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| **Time** | **Instructor** | **Student** | **Action** |
| 2 | **Master SET**- Quick overview workshop* Ever notice how some session, presentation you get so swept up in – there is so much more than charisma at play – thoughtful design is at the heart of effectiveness - Are lectures bad? SBC lesson planning, and CAT’s
 |  | List of topics |
| 4 | 1. **ARE LECTURES BAD?**

**SET 1.1**MMU –Are lectures bad? Can we do better without throwing everything anyway?CKO – Absolutely – we will review the issues around using lectures, figure out what they are good and bad at, learn how to plan them for maximum instructional power, and then I will try to convince you of punctuation your lectures and where to look for ideas on how to punctuate them  |  | Get a few audience thoughts on answer to question |
| 10 | **BODY 1.2** - Are lectures Bad?Some school getting rid of lectures – is that good?Long history of lecturesList of Good and Bad – teaching vs. learning - recall defn of teaching and learning Punctuated Lectures – hard to argue with effectiveness when done well (AJB story)Common organizational schemes slide | **Q: what is good and bad about lectures – then present my list** | News stories about end of lecturing Medieval lectures  |
| 3 | **CLOSE 1.3 –** SRAN – they can be effective no need to throw them away, but they shouldn’t be your only classroom move, punctuate not eliminate |
| 10 | 1. **LESSON PLANNING – SBC MODEL**

**SET 2.1**MMU - why do you think LP is important? not about command and control – is not a script, planning can make you more comfortable in classroom chaos, plans are useless, planning is essentialCKO - present SBC model graphic  | **Q: current LP use – show of hands** **Q: Have people learned about LP’s anywhere else?****Q: Why are LP useful?**  | Display SBC graphic |
| 8 | **BODY 2.2 –** Discuss whole SBC model– talk thru acronym pieces – MMUCKO and SRAN, importance of set - learning is emotional > motivation, importance of CLOSE can lose important opportunity to make learning stickySET is your chance to sell the importance of what follows, tone, enthusiasm, eye contact, involve learner earlyBODY is the part you already probably do well - main instruction – focus on a few topics - activities, discussions, videos, lectures – change stimuli periodically – less is more – uncover rather than cover content, cognitive loading and danger of doing too much. Managing cognitive load– partial notes, pre-class video orientations (AJB)CLOSE is your chance to consolidate learning and refocus student attention on the salient takeaways |
| 3 | **CLOSE 2.3 –** review acronym, SRAN – R can be end of story to complete W-part-W, why we decided it was important, less is more, when we don’t use a model we likely miss opportunities to increase student learning |
|  | **SBC worksheet – time to read, complete, table shares – think of a class you just give or about to give -** |
| 4 | **3. CLASSROOM ASSESSMENT TECHNIQUE’S** **SET 3.1**MMU **–** circle back tothe power of punctuated lectures (AJB and Luis), How do we start to incorporate activities in our classes incrementally in a safe way? How do we learn safely in front of my students?CKO **–** how to find them, and how to use them – over-prepare |
| 12 | **BODY 3.2*** CAT Definition
* Minute paper example
* Consistent formatting (take comfort)
* List of readily available CATs
* Other books as sources
 | P: time to read 1-minute paper CAT’s instructions**A: Give faculty 3 minutes to write a prompt to try in their own class – share a few** |  |
| 2 | **CLOSE 3.3 –** SRANfirst steps activities + insight into student understanding + students active |
| 6 | **Master CLOSE -**SRAN* Lectures are not the enemy – just lecture for the right reason
* LP can make a big difference in your instructional effectiveness
* Use CAT’s to punctuate your existing lectures and to increase your Activity facilitation confidence – **HARD CLOSE**
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| 6 | Books of Interest/Questions – notice where the questioning is located |
| 10 | **Review morning and what is coming in afternoon –** **BRAINSTORM TOPICS for DOTMOCRACY** | Post-Its, voting dots  |  |