



Instructional Plan [1-4 hrs] 2024 LASER Institute

Purpose

This template is designed to support you in developing a one to four hour customized instructional plan for teaching colleagues or students within or beyond your home institution. You will use this document as a guide to plan instruction that incorporates LASER curriculum resources into your own context to teach learning analytics topics, techniques and approaches. Your plan should also be guided by your own institutional role, context, expertise, professional goals and interests. This document will help you address the following components of your SHARK Goal:

- **Specific**. Identify specific learning analytics topics and/or techniques to teach others;
- **How To**. Develop a plan for how to incorporate LASER materials into this instructional experience;
- **Attainable**. Ensure the plan is attainable during the academic year, preferably fall semester;
- **Relevant**. Make sure the plan is relevant to their professional goals;
- **Keep Track**. Help to keep track of feedback, information, and insights gained to help improve the curriculum.

Your plan should support you in implementing a short series of classes within a course, a webinar, or workshop, or some other instructional experience that spans four hours or less. You will likely produce artifacts used during your instruction (e.g., presentation slides, handouts, digital resources). You will share artifacts of your instruction with the project team after it is finalized. Here is an example of an artifact produced from a conference workshop.

Directions for Completing Instructional Plan

1. Make a copy of the Instructional Plan document, and save the copy to the specified Google folder.
2. Name the document using your last name (e.g., SmithInstructionalPlan).
3. By the last day of the Summer Institute you will **complete any sections of the tables below that are colored orange**. We ask that you work in the Google document on the drive and make sure that you have saved your Instructional Plan document in the Google folder at the end of the Summer Institute.
4. During the academic year, you will continue to plan, refine and finalize your instructional plan using this document. You should **complete any sections of the tables below that are colored blue by September 9, 2024**, and save your finalized Instructional Plan document to the specified Google folder.
5. After your planning is complete and you have designed your instruction, preferably in the fall, share any instructional artifacts to the specified Google folder.

Considerations to Guide Your Planning

You do not need to respond to the following questions directly in this Instructional Planning document. They are meant to be used for reflection to inform your decision making as you plan.

1. What are your **learning goals**?
2. Are there any **prerequisites** (e.g., assignments/homework) that learners/participants need to complete prior to engaging in learning activities?
3. What level of experience do you anticipate learners will have with specific **technologies** that will be utilized in the learning activities?
4. Will you **assess** learning? If so, how?
5. How much of your plan involves direct instruction/demonstration vs. active learning by learners/participants?
6. How will you **actively engage** learners/participants?
7. How will you introduce your learning activity to “**hook**” in learners/participants?
8. How will you **differentiate** instruction? Are any accommodations needed to support learning differences of learners/participants? What strategies will you use to support all learners?
9. Will learners/participants work in **groups**? If so, in what ways and how will you facilitate engagement?
10. In what ways, if any, will you promote **equity** in your teaching practices?
11. What types of **products** will learners/participants produce during their engagement in learning activities?
12. If conducting a workshop or webinar, how will you approach **recruitment**? Would any professional organization or conference be appropriate for implementation of your instructional plan?

Part I: Overview

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| Author(s): | Your name & names of any collaborators, as well as institution/organization. • • • |
| Context: | Who is your target audience (e.g., students in your course, learners participating in professional learning)? • • Where will you implement your instructional plan (e.g., course you teach, workshop, webinar)? Be specific. • |

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| Time: | <p>Identify the number and length of classes/sessions where you plan to implement your instructional plan. Your instructional plan is not required to span multiple sessions, but you should structure the instructional plan so that it makes sense for your own goals and context.</p> <ul style="list-style-type: none"> • • |
| Learning Goals and/or Standards: | <p>What understandings and skills will learners/participants take away? If applicable, identify any standards addressed in your plan.</p> <ul style="list-style-type: none"> • • |
| LASER Modules Used: | <p>Please specify the LASER modules and associated activities you will adopt or adapt.</p> <ul style="list-style-type: none"> • • <p>Specify the platform(s) for delivering instructional activities, as well as technology resources.</p> <ul style="list-style-type: none"> • • |
| Prior Knowledge/ Prerequisite Skills: | <p>What prior knowledge, skills and experiences will learners/participants need to draw on to productively engage in your tasks/activities?</p> <ul style="list-style-type: none"> • • |
| Learning Activity: | <p>Briefly describe the main learning activity that learners/participants will be engaged with? Provide an overview; you will describe more details later in the document.</p> <ul style="list-style-type: none"> • • |
| Assessment: | <p>How will you know that you have met your learning goals? Your assessment should be appropriate given your audience/context. Examples are included here which are not meant to be inclusive of all possibilities: informal and/or formal assessments in a course, learner created screencasts for a course, project artifact or other product(s) for a course, using polling (e.g., w/in Zoom, Mentimeter) or other features during webinar, and survey in a workshop.</p> <ul style="list-style-type: none"> • • |
| Instructional Supports | <p>What resources, materials and tools will you and learners/participants engage with during your implementation? If these resources, materials and</p> |

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| —Resources, Materials, Tools: | tools have not been adopted or adapted yet, list the items that will need to be created. <ul style="list-style-type: none"> • |
| | When all resources, materials and tools have been developed, provide links to URLs. If these are not available online, provide electronic copies at the end of your plan. <ul style="list-style-type: none"> • |
| | How will materials be organized and stored? How will learners/participants access course materials? <ul style="list-style-type: none"> • |
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Part II: Instructional Timeline

Provide a detailed description of instruction along with the amount of time anticipated for each activity.

| Time | Activity |
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Part III: Other Instructor/Presenter Notes

Add any additional notes here.