

Improvisation & Fun: From Old School Teaching to Co-Creating Knowledge



Learning to Teach Day

November 10, 2018

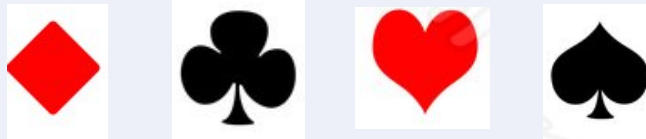
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Leadership Training Program

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Five Minute Activity: WARM UP and CONNECT

1. Reflect on your most memorable experience in a learning environment (2min).
2. Find one other person in the room with the same suit card as you:



3. Try to describe it with as much details as you can and explain why that specific experience was so memorable (5min).



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Agenda for Today & Outcomes

What we will do today:

- Consider our experiences as a learner
- Engage in improvisational activities to explore our own comfort levels and capacities.
- Explore various techniques to engage small and large groups.
- Discuss and synthesize information into your own practice
- Build a positive, active learning environment

- NOTE: This will be a very participative training – you are welcome to participate or observe.
- Be prepared to share your experiences and what works or doesn't

We hope you will leave here with:

- Some tools & hacks
- Greater access to your own knowledge and experience
- Increased confidence in your ability to prepare for and successfully engage learners
- ***Other hopes/objectives you have?***



What do you as teacher/TA spend most of your time doing before and during classes ?

Polleverywhere
Mentimeter
Kahoot
Socrative
Survey monkey

.....



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LEARNING OUTCOMES

Upon completion, learners will:

- have knowledge of various learner engagement strategies.
- be empowered to re-design their own training techniques to create more impactful learner environments.
- understand own bias toward instructor/facilitator-centric learning.



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Experiential Learning



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PART I Improvisational Activities

Improvisation Activities

- Clap Focus
- Name Game
- Remember Mexico (Yes and...) Office party (No)
- Card Status (if time allows)
- People Bingo
- Emoji Cards
- Pass the clap



Reflection

- Get into groups of 3-5 and think about the experience that we had together. Discuss the following questions:

(3 step debrief)

1. what happened?
2. What does it imply?
3. How can the activities be applied into your teaching practice in your specific field?



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In your groups, discuss the improv activities you did and how you might adapt them into a session in your field to help learners actively learn concepts.

- A. Have learners discuss concepts or facilitating skill practice.
- B. Having learners teach each other and learn from each other

Discuss a TA session activity and work on redesigning it with a partner.



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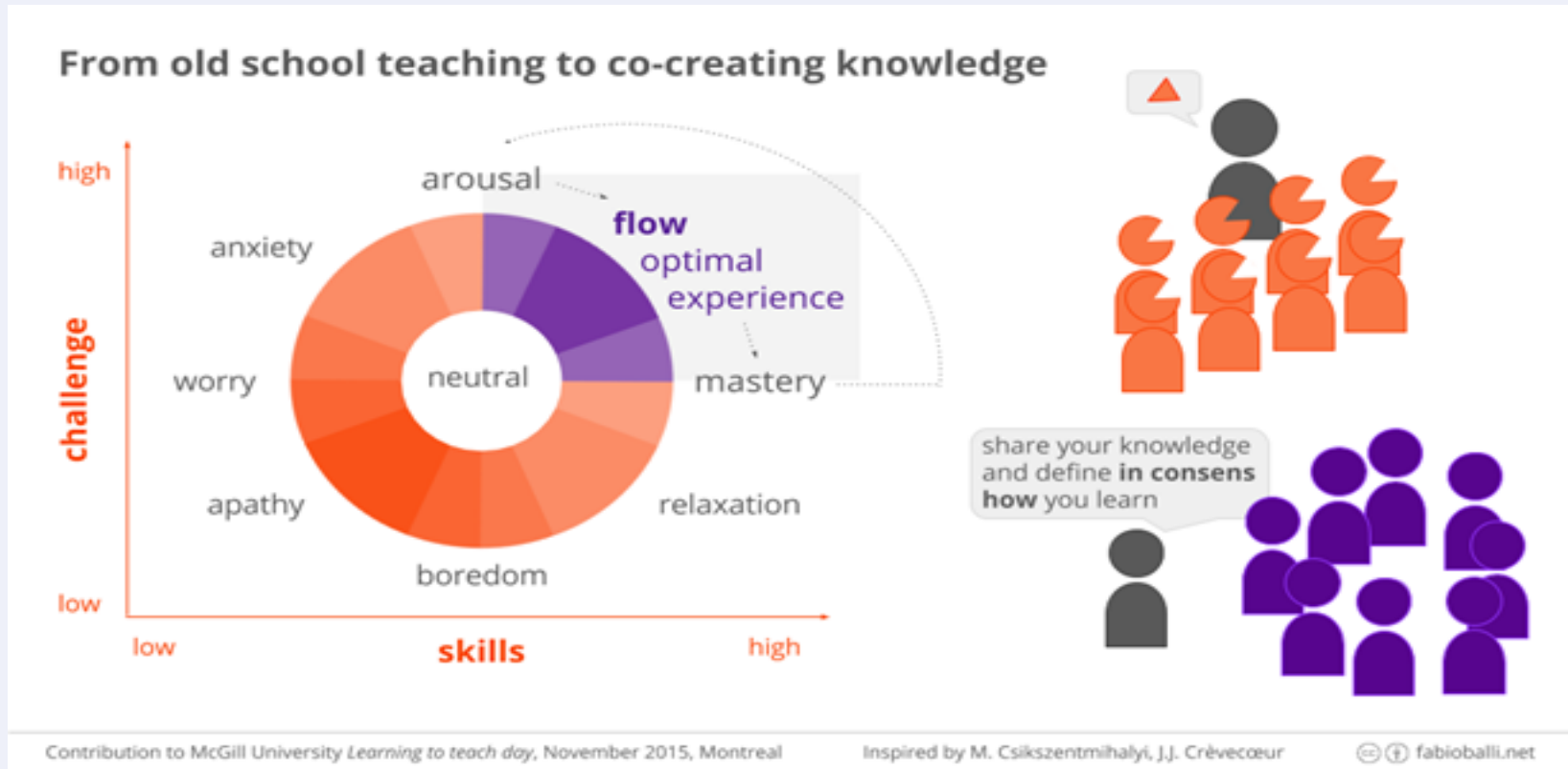
Improvisation Activities: rationales

- Clap Focus : being present; building trust in a group
- Name Game : to explore inclusivity and diversity; how to encourage flexibility and openness
- Yes and... : to explore communication dynamics
- (If time allows)Card Status : to explore power/privilege



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CO-CREATING KNOWLEDGE

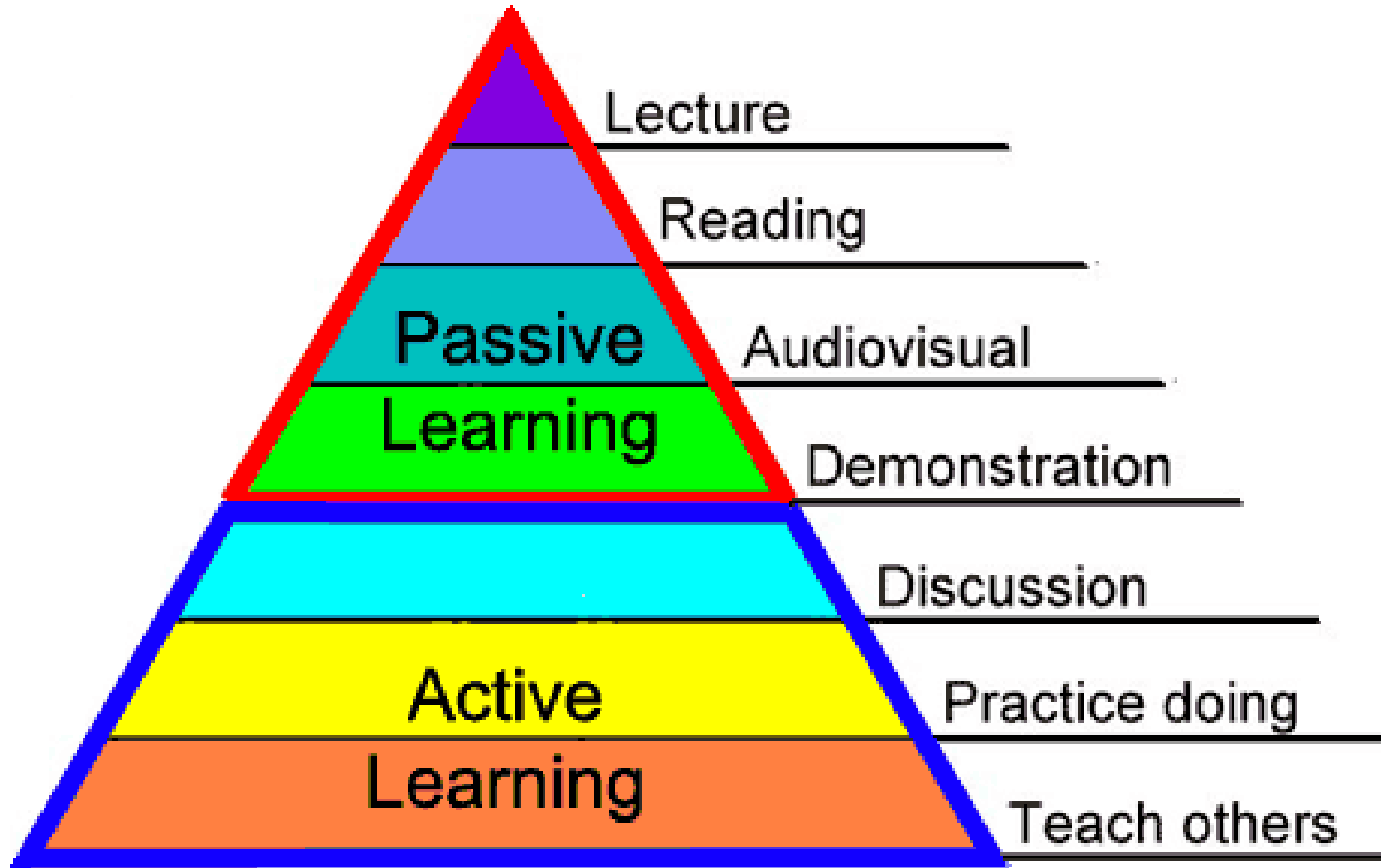


https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow



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LEARNING PYRAMID



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Building a positive and active learning environment

- Group size - Benefits of small groups and large groups.
 - Guideline: try not to speak for more than 5-7 minutes straight.
 - Value of breaking into smaller groups or pairs
 - Hack: Check ins and/or go arounds with participants.
- Giving instructions & checking that everyone understands
 - Hack: using number of fingers raised or thumbs up to reflect clarity
- Be prepared to interact with participants...
 - Guideline: encourage all participants, those who raise difficult/challenging questions as well



Improvisation: From Old School Teaching to Co-creating Knowledge **PART II: Tools and Techniques to engage small and large groups**

Ways to Engage : examples

- Traditional one question
- Stacking
- Think, Pair, Share
- Teams of three or four
- Numbered Heads
- Team Teaching



Improvisation: From Old School Teaching to Co-creating Knowledge **PART II Tools and Techniques to engage small and large groups**

Be empowered to re-design your training techniques to create more impactful learner environments.

Begin doing what it takes to foster learning:

- *Encourage* discovery and coloring outside the lines.
- *Provide* opportunities to experiment, and don't punish "failures"
- *Enable* people to learn from one another.
- *Provide* challenges to groups, not individuals.
- *Make* time and room for conversation with peers.
- *Provide* resources for people to learn things for themselves.



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PART II Tools and Techniques to engage small and large groups

Be empowered to re-design your training techniques to create more impactful learner environments.

<http://www.youtube.com/watch?v=Ahg6qcgoy4>

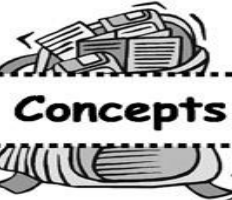
We see what we are looking for!



Improvisation: From Old School Teaching to Co-creating Knowledge PART II Tools and Techniques to engage small and large groups



Learners make connections with what they already know or think they know about the training topic, with what they will learn, with what they want to learn, and with each other.



Learners take in new information in multisensory ways: hearing, seeing, discussing, writing, reflecting, imagining, participating, and teaching it to others.



Learners actively practice the new skills, or they participate in an active review of the new knowledge they have learned.



Learners summarize what they have learned, evaluate it, celebrate it, and create action plans for how they plan to use the new knowledge or skills after the training is over.

ABC's of learner engagement strategies:

4 Cs reference Guide



Group Norms or Workshop Guidelines (Two examples)

- Respect
- Engagement
- Openness
- Inclusiveness
- Confidentiality
- Treat each other with dignity and respect.
- Transparency: avoid hidden agendas.
- Be genuine with each other about ideas, challenges, and feelings.
- Trust each other. Have confidence that issues discussed will be kept in confidence.
- We will open up a space in which people have information and are comfortable asking for what they need.



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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.

- Power poses article at <http://www.businessinsider.com/power-pose-2013-5>)

Thank You and look for
Leading Effective Discussions: Facilitation Skills for Graduate Students in 2018!

