

Justification of course plan

A course plan/syllabus can be made in many ways. What follows here is meant as an example of elements that may be part of the plan, and as an example of how students can plan, describe and justify their teaching.

Present situation	<p>How will you describe the learners' readiness and potentials?</p> <ul style="list-style-type: none"> - What can the learner already do? – which specific resources are there in the class and with the individual learner? - What has the class been working with previously (of relevance for your planning)? - Which methods and activities did they work with? 	
Aim	What is the overall aim of the course?	Why have you chosen this aim?
Objectives	What are the specific objectives of the course? What are the students supposed to learn?	Why have you chosen these objectives?
Signs	During the course, what signs will indicate that the students are achieving these objectives?	
Contents - Topics and methods	<p>What are the learners specifically to work with?</p> <p>Which teaching materials?</p> <p>Which approaches can be used? Which possibilities for variation are there?</p>	<p>Why these specific issues?</p> <p>Why these specific materials?</p> <p>Why these specific approaches?</p>
Principles & organization	<p>Which aspects of learning have you taken into consideration?</p> <p>Which principles of teaching?</p> <p>Which feasible ways of organization?</p> <p>Which considerations concerning mixed abilities and learner involvement?</p>	Why these principles and ways of organization?
Classroom management	How can/must the learners be involved in the planning of the teaching? (How can the learners be informed about and involved in the aims and objectives of the course?)	Why?
Assessment	<p>In which specific ways can the course be assessed?</p> <p>How often?</p> <p>Which will be the specific focus areas?</p>	Why?

Lesson Plan

Apart from a general description of the course plan, you must be able to describe each lesson. The table below is intended as a tool to help you with this type of work.

Objectives/assessment	Topic/subject	Structure and types of work	Materials	Classroom management	Variation and rhythm
<p>What should the pupils learn in this lesson?</p> <p>Why?</p> <p>Which signs indicate that this learning is taking place?</p> <p>Which assessment elements are part of the course?</p> <p>How are you going to evaluate, and why?</p>	<p>What are the pupils going to work with?</p> <p>Why?</p> <p>What types of differentiation are possible?</p>	<p>How do you want the pupils to work?</p> <p>What are the pupils to do in practice?</p> <p>How will you assess the work?</p>	<p>Which materials are to be used?</p>	<p>How will you start the lesson?</p> <p>Considerations concerning the organization of the teaching</p> <p>How are you going to end the lesson?</p>	<p>What kind of rhythm and flow do you want for the lesson?</p> <p>Variation?</p> <p>For how long are the pupils able to focus on one particular way of working?</p>