**Cyclic Planning**

Here are some guiding questions that course developers can ask themselves when they are planning:

1. **What do we want to achieve?**

(*The purpose and aims of this learning unit*)

1. **What will we have to do in order to achieve this purpose?**

Describe a logical and sequenced process (S*pecify knowledge to be learnt in the given unit, specify activities, specify how these activities are to be undertaken, specify assessment strategies, specify at which point and in which order they will be implemented*, a*llocate time appropriately to different activities and sequence carefully)*

1. **What resources will we use to achieve my aims?**

*(How can we use the students’ interests and background knowledge, textbooks, OERs, Podcasts, videos e.g. YouTube, other lecturers’ expertise, and so on to implement the plan?)*

1. **How will we manage possible constraints?**

*(These may be caused by poor student preparation, or lack of resources, weak local infrastructure e.g. poor connectivity, lack of time etc.)*

1. **Why is what we have chosen to teach important?**

(How will we motivate and *engage with the students so that they are interested in learning this? How will we link it (this learning unit) to other learning, the world of work, their lives?)*

1. **How will we know that we have achieved our purpose?**

(Spell out assessment *strategies and detailed criteria which you will use to judge whether learning has succeeded)*

1. **How will this learning unit link to our next unit?**

(Reflect on implications for next unit)

**Reflective planning suggests that we ensure we have a *clear* idea of:**

* Our *starting point*, we need to try and understand our target group (our students) and their context as best as possible and to build on a careful analysis of the strengths, weaknesses and interests of our students and ourselves.

It is this clarity that allows us to be *responsive* and thoughtful in the process of structuring the content of the course materials.

* Our *destination*, the learning outcomes or objectives. In other words, both lecturers and students understand what they need to know by the end of a unit of learning (or series of learning units) and *why* learning this is important.
* *Cyclical planning* regards assessment as an ongoing part of the teaching cycle rather than the *end* of a process. It is both the end of a cycle and the *beginning* of another. Ideally, assessment is used *diagnostically;* it is used to *shape* the way we teach through the course materials.