

# Lesson Plan for Adult Learning

Professional Context		Learner Profile
<b>Setting</b>	Professional development workshop for middle school educators	<p>This lesson is designed for a professional learning session for middle school educators working in diverse, high-need school settings. Participants include teachers with varying levels of experience who are seeking practical strategies to improve student literacy engagement and participation during classroom discussions. Many of the educators attending this session teach in Title I schools where students may face barriers such as language differences, gaps in foundational literacy skills, and inconsistent academic experiences. As a result, teachers must design instruction that is both structured and responsive to student needs.</p> <p><b>Motivations</b></p> <ul style="list-style-type: none"> <li>• Improve student literacy engagement during classroom discussions</li> <li>• Learn structured discussion strategies that support comprehension</li> <li>• Share classroom experiences and collaborate with colleagues</li> <li>• Develop strategies that can immediately be applied in their classrooms</li> </ul>
<b>Topic/Title of Lesson</b>	Using Structured Discussion to Improve Literacy Engagement	
<b>Session Duration</b>	60 minutes synchronous professional learning session	

## Theoretical Framework Connection

This lesson plan is informed by several key adult learning theories, including andragogy, schema theory, and experiential learning. Knowles' theory of andragogy emphasizes that adult learners are motivated when learning is relevant to their professional needs and when they can draw upon their own experiences (Knowles et al., 2020). Schema theory explains how prior knowledge influences individuals' interpretation of new information (Rumelhart & Ortony, 1977). Finally, experiential learning emphasizes the importance of reflection and practical application in adult learning (Kolb, 1984). These theories guide the lesson structure by incorporating collaborative discussion, reflection, and opportunities for participants to apply strategies to realistic classroom scenarios.

## Lesson Objectives

**LO1** Explain how structured discussion strategies support student literacy engagement and comprehension.

**LO2** Analyze how prior teaching experiences influence instructional decisions related to classroom discussions.

**LO3** Apply at least one discussion strategy to a literacy lesson or instructional scenario.

## Materials and Resources

- Presentation slides outlining discussion strategies
- Sample literacy lesson plan or instructional scenario
- Collaborative discussion protocol handout
- Reflection worksheet
- Chart paper or digital collaboration tool (Google Docs or Padlet)

## Preparation

Instructor preparation includes creating presentation slides, preparing sample lesson scenarios, and organizing reflection materials. Participants do not need to complete any pre-work before attending the session.

## Detailed Learning Sequence

### Opening/Engagement (10 minutes)

The session begins with a reflective prompt that encourages participants to consider their classroom experiences with student discussions.

Participants respond to the question:

- “What makes a classroom discussion successful or unsuccessful?”

Teachers first reflect individually and then discuss their responses with a partner or small group. The facilitator records common themes shared by participants and connects them to the focus of the session.

#### Theoretical Connection:

This opening activity activates participants’ prior knowledge and instructional schemas, supporting schema theory by connecting new strategies to existing experiences (Rumelhart & Ortony, 1977).

### Development Activities (15 minutes)

#### Activity

The facilitator introduces several structured discussion strategies that support student literacy engagement and comprehension. Strategies may include think-pair-share, collaborative dialogue protocols, and guided questioning techniques. Classroom examples are shared to demonstrate how these strategies encourage student participation and deeper thinking.

#### Theoretical Connection:

This activity reflects principles of andragogy by connecting new knowledge to participants’ professional experiences and emphasizing practical relevance (Knowles et al., 2020).

### Application/Practice (35 minutes)

#### Application

Participants work in small groups to analyze a sample literacy lesson. Each group identifies opportunities where structured discussion strategies could improve student engagement and comprehension. Groups redesign a portion of the lesson by incorporating one discussion strategy introduced during the session.

#### Theoretical Connection:

This activity reflects principles of experiential learning by allowing participants to apply new strategies through collaborative problem-solving (Kolb, 1984).

#### Discussion/Reflection Questions

- What discussion strategy from today’s session feels most applicable to your classroom?
- How might structured discussion improve student engagement and literacy development?
- What challenges might you encounter when implementing these strategies?
- What steps will you take to apply one of these strategies in your classroom?

#### Assessment/Evaluation 1

##### Formative

Participant engagement during collaborative activities and group discussions will provide ongoing formative assessment of understanding.

#### Assessment/Evaluation 2

##### Formative

Participants complete an exit reflection identifying one discussion strategy they plan to implement and explaining how it will support student learning.

### Differentiation/Accommodation Strategies

Adult learners bring diverse professional experiences and instructional contexts to professional learning environments. This lesson supports differentiation by encouraging participants to share expertise and collaborate with peers. Participants may select discussion strategies that best align with their specific classroom contexts, providing flexibility and autonomy in the learning process.

### Instructor Reflection

- Which activities generated the most engagement among participants?
- Did participants successfully connect theory to classroom practice?
- What changes could improve the learning experience in future sessions?

## References

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2020). *The adult learner: The definitive classic in adult education and human resource development* (9th ed.). Routledge.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Rumelhart, D. E., & Ortony, A. (1977). The representation of knowledge in memory. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), *Schooling and the acquisition of knowledge* (pp. 99–135). Erlbaum.