

"Keeping Everyone in the Lesson- in the Room and Elsewhere"

Keeping the interest and attention of students in the classroom and remote learners

A Workshop Presentation

Presented By

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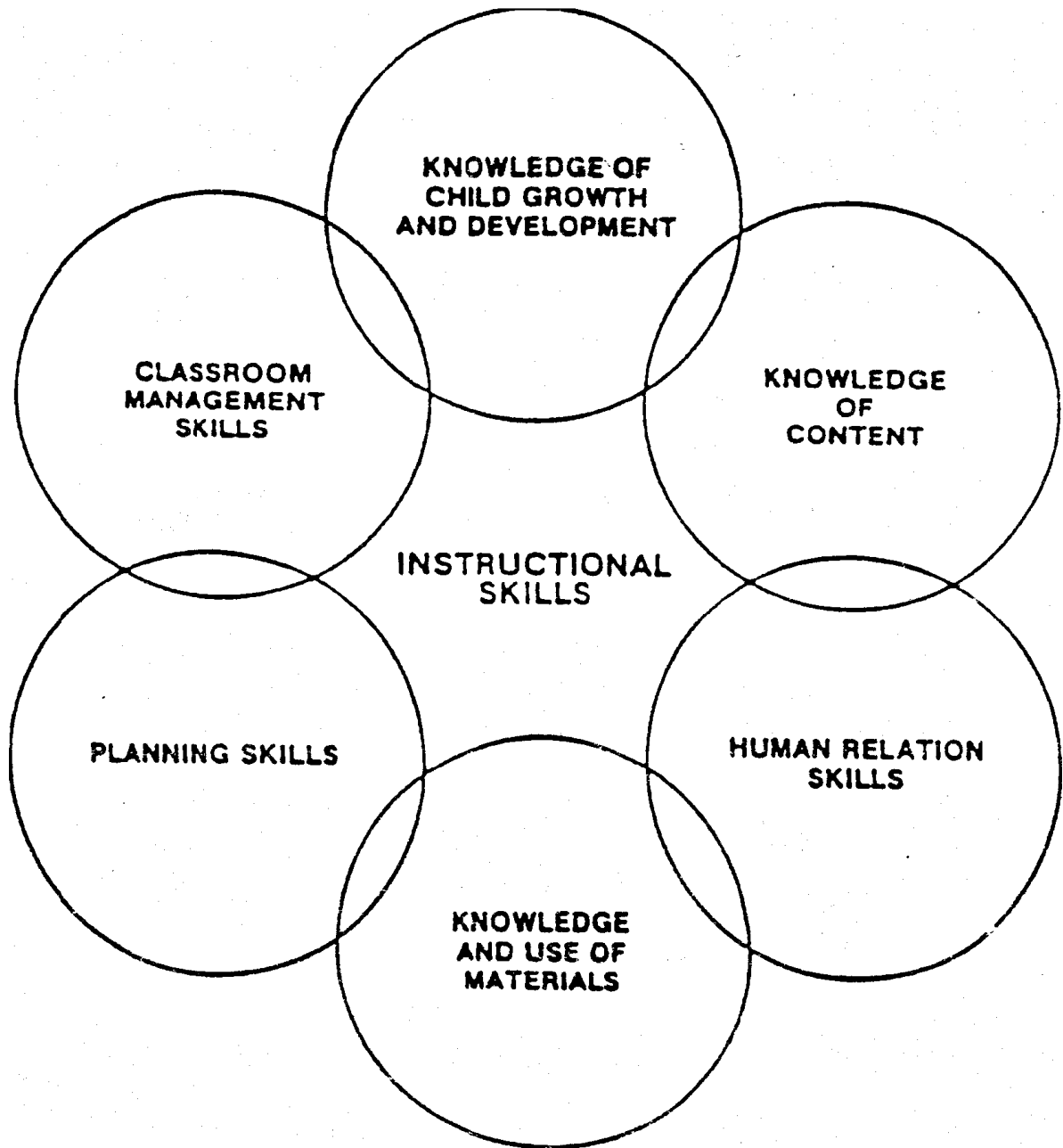
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Workshop Objectives

1. The participant will demonstrate knowledge of Active Participation (AP) by stating the formal definition and comprehension by restating the principle in his/her own words.
2. The participant will demonstrate analysis of AP by recognizing examples of overt and covert AP, as well as non-examples, given written scripts or actual teaching segments.
3. The participant will demonstrate application/synthesis of AP by creating lesson segments invoking both covert and overt AP in a subject s/he teaches.
4. The participant will recognize (state) the value of AP and express a desire or willingness to apply them regularly in his/her teaching.

CLASSROOM RESPONSIBILITIES OF THE TEACHER



Note pages on Active Participation

I. Benefits of Active Participation-

A.

B.

C.

D.

II. Defining Active Participation-

A. Individual definition-

B. Classroom definition-

1.

2.

3.

C. Overt Vs. Covert-

1. Overt-

2. Covert-

III. Identifying AP- Now YOU have the power!

- 1.
- 2.
- 3.
- 4.

IV. Examples-

A. Overt-

- 1.
- 2.
- 3.

B. Covert-

- 1.
- 2.
- 3.

C. **.Non**-Examples-

- 1.
- 2.
- 3.

D. Tricks of the trade:

1. Universal Transformer:
2. Its rule of thumb: Whenever
3. So why....

4.

5.

V. When and How to Use Active Participation-

A. When to use AP

1.

2.

3.

4.

B. Which is better, Overt or Covert?

C. Why would I ever use covert AP if it's not "as good" as overt?

1.

2.

3.

4.

D. How do I plan for AP?

1. Where I already do it:

2. Lecture: Ubiquitous, Yes, Antithetical to AP?

Active Participation Worksheets

Task A

DIRECTIONS: Label the behaviors below as overt. (O), covert (C), a combination (C/O) or Non-examples (N).

1. Everyone write the answer to this question on your whiteboards. Hold it up for me to see when you are finished.
2. Class, remember how we did this type of question yesterday? Who can do this one in the same way?
3. I want you all to think about the two computer commands you need to know to underline or bold a section of your paper.
4. I am going to call on one person to answer the next question, so be ready! Then listen to their answer and, when I signal, raise one finger if you agree, and two fingers if you disagree. Be ready to explain your position.
5. On your scratch paper, everyone write the four *shorashim* (Hebrew root words) that appear three or more times in these *pesukim*(verses.)
6. Students, take two minutes to discuss the four major points of this part of the shiur with the person sitting next to you. Begin ...now!
7. As you all watch this video, can you identify the three methods of persuasion used by the advertising industry?
8. Everyone, imagine you're in class and the fire alarm rings, and visualize what you are supposed to do and not supposed to do.
- 9., Class, what is this word? One, two, three, call it out!
10. Use a hand signal with index finger as #1; index and middle finger #2; index, middle finger, and ring finger #3; and index finger, middle finger, ring finger, and pinkie #4. With *chayuv* as #1, *Patur aval assur* as #2. *Muttur lchatchilah* as #3, and *assur deraban* as #4, what is the din (#1, #2, #3. or #4) in this case? When I tell you, display your response right here- below your collar bone.
11. Class, draw your rendition of what just took place in the *chumash* (Bible.) on the back of your worksheet.
12. Everyone, think about the name of the third melech Yisroel and the names of his cabinet members. Tell your learning partner the names and the cabinet office each held.
13. What are the five steps in the weaving process?
14. When I give you the signal, tell me the name of the first month, in choral unison.
15. Everyone, act out the meaning of “*Vayavrech*” (and he made [the camels] kneel.

(adapted from E. Stakowski by permission of the author)

Active Participation Worksheets

Task B

Task C

Ticket to Leave

Here are the workshop objectives from page 2. Reread each objective, one at a time. After each one, write one sentence or phrase that summarizes your learning or accomplishment of that objective. You could also demonstrate your proficiency where applicable. Rate how well you feel you reached that objective on a scale of 0-100%.

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- 4] The participant will recognize (state) the value of AP and express a desire or willingness to apply it regularly in his/her teaching. ____%
