

Lesson design: the stakeholders, the methods, and techniques of
EVANGELIA MITSIKA
PhD Candidate at the University of Alicante
DOCTORADO EN TRANSFERENCIAS INTERCULTURALES E
HISTÓRICAS EN LA EUROPA MEDIEVAL
International Online Symposium La Nusia 2024

1. Goals:

Selection of appropriate teaching techniques:

Choose suitable teaching techniques according to the subject matter, instructional goals, and students' needs.

Selection of teaching techniques relevant to Computer Science:

Ensure that the chosen teaching techniques align with topics within the field of Computer Science.

Design and organization of a teaching plan:

Create and organize a teaching plan to be implemented, focusing on a specific topic within the Computer Science domain.

2. Teaching Plan Programming

Teaching Plan Programming

Pre-teaching Activities for the Educator (Lesson Plan Creation):

Development of a comprehensive lesson plan.

Format and Content of Teaching (Defining the Teaching Unit and Presentation Method):

Clearly defining the teaching unit and the method of presentation.

Theory – Examples – Exercises (Methodology):

•Integrating theoretical instruction with practical examples and exercises to reinforce learning.

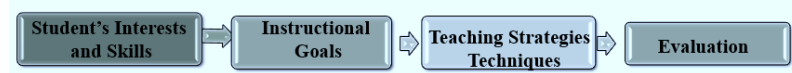
3. Teaching Plan Programming

Time Frame



Matsangouras 2001, Trilianos 2004

Programming



4. Teaching Plan Programming (Computer Science)

Creation of Notes & Plan Based on the Teaching and Examination Syllabus



5. Lesson Axes

- Subject Matter of Teaching
- Class Level
- Educational Needs
- Students' Knowledge Background
- General Instructional Goal
- Expected Outcomes
- Teaching Techniques
- Materials (Visual and Didactic)
- Procedure for Using Techniques
- Assignments
- Evaluation
- Lesson Plan Outline

6. Process for Designing Teaching Content (for each teaching unit)

Theory - Basic Concepts

Examples – Standard Exercises (Methodology)

Unsolved Exercises (Assignments)

Evaluation and Adjustment of Notes & Plan

7. Conclusions

A teaching program, to be successful, must be:

- Properly designed
- Well-timed

Technology is evolving. Therefore, using advanced educational tools is essential for saving time and improving the quality of teaching.

Good communication between the involved parties (teachers and students) in the learning system determines its positive progress.

BIBLIOGRAPHY

Mavrou, K., Lewis, A., & Douglas, G. (2010). Researching computer-based collaborative learning in inclusive classrooms in Cyprus: The role of the computer in pupils' interaction. *British Journal of Educational Technology*, 47(3), 486-501.

McGarr, O., & Kearney, G. (2009). The Role of the Teaching Principal in Promoting ICT Use in Small Primary Schools in Ireland. *Technology, Pedagogy and Education* 75(1), 87-102.

Mintz, J., Branch, C., March, C., & Lerman, S. (2012). Key factors mediating the use of a mobile technology tool designed to develop social and life skills in children with autistic spectrum disorders.

Mueller, J., Wood, E., Willoughby, T., Ross, C. & Specht, J. (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration.