

# Teaching session plan

<b>Title / subject of session:</b>	
<b>Date:</b>	
<b>Time:</b>	<b>Duration:</b>
<b>What is the make-up of the group?</b>	
<b>How have I /will I ascertain the group's learning requirements?</b>	
<b>Aim:</b>	
<b>Objectives:</b>	
<b>How will I assess whether these objectives have been met?</b>	
<b>How will I evaluate this session?</b>	
<b>How will I involve the learners in the session?</b>	
<b>How have I planned for diversity in preferred learning style?</b>	

<b>Time</b>	<b>Learner activity</b>	<b>Teacher activity</b>	<b>Resources required</b>	<b>Objective addressed</b>

# Notes

The **aim** of the session is the broad goal you are trying to achieve.

The **objectives** list the

- knowledge
- skills
- understanding and/or
- competences

that you want the learners to acquire from the session (see example).

These are sometimes expressed as '**Learning outcomes**' (eg 'By the end of this session you will know how to / understand.... etc')

## **Starting the session**

It is useful to state (or in some cases negotiate) learning objectives for the session and to **signpost** what will be covered.

If the session is one of a series, clarify where the session fits into the overall scheme, and briefly recall what happened in the previous session.

## **Ending the session**

Check understanding, ensure all participations have had the opportunity to ask questions and revisit the objectives, checking whether learners feel that these have been met.

**Feedback** is frequently elicited by the teacher from the learners at the end of a teaching session.

It tends to ask how useful they found the session, immediately after the event. It can include questions about the venue and catering.

Choose your questions carefully: learners can sometime criticise because they believe they are being encouraged to!

**Evaluation** can consider both the process and the outcomes of a learning experience.

It can be usefully done by the learner and by the teacher.

A learner evaluation is ideally carried out immediately after the learning and revisited at a later date (eg after 3 or 6 months). It is principally for the learner him- or herself, but is, of course, of great value to the teacher as well. As a good, reflective evaluation needs time and thought and is personal, it can be difficult for the teacher to access learners' evaluations.

## **Teaching GPs: 3 golden questions**

- 1) Is the teaching relevant to general practice?
- 2) Will this session make the participants' work in some way easier, more enjoyable and/or more satisfying?
- 3) Can the learning be applied immediately, without the need for supplementary learning?