Lesson structure & task types

Anne Fox
Online facilitator

Cut and expand

High Bandwidth

Low Bandwidth

Low Immediacy

High Immediacy

PRE-RECORDED VIDEO

ASYNCHRONOUS DISCUSSIONS WITH VIDEO

VIDEO CONFERENCES

PRE-RECORDED AUDIO

ASYNCHRONOUS DISCUSSIONS WITH AUDIO

AUDIO CONFERENCES

DISCUSSION BOARDS WITH TEXT/IMAGES

COLLABORATIVE DOCUMENTS

GROUP CHAT AND MESSAGING

READINGS WITH TEXT/IMAGES

EMAIL
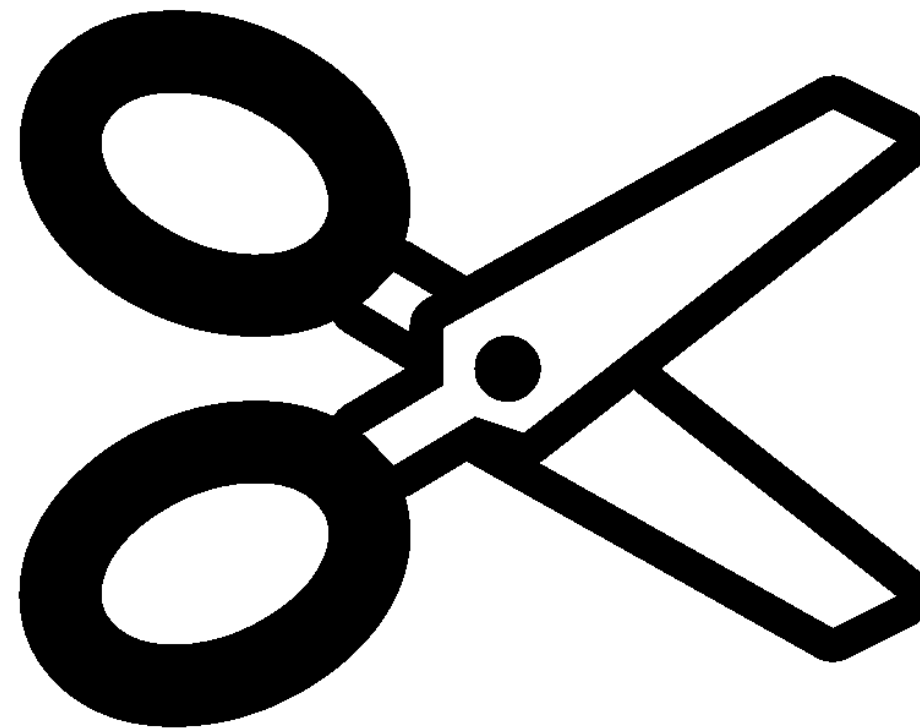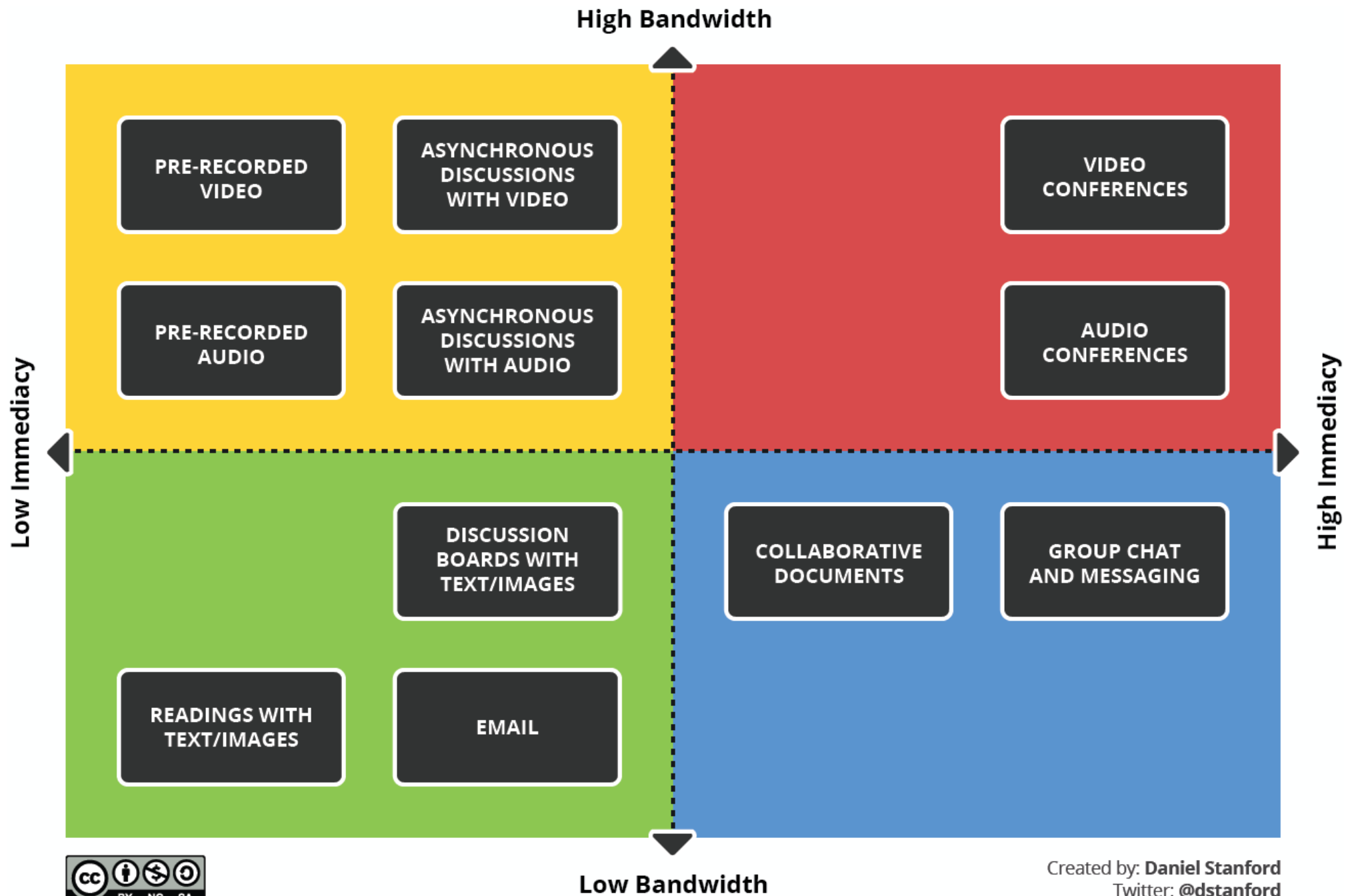
Created by: **Daniel Stanford**
Twitter: **@dstanford**

The Backward Design Process

Identify desired results

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

Determine assessment evidence

How do I check they have learned?

Plan learning experiences and instruction

Which learning activities will lead students to the desired results?

5 E's Lesson plan

Or what is an online lesson anyway?

Engage	Your Task
[Insert objective & prompt here]	[insert directions]

Explore	Your Task
[Insert objective & resources for students to explore here]	[insert directions]

Explain	Your Task
[insert objective & link to a synchronous session or video]	[insert directions]

Elaborate	Your Task
[insert objective & links/resources]	[insert directions]

Evaluate	Your Task
[insert objective & link to evaluation tool]	[insert directions]

Types of interaction

Student to teacher

Student to student

Student to community

Student to material

Student to technology

Interaction types

Interaction	Example
• Open response	• Invite reponse to a provocative statement
• Guided response	• Teacher models a possible response as example
• Sequential stimulus	• A series of related stimuli that all learners respond to
• Chain reaction	• Build a story sentence by sentence
• Multiple stimuli	• Each learner gets a different stimulis to respond to
• Breakout room	• Small group interaction

Where interaction happens

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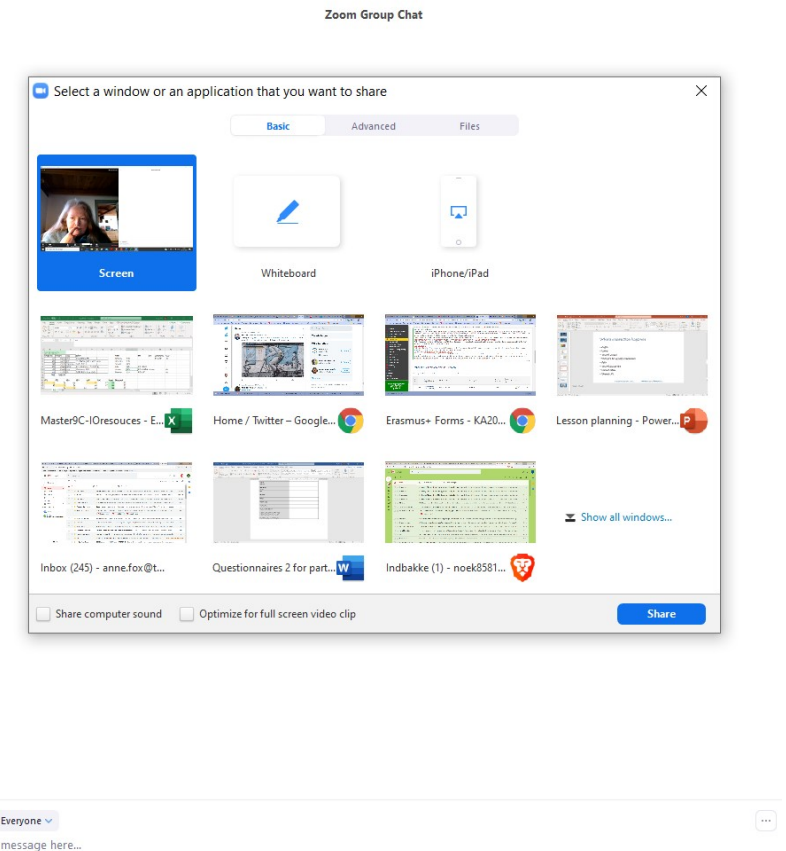
Lesson planning

❖ 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

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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!

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Amended task

Structured and staged

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Amended task

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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

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Synchronous?

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Task 4.2	The rise of emojis
Aim	To discuss a change in communication style
Time	45-60 minutes, approximately

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 emoji 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: Emoji 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.

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Cut and expand

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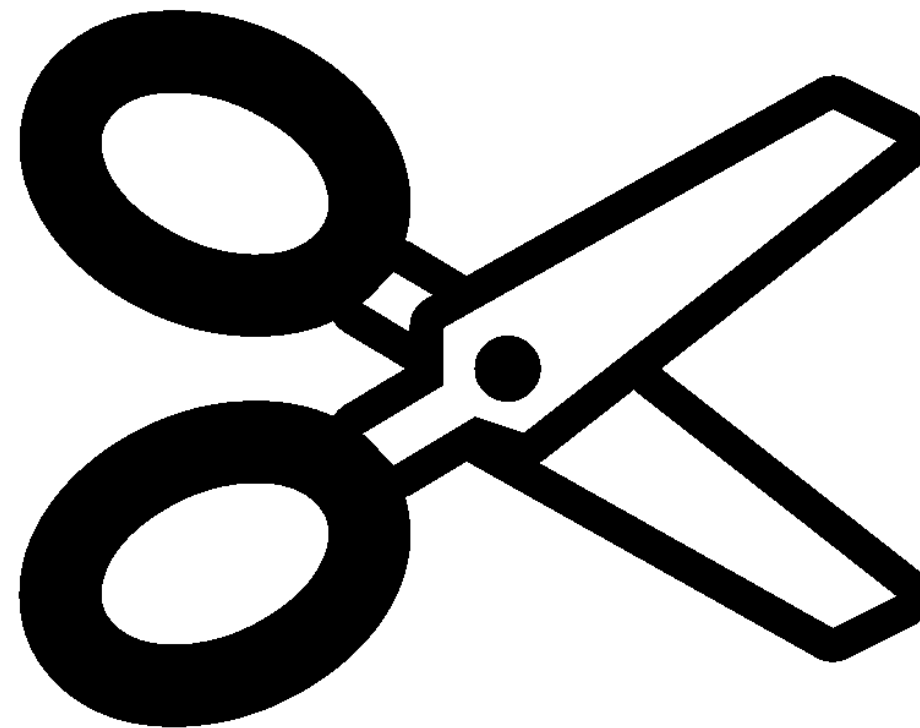
Links

- 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.
  http://www.irrodl.org/index.php/irrodl/article/view/3985/5270

www.theconsultants-e.com/teaching-live-online/