

## Using the DID Model to Create Lesson Plans

*Remember that effective instruction is instruction that has been thoroughly thought out and articulated by a skillful and creative educator. To accomplish this, an educator must begin by envisioning a well-conceptualized learning environment in which teaching and learning will occur. The notion of a carefully planned, step-by-step process to design, create, evaluate, and revise is called a “systems approach to instruction.”*

The DID model includes all the critical elements in the design of effective instruction. Every step in the model is vital to the process and must be considered carefully. While I know that this process is a bit laborious, you will find it quite helpful as this class continues.

<u>This is the actual process</u>	<u>This column includes examples</u>
<p>Step 1. KNOW THE LEARNER Summarize the characteristics of the learners for whom you are creating the lesson.</p> <ul style="list-style-type: none"><li>• What are the personal demographics (ethnicity, socioeconomic level, cultural background) that affect learning?</li><li>• What is the developmental stage of the student relative to content?</li><li>• What is the learning/cognitive style of the student?</li><li>• What are the student’s strengths in terms of multiple intelligences?</li><li>• What group dynamics might help or hinder the learning process?</li><li>• What disabilities or challenges face the student?</li></ul>	<p>EXAMPLES ANALYSIS OF LEARNERS: The students are 7<sup>th</sup> grade middle-class students with an ethnic mix of 43% white non-Hispanic, 26% Hispanic, and 31% African American. Three of the students have some physical challenges with vision. One is ADHD. Five students are ESL with good command of English but who need some assistance with spelling. 23 students are predominantly “kinesthetic” learners with six showing some preference for visual learning and two showing preference for auditory learning. The two auditory learners need a quiet area in which to work, and the kinesthetic learners need multiple spaces in which to move and experience the content. The visual learners need screened areas for studying. One student has strong musical intelligence, ten have strong logical intelligence, and all have good verbal skills. The students are noncompetitive and friendly, work well together and are cooperative, so they work well in teams. Entry level for the lesson is some limited understanding of money and why we use banks.</p>

<p><b>STEP 2: ARTICULATE OBJECTIVES</b>  State the behaviors that you expect your students to be able to demonstrate at the conclusion of the lesson.</p> <ul style="list-style-type: none"> <li>• What performance will result from the lesson?</li> <li>• What criteria for success are necessary to ensure mastery?</li> <li>• How will you assess the performance?</li> <li>• Look up Bloom's Taxonomy? Include those levels that are appropriate for the content.</li> </ul>	<p><b>SAMPLE OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• On a written test, the student will be able to explain the differences between a checking and a savings account with 90% accuracy.</li> <li>• The student will be able to define interest with 95% accuracy.</li> <li>• Given a matching exercise, the student will be able to distinguish between credit cards, debit cards, and ATM cards with 90% accuracy.</li> <li>• The student will be able to, with 85% accuracy, contrast cash spending and credit spending.</li> <li>• In a simulated checking account, the student will be able to deposit money, write checks, and balance the account with 95% accuracy.</li> </ul>
<p><b>STEP 3. ESTABLISH THE LEARNING ENVIRONMENT</b>  Clarify what you plan to do to create an environment for this unit conducive to learning.</p> <ul style="list-style-type: none"> <li>• What changes need to be made to the classroom space?</li> <li>• What reinforcers are needed for this lesson to motivate and build learning success?</li> <li>• How can learning be made active?</li> <li>• How should students be grouped for positive interaction?</li> </ul>	<p><b>EXAMPLES:</b>  For the duration of the lesson, a corner of the classroom will become the banking center in which all transactions will take place. As closely as possible, the center will be arranged to emulate a bank lobby. There will be a screened and quiet corner with additional lighting near the center.</p> <p>Students will be rewarded with classroom currency for sound banking practices and for maintaining a balanced checkbook. Practices and checkbook will be evaluated weekly. Interim spot checks will be rewarded with game center time.</p> <p>Audit teams will be used to check each other's progress and to assist students who need peer support to complete the lesson.</p>

<p><b>STEP 4. IDENTIFY TEACHING &amp; LEARNING STRATEGIES</b></p> <p>Given the objectives, describe the pedagogical cycle of teaching and learning strategies that need to be implemented to meet the objectives</p> <ul style="list-style-type: none"> <li>• What preorganizers are you planning?</li> <li>• What prior knowledge do you need to connect to as a prerequisite for this lesson?</li> <li>• How will you introduce the new information?</li> <li>• What media, materials, or technologies will support the content of your lesson?</li> <li>• What teaching and learning strategies will support active learning?</li> <li>• How will you reinforce new information?</li> <li>• Will you review the process?</li> </ul>	<p><b>SAMPLE PEDAGOGY FOR OBJECTIVE 1:</b></p> <p><u>Preorganize:</u> Bank Forms on display</p> <p><u>Bridge to Prior Knowledge:</u> Review types of money</p> <p><u>Share Objectives:</u> Write objective on the board and ask why it is important to know</p> <p><u>Introduce New Knowledge:</u> Share and discuss a chart of bank processes and have students act out a customer/teller interaction.</p> <p><u>Invite a local banker to be speaker:</u> show a bank website: add checking and savings account to the bank center and open each for all students.</p> <p><u>Reinforce Knowledge:</u> Give examples of transactions to class and ask students to identify and/or correct them</p> <p><u>Provide Practice:</u> Give students \$100 in hypothetical funds to deposit in accounts at the banking center.</p> <p><u>Culminating Review:</u> Check students' accounts and individually reinforce or correct banking activity.</p>
<p><b>STEP 5. IDENTIFY AND SELECT SUPPORT TECHNOLOGIES</b></p> <p>Given the strategies selected above in Step 4, identify the technologies that will be needed to support those strategies</p> <ul style="list-style-type: none"> <li>• What technologies and related materials are needed for this lesson?</li> <li>• Which technologies are required for each strategy?</li> </ul>	<p><b>EXAMPLES</b></p> <p>Strategies for objective one of this unit will require the use of:</p> <ul style="list-style-type: none"> <li>• Scanner, printer, copier to create bank center forms</li> <li>• Overhead projector for guest speaker</li> <li>• Computer connected to web</li> <li>• LCD display for large group projection of computer image</li> </ul>
<p><b>STEP 6. EVALUATE AND REVISE THE DESIGN</b></p> <p>Describe the summative feedback process you will use to evaluate the design and how the results of the evaluation will be used to revise it.</p> <ul style="list-style-type: none"> <li>• How will you know if the design is effective?</li> <li>• What assessment instruments are needed to measure effectiveness</li> <li>• What is the revision process once you have the results from your evaluation?</li> </ul>	<p><b>EXAMPLES:</b></p> <p>The design will be evaluated on the basis of student achievement of outcomes and student satisfaction. Evaluation will be completed through objective measurements (tests and quizzes) and through performance assessment (observation of the performance of each student in the banking center). A summative student lesson feedback will assess the student satisfaction with the unit and provide self-evaluation on mastery of the content in the lesson.</p>