

Phoebe Pedagogic Planner Project: Questions for Consultation Activity 1

These questions are to be completed by Person C in the group, by noting Person A's spontaneous comments and/or by asking the questions explicitly (see instructions on separate sheet). If you have any queries, please see either Liz or Marion.

Ask these questions first:

1. The sector(s) in which Person A works:	FE / HE / ACL / Other _____
2. Person A's name and email address, <i>only if s/he is willing to be contacted by the project team to follow up the data.</i>	
3. What is Person A doing in this activity?	Describing own planning / 'Teaching' how to plan

You can ask the rest of the questions in any order — just make sure that, at the end of the activity, you have answers to them all.

<p>Does the process include looking at, or using, an existing plan while creating this one?</p> <p><i>e.g. Adapting one you had written sometime in the past OR having a look at a similar plan written by someone else in order to get ideas?</i></p>	
<p><i>Note to person C: This is a slightly different question from the previous one, so please make the distinction as clear as you can.</i></p> <p>Does the process include searching for examples or case studies of the creative use of technology by other people?</p> <p><i>For example, looking in:</i></p> <ul style="list-style-type: none"> - An external repository such as FERL, Ask Butler or JORUM? - A collection of examples, case studies and similar resources within your institution? <p>If yes, please annotate the flipchart to show where this happens.</p>	
<p>At what point in the planning process are support materials (e.g. handouts, reading lists) created?</p> <p><i>e.g.</i></p> <ul style="list-style-type: none"> - Right at the beginning - As you plan each activity - After you finish the lesson plan <p>Please annotate the flipchart to show this.</p>	
<p>At what point in the planning process are decisions made about what sort of technologies and tools will be used?</p> <p><i>e.g.</i></p> <ul style="list-style-type: none"> - Right at the beginning - As you plan each activity - After you finish the lesson plan <p>Please annotate the flipchart to show this.</p>	

<p>Does the plan include allowances for unforeseen situations such as student-initiated digressions or technical problems? <i>e.g. Does the plan contain some slack, does it include alternative or additional activities etc.?</i></p> <p>If yes, please annotate the flipchart to show where contingency planning takes place</p>	
<p>Does the plan have to be submitted to others for approval (<i>e.g. to head of department, mentor</i>)?</p> <p>If yes, please annotate the flipchart to show where this happens.</p>	
<p>Looping back (iterations). Are there any points in the planning process where it might be necessary to go back and revisit earlier stages in the planning process?</p> <p>If yes, please mark them on the flipchart.</p>	
<p>Do any aspects of planning run throughout the process: i.e. alongside the others?</p> <p>If yes, please mark them on the flipchart.</p>	
<p><i>(Not relevant if A is 'teaching')</i> Did you develop this plan in collaboration with others? <i>E.g. for team-teaching or when different teachers cover the same material with different groups of students</i></p> <p>If yes, please annotate the flipchart to show how the others were involved.</p>	

<p>What tools are used to produce the final plan?</p>	
<p>If you plan learning sessions in collaboration with others, what tools do you use to share the draft versions, comment on them and generally communicate with the other members of the team?</p>	

<p>Please indicate where your finished plan would lie on a scale of 1 to 7, where 1 = Rough notes ("back of an envelope") 7 = Formal structured plan laid out in a format specified by your college/university</p>						
1 (rough)	2	3	4	5	7	7 (formal)

Any other questions/observations/contributions (by all 3 members of the group):