

## Writing a tutorial/lesson plan

The following may stimulate your thinking when developing and writing your tutorial plan. A plan simply formalises the process that you follow in preparing for your tutorials. It does not need to be long or detailed but for the purpose of the partnership it should give your colleague an idea of how you envisage the tutorial proceeding. Those who have tutorial guides may decide to simply use these as the plan and highlight areas to discuss or clarify with their peer observation colleague.

Some questions to consider:

### *Purpose, Context and Goals*

- What is the student's prior knowledge and where do I expect to take them? (context within the overall course and the resources that have been made available to the students)
- What are the intended learning outcomes from this tutorial? What do I want the students to know or be able to do as a result of this tutorial?
- How does this tutorial fit with the learning objectives for the week or rotation?
- How does this tutorial fit in with the lecture, clinical and practical content for the week or rotation?

### *Design*

- What concepts will need more time?
- What in this case or tutorial is likely to be challenging for the students? How will I deal with this?
- How should time be managed in this tutorial?
- What learning activities will I encourage to enhance student learning? e.g. concept map, role play, medical handover practice, demonstration of clinical skills
- What areas of prior knowledge do I need to encourage the students to revisit?
- How will I recognise and address any unforeseen learning needs?
- Do I need to clarify any of the clinical aspects of the case or content?

### *Effectiveness of tutorial*

- How will I know if the students have learnt? What questions will I ask?