

# E-Learning Lessons Creation Process

**COMPARATIVE LESSON PLAN**  
**Lesson 4: Using the word count feature of MS Word**

Lesson Section	Face-to-Face	E-Lesson
<b>1. ANTICIPATORY SET</b> - Focus learners' attention - Practice or review of previous learning - Create interest in new learning - Mental set through interesting activity	<ul style="list-style-type: none"> <li>▪ Capture learner's attention by displaying a Word memo and asking them to guess how many words are contained in the memo. Person who comes closest to actual count without going over wins.</li> <li>▪ Ask learners how this could be done using MS Word.</li> <li>▪ State they will learn different ways to use the Word count feature to quickly respond to such a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capture learner's attention by immediately embedding them in a workplace scenario: they are to get an article edited and off for submission. The article has a 2000-word limit. Present a draft of the article, and ask: how many words long is it?</li> <li>▪ Inform them they will learn different ways to use the word count feature to quickly respond to such a challenge.</li> </ul>
<b>2. OBJECTIVES</b> - Inform learners what they will be able to do by end of instruction - Purpose -- Why is it important? - How will it help them in the future?	Display and read slide with learning objectives.	Display screen with learning objectives.
<b>3. INPUT</b> - What information do learners need to complete objective? - How shall it be given to learners... instructor, book, film records,	Provide learners with a paper handout of the necessary steps for doing a full word count and a count of highlighted words.	<ul style="list-style-type: none"> <li>• Simulation of the article in Word environment displayed.</li> <li>• Instruction appears in text boxes over the article.</li> </ul>

<b>Objectives</b>	<b>Activities</b>	<b>Assessment</b>	<b>Materials/Inputs</b>
<i>What do they need to know or do?</i>	<i>How will they learn it?</i>	<i>How will we and they know they know?</i>	<i>Describe the specific materials and inputs needed for the lesson.</i>

Lesson Section	Purpose/Guidelines
1. Anticipatory	<ul style="list-style-type: none"> <li>• Focus learners' attention</li> <li>• Practice or review of previous learning</li> <li>• Create interest in new learning</li> <li>• Mental set through interesting activity</li> </ul>
2. Objectives	<ul style="list-style-type: none"> <li>• Inform learners what they will be able to do by end of instruction</li> <li>• Purpose — Why is it important?</li> <li>• How will it help them in the future?</li> </ul>
3. Input	<ul style="list-style-type: none"> <li>• What information do learners need to complete objective?</li> <li>• How shall it be given to learners? Instructor, book, film records, demonstration, or a combination?</li> </ul>
4. Modeling	<ul style="list-style-type: none"> <li>• Learners need to see examples of a product or a process</li> <li>• Instructor may <u>model</u> or learner may model</li> <li>• Needs to be visual and verbal</li> </ul>
5. Checking for understanding	<ul style="list-style-type: none"> <li>• Has learner acquired knowledge?</li> <li>• Sampling — group response</li> <li>• Signaling — agree, disagree, not sure</li> <li>• Individual response — to instructor — another learner</li> </ul>
6. Guided practice	<ul style="list-style-type: none"> <li>• Check for understanding of what to do</li> <li>• Instructor circulates</li> <li>• Goal — learners practice until they perform correctly</li> <li>• Provide immediate remediation if needed</li> </ul>
7. Closure	<ul style="list-style-type: none"> <li>• Ending summary, culmination, review</li> </ul>
8. Independent practice	<ul style="list-style-type: none"> <li>• Develop fluency without instructor present</li> <li>• Written or verbal assignment</li> <li>• How much? How often? How well?</li> </ul>
9. Evaluation	<ul style="list-style-type: none"> <li>• Reflection upon teaching strategies and procedures used as well as learner success</li> </ul>