Effective, Measurable & Sustainable Whole-System Education Solutions

Who We Work With

Who We Are | What We Do | Who We Work With | Tech Strategy | Training | Insights

Anne Fox
Online facilitator
Lesson structure & task types
Cut and expand
The Backward Design Process

What I want the students to Understand and know and be able to do?

How do I check they have learned?

Which learning activities will lead students to the desired results?

Identify desired results

Determine assessment evidence

Plan learning experiences and instruction
**5 E’s Lesson plan**

Or what is an online lesson anyway?

<table>
<thead>
<tr>
<th>Engage</th>
<th>Your Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert objective &amp; prompt here]</td>
<td>[insert directions]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explore</th>
<th>Your Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert objective &amp; resources for students to explore here]</td>
<td>[insert directions]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain</th>
<th>Your Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>[insert objective &amp; link to a synchronous session or video]</td>
<td>[insert directions]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborate</th>
<th>Your Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>[insert objective &amp; links/resources]</td>
<td>[insert directions]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Your Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>[insert objective &amp; link to evaluation activity]</td>
<td>[insert directions]</td>
</tr>
<tr>
<td>Types of interaction</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Student to teacher</td>
<td></td>
</tr>
<tr>
<td>Student to student</td>
<td></td>
</tr>
<tr>
<td>Student to community</td>
<td></td>
</tr>
<tr>
<td>Student to material</td>
<td></td>
</tr>
<tr>
<td>Student to technology</td>
<td></td>
</tr>
</tbody>
</table>
Interaction types

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open response</td>
<td>Invite response to a provocative statement</td>
</tr>
<tr>
<td>Guided response</td>
<td>Teacher models a possible response as example</td>
</tr>
<tr>
<td>Sequential stimulus</td>
<td>A series of related stimuli that all learners respond to</td>
</tr>
<tr>
<td>Chain reaction</td>
<td>Build a story sentence by sentence</td>
</tr>
<tr>
<td>Multiple stimuli</td>
<td>Each learner gets a different stimuli to respond to</td>
</tr>
<tr>
<td>Breakout room</td>
<td>Small group interaction</td>
</tr>
</tbody>
</table>
Where interaction happens

- Audio
- Video
- Shared screen
- Chat box
- Polls
- Shared document
- Shared video
- Shared URL
Lesson planning

❖ Topic or language practice?
❖ Which topic/language point?
❖ Activity type
  ❖ Personal eg Corona virus
  ❖ Factual
  ❖ Creative
  ❖ Critical
  ❖ Fanciful
❖ Stimuli
❖ Interaction pattern

❖ Synchronous/asynchronous
❖ Staging and instructions
Task design

Clear and easy to follow

Move towards a goal or outcome

Promote interaction
A typical upper intermediate task

Original task
Read the article about Emoji use in the UK. Do the comprehension activities, then post your reactions to the article in our forum by Friday May 13th. Let’s get the discussion going!
A typical upper intermediate task

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Read the article about Emoji use in the UK. Do the comprehension activities, then post your reactions to the article in our forum by Friday May 13th. Let’s get the discussion going!

Amended task
Structured and staged
A typical upper intermediate task

Original task
Read the article about Emoji use in the UK. Do the comprehension activities, then post your reactions to the article in our forum by Friday May 13th. Let’s get the discussion going!

Amended task
Structured and staged
1. Go to our discussion forum and post an answer to one of the following questions.
   • Do you use emojis a lot in your online communication?
   • What are some common emojis you use when you are sending messages to friends?
   • Do you think emojis have changed the way we communicate?
   • Is there anything you don’t like about emojis?

   Post your answer in 75 words or less by Monday April 9th

2. Read this article about Emoji use in the UK and do the comprehension questions.

3. Now go back to the forum and read what other students posted in Stage 1. Choose at least two posts and leave a comment or question. You could ask for more detail or ask a question related to something you read in the article.

4. Check the forum regularly until April 13 to see if anyone has left you a comment or asked you a question that you need to answer.

www.theconsultants-e.com    admin@theconsultants-e.com
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<table>
<thead>
<tr>
<th>Task 4.2</th>
<th>The rise of emojis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim</td>
<td>To discuss a change in communication style</td>
</tr>
<tr>
<td>Time</td>
<td>45-60 minutes, approximately</td>
</tr>
</tbody>
</table>

In this task we will look at the rise of emojis in communication. This task is in three parts.

**Part 1: What do you think of emojis?**
Go to the [Emoji discussion forum](#) and post an answer to one of the following questions.

- Do you use emojis a lot in your online communication?
- What are some common emojis you use when you are sending messages to friends?
- Do you think emojis have changed the way we communicate?
- Is there anything you don’t like about emoji?

Post your answer in 75 words or less by Monday April 9th to the [Emoji discussion forum](#).

**Part 2: Emojis use in the UK and Japan**
Read this [article](#) about Emoji use in the UK and Japan and do the comprehension questions.

**Part 3: Comments and questions**
Now go back to the forum and read what other students posted in Stage 1. Choose at least two posts and leave a comment or question. You could ask for more detail or ask a question related to something you read in the article.

Check the forum regularly until April 13th to see if anyone has left you a comment or asked you a question that you need to answer.
Cut and expand
Links

• Lesson plan template: https://catlintucker.com/2020/03/designing-an-online-lesson/

• Interaction online: Creative activities for blended learning by Lindsay Clandfield and Jill Hadfield, CUP, 2017, Chapter 1 available free online

• https://www.cambridge.org/bs/cambridgeenglish/teacher-development/interaction-online/interaction-online-creative-activities-blended-learning-paperback-online-resources

• The long table in this article gives many ideas for different types of tasks.