3 | CREATE LESSON PLANS

Process Document

What you need to know!

This document is designed to help you reflect and create your VTT experiences.

- Customize it to fit your needs.
- The instructions are intended as trigger questions to help you reflect.
- You may leave boxes unfilled, or add more if you feel that some issues are left unaddressed.

Table of Contents

3 | CREATE LESSON PLANS

Introduction

After Step 1 – Set it Up, and Step 2 – Define Your Goals you are now ready to proceed to Step 3 – Create Lesson Plans. There are 3 phases involved in the process of creating your VTT lesson plan: Preparation, Collaboration, and Follow-up.

We have divided each of these phases into two parts: Description and Technology and Materials. The description section should help you think about what students are going to DO during each phase. This, in turn, will help you to think about the technologies/materials that you may need to support them.

Case Examples

Activities	Description	Technology / Materials
Preparation		
Collaboration		
Follow-up		

Begin with the end in mind not only refers to the learning outcomes but also your lesson plan. Many people refer to this as backwards design. Thinking about the overall lesson before you start will help you to avoid some of the pitfalls that can occur during your activities. Note that your technology choices should be based on the strengths and limitations of the technology, and ultimately guided by your educational objectives.

Reflection Questions

- What will the students need to know beforehand?
- How will the students get engaged, be challenged and collaborate?
- How will students collaborate to meet the outcomes and create a product?
- What software or hardware will be needed? Did you test it? Do you need to set up accounts?
- Will your students need guidelines, procedures, templates, grading rubrics, etc.?

Let's take a look at each of these three sections in turn!

Preparation

In this phase, you'll describe what the students will need to do in order to interact with the other students. The focus at this stage is about building relationships between the students and preparing the students' knowledge base needed for effective working groups and focused learning activity.

Creating opportunities to build relationships between students is a critical step in the process that is sometimes overlooked, but this enables students to feel more engaged and consequently more accountable for the work that will ensue.

Remember to plan for your technology and material needs also, as they will be equally important for a successful collaboration. Note that some students may be more at ease with one technology over another, so it may be a good idea to have a couple of options available, or ask the students which to choose what works best for them.

Reflection Questions

- How will the students prepare for their interaction? What will they need to know beforehand?
- What types of activities can help build the relationships?
- How many students are in each class and how will they be paired off?
- Is there enough bandwidth in the college to support your exchange?
- How many students can collaborate simultaneously without jeopardizing the connectivity?
- Is the software available at the college or is it possible for you to download it onto the college machines?
- What technological support staff is available to help you set things up?

Case Examples

Activities	Description	Technology / Materials
Preparation	**Week 1 (1st meeting)** • All students will prepare a list of 5 questions to ask their virtual partner as homework. • Students will be divided into working group where they will introduce themselves using skype (30 min).	• Students will set up skype account up in the previous class (15 min). • Student will set up a google account and practice using google docs (30min). • Students will need to ensure they have working email accounts that are compatible with Google. (30 min). • Create process guidelines for outcome required for each exchange. • Create procedures for creating and accessing accounts for skype and google docs.

Note that students from the metropolitan classes are often much bigger than the regional colleges. This is not a concern per se, but does require some advanced planning in terms of setting up groups. A potential solution might be to have 1 student in the regional college talking to 3 students in the metropolitan college.

Now let's take a look at what students will DO during their collaboration!

Collaboration

In the collaboration phase, students are working on the activities to develop their products. Try to make explicit references to expected student outcomes for each part of the activity. Try to include overall schedule, structure, duration, as well as tools, technologies and materials used. Note that depending on the activity, students can sometimes participate in their own process planning as well.

You may want to begin the collaboration by introducing yourself to the 'other' class, or decide to have the students engage right away. Either way, it is important to structure the collaboration in such a way that students have the opportunity to learn about the process for exchanging ideas along with knowledge required to meet the objectives for each task.

During the activity, try to stick to your plan but remain flexible to allow for unexpected learning opportunities. You may also want to have a backup plan in case some of the students are unable to connect with the chosen technology. Remember that technical support will be crucial throughout the activity. If possible, have an audio-visual technician present, or on standby, in order to troubleshoot during the live events.

Reflection Questions

- How will they break the ice?
- How will they collaborate on the activity in order to meet the outcomes and create a product?
- How will they conclude the activity?
- If the plan fails, what could students do as an alternate activity? Is there another way for them to communicate?

Case Examples

Activities	Description	Technology / Materials
Collaboration	**Week 3 (2nd meeting)** • **All students** will prepare a list of requirements on google docs to share with their virtual partners at home that will be reviewed by the teacher (1 class theory + 1 class working session= 150 min). • **Marketing** students will explain their requirements document to their Hypermedia partners (60 min).After receiving feedback, they will update their requirements in the google docs and reply to the email that document has been updated within 48hrs of receiving the email (homework). • **Hypermedia** students will take notes during and ask questions during the meeting. They will be required to submit a summary of their discussion and any additional questions they have by email within 48hrs of the meeting. **Week 5 (3rd meeting)** • **Hypermedia** students will prepare a high level draft of web design and associated documentation to share in google drive for review by the Marketing class. (1 class theory + 1 class working session= 150 min). Then, they will design a mock up website within 2 week of receiving feedback. (2 working sessions + homework= 150 min+ 2hrs). • **Marketing** students will review the document and send feedback and questions within 1 week (30 min theory + 30 min working session for reply).	• Create an evaluation rubric for the requirements document (in google docs) to share with students. • Web design document evaluation rubric to share with students. • Student will use Skype to discuss. Note that alternative means of communication is also possible if needed, e.g. Facetime, Google chat.

VTTN REVE
Virtual Team
Teaching Network
Réseau d'enseignement
virtuel en équipe

VANIER
CÉGEP/COLLEGE

Follow up

Your lesson plan will also need to consider the on-going implications of the collaboration activity for your students. Try to identify potential ways that students can integrate what they have learned from the collaboration within the context of their own course.

Depending on the specific needs of your activity, you'll need to outline how students are expected to follow up with their virtual partners, including how and when this interaction will occur.

Try to provide guidelines to help students define how they will evaluate the results of their interaction. Perhaps you will have them prepare a survey, or perhaps a combined focus group of students that can address the various aspects of the collaboration (logistics, technical considerations, teacher support, quality of the learning, etc.). See the Reflective Practice section for more information.

Reflection Questions

- How will the students integrate what they learned with their course?
- How will they evaluate the results of their interaction?
- How and when will they follow up with their virtual partners?

Case Examples

Activities	Description	Technology / Materials
Follow up	**Week 8 (4th meeting)** Marketing and Hypermedia students will reflect and discuss the learning activities as a group: What worked? What needs improvement? Do they feel they met their learning objective? Why or why not? Suggestions for the future? (60 min)	Students will set up a meeting time using email. Student will use Skype to discuss. (Note that alternative means of communication are also possible, e.g. Facetime, Google chat.)

1 | SET IT UP

HINTS
• Why do you think your course is a good candidate for VTT?
• What elements of your course could benefit from collaboration?

Course 1	Course 2

2 | DEFINE YOUR GOALS

HINTS
• What are the common or complementary objectives?
• What do you want your students to learn or practice through the VTT activity?
• What product will they create together, and is it consistent with the desired learning outcome?

Common Objective	Learning Outcome	VTT Activity	Product

3 | CREATE A LESSON PLAN

	Description	Technology / Materials
	• How will the students get engaged, be challenged and collaborate?	• What software or hardware will be needed? Did you test it? Do you need to set up accounts? • Will your students need guidelines, procedures, templates, grading rubrics, etc.?
Preparation • What will the students need to know beforehand? • What will the students need to do before they can interact?		
Collaboration • How will you break the ice? • How will students collaborate to meet the outcomes and create a product? • How will you conclude the collaboration?		
Follow-up • How will the students integrate what they learned with their course? • How will they evaluate the results of their interaction? • Will they follow up with their virtual partners? If so, how and when?		