

Improvisation: Engaging Small and Large Audiences

Learning to Teach Day

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Five Minute Activity: WARM UP and CONNECT

1. Reflect on your most memorable experience in relation to being engaged in a learning environment.
2. Find one other person in the room with the same suit card as you:
The image shows four playing card suits arranged horizontally: a red diamond, a black club, a red heart, and a black spade. Each suit is centered within its own white square background.
3. Discuss your most memorable experience was and why it was memorable.
4. Be prepared to share with the larger group.

Note: this is an example of a “THINK, PAIR, SHARE” activity



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LEARNING OUTCOMES ACTIVITY

- Find and read the **THREE** Learning Outcomes that are posted around the room.
- Decide which **TWO** Learning Outcomes are most important to you and put **ONE** coloured dot on each.
- After distributing your dots, find a seat and a partner and explain your prioritization to each other.

Note: this could be done by clickers or show of hands in large groups



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LEARNING OUTCOMES ACTIVITY

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.



Agenda for Today & Outcomes

What we will do today:

- Consider ourselves as leaders/teachers/facilitators
- 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

I 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?***





An example of storytelling



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- *What do you as TA (or a future TA) spend most of your time doing during TA sessions?*
 - A. Have learners read the text, handouts, slides, or manuals.
 - B. Talking/ explaining to learners.
 - C. Showing visuals on slides, televisions, or computers screens to learners.
 - D. Have learners discuss concepts or facilitating skill practice.
 - E. Having learners teach each other and learn from each other

Note: these two slides can be done with clickers.



Improvisation: Engaging Small and Large Audiences:

- *What do you think faculty spend most of their time doing during class time?*
 - A. Have learners read the text, handouts, slides, or manuals.
 - B. Talking/ explaining to learners.
 - C. Showing visuals on slides, televisions, or computers screens to learners.
 - D. Have learners discuss concepts or facilitating skill practice.
 - E. Having learners teach each other and learn from each other



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Improvisation Activities

- Clap Focus
- Name Game
- *Yes and...(if time allows)*
- *Card Status (if time allows)*



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Improvisation Activities: takeaways

- Clap Focus : to explore being in the present moment;
building trust in a group
- Name Game : to explore inclusivity and diversity;
encouraging flexibility and openness
- *Yes and...* : to explore communication dynamics
- *Card Status* : to explore power/privilege



Improvisation: Engaging Small and Large Audiences:

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.



Improvisation: Engaging Small and Large Audiences:

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

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

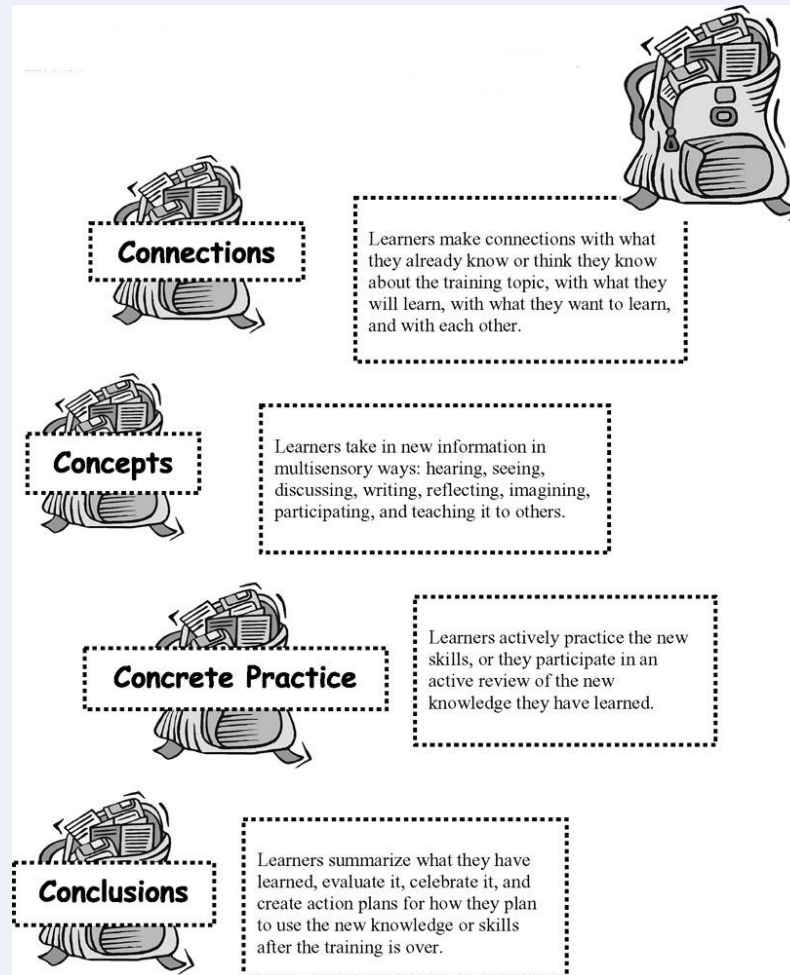
We see what we are looking for!



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ABC's of learner engagement strategies:

4 Cs reference Guide



Improvisation: Engaging Small and Large Audiences:

Re-designing your own training techniques to create more impactful learner environments.

Three-Minute Connection: Fast Pass

- Review the list of topics on Handout C that I plan on covering in workshop with a partner and check off what we have covered so far.



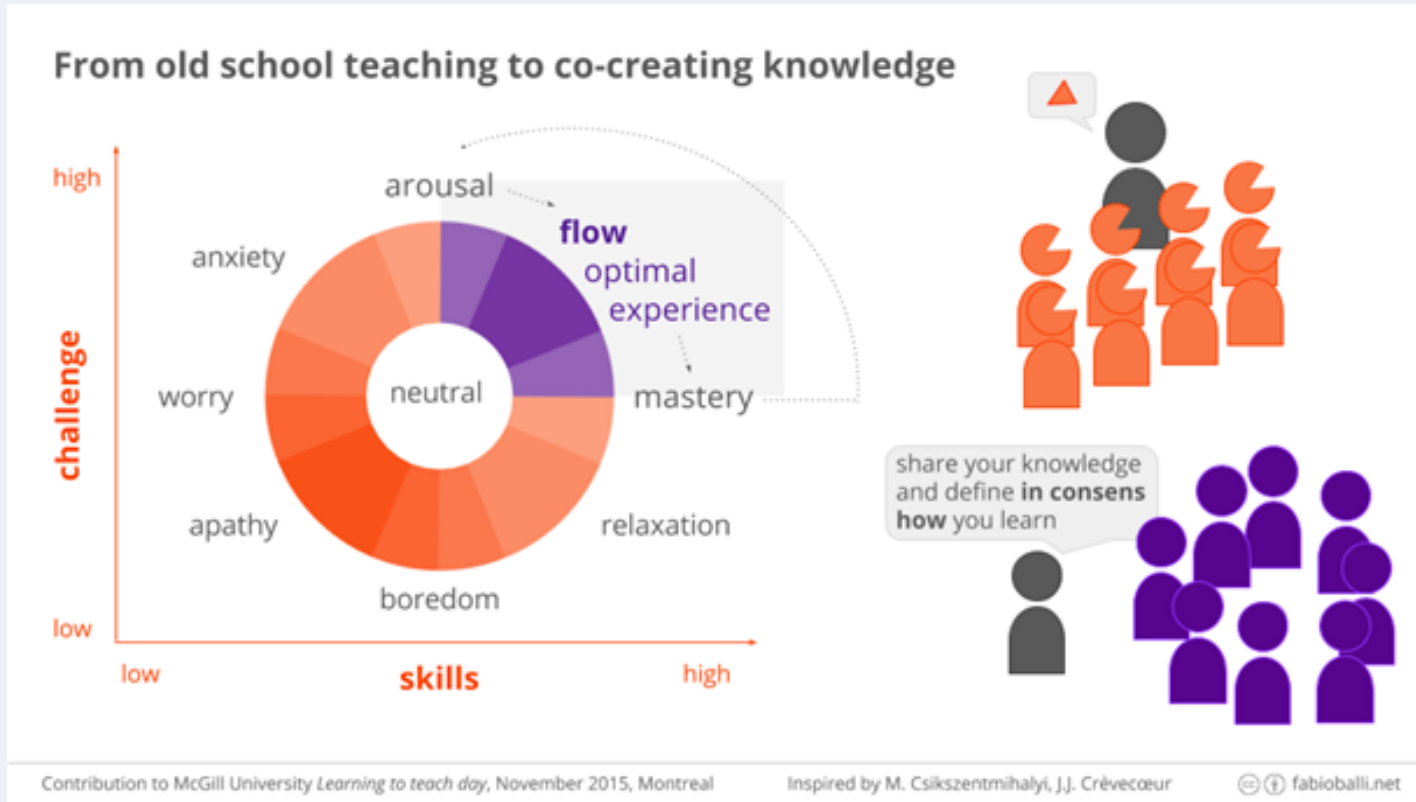
Improvisation: Engaging Small and Large Audiences:

10 MINUTE ACTIVITY : Work on redesigning one of your TA sessions activities.

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



CO-CREATING KNOWLEDGE



Contribution to McGill University Learning to teach day, November 2015, Montreal

Inspired by M. Csikszentmihalyi, J.J. Crèvecoeur

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campus life and engagement

Improvisation: Engaging Small and Large Audiences:

Ways to Engage : examples

- Stacking (ask for 4 or 5 answers and give each person a number as they put up their hands)
- Think, Pair, Share (opening activity)



Building a positive and active learning environment

- Group size - Benefits of small groups and large groups.
 - Guideline: try not to speak for more than 10 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: Engaging Small and Large Groups

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 workshop on  **December 9th!**