



## Teaching Plan

### What is a teaching plan?

A teaching plan is a document that outlines the structure and details of a single session. A good teaching plan is a comprehensive write-up of the step-by-step teaching methods, the estimated duration of each segment of teaching, and the materials and resources needed for the session. A teaching plan also includes the key questions that reveal misinformation or larger misconceptions about the topic, the questions that will generate discussions or analyses, the predicted answers a professor could provide, and possible contingency plans when tangential questions or conversations arise.

(For a sample teaching plan **see Appendix A**).

### Why would I create a teaching plan instead of working off my slides?

Yes, you could work off your slides and never create a teaching plan. What happens, more often than not, is that you start from the beginning and work in sequential order without a clear objective in mind. This results in fiddling a lot of with slides and endlessly editing content. A teaching plan allows you to use the principles of backwards design: start from the end – the **learning outcomes** (i.e., what is it that you want students to be able to do at the end of your session?) – then decide the teaching methods and materials needed to meet the outcomes, and finally craft the structure in segments/chunks/pastures all of which are intended to meet your session's learning outcomes. Creating your slides from there allows you to rationalise clearly and succinctly the purpose of your teaching methods, materials and the students' learning journey.

### Components of a teaching plan

- Course Title
- Session Title
- Period
- Learning outcomes of the course
- Learning outcome(s) of the session
- Duration of session
- Timing and duration of each teaching/learning segment
- Planned activities – lecture, group discussion, game, feedback, etc.
- Resources/references /recommended reading.

(For a detailed description of each component **see Appendix B**).

## Sample Teaching Plan Template

Course Title	Managerial Accounting
Session Title	Session 1: Introduction to Managerial Accounting
Period	P2
Learning Outcomes (Course)	<p>By the end of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Estimate the cost of products, processes and customers</li> <li>2. Identify and use relevant information for strategic decision making</li> <li>3. Design performance measurement systems that assess strategy implementation and provide incentives</li> </ol>
Learning Outcomes (Session 1)	<p>By the end of the session, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between variable costs and fixed costs</li> <li>2. Use cost-volume-profit analysis to determine output level needed to achieve target operation profit</li> </ol>
Duration of Session	90 minutes
References	<i>List references related to the course/session</i>

Time/Duration	Topic & Details of Content Coverage	Teaching Method/ Learning Task	Resources/ Notes
0'00" – 0'15"	<b>#1: Gain Learners' Attention</b>	Sharing	Slide 1
(15 min)	<p>Welcome students to the class.</p> <p>(Start loudly and confidently, with a welcoming smile, since it is Session 1)</p> <p>Share my background – where I grew up, university, research interest, my height, what I like to do (inject humour)</p> <p>Talk about my office hours, and how students can contact me.</p>		Slide 2 – "My Background"
	<b>#2: Inform learners of objectives</b>	Presentation	Slides 3 – 7
	<p>Course learning goals</p> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Deliverables</li> <li>• Session learning goals</li> </ul> <p>Highlight INSEAD norms</p> <ul style="list-style-type: none"> <li>• If late, please do not enter...</li> <li>• Mobile phone and laptop usage are prohibited during class.</li> </ul> <p>Highlight expectations – timely assignment submissions; read cases before class for productive discussions.</p>		
0'15 – 0'20"	<b>#3: Stimulate learners' recall of prior knowledge</b>	Class discussion	Involve a diversity of students – males, females, Asians, Europeans, etc.
(5 min)	<p>Raise discussion with the following questions:</p> <ul style="list-style-type: none"> <li>• What is managerial accounting?</li> <li>• How is managerial accounting different from financial accounting? <ul style="list-style-type: none"> <li>○ Ask students about past experiences.</li> <li>○ Address misconceptions of managerial accounting.</li> <li>○ Emphasise: different companies may label managerial accounting functions differently from others due to factors such as size, cost, functions, etc.</li> </ul> </li> </ul>		Quick scan for experts in the room.

Time/Duration	Topic & Details of Content Coverage	Teaching Method/ Learning Task	Resources/ Notes
<b>Learning outcome #1: Distinguish between variable costs and fixed costs</b>			
0'20" – 0'30" (10 min)	<p><b>#4: Present the content</b> Fixed Costs and Variable Costs</p> <p>Write: "FC" and "VC" on the board.</p> <p>Ask class: What is variable cost? Ask class: What is fixed cost?</p> <p>Intent: Get to know what students already know. Encourage peer teaching.</p>	Didactic questioning	White board and markers (do not use green markers on the board)
	<p><b>#5: Provide learning guidance</b></p> <p>Flash Slide #8 on Nokia Phone</p> <p>Short lecture on fixed costs (FC), variable costs (VC) and total variable costs (TVC).</p> <p>Emphasise: Focus on cost driver activity. Total fixed costs may not always remain the same, e.g., spread over more cost driver units.</p>	Short lecture	Slide 8, 9
0'30" – 00'40" (10 min)	<p><b>#6: Elicit performance</b></p> <p>Flash practice slide (Slide #10).</p> <p>Give students 5 minutes to work on the chart.</p> <p>Then, go through the chart, to determine FC or VC, and cost driver.</p>	Skills practice	Slide 10
	<p><b>#7: Provide feedback</b></p> <p>Go through the answers on Slide 10.</p> <p>Points to emphasise:</p> <ul style="list-style-type: none"> <li>• Is depreciation FC or VC? In financial accounting, depends. In managerial accounting, it is FC.</li> <li>• Sometimes, whether an item is FC or VC may depend on other factors such as country laws, etc.</li> <li>• A way to define FC and VC is to interview the personnel directly involved in the activities that consume the resources</li> </ul>	Discussion/ Debrief	Slide 10

## Components of a Teaching Plan

### **Course and Session Titles, and Period**

These are the course and session titles as stated on your syllabus, and the period you will be teaching.

### **Learning Outcomes**

Ideally, you will have written course-level learning outcomes, i.e., 3 – 4 knowledge and skills you want students to have at the end of your course in your syllabus. Listing them in each session's teaching plan is helpful to keep track of whether your sessions are contributing to your students' targeted learning journey.

For your session, write 1-2 learning outcomes or statements of what the students will learn or be able to do by the end of the session. Outcome statements are clear and observable (even if the goal is not to measure them) to guide the teaching plan. The statement usually takes the form of "By the end of the session, students will be able to..."

Please ask iLITE for the, "How to write learning outcomes" document to consult how to write useful, detailed learning outcomes using Bloom's taxonomy.

### **Duration of session**

State the length of the session for the teaching plan (e.g., 90 minutes).

### **Timing and duration of each segment**

For each activity, indicate the timing and duration, so that you know roughly how much time each segment should take once you're in class.

### **Planned activities**

For each segment of the teaching plan, indicate the teaching method(s) you will use and how. What will each step look like? The activity may include lecture, group discussion, game, feedback, case study discussion, etc. You can be as detailed as possible. Each activity is a motivated plan leading to the learning outcome for the session.

Use a variety of teaching methods to ensure deeper learning. Research shows that students learn more deeply when information is presented through multiple modalities in a single a session. Feel free to use as many ways of teaching and learning that will meet your learning outcome for students: examples, anecdotes, students' work experiences, current events, case studies, video clips, images/photos, exercises, group work, role play, in-class polling, case questions, presentations, games, didactic questioning, and so forth.

For every learning segment, develop an opening, body, close, and transition. Develop questions that may help to generate discussions, and the possible responses to students' responses. Plan your transitions.

If you will write on the black/white board or flip charts, sketch your board/flip chart plan in your teaching plan.

### **Resources / references / recommended readings**

To have a complete teaching plan for your session, it helps to have a separate checklist of all the resources you might use (or reference in assigned reading) for the session.