

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**



**MU SCHOOL OF
MANAGEMENT**

Approved by MUSOM Governing Council on 22 of the July 2019

**Mid-Western University School of Management (MUSOM)
Surkhet, Karnali Province, Nepal**

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 rationalizing teaching-learning process for learning outcomes.

Major Components of Teaching Plan

Course Title

Session Title/Contents

Period

Learning 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/recommendeded

Sample Teaching Plan

Course Title: Critical Thinking

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

Period 2

Learning 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:

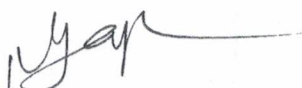
1. Distingusih creative and critical thinking
2. Apply basic critical skills to solve problems and make managerial decision

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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|------------|--|---|---|
| | <p>What is thinking? What do you understand by critical thinking? How is critical thinking different from creative thinking?</p> <p>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.</p> | Quick scan from teachers. | |
| 40 minutes | <p>Learning Outcomes: Distinguish between critical and creative thinking skills 4: present the content</p> <p>Creative and critical thinking concepts and skills</p> <p>Ask class: What is creative thinking? What is critical thinking?</p> <p>Ask class: List characteristics of creative and critical thinkers.</p> <p>Intent: Get to know what students already know. Encourage peer teaching.</p> <p>5. Provide learning guidance Flash slide #7 on critical thinking skills</p> <p>Short lecture on definition and characteristics of creative and critical thinking.</p> | <p>Question-answer</p> <p>Short lecture</p> | <p>White board and markers</p> <p>Slide-7-8</p> |

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| | <p>Emphasis: Focus on characteristics of creative and critical thinkers.</p> <p>Use of critical thinking in managerial decision making</p> | | |
| 15 Minutes | <p>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 thinking.</p> <p>7: Provide feedback</p> <p>Go through the answers on slide 9.</p> <p>Points to emphasis: Is critical thinking complementary to creative thinking? Is critical thinking part of all sciences and thinking?</p> | <p>Skill practices</p> <p>Group Discussion</p> | <p>Slide 9</p> <p>Slide 9</p> |

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