



Master of Educational Technology

Primary/Junior/Intermediate/Senior Lesson Planning Template

<b>Grade(s):</b> 9-12	<b>Date(s):</b> 07/12/2023	<b>Duration:</b> 80 mins	<b>Lesson Topic/Title:</b> Testing
<b>Subjects:</b> ADST/Social Studies	<b>Number of Students:</b> 30		
<b>Big Ideas:</b> Social, ethical, and sustainability issues can create design opportunities to solve real-world problems and create advocacy on social justice issues. Social justice frameworks along with design learning can be used to address real-world social, ethical, and sustainability issues.			
<b>Curricular Competencies:</b> <i>ADST 9:</i> Identify sources of feedback Develop an appropriate test of the prototype Conduct the test, collect and compile data, evaluate data, and decide on changes Iterate the prototype or abandon the design idea  <i>Social Justice 12:</i> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present			
<b>Content Objectives</b>			

<b>General Objectives:</b>	<b>Specific Objectives:</b>
Examine the relationship between technology and social change. Examine one's self-identity and their relationships to others. Utilize technology to document the design process.	Utilize the Liberatory Design for Equity Process to design an appropriate test that accurately reflects the target audience's issues for a fellow student's design. Identify limitations and privileges that may prevent an accurate test. Use a multimodal approach to create a design report.

**21st CENTURY COMPETENCIES:** *Which COMPETENCIES will be addressed and how?*  
Critical thinking and Problem Solving/Creativity and Innovation/Collaboration/Communication/Global Citizenship/Metacognition and Reflection

Critical Thinking and Problem Solving - Students will think about how to design a test to reflect the issues their target audience faces.  
Communication - After testing, students will need to convey feedback to each other based on observed test results.  
Global Citizenship - Students will be challenged to understand how their identity may differ from the target audience and how their identity relates to the world. Metacognition and Reflection - Students will identify potential flaws in their thought process and testing methods post-testing to see how their own potential biases may influence the design of the test itself.

**LEARNING GOAL(S)** I can... I will...

I can utilize different processes and methods to identify how the target audience will test a design.  
I will utilize different tools to create an accurate test that reflects the target audience's needs.  
I will determine my own biases and privileges that may lead to a design flaw in my test.

**PRIOR KNOWLEDGE** *Prior to this lesson, students will be able to...*

Identify issues that may exist for their target audience.  
Understand their self-identity and their relationships with others, specifically their target audience.  
Understand the relation between their design problem and the social justice issue that could be associated with it.

**Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks-**  
Considerations:

- *How are you going to ensure that this lesson utilizes the EDIDA frameworks to create an inclusive space for your students?*
- *Consider what materials you will use*
- *How will you ensure all voices are included and heard?*
- *From what lens will the content be delivered?*
- *How will you present and implement the content in a way that is culturally responsive and relevant?*

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<b>DIFFERENTIATED INSTRUCTION</b> <i>What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)</i>
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<p>Provide slides and accessible links to videos/ documents Use captions while playing videos</p> <p>Hand-in of challenge can involve a video, presentation, or written report depending on what the student is comfortable with.</p>
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Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)
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<b>MATERIALS:</b>
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<p><b>INTRODUCTION/MINDS-ON</b></p>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p>
<p><b>ACTION-LEARNING EXPERIENCES:</b></p> <p><b>A) EXPERIENCE 1 (Provocation/Challenge)</b></p> <p>Video: <a href="https://www.youtube.com/watch?v=w08XDXjJhsQ">https://www.youtube.com/watch?v=w08XDXjJhsQ</a> (choose any of the products to show the students)</p> <p>This is a provocation to reflect how we should test with the audience in mind;</p> <p><b>B) EXPERIENCE 2 (Provocation/Challenge)</b></p> <p>Research into what common struggles can be found with the target audience. This may involve interviews, digital research, reading newspapers, podcasts, etc.</p> <p><b>C) EXPERIENCE 3 (Provocation/Challenge)</b></p> <p>Design and execute a test for a fellow student's design.</p>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p>
<p><b>CONSOLIDATION/CONCLUSION:</b></p>	<p><b>CRITICAL GUIDING QUESTIONS:</b></p>

**ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE**

**EVALUATION OF THE LESSON**

**REFLECTION:**

1. Were my students successful in meeting the learning goals? How do I know?
2. Did my instructional decisions meet the needs of all students? If not, what are my next steps?
3. What worked well? Why?
4. What will I do differently
  - a. When teaching this lesson again?
  - b. For the subsequent lesson?
5. What are the next steps for my professional learning?