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Sample Lesson Plan

In the Fall 2018 term, I taught multi-hour labs for J211 Gateway to Media. J211 provides students with the opportunity to apply their creative and critical thinking to a survey media projects, outcomes, and tools. For example, students create audiovisual projects that tell a story about an individual or a business. In doing so, students must write, produce, direct, shoot, and edit the project on their own. Students must navigate how media is put together conceptually and then do so.

Toward the end of the term, I taught one lab on creating infographics. I stressed the strategic and tactical purpose of infographics before transitioning students into media production that unleashed their creative potential. In designing this class, I planned its structure and materials in one direction only to flip that plan to teach it. The model below describes this: I began by planning the class, completing Steps 1-5. Then, once planned, I led the course via Steps 5-1. Step 1 in the course is operationalized as a reminder throughout the entire class: I remind students why we're doing what we're doing. Grounding students daily in a rationale with respect to their overall learning. This gains buy-in from students in the individual class and the broader course.

See Sample Assignment Descriptions in this portfolio for materials that demonstrate how this structure was executed in the class as taught by me.

1) *By the end of the course, what should students be able to do? (i.e. What is a course objective relevant to the learning outcome?)*
   - Analyze information for credibility and relevance
   - Synthesize information into a cohesive whole

2) *What should students know or be able to do? (i.e. What is the learning outcome of the class being taught?)*
   - Learn how to pre-plan what goes into an infographic
   - Learn how to put that plan in motion to build an infographic
   - Learn how to edit the content in an infographic so that it tells a story (i.e., presents a cohesive whole around a topic).

3) *How do students demonstrate what they know or can do? (i.e. What kind of assessment?)*
   1) Can identify categories of data and data points in an infographic
   2) Can use the Internet to find an original data set
   3) Can interpret data that they find
   4) Can write a "math statement" with the data found (see deck)
   5) Can build an infographic with a web-based tool using the data set they've found

4) *How do students prepare for demonstrating their knowledge or skills? (i.e. What kinds of interactions – activities, experiences, etc.?)*
   - Pre-class video and module for using Infogram (web-based tool)
   - Reflect on prior instructor-led analysis of infographics conducted as a class
   - Able to navigate ambiguity; using journalistic skills in finding a source, which is data instead of a person

5) *How do students first engage the content they'll be using? (i.e. How exposed to – retrieve or receive – the content?)*
   - In-class lecture with visuals and step-by-step guidance
   - Hands-on activity putting lecture to practice; allows for collaborative learning