Academic years 2025-2026, 2026-2027

Learning session plan

Student's Name:

Educational Institution / Workplace:

Name of the Study Module:

Date, Time, Address, and Teaching Space / Learning Environment:

Name/Topic of the Teaching Session:

Target Group: Who are the students?

- Describe who the students are.

Objective: What should the student be able to do?

- Write the student's learning objectives for the entire study module, based on qualification requirements, curriculum, or course descriptions. For example: the student explores, knows, understands, applies...
- Write and describe in detail what the students are expected to learn in practice during **this specific teaching/guidance session.**

Content: What content are you teaching? What do the students need to learn?

- Write and describe what kind of content you will cover during this teaching and guidance session.

Learning Process: What does the student do? (use verbs)

- Write and describe how you structure the students' learning process. What kinds of learning actions will your students take? Refer back to your General Facilitating Learning Plan.
- Explain how do the students learn when they do so (That is, why do they do so? For example, if they watch a video or discuss in groups at the beginning of the session, what is the purpose of such tasks: do they help learners orientate themselves into the subject to be learned? Or do they serve another purpose?
- Keep in mind that learning is active work by the student.

Note: Only describe the process from the students' perspective. Do not describe teacher's actions. Do not describe session timetables.

Learning Environment: Where does the learning take place?

- What opportunities does the learning environment offer?
- Are you teaching in a classroom, workshop, workplace, online, etc.?

Methods and Materials: How do I teach and guide students?

- Describe the teacher's actions during different phases of the learning process. Write concretely what guidance and assessment methods you use to support learning of different content.
- Motivation and Orientation: How do you spark students' interest in the topic?
- What methods do you use to create interest and introduce the topic? For example: storytelling, asking questions, current examples, activating prior knowledge.
- Implementation of Teaching and Guidance: How do you teach new content? How do you activate students to learn? How do you guide them during the learning process? For example: collaborative learning, pair work, hands-on tasks, visual materials/summaries.
- Active Teaching with Movement and Breaks: How do you support students' focus and learning energy? When and how do you include breaks?
- Assessment and Reflection of Learning: How do you assess students' learning at different stages? Do you use formative assessment (feedback that supports learning) or summative assessment (final evaluation of competence) – or both? For example: self-assessment, peer feedback, teacher feedback, portfolio.
- Use concrete examples of the methods you choose. Explain why you choose them and how they support student learning at different stages.

Academic year 2025-2026

Time: How much time (estimated) is spent on each phase? What is the schedule for the teaching/guidance session?

- Planned time for different phases and learning of content (approximate), and for the entire teaching/guidance situation.
- How do you start the session and introduce the topic and activities? How do you end the session (e.g., summary, discussion, reflection)?