

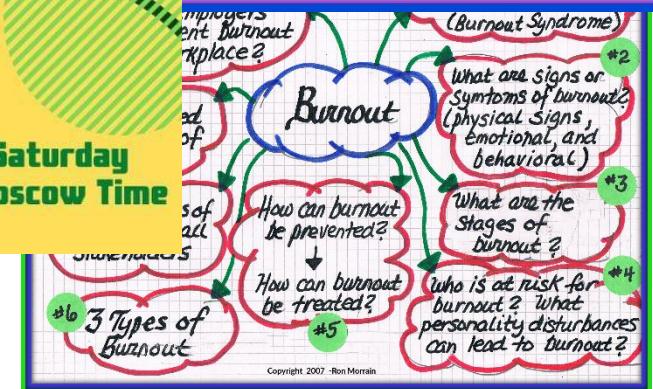
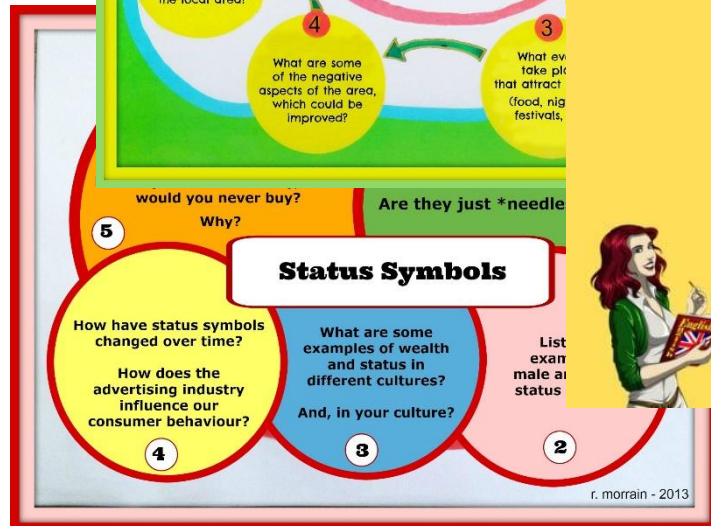
PRO English

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



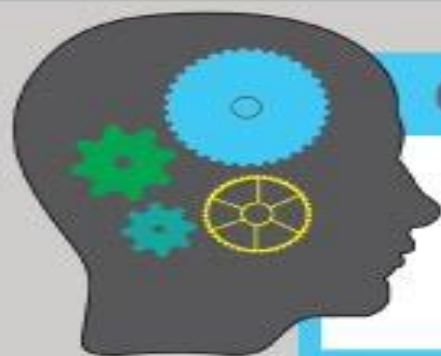
*mind*meister

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

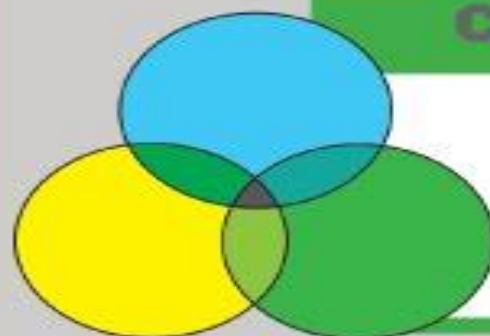


Communication

- 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



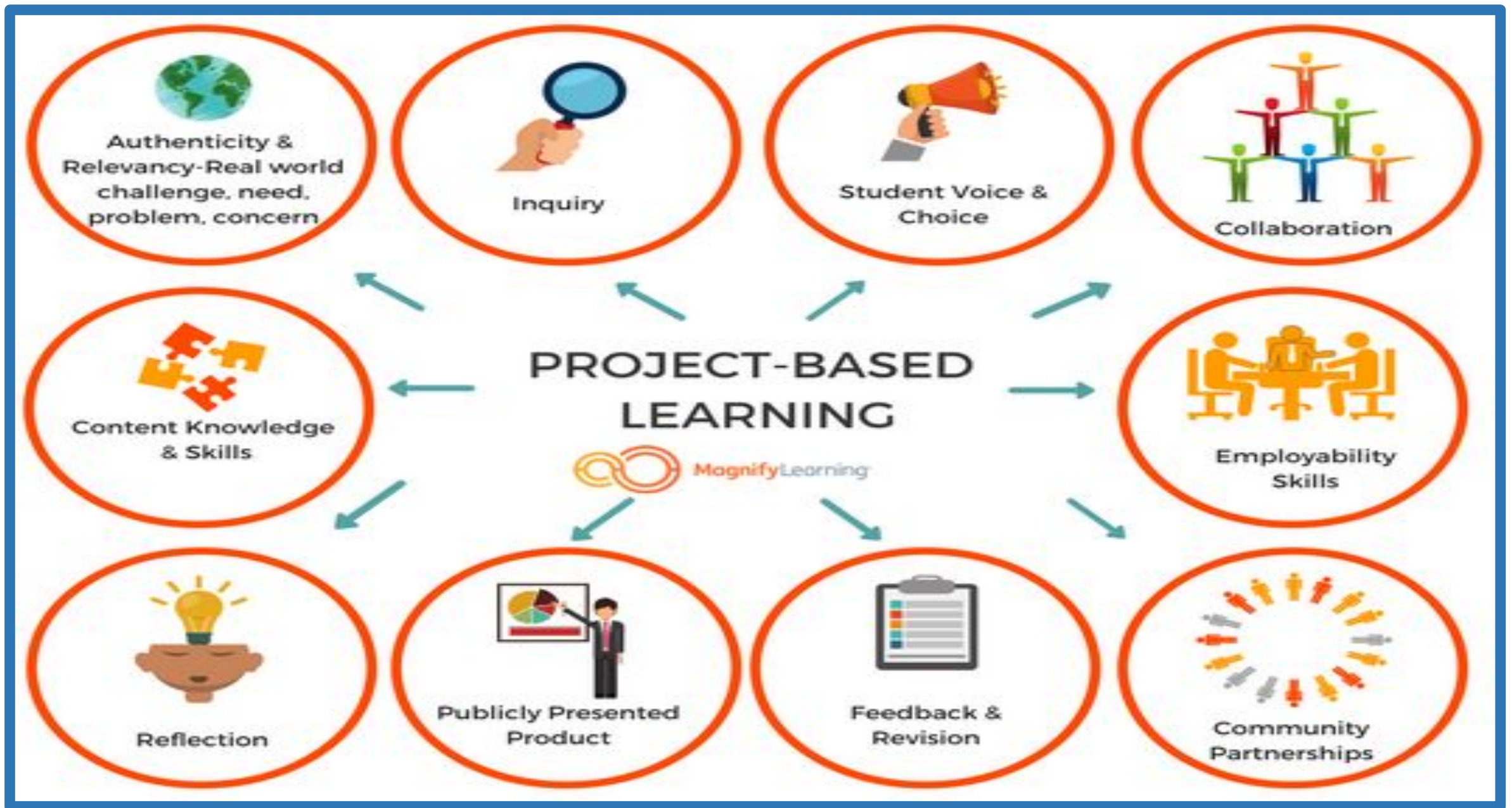
Collaboration

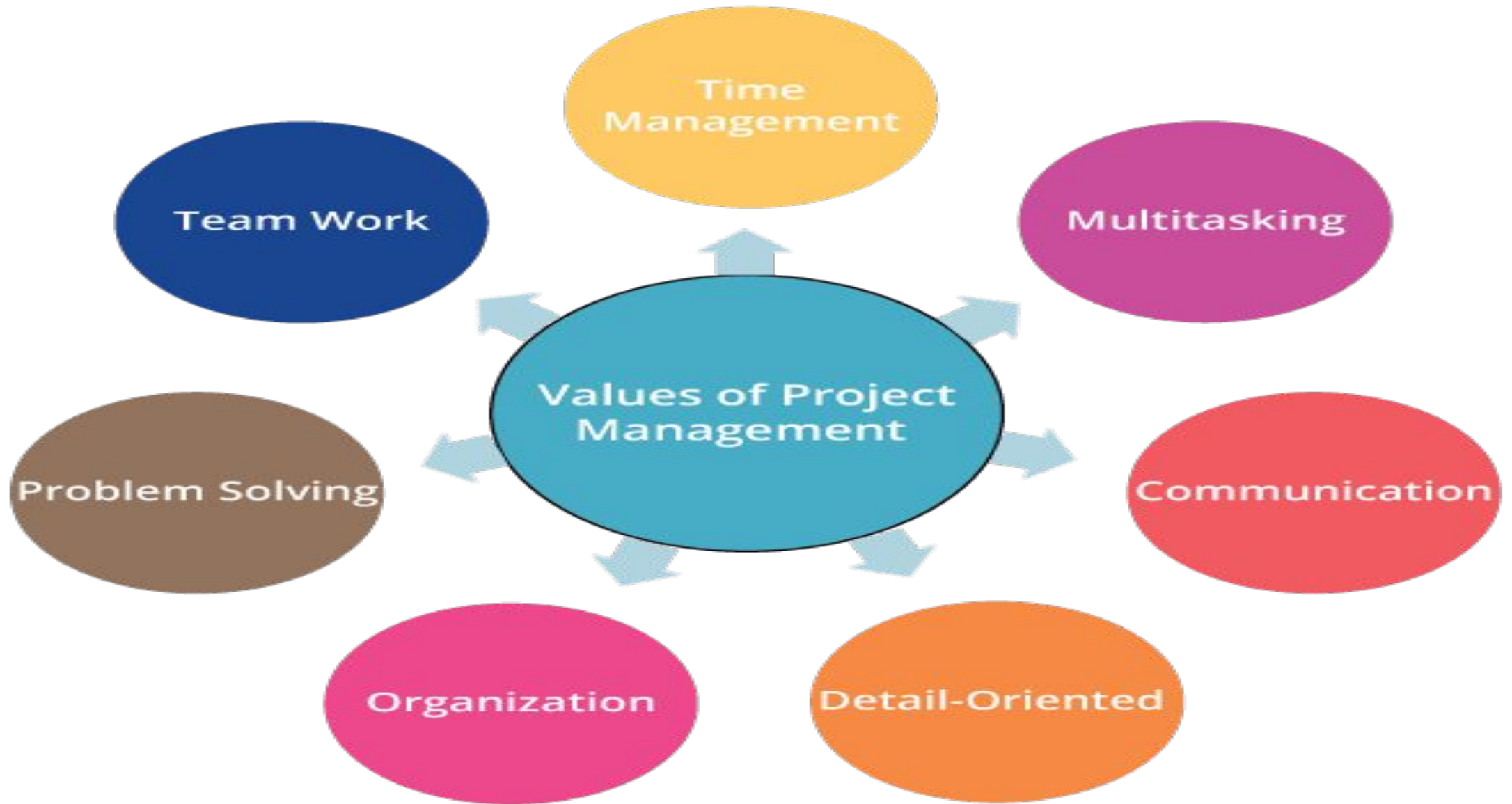
- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback



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.



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.



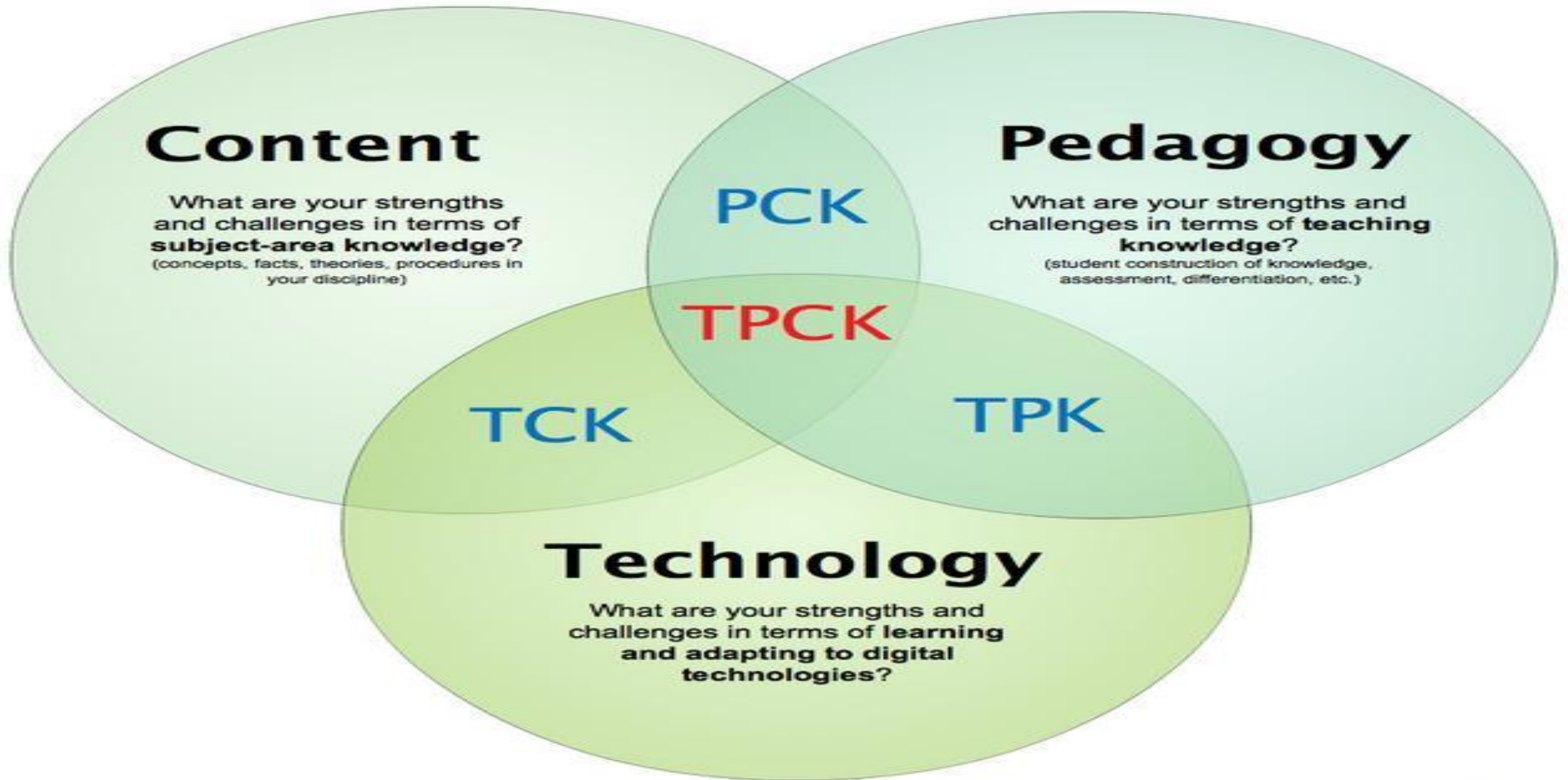
I ask questions. I notice...



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




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



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)*

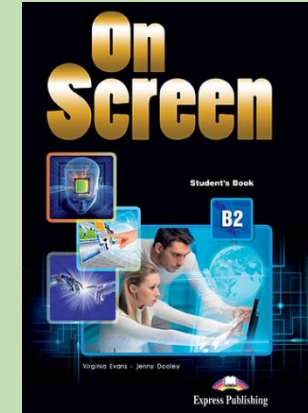
1

Moderation Kit



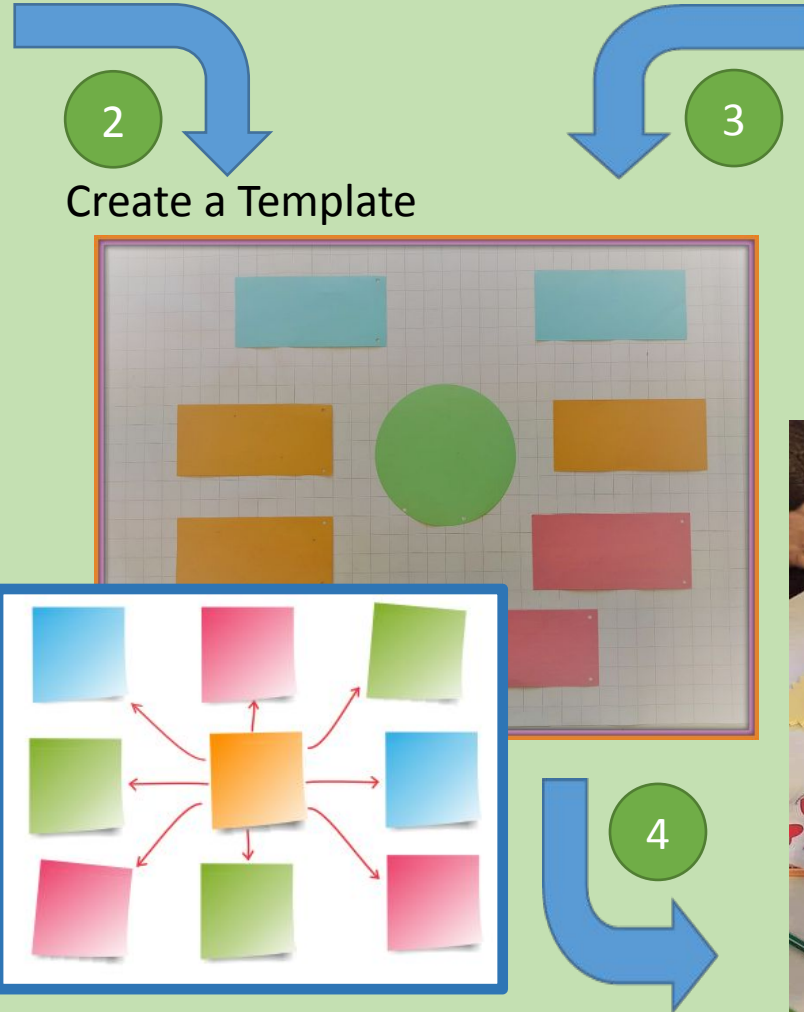
Teaching Teachers how to create an RMM for TBL and PBL

Coursebook



2

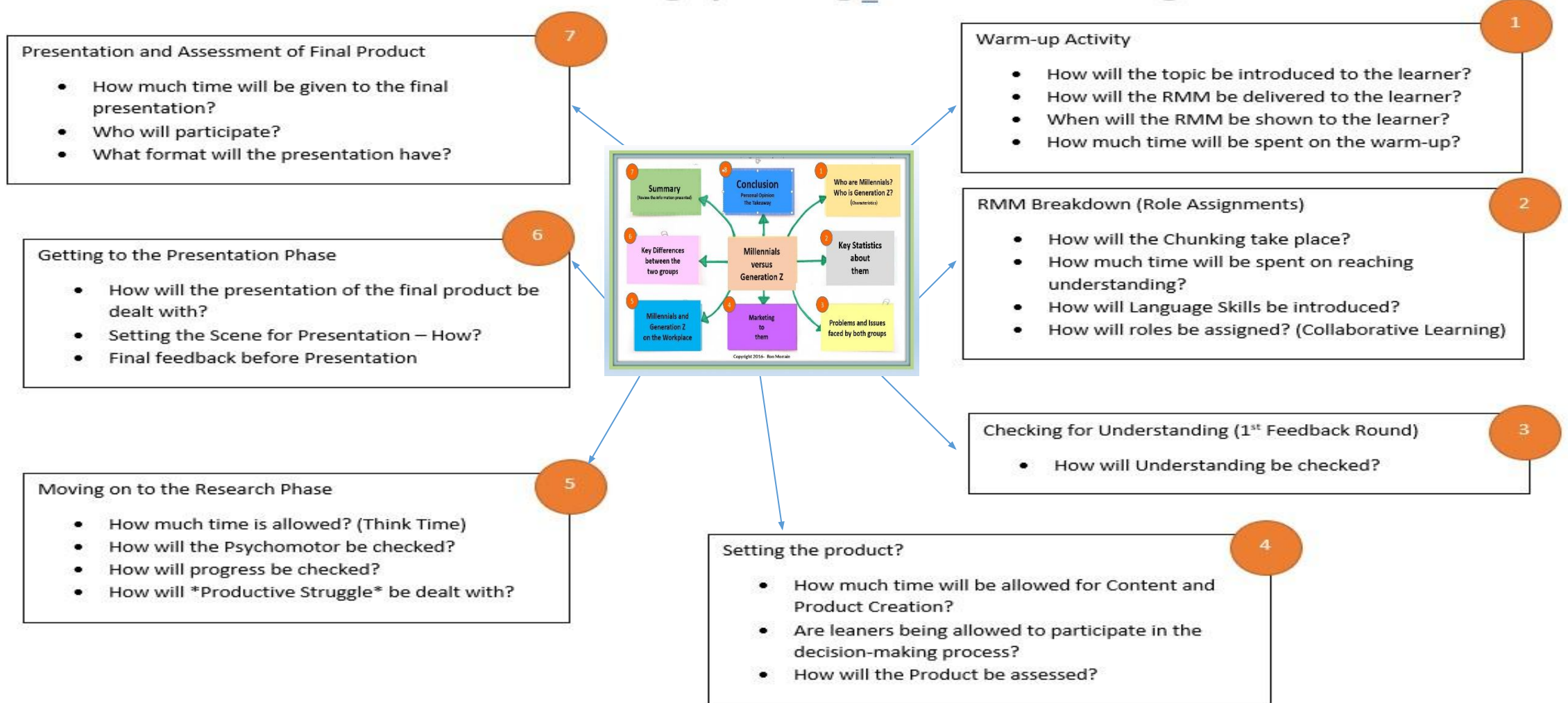
Create a Template



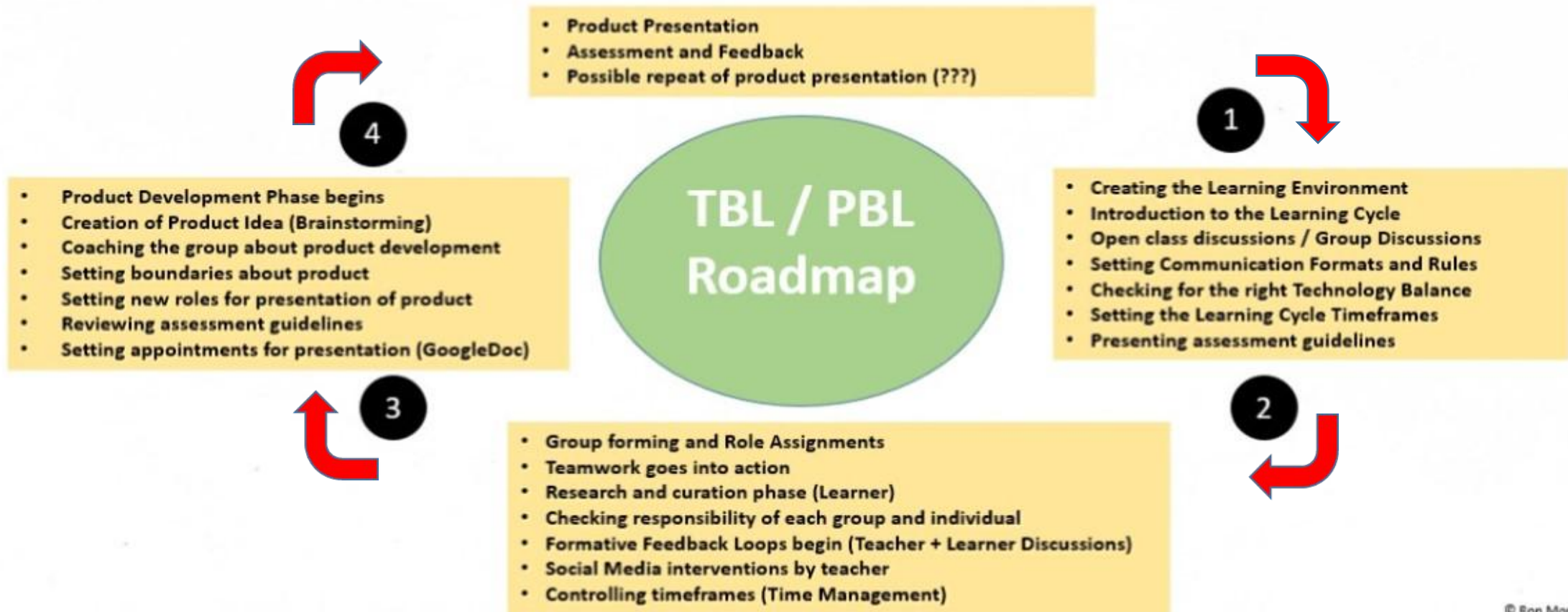
1. Design Prototype
2. Brainstorm Ideas
3. Create engaging questions
4. Integrate Feedback Loops



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



TBL and PBL Learning Cycle Clock

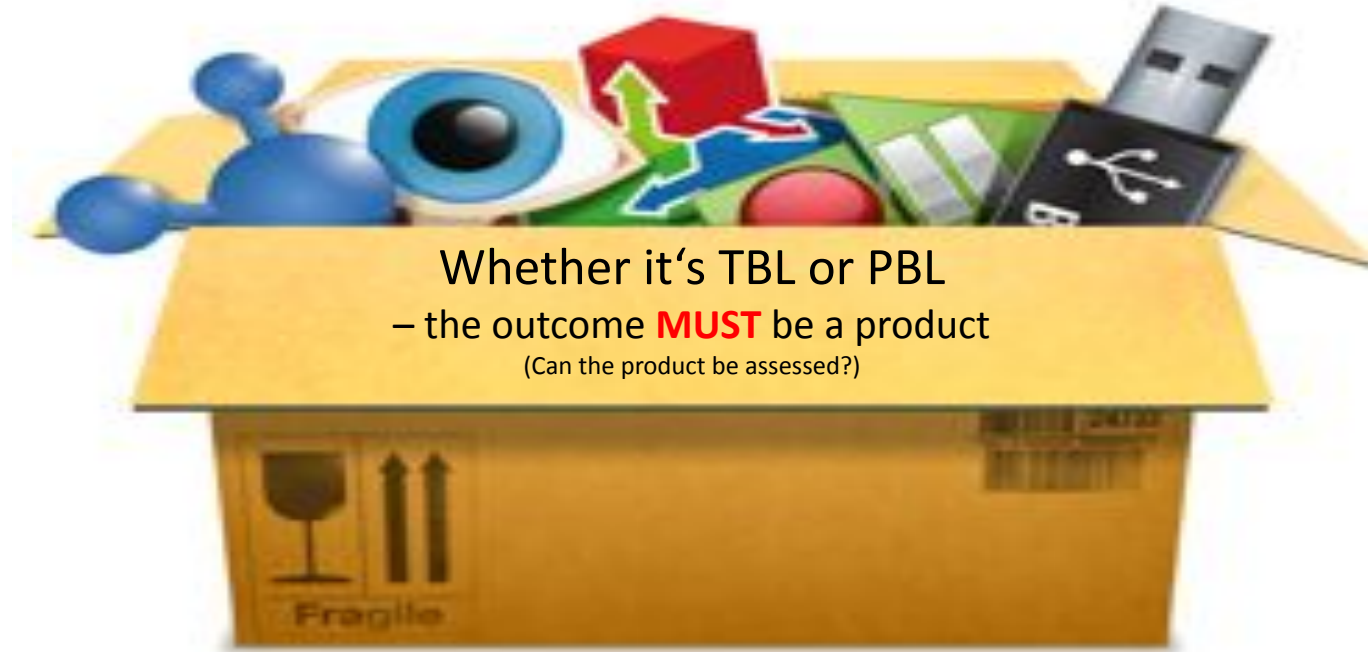


360 ° TBL / PBL Learning Cycle Lesson Plan Overview

Learning Objectives and Outcomes

<p style="text-align: center;">LEARNING SEGMENT (TASK DESCRIPTION and OUTLINE)</p> <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>			<p style="text-align: center;">MATERIALS + RESOURCES NEEDED FOR SEGMENT</p>
<p style="text-align: center;">Remember to take a fifteen minute BREAK in the middle of a learning segment that is more than 90 minutes</p>			<p style="text-align: center;">LEARNING ENVIRONMENT (ROOM SET-UP)</p>
			<p style="text-align: center;">LEARNING PROCEDURES</p> <ul style="list-style-type: none"> INDIVIDUAL PAIRS (TWO) GROUP(S) TEAM(S) VIRTUAL OR CLASSROOM HOMEWORK LONG / SHORT TERM TASK
<p style="text-align: center;"><u>LEARNING OBJECTIVES</u> (Stem * Verb)</p>	<p style="text-align: center;">POTENTIAL PROBLEMS + PITFALLS (THE WHAT IF... + CONTINGENCY PLAN)</p>	<p style="text-align: center;">METHODOLOGY(IES)</p> <ul style="list-style-type: none"> ACTIVE OR PASSIVE OR INTERACTIVE COMMUNICATIVE TBL OR PBL LEARNING STYLES MULTIPLE INTELLIGENCES 	<p style="text-align: center;"><u>LEARNER EVALUATION(S)</u></p> <ul style="list-style-type: none"> ORAL FEEDBACK WRITTEN FEEDBACK ORAL TEST OR EXAM WRITTEN TEST OR EXAM
<p style="text-align: center;">Reflection Notes: The Lesson (It)</p>	<p style="text-align: center;">Reflection Notes: The Learner (Them)</p>	<p style="text-align: center;">Reflection Notes: The Trainer /Teacher (Me)</p>	

PRODUCT



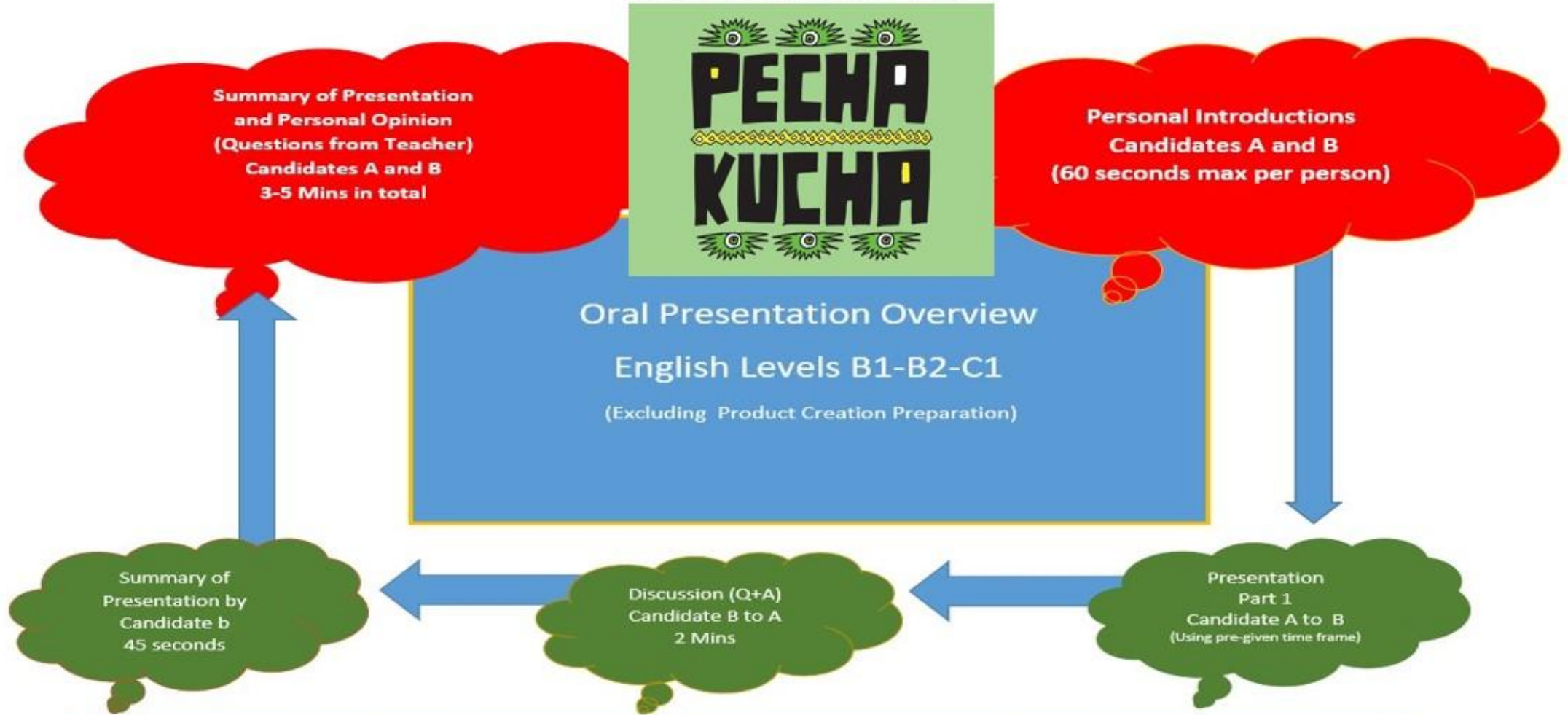
Whether it's TBL or PBL
– the outcome **MUST** be a product
(Can the product be assessed?)

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



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?

infrastructure adjustments

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?

infrastructure

What adjustments
to the infrastructure
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?

functions

How will
it be
multifunctional
be necessary
to get your driver's
license in
the future?

What
form of
driving license
will be?
training will

The Car of 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?

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?

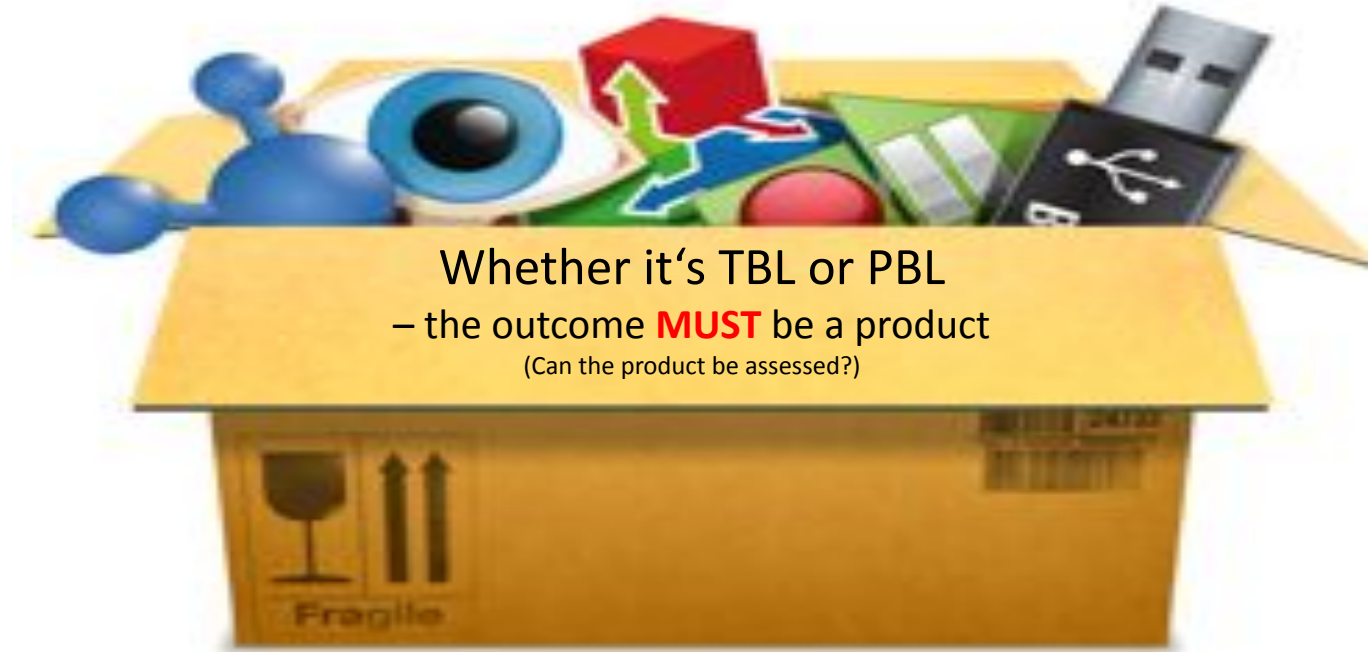
costs/price / affordability

How affordable will
it be for consumers?

materials

What will the
car be made
of?

PRODUCT



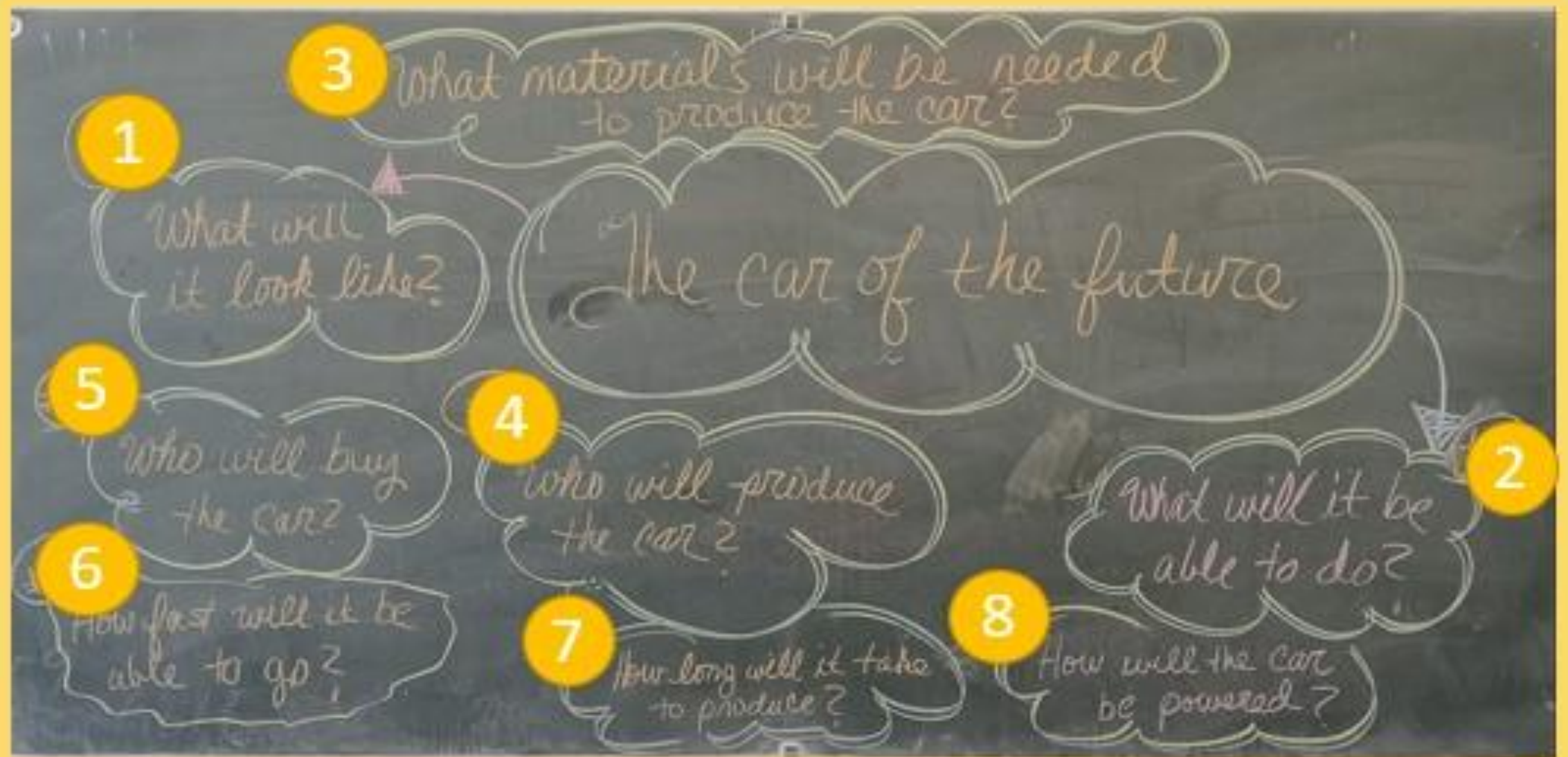
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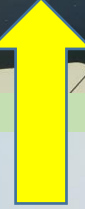
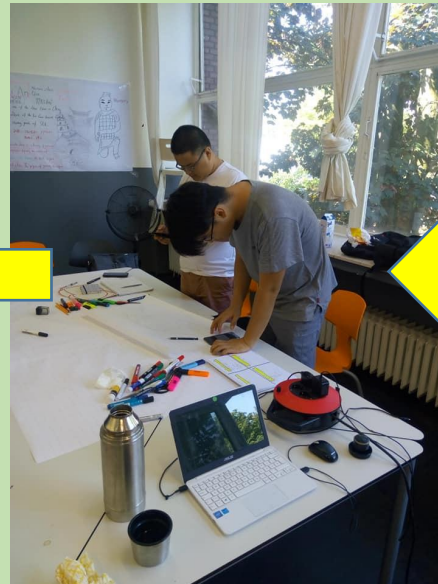
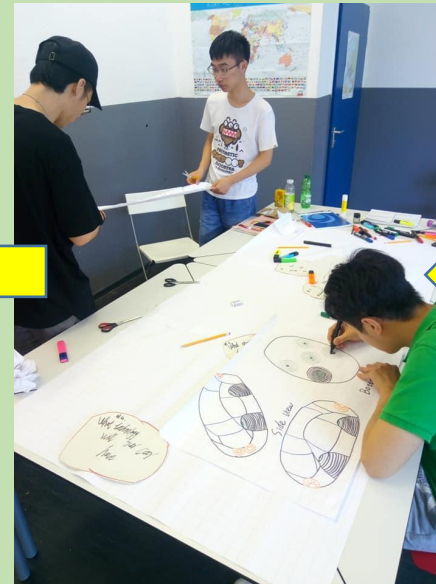
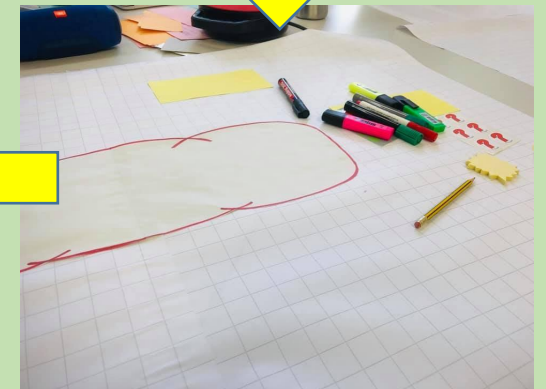
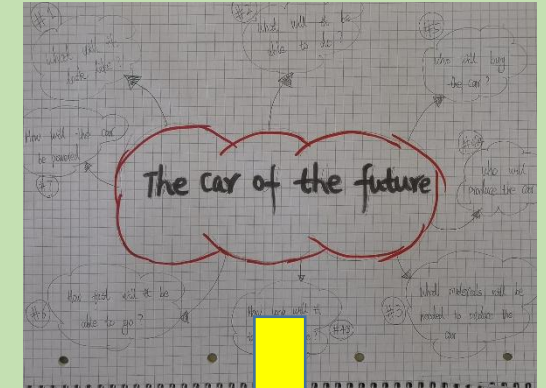
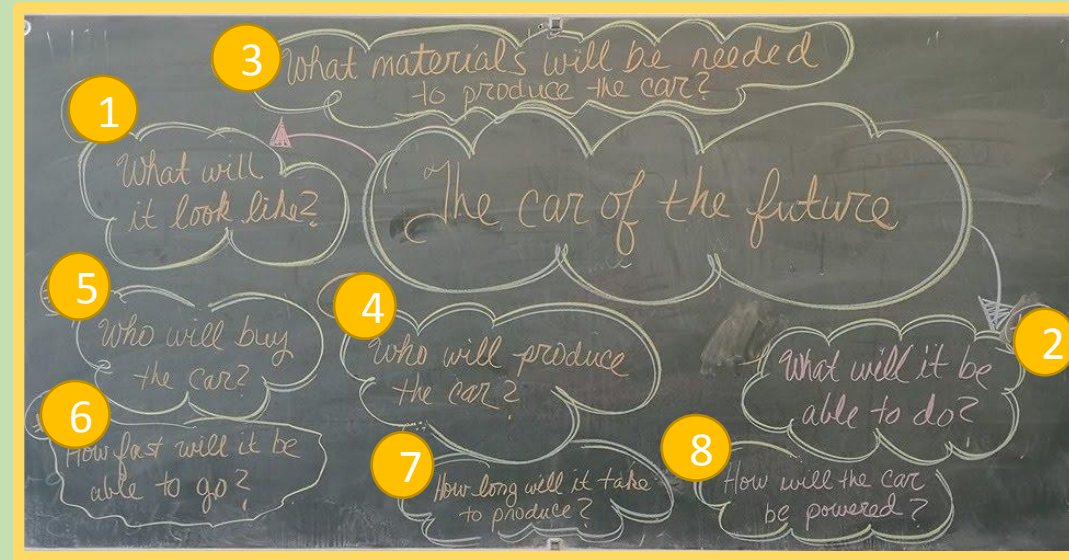
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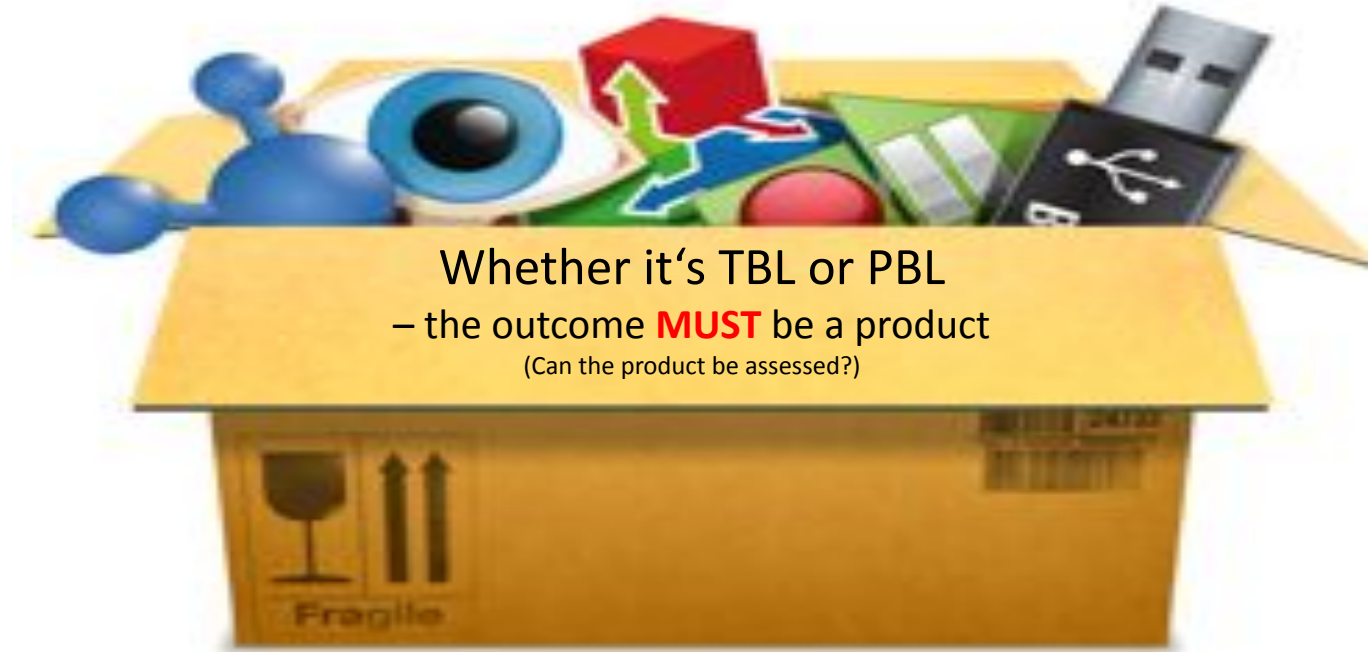
The Car of the Future



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?

Improvements to my local community or area

- 1. **Plant trees and shrubs** to improve the environment and provide shade.
- 2. **Use recycled materials** to reduce waste and save resources.
- 3. **Use public transport** to reduce traffic and pollution.
- 4. **Use energy-saving bulbs** to reduce electricity consumption.
- 5. **Use water-saving devices** to conserve water.
- 6. **Use local products** to support the local economy and reduce transport costs.

1

2

3

4

(

6

7

Learners create the final Product



Freedom



Teamwork

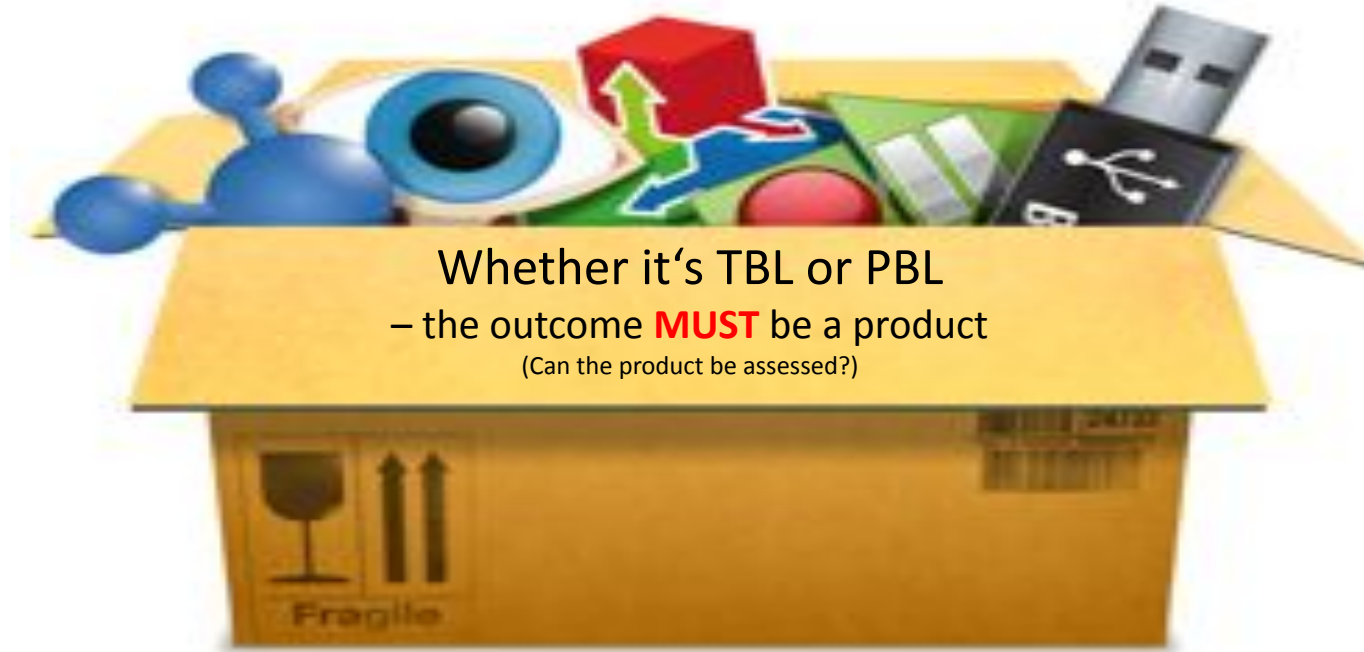




Global Issues



PRODUCT



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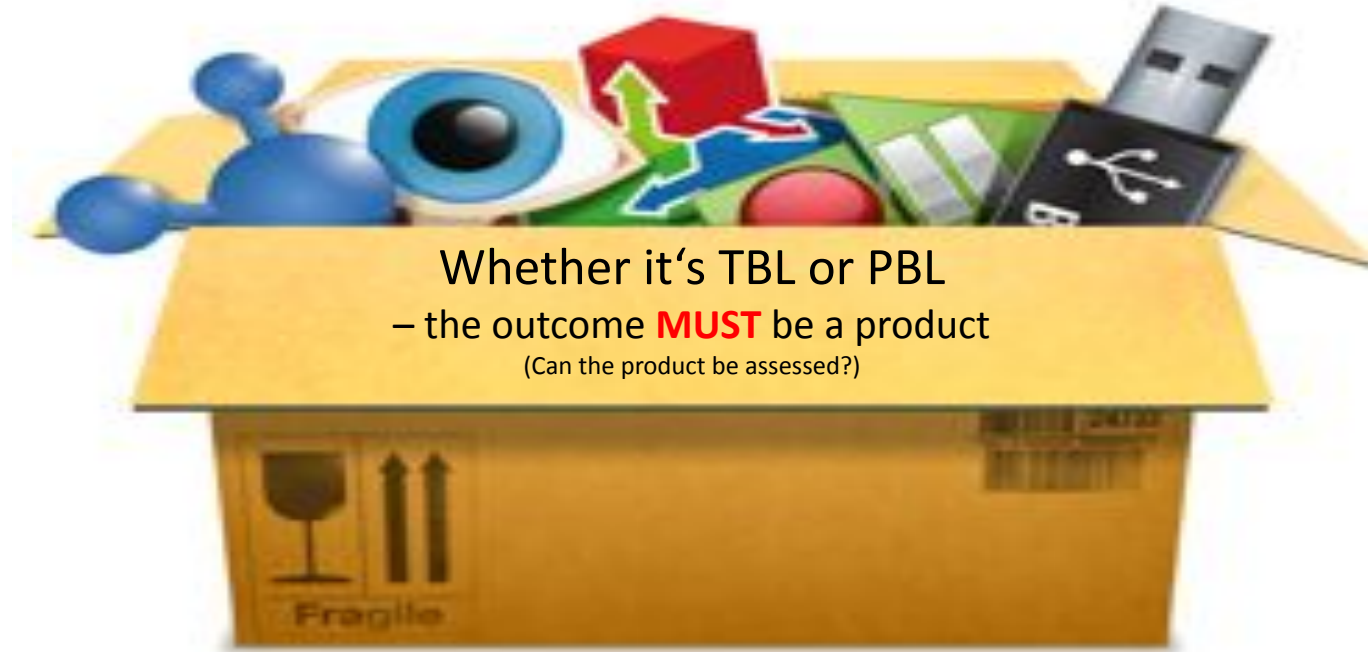
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*Ready Made Mind Maps
for a Global Issues
TBL or PBL Learning Cycle*

- *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

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?

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

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

6
Did I come to
class today
prepared?

5
What part of the
lesson did I
struggle with?

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

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

8
Did I give my
best effort on
this assignment?

7
Did I make any
self-realizations
today?

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Thank You

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

Twitter: **RonMorrain**

Instagram: **RonMorrain**