Purpose: This session offers a safe environment for new engineering student-instructors to:
1. practice teaching a concept to a group of "undergraduate students" (other new instructors),
2. observe others teaching, and
3. exchange constructive feedback for improving their teaching.

Assignment: Prepare and present a five-minute lesson on a single concept from your class. You may choose the context of your lesson, depending on your role (e.g. explaining a concept in office hours, or teaching a lab or discussion section) as well as the format. Consider implementing concepts learned in other parts of your teaching training - such as inclusive teaching or the online Science of Learning.

Planning: 1. Select a topic: What do you want to teach your students? What concept can you reasonably cover in five minutes?
2. Develop a clear and well-organized lesson. You may use the template attached, which is summarized and adapted for this session in the steps below. While it is good teaching practice to incorporate all of these steps in a lesson, you will not be able to in 5 minutes. So start with one learning objective (step a), then spend the majority of your time on step d.
   a. Determine one learning objective: What should students know or be able to do after your lesson? What do you want students to identify, solve, analyze and/or construct? (Refer to P. 8 in your Resource Packet)
   b. Determine how you will check for student understanding: How will you know if the students are learning (i.e. achieving the learning objective)? What are some specific questions you can ask during the lesson (at least one)?
   c. Develop an introduction that helps students make connections: What are some real-world examples or practical applications for this subject? Why is it important? Can you think of historical or personal anecdotes that would motivate student interest? How might you activate students’ prior knowledge related to this concept?
   d. Develop learning activities (your explanation): What information do the students need to know? Keep in mind that your students may come with different backgrounds. Consider using strategies suggested in the session on inclusive teaching. What examples, questions, problems, or visuals (e.g., graphs or pictures) would best help all students understand this concept? What additional background, elaboration, and repetition of important points may be needed?
   e. Plan a short summary to conclude the lesson. What did you do to meet your learning objective(s)?
3. Identify time estimates for how long each part of the lesson will take. We suggest you use 3 or more minutes of your time for the learning activity (your explanation), step d above.

Resources: If you have any further questions about being a student instructor, please contact an Engineering Teaching Consultant (http://crlte.engin.umich.edu/services/consult-service/). Their primary responsibility is to help you succeed in your teaching.
You may also review the following websites, which include step-by-step procedures for developing lessons and video clips demonstrating GSIs actively engaging students in a practice teaching session.
   ● http://crlte.engin.umich.edu/resources/gsi-videos
   ● https://crlte.engin.umich.edu/egsito-pt/
   ● https://crlte.engin.umich.edu/eiato-pt/
   ● http://crlt.umich.edu/resources/preparing-teach
Lesson Planning Template (LOCA-CLAS)

<table>
<thead>
<tr>
<th>LO-Learning Objectives</th>
<th>CA-Classroom Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>At the end of the lesson students will be able to ...</em></td>
<td><em>Questions to check for student attainment of the LO</em></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

*C-Connections*  *(How does the lesson connect to prior knowledge, to the big picture, to student interests and values?)*

*LA-Learning Activities*  *(What are you teaching? How will the students engage with the content as you teach?)*

*S-Summary*  *(Recap the objectives in different words, preview what’s to come)*