

INFLUENCE OF LESSON PLANS AND TEACHING MATERIALS ON STUDENTS' LEARNING SKILLS

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Learning which deals with person's internal world, his/her development and maturity is considered as one of the greatest means of education. To be an effective learner, a person must develop skills of learning. Skill is not just ability. It is an extraordinary capability that enables a person to perform a given task very well. To achieve this task, an effective learner should develop his / her conceptual skills, technical skills and inter-personal skills. Many students find difficulties to develop these skills by themselves. Lecturers/ teachers have a great responsibility to guide students to develop these skills and to become effective learners. To understand the importance of lesson plans and teaching materials for students' skills development, forty five hours course unit was selected. When analyzing the results of previous examinations of these students, it was noted that only ten out of twenty four students (41.6%) were performed well and six students (25%) had to sit for repeat examinations. This analysis revealed that many students did not develop their skills tested at examinations. It was believed that poor performances of students at these examinations is due to poor planning of lessons and introduce improper teaching methods. To understand the effect of lesson plans on students' learning skills, a forty five-hour course unit was selected and it was planned according to introduce the six levels of learning, explained in Bloom's taxonomy *i.e.* knowledge, comprehension, application, analysis, synthesis and evaluation. Lesson plans of first fifteen hours of the course unit was aimed to introduce first two levels *i.e.* knowledge and comprehension described in the above taxonomy. Learning outcomes of students were tested at the first continuous assessment. Results of this assessment showed that all students preformed well. Lesson plans of next fifteen hours of lectures were prepared according to develop students' application and analysis skills. After analyzing the second continuous assessment's results which was designed to evaluate students' performances in application and analysis capabilities, it was observed that twenty two students did the assessment up to the standard. Last fifteen hours of the course unit were aimed at the highest levels of the Bloom's taxonomy. Third assessment was a group oral presentations which was helped to evaluate students' highest levels of skills as well as inter-personal skills. Questions of the semester end examination were designed to examine overall learning skills of students. Compared to the previous year results, these students preformed well and only one student failed to achieve the target. These observations show that well prepared lesson plans and teaching materials play an important role in students' learning process and development of students' skills.