



Time in Mind



Planning Lessons and
Workshops With Intention



Lesson Planning

Why, What, and How

Students expect
to be changed



LESSON PLANNING

What is a lesson plan?

Simply put, it's your agenda for each class – an outline of how the class time will be spent.

It often includes:

- Learning goals
- Materials you and students will need
- Lesson introduction and topics
- Activities / assessments
- Time estimate for each section



LESSON PLANNING

Week Three Overview



What You Will Learn

This week is all about characters. We'll discuss how to create compelling, interesting characters as well as how to get an audience to root for your main character (emotional connection). We'll also cover character arc (flaws and what your character learns from their journey) and the antagonist, and review some sample beat sheets.

By the end of this week, you should be able to:

- Identify the protagonist and/or antagonist in different stories.
- Comprehend what makes a character compelling and interesting.
- Continue to develop your own compelling protagonist and antagonist.



Activities

Key activities for this week are listed below:

1. Read *Cut to the Chase*, Chapters 5 and 6
2. View all lessons in this week's module
3. Engage in the Discussion: Character
4. Participate in the Workshop: Character Bios and Detailed Beat Sheet

LESSON PLANNING

Lesson Plan Format Example

Learning Outcomes

Students should be able to...

- 1. ...
- 2. ...

Materials to Bring

- Laptop, slide deck, etc.

Opening the Class

[Time:]

- Announcements, opening activity, or framing to introduce the topic and provide context.

Learning Experiences & Assessments

Lecture Topics / Subtopics	Time	Instructor Actions (Lecture, demos, examples, key details, quotes, questions, media, in-class assessments, etc.)	Student Actions (Discussion, partner work, written exercise, read aloud, reflection activity, etc.)

Wrap-up

[Time:]

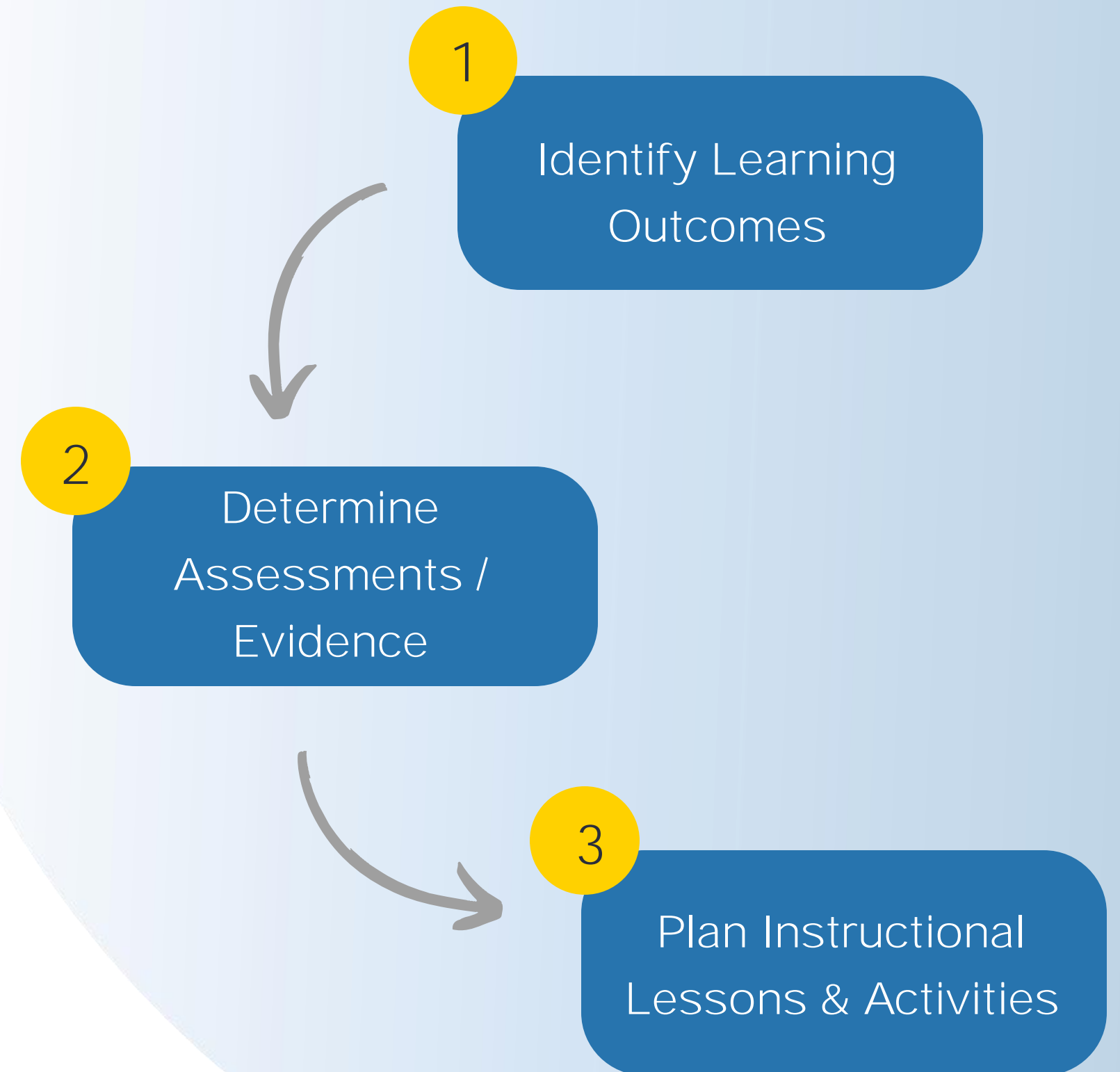
Summarize main points, pose follow-up questions, short student activity, etc., for students to apply new knowledge.

LESSON PLANNING

Consider the Backward Design Approach

This is useful for planning a course *and* week-to-week lessons.

1. Start with goals in mind
2. Determine how students will demonstrate understanding
3. Plan learning experiences



LESSON PLANNING

How much total time should students expect to devote to a course?

- Student time commitment is determined by the number of course credit units
- 1 credit unit = 33 total student hours

$$(\# \text{ credit units} \times 33) / \# \text{ weeks} = \text{total student hours per week}$$

Course examples:

- 2-credit unit course for 6 weeks = 11 student hours per week
- 3-credit unit course for 10 weeks = nearly 10 student hours per week
- 4-credit unit course for 11 weeks = 12 student hours per week

LESSON PLANNING

Enhanced Course Workload Estimator

Research & Design: [Betsy Barre](#) | [Allen Brown](#) | [Justin Esarey](#)
[Click Here for Estimation Details](#)

COURSE INFO

Class Duration (Weeks):

READING ASSIGNMENTS

Pages Per Week:

Page Density:

Difficulty:

Purpose:

Estimated Reading Rate:
24 pages per hour

WRITING ASSIGNMENTS

Pages Per Semester:

Page Density:

Genre:

Drafting:

Estimated Writing Rate:
1 hours per page

☐ manually adjust

VIDEOS / PODCASTS

Hours Per Week:

DISCUSSION POSTS

Posts per Week:

Format:

Avg. Length (Words):

Estimated Hours:
2 hours / week

☐ manually adjust

EXAMS

Exams Per Semester:

Study Hours Per Exam:

OTHER ASSIGNMENTS

Per Semester:

Hours Per Assignment:

☐ Independent

CLASS MEETINGS

Live Meetings Per Week:

Meeting Length (Hours):

WORKLOAD ESTIMATES

Estimated Hours Per Week:

LESSON PLANNING

What if you realize your course is more work for students than it should be?

- Distinguish between *crucial* material vs. “*good to know*”
 - Create an “Optional Resources” area in Canvas
 - Revise your lesson plans
- Revise or omit content and activities that don’t align with course goals

LESSON PLANNING

Key Takeaways



Be intentional –
develop a clear plan
(agenda) for every
class period/week



Estimate the course
workload to ensure
total student hours of
work are on point

YOUR TEACHING JOURNEY

How has your use of a lesson plan helped you or your students?



Questions



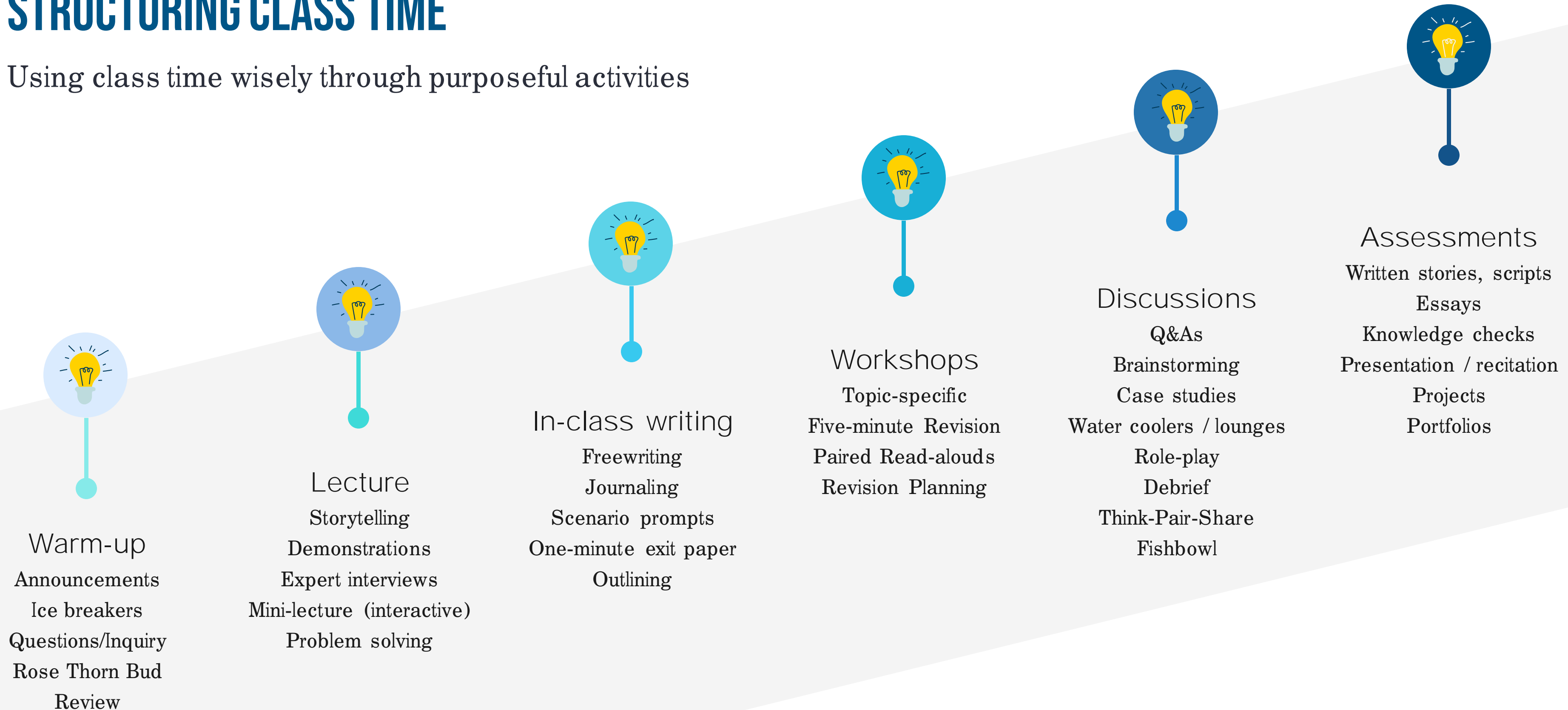


Structuring Class Time

Purposeful Activities

STRUCTURING CLASS TIME

Using class time wisely through purposeful activities



Additional Activities & Details:

- [Active Learning Strategies](#)
- [Effective Discussion Activities](#)

STRUCTURING CLASS TIME

Preparing for Time-related Challenges in the Classroom



- Share your expectations
- Chunk activities
- Be consistent
- Leverage Canvas

**CHALLENGE:
SHORT ON TIME**



- Have two meaningful activities ready
- Adjust lesson components

**CHALLENGE:
TOO MUCH TIME**



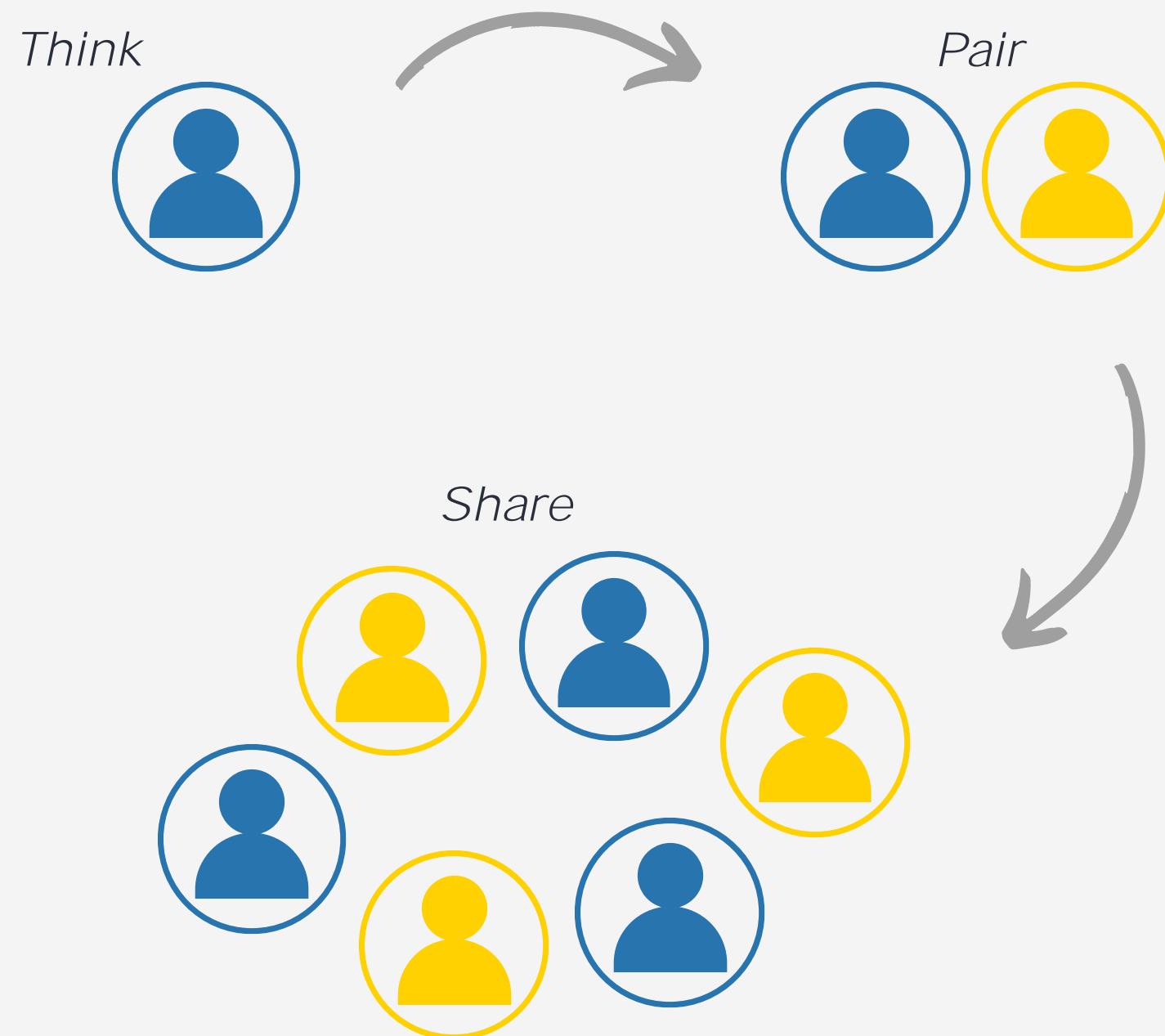
- Structure by group size
 - Discussions
 - Workshops

**OTHER
CONSIDERATIONS**

STRUCTURING CLASS TIME

Discussions for small- to medium-sized groups

Think-Pair-Share



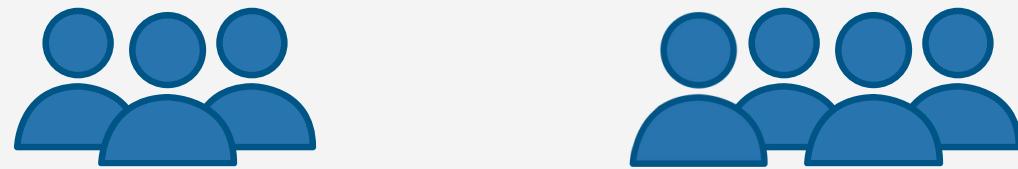
Fishbowl



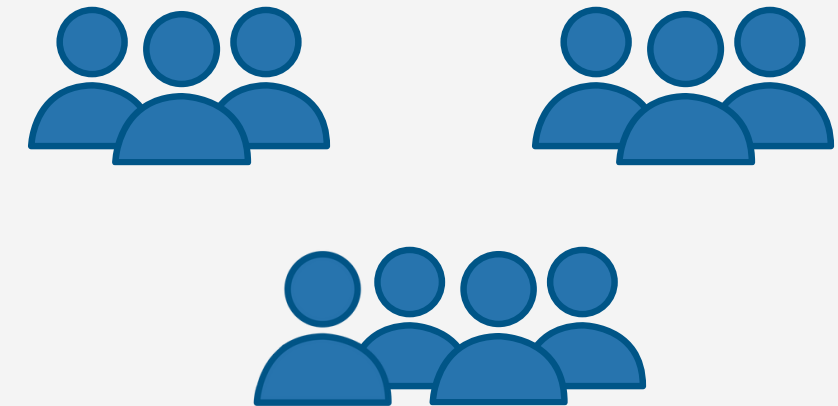
STRUCTURING CLASS TIME

Workshop group variations and tips

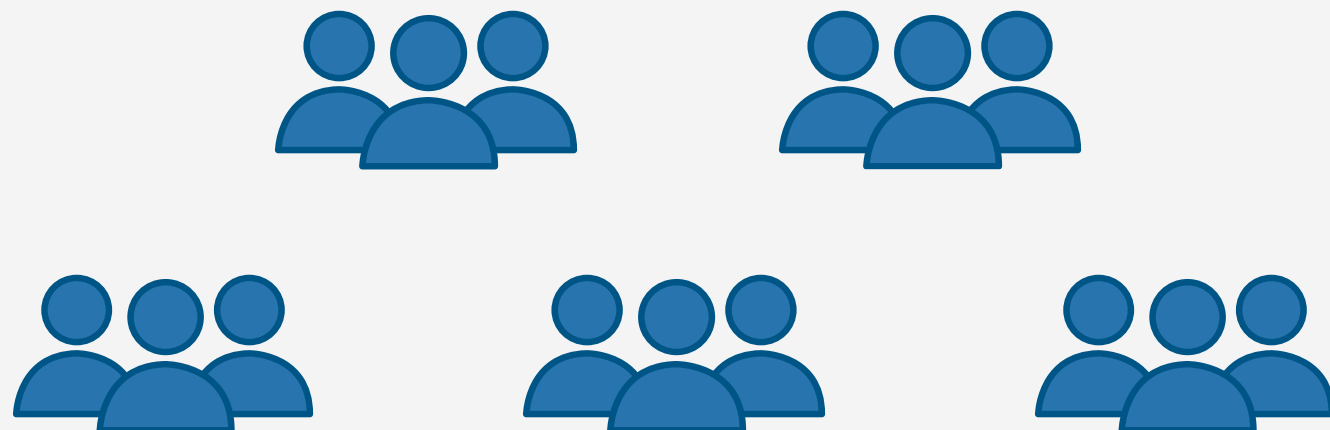
7 Students *(1 group of 3; 1 group of 4)*



10 Students *(2 groups of 3; 1 group of 4)*



15 Students *(5 groups of 3)*



Tips to Consider

- Determine how many students need to workshop each week to allow all students equal opportunities; exclude first and last weeks
- Post a workshop sign-up sheet in advance
- Swap out: Have students who share their work first one week share their work later in a future workshop

STRUCTURING CLASS TIME

Key Takeaways



Fill class time with
purposeful activities
that promote learning



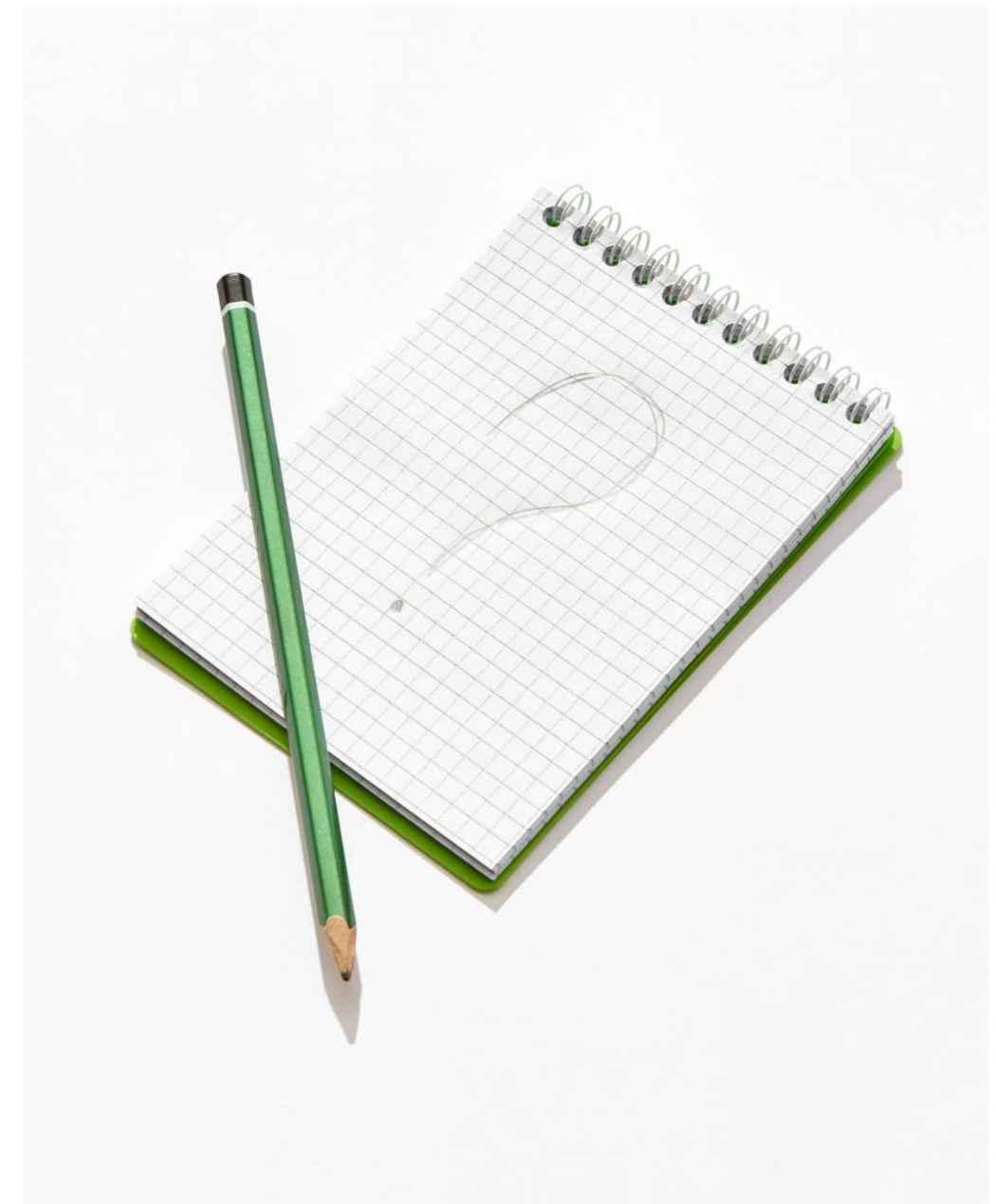
Be proactive and
plan ahead for time-
related challenges in
the classroom

YOUR TEACHING JOURNEY

What is one successful strategy
you have used to better manage
time in your classroom?



Questions





F eedback

Boosting Student Engagement

FEEDBACK

Managing Time When Giving Feedback

It's not how much you say – it's when and how you say it.

Effective Feedback Strategies:



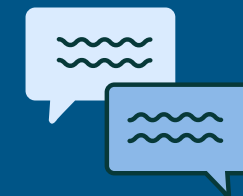
Stay focused on
the learning goal



Be specific
and concise



Be timely
(sooner is better)



Leverage
technology

FEEDBACK

Managing Time When Facilitating Feedback Sessions

Tips for increasing efficiency



- Set the stage
 - Example: *"Feedback should be brief, specific, positive, and useful"*
- Offer mindful prompting
 - Example: *"We have time for one more comment"*
- Encourage preparedness
 - Advise students to write down the feedback they will give
- Recommend a selection process
 - Have students provide feedback to only two or three peers instead of the entire class

FEEDBACK

How can you encourage student feedback?

- Show your support
- Cultivate a sense of community
- Provide clear guidance and structure
- Discuss vulnerability and promote confidence

I watched a lecture from Shonda Rhimes recently and one thing she said really stood out to me: “I own every room I walk into. I don’t question whether or not I belong there.”

My greatest hope for this class and my series of classes is that it gives you enough confidence in your work to give you the internal power to never doubt you belong in any room you enter ... This classroom is your “room” and it belongs to you.

FEEDBACK

How can you encourage student feedback?

- Use small group arrangements
- Allow choice of medium
- Communicate expectations



When you comment on a peer's work, always first mention the things you like about the piece. Then, you may mention an area where you feel the work could grow. Try not to present criticism without pointing out the positives as well. It is important to let writers know what their strengths are. If you like a piece, say so! Everyone needs encouragement, especially when they're just starting out.



FEEDBACK

How can you encourage student feedback?

- Model what quality feedback looks like

Do This:

"I loved what you did with utilizing the hero's journey in Act One! You aligned your protagonist's arc with all the beats we discussed in class. Really excellent work. The only comment I might make is that this piece could benefit from a deeper all-is-lost moment at the end of Act Two. Maybe instead of finding the magical key and the losing it, Indiana Shmones accidentally *destroys* the key completely in the fire scene. Then, he faces a bigger obstacle in his quest to save the world, and the audience really feels the payoff for this wonderful, complex hero you've created."

Not This:

"I thought the third act was boring."

In the above examples, finding solutions and providing positive feedback is **much** more useful than offering a generic feeling. This brings us to our next point— feedback is most helpful if it highlights specific, tangible things. It's least helpful when it deals in generalizations. For example:

Key Takeaways



When giving
feedback, it's not
how much **you say** –
it's when and how
you say it



Encourage student
feedback by building
community **and**
communicating
expectations

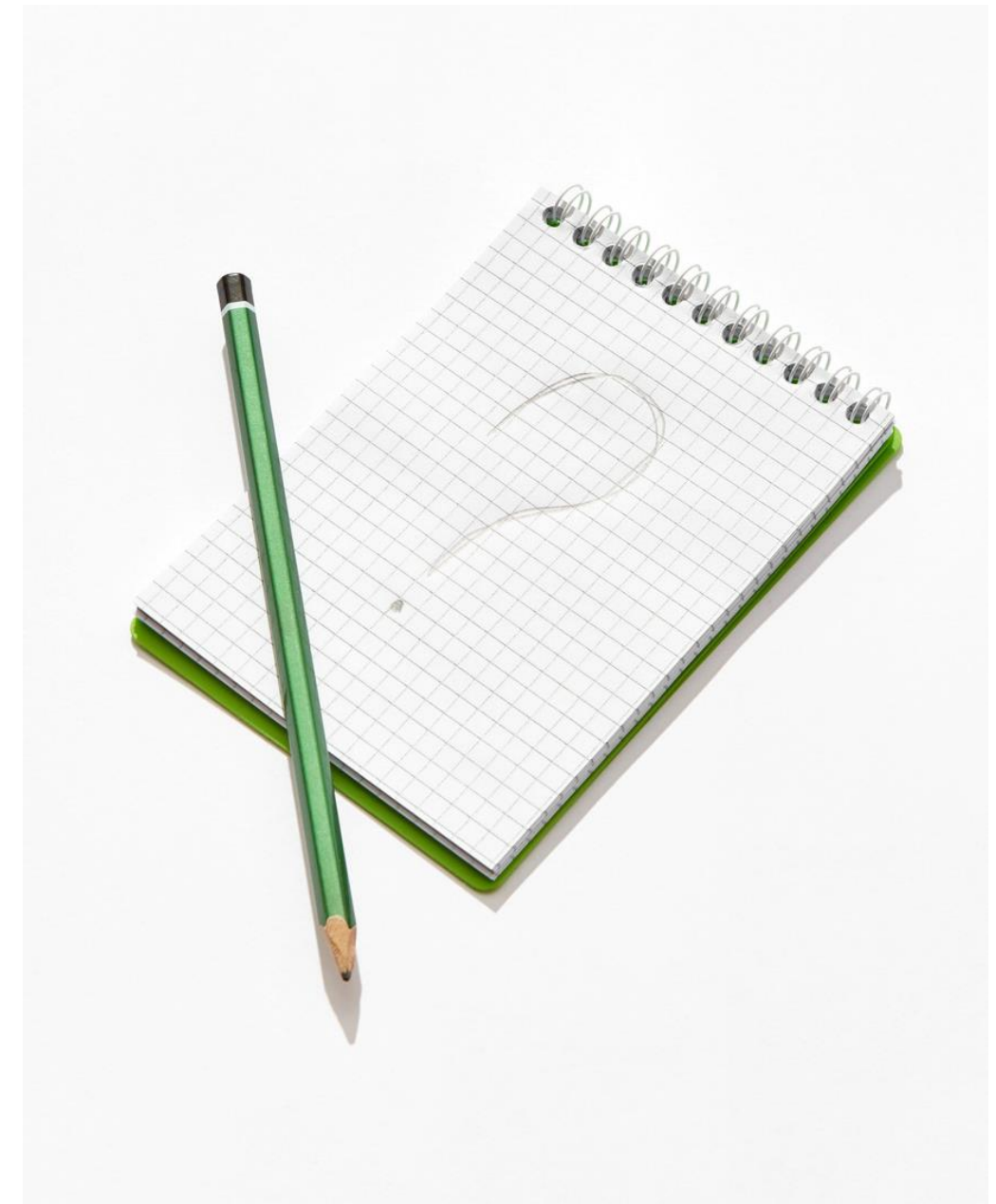
YOUR TEACHING JOURNEY



What is the most effective way you've found to promote student feedback (your "go-to" approach)?



Questions





Thank You for Joining

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Writers' Program
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RESOURCES TO EXPLORE

- ◆ [Backward Design Approach](#)
(UC San Diego)
- ◆ [Calculate Instructional and Student Work Time](#)
(UCLA Extension)
- ◆ [Course Workload Estimator 2.0](#)
(Online calculation tool by Wake Forest University)
- ◆ Lesson Planning Templates and Samples
 - [Central Michigan University](#)
 - [UC Santa Barbara](#)
 - [Teaching Tools](#)
- ◆ [Create Effective Discussion Activities](#)
- ◆ [Explore Active Learning Strategies and Techniques](#)
- ◆ [Use the Flipped Classroom Approach](#)
- ◆ [Revised Bloom's Taxonomy](#)
(Iowa State University)

REFERENCES

- ◆ Valerie Brandy, UCLA Extension Instructor
Feature Film syllabus excerpts (used with consent)
- ◆ Julia Camara, UCLA Extension Instructor
Feature Film weekly overview (used with consent)
- ◆ [Canva](#) – images and slide design
- ◆ [UC Santa Barbara](#)
Lesson plan template example (adapted)
- ◆ [Teaching Peer Feedback: How We Can Do Better](#)
Inside Higher Ed, Feb 28, 2023
- ◆ [How to Give Feedback](#)
Massachusetts Institute of Technology
- ◆ [Feedback for Learning](#)
Columbia University
- ◆ [Teaching Strategies: Discussions](#)
Indiana University Bloomington
- ◆ [Sample Exit Tickets](#)
Brown University
- ◆ [Five-Minute Revision Workshops](#)
University of Minnesota
- ◆ [First-Year Writing - Classroom Activities](#)
University of Connecticut