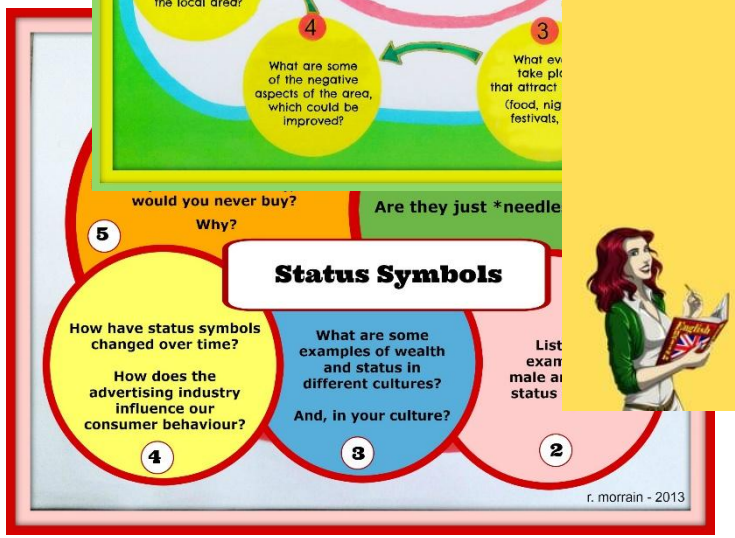
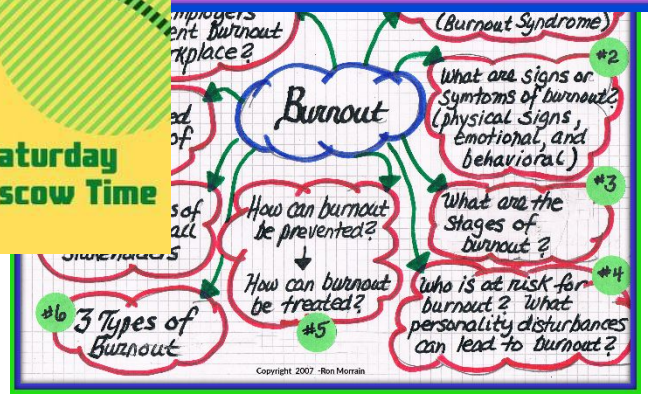
PRO English

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


mindmeister

13 Reasons why TBL and PBL works

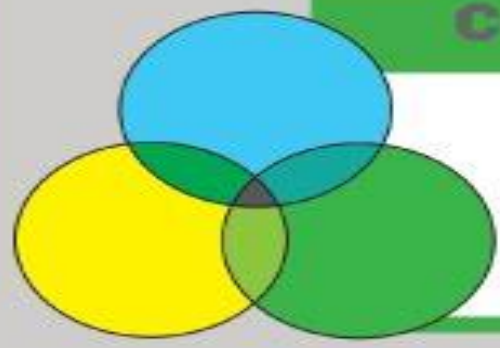
1. ***Flips the classroom, and drives the learning cycle with a meaningful goal*** ***(Online or Face-2-Face)***
2. ***Creates positive learning dynamics*** ***(move from Teacher-Oriented Learning to Learner-Driven Learning)***
3. ***Promotes existing Skills Sets and Develops new skills*** ***(Research, 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 Experential 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



Collaboration

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

Communication

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

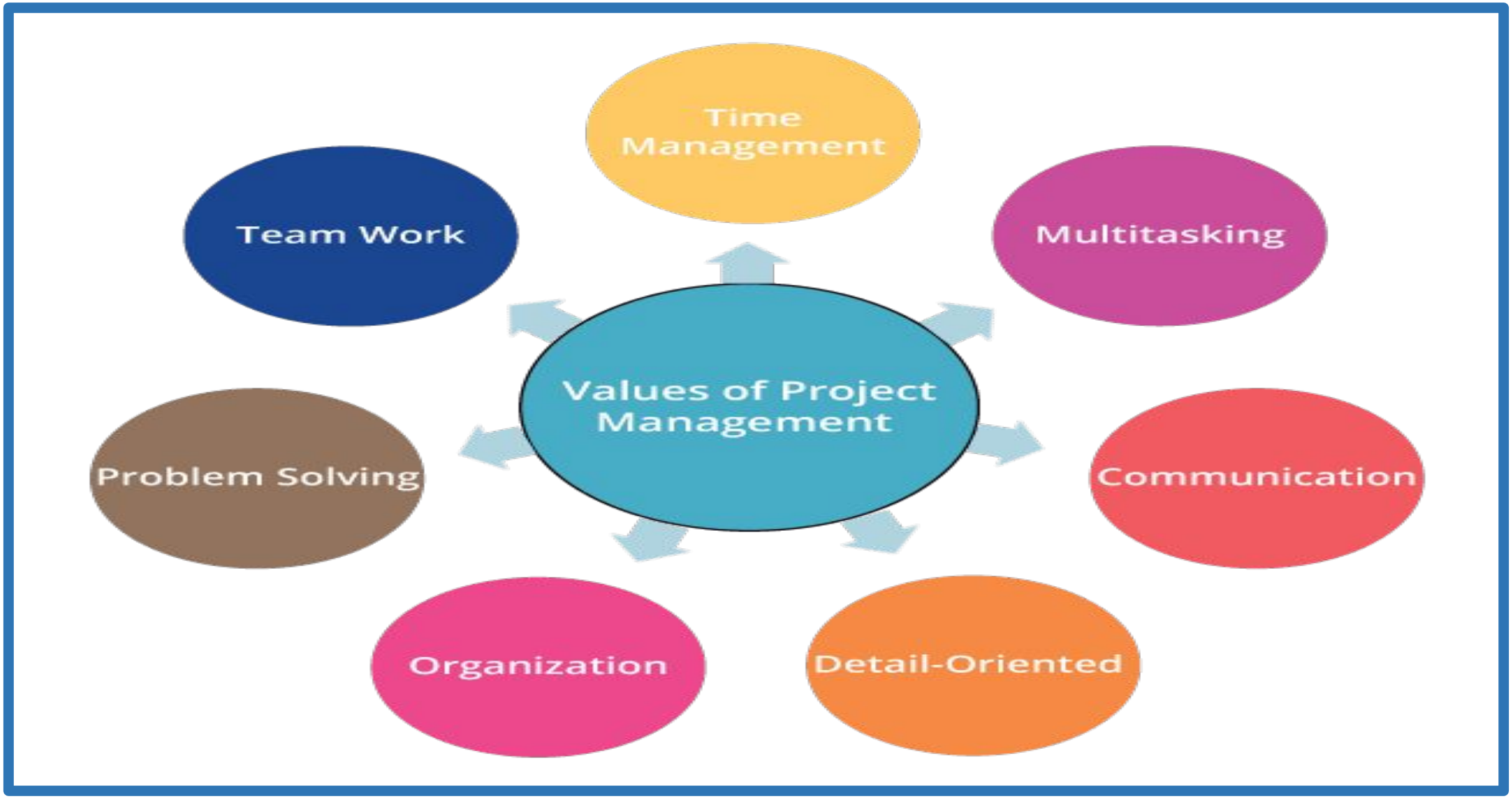
Writing to:

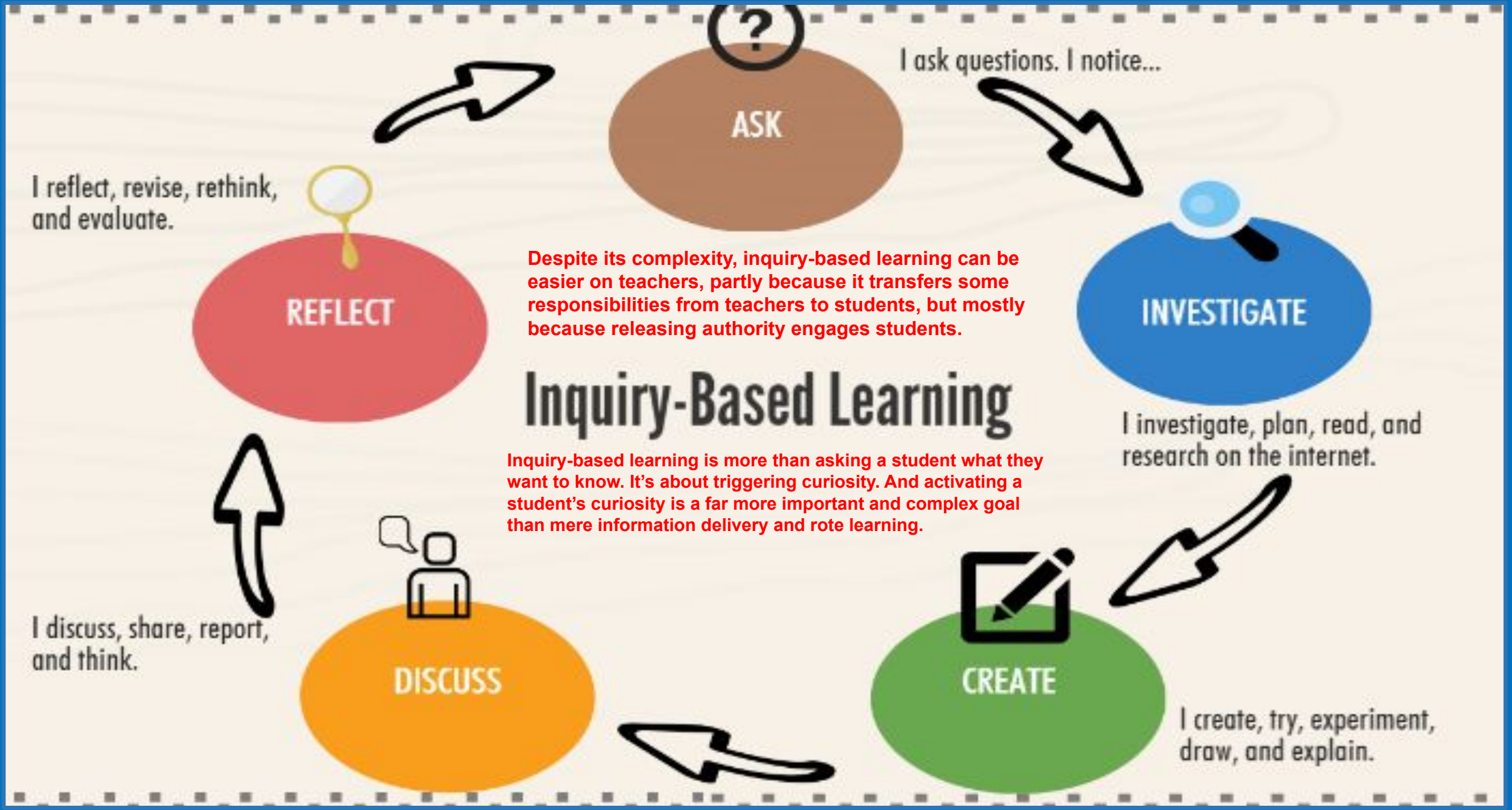
- Inform
- Support an Argument With Claims
- Engage and Entertain

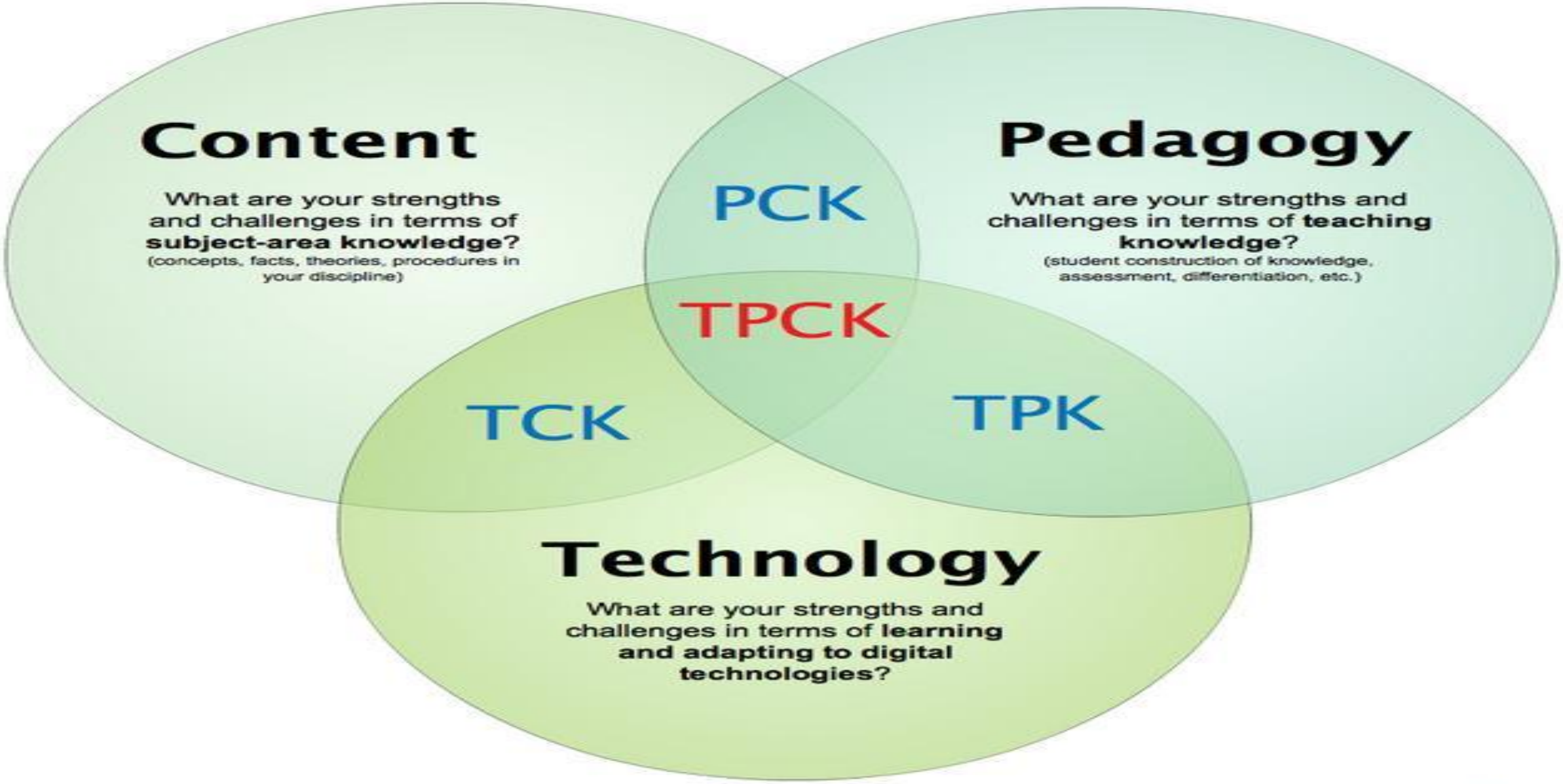
Creativity

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


Authenticity & Relevancy-Real world challenge, need, problem, concern
Inquiry
Student Voice & Choice
Collaboration
Content Knowledge & Skills
PROJECT-BASED LEARNING
MagnifyLearning
Employability Skills
Reflection
Publicly Presented Product
Feedback & Revision
Community Partnerships


Time Management
Team Work
Multitasking
Values of Project Management
Problem Solving
Communication
Organization
Detail-Oriented


ASK
I ask questions. I notice...
INVESTIGATE
I investigate, plan, read, and research on the internet.
CREATE
I create, try, experiment, draw, and explain.
DISCUSS
I discuss, share, report, and think.
REFLECT
I reflect, revise, rethink, and evaluate.
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.

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

Technology needed to get your TPACK right

1 zoom

2 Moodle

3 WhatsApp

4 Instagram

5 Twitter

6 Podcast

7 mindmeister

8 Google

9 Wikipedia

10 YouTube

11 Messenger

12 facebook

13 Mentimeter

14 PowerPoint

15 PechaKucha 20×20 IMAGES SECONDS

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

Abilities of the Self-Directed Learner

1. Develop a personal learning roadmap
2. Identify the right learning resources
3. Engage in peer discussions
4. Steer the learning process
5. Understand future skill requirements
6. Receive and provide orientation on what and how to learn

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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)***

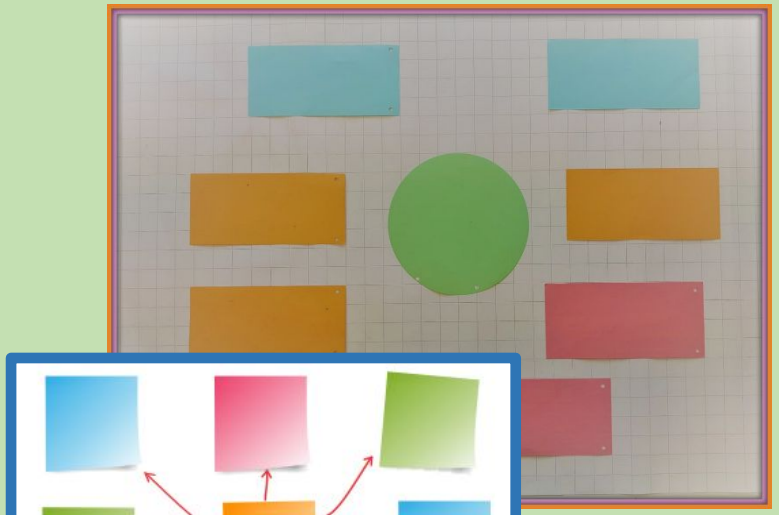
Teaching Teachers how to create an RMM for TBL and PBL

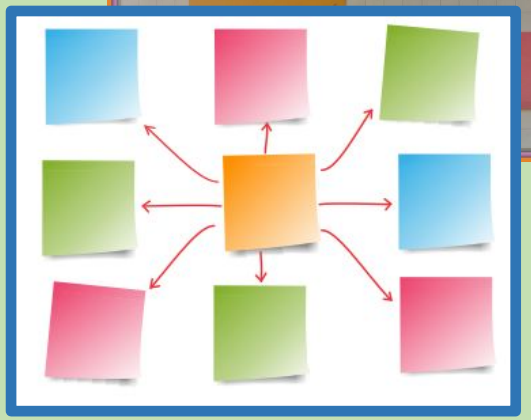
1 Moderation Kit

2

3

Create a Template





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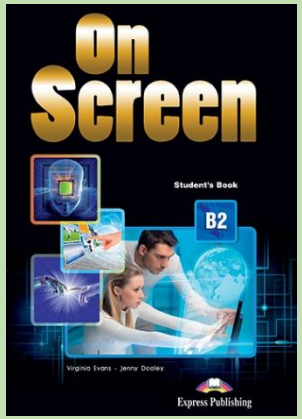
1. Design Prototype
2. Brainstorm Ideas
3. Create engaging questions
4. Integrate Feedback Loops

Coursebook



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

1 — Warm-up Activity

- How will the topic be introduced to the learner?
- How will the RMM be delivered to the learner?
- When will the RMM be shown to the learner?
- How much time will be spent on the warm-up?

2 — RMM Breakdown (Role Assignments)

- How will the Chunking take place?
- How much time will be spent on reaching understanding?
- How will Language Skills be introduced?
- How will roles be assigned? (Collaborative Learning)

3 — Checking for Understanding (1st Feedback Round)

- How will Understanding be checked?

4 — Setting the product?

- How much time will be allowed for Content and Product Creation?
- Are leaners being allowed to participate in the decision-making process?
- How will the Product be assessed?

5 — Moving on to the Research Phase

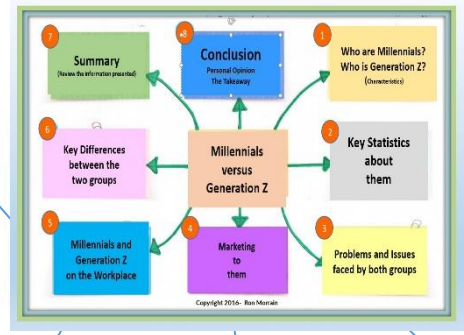
- How much time is allowed? (Think Time)
- How will the Psychomotor be checked?
- How will progress be checked?
- How will *Productive Struggle* be dealt with?

6 — Getting to the Presentation Phase

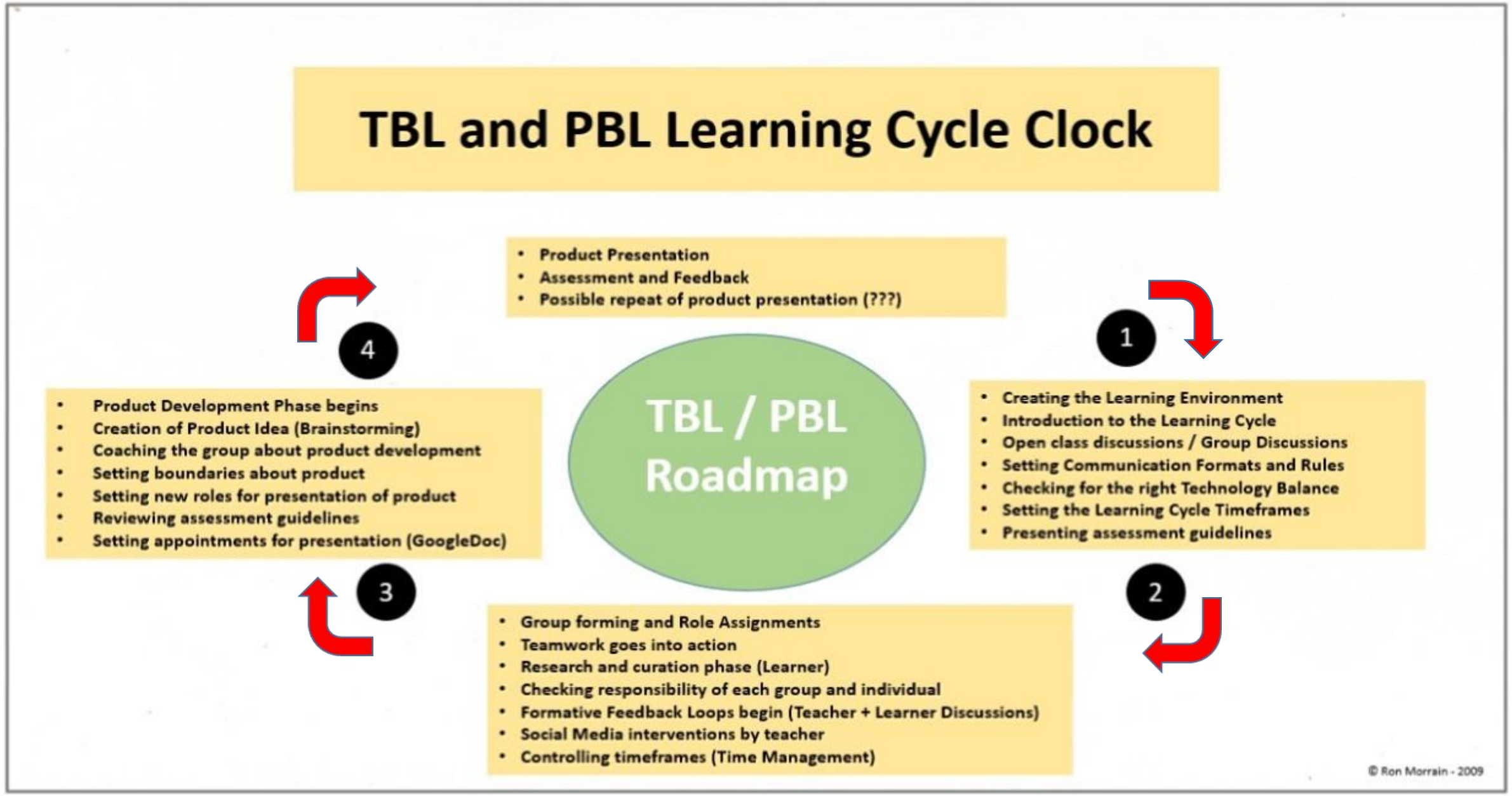
- How will the presentation of the final product be dealt with?
- Setting the Scene for Presentation – How?
- Final feedback before Presentation

7 — Presentation and Assessment of Final Product

- How much time will be given to the final presentation?
- Who will participate?
- What format will the presentation have?



TBL and PBL Learning Cycle Clock

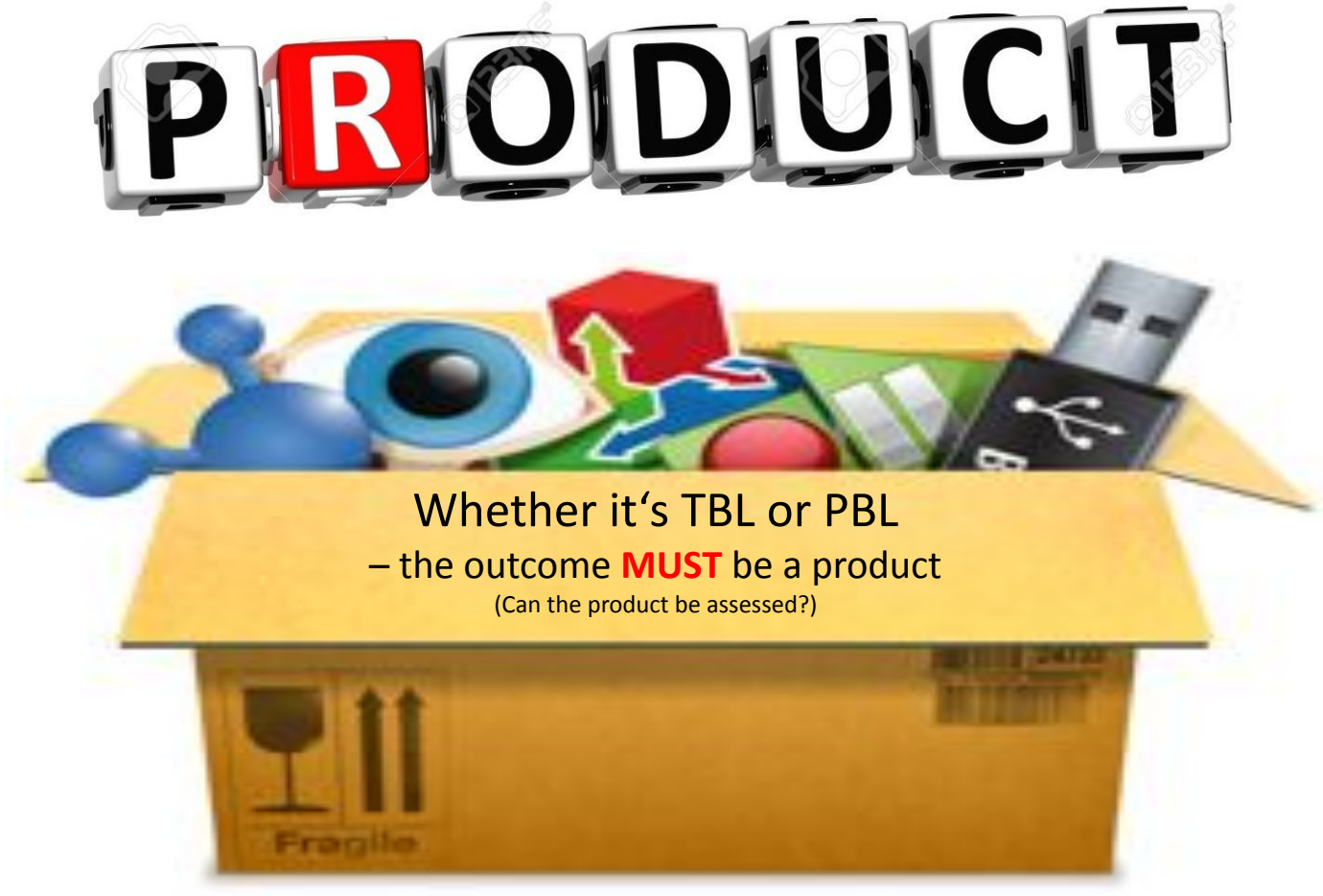


360 ° TBL / PBL Learning Cycle Lesson Plan Overview
Learning Objectives and Outcomes

LEARNING SEGMENT (TASK DESCRIPTION and OUTLINE)	MATERIALS + RESOURCES NEEDED FOR SEGMENT
• **Lesson Name or Title:**_____ • **Time Needed for Segment:**_____ • **Requisite background necessary for the lesson plan**_____ **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.** **Remember to take a fifteen minute BREAK in the middle of a learning segment that is more than 90 minutes**	**LEARNING ENVIRONMENT** (ROOM SET-UP) **LEARNING PROCEDURES** • INDIVIUAL • PAIRS (TWO) • GROUP(S) • TEAM(S) • VIRTUAL OR CLASSROOM • HOMEWORK • LONG / SHORT TERM TASK

LEARNING OBJECTIVES (Stem * Verb)	POTENTIAL PROBLEMS + PITFALLS (THE WHAT IF.. + CONTINGENCY PLAN)	METHODOLOGY(IES) • ACTIVE OR PASSIVE OR INTERACTIVE • COMMUNICATIVE • TBL OR PBL • LEARNING STYLES • MULTIPLE INTELLIGENCES	LEARNER EVALUATION(S) • 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)



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)

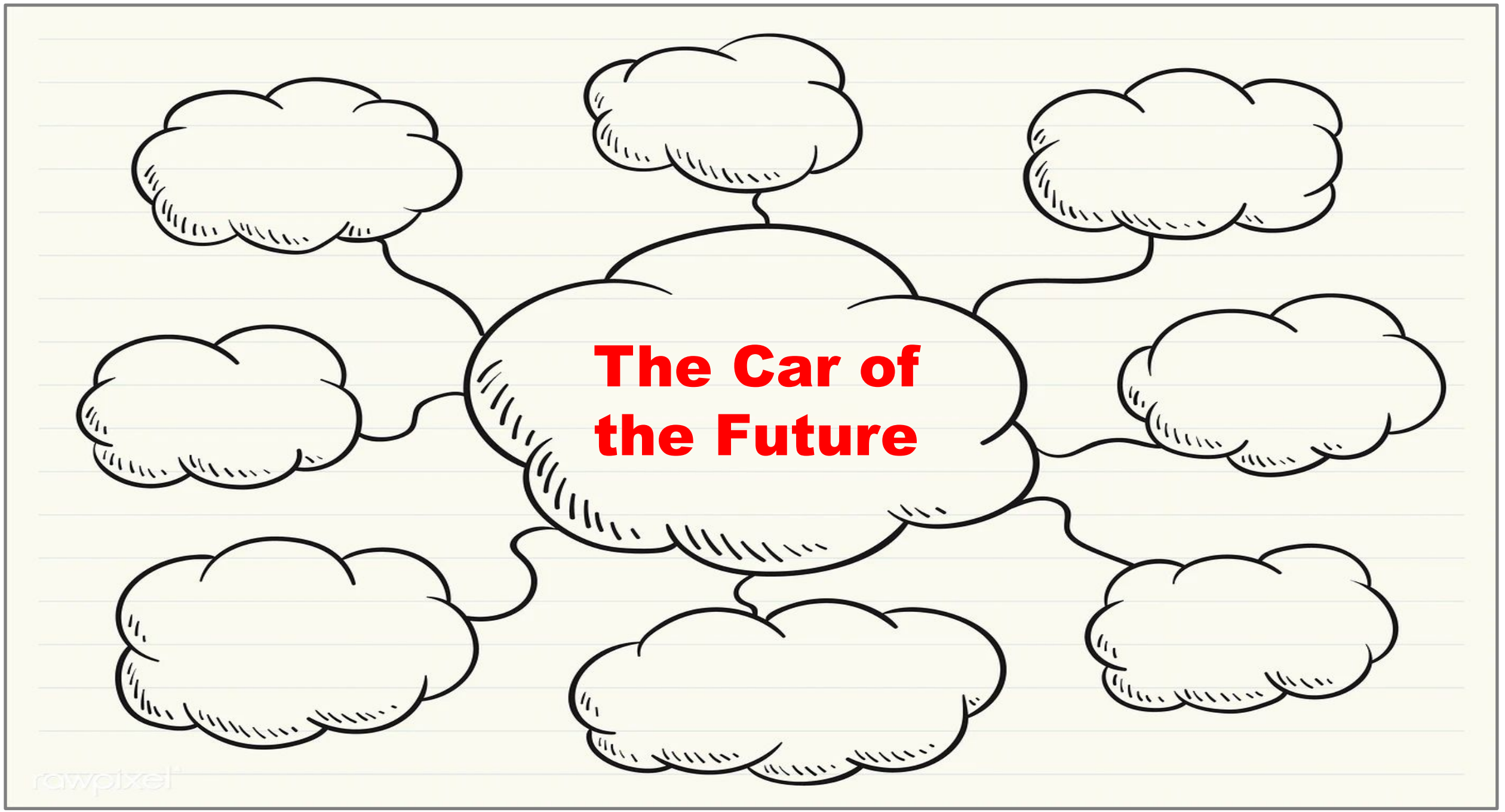
NOTE: Reversed Design is extremely important when creating a TBL or PBL Learning Cycle - and when choosing a TBL or PBL product.

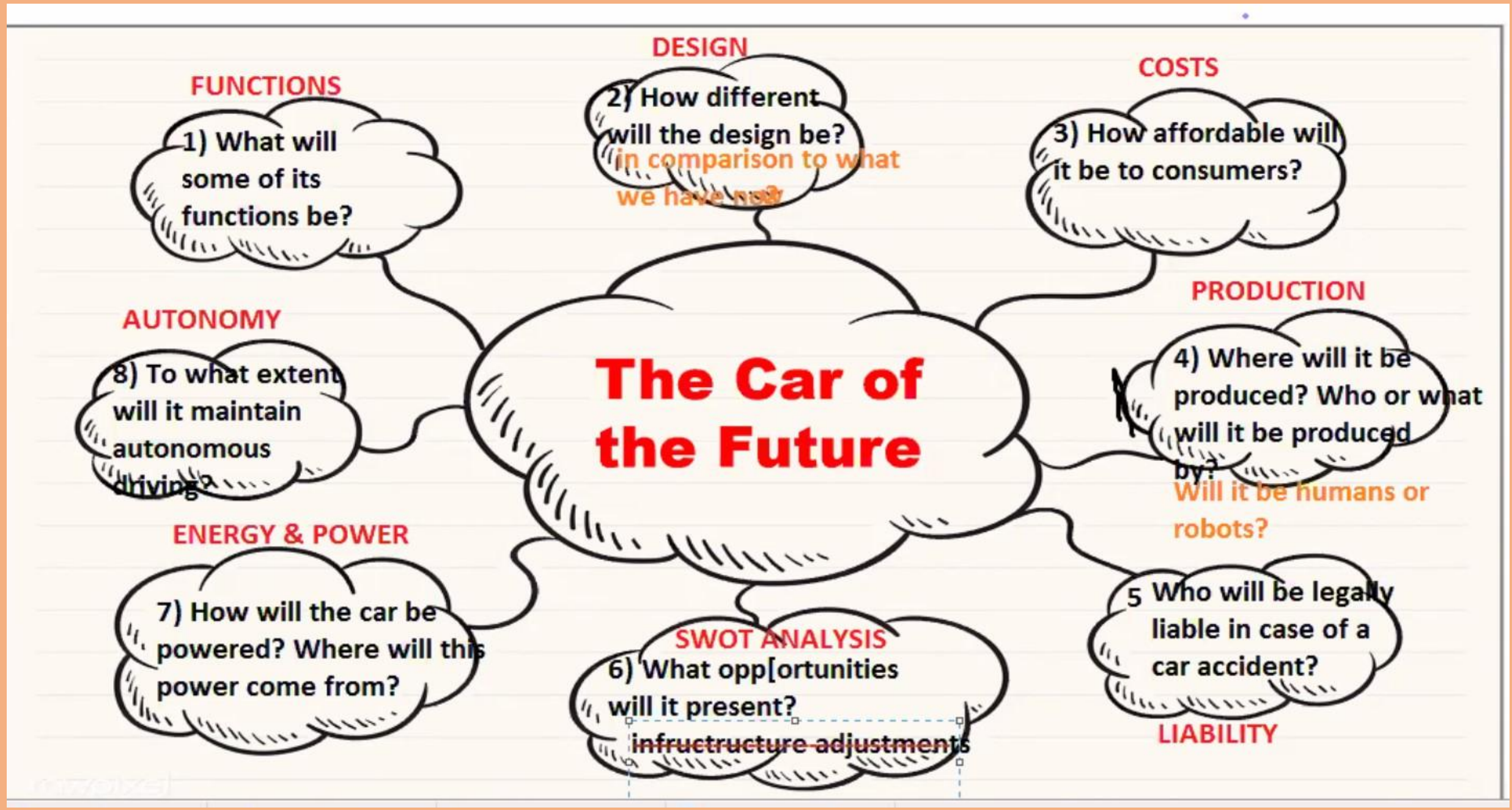
Assessment of the Product

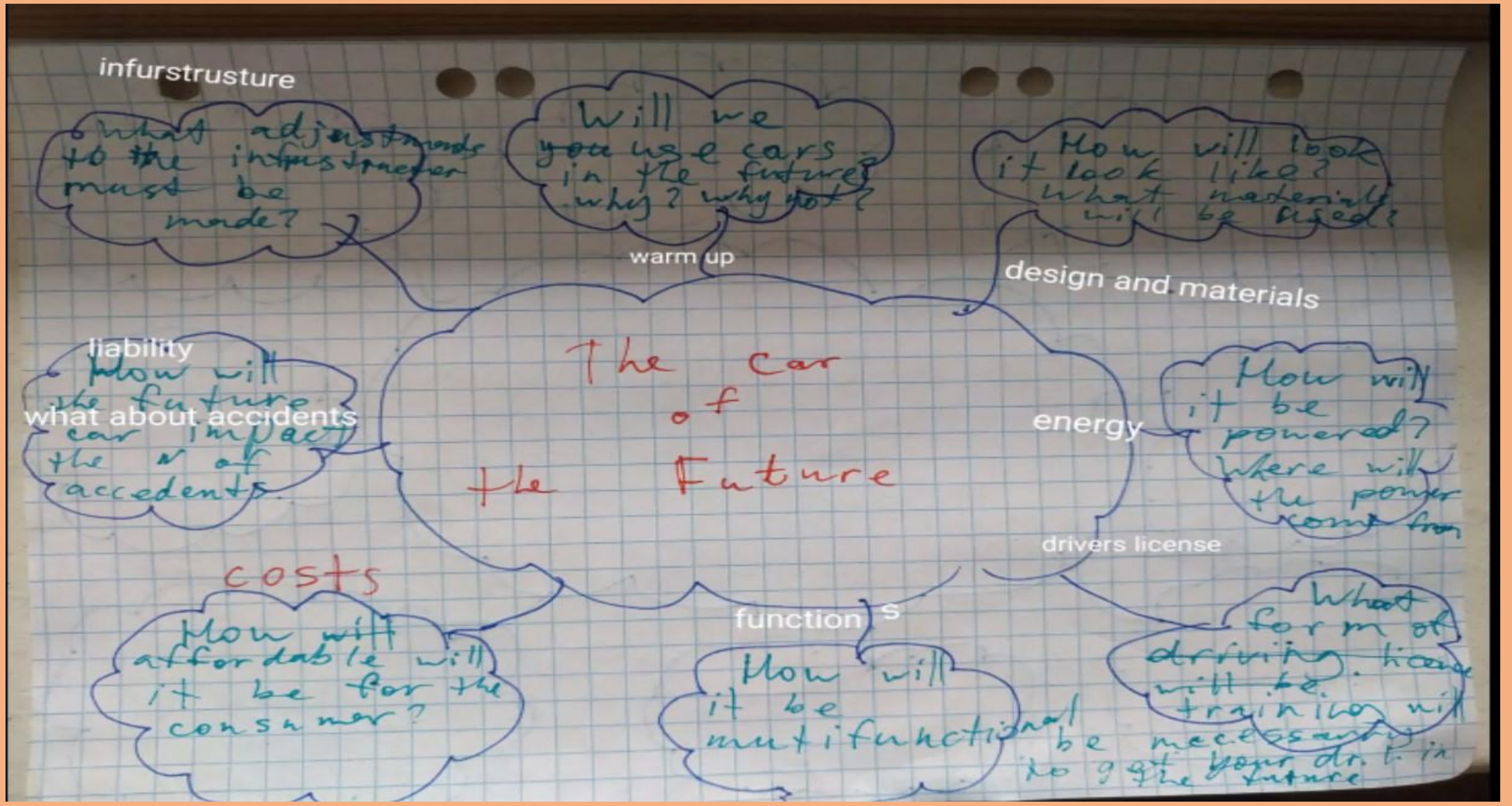
This is repeated by candidates A and B (an average of 15 minutes in total for each person is suggested)

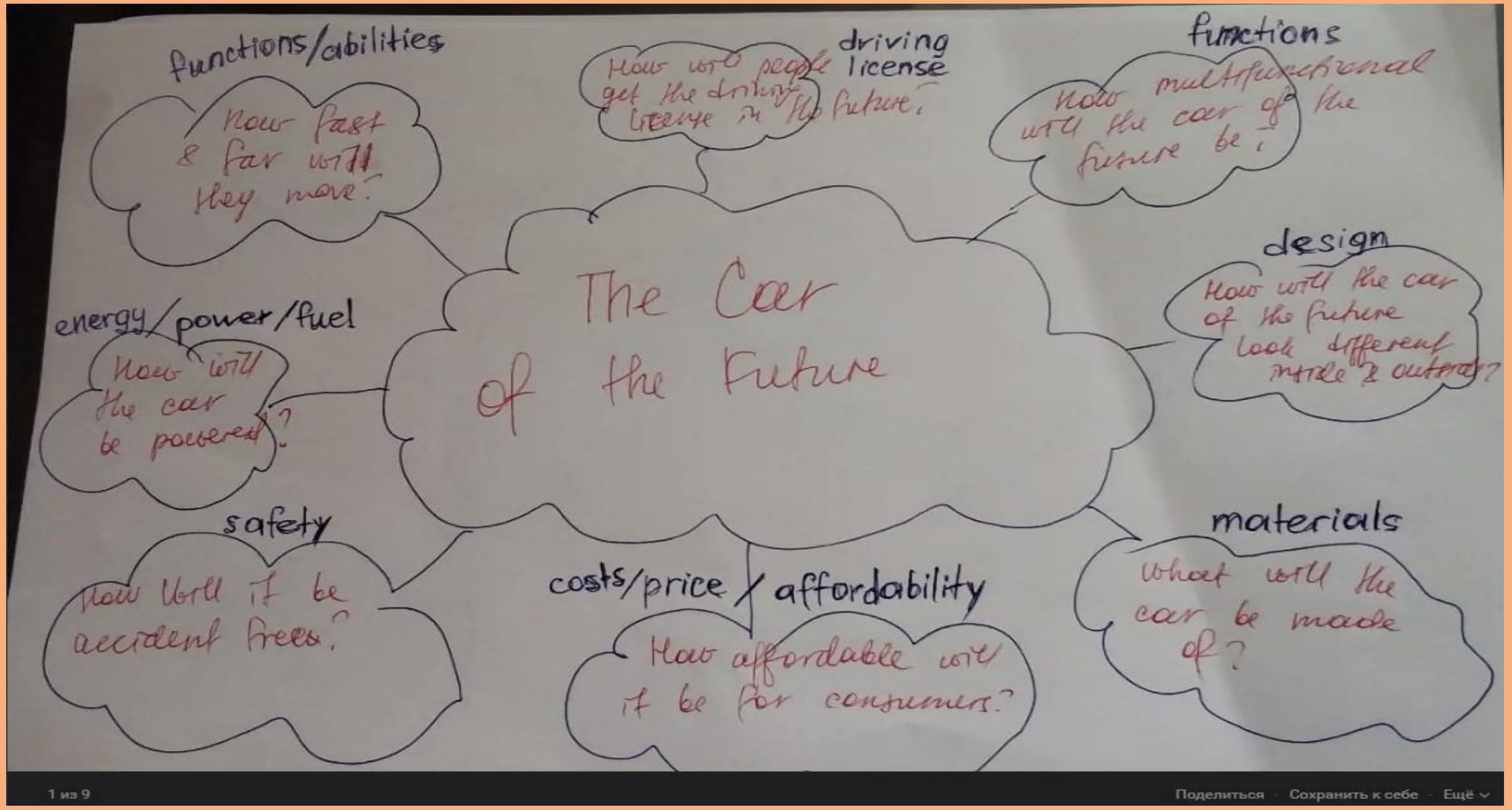
PechaKucha (Japanese: ぺちゃくちゃ, is a storytelling format where a presenter shows 20 slides for 20 seconds of commentary each (6 minutes and 40 seconds total)

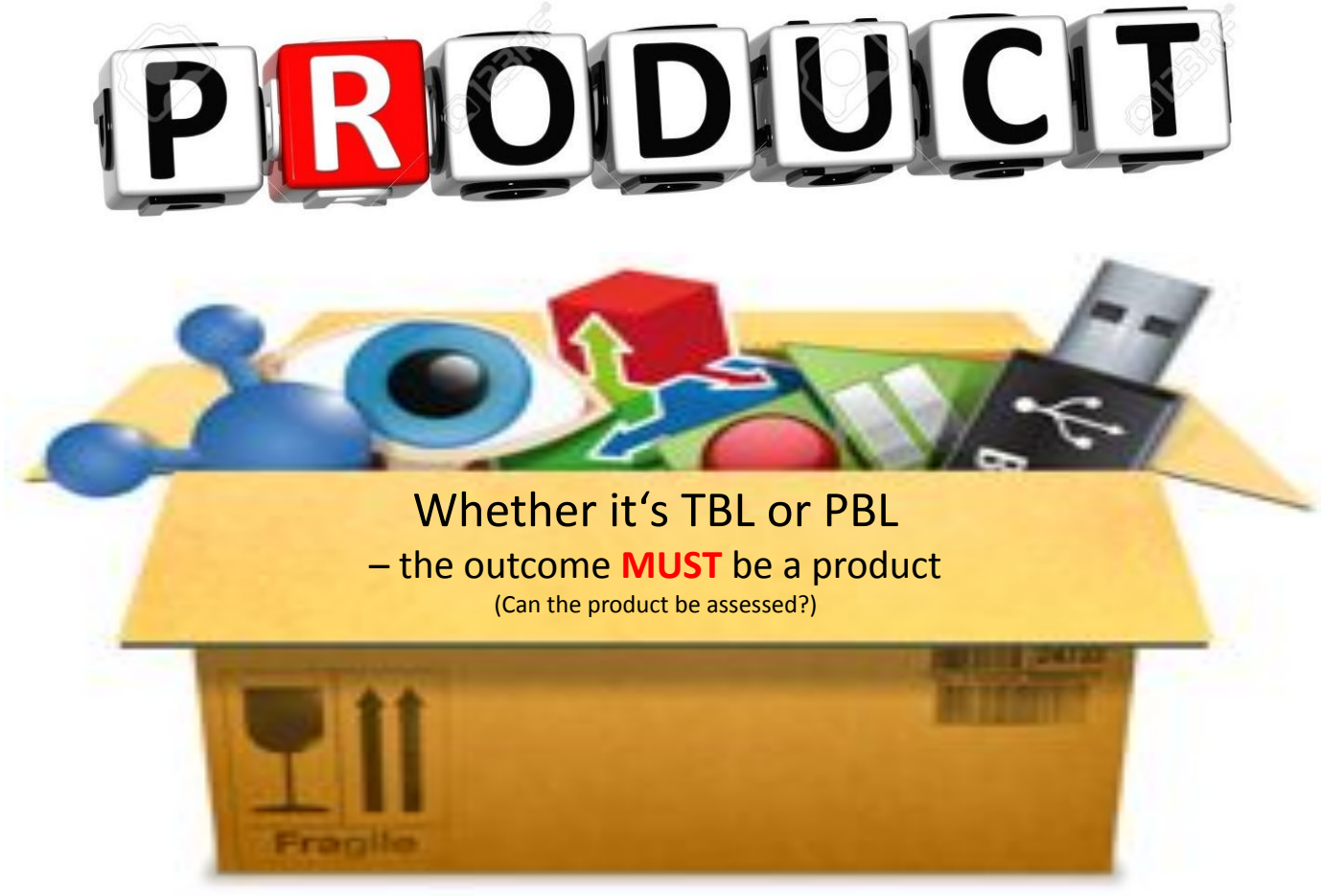
Teaching Learners to work with Mind Maps for a TBL and PBL Learning Cycle - ASAP


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?
5 Who will be legally liable in case of a car accident?
LIABILITY
SWOT ANALYSIS
6) What opp[ortunities will it present?
infructructure adjustments
ENERGY & POWER
7) How will the car be powered? Where will this power come from?
AUTONOMY
8) To what extent will it maintain autonomous driving?


infurstrusture
What adjustments to the infrastructure must be made?
Will we ever use cars in the future? why? why not?
How will it look like? what materials will be used?
warm up
design and materials
liability
How will the future car impact the # of accidents
what about 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?
functions
How will it be multifunctional
What form of driving licence will be necessary to get your dr. l. in the future





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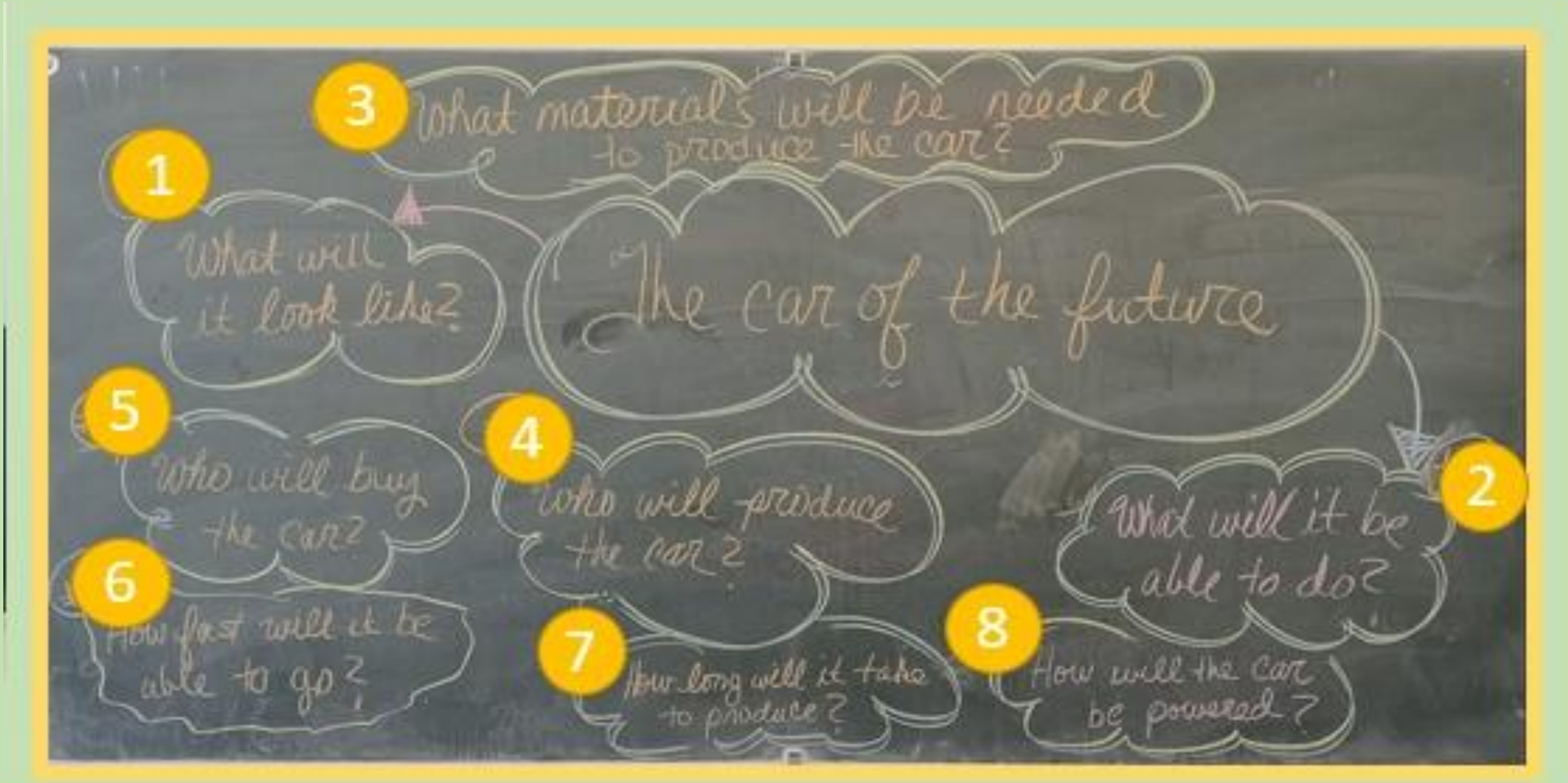
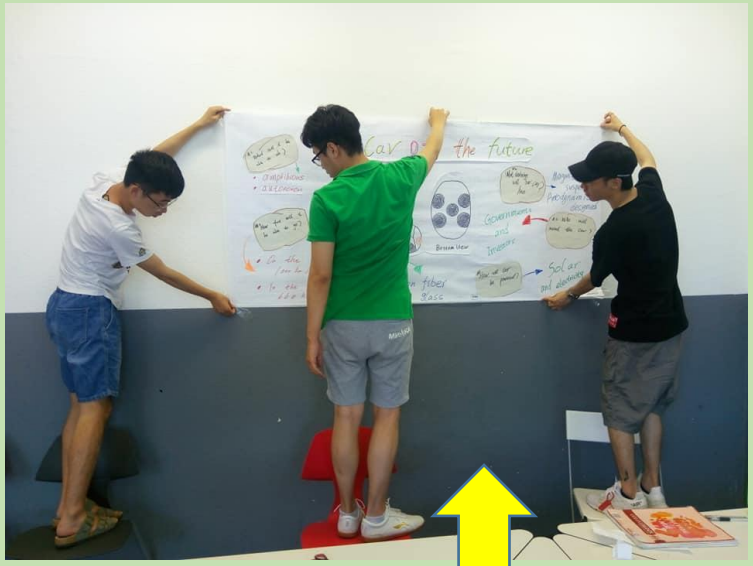
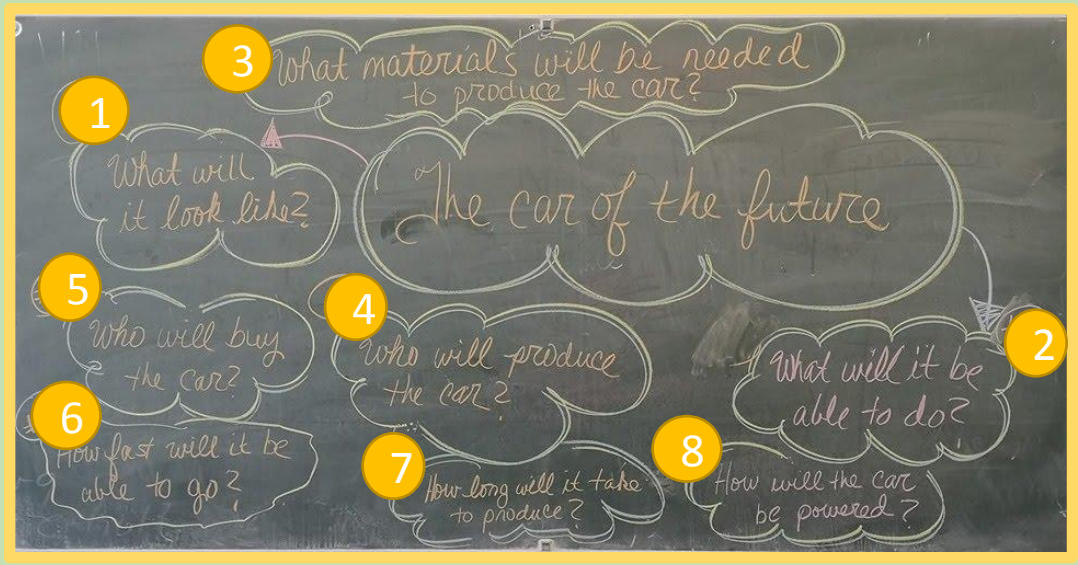
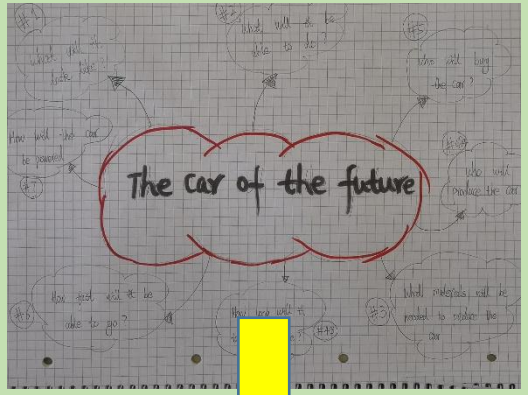
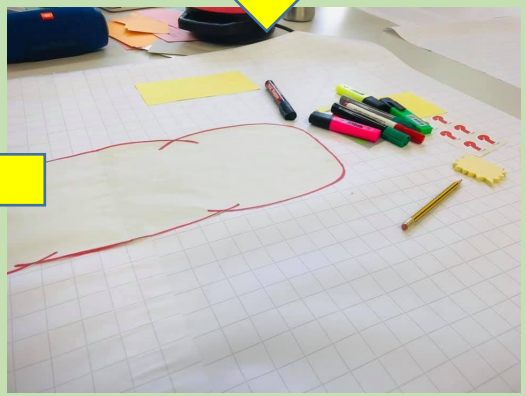


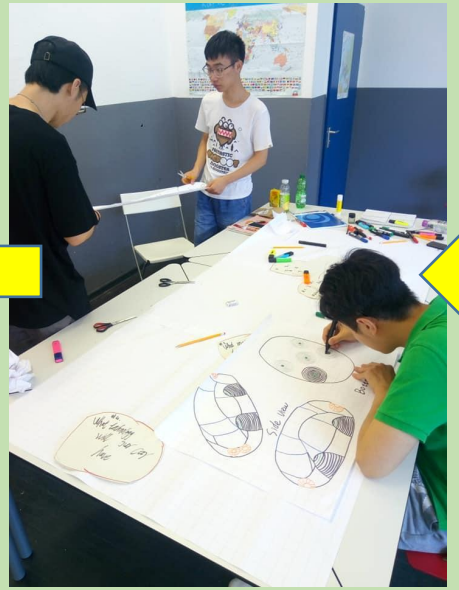
Teaching Learners how to create a product for a TBL / PBL Learning Cycle using a Mind Map

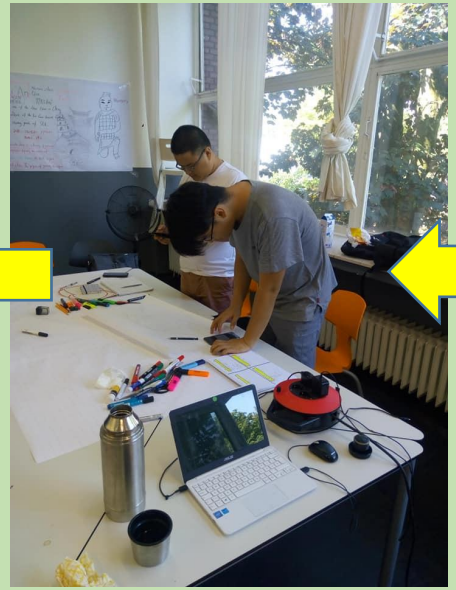


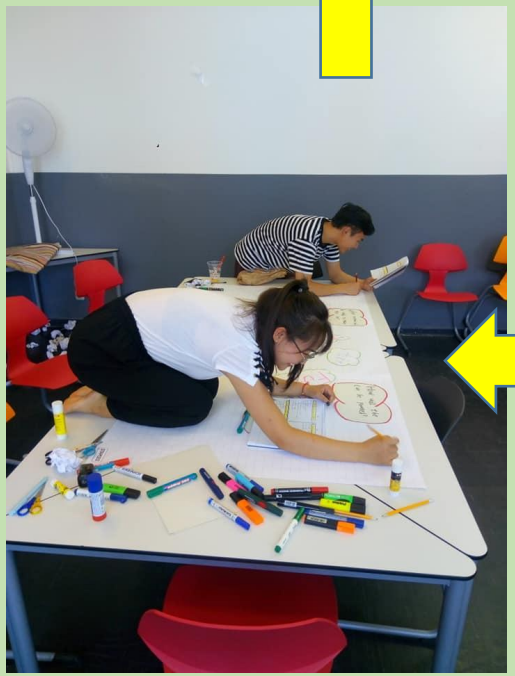


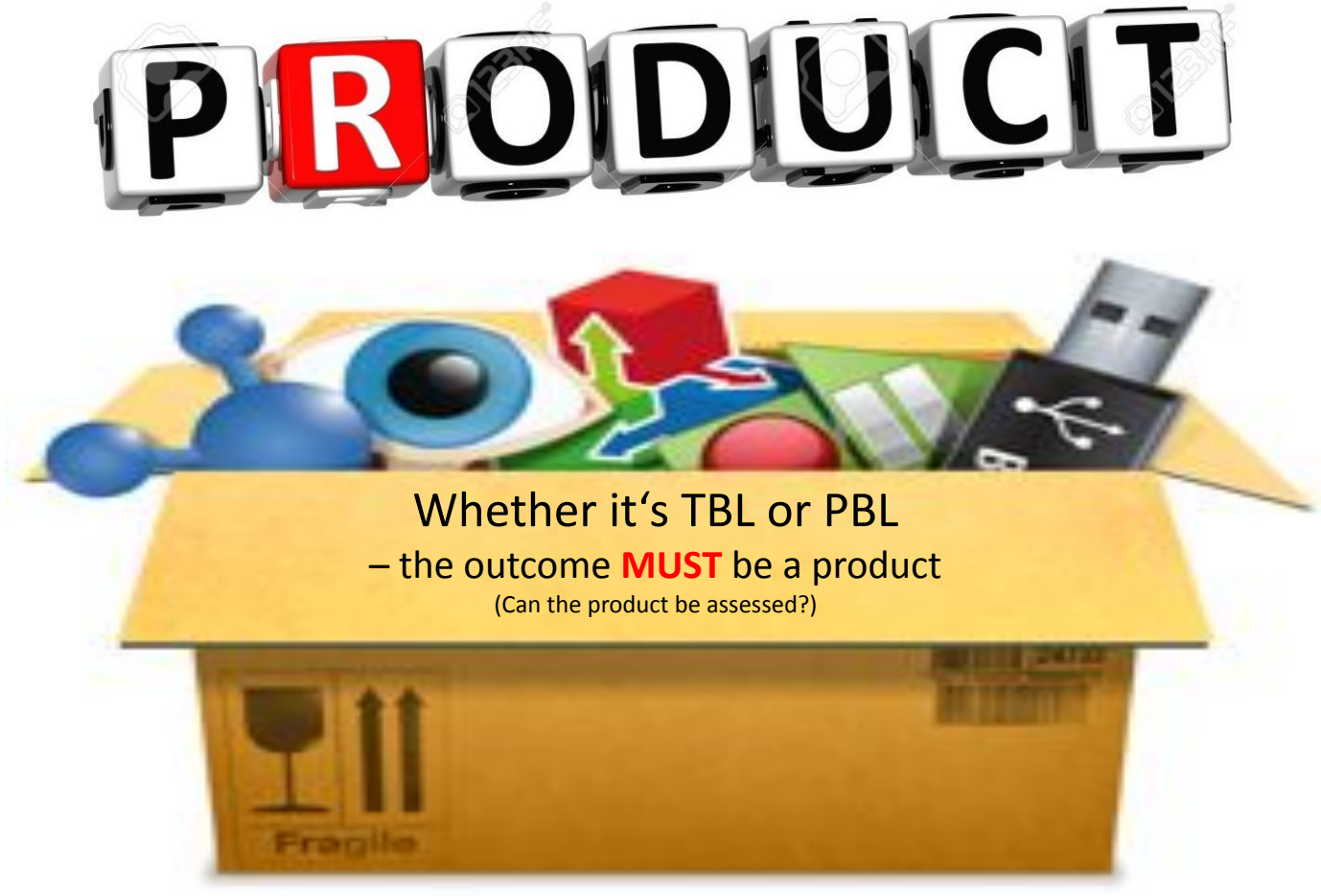












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Driving a General English TBL or PBL Learning Cycle with Ready-made Mind Maps

(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)

1

RMM is delivered to learners via LMS or social media

2

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

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

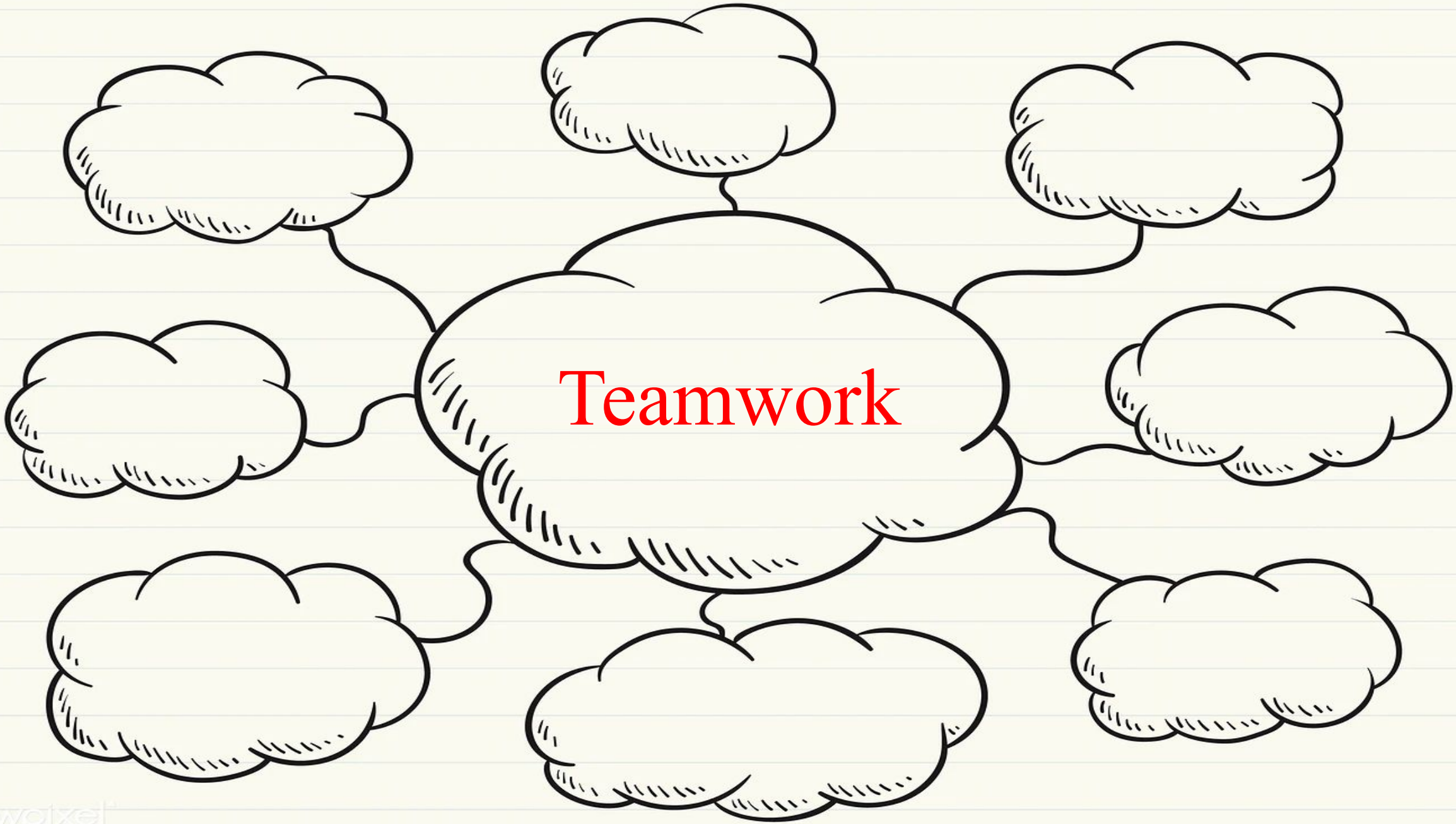
6

Learners create final draft (after error correction)

7

Learners create the final Product

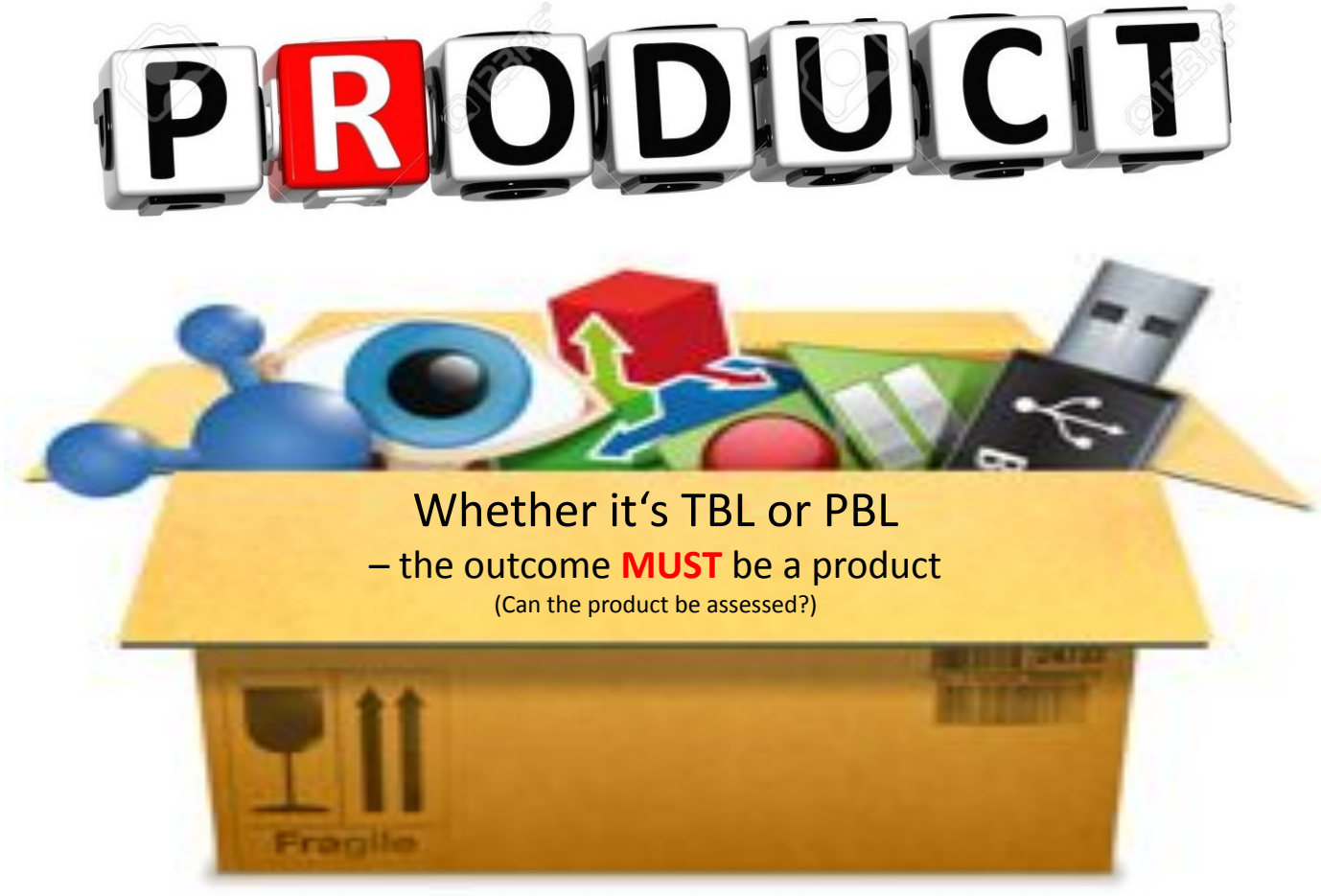

Freedom


Teamwork


Sleep


Global Issues


Researching a Company



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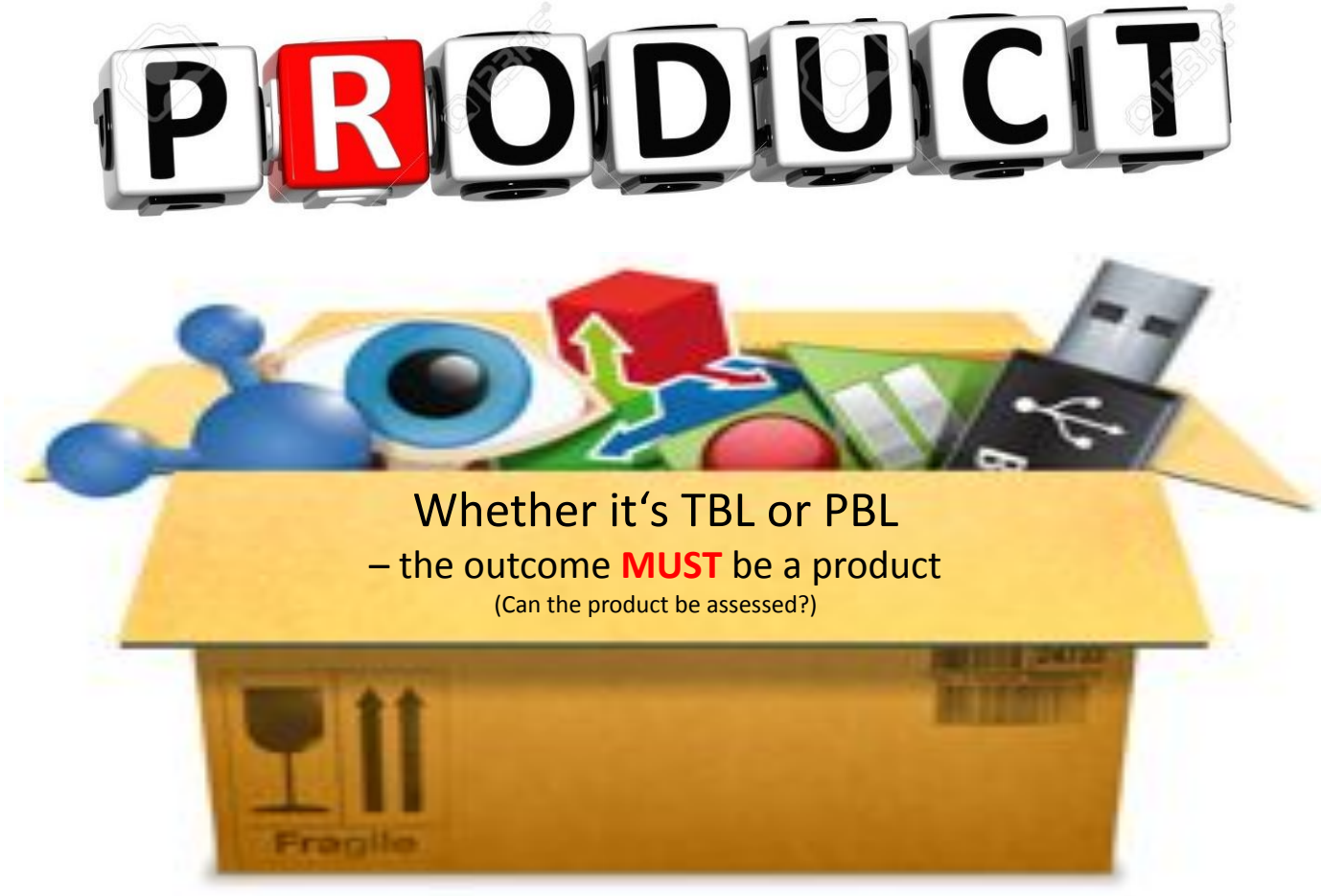
Ready Made Mind Maps for a *Global Issues* *TBL or PBL Learning Cycle*

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



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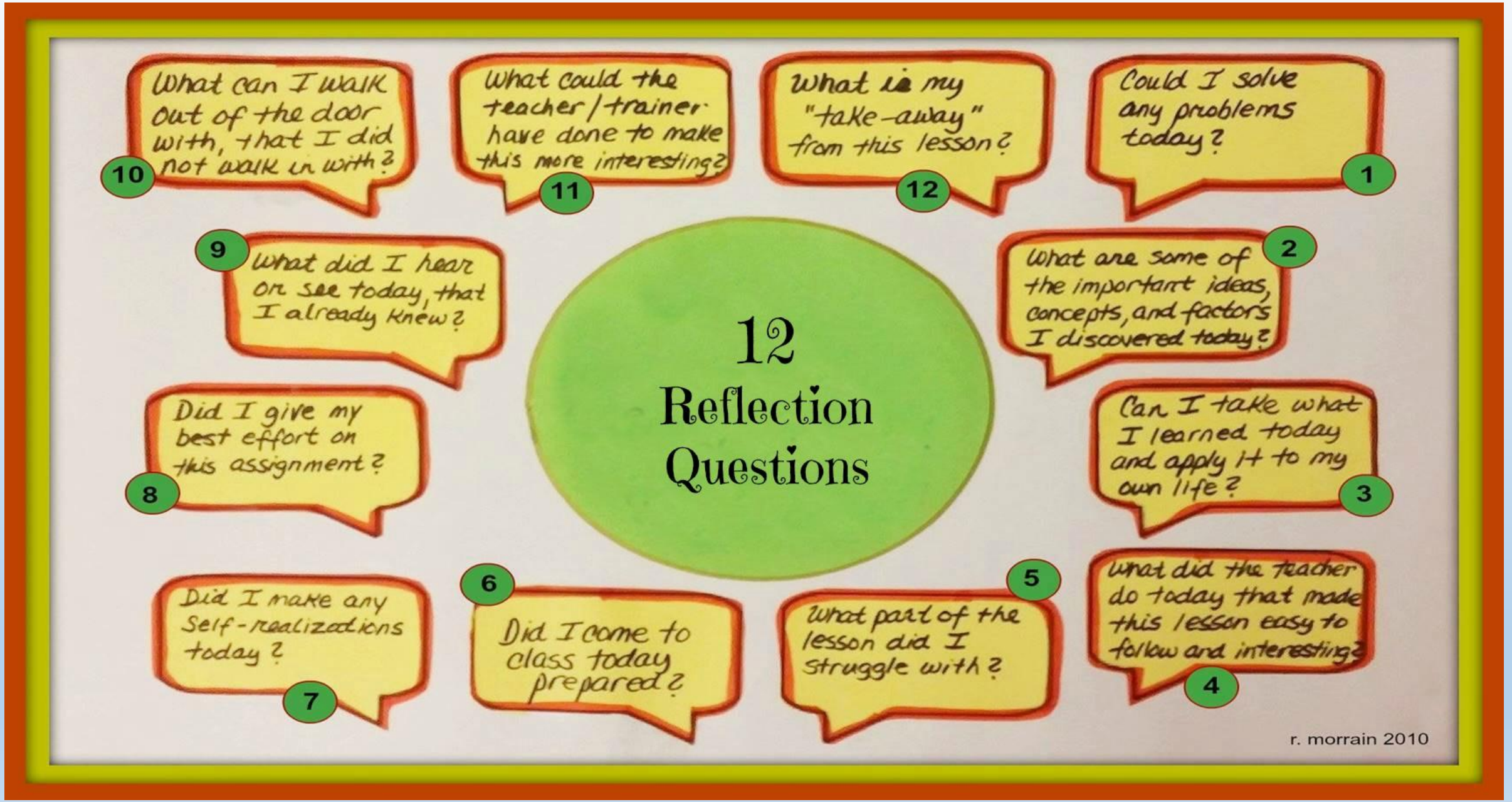
Mind Maps
for
Formative Feedback Loops during the TBL and PBL Learning Cycle
(and for Reflection afterwards)


Feedback
and
Reflection


12
Reflection
Questions
1 Could I solve any problems today?
2 What are some of the important ideas, concepts, and factors I discovered today?
3 Can I take what I learned today and apply it to my own life?
4 What did the teacher do today that made this lesson easy to follow and interesting?
5 What part of the lesson did I struggle with?
6 Did I come to class today prepared?
7 Did I make any self-realizations today?
8 Did I give my best effort on this assignment?
9 What did I hear or see today, that I already knew?
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?
r. morrain 2010

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Thank You

Email: ron.morrain@gmail.com

Mind Maps are online:

https://www.llc-duisburg.de

Twitter: RonMorrain

Instagram: RonMorrain