



Azərbaycan Respublikasının  
Kiçik və Orta Biznesin  
Inkişafı Agentliyi



# **QIDA VƏ YÜNGÜL SƏNAYENİN** **AKTUAL PROBLEMLƏRİ**

**Beynəlxalq elmi-praktik konfrans**

# **ACTUAL PROBLEMS OF FOOD** **AND LIGHT INDUSTRY**

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## SMART LESSON PLAN TO IMPROVE EDUCATION QUALITY

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**Abstract.** This paper describes how to write a lesson plan with SMART learning objectives that help the teachers select the ways to measure learning and teaching effectiveness. During a course, the goal and objectives provide direction, which allows them to focus their efforts accordingly.

**Keywords:** learning objectives, course effectiveness, quality assurance, EQAC, smart, specific, measurable, achievable, relevant/realistic, timely and time-bound

It is obvious that, quality assurance is a vital approach in higher education institutions (HEIs) in order to serve the students in expected quality standards. Therefore, smart lesson plan plays a significant role in maintaining the quality assurance in HEIs. A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.). Goals and learning objectives are valuable for organizing and teaching a course. They can help teachers decide which topics to include and their appropriate sequencing as well as which instructional methods and materials to consider. During a course, the goal and objectives provide direction, which allows them to focus their efforts accordingly.

**What is a Learning Objective?** A learning objective is defined as a statement that describes the behavior the teachers expects students to demonstrate as a result of the training, and can be used to evaluate the success of the session. Creating clear learning objectives during the planning process of a session serves 3 main purposes: gives the learners a clear idea of what to expect to learn and what is expected of them after the session, gives the trainer a goal to achieve in presenting the content of a session, and forms the basis for evaluating the learner, and course effectiveness.

**What are the characteristics of Learning Objectives?** Learning objectives should be S.M.A.R.T., that is:

- **Specific:** What are learners supposed to achieve? Use clear, direct language to tell the learner exactly what he or she should learn and what he or she should be able to do after the training. Don't be vague, unclear, or misleading.
- **Measurable:** What is the quantity, degree, or level of mastery that's expected? The point of setting a learning objective is to determine if the learner can meet, perform, or satisfy it. And you can only do that if the objective is something that you can measure. That means, first, that it must be an action that you can observe. This is where the common mistake of using words like "know" or "understand," which are not actions that can be objectively observed, in learning objectives is corrected. And second, the objective must be written so that any objective observer could watch the learner's performance and agree if the objective has been satisfied or not. Don't create a learning objective that can be satisfied only by your own subjective understanding, for example.



- **Achievable:** Can the objectives be accomplished? Your learning objective must be something your learners have a chance of completing/satisfying. They must have enough pre-existing knowledge, time, and similar resources. For example, you wouldn't create a learning objective that asks an elementary school child to construct a rocket in an hour—it's just not achievable. While checking your objectives at this level, make sure your learning objective isn't too easy, either.
- **Relevant:** Are resources (e.g., people, facilities, equipment) available to accomplish the objectives? The objective should be something the learner sees the value in learning. Don't teach material that's not important or won't be used. Remember that your training should matter to your learners—review this list of adult learning principles to see the importance of this.
- **Timely and time-bound:** Is the time frame for achieving the objectives specified? First, make sure your objective is something your learner will have to use in a timely fashion—like tomorrow or next week instead of next year. Second, explain if there are time-constraints on the learner's performance. For example, in many cases, they should be able to complete the objective "at the end of this training." And finally, the learner may need to perform the action described by the objective within a given amount of time—for example, "to change the oil within 10 minutes."

A good learning objective is clearly described, easy to understand, and appropriate given the context (e.g., time allotted for the learning, depth and breadth of the learning experience, how the learning fits into a bigger scheme). There are a number of perspectives and strategies for writing good objectives. Well-articulated learning objectives can help clarify expectations for the learner and the instructor, direct the learner's and instructor's attention and efforts, increase a learner's motivation by knowing what she/he will be able to accomplish, help the learner determine how well prepared s/he is to have learning assessed. Oftentimes, verbs such as "know" and "understand" are used in writing objectives, but how does one truly assess knowing and understanding? Using action verbs such as "explain", "compare and contrast", and "demonstrate" is more precise and can help you determine how to more accurately evaluate learning. Once you have a better understanding of what makes a good objective, deciding what would be appropriate in a given context will come more easily. Here are some examples of what an objective would look like in your lesson plan:

- After reading the book "Life in the Rainforest," sharing a class discussion, and drawing plants and animals, students will be able to place six specific characteristics into a Venn diagram of the similarities and differences of plants and animals, with 100% accuracy.
- While learning about nutrition, students will keep a food journal, create a balanced meal using the food pyramid (or food plate, as it is now called), write a recipe for a healthy snack, as well as name all of the food groups and the foods that correlate with them.
- While students learn about the pattern of digestion, by the end of the lesson they will know how to physically point out areas of the digestive track, as well as tell specific facts about how the food we eat can turn into the fuel that our bodies need.

<b>Group:</b> 3328a2	<b>Date:</b> 02/11/2019	<b>Lesson:</b> 4	<b>Topic:</b> My Favourite Food
<b>Objectives</b>	1. By the end of the lesson learners will be able to say what their favourite food is. 2. Learners will be introduced to nouns; 'lettuce, cucumber, ...' 3. Learners will review verbs 'eat', 'like'...		
<b>Materials</b>	1. A3 paper (one per table)                      3. Three tennis balls 2. Flashcards    4. Plastic food		
<b>Implementation of the 4MAT lesson plan</b>	1. Motivation/Review ( <i>brainstorming, singing a song, warm-up activities etc.</i> ) 2. Presentation ( <i>new vocabulary, grammar etc.</i> ) 3. Practice ( <i>practical exercises, pair or group discussions, case studies etc.</i> ) 4. Production ( <i>organizing role plays, field trips etc.</i> )		

**Conclusion:** The concept of academic quality has gained a higher degree of public significance in higher education of Azerbaijan over the past few decades. In this regard, The Ministry of Education of Azerbaijan Republic carries out certain projects aimed at the development of education management. Hence, making an effective lesson plan takes time, dedication, and an understanding of students' abilities and goals. In the field of education, every teacher should strive to motivate students to retain as much as possible during the course of the class and apply it. For this purpose, the academic staff of Azerbaijan Technological University have been constantly motivated via the effective TOT sessions conducted within the framework of "*Establishment and Development of Quality Assurance Centers in Azerbaijani Universities*" (EQAC) project coordinated by Baku Business University and financed by European Commission. Thus, a well-defined learning goal and objectives will help teachers select the ways to measure learning and teaching effectiveness.

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