

The iLessonPlan (iLP)

A lesson planning tool for the 21st Century

By
Dr Alages Andre



Manukau Institute of Technology

Overview

1. Background
2. Introducing the iLP
3. Demonstrating the iLP
4. Using the iLP
5. Feedback on the iLP
6. Conclusion
7. Acknowledgements

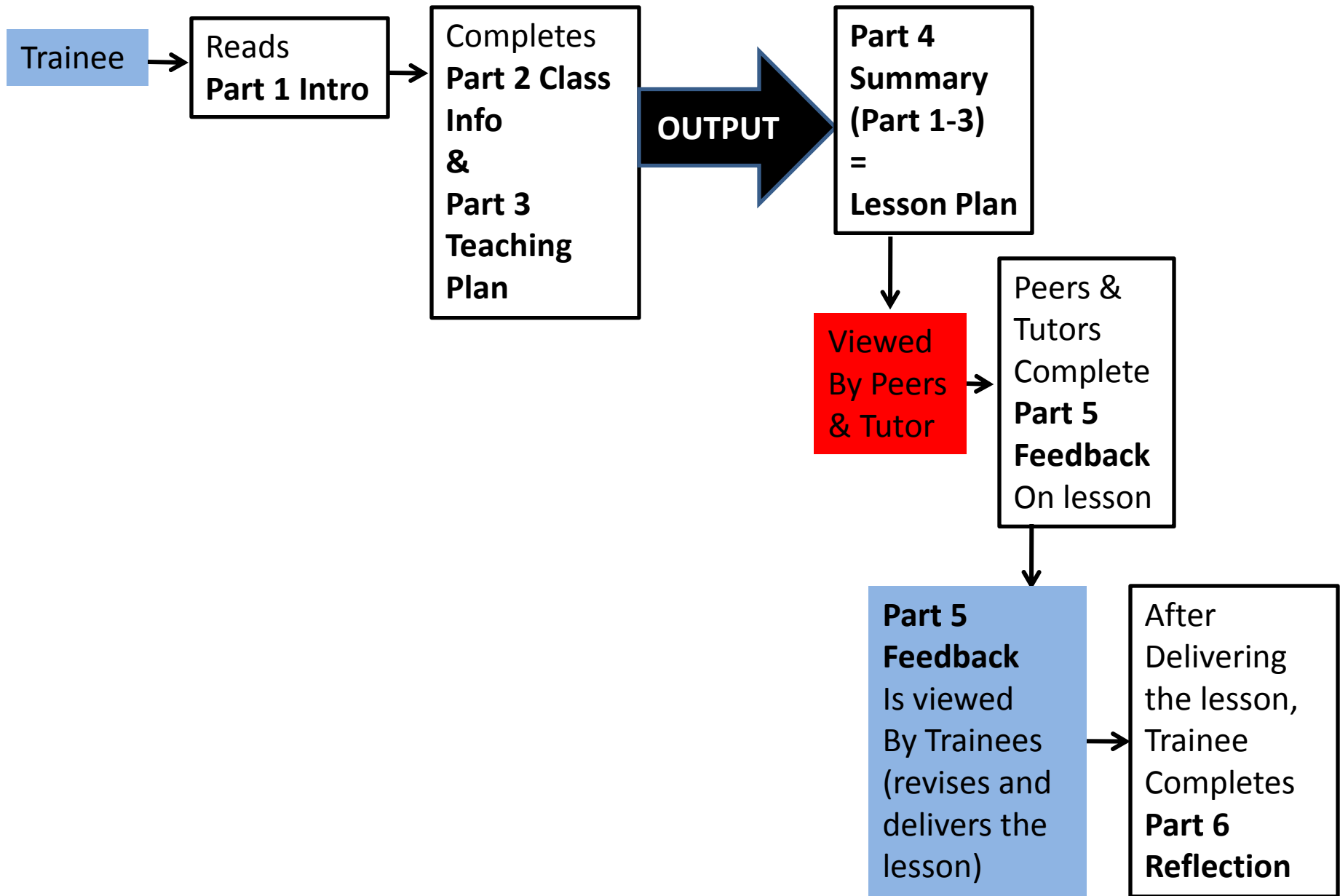
1. Background

2. Introducing the iLP

3. Demonstrating the iLP

[iLessonPlan Sample\Page1.html](#)

4. Using the iLP



5. Feedback on the iLP

5.1 Positive Feedback

‘I found the iLesson Plan useful in the way it helped me structure my lesson, step by step. It clearly outlines the exact requirements needed to plan a lesson’.

5.2 Positive Feedback

‘The advantages are, that it helps to make a clear distinction as to whether the lessons Main Teaching Point is either a Language Feature or a Language Skill. Then again, narrowing it down to a single microskill in order to achieve a specific learning outcome. I think it helps in defining a lesson, so that the warmer, activities, materials and resources, focus on ensuring that by the end of the lesson, your students have been able to achieve the specific Learning Outcome desired. Planning and teaching a lesson for a specific target group is important - especially if it is a 15 minute "Micro Teaching Lesson"’.

5.3 Positive Feedback

‘It's easy to identify the requirements applicable to your lesson plan, has good structure and would only require minimal training if any but this would be dependent on the user. I believe the design of this plan has the potential to advance to the next level where you could complete the lesson plan on-line, add your resources as e-notes - all in the stroke of a key !!’

5.4 Positive Feedback

- ‘The only limitations I can think of, is that it keeps me from including too many microskills and learning outcomes and helps me keep on track in targeting my Learning Outcome’.

5.5 Negative feedback

‘I am not the best person to comment on i lesson plan because of my lack of ability with computer, I find most information on computer too much of a challenge, everything takes too long and becomes a bigger issue just finding out what I am supposed to be achieving. I would go as far as saying it is all a hindrance, would much prefer to be given a copy of info/plans etc and be expected to read.

5.6 Negative feedback

No I didn't find the lesson plan useful in planning because it never crossed my mind to use it for that I just tried to tick off each bit to see if I had done it or not. Even that wasn't successful for me'.

6. Conclusion

7. Acknowledgements

- Cameron Hynes from the Learning Technology Centre (LTC), MIT for constructing the html version of the iLP.
- Oriel Kelly (Manager) and Dave Snell (Flexible Learning Designer) from LTC for their help and support in the design stages.
- Manukau Institute of Technology for funding my presentation at the Conference.

Contact details:

Dr Alages Andre
School of English
Faculty of Education & Social Sciences
Manukau Institute of Technology
968 8000 Ext 8353
Alages.Andre@manukau.ac.nz



Manukau Institute of Technology