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| --- | --- | --- | --- |
| **Time** | **Teacher** | **STAGE** | **Student** |
| 9:00 | Introduce SelfAsk for introductions – name, discipline, a question | M | Set Tone |
|  | The Difficult Competencies | C |  |
|  | **Introduce Life-long learning** | M |  |
|  | **Activity:** What does life-long learning mean to you? In your team, come up with a short definition/list of attributes | KU | Discuss table teamsShare with group |
|  | Debrief | O |  |
|  | Difference between Bologna and accreditors |  |  |
|  | We will focus on skills not accessList of 4 attributes |  |  |
|  | Metacognition – 3 pieces |  |  |
|  | Metacognition Survey |  | MetaCog handout |
|  | Metacognition AwarenessDebrief using survey key |  |  |
|  | Metacognition RegulationDebrief using survey key |  |  |
|  | Metacognition ExperiencesCarol Dweck Work |  |  |
|  | Takeaway’s - CLOSE |  |  |
|  | **Introduction to Teamwork**Product vs Process |  |  |
|  | Look a group/team work continuumAd hocCooperative Learning and Tuckman’sCBL, PBL, TBL |  |  |
|  | What does a high performance team look like? |  |  |
|  | Common measures of TeamworkCautionary note from AACSB |  |  |
|  | Activity: Setting Peer Evaluation Criteria |  |  |
|  | **Introduction to Critical Thinking** |  |  |
|  | **Activity:** What is Critical Thinking? |  | Discuss table teamsShare with group |
|  | Debrief and provide definition and list of steps in CT |  |  |
|  | **Activity:** Where can we build opportunities in our courses for our students to develop and use CT? |  | Discuss table teamsShare with group |
|  | How do our students get stuck?Perry Framework  |  |  |
|  | Facilitation for CT |  |  |
|  | General facilitation moves |  |  |
|  | CT facilitation moves |  |  |
|  | ORID framework |  | ORID handout |
|  | CLOSE |  |  |