

Improvisation: Emotional Intelligence for Creating and Leading Learning Environments

Learning to Teach Day

Saturday, November 16, 2013

10:45 -12:15



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Improvisation:

Emotional Intelligence for Creating and Leading Learning Environments

Five Minute Activity:

WARM UP and CONNECT

1. Reflect on your most memorable experience in relation to being in a creative and stimulating learning environment.
2. Find one other person in the room with the same suit card as you:    
3. Discuss your most memorable experience was and why it was memorable.

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Agenda

Intro, Welcome and Warm Up Activity

Improvisation

**Clap Focus
Name Game
No to Yes and...
Card Status**

Concrete Practice

Conclusion

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Learning outcomes

As a result of attending this session, participants will have...

- 1. greater awareness of how emotional intelligence impacts group dynamics.**
- 2. gained knowledge through improv exercises about active learning and how it impacts communication.**
- 3. tools to integrate their experiences into their own leadership development process.**

WHY PLAY?

Why use playful and meaningful strategies to teach difficult, complex content?

Principles

- 1. A sense of play engages the experiential mind of students.**
- 2. Play provides the opportunity for students to apply a variety of multiple intelligences (Gardner's multiple intelligences, 2003).**
- 3. Lively strategies provide significant opportunities for the professor to plan for, and students to further develop and apply, skills in both emotional literacy and interpersonal relations.**
- 4. Classes that employ a variety of strategies, accommodate highly diverse groups of students.**

WHY PLAY?

Playful and meaningful strategies empower learners

How?

- **give students a voice**
- **experiential learning opportunities**
- **allow learning through mistakes/failure**

WHY PLAY?

Emotional literacy and interpersonal relations

How?

- **Establishing and building trust**
- **Sharing control**
- **Spontaneity and openness**
- **Being engaging**
- **Listening**
- **Being accessible**
- **Being flexible**
- **Being inclusive**
- **Building meaningful leadership opportunities**



**How do these activities relate to EI and creating
and leading learning environments?**

The main aim of Clap Focus is to...

- a) test hand/eye coordination.**
- b) be present and focused.**

How do these activities relate to EI and creating and leading learning environments?

The main aim of Name Game is to...

- a) learn each other's names.**
- b) express and witness individuality in movement and voice.**
- c) practice being open and flexible by mirroring movements and voices.**
- d) appreciate diversity.**
- e) All of the above.**

How do these activities relate to EI and creating and leading learning environments?

The main aim of No to Yes, and... is to...

- a) learn how to use each of these responses appropriately.**
- b) explore how we can practice being open during interactions.**
- c) explore how people naturally seek control in communications through negation or saying 'no.'**
- d) explore how saying 'yes, and...' can build trust.**
- e) Answers b, c and d.**

Leading Learning Environments

Synthesize and Create

Activity – Application

- ▶ **Time allotment: 15 minutes**
- ▶ **Divide into groups of 3 or 4**
- ▶ **Discuss how you could re-design a class using principles and/or activities**
- ▶ **Keep in mind: 7 to 10 minutes of lecture attention span**
- ▶ **Summarize insights/recommendations as a group**

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Exercise: Think, Pair, Share

Think: *What did you find valuable or most relevant about this session?*

Pair: *Find a (new) partner*

Share: *Discuss*

REFERENCE & Contact Info

Wingert, D. and Molitor, T. 2008. "But We Didn't Mean to Teach Porn: The Power of Play in Teaching and Learning," The National Teaching and Learning Forum, 17(4): 1-4.

Bowman, Sharon. *Training From the BACK of the Room! 65 Ways to Step Aside and Let Them Learn*. San Francisco: Pfeiffer, 2009.

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THANK YOU!