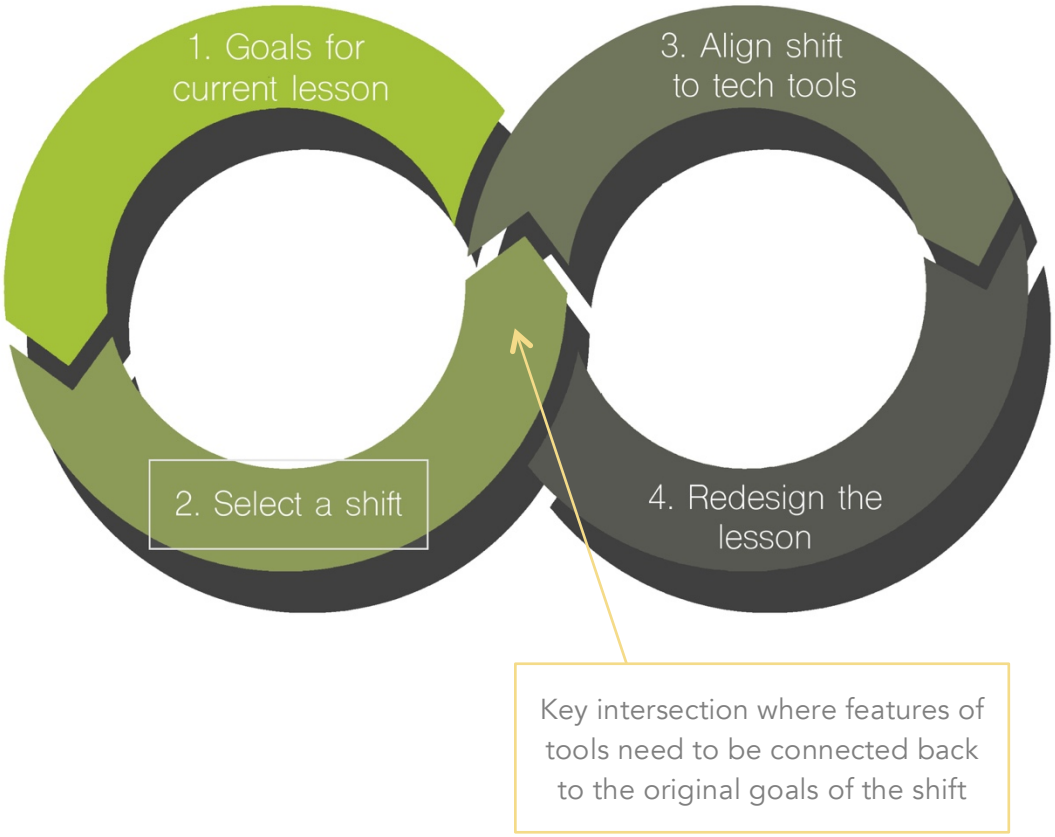
PEER MENTORSHIP SESSIONS

Teachology's

Cyclical Model of Lesson Redesign



Overview: Peer Mentorship Sessions (20 minutes each)

Working in small groups or with partners, you will analyze your lesson and select one area of the lesson that needs a shift. For each group member, you will work through a 20-minute workshop session. Follow the four stages outlined in the following pages and in the graphic above. **Remember the key is to ask questions and guide reflection—NOT to provide answers or judgment.** Helpful tips are included throughout to keep the discussion going. You can also ask your Teachology mentor for more specific help at any point during the process.

Teachology :101

Lesson Cover Sheet

BEFORE YOU BEGIN THE PROCESS OF REDESIGNING: Individually, fill out this cover sheet to reflect on your original lesson. It may be helpful to refer to these notes during the mentorship sessions.

1. What are the content or curricular goals you have for this lesson?

2. What do you want your students to take away from this lesson beyond those curricular goals?

3. What is the current scope of your lesson (audience, relevance to authentic or real world tasks)?

4. How are students engaging in this lesson? What are they creating (including products or nontangible ideas/knowledge)?

5. Does your lesson currently incorporate technology? If so, please answer the following questions:

    a. In what ways does the technology you have chosen enhance the purpose or goals of the lesson?

    b. In what ways does the technology you have chosen constrain the purpose or goals of the lesson?

Teachology :101

Step 1: Goals for Current Lesson

Lead questions starters to begin your session:

- What is your lesson about?
- Tell me about what you've written on your cover sheet.
- What questions or concerns do you have about your original lesson?
- If you have taught this lesson, what areas did you find lacking (confusing, non-engaging, short of meeting the goals, etc.)?
- What elements of this lesson would you like to revise or revisit?

MENTORING TIPS

Ask clarifying and probing questions

- Am I hearing you say…?
- Can you take me through this…?
- It seems like your main focus is…
- I noticed that…
- Do you want to walk me through this activity…?
- How are you thinking of…?
- Can you change the medium from…?

Take notes on what you are hearing, Try to determine what might be "higher order concerns" as opposed to "lower order concerns".

Teachology :101

Step 2: Select a Shift

Shifting Mindsets

Content Knowledge

Select 1-2 shifts related to content or pedagogy that align to the goals you have for re-designing your lesson.
These shifts can help you to identify more intentional uses for technology by targeting specific feature of tools that will help you to achieve your goals.

Shift Audience → Who else could you cast as the audience for this lesson?

Shift Authenticity → How might you re-imagine the authenticity (connection to real world relevance) for this lesson?

Shift Content → How might this content change or be understood differently in a digital space?

Shift Focus → What cross-curricular connections could you imagine creating for this content?

Pedagogy Knowledge

Shift Roles → How could the direction of the lesson be translated (i.e. from teacher-directed to student-directed)?

Shift Control → How could decision making and choice be positioned differently in this lesson?

Shift Engagement → How could the learning activities provide greater engagement and active learning for students?

Shift Assessment → In what other ways might students demonstrate their understanding of learning goals?

Teachology:101

Step 2 Continued: Select a Shift

Focusing on Higher-Order Concerns: Selecting a shift

Which of your goals or purpose(s) for this lesson do you want to focus on enhancing through technology?

- Review the SHIFTING MINDSETS page above.
- Choose 1 or 2 shifts to focus on.
- Consider how selecting a shift impacts other elements of the lesson (including other potential shifts).

MENTORING TIPS

Make connections between lesson elements:

- How could you view your lesson differently…?
- What might you want to shift in your lesson?
- So it seems like I am hearing you say…
- How does this shift impact the content of the lesson?
- How does this shift impact the pedagogy?
- What do you see as the end product?
- What will students have created?

Take notes on a few specific elements that the "shift" will address.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Teachology :101

Step 3: Align "Shift" with Technology Tools

Match the "shift" to technology tools, and revisit the initial goals.

Based on the shift indicated above, what related verbs would a technology tool need to offer to help achieve your goals? Make a list.

SAMPLE RELATED VERBS TOOLS OFFER

- Compose
- Publish
- Share
- Respond
- Collaborate
- Individual
- Reflect
- Revise
- Assess
- Model
- Brainstorm
- Organize
- Graph
- Visualize

Now that you have a list of features, browse the Tool Time resource list to identify a potential tool you would like to explore to redesign your lesson.

Finally, look back at your notes from Step 1. How do these features relate to your initial goals?

Take notes. Make a list of the verbs that connect to the goals.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 4: Redesign Your Lesson

Now that you've had a chance to reflect on your goals and how they may align with technology you may now redesign your lesson.

Consider the length of the lesson and the SAMR Model. Remember, not all lessons need to be at the Redefinition level. Is this lesson too short for Redefinition? Would Substitution or Augmentation be a better fit?

Begin to redesign the lesson with a realistic SAMR goal for technology given the length of the lesson.

Create samples using the tool and consider what you will need. Once you teach the lesson reflect on your teaching by walking through these steps again. Does your technology match your goals?