Teacher education programs have traditionally found it difficult to provide their credential students with the opportunity to practice complex skills such as lesson planning in ways that offer both detailed and constructive feedback and sufficient opportunity for student reflective response to practice. That is, it is easy to communicate to students the mechanics of lesson planning but much more difficult to engage students in repeated opportunities to plan lessons under conditions that allow them to examine closely the products of their planning with the benefit of focused feedback.

**Preparing Credential Students to be Lesson Planners**

The PT3 Program at UC Santa Barbara is working to develop an approach to provide our credential students with opportunities to practice, in controlled settings and with appropriate feedback, the designing of learning experiences (lessons and units) that make appropriate use of technology. We are designing what we call “Simulated Lesson Design Studios” into which our students could “enter” as individuals or as small working teams. Each SLDS will be specific to a grade level and content area and will contain the necessary tools and resources to allow our credential students to create a lesson or unit for a specified classroom of pupils. Each SLDS is contained on a CD-ROM and features a user interface built on the metaphor of a workshop with workbenches, tools and drawers of materials. “Tools”, located on various “workbenches” in the SLDS, are used to create such things as learning objectives, assessments, needed materials lists, and lesson delivery sequences and to assemble these components into a printable “lesson/unit plan” file. Other “workbenches” contain electronic tools useful, for example, in creating computer-generated graphics and multimedia components.

Resources, found in “materials drawers” in the SLDS include background for the teacher concerning the lesson’s content, a list of California Content Standards, a selection of available print materials for pupils that might be pertinent to the lesson, potentially helpful websites, computer applications that might be appropriate for pupils, videotape resources that might be used in the lesson, technology resources that are available in the school and thus could be planned for in the lesson, background information on pupils in the class for which the experience is being designed and even samples of activities that have been designed by other teachers and that might be incorporated into the complete lessons/units that the students are designing. Credential students would have to decide which tools and resources to use, and in what order. It would never be appropriate to use them all. There would not be “one best” way to proceed and different students working in the same workshop would very likely create discernibly different products.

We are in the process of creating a number of these Simulated Lesson Design Studios. Our students will then be assigned, outside of class time, to enter an SLDS and create learning experiences that make creative and appropriate uses of technology. Meeting in class sessions after such creative work is finished, the students’ products can be presented, examined and compared. Because all students will have had access to the same tools and resources and will have designed for the same class of pupils, differences in the resulting products can be compared and, as is typical of all good design studio work, individual students’ creative thinking and understanding of possibilities can be expanded.

Our development work has now turned to disciplined inquiry focused on both the process by which students engage in the task of lesson design, review and reflection and the results of engaging in this process in terms of students’ planning ability.

**Interactive Session**

We propose to offer an interactive session at SITE 2002 in which attendees can 1) work with sample Simulated Lesson Design Studios as would credential students, 2) hear about the results of our observational studies of credential students at work in SLDS’s, and 3) engage in a discussion of various pedagogical strategies that might be used with credential students and the possible advantages and disadvantages of these approaches. Attendees will be invited to explore questions such as the following: Would SLDS’s be better used by individuals or by small working groups of credential students? What might be the expected characteristics of lesson plans that these students might produce from within a SLDS? How could students’ reflection on and learning from an experience in an SLDS be best facilitated? At what stage in a credential student’s professional development would work in SLDS’s be most appropriate? How many separate sessions in an SLDS be necessary for real leaning? How would a university faculty member most appropriately evaluate a credential student’s work in an SLDS?