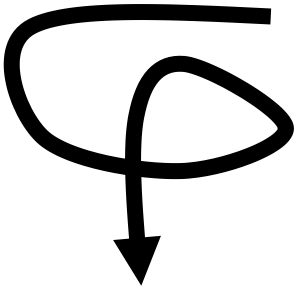
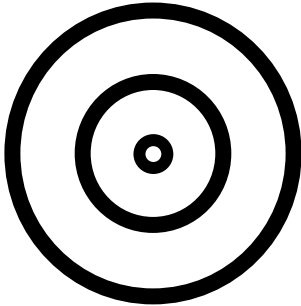
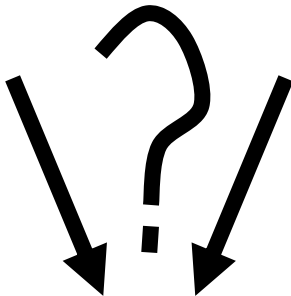
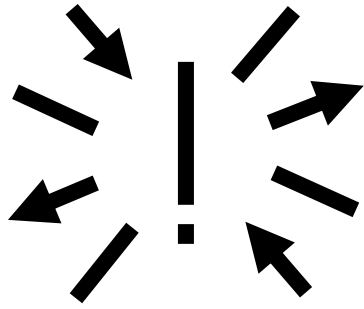


<p style="text-align: center;"><b>1. Bridge-in</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Gain Attention. Create Value.</p> <p style="text-align: center;"><small>BOPPPS - ISW Mini-lesson Model © www.iswnetwork.ca</small></p>	<p style="text-align: center;"><b>1. Bridge-in</b></p> <p><b>Context:</b> Course schedule, Learning environment, Lesson plan, Climate</p> <p><b>Problem/Opportunity:</b> Learners may arrive not knowing, disoriented, distracted, disinterested or demotivated. Hook them!</p> <p><b>Discussion/Evidence:</b> Motivation theory and attention theory emphasize connection.</p> <p><b>Solution:</b> Connect using an activity or words to gain attention and demonstrate value.</p> <p><b>Subtext:</b> Sensory involvement, Emotional connection, Individual interests, Memes</p> <p style="text-align: right;"><small>www.patternguides.com © 2009 Daniel Doherty</small></p>
<p style="text-align: center;"><b>2. Outcomes</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Learners will be able to...</p> <p style="text-align: center;"><small>BOPPPS - ISW Mini-lesson Model © www.iswnetwork.ca</small></p>	<p style="text-align: center;"><b>2. Outcomes</b></p> <p><b>Context:</b> Program &amp; course outcomes, Performance requirements, Standards</p> <p><b>Problem/Opportunity:</b> If you don't have a goal, how will you know when you have arrived? Create a shared focus.</p> <p><b>Discussion/Evidence:</b> If learning is a change in behaviour...learners need to know what the intended behaviour looks like.</p> <p><b>Solution:</b> Identify who will be able to do what, to what degree of competency, for what result.</p> <p><b>Subtext:</b> Knowledge, Skills, Attitude, Energy</p> <p style="text-align: right;"><small>www.patternguides.com © 2009 Daniel Doherty</small></p>
<p style="text-align: center;"><b>3. Pre Test</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Assess Current Abilities</p> <p style="text-align: center;"><small>BOPPPS - ISW Mini-lesson Model © www.iswnetwork.ca</small></p>	<p style="text-align: center;"><b>3. Pre Test</b></p> <p><b>Context:</b> Authentic assessment, Layered strategies</p> <p><b>Problem/Opportunity:</b> Help learners and instructor see the gaps, in order to structure learning at the correct level.</p> <p><b>Discussion/Evidence:</b> When the instructor knows the abilities and motivation of the learners, instruction can be adapted.</p> <p><b>Solution:</b> Conduct a pre-assessment that is relevant to the learners and the outcomes.</p> <p><b>Subtext:</b> Self-assess, Flexible strategies</p> <p style="text-align: right;"><small>www.patternguides.com © 2009 Daniel Doherty</small></p>

## 4. Participation



Involve, Inform, Inspire

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

## 4. Participation

**Context:** Adult learning, Connect memes

**Problem/Opportunity:** "Learners are a flame to be ignited not a vessel to be filled." --Plato

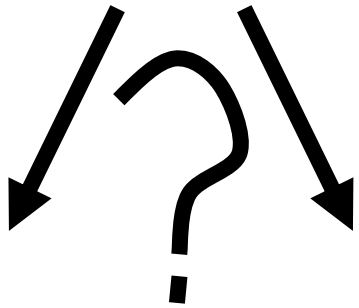
**Discussion/Evidence:** Action learning, Adult learning theory, peer-based learning

**Solution:** Facilitate the social construction of knowledge (discovery), employing a variety of learning modes and systematic methods.

**Subtext:** Learning styles (Kolb), Situational learning, Theory into practice, Iteration

www.patternguides.com  
© 2009 Daniel Doherty

## 5. Post Test



Assess Learning

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

## 5. Post Test

**Context:** Competence, Motivation, Verification, Compliance

**Problem/Opportunity:** How do you know learning occurred? Validate the effort.

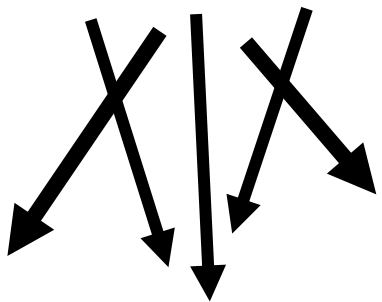
**Discussion/Evidence:** Authentic assessment (real), Normative vs criterion-based

**Solution:** Assess learning using a method that is congruent with the intended outcomes, learning strategies and content application

**Subtext:** Grading vs Learning, Self-evaluation

www.patternguides.com  
© 2009 Daniel Doherty

## 6. Summary



Integrate and Transfer Learning

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

## 6. Summary

**Context:** Confirmation, Knowledge transfer, Anchoring of concepts and gains (memorable)

**Problem/Opportunity:** Abrupt closure or an incomplete ending disrupts learning.

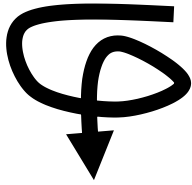
**Discussion/Evidence:** Learning is validated and reinforced when it is compared to the intended outcomes.

**Solution:** Provide a summative bridge-out to integrate of knowledge, skills and attitude for transfer into practice or further learning.

**Subtext:** Employment skills, Service learning

www.patternguides.com  
© 2009 Daniel Doherty

# 1. Bridge-in



Gain Attention.  
Create Value.

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

# 1. Bridge-in

**Context:** Course Schedule, Learning Environment, Lesson Plan, Welcoming Climate

**Problem/Opportunity:** Learners may arrive not knowing, disoriented, distracted, disinterested or motivated. Hook!

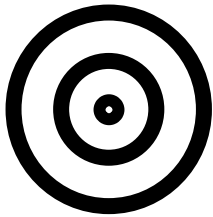
**Discussion/Evidence:** Motivation theory and attention theory emphasize value of connection.

**Solution:** Connect using an activity or words to gain attention and demonstrate value.

**Subtext:** Address Individual Interests, Sensory Involvement, Memes Emotional Connection

www.patternguides.com  
© 2009 Daniel Doherty

# 2. Outcomes



“Learners will be able to...”

BOPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

# 2. Outcomes

**Context:** Program Outcomes, Course Outcomes, Performance Requirements

**Problem/Opportunity:** If you don't have a goal, how will you know when you have arrived? Shared focus.

**Discussion/Evidence:** If learning is a change in behaviour...learners need to know what the intended behaviour looks like.

**Solution:** Identify who will be able to do what, to what degree of competency, for what result.

**Subtext:** Knowledge, Skills, Attitude, Energy

www.patternguides.com  
© 2009 Daniel Doherty

# 3. Pre Test



Assess  
Entry Abilities

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

# 3. Pre Test

**Context:** Authentic Assessment, Layered Strategies

**Problem/Opportunity:** How to help learners and instructors see the learning gaps and therefore frame instruction at the correct level

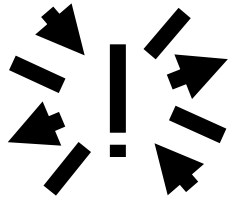
**Discussion/Evidence:** When the instructor knows the abilities and motivation of the learners, instruction can be adapted

**Solution:** Conduct a pre-assessment that is relevant to the learners and the outcomes.

**Subtext:** Self-Assessment, Flexible Strategies

www.patternguides.com  
© 2009 Daniel Doherty

## 4. Participation



Involve, Inform, Inspire

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

## 4. Participation

**Context:** Adult Learning, Connect Memes

**Problem/Opportunity:** Learners have a flame to be ignited not a vessel to be filled.

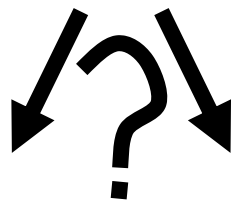
**Discussion/Evidence:** Action Learning, Adult Learning, peer-based learning

**Solution:** Engage participatory learning that employs a variety of learning modes using a systematic method

**Subtext:** Learning Styles (Kolb),  
Situational Learning, Theory Into  
Practice, Enjoyment

www.patternguides.com  
© 2009 Daniel Doherty

## 5. Post Test



Assess Learning

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

## 5. Post Test

**Context:** Authentic Assessment, Layered Strategies

**Problem/Opportunity:** How does anyone know learning occurred? How to measure it?

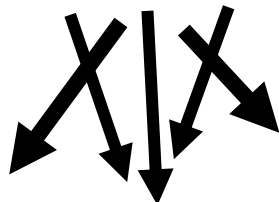
**Discussion/Evidence:** There is a wealth of literature on assessment; not all is helpful.

**Solution:** Assess learning using a method that is congruent with the intended outcomes and learning strategies

**Subtext:** Grading vs Learning,  
Self-evaluation

www.patternguides.com  
© 2009 Daniel Doherty

## 6. Summary



Integrate and  
Transfer Learning

BOPPPS - ISW Mini-lesson Model  
© www.iswnetwork.ca

## 6. Summary

**Context:** Adult Learning, Learning Environment,  
Memorable Closure

**Problem/Opportunity:** Abrupt closure or an incomplete ending disrupts learning.

**Discussion/Evidence:** Learning is validated & reinforced when it is compared to the intended outcomes.

**Solution:** Provide a summative bridge-out to integrate of knowledge, skills and attitude for transfer into practice or further learning.

**Subtext:** Employment Skills,  
Service Learning

www.patternguides.com  
© 2009 Daniel Doherty