

Welcome to the Instructional Skills Lab!



Introductions



WHO YOU ARE



HOPE FOR THIS COURSE



A STANDOUT TEACHER

The Workshop

What else would help make this a good experience for you?

GET WHAT YOU NEED

BREAKS

TAKE NOTES

Day 1 Themes



INTRODUCTION



LEARNING OUTCOMES



INSTRUCTIONAL STRATEGIES



POST-ASSESSMENT & REFLECTION

Fill out your Mini Lesson Plan Template throughout the day

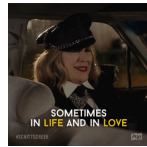
Picking a Mini-Lesson Topic, according to Schitt's Creek



Small and focused



Something you already know well



Take risks

Lesson Plan Template	
Topic	
Learning Outcomes (Start with the end in mind)	
Introduction Hook: How will you capture your students? Message and Motive: What can students do to get to the next? The Assessment: How will you check your knowledge and application to learn?	
Activities How do you make your lesson interesting? How will you apply it? (50%)	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Collaborative learning <input type="checkbox"/> Inquiry <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Project-based learning <input type="checkbox"/> Flipped classroom <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Personalized learning <input type="checkbox"/> Self-paced learning <input type="checkbox"/> Mastery learning <input type="checkbox"/> Competency-based learning <input type="checkbox"/> Blended learning <input type="checkbox"/> Hybrid learning
Assessment How will you know that the outcomes have been achieved?	
Reflection & Application How do learners use their new-found knowledge? What are their next steps?	

Select a topic for your mini-lesson.

Mini-Lesson #1: Learning Outcomes



LEARNING OUTCOME:

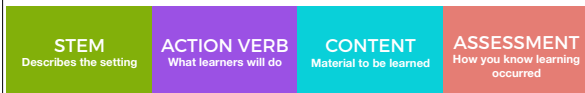
~~How to write a good learning outcome~~

BEGIN WITH THE END IN MIND

What would you like your participants to still know/value/be able to do 3 - 5 years from now?

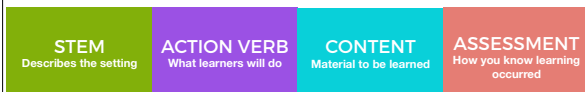


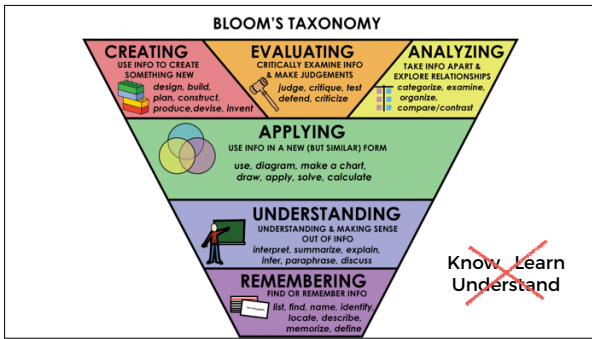
Parts of a Learning Outcome



By the end of the lesson, learners will	identify	four qualities of mindfulness meditation	by correcting four false statements to make them true.
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Learning Outcomes Activity (sans "Assessment")





PART 1: Learning Outcomes

LEARNING OUTCOME:
How to write a good learning outcome

BLOOM'S TAXONOMY

CREATING
USE INFO TO CREATE SOMETHING NEW
design, build, plan, construct, produce, devise, invent

EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
Judge, critique, test, defend, criticize

ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
categorize, examine, organize, compare/contrast

APPLYING
USE INFO IN A NEW (BUT SIMILAR) FORM
use, diagram, make a chart, draw, apply, solve, calculate


UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFO
Interpret, summarize, explain, infer, paraphrase, discuss

REMEMBERING
FIND OR REMEMBER INFO
list, find, name, identify, locate, describe, memorize, define

Draft a learning outcome for your mini-lesson

Breakout Reflection Question

Discuss and get feedback on your learning outcome.

Lesson Plan Template 

Topic:

Learning Outcome(s) Start with the end in mind.

Introduction
 Opening: How will you capture our attention?
 Assessment: How will you check for understanding?
 Assessment: How will you check for understanding and feedback to learn?


Activities
 How will you have your Asses identified? How will you apply 10000?

Assessment How will you know that the outcomes have been achieved?

Reflector & Application How do learners use their own knowledge? What are their next steps?

Record LEARNING OUTCOMES on your lesson plan.

PART 2: Introductions




LEARNING OUTCOME:
 Identify strategies that create welcoming learning environments.

Reflection Question

Think of a positive learning experience as an adult.
 What made you feel like you were valued and could participate?

Prefrontal Cortex



- Conscious thought
- Planning
- Working memory
- Emotional regulation
- New skills



Amygdala

FEAR (STRESS)

- Fight
- Flight
- Freeze

FIND THE OPTIMAL ZONE OF CHALLENGE



Strategies for Finding the "Stretch Zone"

Pre-Assessment Question

- Used at the start of a lesson to check:
- What is already known
 - Readiness to learn

Formative Assessment Check-In

- Used throughout a lesson to check:
- Understanding
 - Readiness to move on

Reflection Question

Think of a positive learning experience as an adult. What made you feel like you were valued and could participate?



Reflection Question

How can we support you to find your "stretch zone" during the mini-lessons?

Lesson Plan Template

Topic

Learning Outcome(s) Start with the end in mind.

Introduction How do you engage an audience? How do you make your content relevant and fun for your audience? How do you assess if you think your knowledge and abilities to teach?

Activities How do you build your lesson introduction? How will you apply today?


Assessment How will you know that the students have been successful?

Reflection & Application How do learners use their own knowledge? What are their next steps?

Work on
INTRODUCTION section
of your mini-lesson plan.




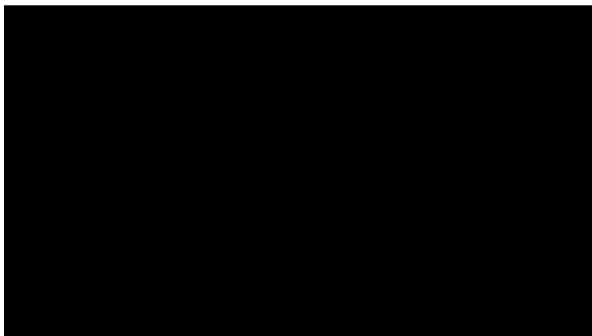
PART 3: Instructional Strategies



LEARNING OUTCOME:
Describe and apply instructional strategies
that use different modes of learning

VIDEO: Learning Modalities





Learning Modalities Activity





- Watch instructor
- Put in earplugs



- Listen to verbal instructions
- Face away from instructor



- Read instructions
- Face away from instructor and put in earplugs



- Stay as you are
- Do trick along with instructor

Reflection Question

How did the activity go?
Was it hard? Easy?

Reflection Question

What advantage(s) did the kinaesthetic learner have?

Reflection Question

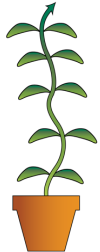
If you were trying to teach this card trick, how would you do it?

Debunking the #1 Neuromyth




Learning preference \neq How the brain learns



Scaffolded Learning

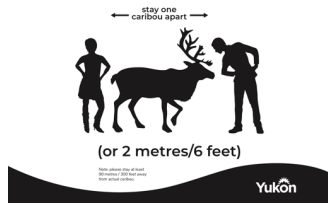


Let's create some instructional activities!

-  1: Create a learning outcome from the envelope activity
-  2: Randomly select an instructional activity type
-  3: Discuss how they could be used together

Physical Distancing Caribou

What does physical distancing look like?
(also known as "social distancing")



Setting group norms: visually



GET WHAT YOU NEED



BREAK



CHAT BOX & PARTICIPATION



TAKE NOTES

Setting group norms: text

GET WHAT YOU NEED

- You're adult learners and we trust you to manage your own needs
- We get that you have full lives. You might have a noisy background. We welcome kids, cats, and dogs!
- Let us know in chat box if you need to leave. (Totally okay!)
- Let us know if we're going too fast, too slow, or missing something

BREAKS

- We'll be taking a 15-minute break. (You'll have a bit of homework to do.)
- We will start right up again, so be back on time.

CHAT BOX & PARTICIPATION

- Share your thoughts verbally or in the chat box at any time
- Everyone type something there in there now so we know you've found it!
- Also, we don't care about spelling or grammar. This is a no-judgment zone! We just want your ideas.

TAKE NOTES

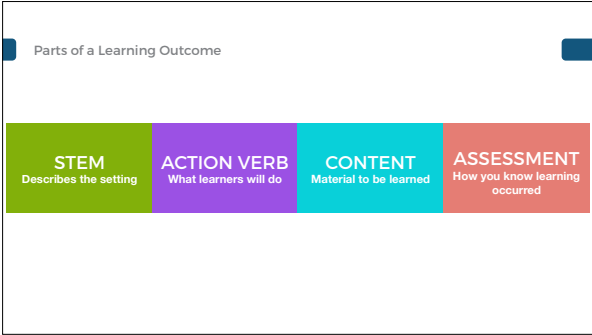
- Take notes and doodle during the workshop.
- Memory research shows that when you engage with material you are learning by writing or with purposeful doodles, you retain more, even if you never look at your notes again!

PART 4: Post-Assessment



LEARNING OUTCOME:
Create activity that assesses participant learning





Lesson Plan Template

Topic

Learning Outcome(s) Start with the end in mind

Introduction How will you engage your students? How will you assess your learning? How will you know if your students have learned? How will you know if your students have learned?

Activities How will you make your lesson interesting? How will you apply VARK?

- Drawing
- Discussion
- Group
- Handwritten
- Reading
- Writing
- Video
- Visual
- Verbal
- Kinesthetic
- Musical
- Physical
- Sensory
- Tactile
- Auditory

Assessment How will you know that the outcomes have been achieved?

Reflection & Application How do students use their new-found knowledge? What are they still unsure of?

Work on POST-ASSESSMENT section of your lesson plan.

5 minutes

"Speed Dating" Reflection

- How will you assess learning during your mini-lesson?
- What elements of VARK does your mini-lesson activity use?
- What is something you are still unsure about or need to work on for your mini-lesson?

4 minutes per round

Mini-Lesson Cycle: 40 minutes

TIME	FOCUS
5 MINUTES	PREP
10 MINUTES	MINI-LESSON
5 MINUTES	QUIET REFLECTION
20 MINUTES	FEEDBACK AND DISCUSSION

Reflection Question

How can we support you to find your "stretch zone" during the mini-lessons?

One strategy/skill that you learned today.

What worked well today.

What we could change/improve.

Welcome back to the
Instructional Skills Lab!

how are you doing today,
in dog scale?



Reflection Question

Think of a time when you received
helpful and meaningful feedback.

What made it helpful?

Mini-Lesson Feedback Questions

To presenter: Are you ready to receive feedback?

To presenter: What worked well in your mini-lesson?

To group: What do you think they did well?

To presenter: What did you learn? What would you change?

To group: What could the presenter work on or consider?

"Speed Dating" Day 2 Reflection

1 What is one piece of feedback
you'll apply from today?

2 What is your topic / learning
outcome for your next mini- lesson?

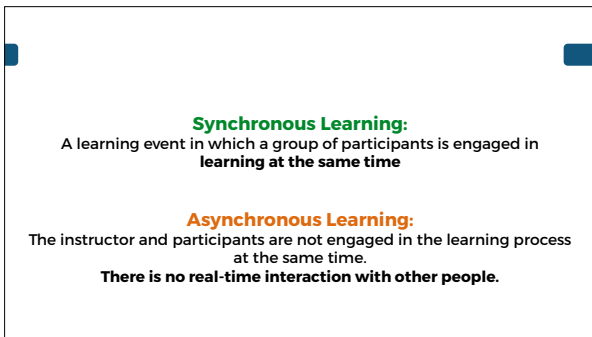
3 What's your next step for planning
your mini-lesson?

4 minutes
per round











Breakout Reflection Question

How could you incorporate asynchronous learning into your workshops?

Reflection Question

How can we support you with continued asynchronous learning after this workshop?

One strategy/skill that you learned today.

What worked well today.

What we could change/improve.
