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| Time | Instructor | Student | Materials/Actions |
| 2:40  (15) | Building Great Classrooms Activities (2) |  |  |
| MMU – Ask Question – What makes a classroom activity great? Start debrief then tell Xavier story (5) | Table brainstorming  Ask for responses | Then show Xavier list and themes |
| CKO – show of hands and some sharing on current classroom activities, what I want to give you is a structured way of thinking about and building great activities, review learning outcomes (3) | Show of hands, a few shares | Handout, PPT |
| Make a case for constrained choice – Ask: don’t question have to be open ended for students to go deep? Talk at your table for a couple of minutes about your response to the idea of constraining questions – questions (5) | End by reading page 1-2 | MCQ debunking examples |
|  | Pause to pick topic for activity development (2)  Might have an activity you already do that needs rewriting  Remember – applying abstractions to real-world contexts |  | Think about… |
| 2:55  (28) | Present 3 prompts for creating constrained choice problems (6) |  | 3 prompts slides |
| Tasking to write first constrained choice activity in 4S frame – prompts on page 2 (2) |  | Write your first activity slide |
| Working time on responses to 3 prompts (10)  Start by reading page 3-4 and prompt shopping - constrained prompt examples – pick a prompt to steal | Read page 3-4  Need blank sheet of paper | timer |
| Table shares (10) |  | Table share instructions slide |
| 3:25  (25) | You can re-organize your pieces  Rewrite question pieces into 4S template format (3) |  | Task/time |
| Table Task - What concerns do you have about using constrained questions– come up with a table response – short list (5) |  | Task/time |
| Room reflection share/questions (3) |  | Task/time |
| Different activity examples and reporting strategies  One of my new favorites – numerical score this (6) |  | PPT examples |
| How these questions play out in classroom – simultaneous reporting facilitation script – facilitation is simpler because of the decision-based nature of question and public response makes student thinking and difference in student thinking visible – great discussion starter (4) |  | Talk to team reporting cartoon slide |
| Close/Questions (2) |  |  |
| 3:45 | Dotmocracy (15) |  |  |