"DESIGNING A TEACHING SESSION" FRAMEWORK

LEARNERS	Who are the learners and how many will be present for the session:
GOALS	The GOAL of this session is to_____.
LEARNING OBJECTIVES	By the end of this session, participants will be able to: 1. _____(*fill in)* 2. _____(*fill in)* 3. _____(*fill in)*
ADULT LEARNING PRINCIPLES	• Adults are motivated to put time and effort into learning if they <u>understand the benefit or value of learning something new</u>. • Adults see themselves as responsible for their own learning and are <u>motivated when they are asked about their own specific learning goals</u>. • Adults apply previous experience/knowledge to new learning. • Adults need to be <u>actively engaged</u> when introduced to new knowledge or skills.*

TEACHING PLAN	*Determine the TEACHING PLAN for your session. Think of specific TEACHING ACTIVITIES (e.g., demonstrations, brainstorming, case-based discussion, etc.) that will effectively address your learning objectives and engage the learners.*

# of MINUTES ALLOTTED	ACTIVITY	PURPOSE OF ACTIVITY (what knowledge, skill, or attitude will this activity address?)

RESOURCES AND LOGISTICS	*Consider what RESOURCES/LOGISTICS you will need both <u>before</u> and <u>during</u> the session.*
POTENTIAL BARRIERS	*Delineate some possible BARRIERS and how you might resolve them.*
END-OF-SESSION ASSESSMENT	*List an assessment technique to determine what the students learned and whether they met the learning objectives.*