

The BOPPPPS Lesson Plan

Adapted from the [ISW Network](#)



Bridge In

Grab attention! Rosegard & Wilson (2013) proved that using a bridge-in enhances learning and memory by boosting engagement and focusing attention. Students exposed to a relevant bridge-in, like a poem, game, or puzzle, before a lecture, demonstrated significantly better information retention than students who weren't.



Outcomes

Be transparent. Anderson, Hunt, Powell, & Dollar (2013) had faculty share outcomes and rationales for activity choice with students in university sociology courses. Doing this measurably helped students better understand the purpose of the class. This resulted in motivation to "put in more effort" and work more "efficiently."



Pre-Assessment (Activating Prior Learning)

Test the waters. Use quality questions to gauge how new learning relates to what students already know. Learning Theory shows that information consistent with our schema "can be learned quickly, while schema-inconsistent information and new schemas will be learned more slowly" (McClelland, 2013).



Presentation of New Material

Share your knowledge and skills. Your presentation helps learners connect to abstract concepts. Non-verbals and transitions help them pick out key points and clarify details. Transitions can be eye contact, pauses, gestures, stories, images or metaphors. They "make things human, quirky, and interesting" (Wood, Joyce, Petocz & Rodd, 2007)



Practice and Participation

Provide practice and active engagement throughout. In a study of 3 designs for a marketing course, Black, Daughtrey, & Lewis (2014) found that "active learning designs are ... more effective than traditional passive designs." Active learning lesson design produces stronger student outcomes than traditional lectures.



Post-Assessment (Formative Feedback and Assessment)

Prove that learning has occurred. Ask questions or do a brief practice quiz. Students need feedback on the degree to which they have learned new material. Research shows formative assessment is crucial to students achieving course outcomes (DiVall, Alston, Bird, Buring, Kelly, Murphy, & Szilagi, 2014). Connect to and remind students about upcoming evaluations.



Summary

Have a clincher. "A strong and powerful ending often stays clearly in the students' minds," but many professors forget about this rich ending (Cheng 2012)! Don't allow yourself to "run out of time". Wrap up with a memorable quote, an overall conclusion, a student testimonial, an image, that really sums up the learning.

References

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