Lesson Plan Template Using the SAMR Model + TILT (Transparency in Learning and Teaching)

Grade Level: Higher Education (Faculty Development / College Instructors)

Subject: Instructional Technology / General Education (College of Liberal Arts)

Lesson Title: Integrating NotebookLM Using SAMR and Transparent Design Across Liberal Arts Disciplines

Duration: 90 minutes

Disciplines Supported: Art, Theater (History and Appreciation), Criminal Justice, Political Science, Sociology, English, History, Philosophy, Communications

1. Learning Objectives

By the end of the lesson, faculty participants will be able to design assignments using the free version of NotebookLM that support critical thinking, communication, interdisciplinary analysis, and research skills across multiple liberal arts disciplines (Art, Theater history and appreciation, Criminal Justice, Political Science, Sociology, English, History, Philosophy, and Communications). Participants will apply TILT (Transparency in Learning and Teaching) principles—Purpose, Task, Criteria—and guide students in ethical AI use.

2. Standards Alignment

TSU General Education Outcomes: Critical Thinking; Communication; Research Skills; Interdisciplinary Learning; Global/Cultural Awareness.

ISTE Educator Standards: Designer, Facilitator.

Quality Matters: Alignment and Engagement.

TILT (Transparency in Learning and Teaching): Purpose, Task, Criteria.

3. Materials and Technology

Materials: Discipline-specific readings such as art criticism, theater history and appreciation texts, criminal justice case studies, political theory readings, sociological research, English literature, historical documents, philosophical texts, and communications/media analysis.

Technology: NotebookLM (free version), Microsoft Word/OneDrive, LMS (D2L/Blackboard), Microsoft Teams.

4. SAMR Model Integration

Substitution: Faculty upload discipline-specific readings into NotebookLM instead of distributing static PDFs (e.g., plays for theater history, court cases, literary texts, philosophical essays).

Augmentation: Students generate summaries and ask questions to improve comprehension of disciplinary content such as historical context, theoretical frameworks, or performance analysis.

Modification: Students compare multiple sources (e.g., artistic movements, historical events, legal cases, sociological theories, political ideologies, philosophical arguments) using NotebookLM outputs to support interdisciplinary analysis.

Redefinition: Students create synthesized interdisciplinary projects (e.g., analyzing a social issue across art, history, sociology, and political science or interpreting theater works through historical and cultural contexts) and reflect on AI-supported learning.

5. Lesson Procedure

Introduction: Demonstrate NotebookLM using an example from one of the disciplines (e.g., theater history text or historical document). Introduce SAMR and TILT (Transparency in Learning and Teaching: Purpose, Task, Criteria).

Activity/Instruction: Faculty upload discipline-specific readings and use NotebookLM features for summarization and questioning.

Guided Practice: Faculty design a learning activity incorporating SAMR and TILT, tailored to their discipline.

Independent Practice: Faculty develop a full assignment using NotebookLM with clearly defined Purpose, Task, and Criteria.

Closure: Reflect on how technology enhances student learning across disciplines and supports equitable access.

6. Assessment

Formative: Participation, discussion, draft assignment design.

Summative: Completed NotebookLM-integrated assignment aligned with TSU outcomes and disciplinary context.

Technology supports assessment through LMS rubrics, shared documents, and NotebookLM-generated outputs.

7. Differentiation and Accessibility

Free tools ensure equitable access for all learners across disciplines.

NotebookLM summaries support varied reading levels for complex texts (literary, legal, philosophical, historical, and theoretical materials).

Differentiation includes multiple formats (written, visual, performance-based, discussion).

TILT transparency (Purpose, Task, Criteria) reduces ambiguity and supports diverse learners.