

## DESIGNING AN EFFECTIVE AND ENGAGING LESSON FOR ADULT LEARNERS

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What is your **objective**? What do you want participants to know and/or be able to do?

**Frame** the lesson in order to build interest, activate prior knowledge, establish constructs for thinking, and gain facilitator awareness of participants' connection to topic.

**Model** what you expect. Provide safe opportunities for **practice** with skills they will be expected to demonstrate now or in the future.

How do you help the participants **discover** what you want them to know on their own?

- Engage them with a series of mini-experiences that facilitate discovery.
- Vary the experiences to include **multiple modalities**: visual, auditory, and kinesthetic.
- Keep the experiences **open-ended** to allow for levels of prior knowledge and new learning for all participants.
- Create structured opportunities for participant **expression** of new and old knowledge, and the connectivity between them.
  - As many modes of expression should be applied as the lesson allows.
  - Expression of thoughts and ideas should occur at all stages of thinking, and not just at natural breaks. You are **intentionally interrupting** in order to capture metacognitive processes that might be forgotten or deemed unworthy to share upon initial reflection.
  - Establish the expectation that participants will be sharing, and that sharing “draft” thoughts and ideas is important and welcomed.
- Frequently change size and configuration of **groups with purpose**.
- *Be okay with participants who choose to engage in a different way than you planned. Connect with them in a way that honors their choice and allows you to further their learning on this new trajectory or on a route back to the planned structure.*

How and when do you provide **choice**? When is the process most important? When is the end-result most important?

How do you help participants **summarize** what they have learned, **explore** what ideas are still incubating, acknowledge what **questions** are still swirling, and share what **next steps** would be helpful?

How do you **debrief the process** and ask participants to **make connections** to activity structures that could be altered to benefit their own professional practice.

### Effective product/activity list

#### **Auditory:**

Altered lyric song  
Bumper sticker  
iPod playlist  
Letter writing  
Poetry  
Radio show dialogue  
Slogan/motto  
Story telling  
Think/Write-Pair-Share  
Thinking Hats

#### **Kinesthetic:**

Block Party  
*Build It* games  
Creative Movement (dance)  
Give One, Get One  
Live Board game  
Role play  
Rube Goldberg machine  
Simulation  
Skit  
Tableau  
Talking Chips

#### **Visual:**

Advertisement  
Caption writing  
Flag  
Graffiti art  
Graphic representation  
Greeting card  
Sculpture  
Sentence Frames  
Slide Show  
Storyboard  
Symbol/Icon  
Talking Chips  
Video

### Academic Focus Lenses/Dimensions of Depth & Complexity

Similarities and Differences  
Fact vs. Opinion vs. Inference  
Details and Rules  
Big Ideas  
Elaboration  
Patterns and Trends

Metaphor  
Case Studies  
Think Like a Scholar  
Language of the Discipline  
Connections Across Disciplines  
Ethical Considerations

Multiple Perspectives  
Opposing Viewpoints  
Relationships Over Time  
Ambiguity/Shades of Grey  
Unanswered Questions