

TEACH ME HOW TO PLAN AND I WILL LEARN: CYCLICAL THINKING IN LESSON PLANNING**H. Friedman**

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Every teacher preparation program dedicates a considerable amount of time and effort to lesson planning. Lesson plans seem to provide a guide for managing the effective and efficient learning environment of classes: they contain, according to the following order, selected learning objectives, instructional procedures, required materials, and end with a description of pupils' evaluation. Acquiring this skill means that the student teacher has taken a giant step toward "owning" the subject matter content he teaches and the methods he uses. However, this superficial linearity does not exist in real life and does not stimulate critical thinking and learning on the part of the student teacher. In order to evoke opportunities for self-conscious reflectiveness such as intentions, intuition and tacit knowledge, a cyclical set of three questions are suggested: what?, how? and why? Driven by questions, the student achieves understanding that entities of the teaching context are constantly inter related, he evaluates emergent view points, and solves problems. But thinking is not driven by answers but by questions. Had no questions been asked by those who laid the foundation for a field - for example, Physics or Biology - the field would never have been developed in the first place. In fact, every intellectual field is born out of a cluster of questions to which answers are either needed or highly desirable. Furthermore, every field stays alive only to the extent that fresh questions are generated and taken seriously as the driving force in a process of thinking. To think through or rethink anything, one must ask questions that stimulate thought. Questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such. This is why it is true that only students who have questions are really thinking and learning. Moreover, the quality of the questions students ask determines the quality of the thinking they are doing. The discovery learning process of analogous characteristics equips the student teacher with flexibility and creativity necessary to dealing with unpredictability. The "ping-pong" discourse of planning a lesson becomes a learning tool rather than a pointer to some arbitrary activities.