



Professional Skills for Lesson Planning

An Introduction to Aims, Learning Outcomes, Assessment & Evaluation

We are learning to use these tools because some organizations, such as Local Authorities, Community Colleges, businesses, etc. will expect us to use them and if we elect to run foundation courses, modules etc. in the future they are required. Also, and most significantly, their creation helps us to think in a certain way where we learn to consider:

- * The needs of our students
- * What we can realistically present
- * Why we are presenting it
- * Whether what has been presented has been successfully assimilated by students
- * Whether we need to address any aspect of our own teaching for the future

1) Aims

These are a straightforward **broad** statement of intent regarding what **you will be teaching** in your class, course or workshop. They refer solely to what you as the teacher intends to do.

e.g. By the end of the lesson the teacher will aim to teach the Full Yogic Breath and a Mini Yoga Nyasa Relaxation.

2) Learning Outcomes

These are specific things that you want students to learn from the class taught, i.e. **key things that they will take away with them from your teaching**. To write LOs there are two areas for your consideration:

i) They must be **SMART** i.e.

- * **Specific** – are they clearly defined?
- * **Measurable** – will you be able to determine if they have been achieved?
- * **Achievable** – are they possible for the group?
- * **Realistic** – are they relevant to the group?
- * **Time bound** – can they be done in the time available?

ii) They must also cover all **Three Domains of Learning**: to include

- * **Psychomotor** relating to something students will be able to **do**
- * **Cognitive** relating to something specific students will **know**
- * **Affective** relating to something students will be able to **feel**



We need a minimum of 3 x LOs for each set of learning outcomes so we can cover all 3 domains of learning

So the LOs for our example Basic Breathing & Relaxation Class are:

e.g. By the end of the lesson students will be able to:

1. Find a comfortable, warm, supine position (psychomotor)
2. Position the head so that the chin is not lifted upwards (psychomotor)
3. Describe how the yogic breath helps us to learn how to engage the lower, larger primary breathing muscles and how this means the often over-used upper smaller upper breathing muscles can remain more relaxed removing chronic tension around the neck & shoulders. (cognitive)
4. State how an uplifted chin can prevent the rest and relaxation response from occurring (cognitive)
5. Feel comfortable sensitively directing the breath within the Yoga Nyasa Relaxation (affective)

Some useful terminology for writing learning outcomes: By the end of the class students will. Be able to:

Analyse	Differentiate	Perform	Relate	Carry out	Explain	Recall
Answer	Estimate	Practice	Differentiate	Discuss	Choose	Identify
Carry out	Explain	Recall	Discuss	Recap	Determine	Repeat
Clarify	Label	Recognize	Predict	Compare	List	Indicate
Contrast	Make	Select	Assess	Define	Measure	Show
Demonstrate	Move	Name	State	Judge	Describe	Participate
Summarize	Apply	Appreciate	Be aware of	Know	Understand	

When writing LOs please do not use the final four words listed above as these are **too generalised**, for instance when we say students will be able to “understand mula bandha” we cannot tell in which way they will be able to do this; rather we need to think more specifically in terms of ‘by the end of the class students will be able to’:

1. Practice engaging mula bandha whilst in Tadasana (Mountain Pose) (p)
2. Apply mula bandha in a variety of standing asana (p)
3. Translate the term mula bandha (c)
4. Differentiate between a whole pelvic lift and mula bandha (c)
5. Recognise the simultaneous grounding and lifting effect of mula bandha in utkatasana (a)
6. Contrast the difference between using/not using mula bandha in ukatasana (a)

Please note that we can choose to explore any one concept or practice in different ways so it can be explored as a psychomotor (doing), cognitive (knowing) or affective (feeling) learning outcome.

3) Assessment Methods

To assess whether each of the learning outcomes has been achieved by students you will need to give a method for doing so for each one. To do this project yourself into the teaching scenario and decide **when and how you will be able to tell if the learning outcomes have been met**. So for the example LOs concerning mula bandha above possible assessment methods might be:

1. Observation and questioning to check with group whilst in Tadasana
2. Questioning whole group that mula bandha is being activated during the practice
3. Question and answer whole group at the end of class, see if they can recall the translation
4. Questioning whole group and individuals when trying a pelvic lift and mula bandha
5. Occasionally ask whole group if they notice the grounding and lifting affect during the practice
6. Initiate group discussion to share their experience of mula bandha after practicing ukatasana

Typical Assessment methods include:

- Observation (can be very specific)
- Brief discussion after a particular practice
- Whole group discussions at the end of class
- Informal questioning
- Quizzes, Journals, Debates

Remember assessment always relates to ways in which we can determine if our students have achieved the learning outcomes.

Evaluation

For our purposes **evaluation is how we check on our own progress as a teacher** e.g. can I easily be heard, is the pace okay, did I offer enough praise & encouragement? etc.

Within our course teaching practices there are several defined evaluation methods making up our evaluation strategy to include:

- **Immediate verbal self-reflection**
- **Peer group verbal feedback**
- **Tutor verbal feedback in group and one-to-one**
- **Tutor written feedback**
- **Written post lesson student reflective evaluation (PLRE)**



For our diploma class teaching practices this will always be the evaluation strategy used

But what about evaluation methods when we are teaching our own classes?

- We can encourage our own self-evaluation throughout the class, **making notes** in our files during or after the class at appropriate moments
- We can create a **short list of questions** to pose to ourselves after every class, for instance:
 - Did I use names and acknowledge all students?
 - Was the timing good?
 - Did anything work particularly well?
 - Was there something that did not work very well?
 - If something unexpected happened did I deal with it effectively, or was there something better I could have done instead?
- We can **informally invite feedback** from students
- We can **formally invite class or individual verbal feedback** on our teaching/class/course
- We can give students a **class, course, workshop evaluation form** to complete
- We can **invite an observer** to give us feedback
- You might be able to think of some others?

So, in Summary

For each formal lesson plan we must decide upon:

1. Our overall **aim** of what we as the teacher intend to do
2. At least three **learning outcomes** highlighting key LOs (psychomotor, cognitive & affective)
3. **Assessment methods** for each learning outcome so we will be able to determine if students have achieved them

4. A suitable **evaluation strategy** through which we can see how our teaching was received and if anything needs to be addressed for the future

Task

a) See if you can decide whether the following learning outcomes are psychomotor (doing), cognitive (knowing) or affective (feeling) types:-

By the end of the class students will be able to:

1. Perform uttanasana, with mechanical integrity, using modifications and aids as needed.
2. Demonstrate the difference between an anterior & posterior tilt in majrasana, the cat pose
3. Give at least one benefit of practicing nadi sodhana, alternate nostril breathing
4. Show that we must hinge forwards from the hips in forward bends so that the pelvis & spinal column work as one unit
5. Identify the effects, if any, of adopting chin mudra for meditation
6. Feel confident that they can practice surya namaskar at home if they wish to
7. State the meaning of pratyahara
8. Assume a comfortable position for relaxation using aids as needed
9. Participate in physical practice of nadi sodhana and a visualization of nadi sodhana
10. Share their experience of 'playing the edges' whilst in Paschimottanasana, west stretch & Janusirsasana, head to knee pose

b) Can you suggest suitable assessment methods for each of the learning outcomes above i.e. could observation, question & answer, discussion etc. be used to determine if the learning has been achieved?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.