

SESSION PLAN (model)

Student/Class: *Mark Harris*

Date: *10/9/04*

BEFORE THE SESSION

What does the learner need or want to know?

- *how to write a telephone message*

What content am I going to include in this session (as opposed to across the whole course)?

- *keywords; features of the message*

What does the learner already know?

- *date and time formats*

What can I do to make the session relevant to the learner?

- *link to work and home needs*

What does my experience of the learner tell me about their learning style?

- *this learner is mostly a visual learner - show them a model phone message*

How am I going to present the information?

- *use a simple phone message format that includes date, time, who message is for, who message is from, message content, message taker's name*

How am I going to measure the learner's progress and/or success?

- *At end of this session:*

- how well they write a phone message (Are the key elements of a phone message included? Is the information in note form?)

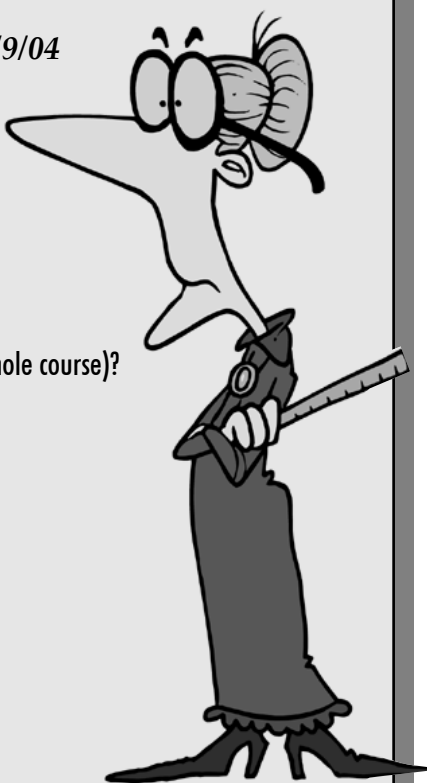
- *By next session (after practice):*

- took an actual phone message at work or home

AFTER THE SESSION

- What went well?

- What would I do differently next time?



TUTORS' TIPS

Make it Meaningful

Planning and preparing effective training materials

What does the learner need or want to know?

- Identify the overall learning outcome/s e.g. writing an email, taking a phone message, making a shopping list, taking minutes at a meeting, giving instructions.
- Identify what part of the overall outcome/s can be achieved in each session. Explain this to the learner so that they understand that they can accomplish a large task by breaking it into smaller tasks.

What does the learner already know?

- Build on existing knowledge to make the learning relevant to the learner's needs and experience.

What can you do to make the session most relevant to the learner?

- Create or modify existing material to take advantage of the learner's interests and experiences.
- Clearly link the activities to the learning outcome/s e.g. if teaching the concept of keywords, explain how the learner could use the skill to write phone messages, take notes at meetings, make lists etc.

What does your experience of the learner tell you about how they learn best - which combination of styles?

- visual method e.g. reading text, following diagrams
- demonstration e.g. watching someone give first aid
- listening e.g. following oral instructions
- doing e.g. potting a plant rather than reading instructions
- working with others

How are you going to present the information?

- Using a template makes it easy for you to format written learning materials and provides the learner with consistency.
- The example on the next page gives the same information in two different formats. Compare them and note how the second one presents the instructions to the learner in a clear, step-by-step way. The learner doesn't have to take in and respond to all of the instructions at once.
- A session plan template has been used as the second formatting example (a completed model has also been included).

How are you going to measure the learner's progress and/or success?

- This can:
 - be done formally or informally, depending on the purpose of the assessment
 - take many forms e.g. written, oral, demonstration of an actual task, learner feedback, tutor observation, a change in learner attitude (e.g. more willing to take risks by trying something new), increased learner confidence.

Assessment tips

- In written assessment, avoid using True/False, Yes/No or multiple choice. These methods make it too easy for the learner to guess the correct answer and don't really give them the chance to demonstrate what they know or can do. Learners may be able to do part of a task or calculation even if they don't get the right result.
- Leave appropriate space for written answers - too little space can frustrate the learner while too much can be daunting.
- Always link the assessment directly to the learning outcomes.

FORMATTING: Example 1

Format 1:

Read the text below. Underline the keywords.
Rewrite the information in your own words.

Fonts have different styles - regular, italic and bold. Body text should always be written in regular style, like in this document. Italic and bold styles are used to make text stand out, for example, in headings or to highlight specific words within text.

- too many instructions at once
- too much writing space

Format 2:

KEYWORDS ACTIVITY

1 Read the text below.

Fonts have different styles - regular, italic and bold. Body text should always be written in regular style, like in this document. Italic and bold styles are used to make text stand out, for example, in headings or to highlight specific words within text.

2 Underline the keywords.

3 Rewrite the information in your own words.

Always remember the importance of plain English. For example, in Format 2 above:

- the heading clearly shows what the activity is about
- simple language has been used
- the instructions are written in sequential steps and numbered
- each step starts with an action word
- a realistic space has been left for the learner's response.



FORMATTING: Example 2

SESSION PLAN

Student/Class: _____ Date: _____

BEFORE THE SESSION

What does the learner need or want to know?

What content will I include in this session (as opposed to across the whole course)?

What does the learner already know?

What can I do to make the session relevant to the learner?

What does my experience of the learner tell me about their learning style?

How am I going to present the information?

How am I going to measure the learner's progress and/or success?

AFTER THE SESSION

What went well? _____

What would I do differently next time? _____