students be able to know/do/feel as a result of your course/lesson?”
- b. In other words, objectives usually focus on:
  1. knowledge gained,
  2. skills/ abilities acquired or demonstrated
  3. or attitudes or values changed

## 11. Perspective

- a. They should always be written from the student’s perspective, not the teacher’s perspective; not what you will do, but what your students will be able to do
- b. To keep on track, start the objective by writing:: *As a result of this course (or unit or lesson), the student will be able to.....*
- c. Notice that objectives can be written on several levels – the course level, unit level, and lesson level

## 12. The language of objectives

- a. *As a result of this course/unit/lesson, the student will be able to.....*
- b. Hmm now what? Obviously a verb needs to come next, but which one?

## 13. A moment about the words *understand* and *learn*.

- a. That’s what we want students to be able to do, right?
- b. Why aren’t those verbs used in writing objectives?

## 14. Be specific

- a. The words *understand* and *learn* are too broad and likely to be open to too many interpretations
- b. Objectives should be specific
  1. What EXACTLY do you want students to be able to do/know/feel?
- c. Is there a list of verbs somewhere that can make this task easier?

## 15. Benjamin Bloom (1913-1999)

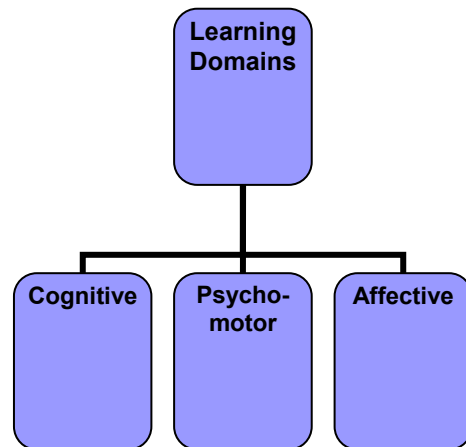
- a. He gave us the language we need to write clear objectives: to describe what students are going to do that shows instructors and students that they have achieved the objective
- b. He also helped us to identify and focus on higher order thinking skills

## 16. More about Bloom

- a. He was an educational psychologist who organized a description of the way people acquire different kinds of knowledge
- b. This kind of organizational structure is called a *taxonomy*

### 17. Bloom...

- a. Take a moment to think about the differences in these three learning scenarios:
  1. You want to understand the theories of macroeconomics
  2. You want to learn how to drive a car
  3. You want to be more sensitive to diversity issues in your classes
- b. Each one deals with a different kind of learning
  1. Cognitive
  2. Psychomotor
  3. Affective
- c. Bloom called these *domains* of learning



### 18. Bloom

- a. How did Bloom organize the acquisition of these different kinds of learning?
- b. Go to these two links to read about Bloom's Taxonomy
  1. Link #1 <http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>
  2. Link #2 <http://www.nwlink.com/~donclark/hrd/bloom.html>
  3. Link #3 <http://faculty.washington.edu/krumme/guides/bloom1.html>
- c. As you are reading, notice the use of verbs to show what the learners can do in each domain

### 19. The goal: student learning

- a. As teachers, we tend to focus on what/how we are teaching
- b. As you build your skills in the classroom, watch your focus start to shift towards student learning
- c. Think about these different stances and how they affect what you do in the classroom. The view changes from:
  1. This is what I taught... to
  2. This is what they learned
- d. This change in view can have a profound effect on the way we structure our lessons and how we view teaching in general

### 20. Application

- a. Now let's look at how Bloom's verbiage is used in writing actual objectives:
  1. as a specific descriptor of what students will be able to do
  2. as a means to incorporate critical thinking skills into the course

### 21. Example at the *course* level

- a. Say for example, you teach an introductory American history course
- b. One of your course objectives might be: *Students will be able to describe the causes and contributing factors leading to the outbreak of WW II.*
- c. This objective clearly states what students will need to do:  
Describe....causes and contributing factors....WWII

### 22. Higher-order thinking

- a. Notice that by changing the *verb*, you also change the expectation for your students, either higher or lower in thinking skills
- b. The word *describe* was used in the previous example. Now the word *list* is used: *Students will be able to list the causes and contributing factors leading to the outbreak of WW II*
- c. Notice how this changes what your students will need to do to achieve the objective. Is it a higher or lower-order skill? Why?

### 23. Substituting verbs

- a. What if you used the verb rank, or summarize
- b. *Students will be able to \_\_\_\_\_ the causes and contributing factors leading to the outbreak of WW II*
- c. Imagine how this changes expectations for you and the students
- d. When appropriate, design objectives with higher-order thinking skills in mind to ensure that your students are building those academic skills

### 24. An example at the *lesson* level

Course: English 101

Course objective: students will be able to demonstrate the correct 5 paragraph format for writing essays

Lesson Topic: Topic Sentences

Lesson Objectives:

Students will be able to define what a topic sentence is

Students will be able to identify the topic sentences in various paragraphs

Students will be able to demonstrate how to write an effective topic sentence

### 25. More specific

- a. Did you notice that at the lesson level, the objectives become even more specific?
- b. Now it is time to think about how you will help your students reach those objectives through:
  1. the activities you plan
  2. and the assessments you employ

## 26. Flow

- a. Clearly written lesson objectives help the next steps in planning to flow smoothly
  1. Activities: How you help students reach the objectives
  2. Assessment: How you and your students know that they know

## 27. Important elements

- a. Developing *activities* and *assessments* for your lesson is a critical step in planning
- b. Both of these topics could have entire tutorials of their own to even scratch the surface
- c. What follows is some basic information about each and resources for you to keep for future use

## 28. A word about activities

- a. You'll want to consider the interplay among the three "participants" of the course:
  1. you
  2. the students
  3. the content
- b. Your goal: student learning!

## 29. Activities based on *The Seven Principles for Good Practice in Undergraduate Education*

- a. Take a moment to read the classic list by Chickering and Gamson (1991) (link below)
- b. Notice how many principles deal with student-faculty and student-student interaction, as well as active learning
- c. To access the list, go to this website:  
<http://www.byu.edu/fc/pages/tchlrrpages/7princip.html> . Click on each principle to find examples of how to apply them in your teaching

## 30. Other teaching strategy resources

- a. General
  1. U. of Hawaii - <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guid/bk/teachtip/teachtip.htm>
  2. Western Washington U. - [http://pandora.cii.wvu.edu/cii/resources/teaching\\_tips/](http://pandora.cii.wvu.edu/cii/resources/teaching_tips/)
  3. Skip Downing On Course Success Strategies - <http://www.oncourseworkshop.com/Student%20Success%20Strategies.htm>
- b. Content-specific
  1. Math - <http://mcmath.blogdrive.com/>
  2. English/Literacy/AELP - <http://mcenglish.blogdrive.com/>
  3. Science - <http://mescience.blogdrive.com/>
  4. Multicultural Classroom - <http://suzshaff.blogdrive.com/>
  5. Merlot Resources - <http://www.merlot.org/Home.po>

### **31. A word about assessment**

- a. Assessment doesn't always mean a formal, structured exam. In its simplest form, it answers the question: *How will you and your students know how they are doing?*
- b. Some informal assessments:
  1. Posing questions, discussions, one-minute papers, practice exercises with peer review, mini-quizzes, writing lesson summaries
- c. Informal assessments aren't always for a grade
- d. Try to include some way for you and your students to gauge their progress in every class

### **32. A few assessment resources**

- a. Classroom Assessment Techniques (CATs)  
<http://www.ntlf.com/html/lib/bib/assess.htm>
  1. Also, check out the Angelo and Cross book on CATs from the CTL reserve section of the library on each campus
- b. Quizzes, Tests, and Exams – UC Berkeley's Barbara Gross Davis  
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/quizzes.htm>

### **33. Application**

- a. Now let's look at an example that matches lesson objectives to activities and assessments

### 34. Objectives – activities – assessment

- a. The lesson objectives are:
  1. Students will be able to define what a topic sentence is
  2. Students will be able to identify the topic sentences in various paragraphs
  3. Students will be able to demonstrate how to write an effective topic sentence
- b. Look at the alignment of activities, assessment, and objectives

Activities	Assessment
Students read about topic sentences in text.	
Students re-write the definition in their own words	Instructor checks definitions for understanding
Students view examples in the text	
Students practice finding and highlighting topic sentences in new paragraphs	Students work in pairs to discuss and check their work
Students practice writing paragraphs with correct topic sentences	Students hand in examples for feedback
Students write 3 paragraphs, each with a topic sentence, on a given topic	Students hand in 3 paragraphs for a grade

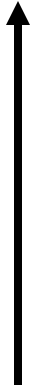
### 35. Analyze

- a. Take a moment to analyze the previous activities and assessments
- b. Ask yourself the questions:
  1. Do they support the attainment of the objectives?
  2. Do they help the instructor and the students know if they are making successful progress toward the lesson and course objectives?
  3. Do they engage students in active learning and interactive activities?

### 36. Your guiding questions

- a. As you work on your lessons, keep asking yourself:
  1. Do the lesson topic, objective, activity, and assessment support the attainment of one of the course objectives?
  2. Does the lesson incorporate the seven principles, including active learning and interactivity when appropriate?
  3. Does it foster critical thinking skills?
- b. If not, then make some adjustments
- c. Remember the importance of alignment

### 37. Example of alignment



- a. **Course objective:** students will be able to demonstrate the correct five-paragraph format for writing essays
- b. **Lesson Objective:** students will be able to identify the topic sentence in a paragraph.
  1. **Activity:** students will read and discuss the definition of a topic sentence. They will study examples from a sample essay. They will work in pairs to practice finding topic sentences from a series of paragraphs
  2. **Assessment:** working individually, students are given an essay and asked to highlight the topic sentences
- c. How do the course objective, lesson objective, activities, and assessment support one another?

### 38. Example of non-alignment

- a. **Course objective:** students will be able to demonstrate the correct five-paragraph format for writing essays
- b. **Lesson Objective:** students will be able to demonstrate effective presentation skills
  1. **Activity:** students will research one contemporary author's writing style and present the findings to the class
  2. **Assessment:** a presentation rubric is used to assess the presentation
- c. Where is the non-alignment? What adjustment could you make to re-align it?

### 39. Practice (Handout #1)

- a. Use handout #1 in your printed copy to practice writing one lesson objective with accompanying activities and assessments. To do that:
  1. Choose one course objective from a course that you teach
  2. List one topic that you would need to cover in meeting that course objective
  3. Write one lesson objective for that topic (there may be more than one, but we'll just do one)
  4. Write corresponding activities and assessments for that one objective

### 40. Check alignment

- a. Check for alignment. Do your...
  1. assessments
  2. activities
  3. lesson objectives, and
  4. lesson topic support the attainment of the course objective?

**41. Lesson planning**

- a. In the last activity, you created a very basic lesson plan
- b. Before we move into the specifics of lesson planning, take a minute to review the most important points covered so far

**42. Self-Assessment** - Now it's time to check your understanding and retention. Complete the Self-assessment located at the back of this packet. If you are having difficulty answering any of the questions, go back through the tutorial to review before moving onto the next section

**43. From the parts to the whole**

- a. You did it! You successfully worked through one of the most technical and difficult, albeit critical, parts of lesson planning: writing the objectives
- b. You explored different activities and assessments that you might use in your lesson planning
- c. You've thought about the importance of alignment for the elements of your lessons
- d. Now it's time to put it together into an actual lesson plan model.

**44. Still more?**

- a. I have my objectives written clearly, the activities and assessments are aligned. Why isn't this enough?
- b. Educational research about the way people learn reveals additional important elements that, if included in our lessons, help in the acquisition, retention, and transfer of learning
- c. Some examples of these elements would be:
  1. connecting new learning to existing knowledge,
  2. informing students of the objectives
  3. preparing students to receive the new learning
  4. telling students explicit strategies to learn particular content material
- d. Good lesson planning models include these elements and more. We will now look at a few models and the elements of each

**45. Gurus of Lesson Planning (Handout #3) - Read about them at:**

- a. Madeline Hunter's 7-step lesson plan -  
<http://jonathan.mueller.faculty.noctrl.edu/205/madelinehunter.htm>
  1. A template - <http://template.aea267.iowapages.org/lessonplan/>
- b. Robert Gagné's 9 events of instruction -  
<http://tip.psychology.org/gagne.html>
  1. More - <http://ide.ed.psu.edu/ide/9events.htm>
  2. CTL Template -  
<http://www.montgomerycollege.edu/~sshaf/LessonPlanning/CTLTemplate.pdf>
- c. As you read, fill in handout #3 to list the steps for each method
- d. Look for similarities and differences in the steps
- e. Look for Bloom's influence throughout

**46. Other models**

- a. Gagné and Hunter offer only two of the many different lesson planning models/templates available. Others:
  1. WIPPEA -  
<http://www.adultedlessons.org/login.cfm?fuseaction=aboutlp>
  2. Generic -  
<http://www.lessonplanspage.com/printables/PLessonTemplate.htm>
- b. Use them as a framework to develop your lessons. Not all steps need to occur in every lesson
- c. After looking at several different models and templates, have you noticed that the processes are very similar? Any big differences?

**47. Now for a detailed look**

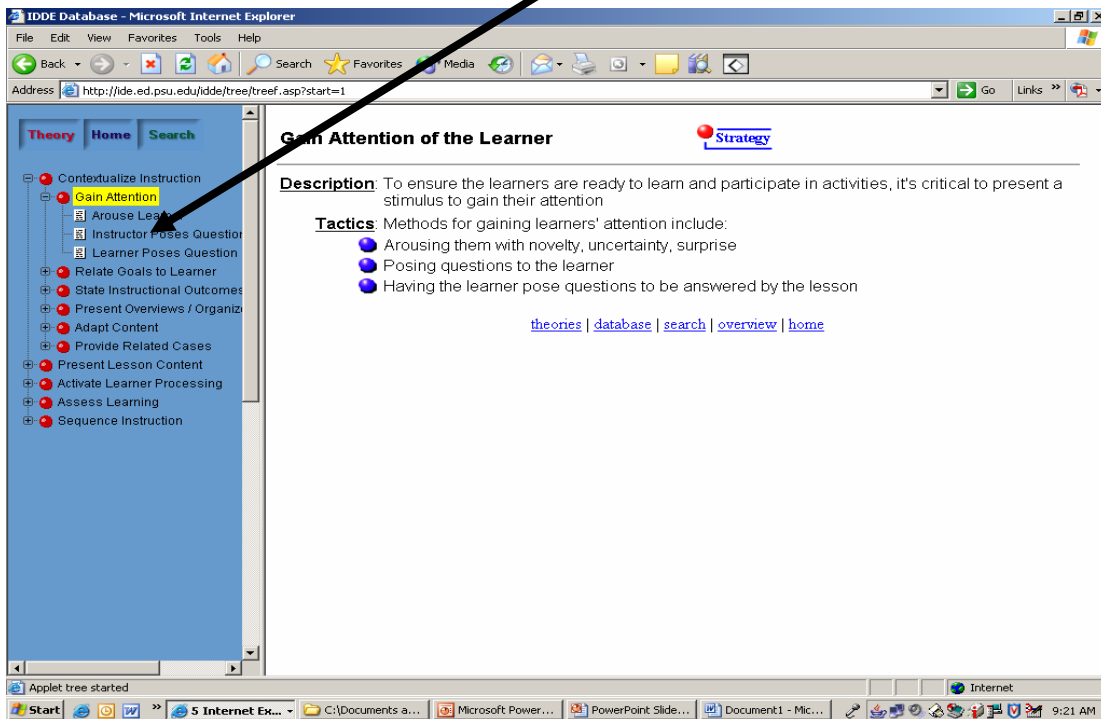
- a. Let's now look at each step of the lesson planning process in detail
- b. For this example, we'll use Gagné's model and the course and lesson objectives from the previous example
- c. As you look at each step, have a lesson from one of your own classes in mind. Think about how you can apply each step to one of your own lessons

**48. The steps....**

- a. Each step will illustrate typical activities for that step relative to the lesson
- b. To find out more about each step, click on the "Details" link on each page
- c. This will take you to a website rich with examples and activities that you might use in your own lessons
- d. The next slide will show you how to navigate that informational website

#### 49. Details link

- a. By clicking on the “Details” link <http://ide.ed.psu.edu/idde/9events.htm> on each of the following pages in the on-line tutorial, you’ll gain access to a lot of useful information and examples. To get the most out of it.....
  1. Read the white frame first (right-hand side of the website) for a general description of each step.
  2. Then, notice the yellow highlighting – this indicates the current topic
  3. Click on the links below that to see more examples of how to apply each step.



#### 50. Gagné’s nine events of instruction – an example using the following course and lesson objectives

**Course objective:** students will be able to demonstrate the correct 5 paragraph format for writing essays

**Lesson Objectives:** students will be able to: define what a topic sentence is; identify the topic sentences in various paragraphs; and demonstrate how to write an effective topic sentence

- a. #1 - Gain Attention (also known as “the hook” or anticipatory set)
  1. Write a nonsense paragraph with no clear topic sentence and put it on the overhead

2. As class begins, have students read it and write what they think is wrong with it
  3. In pairs, students compare their thoughts
  4. They share the discussion with the larger group
- b. #2 – Inform Learner of Objectives
1. Write the objectives for the class on the board
  2. Give students an outline of the day’s activities
  3. Go over them briefly
- c. #3 – Stimulate Recall of Prior Learning
1. Ask students to look through their notes from the last lecture which dealt with qualities of a good paragraph (one of which was a clear topic sentence)
  2. Have them re-write those qualities at the top of today’s notes
- d. #4 – Present Stimulus Material – (the lesson)
1. Have students read aloud the definition for topic sentences from the text
  2. Ask students to re-write the definition in their own words
  3. Have students view examples of paragraphs with highlighted topic sentences from the text
- e. #5 – Provide Learner Guidance – (What’s the best way to learn this content?)
1. Tell students that the best way to learn to identify topic sentences is through repeated exposure and practice
  2. They can download the free Townsend Press tutorials on their home computers to practice recognizing topic sentences. Provide the web address for the downloads
- f. #6 – Elicit Performance – (practice)
1. Students practice finding and highlighting topic sentences in new paragraphs
  2. Students practice writing topic sentences for specific topics
- g. #7 – Provide Feedback
1. Students work in pairs to discuss and check their work
  2. The instructor checks students’ work while walking around the class and gives feedback
- h. #8 – Assess Performance
1. In class, students are given 5 different topics and must write a paragraph with a topic sentences for each
  2. They turn these in for a grade

- i. #9 – Enhance Retention and Transfer
  1. Students bring to class, writing assignments they have completed or are completing for other classes. Working in pairs, they check each other's writing for clear topic sentences

### **51. Lesson planning form**

- a. The next slide shows an example of a lesson planning form that incorporates Gagné's steps
- b. Click here:  
<http://www.montgomerycollege.edu/~sshaf/LessonPlanning/CTLTemplate.pdf> to print out a copy before moving to the next slide

### **52. Explore the form**

- a. Take a moment to look at each section of the form
- b. Can you see Gagné's Steps embedded within it?
- c. Would this form be useful to you in your planning purposes? Why/why not?
- d. Is there anything that you would like to add to the form? If so, what?

### **53. Key elements**

- a. There are a myriad lesson planning forms available
- b. The important point is to check for key elements – The form should have a place to put how you will:
  1. write clear and specific lesson objectives that align with course objectives
  2. inform students of lesson objectives
  3. promote recall of prior learning
  4. use activities and assessments to promote learning and to meet lesson objectives
  5. give students feedback on their progress
  6. gauge your timing for each activity
  7. keep a record of the materials needed to complete the lesson
  8. incorporate student activity and interaction into the lesson
  9. record your own reflections on the success of the class

### **54. Benefits to using a lesson plan form**

- a. Using a lesson planning form can help you:
  1. build skills in good lesson planning techniques
  2. incorporate good teaching practices in every lesson
  3. in subsequent planning each semester. You don't have to re-invent the wheel each semester
  4. be critically reflective in your teaching. If a class goes particularly well (or badly) make notes on your plan so you can adjust the next time as needed
  5. share teaching ideas with your colleagues

**55. Time to put it all together**

- a. Now that you've spent time thinking about:
  1. the importance of objectives to the success of your course
  2. how to write clear and specific objectives for your lessons
  3. aligning activities and assessments with objectives
  4. the various models and steps of lesson planning
  5. the benefits of using a lesson planning form
  6. different aspects of activity and assessment planning
- b. It's time to try it out!

**56. Practice**

- a. Using the Gagné lesson planning form (or other suitable form that contains the key elements)
- b. Develop a lesson plan for one class within your courses
- c. Submit the plan and let us know whether you'd like feedback on your lesson

**57. Congratulations!**

- a. You have really accomplished a lot!!!
- b. I hope you have gained a deeper awareness and appreciation for the skills you possess as a teacher!
- c. It's not easy, but there is nothing more rewarding than a successful course or lesson
- d. Good lesson planning skills can help you achieve that goal!

**58. Finishing up**

- a. Please submit, according to the instructions on each form (located in your handout), the:
  1. CTL evaluation
  2. completion check sheet (including lesson plan)
- b. Upon receipt of the check sheet and lesson plan, your certificate of completion will be sent to you
- c. Thank you for participating in this tutorial!!



**Please print this form, complete it, and send it to the CTL in Rockville (HU 008)**

**Tutorial Evaluation**

**Name of Tutorial:** Lesson Planning: The Steps to Promote Student Learning and to Help your Students Reach the Course Objectives

**Date tutorial completed:**

**Facilitator(s):** CTL Instructional Designer

Please take a few moments to evaluate this tutorial. We are constantly evaluating our programs and we appreciate your input!

Please rate the following using this scale (SA-Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree)

- |  |    |   |   |    |
|--|----|---|---|----|
| 1. The objectives of the tutorial were made clear and were met during the session. | SA | A | D | SD |
| 2. The tutorial was well organized.  | SA | A | D | SD |
| 3. The materials/handouts were useful.   | SA | A | D | SD |
| 4. The materials were easily accessible  | SA | A | D | SD |
| 5. The participants were engaged during the tutorial.                              | SA | A | D | SD |
| 6. Overall, this tutorial met my needs and it was effective.                       | SA | A | D | SD |
| 7. Navigation through the tutorial was clear and user friendly                     | SA | A | D | SD |

Please comment on the following (use the back of this page if more room is needed):

1. What about this tutorial worked well?
2. What aspects of the tutorial could use improvement?
3. Do you plan to apply what you learned in the tutorial to your teaching practice? How? We welcome suggestions for future on-line tutorials, workshops, or speakers. Write your suggestions on the back of this sheet.



**Completion Check Sheet for On-line Tutorial:**  
*Lesson Planning: The Steps to Promote Student Learning and  
to Help your Students Reach the Course Objectives*

**Directions:** Upon completion of the tutorial:

1. Fill out this check sheet by placing an “X” next to each objective successfully completed
2. Attach a copy of the lesson plan you modified or created during this tutorial
3. Indicate where you would like your certificate of completion to be sent (either I/O mail or surface mail)
4. Fill in your name, campus, department, and e-mail address
5. Sign and date this form
6. Return the form via interoffice mail to the Center for Teaching and Learning, HU 008 at the Rockville Campus.

**When the check sheet (including a copy of the assignment that you modified or created) is received, a certificate of completion will be forwarded to you.**

**I have successfully completed the following activities:**

1. \_\_\_\_\_ I have written lesson objectives that are in alignment with my course objectives
2. \_\_\_\_\_ I have applied Bloom’s Taxonomy to objective writing tasks so that they promote learning and foster higher-order thinking skills
3. \_\_\_\_\_ I have created a new or modify an existing lesson plan, based on the key lesson planning elements covered in the tutorial (copy is attached)
4. \_\_\_\_\_ I have analyzed and compared popular lesson planning models
5. \_\_\_\_\_ I have collected resources for lesson planning, activity and assessment design, and the writing of objectives
6. \_\_\_\_\_ I can describe the benefits of using a consistent lesson planning process
7. \_\_\_\_\_ I have successfully completed the self-assessment that accompanies this tutorial

**Please attach a copy of your new or re-designed writing assignment to this form.**

**Would you like feedback? Circle One: Yes No**

Your name (printed please) \_\_\_\_\_  
Campus: \_\_\_\_\_ Department: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please send the certificate of completion to me at (either I/O or surface mail address):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing the tutorial!

**APPENDIX – Handouts, Evaluation, & Completion Check Sheet**

**Handout #1**

<b>Practice Writing Objectives</b>	
<b>Course name:</b> <b>Course objective: Students will be able to...</b>	
<b>Lesson topic:</b> <b>Lesson objective: Students will be able to</b>	
<b>Activities</b>	<b>Assessment</b>



5. Fill in the table with the six different levels of Bloom's taxonomy (cognitive domain only) & several of the associated descriptive verbs for each level.

Bloom's Taxonomy of the Cognitive Domain	
Level	Sample Verbs

6. Briefly describe Chickering and Gamson's Seven Principles of Good Practice for Undergraduate Education

7. Give three examples of activities that can foster these principles in your classes

8. Describe two different CAT's that you might use in an upcoming class

**Handout # 3**

<b>Steps of Lesson Planning</b>	
<b>Hunter</b>	<b>Gagné</b>

**How are they alike/different?**