



Post-conference workshop

This is your brain on active learning :

A workshop with practical strategies for your dynamic classroom

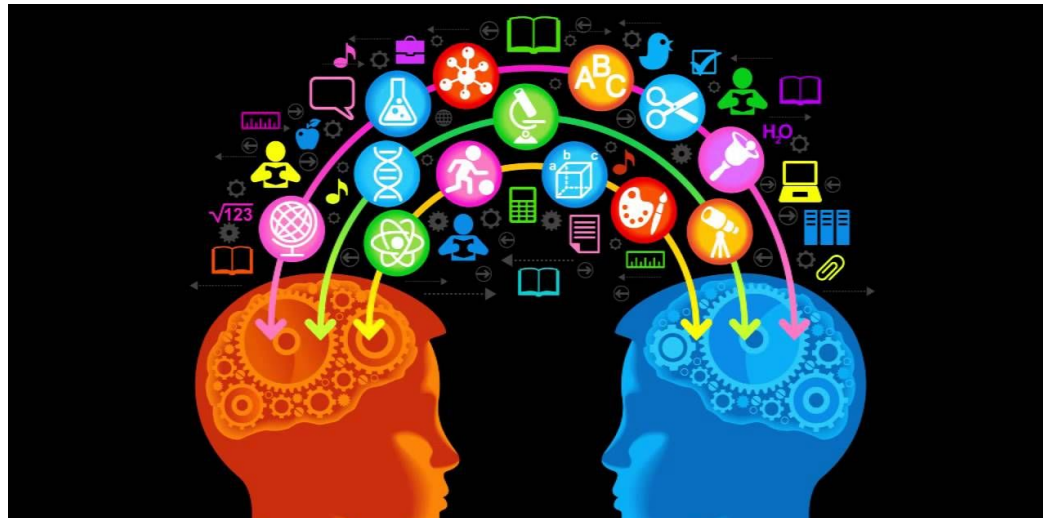
Warm-Up activity:

Reflect on one of your most memorable learning experiences (either in formal or informal setting). Find someone you don't know, introduce yourselves and share your reflection.

Post-conference workshop

This is your brain on active learning:

A workshop with practical strategies for your dynamic classroom



Tannia Ditchburn

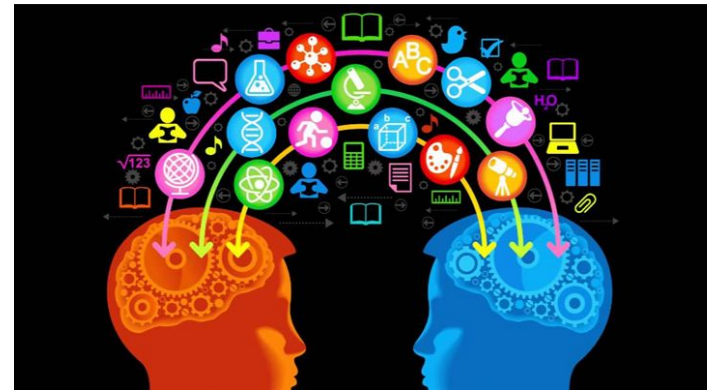
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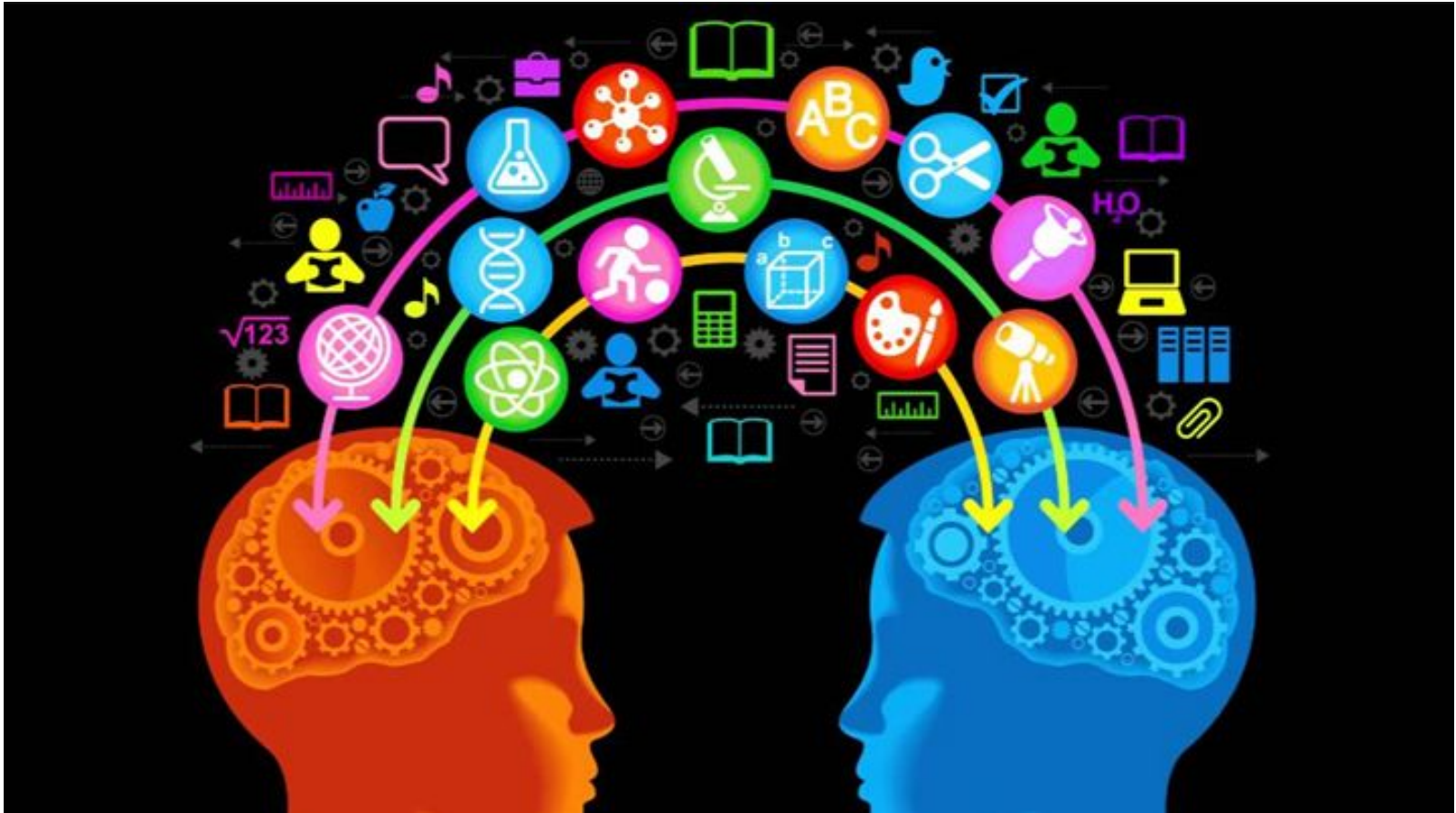
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Workshop Overview

1. Welcome
2. Review of Active Learning Strategies
- 3. Fast Pass & Break**
4. Group work
5. Debriefing & Assessment
6. Reflection
7. Discussion



Group Icebreakers



Our expectations

- Be present
- Contribute to your group
- Actively listen
- Focus on the task
- Be open-minded

Group Energizer Activity

- ▶ Find one match
- ▶ Discuss question for 2 min.
- ▶ Switch partners when prompted
- ▶ There will be some groups of 3



Find your **NUMBER** match

1. Why did you choose this workshop?



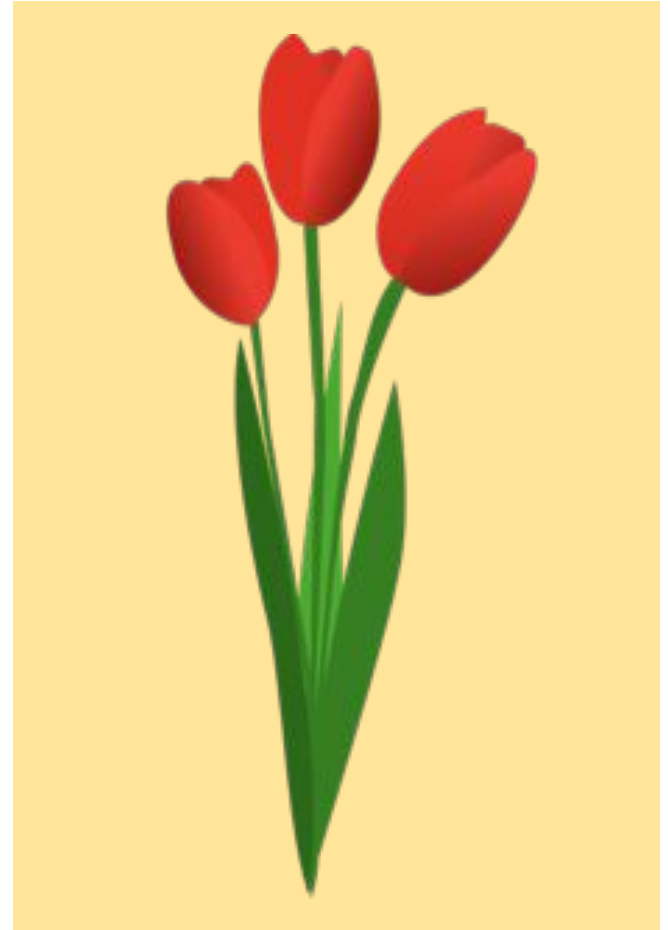
Find your **SYMBOL** match

2. What is the difference between active learning and passive learning? Provide an example of each.



Find your **FLOWER** match

3. Discuss how you have applied active learning in your classroom or work setting?



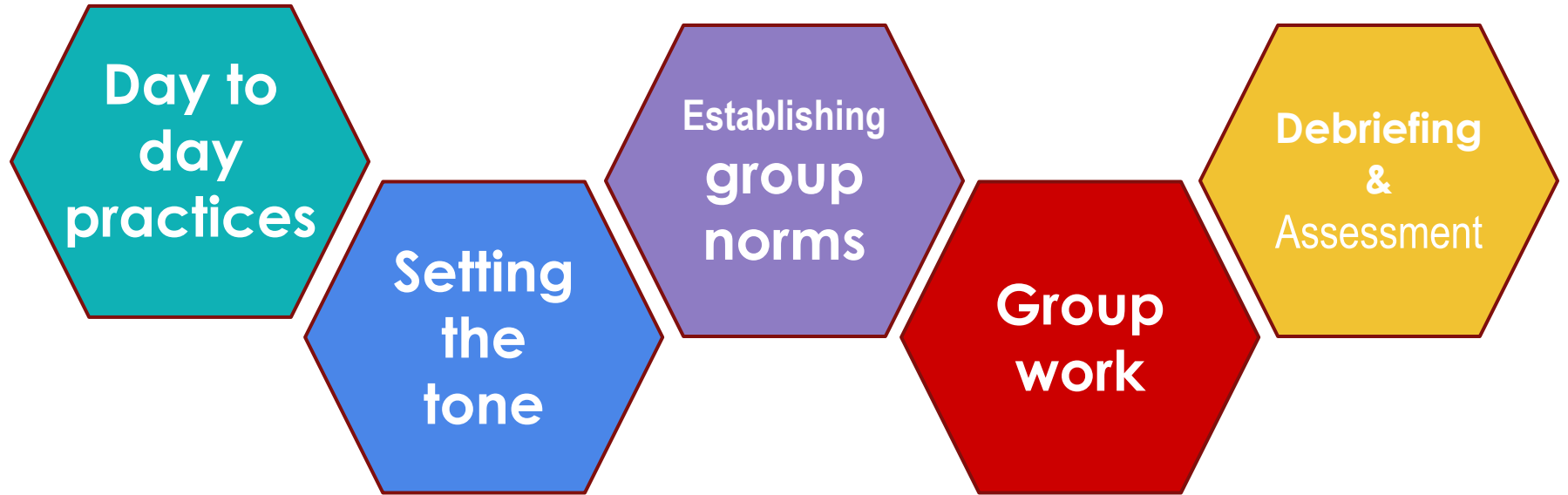
Learning outcomes

Participants will leave with:

1. greater knowledge of applied active learning
2. specific active learning teaching strategies that can be incorporated into the classroom context
3. concrete practical curriculum applications

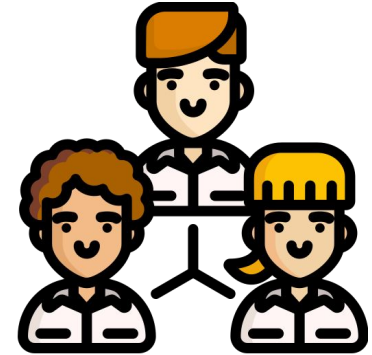
**Go to www.menti.com and enter code
(to be provided!)**

Review of Active Learning Strategies

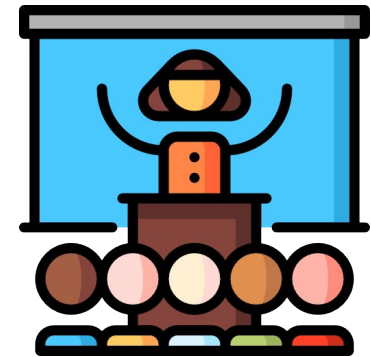


Role playing

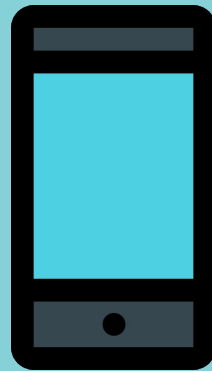
Group 1: Group woes



Group 2: Classroom management



Tech break
2 minutes



From Day 1

- Get to know your students
- Build stamina
- Cultivate a culture of active learning and group collaboration
- Clarify your expectations
- Establish routines
- Set the tone for learning and classroom management (group norms)
- Use metacognitive strategies with students
- Intervene early
- Good pedagogical design and planning



Day to
day
practices



Setting
tone

Setting the tone in your classroom

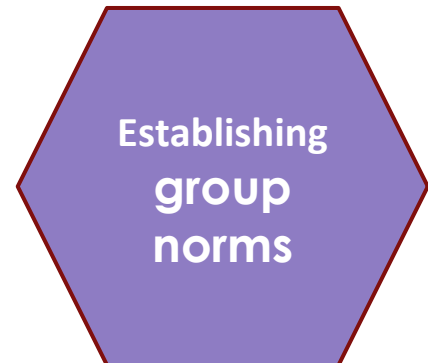


What to do before yoga class

Establishing Group Norms

Ways to generate Group Norms:

1. Develop group norms as a group &/or suggest some as the facilitator.
2. Use recurrent problems/issues.
3. Share a group norms trigger list and select from this.



Establishing Group Norms

ACTIVITY:

- What are our group norms for today's training?
- What do you need in order to be fully present, engaged, ready to take risks with this process today and have fun?
- Use page 3 of this handout to select a few group norms in small groups!



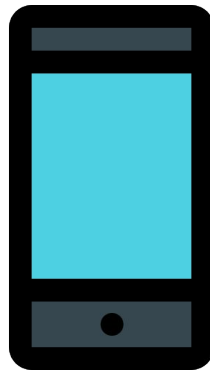
Establishing
group
norms

Different types of group activities:

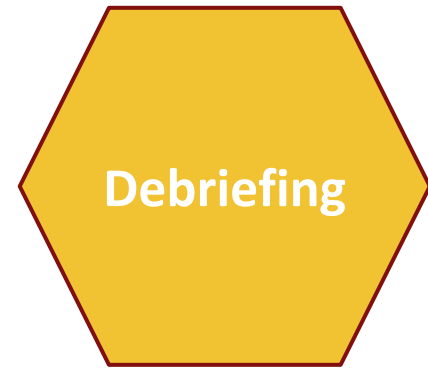
- Single answer
 - Group survey
 - Think, Pair, Share
 - Stacking
 - Small Groups
 - Jigsaw
 - Numbered heads
- and...



Fast Pass & break



Debriefing



Models and question types

**De-briefing questions for Activate the lesson:
(5 minutes)**

1. What happened in the Activate the Lesson? Who did what, who supported, who led and in what order?
2. What implications can be derived from examining the meaning of what happened during the Activate the Lesson activity? What interpretation can be legitimately drawn from the experience, particularly in terms of the functioning of the group and the practice of leadership/followership?
3. What application can participants now see that they could do differently going forward because of what they have learned? What has been learned from the experience that ought to be translated into the classroom/workplace/research?

Before

Assessing Group Work



- Cultivate a culture of collaboration
- Ensure a well-planned group assignment
- Clarify expectations & assessment procedures
- Describe what it should look like
- Define co-creation of knowledge
- Have groups decide on group norms
- Check in with groups every class
- Intervene early

Assessment

Assessing Group Work



Types of assessment:

- informal check-ins
- regular observations (keep a log)
- one-on-one or group interviews (mediation)
- learning artifacts (individual or gp)
- request completed group work in phases
- peer evaluations (regular & summative)
- self-evaluations

Assessment

Activate the lesson

1. Meet in groups of 4 (table & white bd)
2. Share traditional / teacher-centred lessons or assignments that you teach and choose one to convert into an active learning lesson or assignment.
3. Apply active learning strategies.
4. Share with the class

A red hexagon graphic located in the bottom right corner of the slide. It contains the text "Group work" in white, bold, sans-serif font.

**Group
work**

Personal Reflection

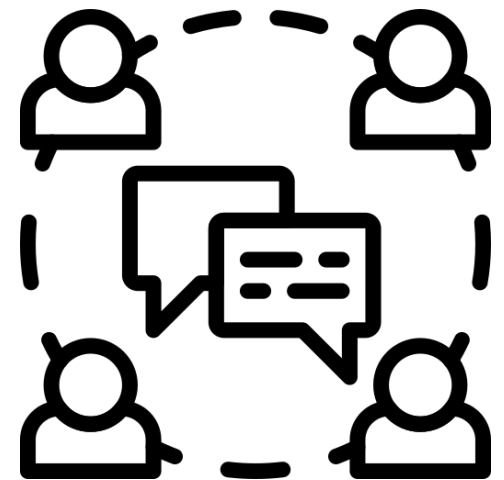


Take two minutes to write a short reflection on your learning experience today.

- What is one new thing you learned today that you would like to apply in the future?

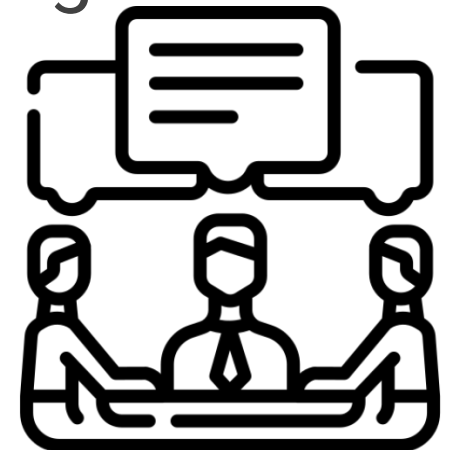
Discussion - Your questions

- Fridge/parking lot
- Lingering questions
- Questions for the whole group
- Muddiest point
- Troubleshooting



Discussion

1. How do you bring yourself to workshops and learning experiences?
2. Do you think empathy plays a role in the pedagogical design for active learning?
3. What do you think of using metacognitive strategies with your students?
- 4.



Thank you!

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Resources

Facilitator Guide

<http://www.mcgill.ca/skills21/facilitator-guide>

Cooperative Learning Rubric

http://www.readwritethink.org/files/resources/lesson_images/lesson95/coop_rubric.pdf

Using Class Discussion to Meet your Goals. *Speaking of Teaching* Newsletter Vol 15 (1). The Center for Teaching and Learning, Stanford University

http://outspokenela.files.wordpress.com/2017/03/discussion_leading.pdf

McKeachie, W J. *Teaching Tips*. (8th ed.) Lexington, Mass.: Heath, 1986.

References

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