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3.5.1. APPLIED LEARNING LESSON PLANNING: A FLEXIBLE THINKING TOOL

This flexible planning tool encourages you to think about different aspects of your teaching practice, including preparation for collaborative and active learning. Note that this tool has some crossover with the Curriculum design and Assessment practice elements of the Toolkit. Phases 2-4 of the Tool have a pedagogical focus.

This template serves as a thinking tool to support context-responsive lesson planning.

Select and adapt elements based on your disciplinary requirements, students' needs, institutional context, project complexity, and community and workplace resources and support systems.

What should be your approach to this template?

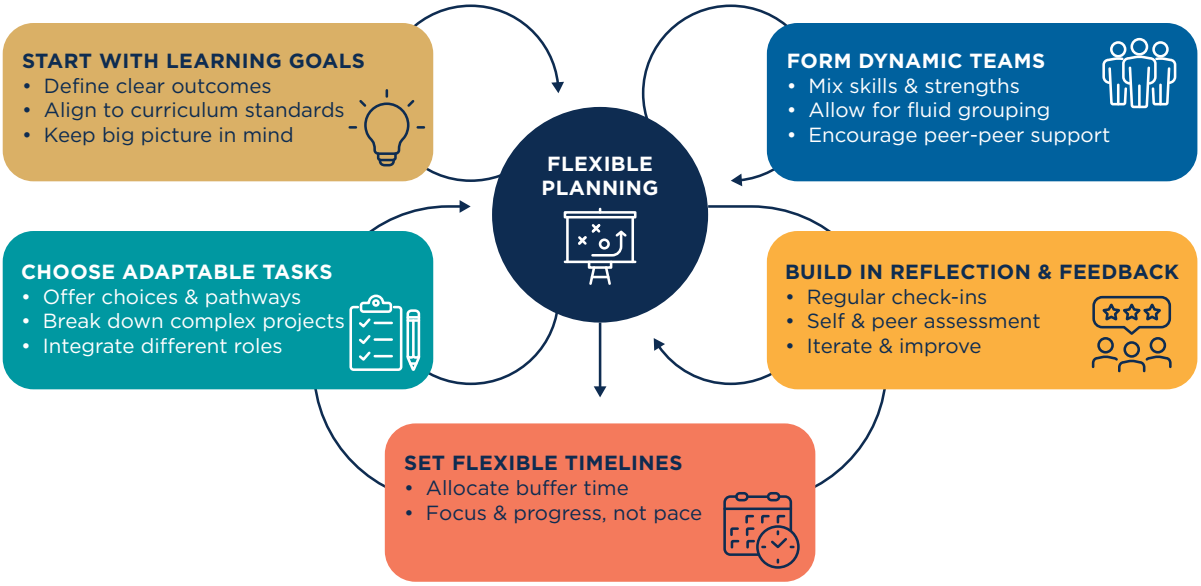
Use:

- the **Core Planning Elements** column to identify essential planning components.
- the **Contextual Considerations** points for deeper reflection, adaptation and iterations.
- Use your professional judgement. Not all considerations will be applicable to each lesson. Assess context and determine what is possible.

Phase	Core Planning Elements	Contextual Considerations (Adapt as necessary)
Phase 1: Design & Preparation	• Learning objectives » Subject-specific knowledge » Collaborative and applied skills and competence • Project overview and timeline • Assessment approach » Individual » Pair » Group components • Resource requirements	• Have you attempted this task yourself to anticipate obstacles? • What domain-specific knowledge must be explicitly taught before students begin? • How does this project reflect real-world practices or create real-world impact? • What high-quality, real-world resources will you provide as models? • Are resources current and relevant to students' lives? • How will you scaffold for different abilities (planned scaffolds)? • What role might students play in developing ground rules for collaboration? • What physical space arrangements are needed, and what alternatives exist if ideal conditions aren't available?
Phase 2: Launch & Orientation	• Communicate project elements clearly (process, stages, timeframe, rationale) • Establish/co-create ground rules for safe, positive learning environment • Share learning objectives and assessment criteria • Provide worked examples and model processes	• How will you communicate requirements in multiple ways (verbal, print, online)? • What questions might students have at this stage? • How will you ensure all students can access equipment/resources during demonstrations? • How does the lesson design ensure an embodied learning experience for students?

Phase	Core Planning Elements	Contextual Considerations (Adapt as necessary)
Phase 3: Implementation & Facilitation	• Structured group work with defined roles based on student strengths • Ongoing formative assessment to identify areas needing re-teaching • Both individual and collaborative demonstration opportunities • Periodic project plan reviews	• When is whole-group instruction needed? E.g. to provide foundational information or address shared misunderstandings • How are you rotating among groups, asking probing questions, offering insights? • How will you adapt to any unexpected issues? • When should you let groups solve their own problems vs. stepping in? • Do students need guidance on identifying good quality sources? • If using AI tools, how are you supporting critical and ethical use?
Phase 4: Reflection & Synthesis	• Structured reflection activities (individual and group) • Summary and concluding activities • Connection to learning objectives • Student feedback on the learning experience	• When should reflection occur: before, during, and/or after the project? • What disciplinary knowledge and professional judgment guide your facilitation? • How can students demonstrate both individual mastery and collaborative competence? • How are you ensuring that learners can develop autonomy? • What constructive feedback did students offer for improving this activity?
Phase 5: Assessment & Iteration	• Evidence of learning objectives met (individual + collaborative) • Documentation of student work/outcomes • Your professional notes on what worked and what didn't	• What patterns emerged among strugglers and achievers? • What would you adjust for next time? • What institutional or peer support would strengthen your confidence in facilitating this type of learning? • What small modifications could make this more manageable within time constraints?

FLEXIBLE PLANNING TOOL FOR COLLABORATIVE LEARNING



PRACTICAL TIPS FOR FLEXIBLE IMPLEMENTATION

Starting Small	You don't need to implement all considerations at once. Consider making one existing lesson collaborative, gathering student feedback, and iterating from there.
Space Adaptations (Fixed Furniture)	If working with fixed furniture, explore alternative solutions like requesting occasional room swaps, moving to school grounds for specific activities, using digital collaboration tools, or inviting student ideas for innovative arrangements.
Time Management	Overall, keep your calendar handy for planning ahead; be mindful of institution-level holidays, scheduled co-curricular activities and events of cultural significance. Coordinate with the time-tabler in-charge, year level or subject coordinators if you need to block periods, schedule visits or invite experts.
Resource Quality	Approach resources from affordability, accessibility and reliability standpoint. "What is readily available in my context?" is a good starting point.
Reflection	Consider the biggest challenges in initiating or managing collaborative learning activities. What kinds of institutional or peer or community support would make it possible for you to engage with more confidence in applied learning experiences? What small first steps could you take to begin preparing your students for applied learning experiences?

Reminder: Adapt thoughtfully based on what serves your students' learning best!

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