

OLTD 501 Reflection: Evidence 1 – Lesson Plan

OLTD Program Learning Outcome:

To integrate current learning theories, models and pedagogies relative to online learning.

Evidence: Lesson plan integrating Delivery Models with Schools of Learning (Pedagogies)

The evidence that I chose to demonstrate one of my learnings from OLTD 501 is the lesson plan for the Living Life to the Full (LLTTF) 8- week program that I facilitate for the Canadian Mental Health Association.

First off, I must qualify by stating that I did not design the LLTTF program, it was developed and designed by Dr. Chris William, a Psychologist and Professor of Psychosocial Psychiatry, University of Glasgow. LLTTF is based on the principles of evidence-based cognitive-behavioural therapy (CBT). It teaches skills to help identify and change patterns of thinking and behaviour. The Canadian Mental Health Association British Columbia holds the exclusive license to present Living Life to the Full in Canada.

I am a certified facilitator for CMHA BC - LLTTF and I developed this lesson plan to deliver it through a digital learning model. It is delivered online synchronously through Zoom, and asynchronously through the participants' readings, and worksheets, journals, and reflections.

My Understandings:

Through creating this lesson plan I learned about the various schools of learning as outlined by Bates (2015) and how to apply them through the lesson. This lesson plan for LLTTF is based on the following schools of learning:

1. **Cognitivism** to engage the participants through interactive presentations, videos, activities and discussion, and journaling,
2. **Constructivism** through the presentations for the weekly topics on Cognitive Behavioural Therapy (CBT), and through applying the concepts outside of the virtual sessions through completion of the tasks in each of the workbooks,
3. **Behaviourism** through activities designed to explain how the CBT can make a difference in one's life, and encouragement of journaling,
4. **Connectivism** through sharing via the polling, chat and whiteboard features on Zoom, and to extend the sessions, after the eight weeks are completed, through social media channels and additional free CMHA courses such as Bounce Back.

Importance to My Practice:

In reflecting upon this activity I appreciated that a critical thinking approach was required for me to complete and apply the schools of learning to the lesson plan. Previously, when I developed my own LLTTF lesson plans, I used a combination of cognitive, motivational and social/emotional (Tynman, 2015) competencies. Applying those competencies with a critical thinking lens will help me as an online adult facilitator.

The readings were essential for me to understand the schools of learning. Tony Bates' explained the schools of learning; and I was able to see how the theory was applied through the Learning Theories and E-Learning infographic created by Elizabeth Lee (2013).

Bates, T. (2015). Teaching in a Digital Age. <https://www.tonybates.ca/teaching-in-a-digital-age/>.

Lee, E. (2013). Learning Theories and E-Learning. Infogram. https://infogram.com/Learning-Theories-and-E-Learning-bea19lee_1373169868.

Tynman, J. (2015, January). Personal Competencies / Personalized Learning. <http://www.centeril.org/ToolsTrainingModules/assets/personalizedlearninglessonplanreflection.pdf>.