

Linking Learning:

Planning an Integrated Lesson in Your Learning Community



Philip Bishop
Destination 2005
Valencia Community College
pbishop@valenciacc.edu
<http://faculty.valencia.cc.fl.us/pbishop/>

*You're on the pathway
to designing your learning community--
creating an integrated learning module or lesson.*

*Begin with an essential topic or section in your learning community
that cuts across both your individual courses. This topic should be a
"big idea" in your course or disciplines.*

*It should be something that you are passionate about--something so
important that you wouldn't want students to miss out on it.*

*How will you "win students to the intellectual adventure"
of your disciplines?*

STEP ONE

DEFINE A FOCUS FOR THE LESSON.

- What big idea or essential concept do you want students to grapple with?
- What thorny problem or complex question do you want them to explore?
- What unknown do you want them to discover?
- What question will you help students to thoughtfully and reasonably disagree about?

Hints

Think of this lesson as taking a week or more of a 14-week semester--a substantial chunk.

Express the idea as a binary opposition such as freedom v. responsibility, reason v. feeling, majority rights v. minority rights, etc.

Focus on a problem or question that experts in your disciplines haven't figured out yet.

Define the unknown as something your students believe about something they haven't thought about.

Quick-write your thoughts individually and then discuss.

Optional: Link your learning goal to your course outcomes and the Valencia Student Core Competencies.

STEP TWO

DESCRIBE YOUR STUDENTS' LEARNING ACTIVITY IN THIS LESSON.

How will you ask students to...		
apply?	express?	read?
believe? doubt?	hypothesize?	revise?
create or invent?	justify?	synthesize?
debate?	judge?	talk to each other?
decide?	listen to?	teach?
design?	observe?	visualize?
disagree reasonably?	ponder?	view?
discover?	practice?	wonder?
explain?	question or challenge?	write?

Hints

Incorporate as many different activities as is practical.

Quick-write your thoughts individually and then discuss.

[illegible]

STEP THREE

DESCRIBE YOUR TEACHING ACTIVITY IN THIS LESSON.

What will you need to do help your students grapple, question, explore and discover what you intend?

Didactic Direct Instruction*	Coaching	Facilitative Constructive Reflective
Demonstration or modeling Lecture Questions (closed-ended)	Feedback Conferencing Guided practice	Cooperative learning Discussion Experimental inquiry Graphic representation Guided inquiry Problem-based learning Questions (open ended) Reciprocal teaching Simulation (e.g., mock trial) Socratic seminar Writing process

*Adapted from Grant Wiggins and Jay McTighe, *Understanding by Design*

Hints

Do as much from the right two columns as you can imagine.

Quick-write your thoughts individually and then discuss.

Quick write your insights individually and then discuss.

STEP FOUR

CREATE AN ASSESSMENT TASK OR ASSIGNMENT FOR YOUR LESSON.

- What will you ask students to do that will demonstrate their deeper understanding, developed competency, and changed belief or attitudes?
- What criteria will you use to judge better performance against lesser performance?
- How will students get formative feedback and the chance to improve their performance as a result of your assessment.
- How have you given or will you give students similar kinds of assignments in other lessons?

Hints

Design your assignment so students will demonstrate "Think."

Design your assignment so that students can correctly and reasonably arrive at different solutions or positions.

Adapt language from your course outcomes.

Quick-write your thoughts individually and then discuss.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

STEP FIVE

REFLECT ON YOUR LESSON'S CONNECTION TO COURSE OUTCOMES AND TVCA.

- How does your learning activity engage students actively in developing your course outcomes and the Core Competencies?
- How would you explain this connection to students?
- What feedback will you seek from students on the success of this activity? How will you use that feedback to improve it?

Hints

Incorporate the "minute paper" or other Classroom Assessment Technique.

Incorporate a student self-assessment that prompts them to reflect on their learning.

Quick-write your thoughts individually and then discuss.

Think

Value

Communicate

Act

Linking Learning Self Assessment

Self assessment is integral to learning and helps to deepen the effect of a learning experience, whether for our students or our own professional growth. This exercise was designed to stimulate professional learning and promote mastery. Please reflect briefly on the self assessment questions below.

1. **Observe:** In this exercise, what did you do? What challenges and interesting problems did you encounter or engage with?

2. **Analyze and Interpret:** What did you discover? realize? What new understanding or insight have you gained from this exercise?

3. **Evaluate:** What's been most successful about your work in this exercise? What have you done well or learned to do better?

4. **Plan:** What might you do differently to make this work go even better the next time?

For more on self-assessment, see Georgine Loacker, "Taking Self-Assessment Seriously," *Essays on Teaching Excellence--Toward the Best in the Academy* 15.2 (2003-2004), available from pbishop@valenciac.edu.