

OpenQAsS

Open Source **Q**uality **A**ssurance **S**ystem for
Vocational Education

2014-1-HU01-KA202-002356

ERASMUS+ Strategic Partnership

2014-2017



Educational Quality Open System

User Guide

Module: Lesson Plan

ITStudy
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Introduction

One of the main modules of OpenQAsS Toolkit is the module for '*Lesson Planning*'. It enables VET teachers to:

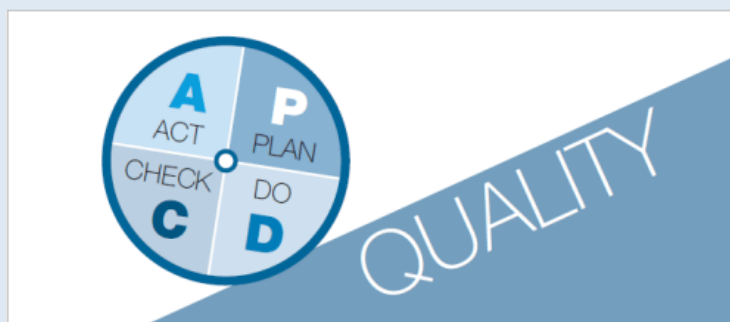
- create lesson plans according the requirements of the standard curricula;
- share them with other teachers of the school;
- reuse their own lesson plans, and ones shared by other teachers;
- upload Learning Objects (LOs) for use in the classroom, for sharing with others, and for reuse in subsequent semesters;
- evaluate the lesson – self-evaluation;
- peer evaluation – evaluation of lesson plans from other teachers.

Why is this an important factor for Quality? It is a tool for self-reflection and for peer evaluation among teachers, and it contributes to the continuous improvement of the professional and pedagogical work of the teachers.

Lesson Plan Manager









EQOS - Open Quality Assurance Toolkit for VET providers

Even small VET institutions have a complex organisational structure and quality is generally produced in all parts of the institution, although some parts are more important for producing quality than others.



Source: Cedefop

Commonly used icons in Lesson Planner

	View
	Share (currently unavailable)
	Edit
	Add New Item
	Delete
	View The Evaluations
	Print
	Evaluation – self-assessment of owned lesson plan; external evaluation of others.

Commonly used Actors in the Lesson Planner

Select options

Choose from the elements offered. Those selected will be highlighted in blue.

Teacher

N/A

David Cleary

Francesca Alfano

Hartyányi Mária

Helén Hegedűs

Ildikó Balassa

Jose Amelio

Ken Currie

Luis Fernandez

Mányai Miklós Máté

Mary Cleary

Pierfranco Ravotto

Szabó János

Lajtos Gábor

Töreky Szilvia

Szuszai Tamás

Free text

Input fields (text areas) can be filled with any text.

Assessment methods - Requirement module / Subject / Unit

Free text with default value

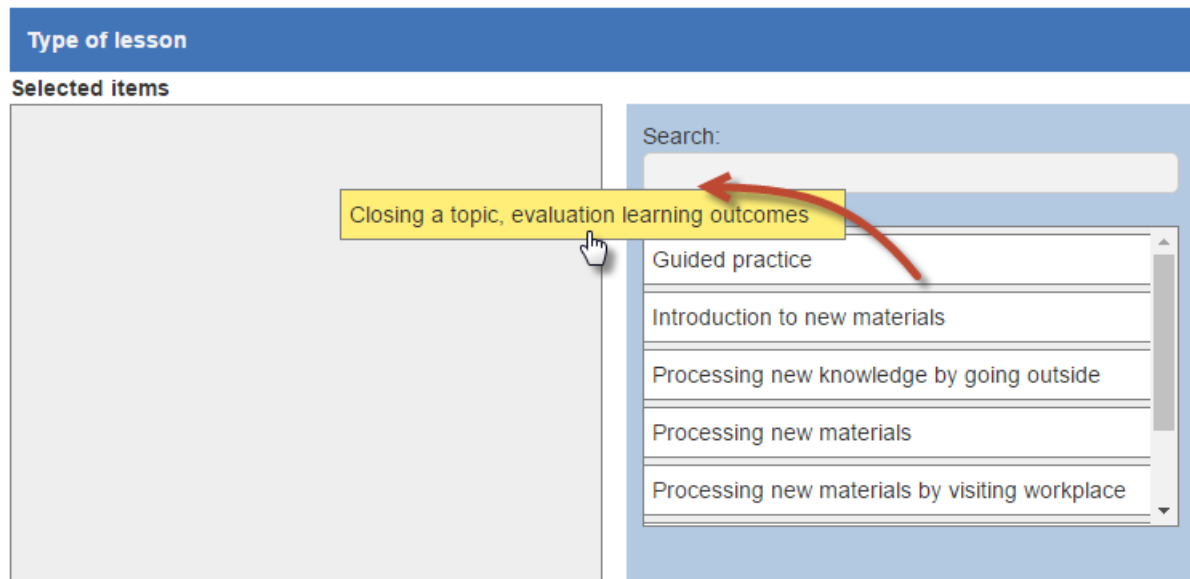
Some Input fields contain default values, though these can be rewritten or modified if desired.

Learning objectives, learning outcomes - Subject area / Strand

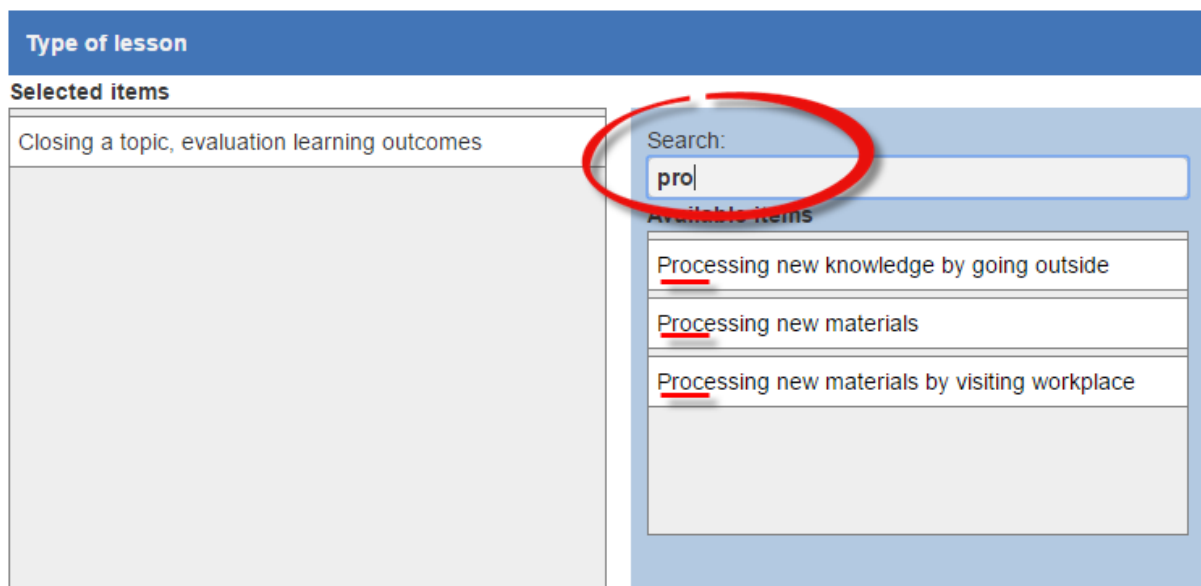
develop project management skills
 identify and analyse problems and opportunities
 recognise constraints
 investigate and research existing solutions
 generate, evaluate and justify ideas

Drag & Drop

Drag elements that apply from the list on the right over to the left side input fields. The order that the elements will appear in is dependent on internal settings.

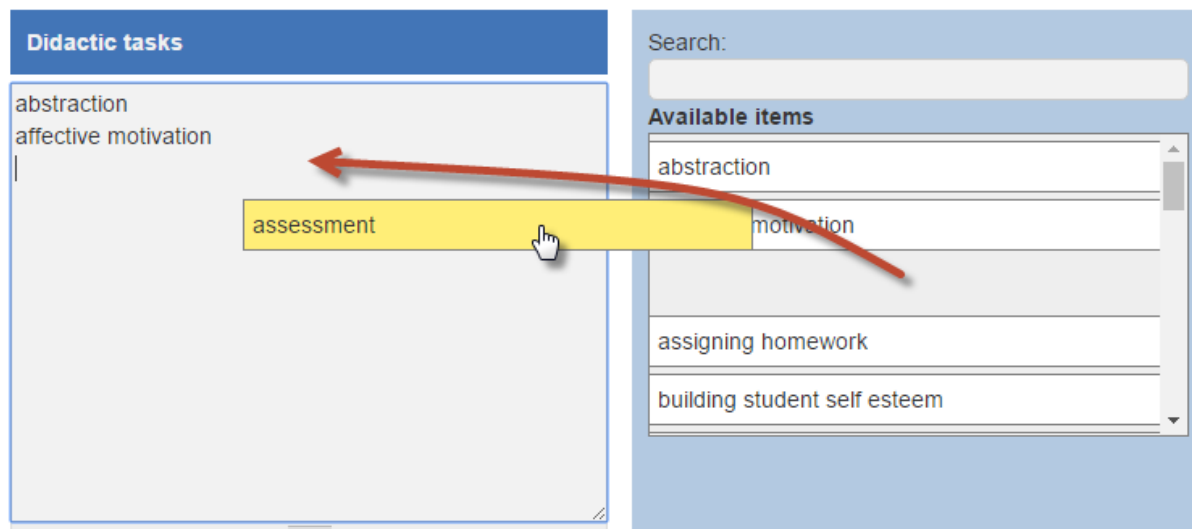


The search box at the top of the list will prune the choice as you type.

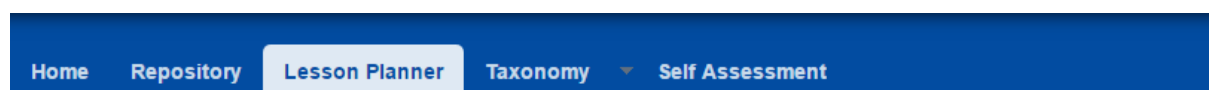


Drag & Drop -with editable text

Certain elements can be freely edited after being dropped on the left.



Filtered browsing of Lesson Plans



The Lesson Planner is a user-friendly tool for reducing the list of uploaded lesson plans. The list of existing lesson plans can be pruned by adding characteristics such as:

- Teacher
- Grade
- Requirement module / Unit / Subject
- Subject Area / Strand.

Inactive filters appear in white, the name of criteria is followed by indicated numbers of hits in the () brackets. Switching on one or more filters reduces the list of lesson plans that show.

Browse existing lesson plans

Teacher

Hartyányi Mária (2) Ken Currie (1) Lajtos Gábor (1) Szabó János (1)

Grade

13 (age 19) (3) 11 (age 17) (1)

Requirement module / Unit / Subject

Mathematics - Ordinary Level (3) Technology (2)

Subject Area / Strand

Statistics and Probability (3) A Process of Design (2)

Reset filters

Active filters appear in blue. They can be switched off by clicking on the minus (-) sign at the left edge. All filters can be switched off by clicking on *Reset filters*.

Requirement module / Unit / Subject

(-) Technology

Subject Area / Strand

A Process of Design (2)

Reset filters

Filter by date

Date Date Apply

E.g., 04/28/2017 E.g., 04/28/2017

Results

Teacher	Module	Subject area	Actions	Date created
Lajtos Gábor	Technology	A Process of Design		February 21, 2017
Szabó János	Technology	A Process of Design		March 24, 2017

Filtered results appear below the filter criteria in lists of 10. Lesson Plan actions vary depending on the rights/permissions of the user. Owners and administrators generally have more options, as shown in the *Actions* column in the figure above.

Structure of Lesson Plans

Lesson Plans can be used at two levels in the Lesson Planner: *Header* and *Exposition*.

Header contains data describing: the actual training qualification (e.g. Vocational Qualification - NVQR); any module of the training (e.g. Requirement module/Subject/Unit); the name of the Subject Area/Strand; and details, structure and activities of the lesson connected with the subject.

As any one subject generally contains a fixed number of classroom lessons – as defined in the syllabus - the header part is generally created for the start of a semester, to which the teachers who teach the subject can attach their lesson plans.

HEADER of lesson plan

- name of Vocational qualifications (NVQR)
- name of Requirement module / Subject / Unit
- name of Subject area / Strand
- related to Requirement module / Subject / Unit:
 - project task(s)
 - assessment methods
 - materials / Tools
 - bibliography etc.

Details of lesson 1

Details of lesson 2

Details of lesson ...

Details of lesson x
















- type of lesson
- learning objectives
- learning outcomes
- skills
- competences
- didactic tasks
- teaching materials
- methods
- working forms etc.

View of Lesson Plans

Step 1

Clicking on the *View* icon in the *Actions* column opens up the Lesson Plan Header.

Browse and modify existing Headers/Lesson Plans or add a new Lesson Plan to an existing one

Teacher	Module	Subject area	Actions	Date created
Lajtos Gábor	Technology	A Process of Design	  	February 21, 2017
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability	  	March 5, 2017
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability	  	April 28, 2017
Szabó János	Technology	A Process of Design	  	March 24, 2017
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability	  	April 26, 2017

Step 2

Clicking on the *View* icon in the *Actions* column at the bottom of the page opens up the Lesson Plan.

Stat2016













Teacher: Hartyányi Mária

Requirement module / Subject / Unit: Mathematics - Ordinary Level

Subject area / Strand: Statistics and Probability

Grade: 13 (age 18-19)

Mandatory textbooks for students - Requirement Module / Subject / Unit:
Students: There is no single textbook which can suit the learning needs of all students. Dynamic software package (GeoGebra, Excel and Autograph), tutorials

Title	Topic	Privacy	Actions
Stat2016COUNT	1.1 Counting	   	
Stat2016CORR	1.6 Representing data graphically and numerically	   	
The Correlation Coefficient		   	



Editing existing Lesson Plans

Lesson Plans belong to a specific *Module* and *Subject Area* (or *Header*). These can be edited, if existing, or added-to to create another.

Step 1

Click on *Edit* icon in the *Actions* column of the required *Module* and *Subject Area* to open an existing Lesson Plan.

Modify existing Headers/Lesson Plans or add a new Lesson Plan to an existing one

Teacher	Module	Subject area	Actions	Date created
Lajtos Gábor	Technology	A Process of Design		February 21, 2017
Szabó János	Technology	A Process of Design		March 24, 2017

1 (Red circle with number 1 pointing to the Actions column header)

2 (Red circle with number 2 pointing to the Edit icon in the Actions column)

~~Add new Header and Lesson Plan~~

Step 2

To add a new Lesson Plan, scroll down the page and click on the '+' icon.

Home Repository Lesson Planner Taxonomy Self Assessment

View Edit

Identifier * test3

Vocational qualifications (NVQR)

Leaving Certificate Vocational Programme Level 2 (Technical) Certificate in Digital Technologies (5220-21)

Lesson plans

Design (194) +

2 (Red circle with number 2 pointing to the '+' icon)

+ (Red circle with '+' icon pointing to the bottom of the dropdown list)

Click + to create a new Lesson Plan or start writing a title then Select an existing one from the dropdown list

Add another item

Save Delete

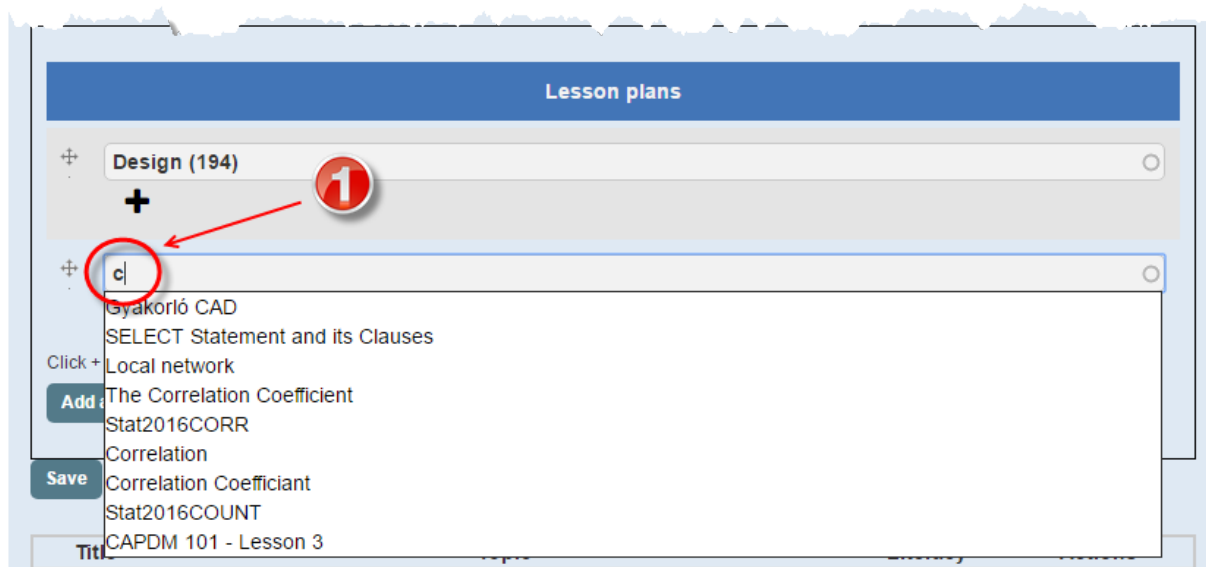
Step 3

Fill out the fields of page *Lesson Plan*, then *Save* them.

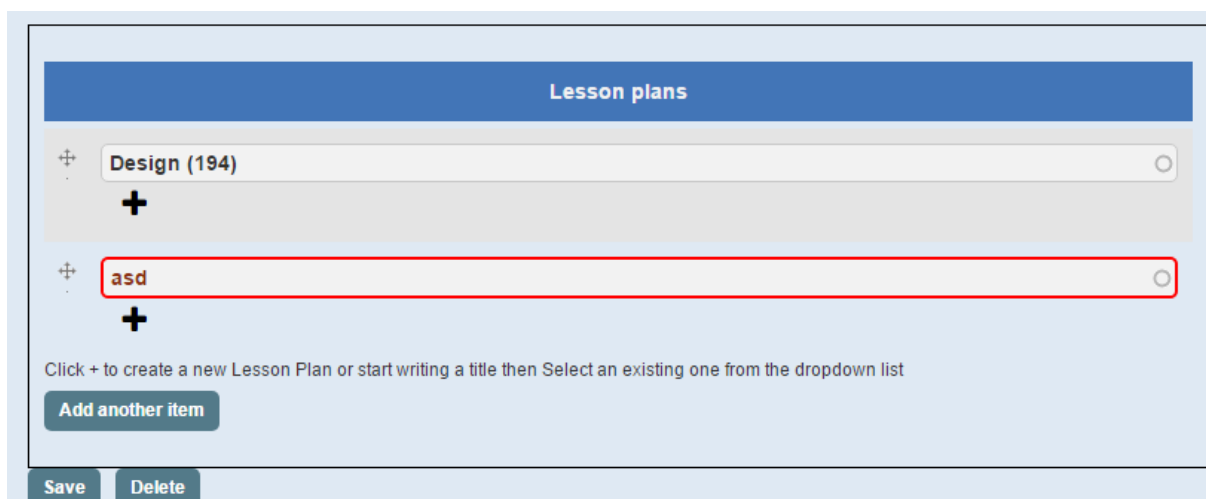
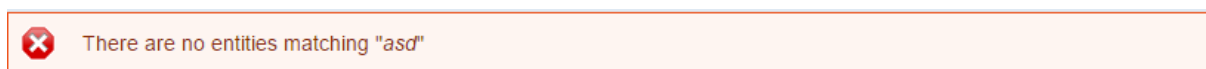
Attaching an existing Lesson Plan to its Header

Step 1

Another way of creating a Lesson Plan is to attach an existing one to a *Header*. Start typing in the empty input field to filter the choice from the list of existing *Lesson Plans*.



In the event of there being no existing *Lesson Plan* of the name being input, an error message will be shown.



Choose from the list of existing Lesson Plans or create a new one by clicking on the '+' icon.

Creating New Header and Lesson Plan

Step 1

If you have no Lesson Plan, or cannot find an existing one for reuse, click the button 'Add New Header and Lesson Plan' at the bottom left of the screen to create a new one.

Teacher	Module	Subject area	Actions	Date created
Lajtos Gábor	Technology	A Process of Design		February 21, 2017
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability		March 5, 2017
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability		April 28, 2017
Szabó János	Technology	A Process of Design		March 24, 2017
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability		April 28, 2017

Add new Header and Lesson Plan

Step 2

Add a unique *Identifier* to the Header, then proceed to set up its parameters by filling in the boxes. If the intention is to create a new Header without a Lesson Plan, click *Save* at the bottom to store the header.

Mandatory textbooks for students - Requirement Module / Subject / Unit

Lesson plans

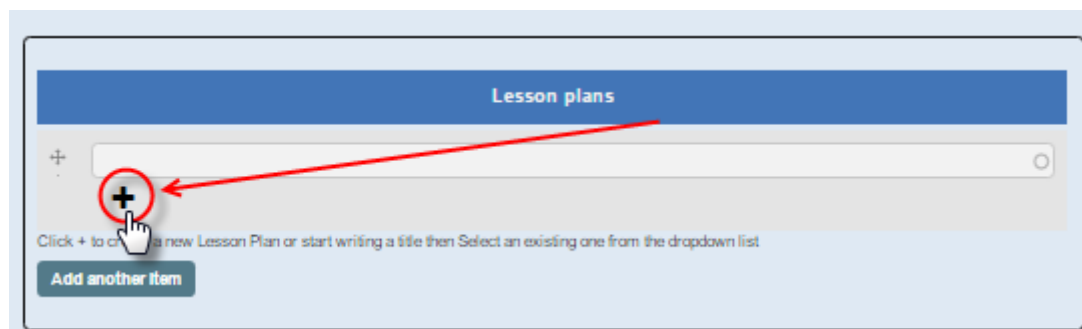
Click + to create a new Lesson Plan or start writing a title then Select an existing one from the dropdown list

Add another item

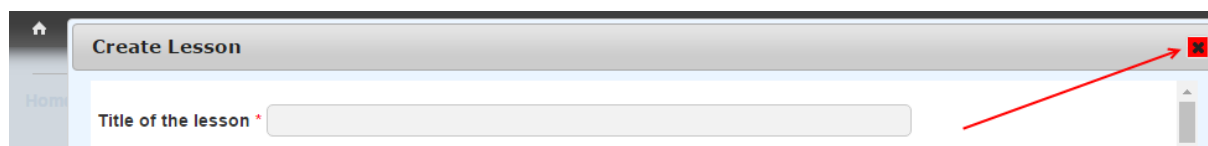
Save

Step 3

When you do want to add a Lesson Plan well, click on the '+' icon at the bottom of *Lesson Plan* box.



An editor window will appear with red 'x' at the upper right corner. Clicking on the red 'x' at the upper right corner closes the pop-up window without change, and takes you back to the *Header*.



Step 4

Existing lesson plans can be found from their names, so it is necessary to give them a unique title! The Input field '*Title of the lesson*' is a free text field and can be filled with any characters.

Step 5

Proceed to fill out the various fields of *Lesson Plan*.

IMPORTANT: while filling out some fields you can choose from prepared lists, however you can always rewrite all text at a later stage if desired.

Step 6

Save the *Lesson Plan* by clicking on *Save* at bottom of the screen.

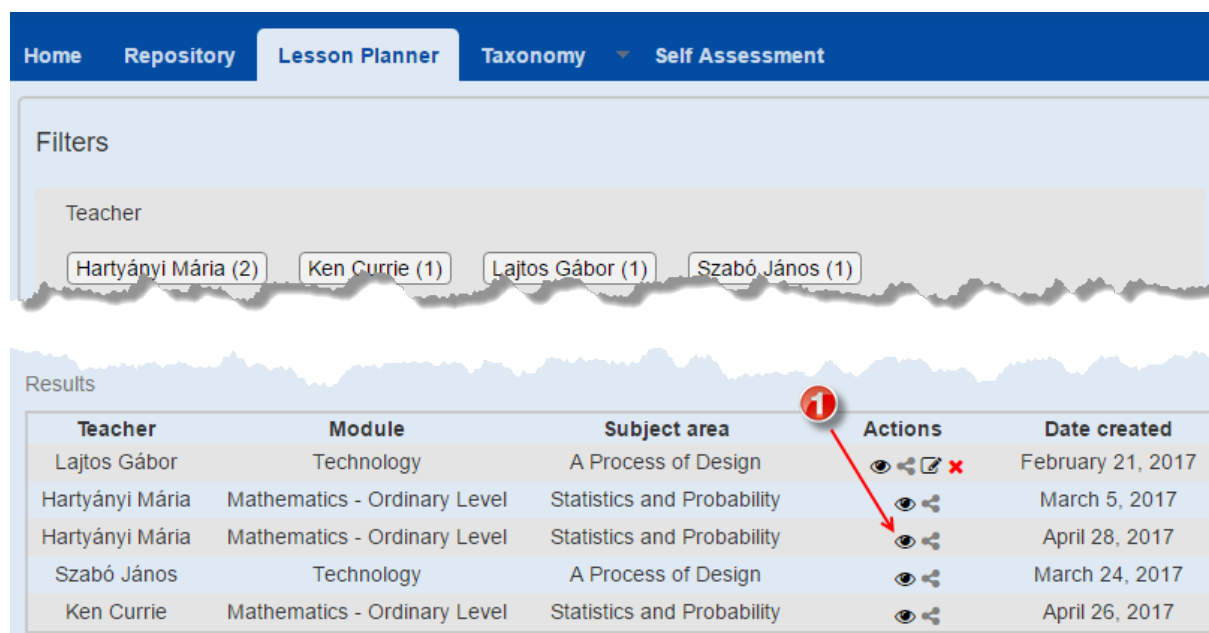
Exporting Lesson Plans

Exporting Lesson Plans as a Word document













While EQOS will store and reserve all plans you have created, you can also download any of them for further use. This option is available through the 'export' function.

Step 1

Click on the *View* icon of the selected Lesson Plan's Header.

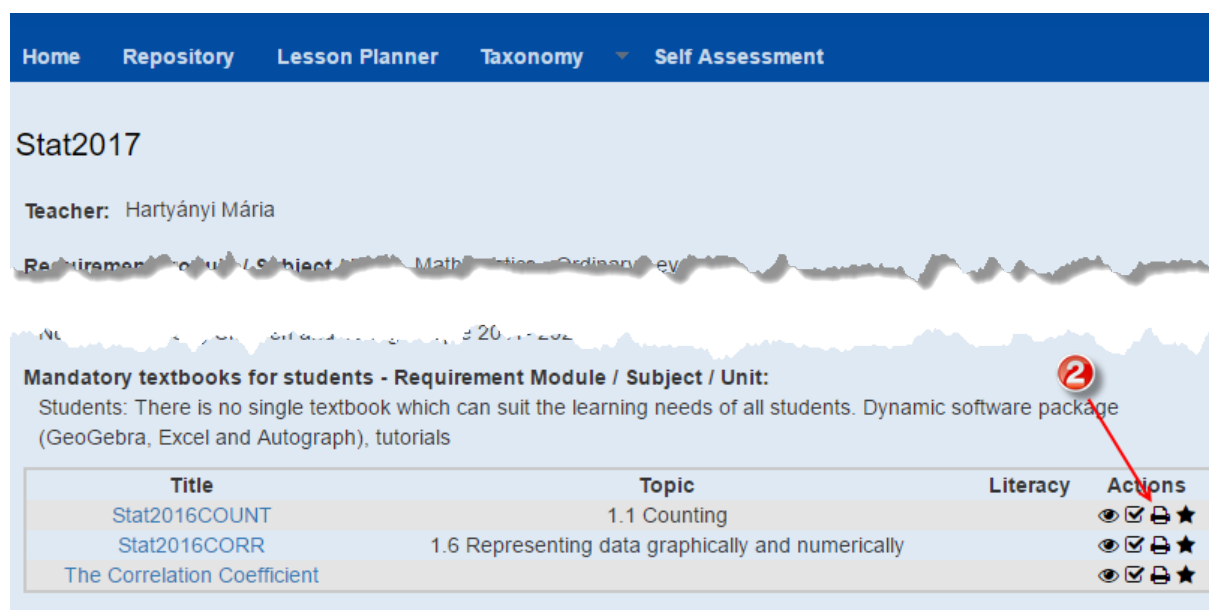


The screenshot shows the 'Lesson Planner' tab selected in the top navigation bar. Below the navigation bar is a 'Filters' section with a 'Teacher' filter showing four options: Hartyányi Mária (2), Ken Currie (1), Lajtos Gábor (1), and Szabó János (1). Below the filters is a 'Results' section containing a table of lesson plans.













Teacher	Module	Subject area	Actions	Date created
Lajtos Gábor	Technology	A Process of Design	   	February 21, 2017
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability	 	March 5, 2017
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability	 	April 28, 2017
Szabó János	Technology	A Process of Design	 	March 24, 2017
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability	 	April 26, 2017

Step 2

Click on the *Print* icon of the selected Lesson Plan at the bottom of Header page to print it.



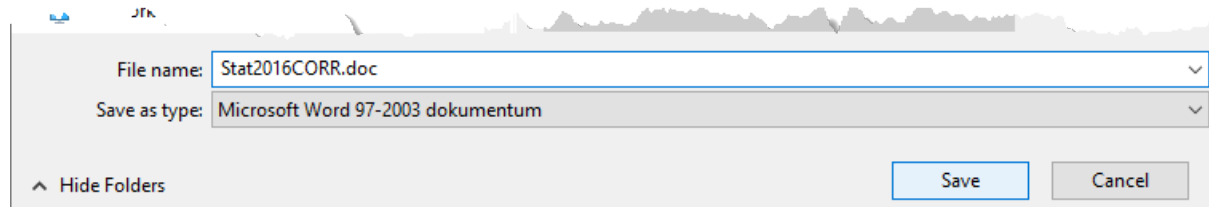
The screenshot shows the 'Stat2017' lesson plan page. The 'Teacher' is Hartyányi Mária. Below the header, there is a section for 'Mandatory textbooks for students - Requirement Module / Subject / Unit:' with a description: 'Students: There is no single textbook which can suit the learning needs of all students. Dynamic software package (GeoGebra, Excel and Autograph), tutorials'. Below this is a table of textbooks.

Title	Topic	Literacy	Actions
Stat2016COUNT	1.1 Counting	   	
Stat2016CORR	1.6 Representing data graphically and numerically	   	
The Correlation Coefficient		   	

An exported version is available as a Word document (.doc or .docx file), which can be edited before printing. The downloaded document includes both the *Header* and the details of the Lessons.

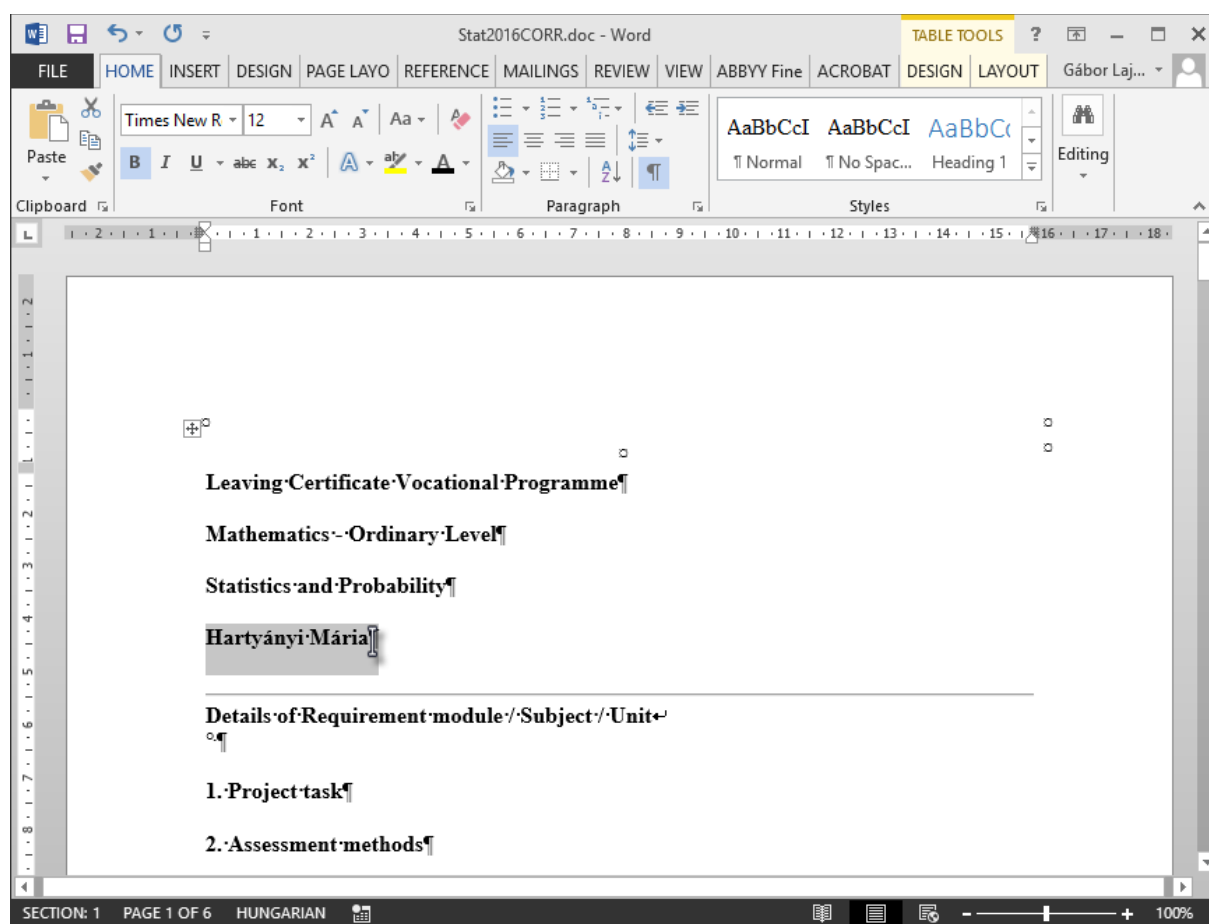
Step 3

Save as a Microsoft Word document.



Step 4

After editing it with Microsoft Word, just *save* and/or *print* the document.



Structure of printable lesson plan

Printable versions are made up of three separately identifiable components (separated from each other by red lines in the model below).

Sections 1-9 contain the common areas of the Lesson Plans that relate to the same *Subject Area*, followed by specific details of a particular lesson after section 9.

Leaving Certificate Vocational Programme

Mathematics - Ordinary Level

Statistics and Probability

Hartyányi Mária

Details of Requirement module / Subject / Unit

1. Project task

2 Assessment methods

Assessment for certification (Leaving Certificate Mathematics) will be based on the aim, objectives and learning outcomes of the syllabus. Ordinary level is a subset of Higher level. Assessment components At Ordinary level and Higher level there are two assessment components

- Mathematics Paper 1
- Mathematics Paper 2

Each paper will contain two sections - A and B.

- Section A will address core mathematics topics, with a focus on concepts and skills.
- Section B will include questions that are context- based applications of mathematics.

General assessment criteria A moderate level of achievement in Mathematics is characterised by a demonstration of a broad knowledge and good understanding of mathematics as described by the learning outcomes associated with each strand. The learner is able to make deductions with some insight even in unfamiliar contexts and can move between different forms of representation in most situations. When investigating problems of moderate complexity, the learner recognises pattern structures, describes them as relationships or general rules and draws conclusions consistent with findings. The learner successfully selects and applies skills and problem solving techniques. The learner presents a reasoned justification for the method and process and provides an evaluation of the significance and reliability of findings.

3. Materials / tools

Dynamic software package (GeoGebra, Excel and Autograph) Online resources on the Project Maths website, A mathematical instruments set. Project Maths Videos:
<https://www.youtube.com/channel/UCZ1HjXWY97tf-8u1tIJ5yuA>

4. Bibliography for teachers

Teachers: Mathematics Syllabus FOUNDATION, ORDINARY & HIGHER LEVEL For examination from 2015 TEACHER HANDBOOK Senior Cycle Ordinary Level 5th & 6th year, Based on the 2015 syllabus The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011- 2020 Students: There is no single textbook which can suit the learning needs of all students.

5. Textbooks for students

6. Examples for final assessments of students performance

Details of Subject area / Strand

7. Aims, objectives, learning outcomes

The aim of the probability unit is two-fold: it provides certain understandings intrinsic to problem solving and it underpins the statistics unit. It is expected that the conduct of experiments (including simulations), both individually and in groups, will form the primary vehicle through which the knowledge, understanding and skills in probability are developed. References should be made to appropriate contexts and applications of probability. The students should be able to explore patterns and formulate conjectures to explain findings to justify conclusions to communicate mathematics verbally and in written form to apply their knowledge and skills to solve problems in familiar and unfamiliar contexts

8. Prior knowledge

Please define the prior knowledge needed to the lesson.

9. Cross-curricular links

Design and Communication Graphics Home Economics Geography Business Studies (accounting, marketing, inventory management, sales forecasting and financial analysis)

Details of the lesson

Grade: 13 (age 19)

Type of lesson: Introduction to new materials

Topic: 1.4 Statistical reasoning with an aim to becoming a statistically aware consumer

Subtopic:



Situations where statistics are misused and learn to evaluate the reliability and quality of data and data sources. Different types of data.

Goals and task of lesson:

Goals broad statement of learning outcomes. Objectives describes a direction for a student acquiring the new knowledge, skills and competences.

Learning outcomes:

To help students to understand the concept of regression

Skills:

Communication and collaboration

Personal competences:

Communicating

Didactic tasks:

building student self esteem

Teaching materials:

CorrelationCef

Date created: March 23, 2017

Time required	Procedure	Lesson Interaction			Comments
		Methods	Students activities	Tools	
Lesson Opening					
5 minute(s)	Welcome				To start the lesson
10 minute(s)	Getting information	ask clarifying questions, assess students' knowledge and skills, capture	Processing new materials	Internet	

		interest			
Main part					
20 minute(s)	Demonsrtion,pre3sentation, Exercise	applying knowledge in work	Guided practice	mobile phone	
Lesson Closing					
10 minute(s)	Traditional homework	assess students' knowledge and skills		newspaper cut-outs	

Approved by:















Evaluation of the Lesson





The Lesson Planner provides options for evaluating Lesson Plans by the owner or by others. The Toolkit links to a self-assessment form, in case of evaluating own Lessons, or to an external assessment form to evaluate others' Lessons. Completed evaluation forms are stored in the system for later review.

Self-assessment

Step 1

To choose one of your own Lessons for evaluation, click on the *View* then on the *Evaluate* icons.

Browse and modify existing Headers/Lesson Plans or add ¹ new Lesson Plan to an existing one					
Teacher	Module	Subject area	Actions	Date created	
Lajtos Gábor	Technology	A Process of Design	   	February 21, 2017	
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability	 	March 5, 2017	
Hartyányi Mária	Mathematics - Ordinary Level	Statistics and Probability	 	April 28, 2017	
Szabó János	Technology	A Process of Design	 	March 24, 2017	
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability	 	April 26, 2017	
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability	 	May 3, 2017	

Title	Topic	Literacy	Actions
Design	Identification and Analysis of Problems	²	   

Step 2

The Title Row will be filled automatically. After filling out the rest of the evaluation form click on *Submit* to activate it.

Lesson Plan Self-reflection and Evaluation

Lesson to be evaluated: Design [id:194]

1. What went well in this lesson? Why?

2. What problems did I experience? Why?

9. Assessment – Does my method of assessment measure what I want? How did the class do? What should I change for next time?















Submit

External assessment

Step 1

Choose a Lesson produced by someone else for evaluation by clicking on the *View* then the *Evaluate* icon.

Browse and modify existing Headers/Lesson Plans or add a new Lesson Plan to an existing one

Teacher	Module	Subject area	Actions	Date created
Lajtos Gábor	Technology	A Process of Design	   	February 21, 2017
Hartányi Mária	Mathematics - Ordinary Level	Statistics and Probability	 	March 5, 2017
Hartányi Mária	Mathematics - Ordinary Level	Statistics and Probability	 	April 28, 2017
Szabó János	Technology	A Process of Design	 	March 24, 2017
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability	 	April 26, 2017
Ken Currie	Mathematics - Ordinary Level	Statistics and Probability	 	May 3, 2017

Title	Topic	Literacy	Actions
Stat2016COUNT	1.1 Counting		
Stat2016CORR	1.6 Representing data graphically and numerically		
The Correlation Coefficient			

Step 2

The Title Row will be filled automatically. After filling out the rest of the evaluation form click on *Submit* to activate it.

Questionnaire to assess the teaching process-class observation (Cedefop Annex 1.4)

Lesson

Class

Subject

Date
 Month Day Year

Questions

	Yes	No
The teacher begins the lesson by revising previous topics.	<input type="radio"/>	<input type="radio"/>
The teacher uses materials and various teaching aids, such as slides, audiovisuals, boards and text books.	<input type="radio"/>	<input type="radio"/>
The teacher does not waste his/her time and begins the lesson immediately.	<input type="radio"/>	<input type="radio"/>
The teacher explains clearly and fully.	<input type="radio"/>	<input type="radio"/>
The teacher is able to involve all his/her students.	<input type="radio"/>	<input type="radio"/>
The teacher encourages his/her students' participation.	<input type="radio"/>	<input type="radio"/>
The students are interested in the lesson and take part in it.	<input type="radio"/>	<input type="radio"/>
The students listen to their schoolmates' contributions carefully.	<input type="radio"/>	<input type="radio"/>
All the students take part in the group work, if scheduled, and cooperate with each other.	<input type="radio"/>	<input type="radio"/>
If the teacher questions a student, the others listen carefully and participate.	<input type="radio"/>	<input type="radio"/>

View of evaluations

Step 1

Click on *View* icon of the appropriate Lesson row to view/edit an evaluation. This *View* icon will only be available if the owner has given the appropriate permission.

Title	Topic	Literacy	Actions
Stat2016COUNT	1.1 Counting		
Stat2016CORR	1.6 Representing data graphically and numerically		
The Correlation Coefficient			



Repository

The *Repository* is a database of Learning Objects, created by teachers for use in the classroom, for sharing with other teachers, and for reuse in subsequent semesters. All standard file types (docx, xls, giff, png, mov, pptx, avi, etc.) and links to external resources can be uploaded into the repository.

EQOS will help you to browse the repository for digital content relevant to your Lesson. Content is categorized by attaching meaningful tags to items.

Buttons representing some of these tags are made available on the right side of the screen, making the searching of objects fast and easy.

The screenshot displays the OpenQAsS Repository interface. At the top, a navigation bar includes 'Home', 'Repository', 'Lesson Planner', 'Taxonomy', and 'Self Assessment'. A 'User menu' on the right shows 'My account' and 'Log out'. The main content area features a 'Results' section with an 'Add new Repository item' button and a 'Reset filters' button. Below this, two items are listed: 'Data models' and 'EQAVET'. The 'Data models' item includes a hierarchical diagram and a 'Download' button. The 'EQAVET' item includes a logo and a 'Download' button. On the right side, a 'Filters' panel is visible, containing sections for 'Title', 'Resource type', 'File type', 'Grade', 'Subject', and 'Topic'. Red arrows point to the 'Add new Repository item' button and the 'Filters' panel.

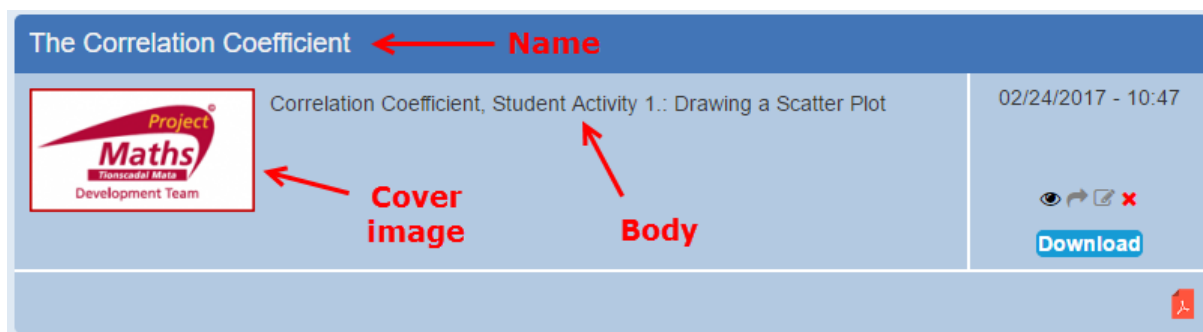
Adding new Repository Item

Step 1

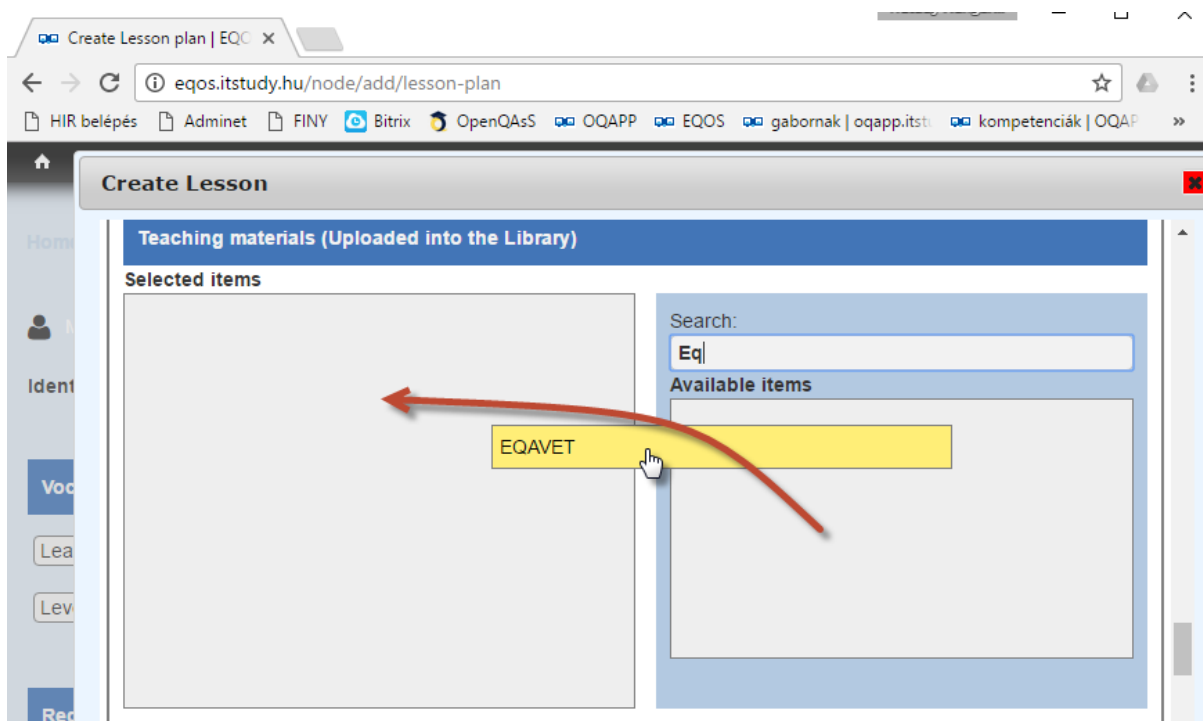
Click *Add new Repository item*

Step 2

Fill out the header for the Repository item (Name, Body, Cover image).

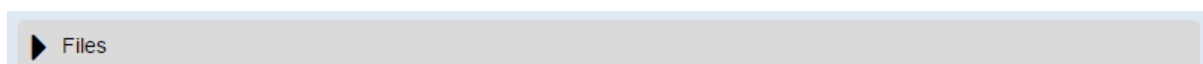


Names given to the Learning Objects can be used to search for them when creating a Lesson Plan. Use the "Name" field.



Step 3

Upload the Learning Object files



Files

Files

Add a new file

No file chosen

Files must be less than 2 MB.

Allowed file types: txt zip pdf doc docx rar 7z gz tar xlsx xls ppt gif jpg jpeg png wmv mp4 mkv mpg mpeg avi tiff rtf log psd ai obj stl cad mdb.

Step 4

Add meaningful and appropriate tags

Tags helps you to categorize the items in the repository, supporting subsequent searching for specific Learning Objects.

Resource Type

- None -

Free tags

Topic

N/A

1.1 Counting

1.2 Concepts of probability

1.3 Outcomes of random processes

1.4 Statistical reasoning with an aim to becoming a statistically aware consumer

1.5 Finding, collecting and organising data

1.6 Representing data graphically and numerically

1.7 Analysing, interpreting and drawing inferences from data

Design Brief

Evaluation

Generation of Ideas

Geometry and Trigonometry

Identification and Analysis of Problems

Investigation and Research

Investigation and Research (continued)

Making and Testing

Presentation of Design Folio

Presentation of Ideas

Production Planning

Recognition of Constraints

Selection/ Development of Chosen Idea(s)

Subject

A Process of Design

Algebra

Functions

Geometry and Trigonometry

Number

Statistics and Probability

Grade

10 (age 16)

11 (age 17)

12 (age 18)

13 (age 19)

14 (age 20)

15 (age 21)

16+

9 (age 15)

CDP

Step 5

Save

Taxonomies

One of the most valuable aspects of the Lesson Planning module is that *lesson plans* are based on national standard curricula. The content of these standards (aims, learning outcomes, subjects, suggested tools and pedagogical methods, etc.) are uploaded into the system in the form of taxonomies. The taxonomies are simple vocabularies, capturing all the necessary information describing the standard curricula/syllabus, e.g. subjects, skills, topics etc. They are organised into a hierarchical structure: the module includes subjects; subjects include topics and subtopics; knowledge, skills and competences are attached to these.

It takes significant effort to capture the components of these taxonomies. However this is only done once, and teachers are then provided with all the information they need to help create Lesson Plans that conform to the national standard curricula.

Taxonomy Manager

The Taxonomy Manager (selected from the Menu command in the main menu) is a simple tool for entering the content of the standard into predefined taxonomies. You can add and edit new vocabularies, but it takes effort to define a new one. At present you are asked to work with the existing ones.

Note: Currently this tool is a prototype, and it contains some elements with specified in CAPITALS – these are not used now.

[Add new vocabulary](#) | [Edit vocabulary settings](#)
Vocabularies

- Teacher
- Course
- Requirement module
- Grade
- Subject
- Tasks
- Knowledge
- Skills
- Competence
- Topics
- Library_item
- Methods
- Resource Type
- Working forms
- Literacy
- Didactic tasks
- Tags
- Tools
- Type of lesson
- FORUMS
- DEVELOPMENT FIELD
- FACULTY
- FIELDS OF EDUCATION
- GOALS AND TASKS OF LESSON
- OBJECTIVES
- POSITIVE TERMS
- SCHOOL
- TEACHERS GROUP

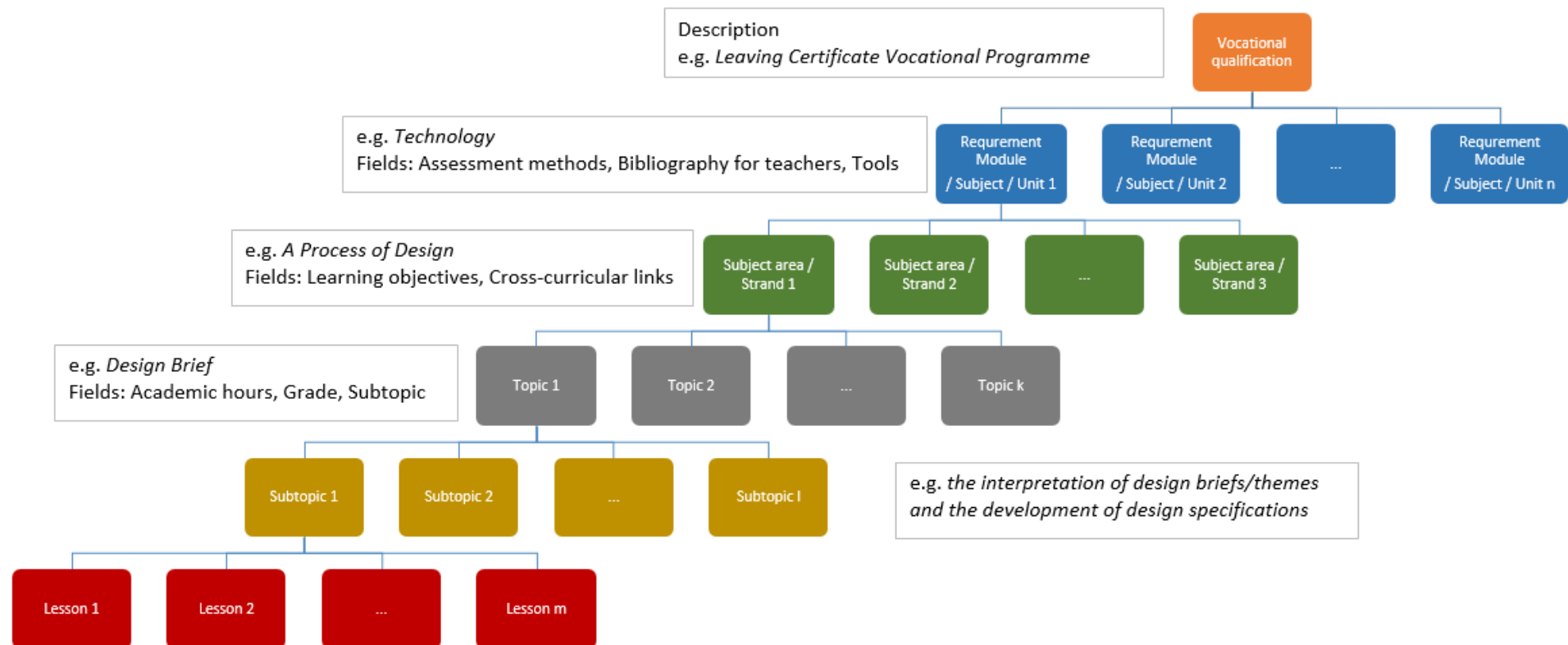


Adding new elements to existing taxonomies

Click the name of the taxonomy you want to update. You will see a submenu similar to this:

The screenshot displays the 'Teacher' taxonomy editor. At the top, there is a 'Toolbar' with four buttons: 'Up' (blue arrow pointing up), 'Down' (blue arrow pointing down), 'Add' (green plus sign), and 'Delete' (red minus sign). Below the toolbar, the 'Teacher' taxonomy is listed with 16 items, each preceded by a checkbox. The items are: David Cleary, Francesca Alfano, Hartyányi Mária, Helén Hegedűs, Ildikó Balassa, Jose Amelio, Ken Currie, Luis Fernandez, Mányai Miklós Máté, Mary Cleary, Pierfranco Ravotto, Szabó János, Lajtos Gábor, Töreky Szilvia, and Szuszai Tamás. To the right of the list, a dropdown menu is open, showing a list of available terms for selection. The dropdown menu has a header '-- Switch vocabulary --' and a list of terms including: Teacher, Grade, Subject, Tags, TEACHERS GROUP, GOALS AND TASKS OF LESSON, Didactic tasks, DEVELOPMENT FIELD, Type of lesson, POSITIVE TERMS, FORUMS, Methods, Working forms, Tools, FACULTY, OBJECTIVES, Knowledge, FIELDS OF EDUCATION, and SCHOOL.

This example is about updating the taxonomy for “*Teacher*” elements. Teacher names are already in the list. The editing options (Up, Down, Add, etc.) enable you, via a drop-down menu, to add/select/move another taxonomy element. Selecting the + *Add* button presents a ‘*Terms*’ input area where you can add one or more teacher names.



Building up a standard curriculum in the Taxonomy Manager

If you want to upload a standard curriculum/syllabus, you have to work 'upside-down' entering the name of the certificate into the taxonomy under "*Certificate*".

Step 1

Choose the taxonomy "*Certificate*" and add a new name: e.g. Leaving Certificate Programme


Add new terms


If you have selected one or more terms in the tree

Terms

Leaving Certificate Vocational Programme

One term per line. Child terms can be prefixed with a quotes.
Example:
animals
-canine
--dog
--wolf
-feline
--cat

 Add

 Cancel

Click on the + *Add* button below the textbox!

Step 2

Click on title of the new Taxonomy term then fill out field *Description*.

The screenshot shows the 'Certificate' taxonomy tree on the left with 'Leaving Certificate Vocational Programme' selected. On the right, the 'Leaving Certificate Vocational Pr... (1588)' form is displayed. The 'Description' field is highlighted with a red box and contains the following text:

Field of Taxonomy term

Leaving Certificate (established) with a new and dynamic focus on self-directed learning, enterprise, work and the community. This two year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle. The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Below the description field, there is a 'Text format' dropdown set to 'Full HTML', a 'Weight' field set to '0', and a 'Save changes' button.

Click on the *Save changes* button below the textbox!

Step 3

Choose the *Requirement module/Subject/Unit* element from the list 'Switch vocabulary' at the top right corner of the screen.

The screenshot shows the 'Certificate' taxonomy tree on the left. On the right, the 'Leaving Certificate Vocational Programme' form is displayed. The 'Switch vocabulary' dropdown menu is open, showing a list of options. The option 'Requirement module/Subject/Unit' is highlighted with a blue box and a mouse cursor. The list includes:

- Switch vocabulary --
- Type of lesson
- POSITIVE TERMS
- FORUMS
- Methods
- Working forms
- Tools
- FACULTY
- OBJECTIVES
- Knowledge
- FIELDS OF EDUCATION
- SCHOOL
- Requirement module/Subject/Unit**
- Topics
- Learning outcomes
- Skills
- Competence
- Certificate
- Literacy
- Library item
- Resource Type

Step 4

Add a new element to *Requirement module/Subject/Unit* taxonomy (e.g. Technology) and fill out the fields: *Description*, *Assessment methods*, *Bibliography for teachers*, *Materials/Tools* that relate to *Vocational qualifications*.

Step 5

Repeat steps 1-4 to define taxonomy elements for *Strand* and *Topic*.

Annex 1 – Data description based on the taxonomies

The following figure provides an overview of which structural elements provide the source of data for fields in the Lesson Planner.

[taxonomy term – *Certificate*]

[taxonomy term – *Requirement module/Subject/Unit*]

[taxonomy term – *Teacher*]

Details of Requirement module / Subject / Unit

1. Project task

[free text]

2. Assessment methods

[taxonomy term - *field of Requirement module/Subject/Unit taxonomy*]

3. Materials / tools

[taxonomy term - *field of Requirement module/Subject/Unit taxonomy*]

4. Bibliography for teachers

[taxonomy term - *field of Requirement module/Subject/Unit taxonomy*]

5. Textbooks for students

[free text]

6. Examples for final assessments of students performance

[free text in printed version]

Details of Subject area / Strand

7. Aims, objectives, learning outcomes

[taxonomy term - *field of Subject Areas/Strands taxonomy*]

8. Prior knowledge

[free text]

9. Cross-curricular links

[taxonomy term - *field of Subject Areas/Strands taxonomy*]

Details of the lesson

Grade: [taxonomy term – *Grade*]

Type of lesson: [free text]

Topic: [taxonomy term – *Topic*]

Subtopic:

[taxonomy term - *field of Topic taxonomy*]

Goals and task of lesson:

[free text]

Learning outcomes:

[taxonomy term - *field of Subject Areas/Strands taxonomy*]

Skills:

[taxonomy term – *Skills*]

Personal competences:

[taxonomy term – *Competence*]

Didactic tasks:

[taxonomy term – *Didactic tasks*]

Teaching materials:

[free text]

Date created: [date]

Time required	Procedure	Lesson Interaction			Comments
		Methods	Students activities	Tools	
Lesson Opening					
	[free text]	[taxonomy term – <i>Methods</i>]	[free text]	[taxonomy term – <i>Tools</i>]	[free text]
Main part					
	[free text]	[taxonomy term – <i>Methods</i>]	[free text]	[taxonomy term – <i>Tools</i>]	[free text]
Lesson Closing					
	[free text]	[taxonomy term – <i>Methods</i>]	[free text]	[taxonomy term – <i>Tools</i>]	[free text]
Approved by:					