Volume 4 Annex 4.31a: Institutional Policy on Sample Methods of Teaching-Learning.

The MUSOM Academic
Operating & Development Implementation
Guidelines- 2019

MUSOM Operating Guide to Academic/Administrative/Financial/Research/Innovation





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7.13 Teaching Plan

Defining Teaching Plan

A teaching plan is an organized document that provides the outline and details to lead teaching-learning activities into outcomes. A good teacher always prepares a comprehensive teaching plan with step-by-step teaching methods, duration of time, the materials and resources needed for the session. A good teaching plan begins with the key questions that generate discussion on the major misconceptions about the topic. Teaching plan also helps in renationalizing teaching-leaning process for learning outcomes.

Major Components of Teaching Plan

Course Title

Session Title/Contents

Period

Leaning Outcomes of the course/Objectives

Learning outcomes of the session/Objectives

Duration of session and each teaching/learning segment

Teaching Methods

Teaching Materials

Evaluation

Prescribed texts/resources/references/recommended

Sample Teaching Plan

Course Title: Critical Thinking

Session Title/Content: Session 1: Introduction to Critical Thinking

Period 2

Leaning Outcomes of the course/Objectives: By the end of the course, students will be able

to:

1. Understand concept of critical thinking in the wider academic and social

context

- 2. Specify difference between creative thinking and critical thinking
- 3. Explore importance of critical thinking in managerial process

Learning Outcomes of the Session: By end of the session, students should be able to:

- 1. Distingusih creative and critical thinking
- 2. Apply basic critical skills to solve problems and make managerial decision

Duration of session and each teaching/learning segment: 120 Minutes

Teaching Methods: Interactive Method that includes Short lecturer/question-answer/class discussion/presentation

Teaching Materials: Text book/Reference books/articles related to the course session **Evaluation:** Evaluation of students' concepts and abilities to define managerial accounting and use knowledge practically through assignment and

class presentation.

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Prescribed texts/resources/references/recommended

Detailed Course Session Plan

Time/Duration	Topic & Details of Content	Teaching Method	Resources/Notes
20 Minutes	1. Gain learner's attention	Sharing	Slide 1
	Welcome students to the class. Start loudly and confidently, with a welcoming smile, since it is the first session.		Slide 2-My background
	Share my background - where I grew up, university, research interest, publication, what I like to do and inject humor		
	Talk about my office hours, and how students can contact me.	Presentation	Slides-3-6
	2. Introduce and inform students about Course Objectives/Outcomes		
	Course Objectives	4	
	Course overview Critical thinking concepts and skills Session objectives		
	Highlight MUSOM norms and values If late, please do not enter the class. Mobile phone and laptop are prohibited during class. Highlight expectations Timely assignment submission		
	read cases before class for productive discussions.		
15-25 (10 minutes)	3. Stimulate Student's recall of prior knowledge	Class discussion: Involve both male and female	
	Raise discussion with the following questions:	students in discussion.	

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	What is thinking? What do you understand by critical thinking? How is critical thinking different from creative thinking? Ask students about the past experiences. Clarify misconceptions on critical thinking. Highlight how creative and critical thinking share common skills. Compare critical thinking with science of reasoning related to quantitative and qualitative rezoning.	Quick scan from teachers.	
40 minutes	Learning Outcomes: Distinguish between critical and creative thinking skills 4: present the content Creative and critical thinking concepts and skills Ask class: What is creative thinking? What is critical thinking? Ask class: List characteristics of creative and critical thinkers. Intent: Get to know what students already know. Encourage peer teaching. 5. Provide learning guidance Flash slide #7 on critical thinking skills Short lecture on definition and characteristics of creative and critical thinking.	Question-answer Short lecture	White board and markers Slide-7-8

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	Emphasis: Focus on characteristics of creative and critical thinkers. Use of critical thinking in managerial decision making		
15 Minutes	6: Elicit performance Flash practice slide (Slide 9). Give students 7 minutes to work on the chart. Then, go through the chart, to examine their knowledge of creative and critical	Skill practices Group Discussion	Slide 9
	thinking. 7: Provide feedback Go through the answers on slide 9.	orosp Discussion	Side y
	Points to emphasis: Is critical thinking complementary to creative thinking? Is critical thinking part of all sciences and thinking?		