



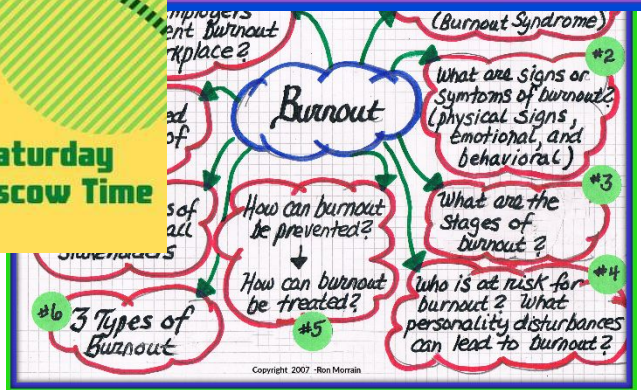
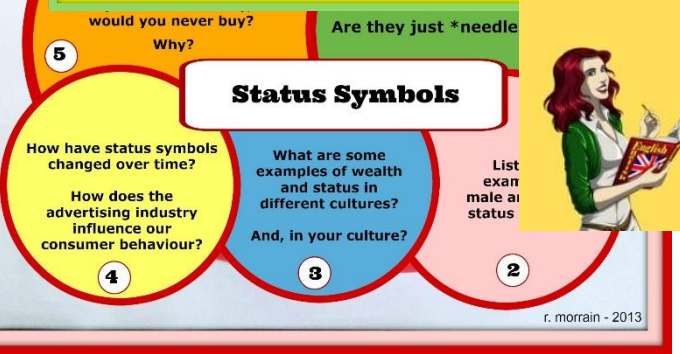
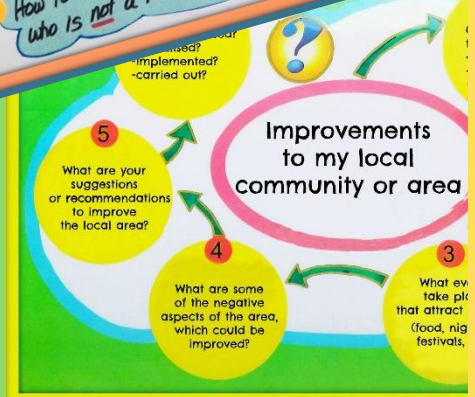
PRO English

AN INTERACTIVE LIVE SESSION with RON MORRAIN

Mindmapping - Creating a TBL and PBL Lesson Plan



June 13 Saturday 10.30, Moscow Time





Teachers as:

Designers and **Managers**

of a TBL/PBL Learning Cycle

and

Learners as:

Self-directed and **Creators of Content**

during a TBL/PBL Learning Cycle



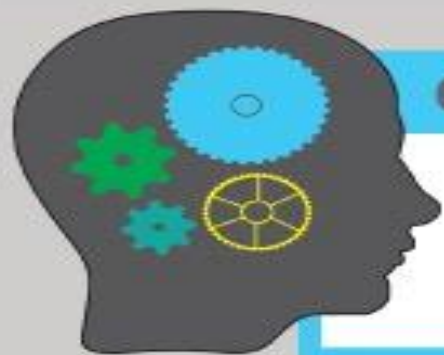
*mind*meister

13 Reasons why TBL and PBL works

1. **Flips the classroom, and drives the learning cycle with a meaningful goal** (Online or Face-2-Face)
2. **Creates positive learning dynamics** (move from Teacher-Oriented Learning to Learner-Driven Learning)
3. **Promotes existing Skills Sets and Develops new skills** (Research, Content Creation, Curation, 4Cs)
4. **Incorporates the concept of *Montage* into the learning process** (Design, Chunking, and Storyboarding)
5. **Deals with personal Learning Preferences** (Respect the preferences learners bring to the table)
6. **Deals with Differentiated Learning** (Not just about language levels – Diversity, Social Capital, and Inclusion)
7. **Takes advantage of Experiential Learning** (Life experiences, Know-how, and Skills Set brought to the table)
8. **Keeps learners focused and Results-oriented** (Keep all eyes on the goal of the Learning Cycle)
9. **Lead learners to Self-directed Learning** (Learners taking responsibility for their own learning results)
10. **Puts life into the course book** (Add some meaningful learning into the process)
11. **Gets away from Pre-determined Outcomes + Prescribed Information** (Make learning REAL for them)
12. **Teaches learners (indirectly) how TBL and PBL works** (Prepare learners for real life)
13. **Supports the slow change from **Instructivism** to **Constructivism**** (Learners become the creators)

21st Century Skills

Metro 4Cs Rubric Performance Areas



Critical Thinking

- Information & Discovery
- Interpretation & Analysis
- Reasoning
- Constructing Arguments
- Problem Solving
- Systems Thinking

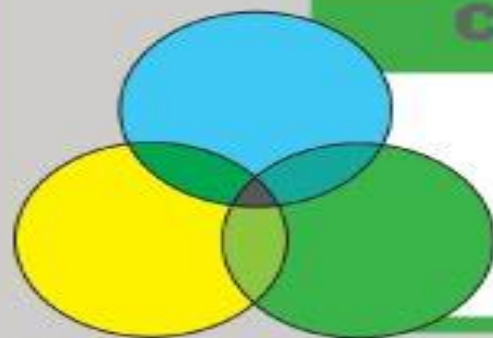


Communication

- Effective Listening
- Delivering Oral Presentations
- Communicate Using Digital Media
- Engaging in Conversations & Discussions
- Communicating in Diverse Environments

Writing to:

- Inform
- Support an Argument With Claims
- Engage and Entertain



Collaboration

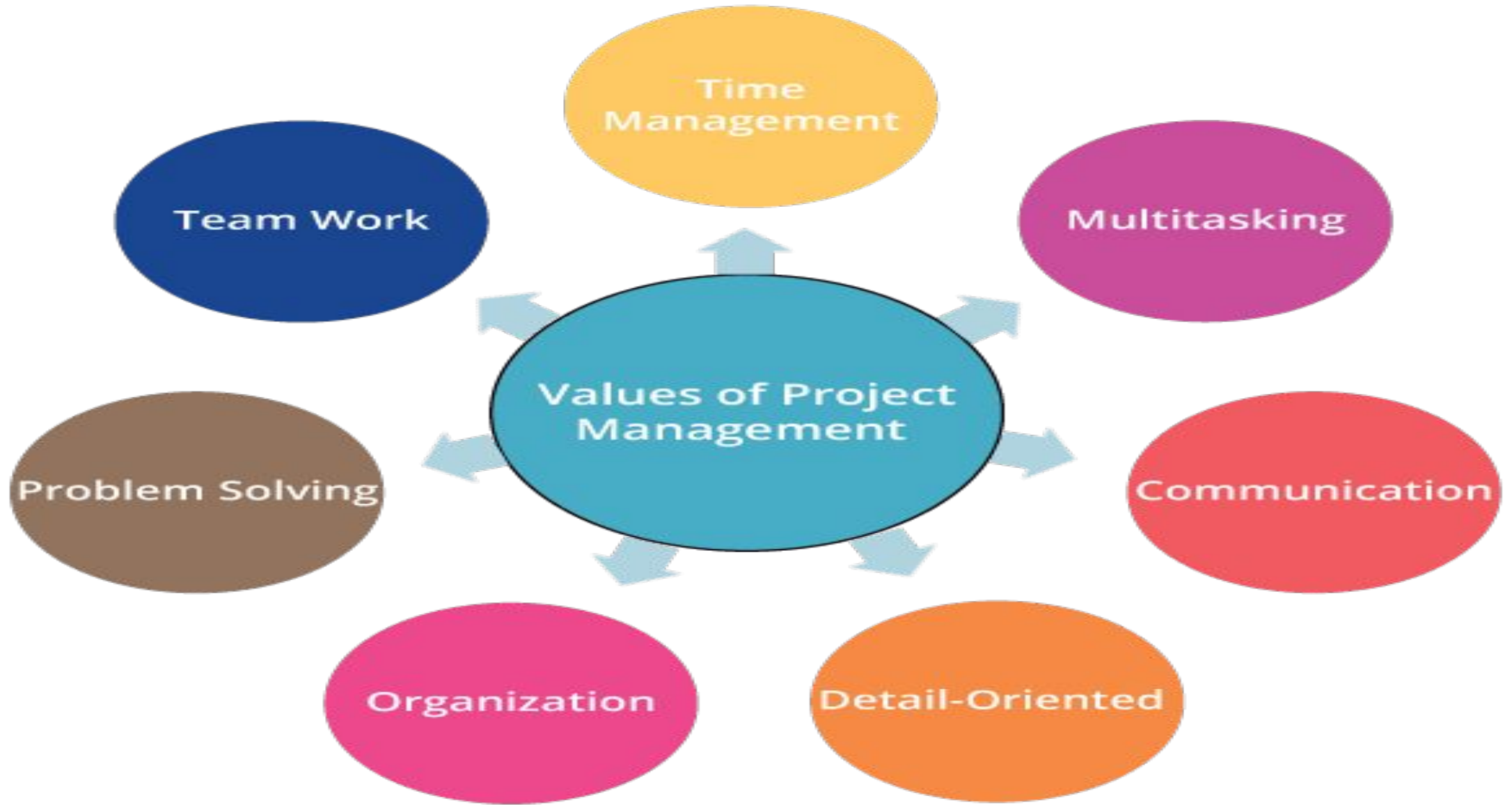
- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback



Creativity

- Idea Generation
- Idea Design & Refinement
- Openness & Courage to Explore
- Work Creatively with Others
- Creative Production & Innovation





I reflect, revise, rethink, and evaluate.



I discuss, share, report, and think.



I ask questions. I notice...



I investigate, plan, read, and research on the internet.

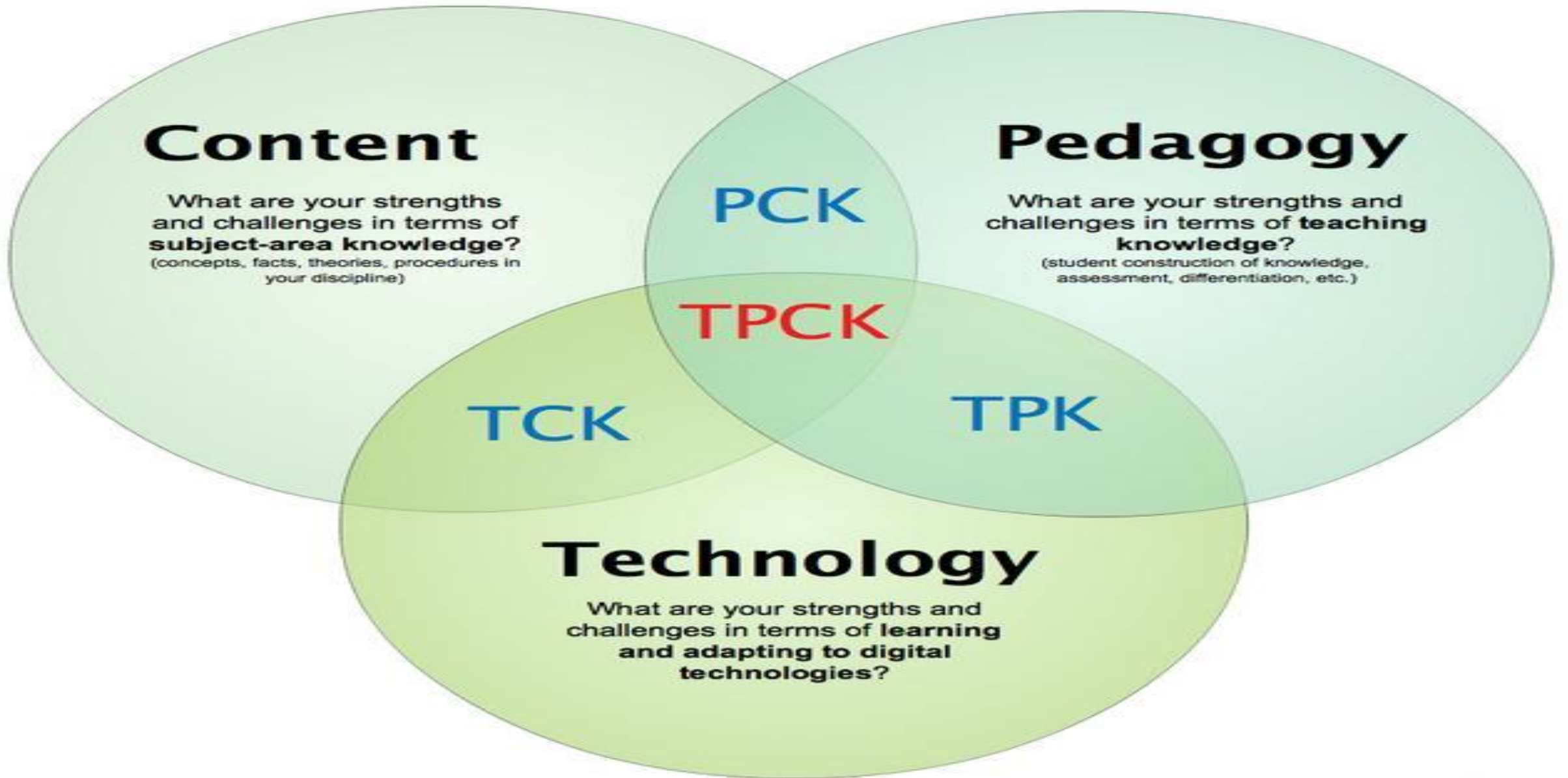


I create, try, experiment, draw, and explain.

Despite its complexity, inquiry-based learning can be easier on teachers, partly because it transfers some responsibilities from teachers to students, but mostly because releasing authority engages students.

Inquiry-Based Learning


Inquiry-based learning is more than asking a student what they want to know. It's about triggering curiosity. And activating a student's curiosity is a far more important and complex goal than mere information delivery and rote learning.



Ask yourself - What's my TPACK? – REFLECT, and find the answer. [creately.com](https://www.creately.com)

Technology (APPS) needed to do TBL and PBL via Distance Learning





**Even the best technology
is worthless without content and
methodology.
Remember that before your next
online class. 😊**

1



Develop a personal learning roadmap

2



Identify the right learning resources

3



Engage in peer discussions

4



Steer the learning process

6



Receive and provide orientation on what and how to learn

5



Understand future skill requirements

Abilities of the
Self-Directed Learner

Cognitive Apprenticeship



This is what TBL and PBL is all about – and an **RMM** is that **powerful and engaging tool** teachers can use **to steer any learning cycle**
Lead learners on a **journey of adventure and discovery** in their **learning and self-development process.**
– and to become **independent and self-directed.**

***Teaching Teachers how to drive a
TBL and PBL Learning Cycle with
Ready-made Mind Maps***

-Using a coursebook

Ready-made Mind Maps for the TBL and PBL Student Driven Classroom

(Integrated Meaningful Learning and Self-Directed Learning)

Five Characteristics of Meaningful Learning in a TBL or PBL Context:

- 1. Active Learning** *(Learner Oriented and Learner Driven)*
- 2. Collaborative Learning** *(Learner-2-Learner)*
- 3. Constructive Learning** *(Product Creation leads to Content Creation by the Learner)*
- 4. Authentic Learning** *(Realia and Current- Something the learner can use NOW and in the future)*
- 5. Goal-Directed Learning** *(A clear plan to focus on and attainable goals within a pre-given timeframe)*

Teaching Teachers how to create an RMM for TBL and PBL

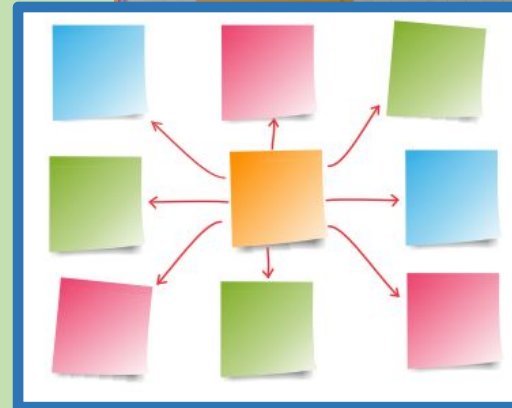
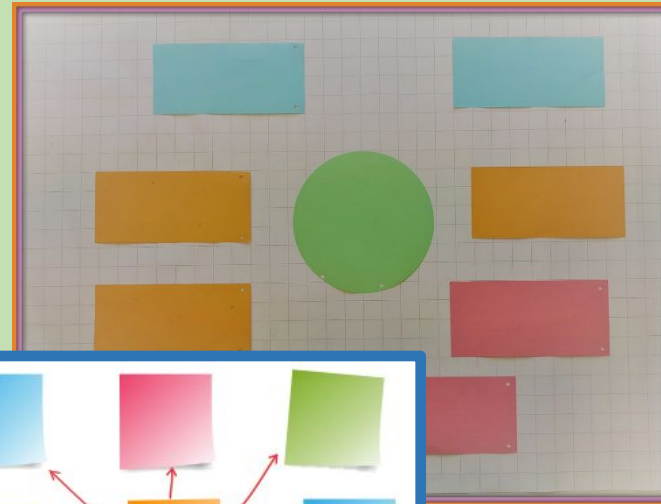
Coursebook

1

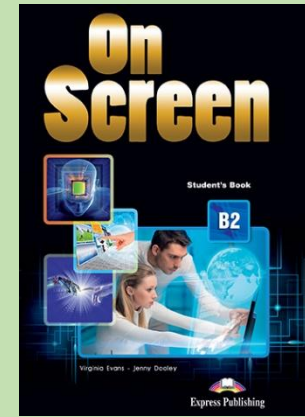
Moderation Kit



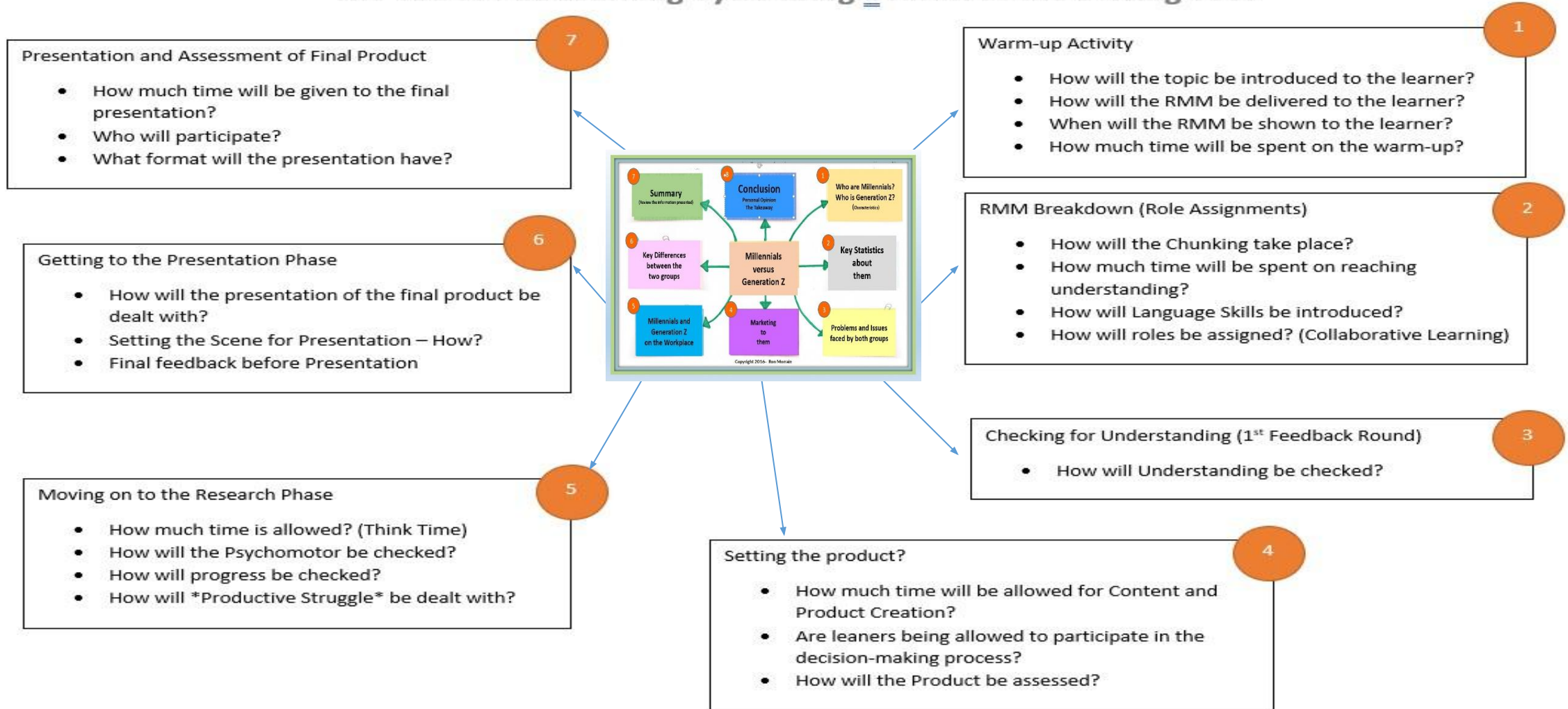
Create a Template



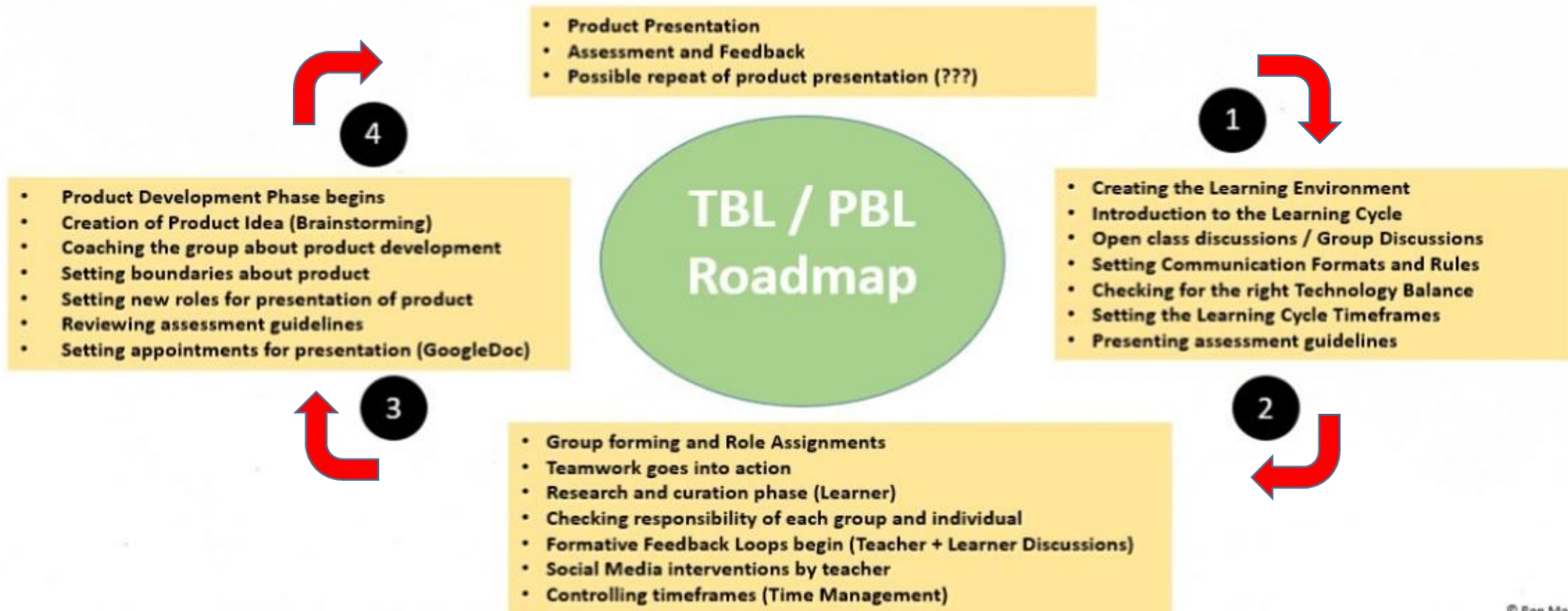
1. Design Prototype
2. Brainstorm Ideas
3. Create engaging questions
4. Integrate Feedback Loops



The TBL or PBL Learning Cycle using a RMM as the Driving Tool



TBL and PBL Learning Cycle Clock

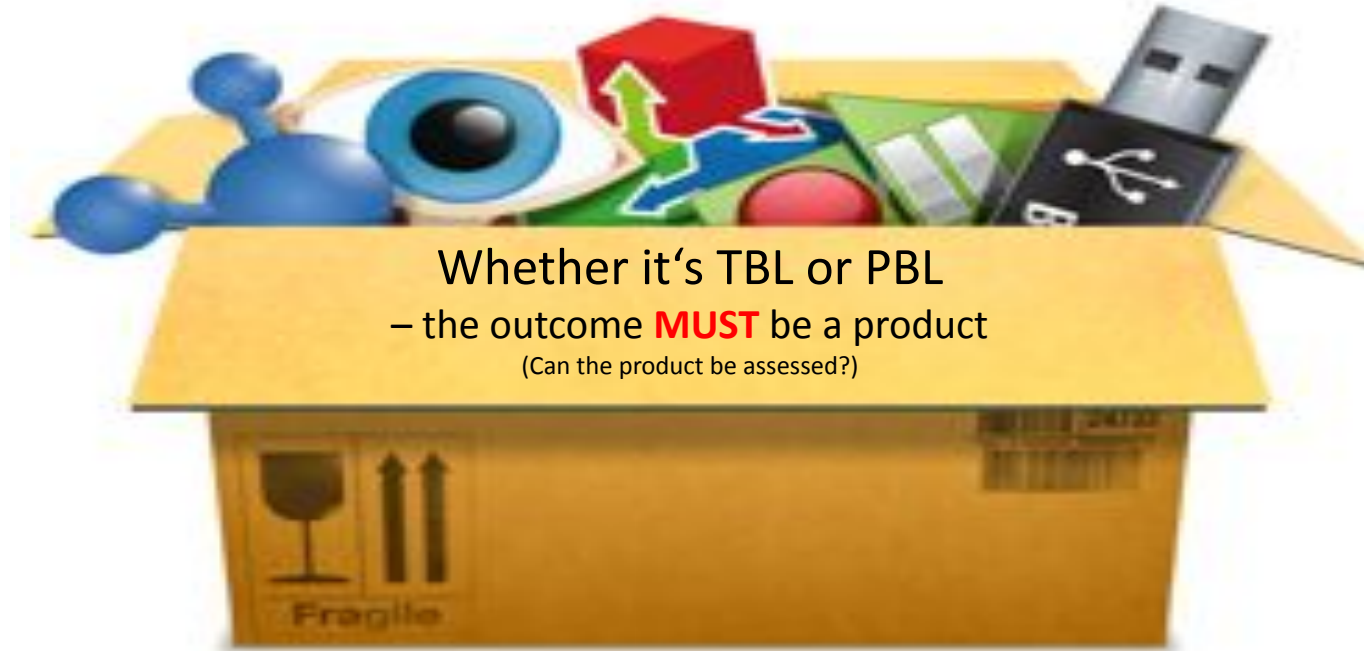


360 ° TBL / PBL Learning Cycle Lesson Plan Overview

Learning Objectives and Outcomes

LEARNING SEGMENT (TASK DESCRIPTION and OUTLINE)			MATERIALS + RESOURCES NEEDED FOR SEGMENT
<ul style="list-style-type: none"> • Lesson Name or Title: _____ • Time Needed for Segment: _____ • Requisite background necessary for the lesson plan _____ <p>State, step-by-step, how you are going to implement your plan. How are you going to introduce the lesson? How will you activate prior knowledge? If you are using handouts or manipulatives, when and how will you hand them out? Will you close with a review? How will you tie the lesson together? Use a separate sheet to detail your lesson plan overview if necessary.</p>			
			LEARNING ENVIRONMENT (ROOM SET-UP)
			<p style="text-align: center;"><u>LEARNING PROCEDURES</u></p> <ul style="list-style-type: none"> • INDIVIDUAL • PAIRS (TWO) • GROUP(S) • TEAM(S) • VIRTUAL OR CLASSROOM • HOMEWORK • LONG / SHORT TERM TASK
Remember to take a fifteen minute BREAK in the middle of a learning segment that is more than 90 minutes			
<u>LEARNING OBJECTIVES</u> (Stem * Verb)	POTENTIAL PROBLEMS + PITFALLS (THE WHAT IF.. + CONTINGENCY PLAN)	METHODOLOGY(IES) <ul style="list-style-type: none"> • ACTIVE OR PASSIVE OR INTERACTIVE • COMMUNICATIVE • TBL OR PBL • LEARNING STYLES • MULTIPLE INTELLIGENCES 	<u>LEARNER EVALUATION(S)</u> <ul style="list-style-type: none"> • ORAL FEEDBACK • WRITTEN FEEDBACK • ORAL TEST OR EXAM • WRITTEN TEST OR EXAM
Reflection Notes: The Lesson (It)	Reflection Notes: The Learner (Them)	Reflection Notes: The Trainer /Teacher (Me)	

PRODUCT



Whether it's TBL or PBL
– the outcome **MUST** be a product
(Can the product be assessed?)

What is a *product*? (Learners as Content Creators – not Teachers or the Textbook)

Who chooses the product? (Voice and Choice = Learner Agency and Efficacy)

**NOTE: Reversed Design is extremely important when creating a TBL or PBL Learning Cycle
- and when choosing a TBL or PBL product.**

Assessment of the Product



Summary of Presentation
and Personal Opinion
(Questions from Teacher)
Candidates A and B
3-5 Mins in total

Personal Introductions
Candidates A and B
(60 seconds max per person)

Oral Presentation Overview
English Levels B1-B2-C1
(Excluding Product Creation Preparation)

Summary of
Presentation by
Candidate b
45 seconds

Discussion (Q+A)
Candidate B to A
2 Mins

Presentation
Part 1
Candidate A to B
(Using pre-given time frame)

This is repeated by candidates A and B (an average of 15 minutes in total for each person is suggested)

PechaKucha (Japanese: ぺちゃくちゅ, is a storytelling format where a presenter shows 20 slides for 20 seconds of commentary each (6 minutes and 40 seconds total))

***Teaching Learners
to work with Mind Maps
for a TBL and PBL
Learning Cycle - ASAP***



**The Car of
the Future**

The Car of the Future

FUNCTIONS

1) What will some of its functions be?

DESIGN

2) How different will the design be?
in comparison to what we have now?

COSTS

3) How affordable will it be to consumers?

PRODUCTION

4) Where will it be produced? Who or what will it be produced by?
Will it be humans or robots?

AUTONOMY

8) To what extent will it maintain autonomous driving?

ENERGY & POWER

7) How will the car be powered? Where will this power come from?

SWOT ANALYSIS

6) What opp[ortunities will it present?

infrastructure adjustments

5) Who will be legally liable in case of a car accident?

LIABILITY

infurstruture

what adjustments
to the infrastrucure
must be
made?

Will we
use cars
in the future?
why? why not?

warm up

How will it look
like?
What materials
will be used?

design and materials

liability
How will
the future
car impact
the # of
accidents?

The car
of
the Future

energy

How will
it be
powered?
Where will
the power
come from?

drivers license

costs
How will
affordable will
it be for the
consumer?

function's

How will
it be
multifunctional

What
form of
driving license
will be?
+ training will
be necessary
to get your dr. l. in
the future

functions/abilities

How fast & far will they move?

How will people get the driving license in the future?

driving license

functions

How multifunctional will the car of the future be?

The Car of the Future

energy/power/fuel

How will the car be powered?

design

How will the car of the future look different inside & outside?

safety

How will it be accident free?

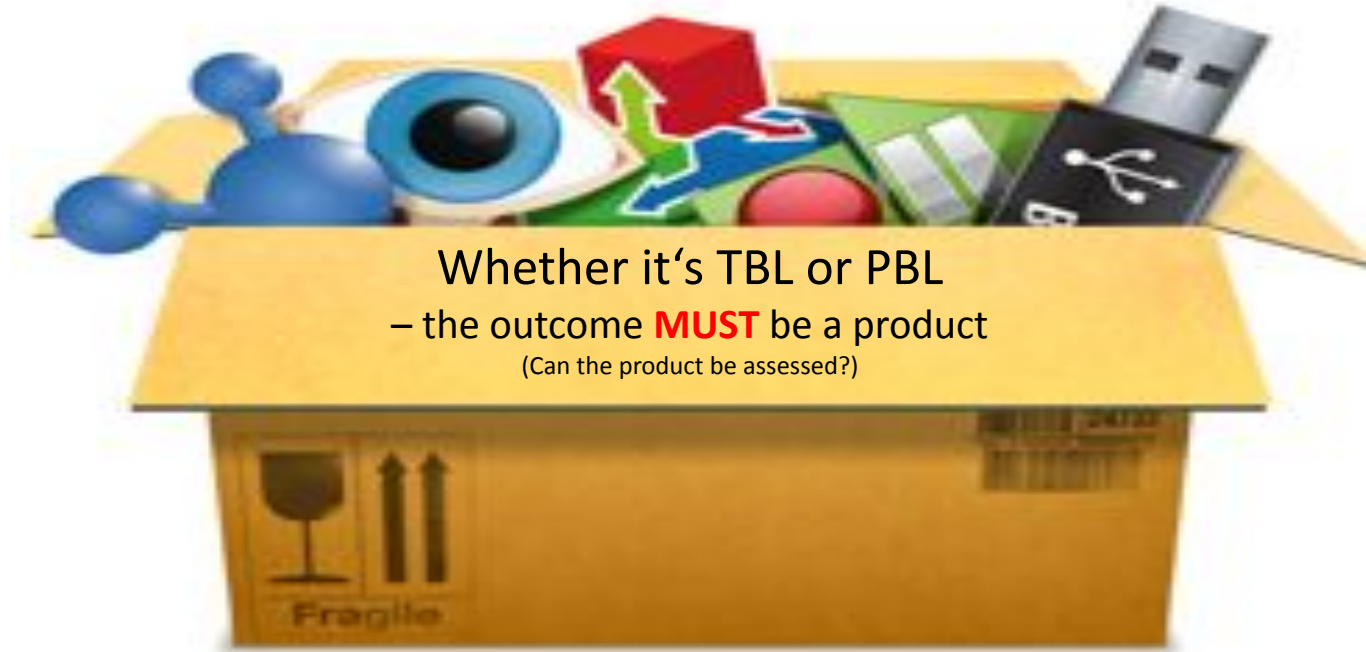
costs/price / affordability

How affordable will it be for consumers?

materials

What will the car be made of?

PRODUCT



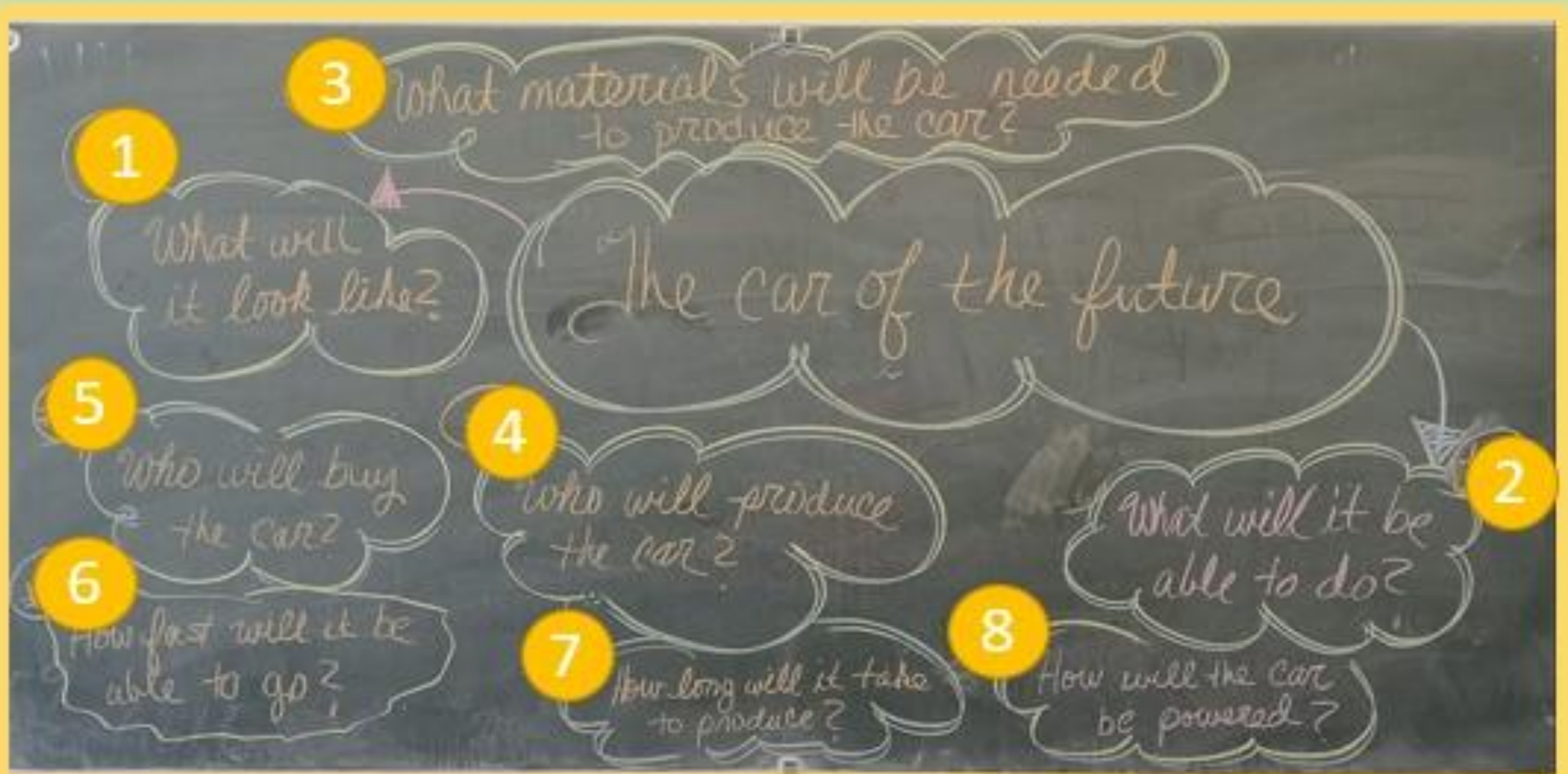
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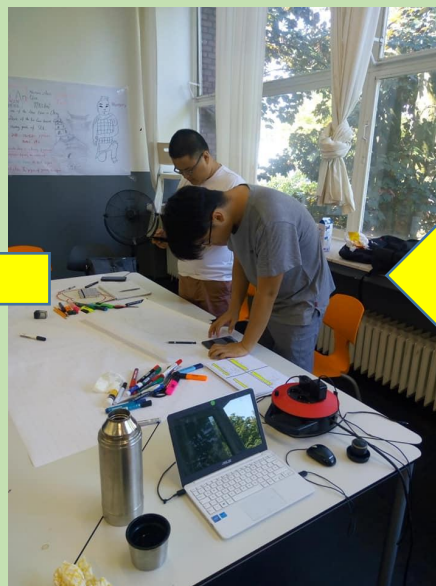
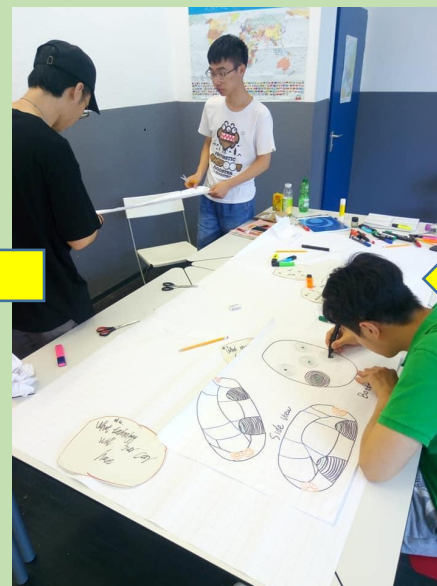
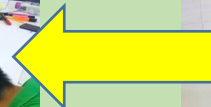
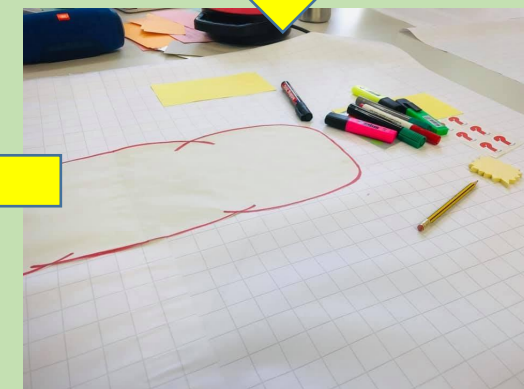
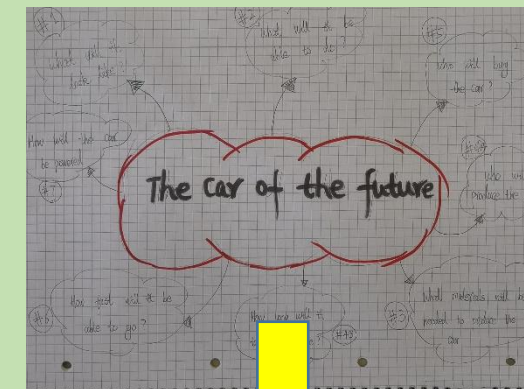
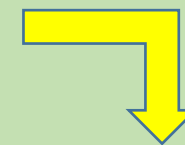
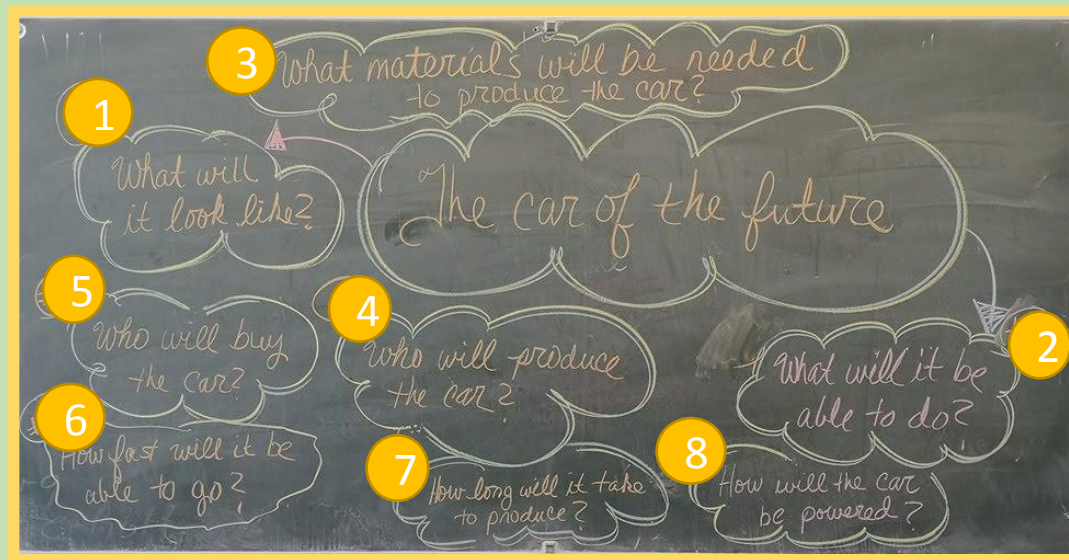
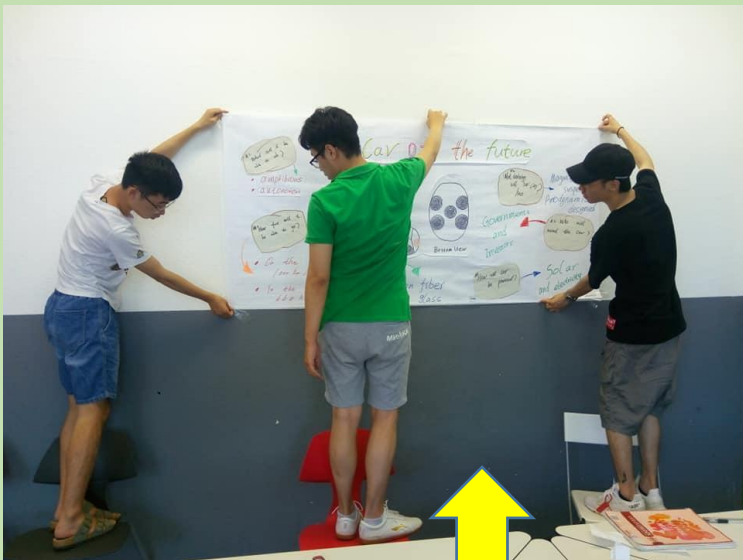
Who chooses the product? (Voice and Choice = Learner Agency and Efficacy)

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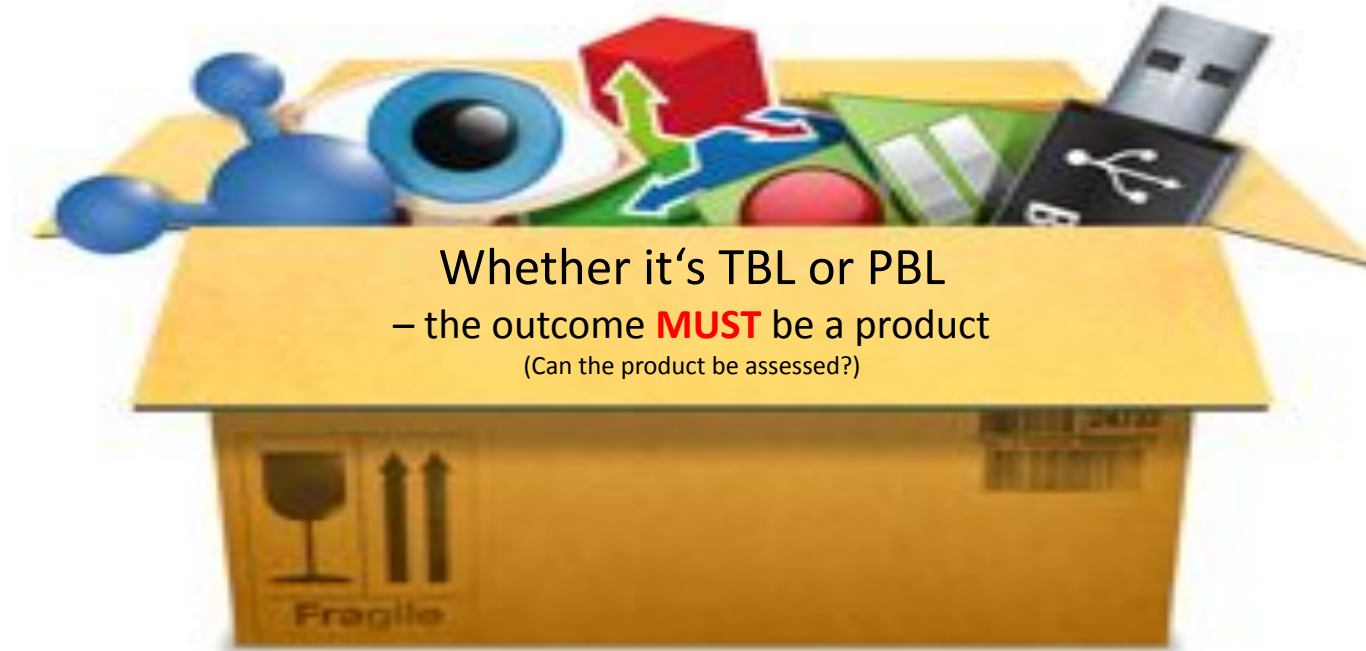
The Car of the Future



Teaching Learners how to create a product for a TBL / PBL Learning Cycle using a Mind Map



PRODUCT



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***Driving a General English
TBL or PBL Learning Cycle
with
Ready-made Mind Maps
(Going beyond the coursebook)***

Reversed Design Questions: 1) Will this be a TBL or a PBL Learning Cycle - 2) What's the product?

1. What? (Content)
2. Why? (Need + Meaningful)
3. How? (Method or Approach)



**Improvements
to my local
community or area**

1
Give a short intro
to your local area:
-demographics
-geography
-economy
-infrastructure

2
What are some of the
historical, cultural,
and
educational highlights
of your area?

3
What events
take place
that attract tourists?
(food, nightlife,
festivals, etc.)

4
What are some
of the negative
aspects of the area,
which could be
improved?

5
What are your
suggestions
or recommendations
to improve
the local area?

6
How could your
ideas be realised?
-actualised?
-implemented?
-carried out?

Learners take a photo of the RMM - OR they already have it on their phone



2

1

RMM is delivered to learners via LMS or social media



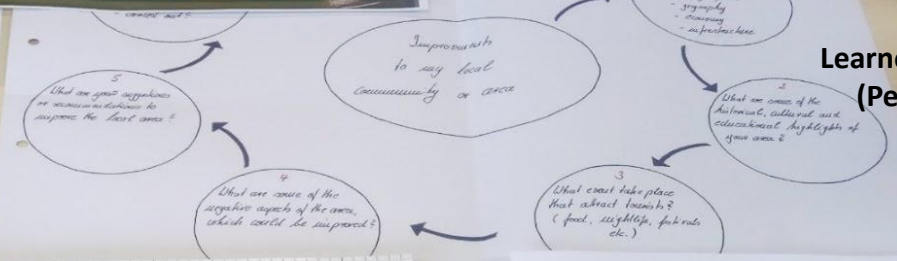
3

Learners can print the RMM out (Personal choice)



4

Learners can rewrite the RMM (Personal need or choice)



5

Learners research each chunk

- Take notes
- Present results in class (Speaking)

Error correction takes place

#1 Give a short intro to your local area: demographics, geography, economy, infrastructure
Wuppertal has the southern part from Essen about 30 kilometers and has 350,000 residents. It has a strong economy in chemistry, mechanical engineering and electrical engineering. Wuppertal has a very good infrastructure because of the means it takes the city and the direct connection to four highways.

#2 What are some of the historical, cultural and educational highlights of your area?
The city "Wuppertal" exists since 1929, when several cities and communities were merged together there is the so-called "Bergisches Universitäts Wuppertal" with the biggest cultural highlight of Wuppertal surely is the world famous dancing beach.

#3 What events take place that attract tourists? (food, nightlife, festivals etc.)
Tourists visit Wuppertal because of several attractions. Beside the Pils-Brauerei in the city there are the three museums: "Bergisches Geschichtsmuseum", the "Grosz-Straßenmuseum".

#4 What are some of the negative aspects of the area which could be improved?
With 3.5 billion Euro Wuppertal has the biggest infrastructure in Germany. It has 45.3 % of the quadratmeter at the end of the 20th century led to a high defunctionalisation with areas of decay and empty areas (Berlitz- und Leuthardt) in the city.

#5 What are your suggestions or recommendations to improve the local area?
With several measures of modernisation Wuppertal already started to improve itself in place of residence and as a place for growing services. For example there was built the so-called "Urban Park" on the former Quatre-foyer (was a company of telecommunications). On the ground of the former barracks of Wuppertal was created the "Engineering Park". The lack of well developed paths has also been improved in the last years.

#6 How could your ideas be realised? - actualised? - implemented? - carried out?
These changes were realised by citizens' initiative, medium-sized enterprises and the city council. Former railroad tracks were rebuilt to paths for bicyclists, pedestrians and skaters. It is especially a project of the private organisation "Wuppertaler Bewegung e.V."

6

Learners create final draft (after error correction)

1) W is a city of North Rhine-Westphalia in the area called Bergisches Land. The city is located on the river Elberfeld. In the year 1929, the cities of Elberfeld, Solingen, and Remscheid were merged into one city. The city has a population of 350,000. The city is known for its industrial heritage and its connection to the Ruhr area. The city is also known for its cultural and educational institutions. The city is a very important part of the Ruhr area. The city is a very important part of the Ruhr area. The city is a very important part of the Ruhr area.

2) The city of Wuppertal is a very important part of the Ruhr area. The city is known for its industrial heritage and its connection to the Ruhr area. The city is also known for its cultural and educational institutions. The city is a very important part of the Ruhr area. The city is a very important part of the Ruhr area. The city is a very important part of the Ruhr area.

7

Learners create the final Product

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ron.morrain@gmail.com



Freedom



Teamwork



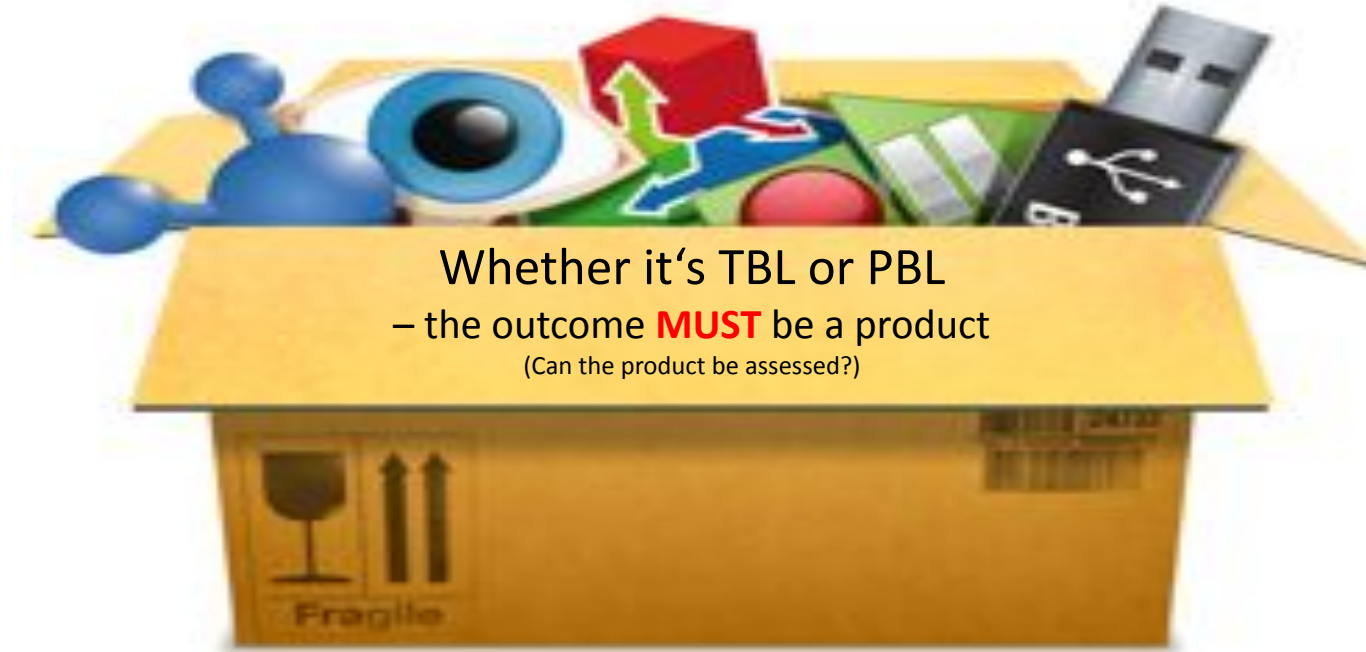


Global Issues



Researching a
Company

PRODUCT



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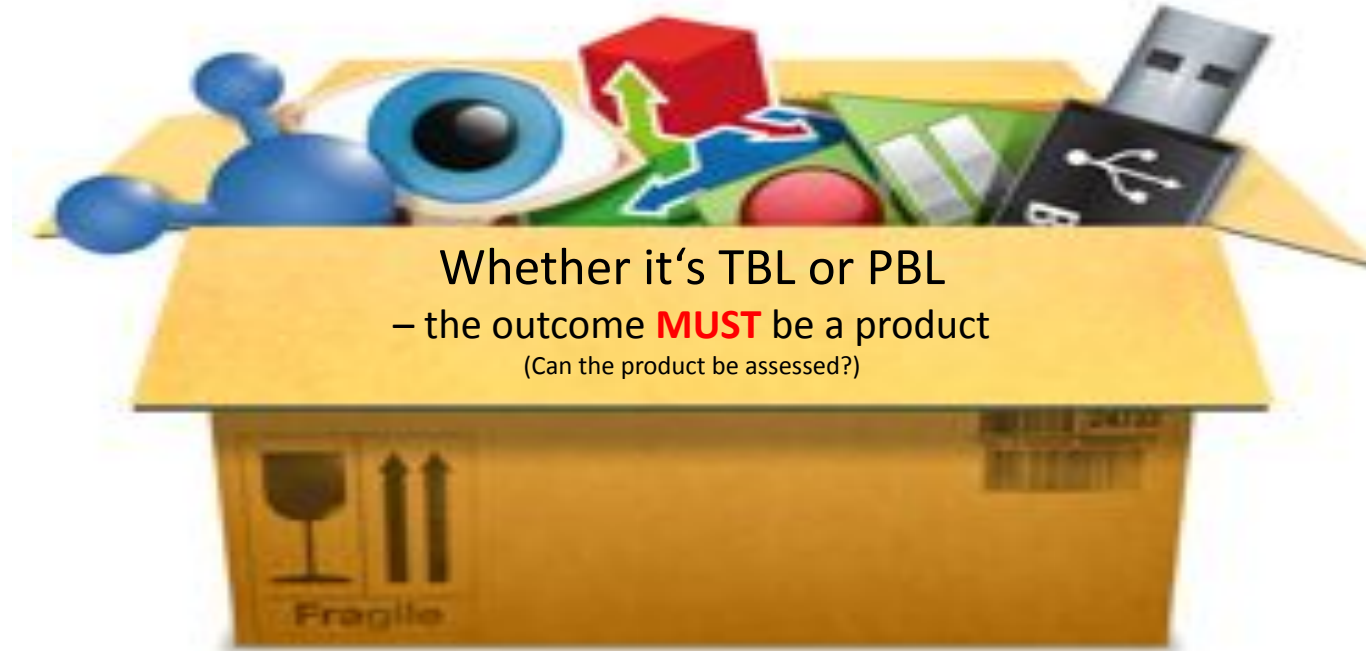
Who chooses the product? (Voice and Choice = Learner Agency and Efficacy)

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*Ready Made Mind Maps
for a Global Issues
TBL or PBL Learning Cycle*

- *Developing Empathy and Critical Thinking*
- *Social Metacognition and Social Constructs*

PRODUCT



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Mind Maps
for
*Formative Feedback Loops during
the TBL and PBL Learning Cycle*
(and for Reflection afterwards)

Feedback
and
Reflection

12 Reflection Questions

10 What can I walk out of the door with, that I did not walk in with?

11 What could the teacher/trainer have done to make this more interesting?

12 What is my "take-away" from this lesson?

1 Could I solve any problems today?

9 What did I hear or see today, that I already knew?

2 What are some of the important ideas, concepts, and factors I discovered today?

8 Did I give my best effort on this assignment?

3 Can I take what I learned today and apply it to my own life?

7 Did I make any self-realizations today?

6 Did I come to class today prepared?

5 What part of the lesson did I struggle with?

4 What did the teacher do today that made this lesson easy to follow and interesting?

13 Reasons why TBL and PBL works

- 1. Flips the classroom, and drives the learning cycle with a meaningful goal (Online or Face-2-Face)***
- 2. Creates positive learning dynamics (move from Teacher-Oriented Learning to Learner-Driven Learning)***
- 3. Promotes existing Skills Sets and Develops new skills (Research, Content Creation, Curation, 4Cs)***
- 4. Incorporates the concept of *Montage* into the learning process (Design, Chunking, and Storyboarding)***
- 5. Deals with personal Learning Preferences (Respect the preferences learners bring to the table)***
- 6. Deals with Differentiated Learning (Not just about language levels – Diversity, Social Capital, and Inclusion)***
- 7. Takes advantage of Experiential Learning (Life experiences, Know-how, and Skills Set brought to the table)***
- 8. Keeps learners focused and Results-oriented (Keep all eyes on the goal of the Learning Cycle)***
- 9. Lead learners to Self-directed Learning (Learners taking responsibility for their own learning results)***
- 10. Puts life into the course book (Add some meaningful learning into the process)***
- 11. Gets away from Pre-determined Outcomes + Prescribed Information (Make learning REAL for them)***
- 12. Teaches learners (indirectly) how TBL and PBL works (Prepare learners for real life)***
- 13. Supports the slow change from **Instructivism** to **Constructivism** (Learners become the creators)***

Thank You

Email: ron.morrain@gmail.com

Mind Maps are online:

<https://www.llc-duisburg.de>

Twitter: **RonMorrain**

Instagram: **RonMorrain**