

Planning

(after: Barrington, 1998, p. 3)

Skilful teachers usually plan their teaching sessions carefully – but in a way that still allows flexibility and some spontaneity. Whilst a plan shouldn't look like a set of lecture notes it provides a good framework about what you intend to do in a session. In particular, thought should be given to the processes that will be used during the session. If not, there may be too much emphasis on content, a traditional focus at universities, often to the detriment of the learning process.

- A good plan balances tension between flexibility and structure, between content and process.
- A good plan helps coherence and a logical development of ideas; develops group rapport; ensures important content gets taught; and manages time.
- Even if your paper co-ordinator has provided you with an outline of the tutorial, it is always a good idea to take some time to think through how you can put the outline into practice.
- When thinking about a teaching session the following questions can be helpful in devising a plan:
 1. What are the objectives for the session? (What do I want the students to know and to be able to do?)
 2. What teaching/learning processes and resources will I use? (How shall I teach them?)
 3. How will I know how well I have succeeded in achieving my objectives? (What went well and what didn't?)

It is helpful to estimate how long each activity is likely to last. This is a guide for you, but sometimes you might communicate this information to the students, e.g., “for three minutes write down your ideas on x, and then we will have a ten minute discussion”.

A Suggested Planning Template

PLAN: (TITLE)		
OBJECTIVES:		
Time Frame	Content	Process
Warm-up		
1st activity		
2nd Activity		
3rd Activity		
Wrap-up		
Evaluation		