

# **Workshop 10**

Module 3—Unit 2

Teaching Modalities and Learning Strategies

Menu

Facilitator Methods

Handouts (Media Masters)

Transparencies (Media Masters)

**LENS**

## Workshop 10

#	<b><u>Method</u>: Topic: Activity Description</b>	Time	Resources
1	<b><u>Four Corners Debate</u></b> : Educational Issues: <ul style="list-style-type: none"> <li>▪ Apply criteria and select issues</li> <li>▪ Ballot and poll</li> <li>▪ Instructions—Four Corners</li> <li>▪ Four Corners debate #1</li> <li>▪ Four Corners debate #2</li> <li>▪ Four Corners debate #3</li> <li>▪ Assess Four Corners activity</li> </ul>	15 5 5 10 10 10 10	Issues: HO 10-1a Process Guide: HO 10-1b Ballot: HO 10-1c Instructions: HO 10-1d Prompts: T 10-1, HO 10-1e  Assessment: HO 10-1f
2	<b><u>Individual/Group Application</u></b> : “Modeling a Mind at Work”: <ul style="list-style-type: none"> <li>▪ Instructions—rationale, preparation, context, roles and goals, recorders</li> <li>▪ Group collaboration: develop scripts, create poster displays</li> <li>▪ Share demonstration script with workshop</li> </ul>	10 30 10	Process Guide: HO 10-2  Monolog Models: T 10-2
3	<b><u>Interlude</u></b> : “Meeting of Minds”	5	Description: HO 10-3
4	<b><u>Individual/Group Application</u></b> : Reading Strategies: <ul style="list-style-type: none"> <li>▪ Active Reading</li> <li>▪ Reading Log</li> <li>▪ Previewing</li> </ul>	10 5 5	Process Guide: HO 10-4 Log Model: T 10-4a Preview: T 10-4b
5	<b><u>Workshop Wrap-up</u></b> : <ul style="list-style-type: none"> <li>▪ Assessments</li> <li>▪ Assignments</li> <li>▪ Announcements</li> </ul>	10 5 5	Assessment: HO 10-5

**Breaks:** 20 minutes

**Teaching Simulation:** 30 minutes

## Facilitator Methods

**Time and Tasks:** Workshop 10 opens with a length and involved activity, yet is one workshop participants will long remember. After the hour or so with Four Corners, participants move to an entirely different dynamics—writing instead of speaking, reading instead of listening, individual/small group work instead of full-class discussion.

### **1. Four Corners Debate:** Educational Issues:

Participants will have “Twelve Issues: One Debate” from Workshop 9, but if they don’t, we have included it as HO 10-1a. The handouts and transparencies pretty much outline the activity steps, provide directions, and include suggestions for effective decision-making and debating. They are listed in the Workshop Menu. Furthermore, the Workshop Menu outlines the activity, the times approximate, of course. The Four Corners strategy is commonly used in speech and interpersonal communications courses. If you wish, you might consider inviting one of your speech department colleagues to either help with or even conduct Activity #1. Or you could merely consult, picking up hints, suggestions, cautions. The assessment should be a full-class discussion, to save time and to reflect the fact that since they all experienced the activity together, they should debrief together. “Concluding Assessment: A Perspective” (HO 10-1f) can be introduced after their discussion (merely additional points and other voice), or it can be used as a shopping list of assertions that may or not be true (we believe they are), assertions that they attack or defend. As for the three debates—if one seems to drag, bring it to closure and move on. However, if it’s the process, not the topic—press on a little bit longer. Our experience has been ending each debate is much more difficult than sustaining it.

### **2. Individual/Group Application:** “Modeling a Mind at Work”:

If this were the 2<sup>nd</sup> or even the 5<sup>th</sup> workshop in the LENs series, we would definitely not include this activity. However, your teachers have learned a great deal, practiced group techniques at every session, and reflected about their teaching for months! Challenging as this is, participants should be able to grasp what it is they need to do, but the key to success is the set-up, the instructions. We recommend large groups for this exercise (6-8 participants each). That way, they have plenty of voices with ideas and resources. Indeed, some groups, after identifying the major elements they are going to produce, may distribute the tasks to individuals or pairs, very much in line with collaboration (to produce a single product). The set-up is the most difficult part, making sure participants understand what they are to do. Although the instructions are detailed and clear, expect the need for “getting

everyone on the same page.” Ten minutes may be far more than you need for the instructions. If so, move right into the group work. Remind participants that students would not perform this technique; instead, they would profit from experiencing a teacher “model a mind at work.” The need for two recorders is real, as this is a busy session and there have to be provisions for rough work and finished, display copy. Use either the poster-size Post-It Notes or a large easel sheets. The “Monolog Models” (T 10-2) are just samples (should help) that deal with content first and presentation strategy second. You may even decide that ten minutes for sharing is more than you need. (Usually, the groups just move about the room, looking over the other groups’ work.) In that case, more time for group production. Total Time on Task: 50 minutes.

### **3. Interlude:** “Meeting of Minds”

Some teachers will find this strategy far too challenging for their students or much too comprehensive for their courses. Others will find the notion intriguing, full of potential. We offer it as an interlude, nothing more. Distribute “Meeting of Minds” (HO 10-3), call for questions or responses, and let it go at that. Mention that if anyone decides to play with this notion and wants to report back to the workshop some time in the future, just let you know. Time on Task: 5 minutes.

### **4. Individual/Group Application:** Reading Strategies

Ask participants to get out the three-page photocopies (assigned to bring them at the last workshop). Ask everyone to turn to the discussion of reading on pages 46-47. Reading is so critical to student success that must not pay lip service to this learning activity. Although it might seem demeaning to ask college teachers to practice active reading, the sorry fact is many do not address this skill, only its consequences. Therefore, we ask participants to read—actively—in each other’s disciplines. Distribute “Active Reading” (HO10-4). After participants have read it, ask them to pass to a neighbor their photocopies text or article pages. Their task actively read the material. In other words, practice the process. After ten minutes, display the “Reading Log” (T 10-4a), commenting on its roles in active reading. If you have five minutes left (of the twenty) left, ask participants to preview Unit 3. We have included a transparency master of “Preview Guide (Feature): Module 2—Unit 3” (T 10-4b).

## **5. Workshop Wrap-Up**

### **Assessments**

Distribute the Teaching and Learning Assessment (HO 10-5). Note the special emphasis on first year college teaching.

### **Assignments**

- Assign the reading—Unit 3 in Module 3.
- Ask participants to bring copies of all writing assignments—major and minor, long and short. Very important!

### **Announcements**

As always, there are housekeeping items, including room and schedule changes, campus events of interest, special reports from participants, reminders regarding teaching simulations, and—always—“other.”

# LENs Workshop Media

## Workshop 9

Handouts = HO

Transparencies = T

## Twelve Issues: One Debate

At the next workshop, we will debate one (maybe two) of these issues, posed as questions. Between sessions, just think about the different issues, mulling them over informally, when you have the time. Certainly, do not prepare these for formal debate. To do so would take too much time and actually would do more harm than help to the upcoming exercise. So read 'em, pause over them a little, and move on. Nothing more.

1. Should training in music performance or art (drawing, painting sculpting, etc.) be required of all high school students?
2. Should college admission be based solely on academic achievement in high school and test scores (objective criteria)?
3. Should students attending public colleges be required to pay higher tuition fees if they do not graduate in four years? (Or for community colleges, if they do not graduate in two years?)
4. Should college teachers automatically receive tenure after three years of successful performance?
5. Should the lecture be replaced as the primary mode of high school and, especially, college instruction?
6. Should the semester be restructured so students take one class per month (like many summer school classes)?
7. Should public schools adopt a year-round calendar?
8. Should high schools and/or colleges require students to perform some community service as a condition for graduation?
9. Should the primary purpose of college education be job training?
10. Should certain life-style skills (for example, parenting, relationships, personal health, etc.) replace some of the more abstract discipline courses in the curriculum?
11. Should teacher evaluations be made public (for example, published in the campus newspaper)?
12. Should colleges mandate an institutional attendance policy to assure student success and support teachers?

## Process Guide: Four Corners Debate

The Task: From the list provided, select the three issues that most nearly meet the following criteria:

- You have a strong personal opinion or some experience regarding the issue.
- The issue is important to education in general or your program goals in particular.
- You would like to know more about this issue.
- The issue is either in conflict with or clearly supports the philosophy you have been exposed to in the last nine workshops.
- The issue has not been debated much but should be.
- The issue, once debated, offers considerable opportunity for productive innovation.

Of course, few issues on the list will have received the highest of marks on all six criteria. So how to solve the seeming dilemma of “so many issues, so few choices?”



First, we can reduce the list of criteria to bare-bones:

- Personal involvement—interest/opinion/experience
- Importance/significance
- Information—want or need to learn more

Second, the long list of issues can be reduced to half by circling those that get high marks on two of the three criteria on the “short list” directly above. **Do that now.**

The learning event is a debate, so which three of the remaining six will engage the class in an informed debate? Select the three finalists. **Do that now.**

All that remains is to cast your vote using the ballot provided. **Do that now.**

After the votes are tallied, you will participate in an instant poll, establishing the order in which the issues will be debated.

**HO 10-1b**

# *Ballot*

Please select the three issues you wish to debate by circling the number corresponding to those listed on "Twelve Issues: One Debate." Select only three.

- |   |   |    |
|---|---|----|
| 1 | 5 | 9  |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

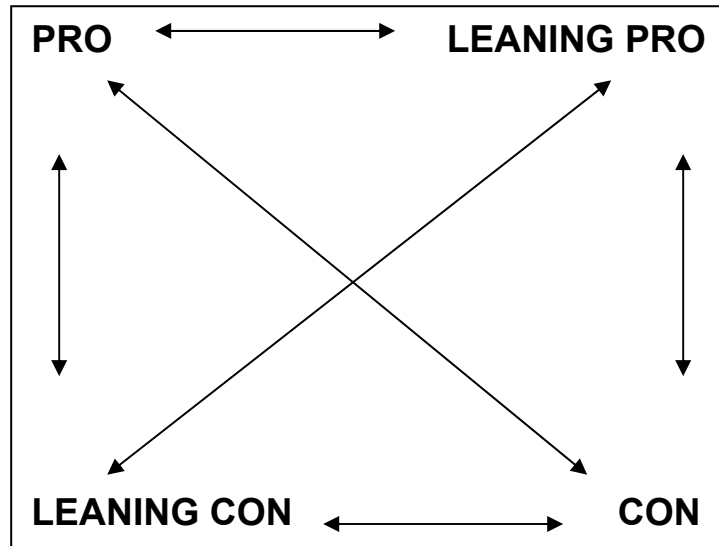
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|---|---|----|
| 1 | 5 | 9  |
| 2 | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

## Instructions: Four Corners Debate

The four corners of the room represent the four polarities of the debate—**Pro** and **Con** (opposite corners) and **Leaning Pro** and **Leaning Con** (remaining opposite corners). The exercise is called “Four Corners.” No surprise there.



When the question is announced, you will move to the corner that best represents your position (opinion). Yes, your position in the room represents your position regarding the issue. Each corner will have a sign indicating its polarity.

At first, one or two corners may be empty. But as the debate proceeds, that will change. A workshop member or your leader will make a comment about the issue. If that statement causes you to modify your opinion, then move from your corner to one of the other three. If not, stay where you are. Then, any player can make a comment—either as a rebuttal or something entirely new related to the issue. Immediately consider what that comment does to your thinking. Respond by placing yourself in the appropriate corner.

The pace will move more quickly as the event proceeds, but do wait until everybody is in their corner before making a new comment. That way people can hear and have a moment to consider where they stand (pun intended) on the issue. Expect laughter and lost of moving about. Also expect personal positions to change—sometimes dramatically. Sometimes, most participants move or not one person budges! Other times only a few people will move, but from one extreme to the other.

That's the game—dynamic, active and fun. Here we go!

**HO 10-1d**

## Debate Rebuttals and Triggers

Use any of the following to *respond* to a comment or to *initiate* a new line of thinking:

- What if . . .
- On the other hand . . .
- How do you know that . . .
- Yes, but . . .
- Consider the effect on . . .
- Isn't that similar to . . .
- The issue really is . . .
- What do you mean that . . .
- However, the evidence suggests . . .
- Change will be resisted (or enhanced) by . . .
- What I need to know is . . .

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## Concluding Assessment: A Perspective

This activity is simple on the surface, merely selecting a topic from a list and debating it in a rather game-like fashion. Learners are asked to simply mull over the long list of issues without applying any criteria or without any direction other than “some will be debated in class.” (The homework assignment.)

However, the activity includes:

- Students making decisions about their learning
- High-level critical thinking (top three levels of cognitive domain)
- The application of criteria to problem-solving
- Active learning (student-centered)
- Humor
- High levels of social interaction
- Fluency, not just competency (rapid *pace* of the debate)
- A kinesthetic learning experience

On the other hand, some chaos is involved, putting pressure on the teacher and the students to maintain the issue focus and keep the debate process on track, all without negatively affecting the group dynamics of the exercise. Some may complain that there is no note-taking, no concrete product resulting from the exercise. If that's the goal, then the teacher has two choices: 1. Avoid using this exercise. 2. Ask the students to sprint write what they remember of the debate that either changed their mind about the issue or confirmed their opinion. The point here is practice—with the process of a debate, with critical thinking about the content of the course, with thinking on their feet.

Memorization? What really matters to the learners they will remember.

# Demonstration: Modeling a Mind at Work

**1. Rationale**—Although you have much to do, you will receive little direction once your group work is under way. Because you have actual experience, many weeks of discussion and activities in the workshops, and have read Unit 2, you have more than enough to complete this activity. The subject is “the lecture,” but the task is a particular variation of the lecture, “Modeling a Mind at Work.” So you will be using a method (groups) to practice a strategy (modeling minds) to reflect on a subject (lecture).

**2. Preparation**—Read the discussion on page 32. Instead of our “discussing” the lecture, you will use the lecture materials (pages 30-31) and anything else in the unit or preceding workshops to develop an actual demonstration.

**3. Context**—Students have to create and deliver a 25-minute mini-lecture on a topic of their choosing for the class. Do not concern yourself with the discipline or course subject. Because very few of your students have ever preformed such a task, you decide that instead of a lecture or a handout of useful tips, you will present the process, modeling a mind at work.

**4. Role**—You assume the role of successful students, presenting what they typically would do and experience:

- **What they do**
- **What they think about**
- **What they feel**
- **Their concerns for audience dynamics**
- **Their concerns for the teacher’s content requirements**
- **Their concerns about student learning (required by teacher)**
- **Choices made, choices discarded**
- **Changes of mind—revising**
- **Preparation—rehearsing, notes, media concerns**

**5. Goals**—So you have two goals in our little exercise: 1. Review and innovation with the unit topic of lecture, 2. Creating a demonstration a la “Modeling a mind at work,” emphasizing the interior monolog and the steps of the process (in this case, creating a mini-lecture).

**6. Recorders**—Use two recorders to capture: steps of the process, teacher’s actions, the actual interior monolog of the process (in this case, creating a mini-lecture). Recorder #1 writes rough notes and preliminary script passages (with much help from group peers). Recorder #2 writes the final version on the poster paper (large print, to be shared with the workshop later).

Your group has 20 minutes to complete the work.

## Modeling a Mind at Work: Interior Monolog Models

INTERIOR MONOLOG—"Not sure which should go first—describe the ideas presented in the two books or give background on the two authors—B. F. Skinner and Edward Bellamy. Although the authors of *Walden II* and *Looking Backward: 2000-1887* are famous for other contributions, does teacher want all that background? He said I should compare and contrast these two examples of utopian works. Nothing about authors. Need a plan. Start with the notion of utopian thinking, then show how the two works qualify in spite of their differences, and end with the social conditions that influenced the two works. If I have time, stick in a bit about Skinner the psychologist and Bellamy the political writer and activist. 25 minutes—I have more material than I have time for, but I'll outline it for now." FOLLOWING ACTION—Teacher creates the outline in front of his students, making comments (interior ones) as he goes.

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INTERIOR MONOLOG—"When I say us an example, what do I mean? Use a picture (as an overhead transparency,) short video clip, or tell a story? In this case, the video clip is too long, I don't have a story, but I do have a picture. Might work. So I'll show the picture (of a class of students listening to a lecture, asleep, semi-comatose or reading textbooks for their next class). Now what? Ask questions; teachers always ask questions: What do you notice about this picture? How does this picture relate to our discussion?"

# Meeting Of Minds

Theodore Roosevelt  
Queen Cleopatra  
Fr. Thomas Aquinas  
Thomas Paine

Ulysses S. Grant  
Queen Marie Antoinette  
Sir Thomas More  
Dr. Karl Marx

Charles Darwin  
Emily Dickinson  
Galileo Galilei  
Attila the Hun

Martin Luther  
Voltaire  
Plato  
Florence Nightingale

Sir Francis Bacon  
Socrates  
Emiliano Zapata  
Susan B. Anthony

St. Augustine of Hippo  
Empress Theodora of  
the Byzantine Empire  
Thomas Jefferson  
Lord Bertrand Russell

Aristotle  
Niccolo Machiavelli  
Elizabeth Barrett  
Browning  
Sun Yat-sen

Margaret Sanger  
Adam Smith  
Mahatma Gandhi

Niccolo Paganini  
William Blake  
Leonardo da Vinci

Catherine the Great  
Daniel O'Connell  
Oliver Cromwell



## Active Reading

Students often read in a semi-mesmerized state, their eyes on the page, possibly the lips mouthing the words. An hour later, they are amazed that they remember . . . almost nothing, Students need to be actively engaged with the words on the page. Here's how (addressed to the student):

- ✓ Read with a pen or pencil in your hand.
- ✓ Try to annotate (mark or comment) most paragraphs (but not all).
- ✓ Underline important phrases or sentences.
- ✓ Avoid underlining too much material.
- ✓ Draw a box around an especially long passage, instead of underlining everything.
- ✓ Use symbols (! \* X ? + -) as a shorthand.
- ✓ Don't shy away from strong intellectual or emotional responses. (*Yes! Hogwash! Good point. Worthless. Terrific! How would you ever know?*)
- ✓ Talk to the author. (*Show examples. What were you thinking? Balance your argument.*)
- ✓ Use questions. (*How? Why? When? Consequences? Reasons? Causes?*)
- ✓ Use numbers to identify a series of reasons, causes, effects, examples, etc.
- ✓ Avoid accepting a previous owner's underlining or annotation. (Could be wrong, makes you passive.)

Ask two questions as you read:

1. **What** is the author saying?
2. **How** is the author saying it?

Now that you have completed the process, do it again! Often the first reading—like so much of life—is merely a dress rehearsal or orientation to the chapter or article. As you read a second time, look over your annotations, adding or expanding where appropriate. Now you are ready either to outline the selection, outline any paper assigned for this reading, or compose a discovery draft. (Or revisit the pages and notes you took when it is time to review for an examination on the material.) Think of this process in terms of someone about to run a race. Successful athletes usually run the entire course before race day. Why? To get the lay of the land, notice obstacles or distractions, pace themselves for particularly challenging segments and prepare their race strategy. Reading actively several times is about the same.

# Reading Log

<b>When?</b> (time/ date/ duration)	<b>Where?</b> (location/ reason)	<b>What?</b> (material read)	<b>How?</b> (active-- annotations, note-taking)	<b>Why? (Learning)</b> (productive, feel prepared, most important ideas, questions ready, other)

## Preview Guide (Features): Module 5—Unit 3

### **What to expect in Unit 3:**

- 1. How to use roles/setting/events to create learning outcomes and competencies.**
- 2. Examination of four special learning contexts—**
  - ✓ **Site visits and field research**
  - ✓ **Service learning**
  - ✓ **Internship courses**
  - ✓ **Studio and laboratory instruction**
- 3. Dozens of performance statement examples, many featuring:**
  - ✓ **Complex statements involving conditions and criteria**
  - ✓ **High level critical thinking**
  - ✓ **Considerable emphasis on the affective domain**
- 4. Course outlines placing performance statements in context and some templates faculty can use unedited**
- 5. Even if the reader does not participate in any special learning context, the discussion and examples may foster innovations within the traditional classroom.**

## Teaching and Learning Assessment Workshop 10

In the next 10 minutes or so, you have an opportunity to address an outsider who wants in. We invite your spontaneous and informal response. Use the back of this sheet if you need to extend your response. As always, expect feedback at the next session. Place the completed assessment in the envelope, and no names, please!

Describe to someone who is interested in college education as a career why they might want to specialize in first year teaching. Of course, some challenges and rewards are part of all teaching. But what makes the first year special? Describe the inner landscape of teaching that many just don't know.