



## **EFFECTIVE LESSON PLANNING: MAXIMIZING LEARNING POTENTIAL THROUGH STRATEGIC INSTRUCTIONAL DESIGN**

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### **Abstract:**

Lesson planning is an essential part of effective teaching, providing a daily guide for facilitators to ensure learners acquire new concepts and skills. A well-designed lesson plan consists of several elements, including clear lesson objectives, relevant lesson materials, effective lesson procedures, appropriate assessment methods, evaluation, and reflection. The primary objective of a lesson plan is to engage learners and help them achieve their learning goals. Effective lesson planning involves careful consideration of the learners' needs, planning with them in mind, and maintaining a consistent structure that enables learners to build good classroom habits. This paper aims to describe simple but contemporary way to prepare lesson plan that promote inclusivity and diversity.

### **Introduction:**

Making the learner's learning experience a worthwhile is an objective of every thriving school and teacher. Therefore deliberate attempt are made to adequately respond to all challenges associated with education system by shifting education content and structure from just passing exams to building character -mental and moral qualities, nurturing values -motive behind purposeful action and developing confident and critical thinkers. Much of what schools and teachers do depend on how well lessons are planned and delivered. A well designed lesson which is appropriately delivered will develop the skills and competences of the learner in terms of critical thinking leading the problem solving skills, communication leading to team player spirit and collaboration, cultural identity leading to the sense of belongingness and global citizenship, creativity leading to innovative activities for self-reliance and benefit of others and Self-leadership enhancing development of self and others

### **Lesson Planning:**

Boakye (2021) sees lesson plan as road map for teachers on what learners should and must learn. A well planned lesson makes to some extend a very successful teaching and learning. To design a very good lesson, the facilitator must ask himself some questions which he must answer in the delivery process:

What must my learners know or what do I want my learners to know? These must bring to bear the Knowledge to be attained by learners, Skills to be acquired by learners as well as competency to be developed.

What teaching method and strategies must I used? This must depend persona or characteristics of the teacher, learning styles of the learner as well as the current state of knowledge attainment level of learners. The following teaching methods can be used: Classical approaches (Learner, Teacher, Organic, Mechanistic) Modern approaches (Individualized, Collaborative, Dialogic, etc) Postmodern approaches (Descriptive, Prescriptive, Competing value, Strategic constituency, Interactive, inclusive teaching, universal design for learning).

### **Outline of a Lesson Plan:**

Boakye (2021) indicates that to plan an effective lesson start by writing out what you want your learners to know in the area of knowledge, skills and competence. Secondly, select appropriate teaching method and activity strategy that can develop Knowledge Skills and Competences. Some activities may include hands on demonstration, observation, experiment, exercises, interactions etc. An effective lesson plan may have to follow the steps below:

- Identify strand and sub strand
- Formulate objectives
- Determine how to introduce the lesson (Hook/ Starter)
- Develop content knowledge or new learning
- Determine the plenary of the lesson (Took and Look/Reflection)
- Identify teaching and learning resources
- Determine best teaching methods and strategies
- Determine assessment and evaluation techniques

In all, the facilitator must consider time and duration of lesson, learner diversity, learner inclusivity, learner characteristics, facilitator characteristics, school policy and resources, etc.

**Boakye's Model of Lesson Delivery (HBTL Principles):**

Model of lesson plan gives a step by step approach to writing down how lesson is to be delivered to a group of learners. The step by step approach include:

**Hook:**

This is the introduction of the lesson. It must cover objectives of the lesson and its relevance to life application. This is crafted in a way that hooks the attention and interest of learners (Wallace, 2011). The hook must serve as a motivator for learners to want to hear, see and practice more with the intention to increase understanding.

**Book:**

This content standard or the knowledge to be gained for which skills and competences will be borne out. This has to be precise, concise, thought provoking pieces of information application to real life situation.

**Took:**

This is the part of the lesson that should be captured, applied and be with the learner for life. It includes skills and competences learners must acquire to enable them to do, practice and make use or apply in real life situations.

**Look:**

This has to do with reflection of action though reflection according to Schon (1987) can be for action or in action. Teacher reflection which can be done by assessment of learning in order to inform decision making and also on how to make learning experience better next time.

**Using Learning Taxonomies to Develop Inclusive Lesson Plan:**

Learning taxonomies are classifications of learning and the behavior associated with it. Learning taxonomies are used as a guide to learner attainment of knowledge maturity and development in relation to the three domains of learning (Cognitive domain, psychomotor domain and Affective domain). "The cognitive domain aims to develop the mental skills and the acquisition of knowledge of the individual. The cognitive domain encompasses six categories which include knowledge; comprehension; application; analysis; synthesis; and evaluation" (London School of Management Education, 2019)

The affective domain includes the feelings, emotions and attitudes of the individual. The categories of affective domain include receiving phenomena; responding to phenomena; valuing; organization; and characterisation (Anderson et al, 2011)

The psychomotor domain includes utilising motor skills and the ability to coordinate them. The sub domains of psychomotor include perception; set; guided response; mechanism; complex overt response; adaptation; and origination (London School of Management Education, 2019)



LEVEL OF TASK DIFFICULTY  
 Figure 1: Learner growth and maturity

**Knowing:**

Knowing consists of the ability to recall facts and basic concepts. Recalling relevant knowledge from long term memory. This develops a lower level of critical thinking leading to problem solving. Some assignment directives to use to assess this level of thinking include identify, define, describe, list, name, match, state etc.

**Understanding:**

This is the ability to explain ideas or concepts and making sense of what you have learnt. It develops low level of critical thinking leading to problem solving. Some task words to use to assess this level of thinking include explain, summarize, translate, rewrite, paraphrase, give examples, generalize etc.

**Applying:**

Applying covers the ability to use information in new situation or use of knowledge gained in new ways. This develops a moderate level of critical thinking leading to problem solving. Some assignment directives to use to assess this level of thinking include complete, solve, illustrate, produce, plan, demonstrate, discover etc.

**Analysing:**

To analyse is to draw connections among ideas and breaking concepts into part and showing how each part relates to another. It deals with breaking issues into its parts. Look in depth at each part using evidence for and against, and show how these parts interrelate to one another (Powell, 2011). This develops a high level of critical thinking leading to problem solving and personal leadership. Some task words to use to trigger or assess this level of thinking include compare, explain, categorise, to differentiate, compare, distinguish, outline, separate, and identify significant points (Beere, 2010).

**Synthesising:**

It is the ability to combine parts or connections to make a whole or using myriad of ideas to make a complete phenomenon (Petty, 2009). This develops a higher level of critical thinking leading to problem solving and personal leadership. Some task words to use to assess this level of thinking includes combine, compile, compose, devise, plan, revise, organize, create, generate, etc.

**Evaluating:**

This covers the ability to make judgments based on set of guidelines or putting information in an innovative way and justifying a stand or decision (Avis et al, 2014). It deals with critiquing an argument or proposition by identifying its strengths and weaknesses. This helps to refer to evidence and use logic and reason to argue cases out. Learner must have adequate grounds for decisions or conclusions. This develops highest level of critical thinking leading to problem solving and self- leadership. Some task word to use to assess this level of thinking include compare, contrast, criticize, justify, support, discuss, conclude, make recommendations, etc.

**Creating:**

Creating deals with putting information together in an innovative way to make new ideas or phenomenon. This develops excellent level of critical thinking leading to problem solving and personal leadership (Gravells et al, 2010). “From the foregoing, creation is the highest form of thinking and learning, and is therefore the most important behavior. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioral skills, beginning right from the lower primary level, it is advised that you do your best to help your learners to develop analytical and application skills as we have said already” (NaCCA Teacher Resource Pack, 2019 p. 17)

Some assignment directives to use to assess this level of thinking includes imagine, design, plan, compose, produce, manufacture or construct other products

**Applying Learning Taxonomy in Lesson Planning and Delivery:**

Let us take for instance a strand “Classroom Teaching” with sub strand “Lesson Plan”. Now the question is, how can I as a facilitator and consultant use the learning taxonomies to develop my learners at the various level of learning difficulty from knowing to creating? (Gadsby 2012).

This will demand the use of essay or assignment directives also known as task words. This will help assess learner level of learning attainment by way of critical thinking and problem solving (Duckworth et al, 2010).

“Any learning that do not empower learners for critical thinking and problem solving is a useless learning and dangerous to human development especially when the wrong things are learnt very well” (Boakye, 2021)

**Application of Learning Taxonomies to Lesson Planning:**

Applying the learning taxonomies to assess the development of learners in classroom is critical factor for facilitator’s consideration. As test case we shall use LESSON PLAN as a subject matter. To apply the stage of Knowing in planning a lesson, it is important for facilitators to follow the steps below:

- Define lesson plan
- Describe the essential features of an effective lesson plan
- List the aims of a lesson plan

To apply the stage of Understanding in planning a lesson the following questioning can be ask to trigger critical thinking and self- leadership.

- Explain the aims of lesson plan
- Summarize the relevance of incorporating learning styles in lesson plans
- Give examples of lesson plan design models for effective teaching practice

In the Apply stage of developing critical thinking and personal leadership in learners, facilitators can make use of the sample questions.

- Produce an effective lesson plan on “greetings” to be delivered to grade 1 learners
- Plan and justify lesson plan that meet learner needs
- Demonstrate how you would ensure learner inclusivity in your lesson plan

To incorporate into the Analyse stage in a lesson plan, facilitator may make use of the questioning samples below:

- Compare and contrast effective lesson plan and ineffective lesson plan

- Differentiate between effective lesson plan and ineffective lesson plan
- Distinguish between learning materials and learning resources for lesson planning

Synthesising stage is a critical one. It can be incorporated into lessons by following the sample questions below:

- Revise the objectives of the lesson plan “classroom teaching”
- Using Boakye’s model of lesson delivery create your own lesson delivery model appropriate to your learner and school policy
- Compose a new learning style from Mumford 4 learning styles

To apply the stage of Evaluating in planning a lesson the following questioning can be ask to trigger critical thinking and self- leadership.

- Criticize Boakye’s HBTL model of lesson planning and delivery
- Justify why lesson plan is necessary for effective teaching and learning,
- Make recommendations to National Council for Curriculum and Assessment on their Lesson plan Template

To apply the stage of Creating in planning a lesson the following questioning can be ask to trigger critical thinking and self- leadership.

- Design lesson plan document that serves as a guide for new teachers.
- Compose a song to be used as a starter for a lesson on “Greetings” to be delivered to grade 7 learners,
- Produce an assessment policy document for your school

### **Conclusion:**

In lesson planning and design, flexibility and adaptability are crucial in the design of lesson plans as they enable educators to meet the needs of their learners and respond to unexpected situations that may arise during the teaching and learning process. By being flexible, facilitators can adjust their teaching strategies, materials, and resources to suit the unique needs and abilities of their learners. Adaptability and flexibility in lesson planning also help to create an inclusive learning environment where all learners can feel valued and supported. This is especially important in diverse classrooms where learners come from different backgrounds and have varying levels of prior knowledge and skills. In addition, flexibility and adaptability allow for the integration of different teaching technologies and the use of diverse teaching methods to enhance the learning experience for learners. It also helps educators to manage their time and schedules effectively, ensuring that all learning objectives are met within the allocated time frame.

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