EDUCATION FOR DEMOCRATIC CITIZENSHIP: THEORY AND TEACHING PRACTICE

Session 6a: Pedagogies, teaching and assessment methods

Scheme of Work and Lesson Plan

The Scheme of Work maps out a syllabus across of a school year or a semester. It could be for a specific unit or module or for a whole course, depending on its length and its actual content. To be exact, it is a picture, a mapping document on how you are going to deliver all aspects of a subject/course/module to the learner; a plan for educators to outline what they will teach during an academic term, a period or a school year. It lists the lessons/sessions, the main objectives and learning outcomes as well as the activities and the related formative and summative assessment. It helps both the educator and students to organise their time and work.

While the SoW breaks down the overall learning experience into unit/section plans, the lesson plan refers to an individual lesson of the unit/section. Each lesson requires a detailed plan giving the timing, the objectives, the intended learning outcomes, the series of learning activities, assessments, and resources. The idea is that if someone picks up a lesson plan they could see from that what exactly the educator is planning to do and what he/she expects the students to do and learn from that during a specific period of time, for example for an hour.

EDC/HRE/IE could be an organising principle underpinning the objectives of the curriculum as well as a general educational aim which can be formulated in various ways through the curriculum for pre-school, primary and secondary education and also the wider school structures. Of course, different approaches and ways according to educational systems, concepts of citizenship and education in general, the level and ages etc. exist, but it is clear that all levels of the education system can be engaged in implementing EDC/HRE/IE in the curriculum. This can be accomplished by implementing EDC/HRE/IE either as a) a specific school subject which might be either compulsory or optional with its SoWs, b) an integrated subject within one or more different subjects for example a lesson of History or Geography, or as a cross curricular educational theme (Brett, Mompoint-Gaillard, & Salema, 2009, p. 23).

In designing SoWs and planning lessons for EDC/HRE/IE or using EDC/HRE/IE, the objectives and intended learning outcomes, the students' activities and the assessment are the interlinked parts that are completely related to EDC/GRE/IE. The CDC model with the set of competences (values, attitudes, skills, and knowledge and critical understanding) and the accompanied descriptors of the levels of competence are a useful tool both fordesigning and planning. It can be used to analyse the objectives/ILOs in the sense that these can be combined and compared to the the competence descriptors which can be used, secondly in developing the activities and in verifying learning outcomes achievement in assessment (Council of Europe, 2018, p. 12).

At the end of this session you are all capable to design SoWs and plan lessons for EDC/HRE and mainly to use EDC/HRE as a principle in designing SoW and lesson planning for other subjects of the curriculum for pre-school, primary and secondary education.

Scheme of Work

The framework in which an educator has to develop a SoW determines the requirements which he/she has to acknowledge and list on the final document. Sometimes institutions provide standard templates for a SoW that the educator has to follow. However, anyone can create a SoW using a Word or Excel document on a computer. The information that the table of the SoW needs to contain is:

Date/Lesson number

Time

Objectives

Indented Learning Outcomes

Content/Sub-topics

Learning Activities

Resources

Assessment

A good idea is to use the template below:

Course/Module title:		
Number of sessions/lessons:		
Requirements (if needed)		
Number of Students		
Time:	**Start :**	**End:**
Location:		
Objectives	What are we trying to achieve?	
Intended learning outcomes (aligned to the objectives)	1. 2. ...	Related Objectives
Basic topics:	1. 2. ...	

Outcomes and CDC	CDC and descriptors	Related ILOs
Knowledge and critical understanding:		
Values:		
Attitudes:		
Skills:		
Session/lesson title		
Preparatory tasks for students(if they needed):		
Content/Basic topics		
Students' activities		
Assessment		
What I need to have prepared:		
Recourses:		

Session/lesson title	
Preparatory tasks for students(if they needed):	
Content/Basic topics	
Students' activities	
Assessment	
What I need to have prepared:	
Recourses:	

Session/lesson title	
Preparatory tasks for students(if they needed):	

Content/Basic topics	
Students' activities	
Assessment	
What I need to have prepared:	
Recourses:	
Session/lesson title	
Preparatory tasks for students(if they needed):	
Content/Basic topics	
Students' activities	
Assessment	
What I need to have prepared:	
Recourses:	

The basic steps that should be included:

1) Review Curriculum/course content or topic's literature
2) Decide the level of the academic focus and time should be given and read
3) Write down all the information about requirements and constraints
4) Set out the objectives for the Module/course in total as a deliverable set (not a wish list) as they have to be interpreted as outcomes and justified in practice.
5) Check whether the objectives cover the five key attributes known as SMART (Doran, 1970):
   Specific: the objective should be clear and unambiguous
   Measurable: there should be some way of tracking progress
   Acceptable: there should be consensus within the class on what's to be done
   Realistic: learners should be able to achieve what's being asked of them
   Time-bound: there should be a timescale within which the objectives will be achieved

6) Estimate time requirements according to the objectives and the content/basic topics to be covered
7) Relate the objectives with the Competences for Democratic Culture and the descriptors (Basic, Intermediate, Advanced) divided into four groups (Knowledge and Critical Understanding, Values, Attitudes, Skills) in order to ensure that the SoW implements EDC/HRE/IE
8) Writie down the basic elements of each session/lesson (title, preparatory tasks, content, a number of activities in bullet points, draft of assessment, recourses)
9) Note all school breaks, examinations, assemblies, events and conflicts that might interrupt a linear SoW
10) Consult with other educators in the institution to ensure there are no conflicts with your SoW.

Lesson plan

Teaching is not an ambivalent occurrence but a regular event. It is shaped by planning within a certain framework. Lesson planning is the basis for successful teaching and subsequent reflection. Different orientation or centering on the central factors of teaching (teacher subject content, student) put to light different forms of teaching, such as a teacher-oriented or teacher-centered style, subject-oriented or subject-centered etc. and other insights that are apparent from a connection of the tree factors. Of course teaching occurs within a school and its social, political and cultural context while it is totally related to the teacher's professional, didactic, and pedagogical competences.

Subsequently, what is more than important is the teaching situation and its perspective which must be taken it into account during the lesson planning. Objectives/Aims/Goals, Methods/Techniques, Content, Time, Materials are the clarifications and tasks that come up from the who- and for which purpose, how-, when-, with- what questions. Thus, a set of criteria of good teaching aligned with the six perspectives (Meyer, 2012, p. 11) are quite helpful as well as a seven-point checklist for planning a lesson (Pritchard, 2005) which can be adjusted to EDC/HRE.
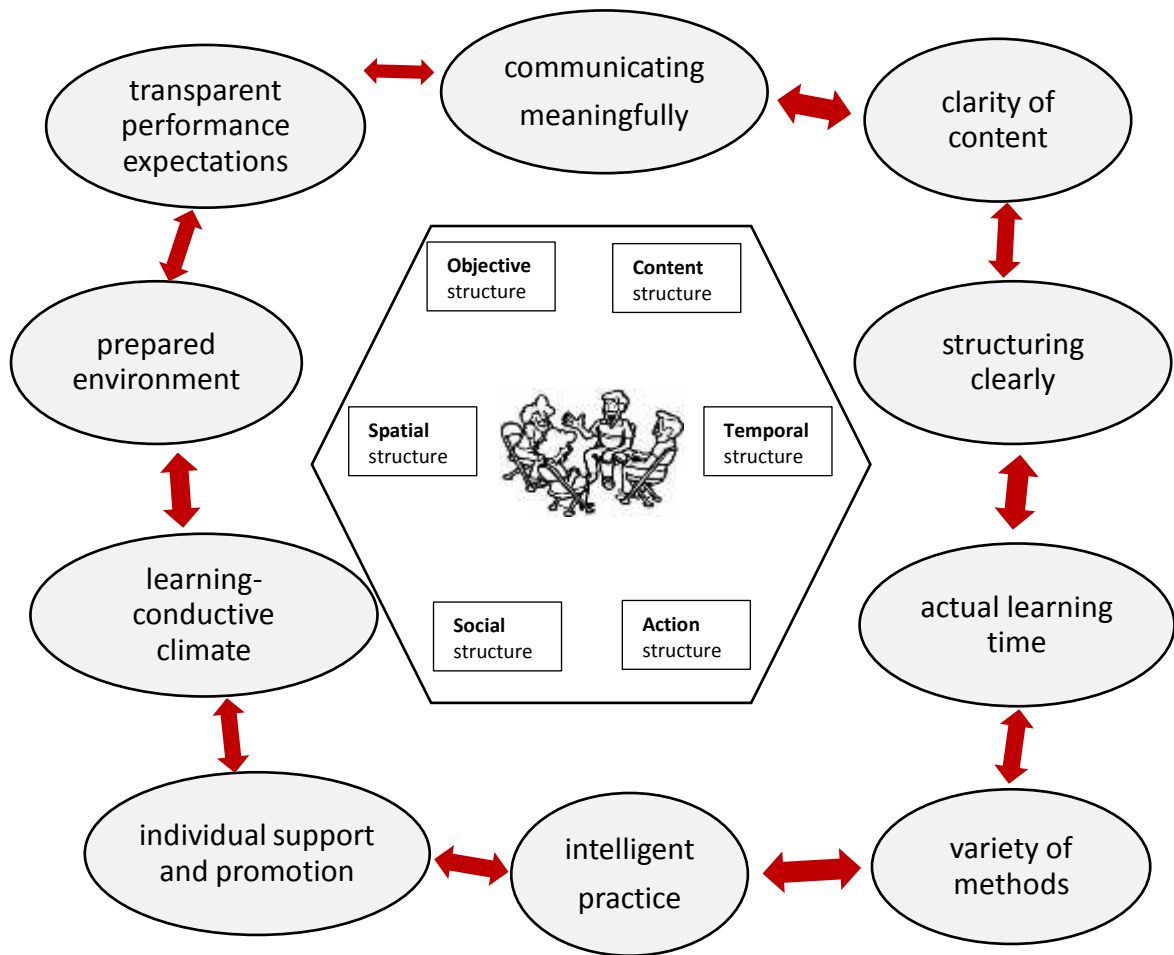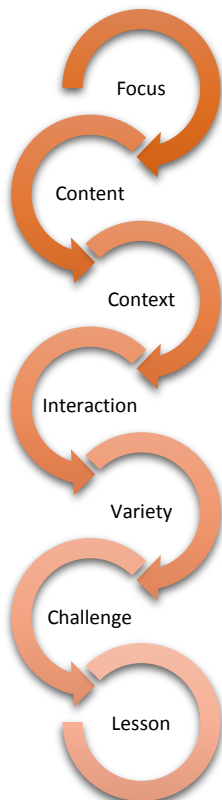
Figure 1 Meyer's didactic model

Figure 2 Lesson Planning Checklist

For checking the quality of the lesson plan an educator can use the following questions:

1)   Is there a clear focus, with explicit learning objectives related to EDC/HRE?
2)   Is the content based on the learners' existing knowledge?
3)   Is the lesson set in an appropriate context?
4)   Is there scope for social interaction and for activity according to EDC/HRE pedagogies?
5)   Is there variety and choice involved in approaches and responses to work?
6)   Are suitable 'brain-friendly' condition in place?
7)   Is the lesson planned in such a way that it aims to move the learners' learning forward?

The teacher as a learning designer

Eight different pedagogies scaffold and support the learning. They are the knowledge processes, forms of action, the ones that achieve a specific teaching purpose in the classroom. Therefore, they consist of a plan of the lesson's learning activities, an overall map, where the teachers can design the learning journey they plan to make with their students. The processes hereby form the four phases of the lesson where the set of the phases/processes is distinctive whilst the boundaries between them are not rigid; also some processes are prioritized over others for some disciplines (for mathematics for instance may not be any need to critically analyse).
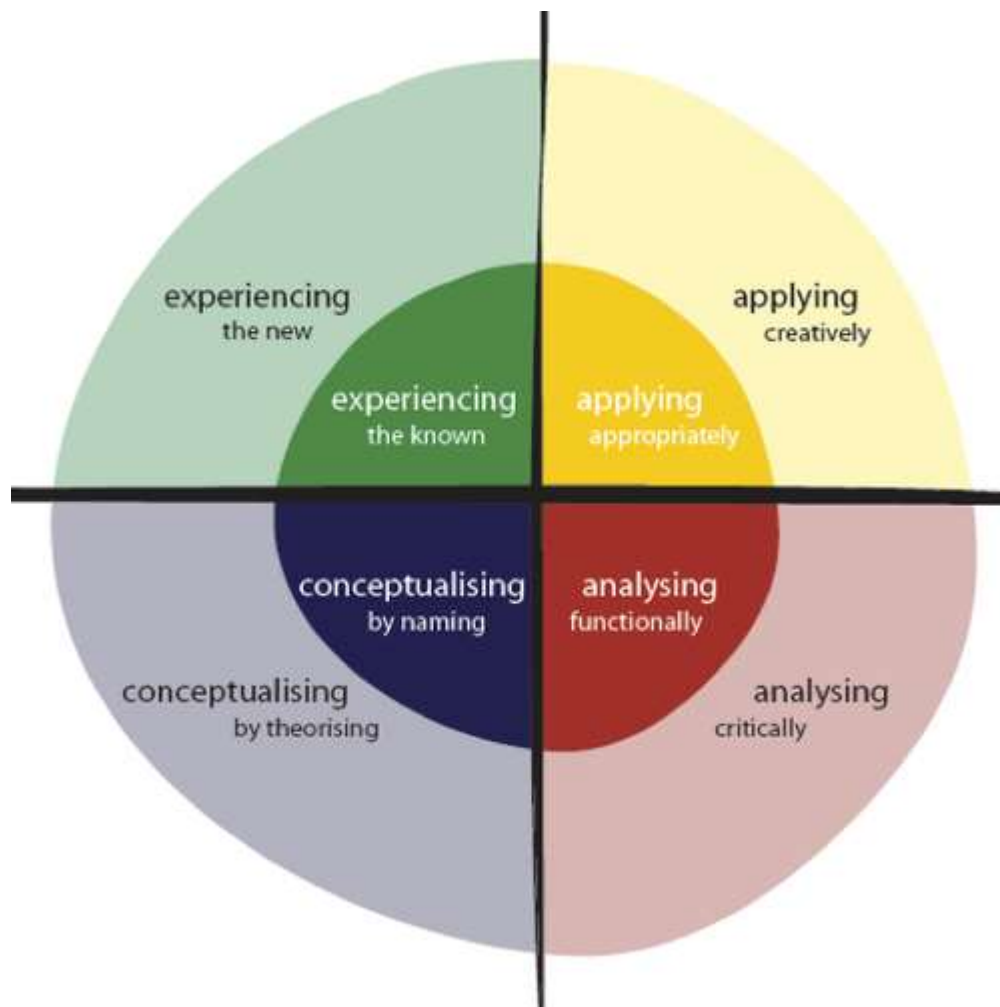

Figure 3 The 4 phases of the lesson-Knowledge processes-things you do in order to know

Experiencing

- **The known** (calling learners to reflect on their own experiences, interests and perspectives intending to situate learning in what they already know)
- **The new** (introducing learners to new experiences, to unfamiliar and immersing them in new situations)

Conceptualising

- **By naming** (asking learners to develop categories and define terms in order to learn their names and meanings)
- **With theory** (creating the context to learners to put the key terms together into theories and make generalisations understanding, consequently, how the particular concepts connect to theory)

Analysing

- **Functionally** (asking learners to analyse logical connections, cause and effect, structure and function understanding the purpose of something)
- **Critically** (challenging learners evaluate critically their own and others' perspectives understanding the consequences or the implications of something)

Applying

- **Appropriately** (creating the context to learners to apply what has learnt to real-word situations in appropriate ways testing their validity)
- **Creatively** (calling learners to apply what have learnt in creative ways intervening in the world and changing the world)

(Kalantzis & Cope, 2012, pp. 240-8)

In fact the knowledge processes correspond to the four phases of the lesson, providing, therefore, the theoretical basis of the lesson planning. The processes cAdditionally,three things need a decision before the development of the lesson flow and the activities of each fase especially for a lesson for EDC/HRE/IE or a subject lesson which includes EDC/HRE/IE. Educators should answer the questions:

1) Which are the learning objectives of the lesson according to the Curriculum, SoW etc., and what must the students know, master, and understand at the end of the lesson?
2) Which competences and descriptors can the intended learning outcomes develop?
3) How the achievement of the learning outcomes can be assessed?

Lesson title:	
Place in series:	
Time:	
Location:	
Objectives	What are we trying to achieve? (based on the Curriculum, Sheme of Work etc.)

Intended learning outcomes (aligned to the objectives)	On completion of the lesson the students will be able to 1. 2. …		When the learning outcomes are achieved and how the achievement is assessed.
Content/Basic topics:	1. 2. …		
Outcomes and CDC model	CDC and descriptors		Related Session's ILO
Knowledge and critical understanding:			
Values:			
Attitudes:			
Skills:			

Students' activity	Timing	What I do	What students do	Related to Session's ILO
1.				
Preparatory tasks for Students(if they needed):				
What I need to have prepared:				
Notes:				

Students' activity	Timi	What I do	What they do (participants)	Related to Session's ILO

	n g			
2.				
Preparatory tasks for Students(if they needed):				
What I need to have prepared:				
Notes:				
....				
Resources:				

It is apparent that in teachers' training a teacher should not only acquire the capacity of lesson planning but also to learn to implement the plan and improve it even during the implementation, transferring successful lessons into positive routines. The steps below, , can demontraste in a concrete way the first basis for lesson planning that includes the EDC/HRE principles and competences.

First Step: Writing the objectives and a set of outcomes. The educators need to remember that these should be achieved and their achievement to be assessable.

The objectives of the lesson are more curriculum, content, and teacher-focused. They are what the curriculum requires and the educator intends to do and hope the lesson will lead to e.g. 'to explain and explore aspects of X to develop students' understanding of the interconnections and causal factors and make informed judgements.'

The Intended Learning Outcomes (ILO) make the objectives more concrete. They aim to point out exactly what the students will be able to say and do as the result of the lesson and the number of linked learning experiences-activities.

Three ways of devising learning outcomes:

1. break down the objectives into demonstrable elements

2. start with an idea for assessment and establish what it will demonstrate

3. start with the content and work out appropriate outcomes that enable students to demonstrate their grasp of it and ability to apply it

Start with the words, 'on completion of the lesson the students will be able to....'

Then for each outcome follow this immediately with a verb. The Bloom's revised Taxonomy with (Krathwohl, 2002) action-verbs should be used.

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analysing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate under-standing of facts/ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Verbs						
	• Choose • Describe • Define • Find • Label • List • Match • Name • Recall • Refer to • Relate • Reproduce • Restate • Select • Show • Spell • State • Tell • Specify: - What - When - Where - Which - Who - Why	• Classify • Compare • Contrast • Define • Demonstrate • Explain • Extend • Generate • Illustrate • Indicate • Interpret • Judge • Label • List • Measure • Outline • Recognise • Relate • Rephrase • Show • Summarize • Translate	• Apply • Assemble • Build • Calculate • Choose • Construct • Debate • Derive • Develop • Exhibit • Experiment with • Formulate • Identify • Interview • Make use of • Model • Organize • Plan • Present findings • Select • Solve • Utilize	• Analyse • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Identify • Inference • Inspect • List • Motive • Predict • Resolve • Simplify • Survey • Take part in • Test for	• Advocate • Agree • Appraise • Assess • Award • Challenge • Choose • Compare • Conclude • Criteria • Criticise • Decide • Defend • Determine • Discriminate • Distil • Estimate • Evaluate • Explain • Influence • Interpret • Judge • Justify • Mark • Measure • Perceive • Prioritize • Prove • Recommend • Resolve • Select • Suggest • Support • Value	• Adapt • Arrange • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Extrapolate • Formulate • Imagine • Improve • Initiate • Invent • Maximize • Minimize • Modify • Organise • Perform • Plan • Predict • Prepare • Produce • Propose • Prove • Solve • Suppose • Synthesise • Test • Transfer • Transform

The verb needs to be followed by a noun e.g. project, concepts, practice, theory. The educators then need to expand this, explaining the degree of autonomy and an operational context e.g. with reference to an area related to students' study; or independently in complex situations; or with the minimum of guidance in unpredictable situations; or in a structure and managed environment.

Second step: Defining and writing down the content/basic topics of the lesson

Third step: Relating the ILO with the Competences (C) for Democratic Culture which depict the principles of EDC/HRE/IE and their descriptors (D) (Basic,

Intermediate, Advanced) divided into four groups (Knowledge and Critical Understanding, Values, Attitudes, Skills). For that, there is a column where the relevant lesson's ILO for each C and D should be written down.

For the set of the Cs and Ds see the CDC handout and the Video Lesson 2

Tip: Remember to come back again after the fifth step to check whether the Cs and Ds are fully connected and delivered by the outline of the activities. Accuracy, coherence, and minimalism would be the evaluation criteria. The educators should not forget that they keep what is delivered by the activities to the fullest extent.

Fourth step: Making authentic, up to date and relevant activities having in mind the time and the number of participants. For each activity the educators should fill in the spaces of the table which indicates the time of each activity and what the educator and students do and say during the activity. They should consider that for each outcome they should think of and develop an activity that will help the students achieve that outcome by the end of the lesson. A variety will help the students to intrigue the knowledge processes and come freshly to each bit of learning. What the educators will do to provide a session as workshop, is to provide the theory in an active way, to explain the terms or concepts by experiences and facilitate the skill development. For that reason they should check there is variety and that students are active, meaning that they have to do some work and thinking.

Finally, they should design assessment criteria for how the students' performance will be assessed. The assessment should be at an appropriate level (See next session).

They should also note if the students should have prepared something - as well as all the things they might need to prepare and remember e.g. handouts/PowerPoint/artefacts. In the end they should reflect on the lesson and especially the ILO, the Cs and Ds and make changes.

In designing teaching-learning activities educators can:

- start from their experience of working with students and make a list of some of the activities that have been highly successful
- find activities in the recourses related to the topics of the session and the ILO
- consider how learning activities need to vary between levels as the work becomes more challenging and rigorous
- design appropriate interventions to re-focus attention during lectures (which must be short), as well as longer project or group work activities
- use activities to enable the students to develop and 'own' their subject knowledge, this switches the focus from their delivery to a more significant emphasis on their active learning. For that they write in the table 'What the teacher does" and 'What the students do".

-       ensure that there is continuity between activities and they are committed to student-centred learning and not teacher-centred learning
-       deliver information in different ways and not only during the meeting e.g. also through students' independent reading, online materials, recordings.

Useful tips: The teaching and learning strategies and methods derived from the resources, will be then translated into action in activities. Considering methods and activities at the design stage helps create an overall picture of a varied range of learning experiences for students. The online resources are very helpful. Also the educators should look at these from the students' perspective by designing activities that will motivate, encourage deep learning and be adaptable to different learning styles. It is also useful to describe how they provide students with formative experiences and feedback to help them develop the knowledge and skills to perform well in assessment tasks.

Fifth step: Writing preparatory tasks for students if needed as well as what havs to be prepared by the educator until the lesson.

Sixth step: In the end, it is useful to write down the resources that have been used to design the activities.

When the educators design SoW and plan their lessons with the help of the above theory and practices concerning the objectives, the intended learning outcomes, the assessment, the activities and the foremost the delivery of the EDC/HRE/IE, they will be able to substantially improve the quality of their teaching; and that is crucial for the development of the democratic culture.