

Litia Wilson

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Lesson Plan Revision

PIDP 3210

1. How have you changed the original document based on the feedback you received? If you haven't made changes, why did you make the decision to not revise?

In order to add more feedback in the course:


- utilize pre assessment to customize the course moving forwards.
- provide verbal feedback after the post assessment.


In order to have more deeper thinking I added pre-made questions to ask throughout the day. I put a reminder to follow the 10:2 rule to avoid learner fatigue during.

I switched the post assessment and summary so as the students could reflect on their "aha" moments during a 1 minute essay. As well as prove their learning during the post assessment while receiving instructor feedback.

2. How have you changed the document based on new ideas that you've learnt since you wrote the document?

I have altered the document to more clearly assess feedback received from the students. Changing the activities used for assessment creates a clear "beginning" and "end" of the lesson. The assessments can be used to tailor the delivery, or information based on the feedback received from the students. This also keeps the instructor on their toes, always being current in the curriculum they are delivering. Each group of students can be so different and it is important to continuously adapt as an instructor to suit our students' needs.

LESSON / WORKSHOP PLAN TEMPLATE				Total time for lesson: 2 hours
Lesson / workshop number (from Course Schedule): Day 1, 10:00 am - 12:00 pm <i>Note: Expand each section of this template as required</i>				
Lesson / Workshop Objective(s); include DACUM / Profile chart number, if appropriate / Topic(s) from Outcome Guide, if appropriate: DDP (Dental Digital Photography) DACUM (B2-B5); Modify settings on a digital camera specific to intraoral and extraoral photos.				
LESSON / WORKSHOP ELEMENTS				
Instructor / Facilitator Activities	Learner / Participant Activities	Resources	Time	
Opening / Gain Attention / Bridge-in / Motivation Strategies... Present case study photographs; before and afters (good photography vs bad) help facilitate open discussion including; <ul style="list-style-type: none"> - identifying differences in the photographs - pointing out clarity and depth of field - consistencies or inconsistencies 	Participating in the discussion Evaluate photographs	Dr. Ahmed Ismail case presentation Projector	30 min	
Pre-assessment... https://forms.gle/WeduYRDjbwaomiC97	- Reflects on previous experience/ knowledge	Google forms Student laptops	5 minutes	

<ul style="list-style-type: none"> - Use answers to customize the course to the learners - strategize different resources required ie) Camera type, 			
<p>Presentation / Practice / Formative Evaluation...</p> <p>Power point: Include Multimedia in presentation</p> <ul style="list-style-type: none"> - “What settings are on your camera right now?” <p> Dental Photography Settings Canon Niko...</p> <p>Basic settings: Intra oral F22 / ISO 100 / 1/200 Extra oral: F11 / ISO 100 / 1/200</p> <p>Present activity: Recipe cards; have students write basic settings on a Cue card they can relay back to in future</p> <p>Powerpoint cont; Break down (remember 10:2 rule) ISO</p> <ul style="list-style-type: none"> - present the question “How does ISO effect the quality of your images” (brightness) <p>Aperture</p> <ul style="list-style-type: none"> - “How does aperture affect the quality of your images” (depth of field) <p>Shutter speed</p> <ul style="list-style-type: none"> - “how does shutter speed affect the quality of your images” (brightness) <p>FLASH activity Demonstrate trouble shooting in manual flash mode</p>	<p>Listen - respond to questions Watch - ask questions Participate in discussion</p> <p>Write down basic settings on cue card</p> <p>Learner answers questions</p> <p>Practice taking photographs with manual flash</p>	<p>Projector</p> <p>Cue cards</p> <p>Camera Dental mirror Retractors Journal</p>	<p>15 minutes</p> <p>5 minutes</p> <p>15 minutes</p> <p>30 minutes</p>

Have students practice on peer to find setting that works with their camera walk around and provide feedback		Clinical scenarios	
Post-assessment... Present select work of the students completed today in proper mounted form. Have the settings used in each photo posted on the side <ul style="list-style-type: none"> - open discussion about imperfections and relate settings to <ul style="list-style-type: none"> - clarity - brightness - areas of improvement 	Participate in discussion Comment on the photographs	Projector	15 minutes
Provide feedback to the students	Listen to feedback		
Summary / Closure activities... Have students write down there “aha” moment of the day	Students write down a moment where they received clarity	Paper and pens	5 minutes

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PART B)

1. Explain how your lesson plan incorporates the elements of effective teaching and learning. Why are these important components of a lesson?

a) How do you motivate students to learn?

“The six principles of andragogy are (1) the learner’s need to know, (2) self-concept of the learner, (3) prior experience of the learner, (4) readiness to learn, (5) orientation to learning, and (6) motivation to learn.” (Knowles et al., 2014)

- (1) In this lesson plan, I motivate students to learn when doing the bridge in activity by showing a professional document utilizing photographs taken by a Certified Dental Assistant (CDA). The students can see first hand the use of a common document used everyday in the dental field.
- (2) Students get hands- on experience when learning through troubleshooting during the flash exercise.
- (3) I introduce the building on their prior knowledge during the pre assessment. Gaining the learners attention through recall of previous knowledge.
- (4) Allowing students to discuss improvements together at the end of class opens up time for self reflection and peer feedback. Putting the student in charge of their learning, increasing their readiness to learn.
- (5) The introduction of problems through case study help to get the learners thinking (troubleshooting)

(6) The motivation to learn is often intrinsic, allowing for reflection and self assessment to help the learner establish this connection during the post assessment.

b) How is alignment evident in your lesson plan?

The purpose of this lesson plan is part of Learning Outcome; Modify settings on a digital camera specific to intra oral and extra oral photography. This lesson will create clarity on basic settings, the purpose of ISO, aperture, and shutter speed as well as give the students confidence operating a manual flash. This is a good start to completing the goal of modifying digital camera settings and is in alignment with the course profile.

c) How do students get opportunities to practice and get feedback during the lesson?

Students get hands-on practice time with peer and instructor feedback during the flash exercise. They will also get to participate in self reflection and feedback during the summary closing discussion.

2. Explain how the activities of your lesson plan will promote active learning in your lesson.

Students will take a learner-centered approach during this lesson. Utilizing current and past knowledge to find settings for their cameras that work to their personal needs. Mapping old knowledge to new knowledge for stronger connections in the brain.

Using realistic scenarios they will have close connections to the material being learned in the course, increasing relativity to

their careers. They will lead discussions and provide critical feedback to one another, deepening their learning experience as a group. Reinforcing what they know and/or what they need to work on.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.