

# Assessment One Tasks and Criteria

## 4.1 Lesson Planning Assessment

**Note:** the candidate must engage in lesson planning and review for all teaching sessions during the academic year. **For the assessment**, each candidate provides **four completed lesson plans and reviews** for a module(s) that they teach (two in semester 1 and a further two in semester 2). **You are required to record outputs from your four lesson plans on the Moodle/VLE CRN 51389.**

TEACHING SESSION PLAN	
Module: Botany and Zoology II	Level / Stage (6,7,8) L7 & L8 Year: Second year
Title of session/ topic: Seed-producing Vascular Plants: Angiosperms	
Mark the type of session:	
Lecture <input checked="" type="checkbox"/>	Tutorial <input type="checkbox"/> Lab <input type="checkbox"/> Studio <input type="checkbox"/> Workshop <input type="checkbox"/>
Module Outcome (What module outcome(s) is the class/session aligned to):	
<p>The module outcomes are to:</p> <ul style="list-style-type: none"> <li>Describe the range of form and function and aspects of the biology of aquatic members of the Kingdom Protocista and Kingdom Plantae, and deuterostome phyla in the Kingdom Animalia</li> <li>Explain the evolutionary trends in morphology and life cycles in the groups studied</li> <li>Develop practical skills in the preparation of a range of biological material for examination using microscopic and macroscopic observation and dissection</li> <li>Prepare specimens for mounting purposes, microscopic examination, preservation and storage</li> <li>Use drawings and verbal descriptions to illustrate characteristics of a range of organisms from live to prepared samples</li> <li>Use dissection to display the internal structures of a range of organisms</li> <li>Identify the characteristics by which these organisms are classified and apply these to the accurate identification of aquatic organisms using scientific dichotomous keys and other identification guides</li> </ul>	
<p><b>Class/Session Outcomes :</b> Upon completion of this session, you should be able to: (Share with students e.g. Write on board /slide/ project image at beginning of lecture for students)</p>	
<p>The learning outcomes for the recorded lecture were:</p> <ul style="list-style-type: none"> <li>To introduce the key characteristics of seed-producing vascular plants and angiosperms (Flowering plants)</li> <li>In investigate in detail the sexual reproduction of angiosperms</li> </ul>	
Recording of lecture notes available on GMIT VLE (Moodle)	

### Select & Prioritise Your Content:

For the session, decide what material is used in class and what material the students should study independently and/or online. To do this, think about the material and its relative importance and prioritise and list in the appropriate quadrant.

	Support Learning	Independent Learning
<b>Priority (Need to know)</b>	<b>1</b> <ul style="list-style-type: none"> <li>• Definition of angiosperm</li> <li>• Know the key characteristics of seed-producing angiosperms</li> <li>• Identify the key characteristics of angiosperms</li> <li>• Explain the physical characteristics of flowers</li> <li>• Describe the structure of the female and male gametophytes</li> <li>• Definition of pollination</li> <li>• Explain the process of double fertilisation</li> <li>• Detail the sexual life cycle of angiosperms</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Detailed recording of lecture notes provided through the GMIT VLE (Moodle)</li> </ul>
<b>Supplementary Learning (Nice to know)</b>	<b>3</b> <ul style="list-style-type: none"> <li>• Adaptations of plant to survival in the terrestrial environment</li> <li>• Key distinguishing traits of monocots and dicots</li> <li>• Number of cellular divisions which take place in the megagametophyte and microgametophyte</li> <li>• Cellular structure and function in the embryo sac and pollen grain</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>• Watch the video detailing the life cycle of angiosperms provided on the GMIT VLE (Moodle)</li> </ul>

Material in quadrants **1** and **3** typically become the focus during classes. Quadrants **2** and **4** represent material students could study themselves and use the VLE/Moodle and online learning objects to support this learning.

Think about how you might incorporate *Technology Enhanced Learning Tools and Blended Online Learning Objects*, that will develop students learning and engagement with the module.



<b>Teacher Activity</b> (what you will do during the class):	<b>Student Activity</b> (what students will do during workshop/lecture):
<p>As I was away on the residential field trip with 4<sup>th</sup> yr students, I recorded this lecture using MS Powerpoint record.</p> <p>During the recorded lecture, I:</p> <ul style="list-style-type: none"> <li>• Introduced students to the various characteristics of seed-producing vascular plants and angiosperms</li> <li>• Investigated the key traits between monocots and dicot angiosperm plants</li> <li>• Examined in detail the structure of the flowering plant</li> <li>• Described in detail the sexual life cycle of angiosperms</li> </ul>	<div data-bbox="699 309 1246 591" data-label="Diagram"> </div> <p>In their own time, students were able listen to the recording of the lecture and take notes at their pace</p>
<p><b>Online Student Engagement Tools:</b></p> <p>The recorded lecture, and additional videos were available on GMIT VLE (Moodle) on the day of the lecture.</p> <p>Note! This recorded lecture employed Education for Sustainable Teaching by having no photocopied paper notes and using the GMIT VLE Moodle instead.</p>	

## **Teacher Reflection:**

### What worked?

Overall, the recorded lecture worked really well. 70% of students engaged with the online recorded lecture, monitored using progress bars, which was in line with average weekly attendance (75%). This highlighted that our second-year students enjoy this method of lecture delivery.

Using a choice question in Moodle, feedback gathered in the weeks after the class agreed with the above thoughts with 26% of students enjoying the delivery method employed i.e. recording of the lecture although 68% did not respond to the feedback.

### What did not work?

This is difficult as student feedback didn't indicate any issues around the topic of the lecture and overall they enjoyed having a different experience. However, I have really no idea if the learning outcomes have been met.

Personally, it took a lot longer than I expected to record the slides on MS Powerpoint in the way I wanted. They were not perfect but I went with it. For the next time, I need to allocate more time and employ the use of MS Powerpoint Mix.

### To what extent did you address different domains of learning?

The three domains of learning were addressed within the lecture:

- Cognitive domain (knowledge) – revising previous information and gaining new knowledge of the topic through voice recording, diagrams and photos
- Affective domain (attitude) - formulating their own thoughts and feelings about the topic. Using knowledge gained to form strong scientific points of view
- Psychomotor domain (skills) – practice applying knowledge in practicals

### What would I do differently next time?

- Use MS Powerpoint Mix
- Apply a short revision Quiz to monitor and ensure lesson learning outcomes have been achieved