Structure:
- Class period structure - 4 part lesson plan (Sarah Marshall, Sharon Bowman)
  - Identify “most important concepts” for this class period
  - 4 parts:
    - 1 pm – 1:05 pm Connect: connect past learning with present or introduce what you are about to learn
    - 1:05 – 2:05 Teach: direct instruction
      10 minute chunks, with 1 minute breaks to teach to partner, think pair share, write down everything you can remember, draw a concept map, or otherwise use the information.
    - 2:10 – 2:50 Practice: apply/use what you have learned
    - 2:50 – 3:00 Conclusion: summarize or evaluate what you have learned

Benefits:
- Predictable routine for students
- Students engage more quickly
- Improved class management
- Helped me see what was missing in a class period

Course structure - class schedule
- Example:

<table>
<thead>
<tr>
<th>BB Folder</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-29</td>
<td>Introduction to Kinesiology Kinematics</td>
<td>Neumann ch.1, pp. 1-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Guide #1 due Wednesday at 1 pm</td>
</tr>
<tr>
<td></td>
<td>8-31</td>
<td>Kinetics Functional Biomechanics exercise pt. 1</td>
<td>Neumann ch. 1, pp. 11-27; ch. 4, pp. 77-96</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Guide #2 due today at 1 pm</td>
</tr>
<tr>
<td>Wk 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-5</td>
<td>No class – Labor Day!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Kinetics Functional Biomechanics exercise pt. 2</td>
<td>Online discussion: initial post due 9-5-15 and 2 or more replies due 9-7-15</td>
</tr>
</tbody>
</table>

Benefits:
- One stop shop for students
- Helps me organize blackboard
Instructor computer file structure:
- Folder for each class
- Subfolders for things used less often (exams, quizzes, course projects, student evaluations, etc.)
- Naming convention for files to (1) keep like things together and (2) keep things in sequence:
  - [Course number] [type of file] [sequence number or YYMMDD] [description]
  - Example:
    - 523 lecture 2 Active Learning and Thinking Questions.doc
    - 523 lecture 2 Active Learning and Thinking Questions.pdf
    - 523 lecture 2 kinetics part 1.doc
    - 523 lecture 2 kinetics part 1.pdf
    - 523 lecture 2 lab--Kinetic concepts part 1.doc
    - 523 lecture 2 plan revised 2016.doc
    - 523 lecture 2 plan.doc

Communicating to students what is most important
- Methods:
  - Amount of time in class
  - Lab activities
  - Plickers or other student response systems
- Each of these is tied to the “most important concepts” in lesson plan
- Examples: before and after
Blackboard as a communication tool

- All assignments and rubrics (nothing handed out in paper form)
- Course messages (keeps me organized)
  - Need to change (and have your students change) notification settings. See “5.2. Change Notification Settings” in HelpSpot at https://helpspot.cuw.edu/helpspot/
- Change color of background in Bb for each course
- Consistent structure within a program may be helpful
Practice time:
Take one class period from the upcoming semester, and create the following for it:

- **Most important concepts** for this class period:
  - 4 parts:
    - Connect:
    - Teach:
    - Practice:
    - Conclusion:

Plickers
Lesson plan reveal