Volume 20 Issue 23
Originally issued as G4



Global Journal of human-social science: G
Linguistics & Education
Volume 20 Issue 4 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

How to Write a Dynamic Lesson Plan ? -Basis of Ignatian Pedagogical Paradigm

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GJHSS-G Classification: FOR Code: 139999



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How to Write a Dynamic Lesson Plan ? -Basis of Ignatian Pedagogical Paradigm

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I. What IPP Does is to Apply This Dynamic in the Classroom

The Ignatian Pedagogical Paradigm (IPP) believes that if the learner does not relate directly with the truth, there can be no learning. A teacher who does not know the subject matter or, like the subject matter, will not be an effective teacher. A class that is too focused or dependent on the teacher will not be ideal for learning.

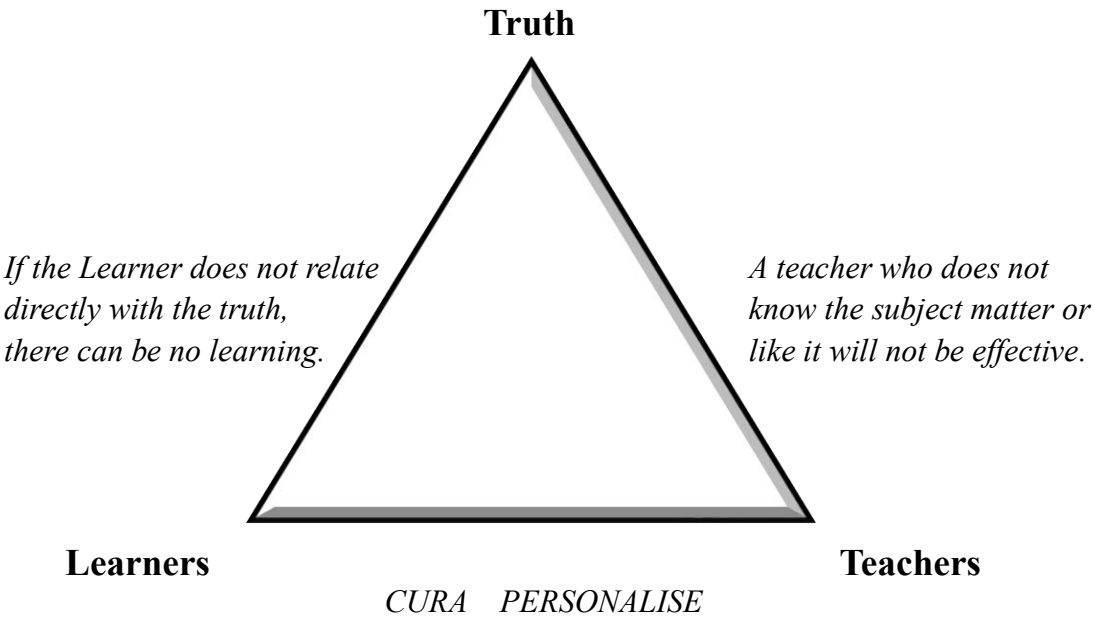


Figure 1.1: What IPP Does is to apply this Dynamic in the Classroom

a) *Cura Personalise*

It is Latin for the phrase "care for the human person." In the context of the Ignatian Pedagogical Paradigm, it is extending to the student with the right kind and amount of care so that he/she is enabled to learn his/her lessons well. Care for the student should not result in dependency on the teacher. The student should be able to manage on his own by the end of the day.

b) *Personal Example*

A teacher should tell his/her students "We support your ideas!" and "You're the best!" regularly in class to encourage them.

c) *The Most Important Relationship*

IPP believes that the relationship between learners and class is not memorization but understanding the skill, developing the skills, and applying the lessons in real-world problems.

II. Why Dynamic Lesson is based on IPP ?

It is the learner, not the teacher, who is ultimately responsible for learning. The learner should be

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making an effort. The teacher plays a significant role in promoting studying, not by being the "main attraction."

a) IPP Helps us Organise What We Know and Believe

First and foremost, before class, the teachers should prepare the LEARNER'S CONTEXT. From the teacher's point of view, context is about their knowledge of the students. Teachers should be aware about learner's abilities and background.

Second, based on the learner's context, the teacher decides what and how the students will be taught in the class. After class, the teacher should reflect, "What do I want my students to take to heart, mull over, and value?" The actions of the learners do in the real world will based upon what they took from class. The last but not least, the teacher should evaluate the students, his/her teaching, and his/herself.

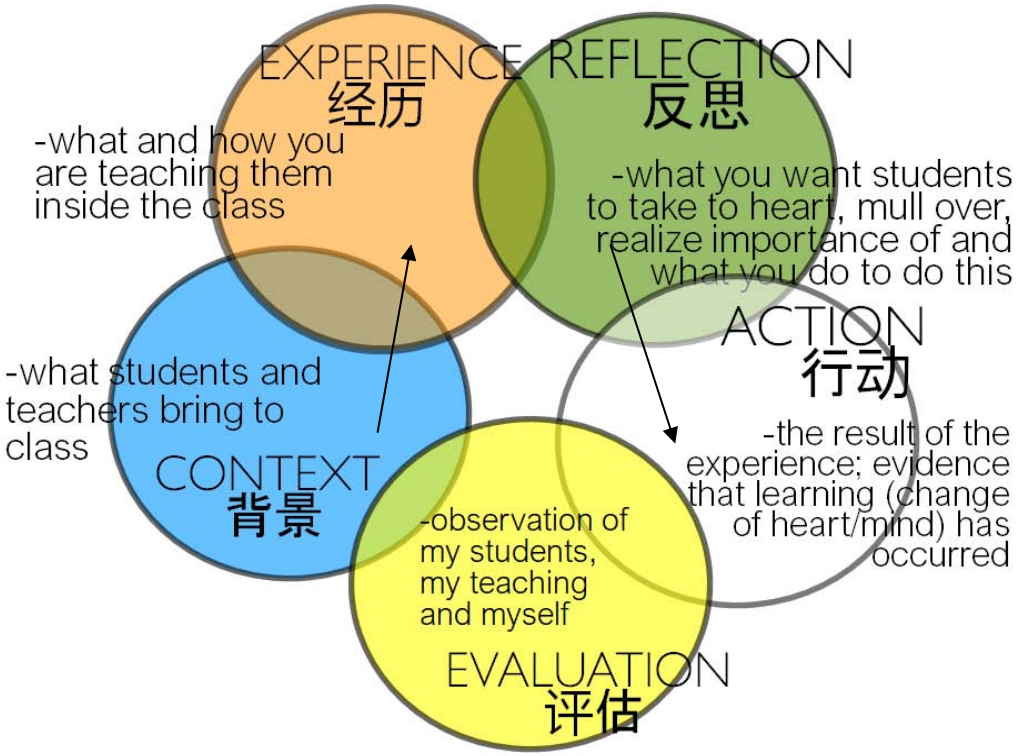


Figure 1. 2: The Learning Process Basis on IPP

b) Highlight Items from IPP

Context:

- Where the students are in their learning process.
- From the teacher's point of view, context is about the teacher's knowledge of the students.
- From the student's end, context pertains to their readiness to learn a lesson.
- The student's attitude to learning.

Reflection:

Ability to reflect is the key to the Ignatian Pedagogical Paradigm. Soul-searching is the process whereby the student makes the studying experience his/hers and arrives to the meaning of the learning experience his/herself and for others.

Reflection is, therefore, a search for the meaning and significance of what is learned.

III. How to Prepare a Dynamic Lesson Plan

Before class, teachers need to be familiar with some items in our lesson plans, such as:

Experience

- What and how you are teaching them inside the school.

Context

- What students and teachers bring to class.

Reflection

- What you want the students to take to heart, mull over, value, and put to action.

Action

- The result of the experience; evidence that learning (change of heart/mind) has occurred.

Evaluation

- Observation of my students, my teaching, and myself.

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According to the items given above, how does teacher write a suitable lesson plan? Share the pattern of Daily Teaching Plans (taken from Chinese lesson 7 *School* as an example).

Form 1.3: The Pattern of Daily Teaching Plans

Lesson 7 School						
Section	A	B	C	D	E	F
Date	D*/M*/Y*					
Session No.(1)	SESSION-SPECIFIC OBJECTIVES/ ALIGNMENT/ RATIONALE: CONTEXT: 1. Most Grade12 students are familiar with and have participated in major campus activities. 2. Grade 12 students have the basic ability to use words to make sentences in Chinese. LOOK FORS: (differentiation used, possible misconceptions, strategies to be used, best practices, etc.)					
Learning experience: 一、生词部分： 1. 掌握本课第一篇课文的十二个生词，会听、会说、会写 **重点掌握：所、法文、国际、宿舍、设、设施、齐全、安排、丰富多彩。 **一般掌握：寄宿学校、趟。 补充词汇：礼堂。 2.能够正确运用本课的动词、名词造句 Prelection: 第1步： 祈祷。环视教室，检查学生出勤状况及精神状态。检查学生是否准备好课本。 第2步： 导入新课：（10分钟） 你们学校叫什么名字？有什么历史背景？ 你们学校为学生安排了什么课外活动？ 你觉得这些活动有哪些优缺点？ 第3步： 出示照片/幻灯片 —— 学校 第4步： 出示词卡/幻灯片——课文题目：第七课 学校 Lesson proper: 第1步：学习生词（30分钟） 第2步：利用生词请学生造句，先读PPT 例句，再请学生模仿造句（老师给一半的句子让学生来完成）（10分钟） 第3步：请学生注意听，能说出哪些语法是不正确的。能说出的学生老师给予奖励。 第4步：加强重点生词的运用练习，完成《练习册》上的72页的练习一、二。（15分钟） Closure: 总结学习内容（共5分钟） • 依次出示词卡/幻灯片—9个生词的字卡，让学生正确地读出声调。 并请学生说出今天我们学了哪些生词？说得最多的那一组就获胜。 • 布置作业：抄写生词。						
Evaluation: 1. 你理想中的学校是什么样的？为什么？ 2. 你所在的学校是一所什么样的学校？有什么历史背景？						

We already know that how to write the daily teaching plans, however, at very beginning of the semester, the teacher must submit the Whole Year Lesson Plan. Hence, the teacher should prepare the Whole Year lesson Plans (taken from Chinese lesson 7 *School* as an example).

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Form 1.4: The Whole Year Lesson Plans

Subject: Easy Step Learning Chinese	**Quarter :** 1 2 3 4
Unit Title: Unit2 Lesson 7 学校	**Teachers:**
Materials: 轻松轻松学中文---第四册 教具（PPT、教案）	
Learning Outcomes: There are three types of Learning Outcomes: (a) ACTION Goals (Long-term Transfer Goals), (b) REFLECTION Goals (Essential Understandings and Essential Questions), and (c) Experience Goals (Knowledge and Skills).	**Formal Assessment:** Not all learning outcomes need to be assessed formally all the time, but in principle, it should be possible to operationalize for immediate assessment, including the long-term reflection goals .
Subject Action Goals: 在本课结束时，学生应该： 1. 能够用汉语进行相关主题的沟通，学生的语言交际的能力有所提高。(允许有少许语法错误，但能达到交际沟通的目的) 2. 学生能够针对不同的交际对象和不同的环境进行以学校为主题的会话交际， 3. 学生能够初步了解关于学校的基本知识，可以用简单的中文描述自己理想中的学校。 4. 具备初步的学习策略和交际策略，资源策略及跨学科的策略。	**Transfer Assessment:** 1.课堂提问 （口试/练习笔试） 2.口头造句 3.背诵重点句型和词组 4.朗读课文 5.对话练习 6.课堂练习 7.成段表达 8.小考
Reflection Goals: 在本课结束时，学生应该明白： 1.能够学会用不同的与学校相关的生词，来表达有关学校生活的问题。 2.明白自己学校的传统和精神，要有继承学校传统并把它发扬光大的理想，合理的安排日常生活及课外活动，通过学习不断提升自己，利用课外活动来锻炼身体、增强体质，养成良好的生活习惯。	**Reflection:** 1.你理想中的学校是什么样的？为什么？ 2.你所在的学校是一所什么样的学校？有什么历史背景？ 3.你喜欢你所在的学校的哪些方面？为什么？ 4.如果你可以自己安排自己的课程表，你会怎么安排？为什么？
Experience Goals:	**Acquisition Assessment:** 1.笔试 2.口试 3.阅读听力测验

Ignatian Pedagogical Paradigm Education in a Jesuit school gives significance to the crucial abilities – REFLECTION, EXPERIENCE, and ACTION. As mentioned earlier, IPP attaches great importance to the cultivation of children's reflective ability. Then, in the campus, how can teachers give questions that worthy of reflection for students?

The Characteristics of Reflective Questions:

- Cause a genuine and relevant inquiry into the big ideas of the core content.
- Provoke students deep thought, lively discussion, sustained inquiry, and new understandings and questions.
- Require students to consider alternatives, weigh evidence, support their ideas and justify their answers.
- Stimulate a vital ongoing rethinking of big ideas, assumptions and prior lessons.
- Spark meaningful links with prior learning and personal experiences.

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- Make or show connections with anther subject, skills, or situations.

IV. Closure

A good teacher should not be limited to teach students who seek high marks. What's more important is to cultivate students' ability to reflect, learn to reflect and have the ability to face any subject in the future, or deal with complex social issues. What will be left to children is valuable wealth, because knowledge will forgotten over time, and mastering the ability of reflection will benefit the children for life!

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