



DigitALAD

Digital Adult Educators: Preparing
Adult Educators for a Digital World
“DigitALAD Curriculum for adult
educators”



LESSON PLAN INFORMATION

Lesson/Activity plan: Self-regulated learning strategies

Target/group: Adult educators

Topic/ competence: Self-regulated learning

Time: 1 hour 30 minutes

INTRODUCTION

- Introduce learners to materials and devices that will be used in a lesson.
- Ask students to find information about self-regulated learning
- Show & talk about examples of the use of self-regulated learning competence.
- Establish safety criteria with the workspace class (leave your workspace as you find it, lock screen when leaving workplace (on a personal computer), if it is public computer then delete your personal data after you use it).

TEACHER NOTES

- Provide all necessary materials.
- Ensure that students are involved in all activities by showing interest and encouraging them.
- Answer students' questions with enthusiasm and give simple and clear instructions.
- It is recommended to follow the structure or sequence of the lesson - introduction, main part, conclusion.
- Ask students at the beginning of lesson to write what they know about teaching and learning competence, so that they can compare it with what they have learned after this lesson.

MATERIALS, DEVICES AND TOOLS

Materials, devices or tools needed for this lesson (needed to develop certain competence):

1. Computer or smartphone with an internet connection
2. YouTube
3. Google calendar
4. MS To Do

LESSON TASK

1. When students have found basic information about Self-Regulated learning on YouTube introduce them to three self-regulated learning strategies – planning, performance and reflection.
2. Ask them to choose one digital skill (or other skill) that they want to acquire and ask them to develop a plan in MS To Do in which they need to include the learning goal, the reason why they want to learn this competence, what tasks need to be done to achieve learning goal, what materials are needed, plan the sequence of actions and time period in which you want to acquire this skill (e.g. one month, two weeks etc.)
3. Ask them to evaluate your options using SWOT analysis – identifying their strengths, weaknesses, threats and opportunities.
4. Students need to develop quality performance criteria so that they can determine that they reached their goal.
5. In the performance stage introduce them to self-monitoring strategies e.g. questions: What shows that you are moving towards your goal? How do you know that what has been done is as planned? What do you learn from each task? How does this help you achieve your goal? How do I feel during the task and why? What can I do to feel better? How do you fit into the time schedule? How do you adjust your plan to fit in the time?
6. In the evaluation stage explain to them that it is important order to make sure that the goal is achieved, it is important to take the time to assess both the result and the process. It is important to compare the result with quality performance criteria that were developed at the first stage.
6. Initiate students to use different calendar and time planning apps to follow on their progress (clickup, Google Calendar etc.)
6. In the conclusion of the lesson ask students to self-reflect on what they have learned and if they have any questions offer them assistance in developing their self-regulated learning plan.

- Make sure that students have at least two computers per group or at least three smart-phones per group.

TEACHING METHODS

- Learning by doing
- Project-based learning
- Active learning strategies
- Blended learning
- Peer learning
- Hands-on learning
- Collaborative learning

LEARNING OUTCOME

By completing this lesson task, students will achieve learning outcomes and learn skills and develop competences, such as:

- Using YouTube students will learn about Self- Regulated learning.
- Students will learn three self- regulated learning strategies and how to implement them in real life.
- Learn how to use MS To Do for planning.
- Learn how to use time planning aps.
- Learner how to self-reflect.

REFLECTION

- You can ask students to self- reflect on what they have learned.
- What surprised you today, and why?
- What's the most important thing you learned today? Why do you think so?
- What do you want to learn more about, and why?
- When were you at your best today, and why?
- How can this competence be applied in practice?

TESTING / ASSESSMENT

Aspects what indicates a successful lesson are:

- Lesson **task is achieved** (if the lesson plan is well structured, and you can follow what tasks were achieved and what tasks were not).
- To improve your future lessons, you can make notes on your coursebook or ask your learners about lesson feedback, with the permission of the students you can record your lesson, rewatch it and identify some gaps.
- To assess students' **knowledge**:
- You can use one of the assessment strategies - self- reflection, where students can draw conclusions for further action.