

Running Head: ENGLISH

TEACHING, LEARNING, AND LESSON PLANNING

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Introduction

As a crucial component of the educational sector, the lesson plan must achieve and deliver information based on the students' curriculum and assess their academic progress to satisfy the expectations and objectives of the students (Bhandari and John Mathew, 2021). Therefore, this report aims to analyse the importance and characteristics of effective lesson plans in educational institutes. This report highlights the aim of lesson planning and each component necessary for developing and implementing an effective lesson plan for individual students. Additionally, this report will include how the lesson plan is implemented in the classroom to suit the unique needs of each student and provide personalised outcomes. The report will also indicate the importance of an inclusive and flexible lesson plan for meeting the learners' needs.

Aim of Lesson Planning

Planning and designing a lesson, including education, start with planning objectives and goals. A lesson plan is a comprehensive outline of an instructor's teaching technique for a single class session, intending to support students in achieving a certain educational objective. According to Edi et al. (2021), supportive planning is an organised teaching approach component. Lesson planning is often used during the first lesson of a session to set the objectives for experts and the activities for students. The purpose of a lesson plan is also to aid professionals in concentrating on the needs of students to ensure that they comprehend the content of the material delivered via the use of different teaching methods that are appropriate for their needs (Sebayang et al., 2021).

Characteristics of an Effective Lesson Plan

The aptitude for planning may be cultivated similarly to any other skill. While extended lesson planning may seem to be a time-consuming lesson at first, it may assist you in developing patterns that become more natural with time (Temiz, 2019). Lesson plans should be established in writing. It is critical to creating both broad and specific goals during lesson preparation. The lesson plan should contain instructions on choosing and using the most successful instructional style. The continuation component revisits and expands on the idea introduced in the preceding lesson (San Miguel, 2021).

Throughout the lesson preparation process, techniques and instructional materials such as charts, maps, and other audio-visual components and their usage should be documented. The contents are the disciplines of teaching and learning deemed necessary and advantageous for students' complete and cohesive growth (Bhandari and John Mathew, 2021). These materials must be selected (to ascertain which are the most critical and necessary), organised (to specify how and in what order they will be presented), and sequenced (to specify how and in what order they will be exhibited). Lesson planning should include core concepts, fundamental methods, and abilities that will help develop material (Irianti, 2019).

Designing Lesson Plans for Incorporating Goals and Needs of Learners

While lesson planning can take many forms, the most effective lessons include the following components, including clearly stated learning objectives; an introduction to the lesson; student participation in activities that aid in the acquisition of the desired content or skill; opportunities for students to practise while receiving feedback on their progress; a summary or closure to the lesson; and assessment. Along with the critical lesson components stated above, the teacher must be aware of your student's talents in the classroom. Each student should have the option to enhance their knowledge, students, and performance in certain areas. When planning classes for the students, keep their diverse learning styles in mind. If a teacher collaborates with a special education teacher and needs modifications or adjustments to their courses or materials, the special education teacher may help (Sebayang et al., 2021).

Task 2

2.1 Learning Styles and Learning Taxonomies for Lesson Planning

Individuals' learning styles are shaped by various variables, including their varied abilities, personal preferences, motivation, and preferred learning environment (Iqbal et al., 2021).

Learning Styles

According to Ratih (2020), teachers should engage students and assist in their comprehension of the teaching subject by including various learning resources into the lesson, including graphs, charts, graphical aids, handouts, videos, and photographs. Because learners acquire skills and information in a variety of ways, visual, auditory, read or write, and kinaesthetic learning styles enable learners to acquire skills and information through visual learning, oral and written communication, physical touch, and performing tasks in a specific manner (Caniglia and Meadows, 2018).

Bloom Taxonomy

Bloom's taxonomy is a categorisation system that instructors use to develop learning objectives for their students based on various objectives and skills. Professionals learning planning strategies may benefit from a basic understanding of styles and taxonomies. It helps professionals differentiate their training and get a better understanding of their student's learning styles, enabling them to provide lectures in various styles suited for their student's goals and objectives (Samey, 2019).

Herzberg Theory of Motivation

Herzberg's theory of motivation was based on a two-factor motivation model, which said that a firm might use a range of factors to inspire students to work harder (motivators). However, various variables may motivate students to work longer hours (hygiene factors). Additionally, Herzberg's Theory may assist students in becoming more motivated by enhancing sanitary components such as classroom atmosphere, learning facilities, and inclusion (Caniglia and Meadows, 2018). Whilst developing lesson plan, the teacher can use these factors to address the motivator needs as well as learning environment and relationship which will motivate the students in achieving the aim of the plan.

Maslow Theory of Needs

By recognising and aiding students in increasing the school's free lunch programme,

2.2 Incorporation of Learning Styles and Taxonomies in Lesson plans

In lesson planning, Bloom's Taxonomy is utilised to aid students in grasping the "big picture." Therefore, educators use the cognitive domain of Bloom's Taxonomy to aid them in developing questions to ask students (Iqbal et al., 2021). At the most fundamental level of information recall, students are required to characterise sentences and identify keywords. Students must analyse facts and compare and contrast newly acquired knowledge as they proceed to this level of information understanding (Kencana, 2019).

Students may now apply their newly gained abilities and ideas to real-world situations at the next level of knowledge application. Students must discriminate information in the fourth stage of knowledge analysis to uncover patterns and hidden meanings. Teachers help students develop advanced critical thinking skills at the knowledge assessment level. Students must produce their ideas and provide

2.3 Ensuring Inclusiveness of Lesson Plans

Each class has a varied collection of students, each with its own set of unique needs, interests, and abilities. Lesson plans may be inclusive if students demonstrate an understanding of the resources required to accomplish the target by accomplishing the objective. Students are encouraged to showcase their abilities and experience (Hedegaard-Soerensen and Penthin

Grumloese, 2020). At the start of the lesson, provide tasks that will elicit a diverse range of talents and knowledge. The lesson plan may be considered inclusive if it provides several chances for meaningful discourse with supportive peers and indicates that students are motivated to ask any question and willing to share their knowledge (Muñoz Martínez and Porter, 2020).

Lesson plans include techniques for enhancing students' active participation via a range of instructional styles and formats. For ensuring an inclusive lesson plan, teachers should allow as many alternatives as possible so that each learner gets an equal quantity of information.

Individualised learning ensures that students get feedback on their progress. According to

Hedegaard-Soerensen and Penthin Grumloese (2020), the teachers must comprehend the subject matter they will be teaching, which requires reading the curriculum guides provided by the local school system and being familiar with the national standards that govern each subject area's curriculum. It is vital to examine and comprehend the students' expectations before constructing

Task 3

3.1 Preparing Effective Lesson Plan

The educator creates a lesson plan depending on the students' needs. A lesson plan must go through six key phases to be considered thorough. As a first step, make a list of learning objectives. The substance of the lesson, the session's learning aims for students, the session's learning expectations for students at the conclusion, and the data gathered throughout the process will all be discussed in this part (San Miguel, 2021). All expected learning characteristics, talents, and contested issues must be considered.

The successful execution of the instructional plan is the second phase of the lesson plan development. Instructors must recognise that each student will bring their group of students to class and their unique set of talents.

In the third phase of lesson plan development, the instructor must incorporate various materials and activities while also reacting to the student's specific needs, which includes creating and planning differentiated learning activities (Temiz, 2019). During the fourth phase, the instructor should use assessments and feedback to assess student's progress through the learning process, which involves development and comprehension. The teacher must write an engaging conclusion and a course timetable for the last two tasks in the lesson plan. The instructor will be able to keep track of the pupils' progress and make developmental decisions on their behalf by reviewing the achievement in the lesson plan (Sebayang et al., 2021).

3.2 Need for Flexibility and Adaptability in Lesson Plans' Designing

Adaptability and flexibility are two of the most important classroom qualities any teacher should have. Furthermore, these two characteristics are complementary to one another. The capacity to change your plans in reaction to unforeseen situations is referred to as "flexibility" (San Miguel, 2021). Adaptability and flexibility must be prioritised in lesson planning. During the course, it is possible to assess an instructor's efficacy in building a better understanding of the students' needs (Haryati et al., 2021). If the teacher is adaptable enough, they can handle any uncertainty or irregularity in the lesson while maintaining its high quality. Effective instructors are multitaskers who can balance several obligations while keeping a positive connection with their students. The teacher's qualifications and abilities improve with each subsequent session and degree of difficulty, increasing their efficacy. Based on the teacher's flexibility, lessons may be tailored to the specific needs of the students. Students will lose interest if they do not understand the taught content (Bhandari and John Mathew, 2021).

3.3 Effect of lesson plan design on inclusive teaching and learning delivery.

Throughout the learning process, students have different expectations and needs for information acquisition and different learning styles. The design of the lesson plan has an impact on inclusive teaching and learning processes by assessing students' skill levels, information acquisition levels, ability to focus and work in groups, prior knowledge and learning experiences, as well as special needs and learning preferences, is critical. A well-structured lesson lays out the learning objectives and provides additional resources to help scaffold intermediate concepts. A teacher's ability to offer suitable, inclusive instruction is greatly influenced by the content and organisation of a lesson (Messiou, 2019).

Task 4

4.1 Designing Essay Plan

LESSON PLAN

Institute Name

Lesson Plan Name Communication in Health and Social Care

Unit Ref Number 1

Unit Level 4

No of Student TBS No of the Students attend

Time 10.00 am- 2.00 pm 4 Hours

Session Date: 25-February-2022 Place Virtually through

Zoom

Lecture/Tutor:

Subject/Course BTEC Level 4 HNC Diploma in Health and Social Care

Lesson Title Communicating in Health and Social Care Organisations

Lesson Topic Identification and Importance of Different Communication Approaches in Health and Social Care

Lesson Aim

Understanding the importance of different communication forms in the context of health and social care

Lesson Objectives

The students will be able to identify and effectively use different forms of communication in the health and social care environment for achieving effective and quality care delivery. The students will gain skills and knowledge of different communication forms in the health and social care settings.

Material Resources

Laptops with a proper internet connection will be utilised, relevant content materials,

Microsoft Office Software including Word, PowerPoint presentation, and excel for Presentation of content materials on slides, whiteboard, notepad, board pens and pencils,

Zoom software with link and password for accessing the sessions.

Class Profile

For inclusive learning, the session will include a diverse group of students of different ethnicities, religions, ages, gender, nationality, etc.

The students will be both national and international from different countries.

The lesson will address the students and professionals either studying in the field of health and social care or already employed in the health and social care industry.

Assessment

The knowledge and understanding of the students will be assessed through;

- Quizzes
- Discussion
- Group Activities
- Presentation

Differentiation/ Inclusiveness

As diverse students will take part in the session, Bloom taxonomy will be applied during the development and delivery of the lesson. The action plan will be created for students with different levels of skills, knowledge, experience, ICT, and literacy barriers to ensure that all the barriers are overcome during the sessions.

Home Tasks

Prepare a presentation report on the key topics highlighted during the session.

Time	Content	Teacher Activity	Student
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Activity	Resources	Assessment	
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Method

10.00-

10.15 am	Attendance of students for acknowledgement, ground rules discussion, and assessment of the students	Taking attendance important aspects of the previous lesson before introducing the current lesson	Registration for showing attendance engagement in the session
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Attendance

register, laptop, internet access,

zoom access with link and

password,

Moodle

VLE

Microsoft

Office for Q&A, Preassessment questions, Cross questioning and discussion

PowerPoint

slides

10.15-

10.45 am Open discussion on different types of communication forms and techniques in health and social care organisations Conducting live session with Zoom, brainstorming ideas, reading Moodle course materials VLE, and Q&A session Using Zoom and Moodle VLE materials, listening and reading the learning materials and making notes, engagement in discussion and collaborative team working with other students in discussion and Q&A sessions laptop, internet access, zoom access with link and password,

Moodle

VLE,

Microsoft

Office for PowerPoint slides Notes taking, reflective practices, online debate and discussion, assignment and report writing 10.45-

11.15 am Presentation of adapted tools and techniques of communications Conducting live session with Zoom, brainstorming Using Zoom and Moodle VLE materials, laptop, internet access, zoom Notes taking, reflective practices,

and their purposes in the health and social care organisations ideas, reading Moodle course materials VLE, and Q&A session

listening and reading the learning materials and making notes, engagement in discussion and collaborative team working with other students in discussion and Q&A sessions access with link and password,

Moodle

VLE,

Microsoft

Office for PowerPoint slides online
debate and discussion, Q&A,
assignment and report writing

11.15-

11.45 am The regulatory frameworks,

legislation, policies and standards which have to be considered during communication in the health and
Conducting live session with Zoom, brainstorming ideas, reading Moodle course materials VLE, and Q&A
session Using Zoom and Moodle VLE

materials, listening and reading the learning materials and making notes, engagement in laptop,
internet access, zoom

access with link and

password,

Moodle

VLE,

Microsoft Notes taking, reflective practices,

Q&A, online debate and discussion, assignment and report writing

social care settings discussion and collaborative team working with other students
in discussion and Q&A sessions Office for PowerPoint

slides

11.45 am-

12.15 pm Break

12.15- 12.45 pm Principles and importance of effective communication

in a multidisciplinary team including staff, professionals, nurses, etc.,

communication

ideas, reading Moodle course materials VLE, and Q&A session Using Zoom and Moodle VLE materials,

listening and reading the learning materials and making notes, engagement in discussion and

collaborative laptop, internet access, zoom access with link and password, Moodle

VLE,

Microsoft

Office for Notes taking, reflective practices,
Q&A, online debate and discussion, assignment and report writing

method with users and their families team working with other students in discussion and
Q&A sessions PowerPoint

slides

12.45-

1.30 pm Survey and discussion on the collected information, report making on the topics
covered. Conducting live session with Zoom, brainstorming ideas, reading Using Zoom
and Moodle VLE materials, listening and reading the learning materials and making notes,
engagement in discussion and

collaborative team working with other students in discussion and Q&A sessions laptop, internet access,
zoom access with link and password,

Moodle

VLE,

Microsoft

Office for PowerPoint slides Notes taking,
reflective practices,

Q&A, online debate and discussion, assignment and report writing

1.30-

2.00 pm Conclusion and feedback Conducting live session with

Zoom and VLE, Overview and summary of all the information delivered in the lesson,
acknowledgement, key points for

answering queries Q&A participation, question asking, notetaking, listening to the summary
and crosschecking their gathered

information laptop, internet access, zoom access

with link and password,

Moodle

VLE,

Microsoft

Office for PowerPoint slides Q&A, notes, debate, assignment submission, and feedback

4.2 Monitoring Achievements and Progress of Learners

The goal of this lesson plan is to provide learners with a thorough understanding of different forms of communication adapted in the health and social care settings, including multidisciplinary, userhealthcare provider, etc. with information technology tools and techniques, verbal and written and legal communication to improve the IT and communication skills of the students. This lesson also aims to increase the students' knowledge regarding the legal regulatory framework around which the communication should take place in the health and social care organisations. Learners have a better grasp of these skills, knowledge, and tools due to the open debate based on which communication in health and social care occurs (Coenders and Verhoef, 2019).

The student may be able to make better-informed decisions by examining the company's strengths and weaknesses. Students familiar with the organisation's history and structure have a greater understanding of its operations and the significance of performance indicators used by healthcare organisations to measure care quality. The concepts used to evaluate the effectiveness of care delivery through communication are almost definitely familiar to students. Therefore, due to a better understanding of this topic, the students' conceptual and critical thinking abilities may increase (Kencana, 2019). Students have a basic understanding of the tools and techniques used as a form of communication in health and social care settings.

They have been able to apply their ICT skills for assessing their skills and knowledge of communications. Implementation of different forms of communication in health and social care enables effective interaction between the health care provider and users, addressing their needs and requirements. The student was familiar with the goal and objectives of the health and social care organisation, which is to form effective communication and ensure quality care delivery to the service users. Their analytical abilities would improve as they analysed and assessed different forms of communication in health and social care settings. Through quizzes and questions, learners will be able to clear up any remaining misunderstandings and get a more thorough conceptual understanding. Participation in group discussions and activities might help them improve their teamwork skills (Bhandari and John Mathew, 2021).

4.3 Enabling Learners for Feedback

Feedback of the learners is an important tool for evaluating the effectiveness of a lesson plan. Since all activities would be stretched out over the day, students may struggle with the duration of the lesson plan. Some older students may prefer classroom instruction over online instruction. These learners may struggle to engage successfully in brainstorming sessions due to their lack of expertise with computer technology and a preference for face-to-face instruction over online instruction. Learners who have no prior industry experience may fail to understand the frameworks and techniques employed, demanding a more comprehensive course to grasp advanced communication concepts (Coenders and Verhoef, 2019).

Certain learners may need a longer break to relax and absorb the material presented throughout the lesson. Individual sessions allow learners to express themselves and their opinions more openly as compared to group environment due to fear of embarrassment. They may be hesitant to incorporate tests at the end of each module since doing so would cut the course's length in half. It would also cut down on its time to react to their questions. Certain learners may want to go to the chosen firm and conduct real-world surveys, and they may be disappointed if the course does not allow them to do so (Stitt-Bergh et al., 2018).

GUIDANCE DOCUMENT

Task 5

5.1 Definitions

Assessment

Assessment is a kind of classroom study that provides useful feedback on enhancing teaching and learning. The process through which a student offers feedback to the instructor on their progress in learning is known as assessment. It is difficult to overestimate the relevance of assessment in the learning and motivation processes (Premalatha, 2019). Our assessment assignments influence how our students approach their learning activities and students. For the students, assessment should be a simple procedure that involves grading, learning, and motivation. Effective assessment techniques provide critical information about a student's learning. Assessment is important in the learning process since it allows students to develop. Students who can assess their progress in class may judge whether or not they are grasping the topic. For students, the assessment may also be a motivating and encouraging tool. When students are aware of their poor performance, they are more driven to improve (Killam and Camargo-Plazas, 2022).

Evaluation

The procedures and tactics used to assess students' knowledge, learning, and comprehension for grading and reporting are referred to as evaluation. When a teacher gives a student feedback on their development, the teacher assesses the student's learning. Educational lessons are developed, evaluated,

and improved via evaluation (Killam and Camargo-Plazas, 2022). It acts as a built-in monitor inside the software, continuously learning data on the student's progress. It also gives critical feedback on the design and execution of the application.

Consequently, evaluation is critical to the success of a lesson plan. The teaching and learning processes would be unsuccessful without evaluation. It has the potential to assist both teachers and students by improving their teaching and learning skills. Frequently, a method known as "continuous evaluation" is used. It helps students improve their critical thinking skills and their academic success and progress. Evaluation is required in all aspects of education, including teaching and learning (Premalatha, 2019).

5.2 Use of Different Methods of Assessment and Evaluation

Initial Assessment

The initial assessment is a type of assessment in which educators analyse and support students with their educational needs in this way of learning. It enables professionals to construct a learning plan that may be used as a basis for their learning and the start of the learners' educational learning. It also allows experts to do a pre-assessment to help students improve their comprehension and enrol them in the appropriate course. Furthermore, early assessment enables specialists to adopt a tailored teaching method that aligns with the students' goals. It also aids instructors in gaining a better understanding of their student's abilities and the strategies they use to meet their learning needs (Killam and CamargoPlazas, 2022).

Formative and Summative Assessment

Activities may be more easily included in the instructor-to-student information flow, and formative and summative assessment opportunities can be built into the lesson. Educators use quizzes and examinations to examine how well students learn various subjects or courses during their training. In addition, they're known as formative assessments. It's a kind of assessment that happens regularly during a course. It comprises games, projects, presentations, and group activities repeated many times to evaluate students' progress throughout the teaching and learning process (Stitt-Bergh et al., 2018).

Summative assessments are evaluations of what students have learned during a course. It allows teachers to test students' understanding at the end of a course using assessments, final examinations, reports, and end-of-course projects. On the other hand, summative assessment is cumulative and tries to evaluate students' long-term knowledge retention. It also allows students to be evaluated on their knowledge and readiness for the next stage of their growth. Furthermore, formative and summative assessments are essential components of teaching and learning because they enable instructors to monitor students' progress (Yan and Boud, 2021).

Visual and auditory

According to Stitt-Bergh et al. (2018), certain students prefer visual learning. Graphs, charts, and graphics are examples of how data is conceptualised. When students utilise these images, they may easily visualise their studies and understand the aim and topic. On the other hand, some students prefer auditory learning and rely on class lectures and debates for comprehension. Auditory learning allows students to concentrate on their studies while still listening to lectures and socialising in a group setting, allowing them to achieve their full potential (Premalatha, 2019).

Formative evaluation

Formative evaluation occurs during the development phase and comprises obtaining data and information that may be used to improve the program's effectiveness. Formative evaluation occurs during the development phase and comprises obtaining data and information that may be used to improve the program's effectiveness. This is the line in issue "The term "formative" refers to the activities that take place before instructional materials are developed, while "evaluation" refers to the data gathering method used to analyse the training's strengths and flaws. Consequently, formative evaluation is a judgement of the strengths and weaknesses of early childhood education to improve the efficacy and appeal of instruction." The formative evaluation may be beneficial in any area of education where there is room for growth (Killam and Camargo-Plazas, 2022).

5.3 Use of Differentiated Assessments for Incorporating Learner's Individual Needs

Differentiated assessment enables instructors to try out different assessment techniques and ways for students to demonstrate their knowledge to match students' needs, interests, and abilities with different learning needs, interests, and skills. Differentiated assessment results in increased student learning when students use their current knowledge to investigate, acquire, and integrate new information, understanding, and talents (Bhandari and John Mathew, 2021). To better match students' needs, interests, abilities, and past learning, educators must employ a range of assessment methodologies. In the classroom, quizzes, tests, essays, portfolios, debates, projects, demonstration reports, timelines, maps, multimedia presentations, learning logs, journals, stimulations, graphic organisers, brochures, pamphlets, student-created rubrics, song, peer- and self-evaluations, postcards, models, exhibits, assignments, and games are all used as assessment tools (Coenders and Verhoef, 2019). The following is an example of differentiated assessment:

- All learning activities are differentiated based on the students' abilities and limits. Visual learners will get visual cues, whereas auditory learners will receive aural signals, and so on.
- Student students differ; some students like to study alone, while others thrive in a diverse group.
- It is feasible to satisfy the needs of all students by modifying lectures and exams.
- Students' learning and thinking styles and their various intelligence are taken into account.
- All students have the opportunity to network since the courses are open.

- Project- and problem-based learning are often used in differentiated education and assessment.
- Students are given a range of chances to think for themselves.

5.4 Analysis of Assessment and Evaluation Results for informing Lesson Planning

Analysing the assessment results gives information on the overall strengths and weaknesses, as well as the developmental potential of the learner. It is vital to maximising all of the students' efforts by using the teachers' expertise to the best degree feasible via excellent analysis and interpretation abilities (Edi et al., 2021). Results and outcomes from assessments and evaluations may be used in several ways to determine the effectiveness of a lesson plan. The teacher may get a thorough picture of the student's learning needs and goals via several rounds of evaluation. Consequently, the teacher will be able to recognise the children's distinguishing characteristics with more ease. Teachers may use this plan to help them decide which components to include in their lesson plans. New resources and technology are simple to adopt, allowing instructors to create a dynamic, engaging learning environment for their students (Killam and Camargo-Plazas, 2022).

Conclusion

In conclusion, creating a lesson plan should be centred on the needs of the students, and the teacher should aim to create new ideas that drive students to engage in their learning actively. It's easy to see how a teacher may include a variety of theories, taxonomies, models, and concepts into their lesson planning. The lesson planning process aims to ensure that students have a strong grasp of the relevant skills and information, and having an effective lesson plan in place is crucial for student engagement, progress, and compliance with the session's objectives.

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