

Objectives of the session:

- Discuss the challenges, the goals, content and teaching strategies of the first day of class.
- Define the « tyranny of content ». What are the risks? What can we do to avoid it?
- Break down course content into manageable chunks to enhance learner engagement and retention.



Go to the Miroboard

Activity 2.1 (breakout rooms)



Objectives:

- Discuss the challenges, the goals, content and teaching strategies of the first day of class.

Find out who your students are

Where they
come from



Their educational
background



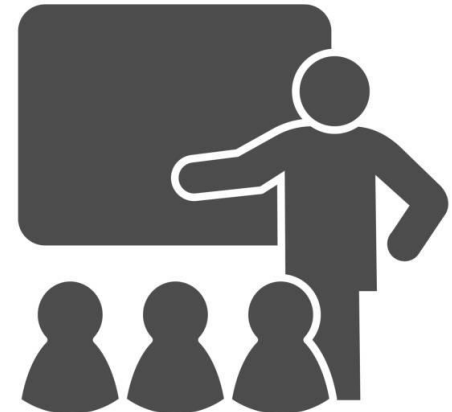
Their differences/their specific
needs



Their prior
knowledge



Their expectations
in the classroom



Connect with students

EDUNAO
EDUCATION & TECHNOLOGIES



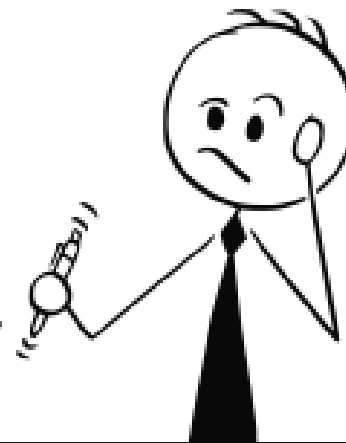
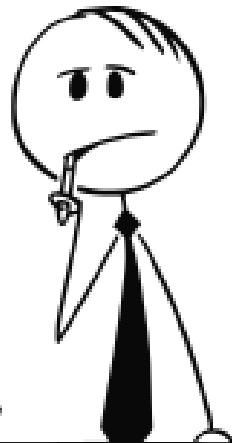
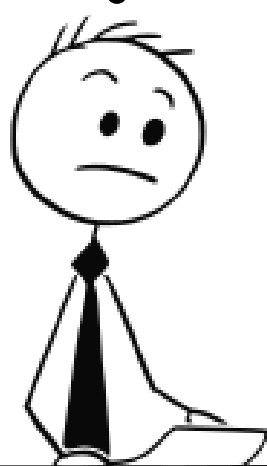
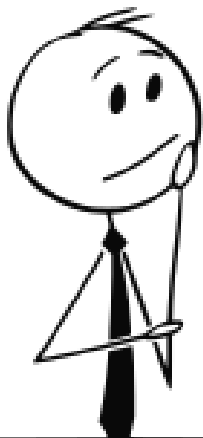
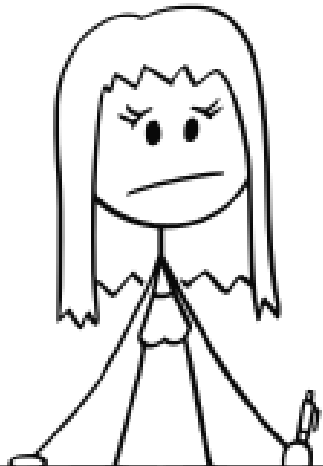
Why am I
here?

Who is this
person?

What can I do
with the
knowledge and
skills I'll learn?

How will I
be
assessed?

What will I
have to
do?



Do I know enough
to follow this
course?

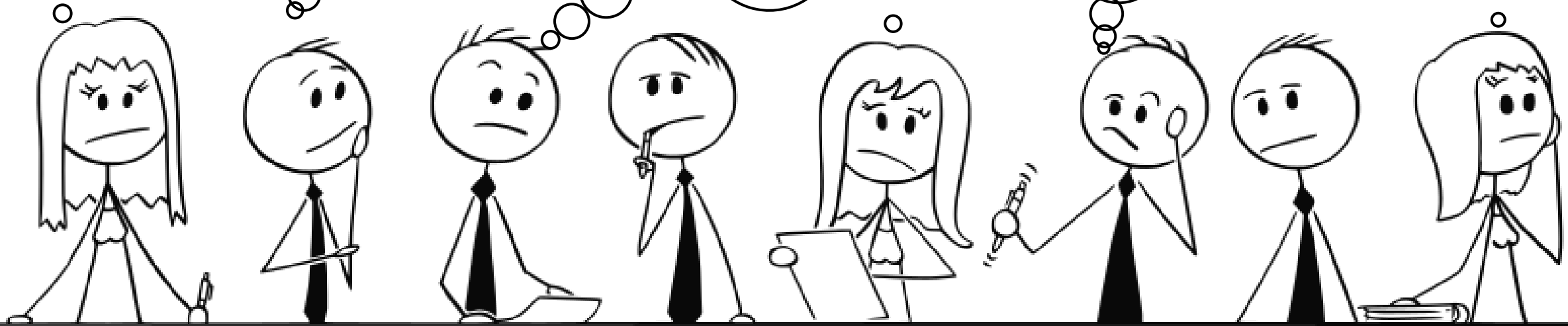
Is this course
really useful for
my future
career?

I don't know any
of the students
following the
course.

Will the
methods be
very different
from what I'm
used to?

I'm
nervous

What if I don't
manage to get
good grades?



The big picture

What they will learn

Why the course will be useful.

Provide concrete examples of how the knowledge can be applied.

Who is teaching the subject and why.

Why you are teaching this course.

What is your teaching style?

What they need to do to succeed

What do you expect from the students?

Set the rules from the beginning.

Resources at their disposal.

What resources will you provide them with?

Class interaction.

What is accepted?

How can they contact you if they need assistance?

How the information will be presented and organised.

How will you organise the sessions?

How they will be assessed

How they will be assessed.

Some norms
worth pursuing ...



supportive
learning
environment



“... present some interesting and useful course-related information.”

“Start with something counterintuitive, surprising, and thought-provoking.”



“While class is going on, we stay engaged in learning.”

“When students perceive that nothing of importance or value is on offer, they will initiate off-task activities. An engaging class is well organized, concise, and to the point, with plenty of opportunities for review and formative assessment.”

Stephen L. Chew

Tell them you are there to help them learn and succeed.

Students are still transitioning to college, and I don't want to establish the norm that I will overwhelm them. Students should learn to expect that when they attend class, they will learn important and useful information, and that attending class is one of the best and easiest ways to learn that information."

Stephen L. Chew

**You are encouraged to
speak up in class.**

*Give students
activities that
encourage them to
speak up in class,
such as a think-
pair-share.*

Stephen L. Chew



This class is a community, and you are a member.



Establishing Class Norms That Promote Learning, Stephen L. Chew, The Teaching Professor, March 18, 2024

Fear
Anger
Stress
Anxiety
Awkwardness
Embarrassment

Hinder learning



Curiosity
Surprise
Trust
Excitement
Amusement
Calmness

Enhance learning



The first day of class is important because you can...

- ✓ establish the norms
- ✓ define your expectations
- ✓ create a supportive learning environment
- ✓ establish relationship of trust
- ✓ encourage students to speak up
- ✓ get them interested in the topics



Go to the Miroboard

Activity 1 (main room)



Objectives:

- Define the « tyranny of content ». What are the risks? What can we do to avoid it?

The « tyranny of content »

“exists when the need to cover material rather than to encourage student learning dominates educators’ teaching and testing styles.”

Maryellen Weimer

Improving your Classroom Teaching, Sage Publications, 1993



The « tyranny of content »

“exists when the need to cover material rather than to encourage student learning dominates educators’ teaching and testing styles.”

Maryellen Weimer

1) More is better ❌

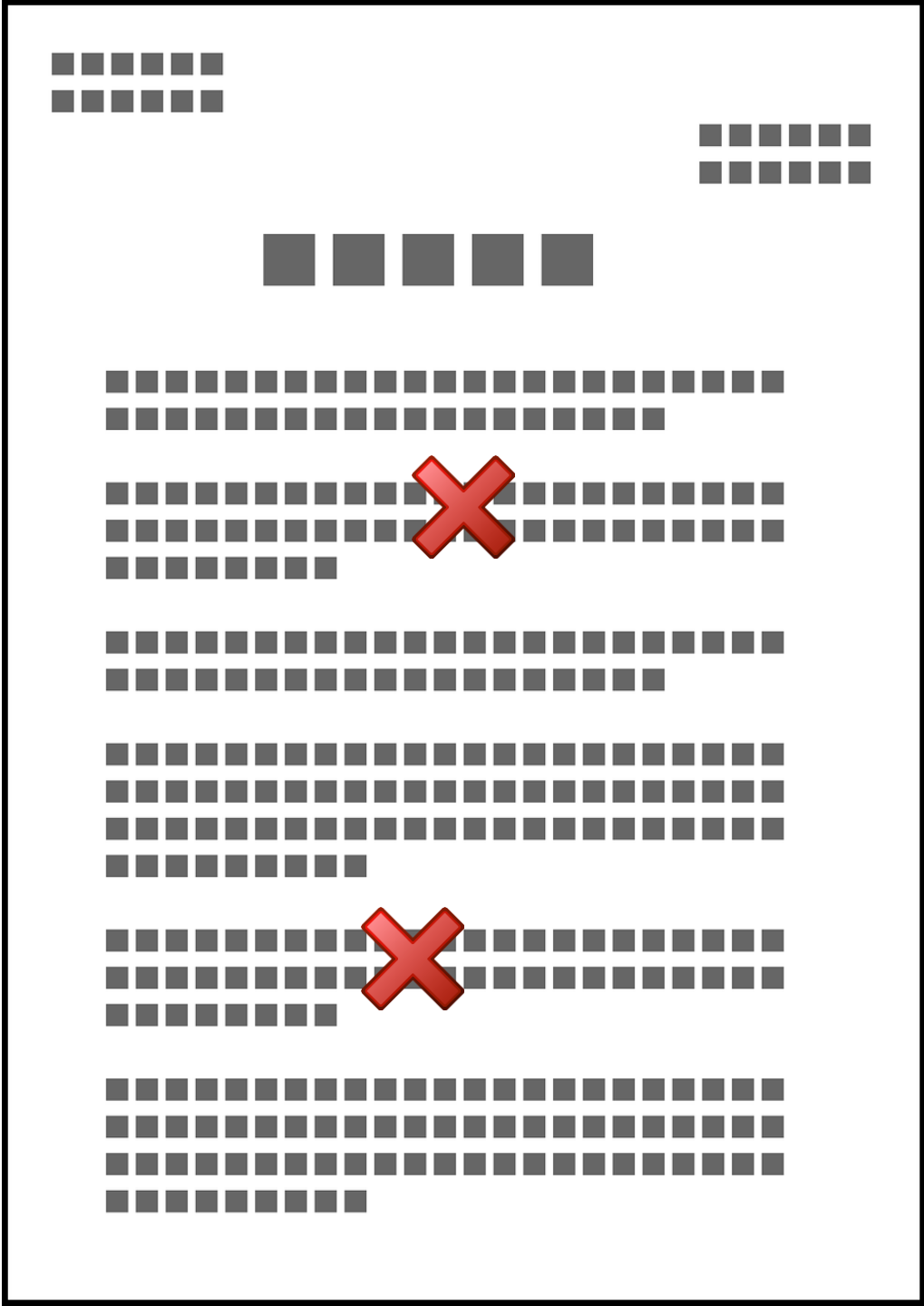
2) We teach content – not students. ❌

3) If you know it, you can teach it. ❌



Strategies to avoid content tyranny

1) Omit material. 

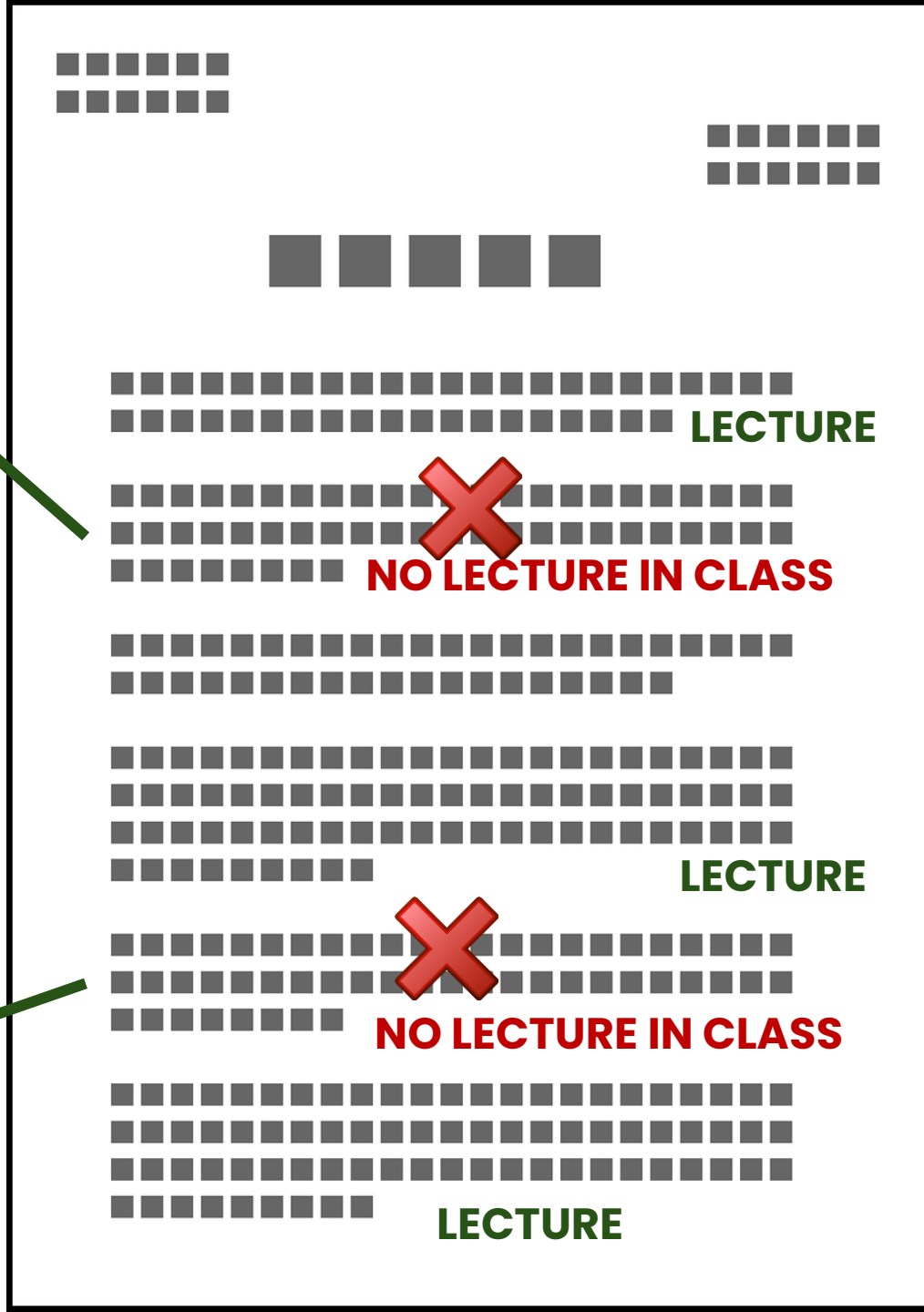


1) Omit material. ✓

2) Expect students to get more from readings and homework. ✓

**Readings
to do for
homework**

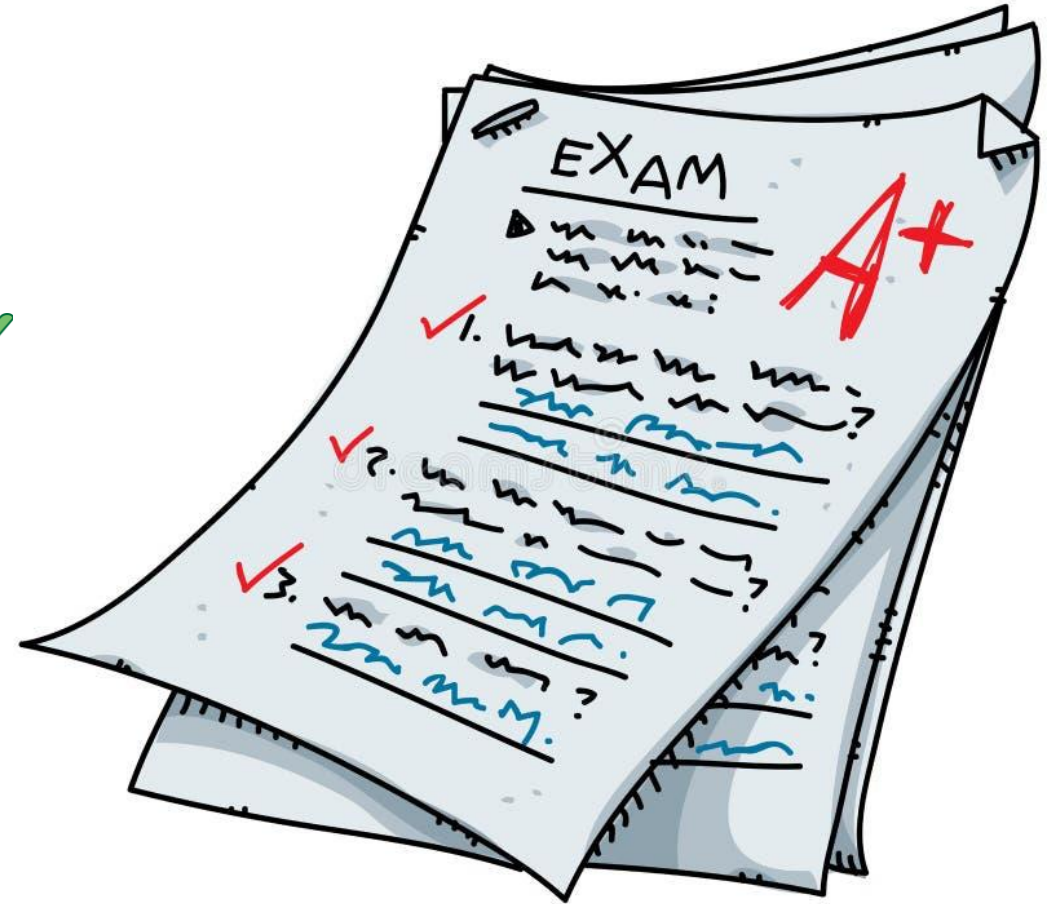
**Videos to
watch +
exercises
on Edunao**



1) Omit material. ✓

2) Expect students to get more from readings and homework. ✓

3) Re-evaluate Exams. ✓



Teach students how to use the content to ...

solve novel problems

develop innovative designs

think critically

evaluate options







Congratulations

Congratulations on choosing Central Supplies, an excellent choice because of:

- Our international experience, participating with the Network of the University of Valencia, in 2018, in the 1st European University Awards, which recognized us as the best.
- Our growing in the business world, 20% increase in 2018.
- The quality and interest of the specialists, who are able to offer the best service to our clients, and the support of the teams, including the support of the staff.

2018



Services

- International experience, participating with the Network of the University of Valencia, in 2018, in the 1st European University Awards, which recognized us as the best.
- Our growing in the business world, 20% increase in 2018.
- The quality and interest of the specialists, who are able to offer the best service to our clients, and the support of the teams, including the support of the staff.

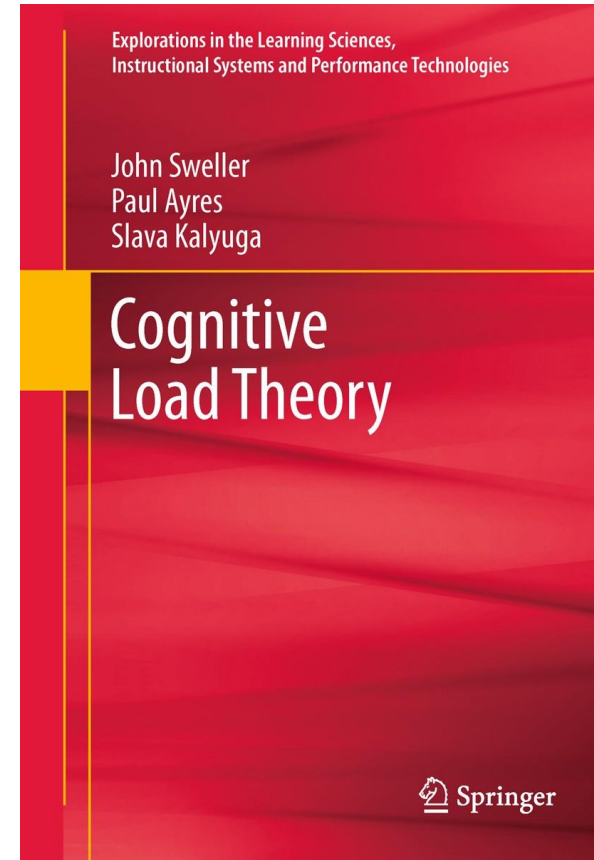
2018

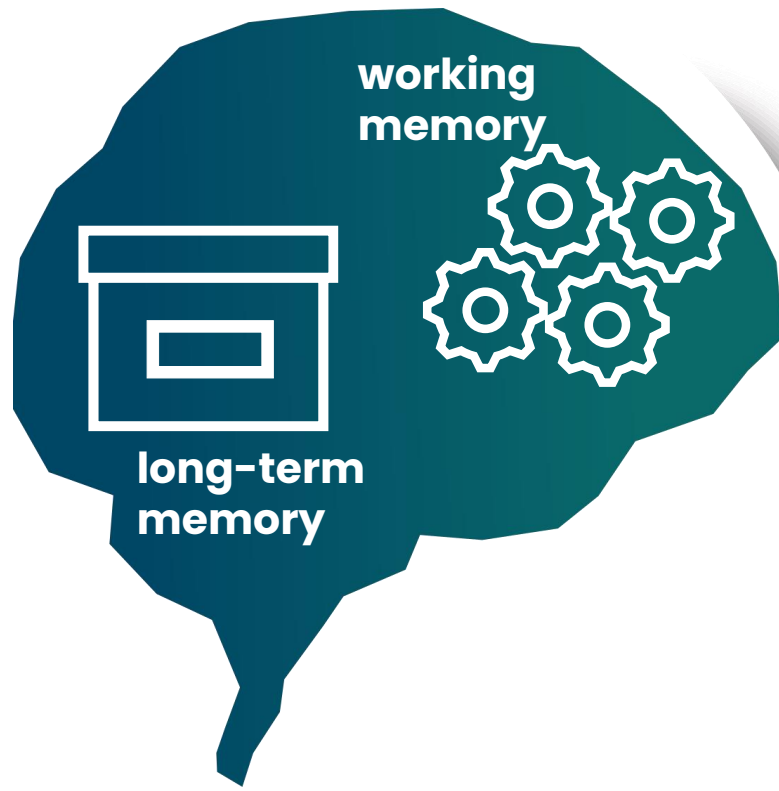




John Sweller

Australian educational psychologist





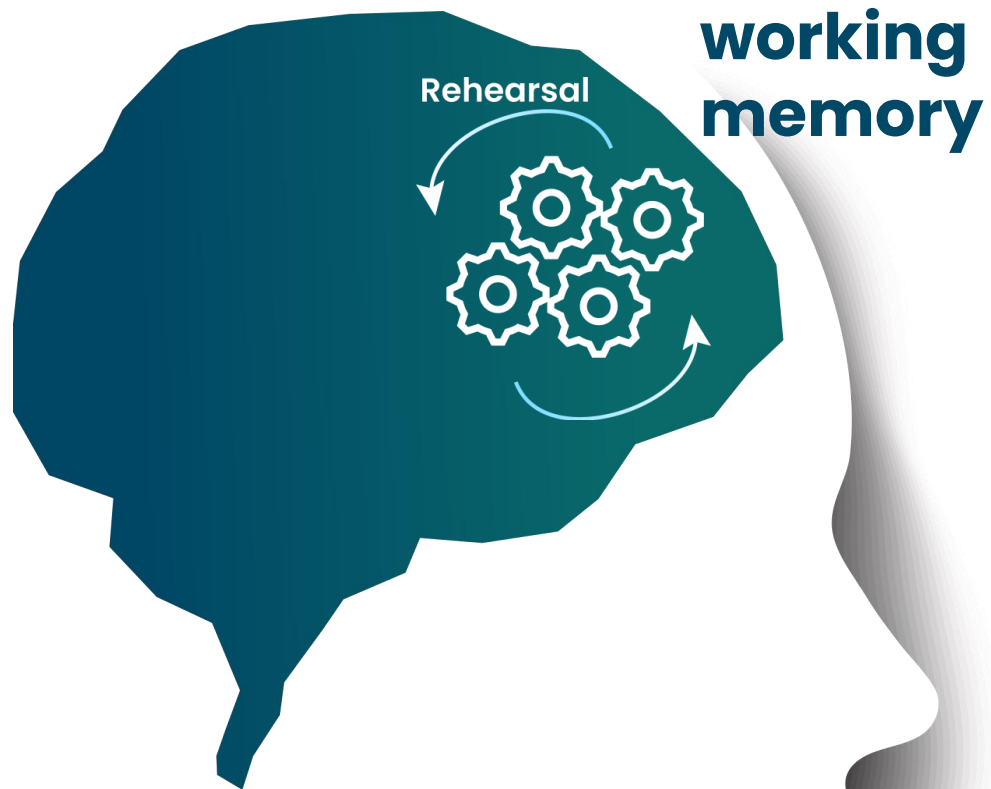
← Incoming
information

Environment

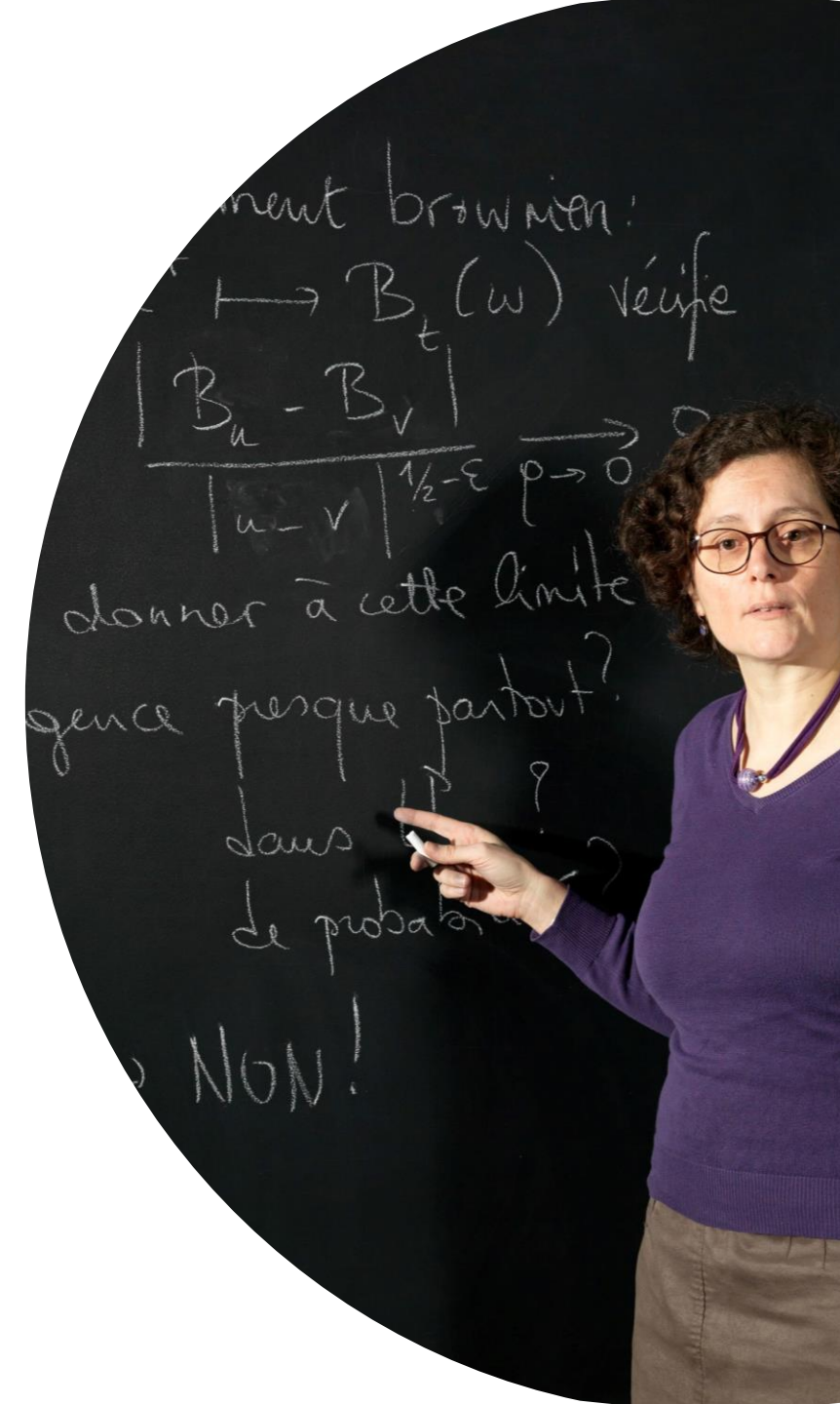


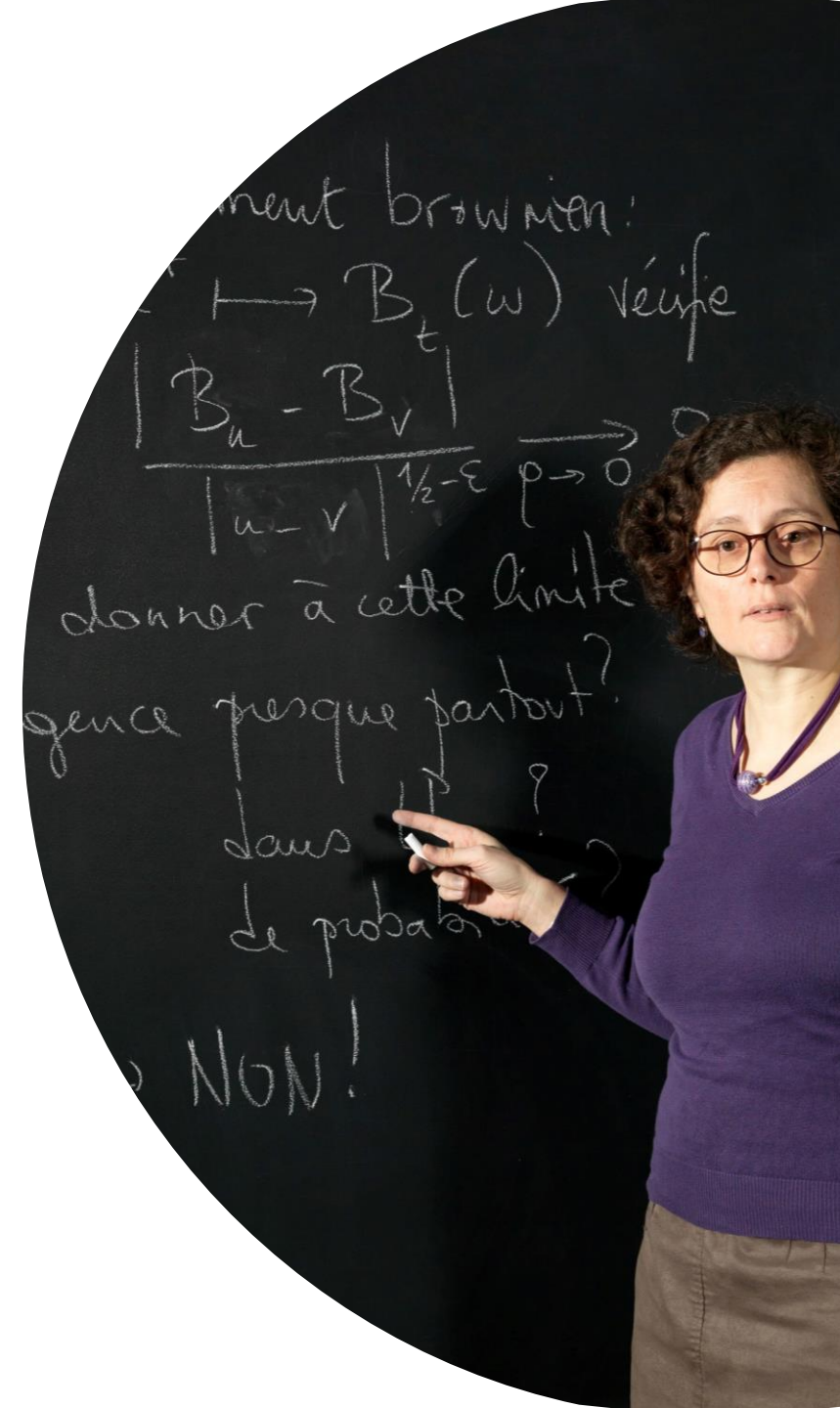
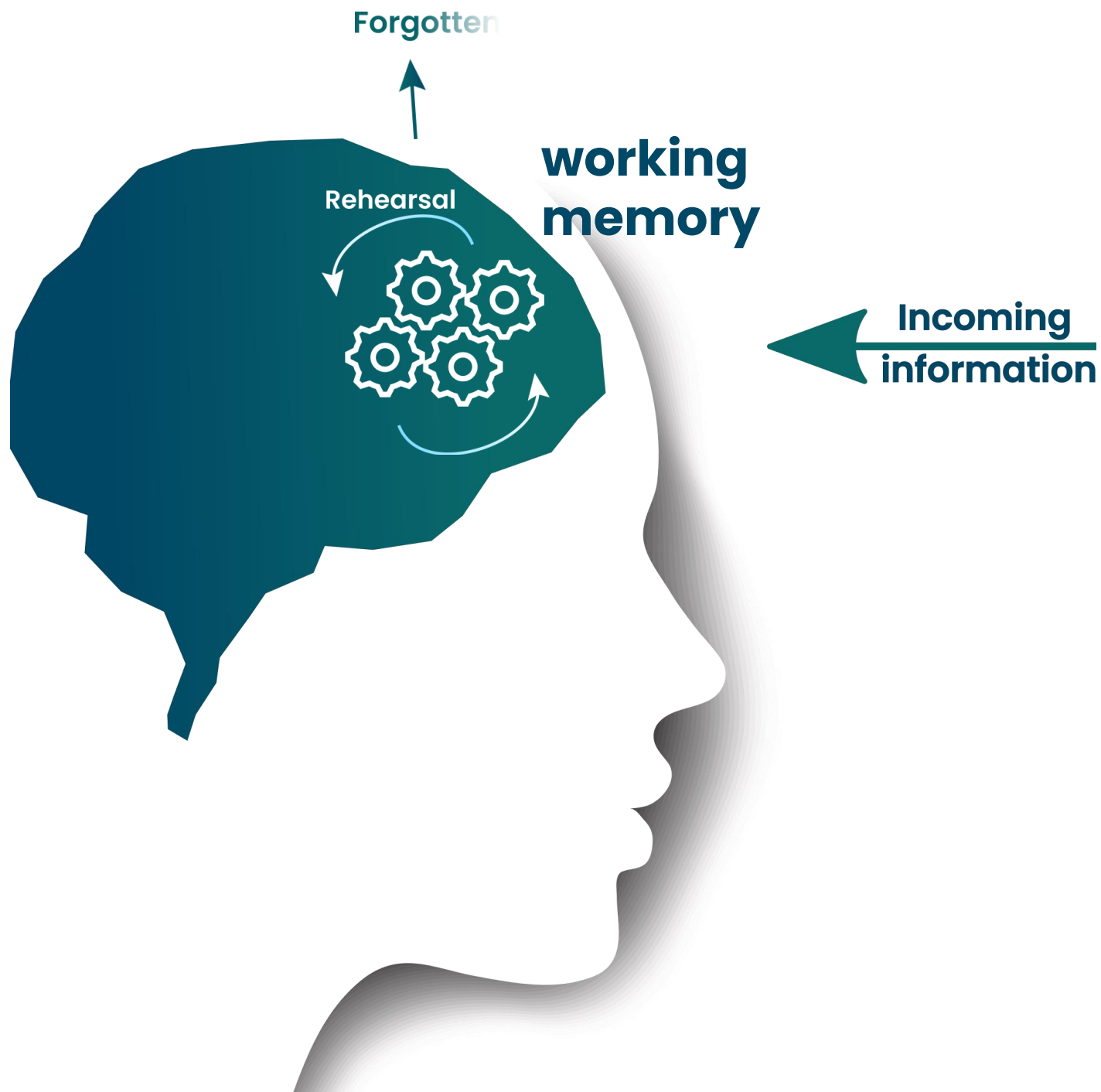
 Incoming
information

Environment



**Incoming
information**

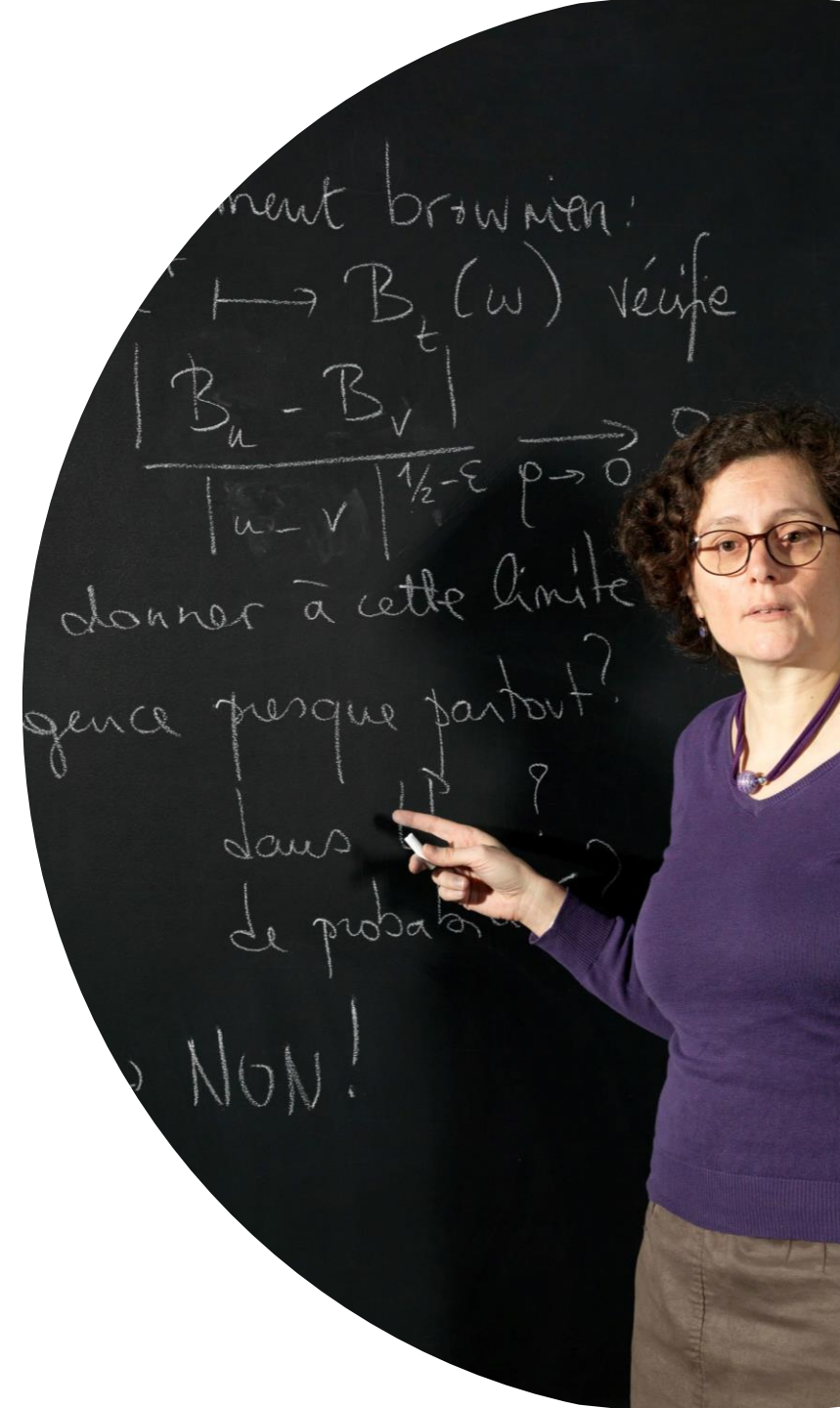
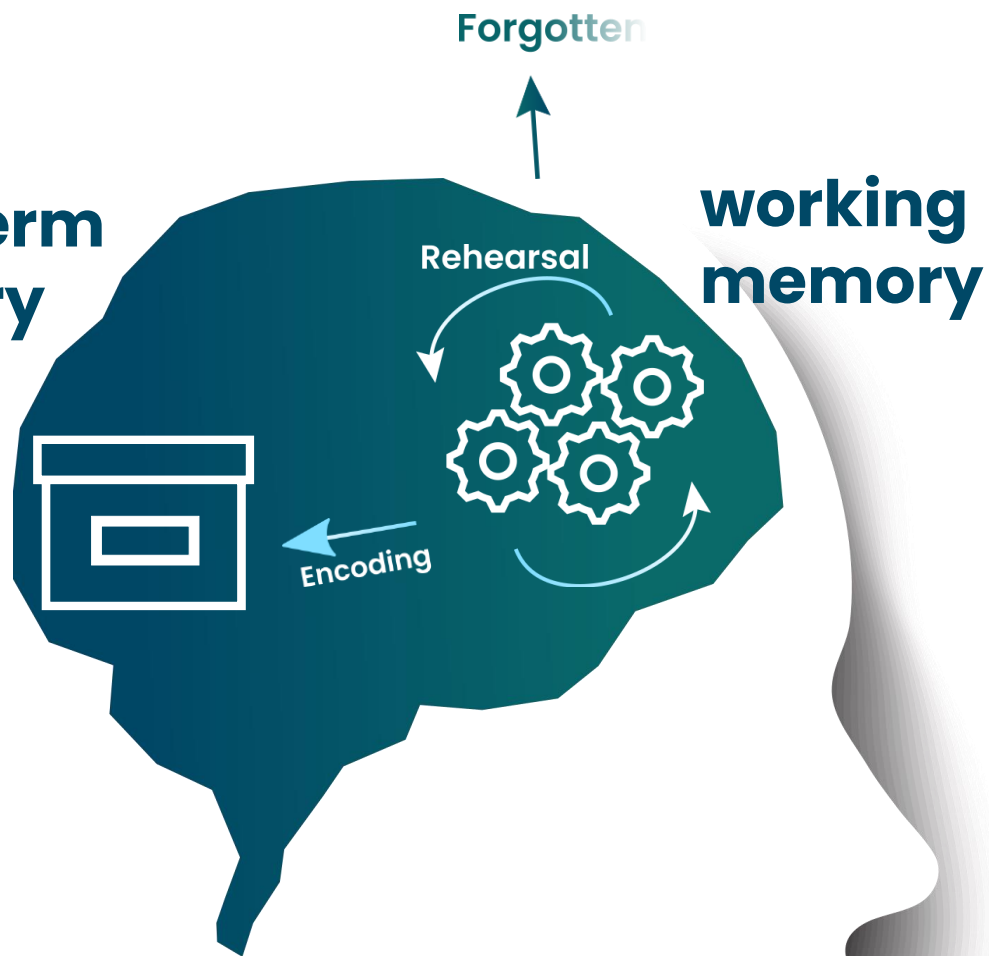


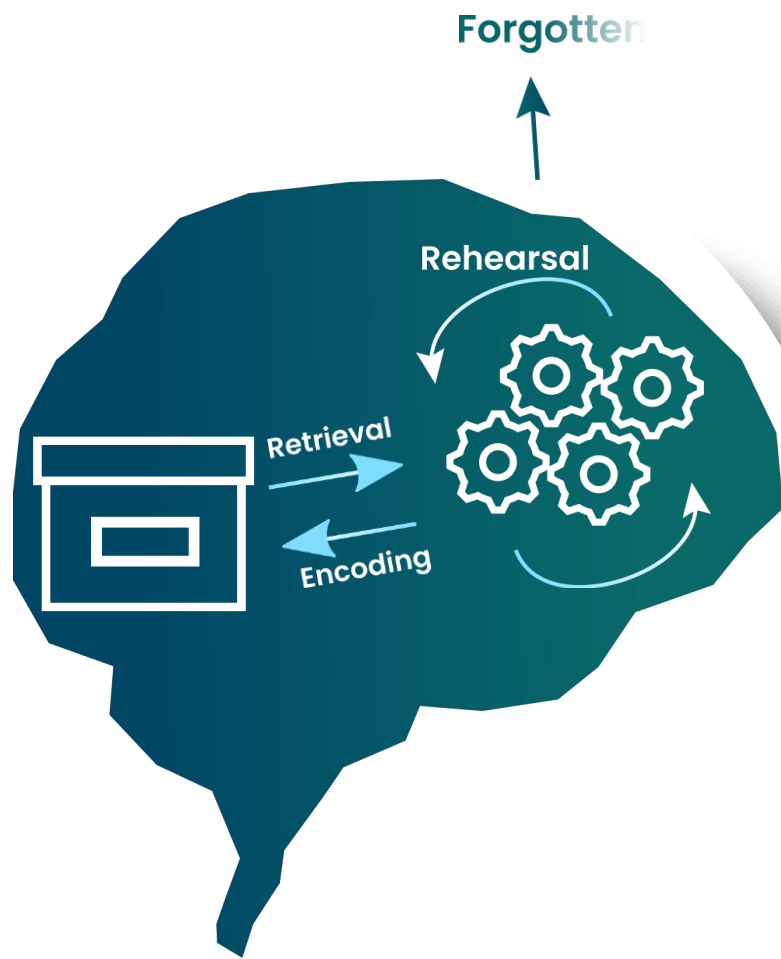


Ebbinghaus Forgetting Curve

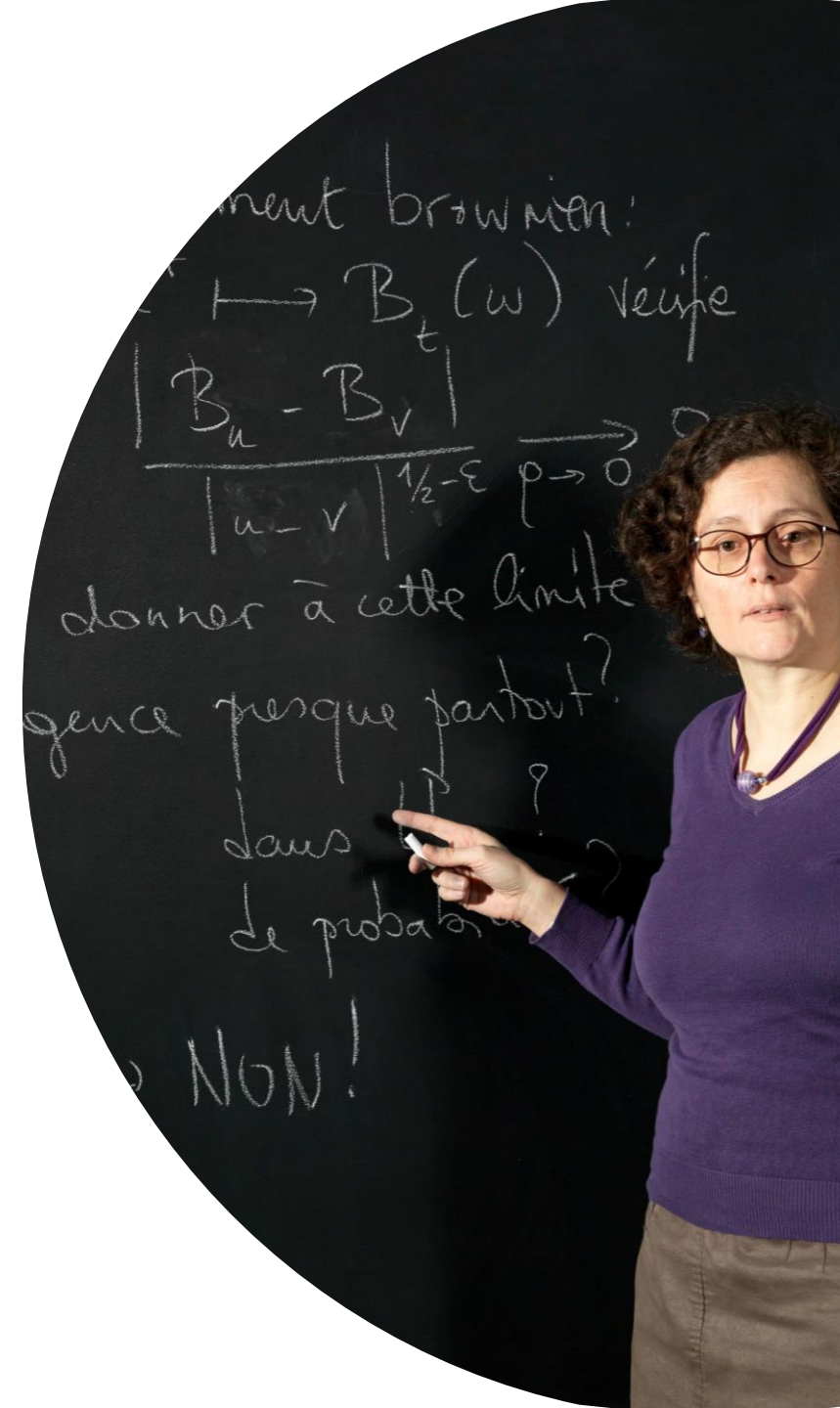


**long-term
memory**

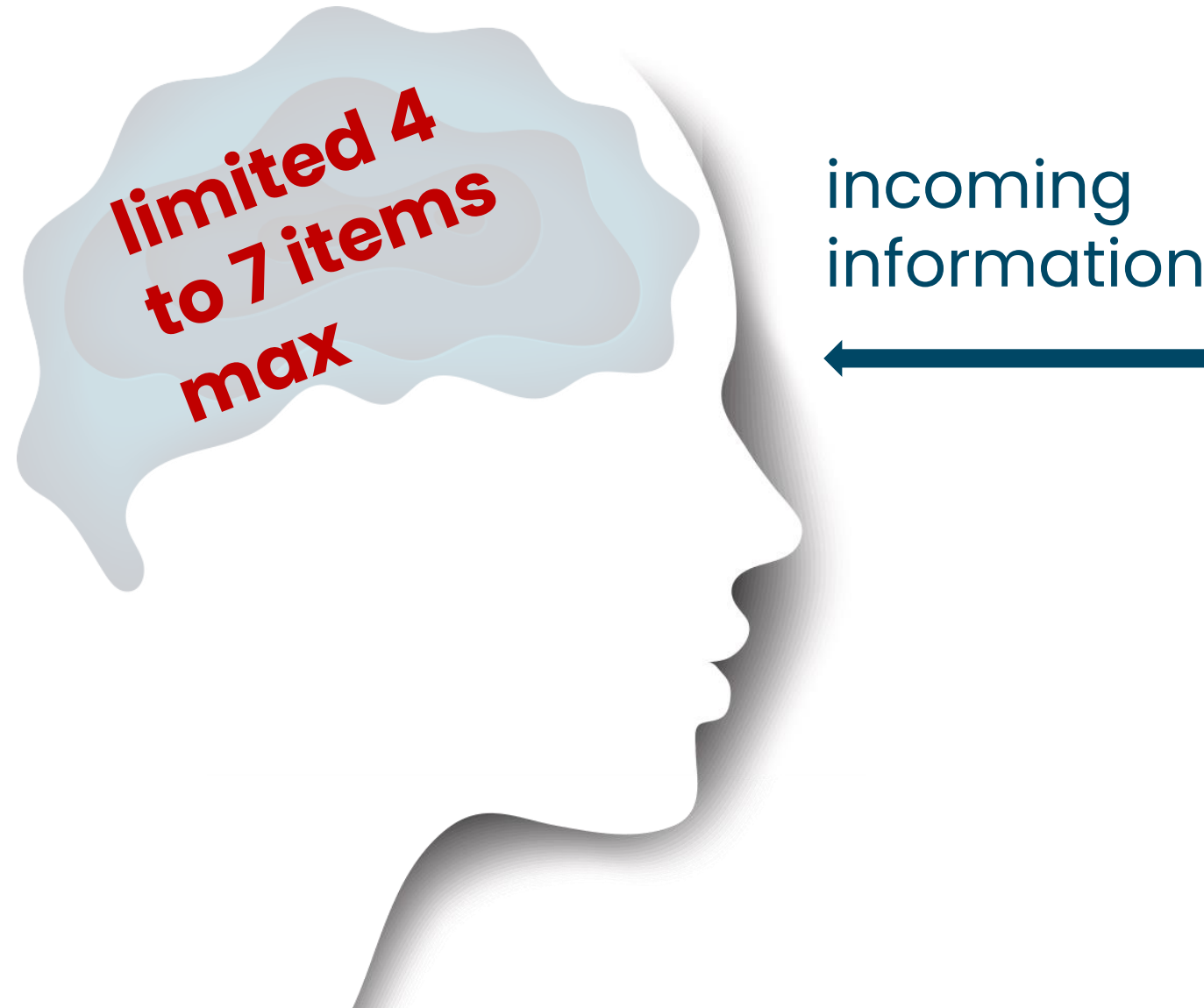


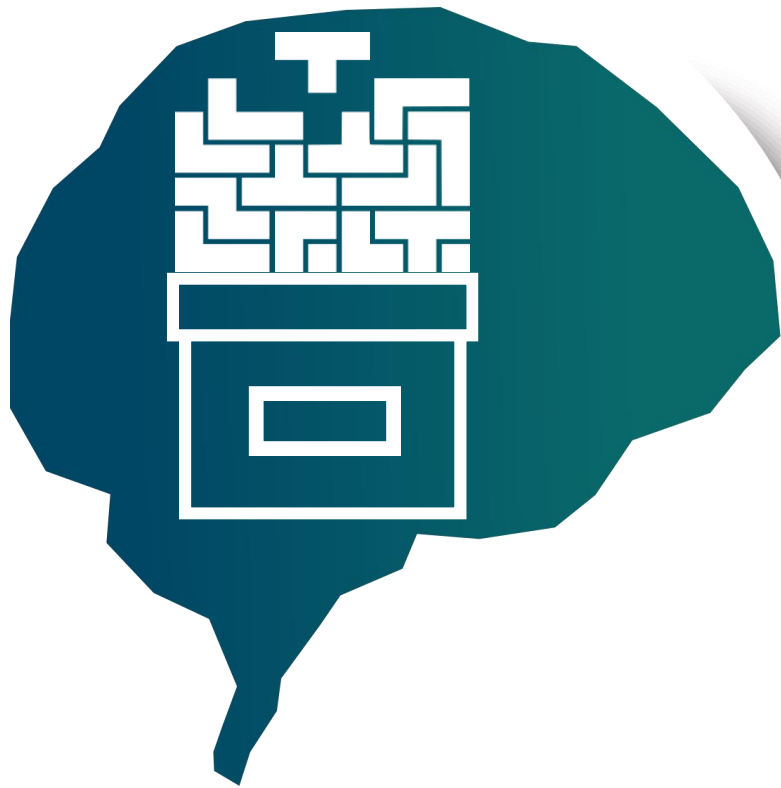


**Incoming
information**

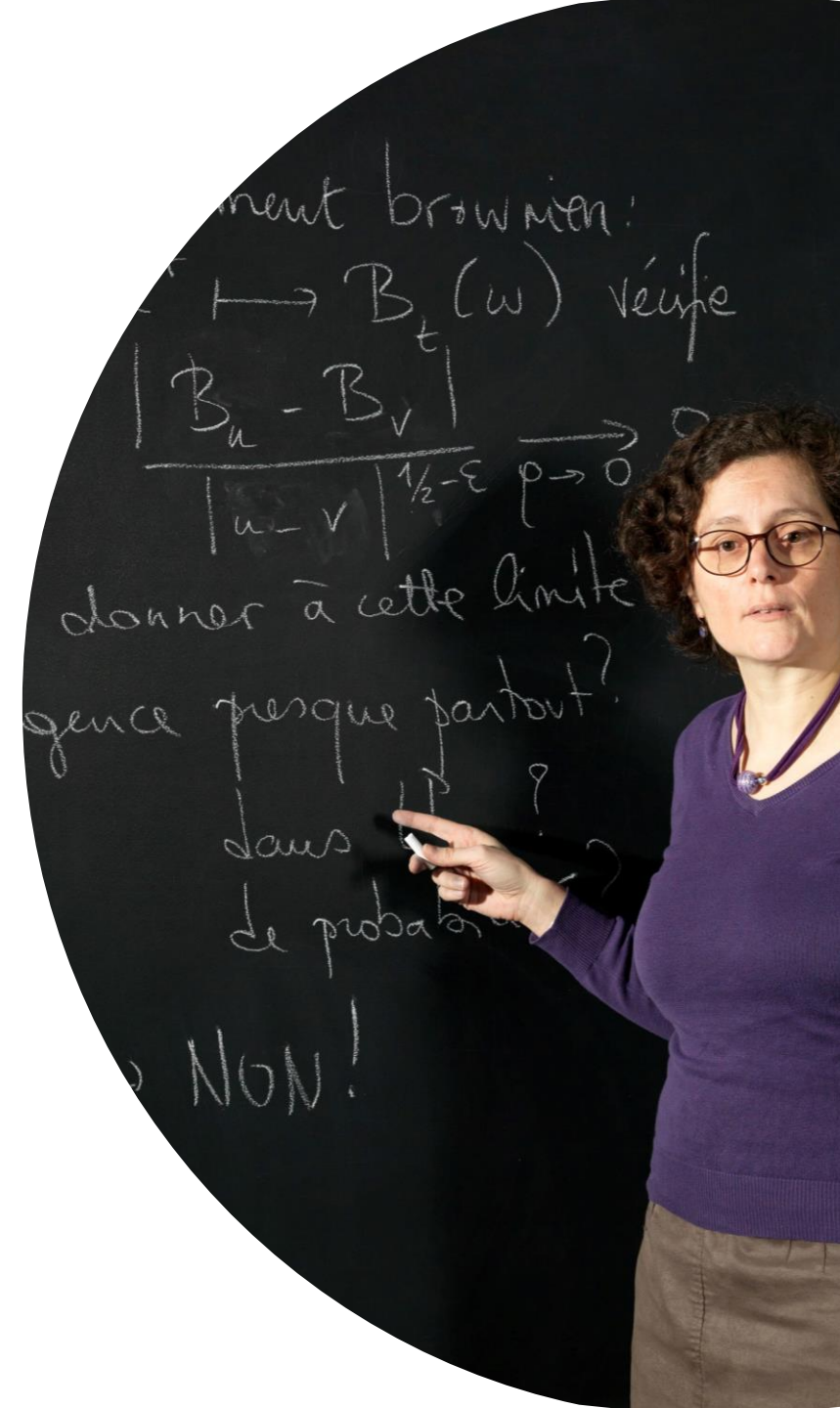


Working Memory



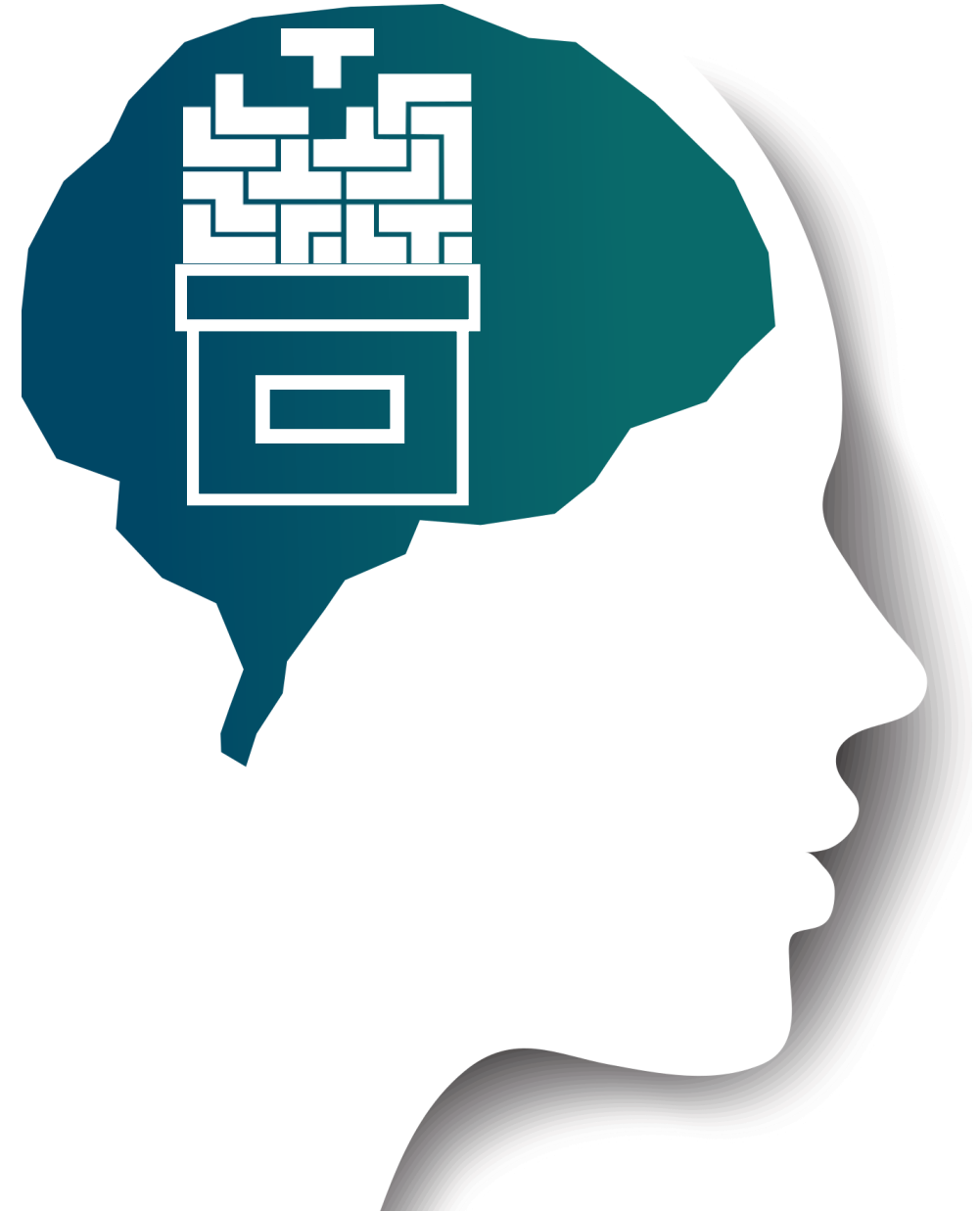


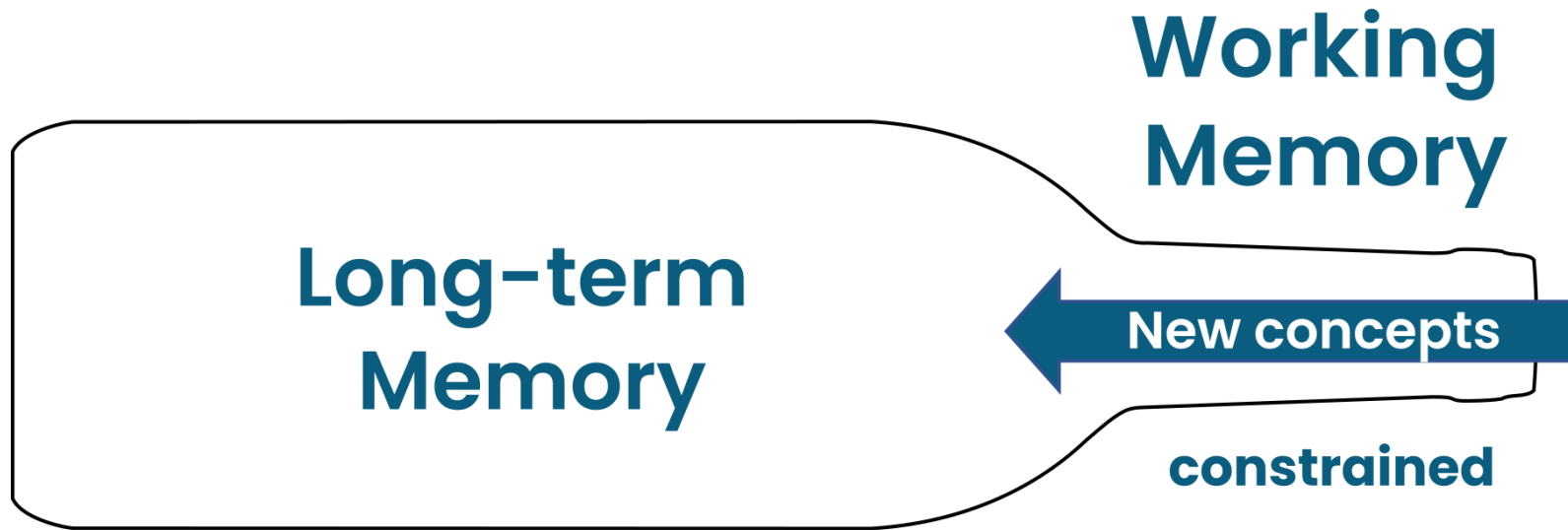
new learning



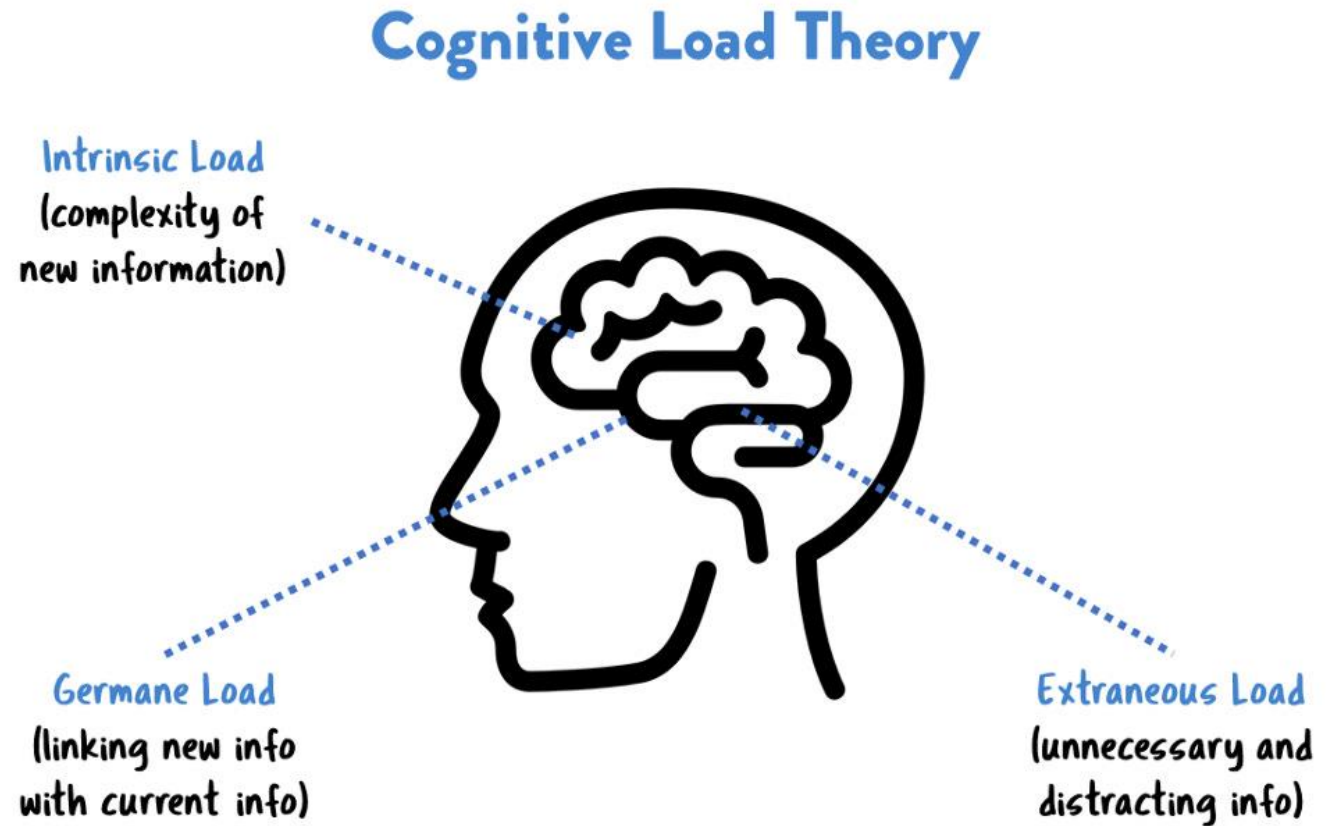
“Meaningful learning occurs when the learner interprets, relates, and incorporates new information with existing knowledge and applies the new information to solve novel problems”.

David Ausubel





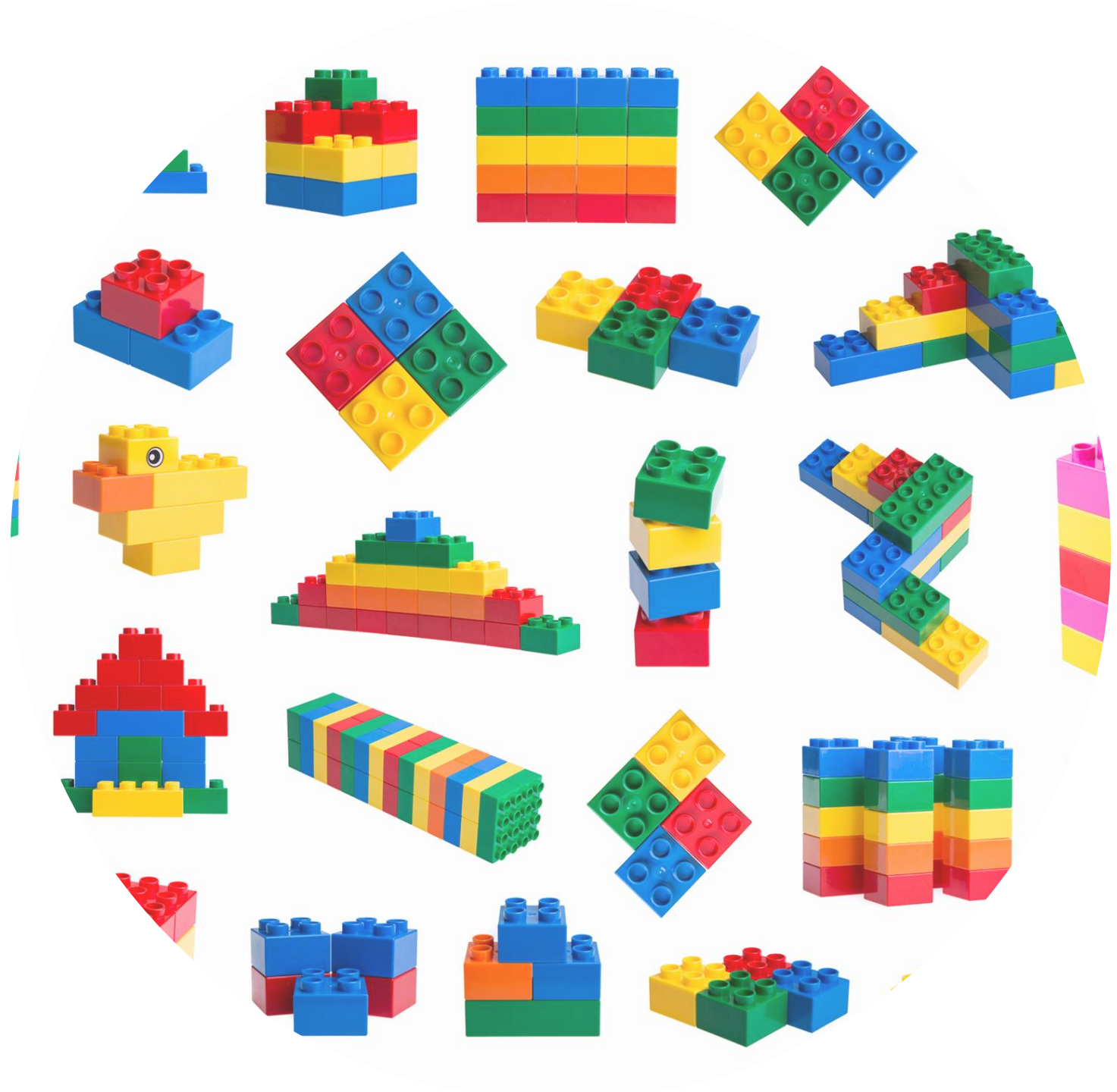
How can we design courses that take into consideration the cognitive load theory?



Chunking your course

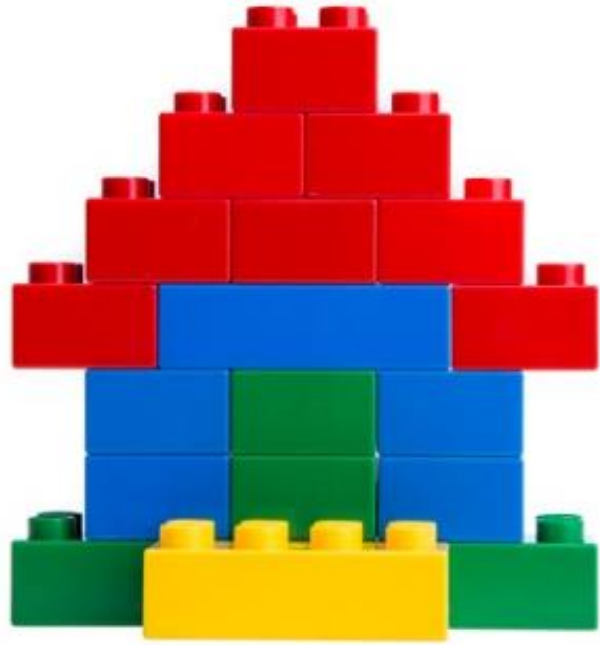


What is chunking?





Cutting large pieces of
information into smaller pieces



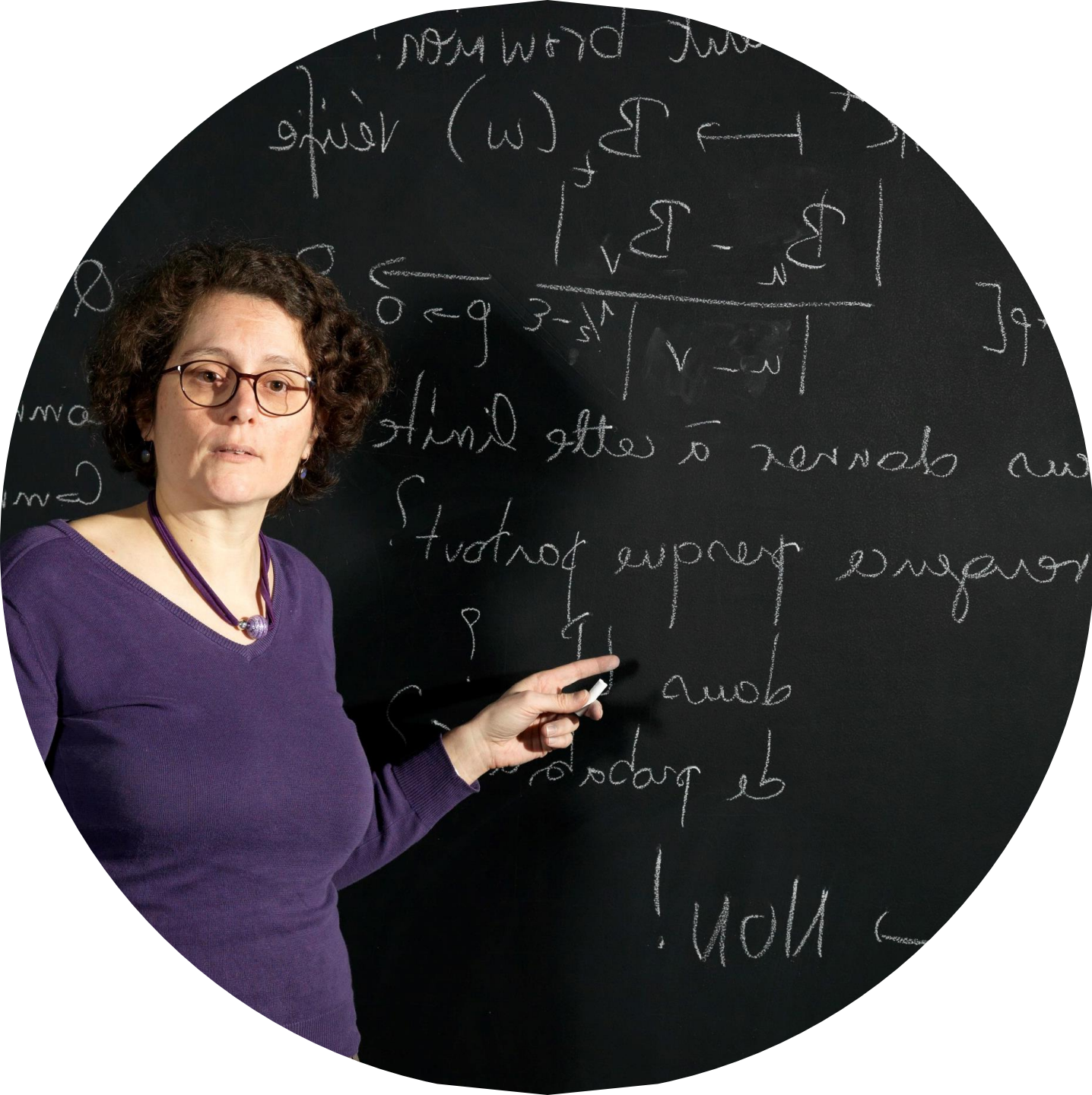
Digestible
parts with
one or two
messages

Why do we
need to
chunk our
courses?



Advantages for the students





Advantages for the lecturer



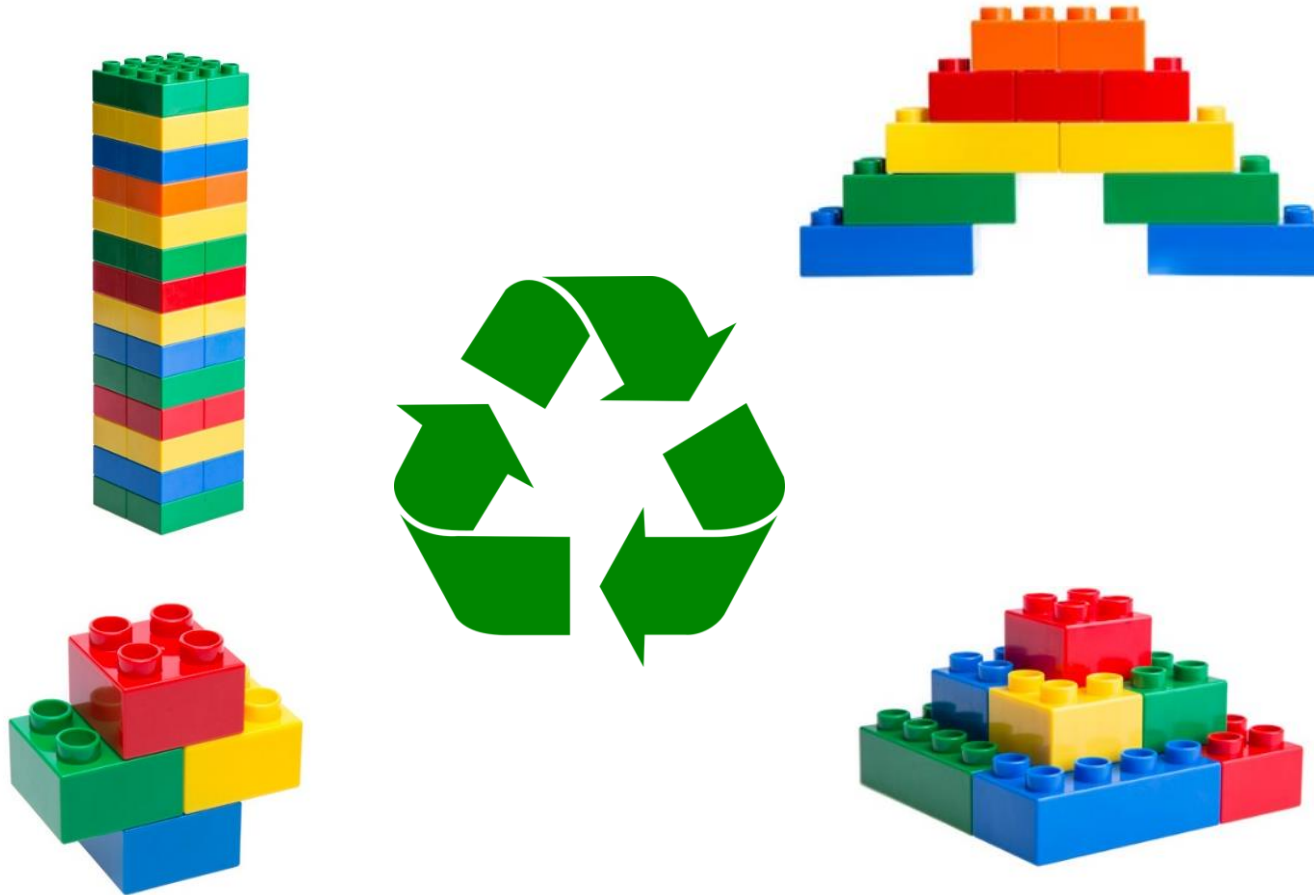
Easier to prepare

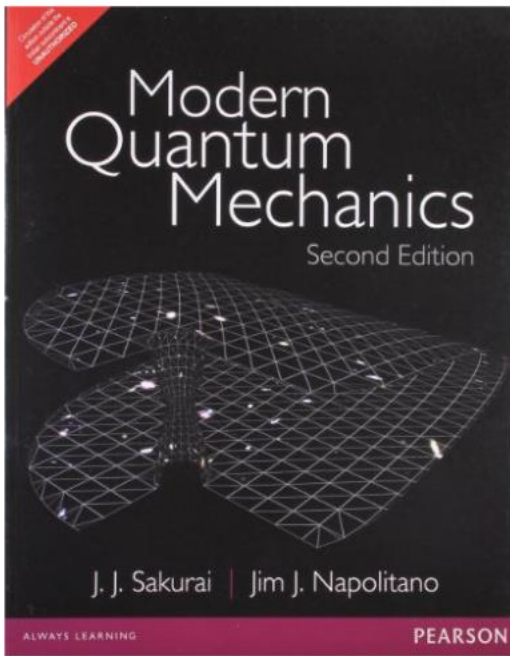


Easy to modify



Easy to reuse

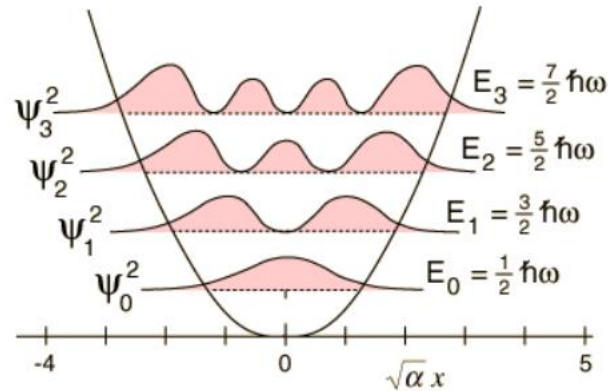
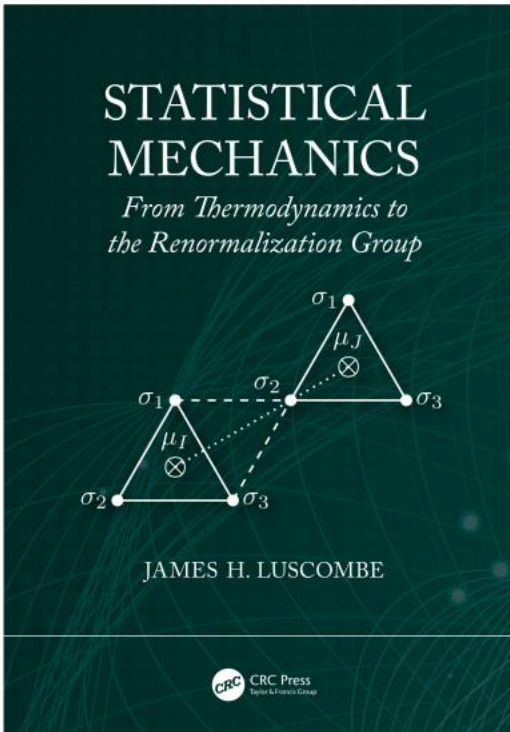




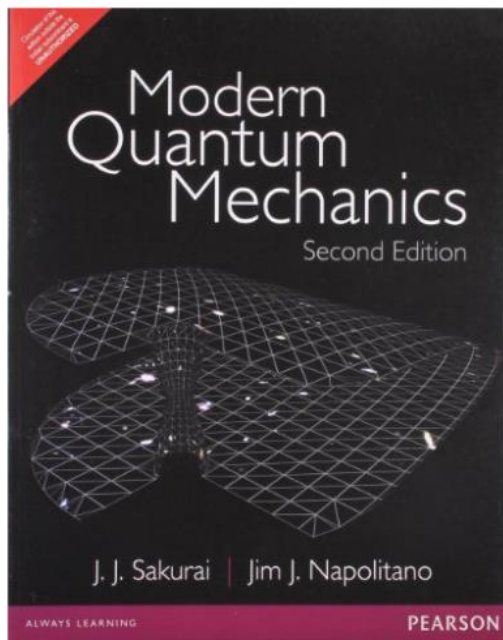
Harmonic oscillator



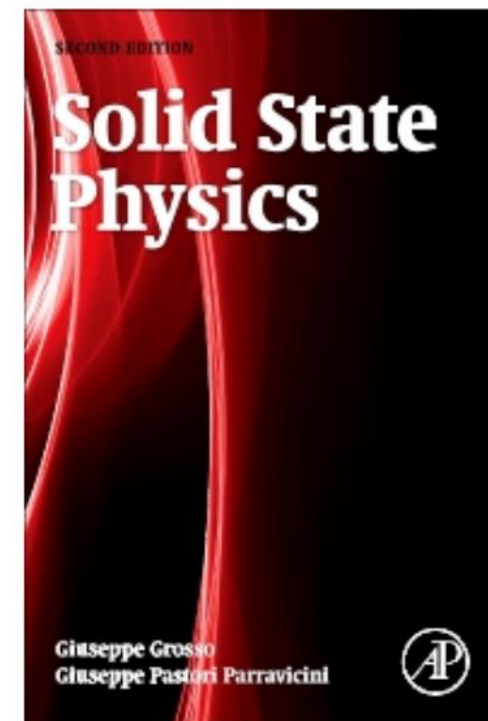
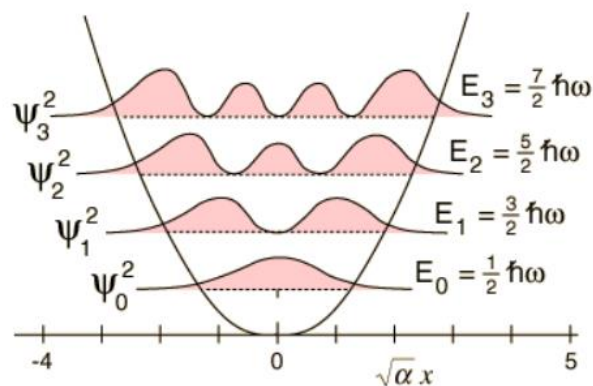
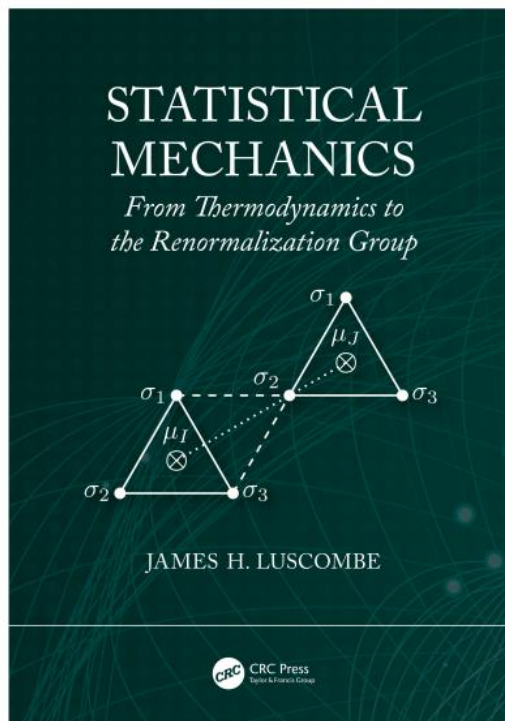
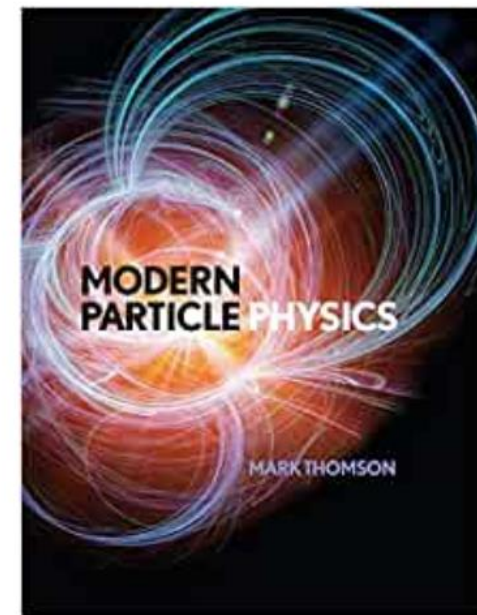
Classic



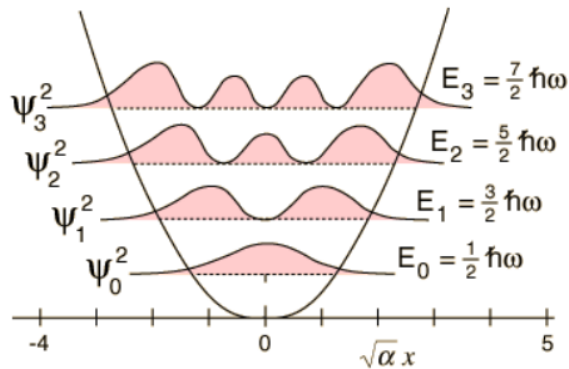
Quantum



Harmonic oscillator

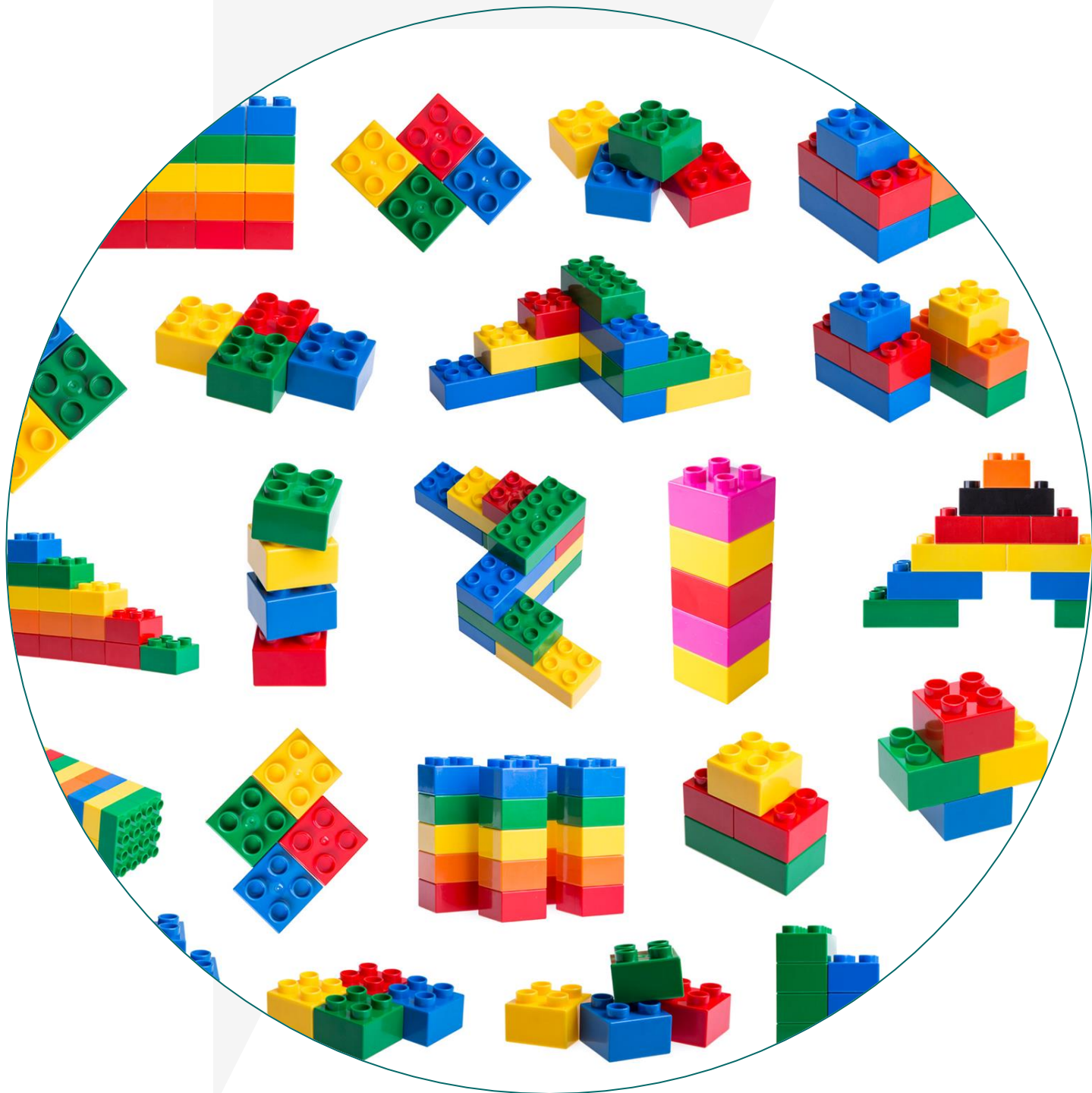


Harmonic oscillator



1. Intro and examples
2. Modelling
3. Mathematical formulation
4. Solutions and hands-on
5. Numerical approaches
6. Generalizations

What should
a chunk look
like?



Harmonic Oscillator

Learning goal:

Learning outcome:

Content:

Activities:



Harmonic Oscillator

Learning goal:

**Learn the physics of the
harmonic oscillator**

Learning outcome:

Content:

Activities:



Harmonic Oscillator

Learning goal:

Learn the physics of the harmonic oscillator

Learning outcome:

Modelling a system using the HO

Content:

Activities:



Harmonic Oscillator

Learning goal:

Learn the physics of the harmonic oscillator

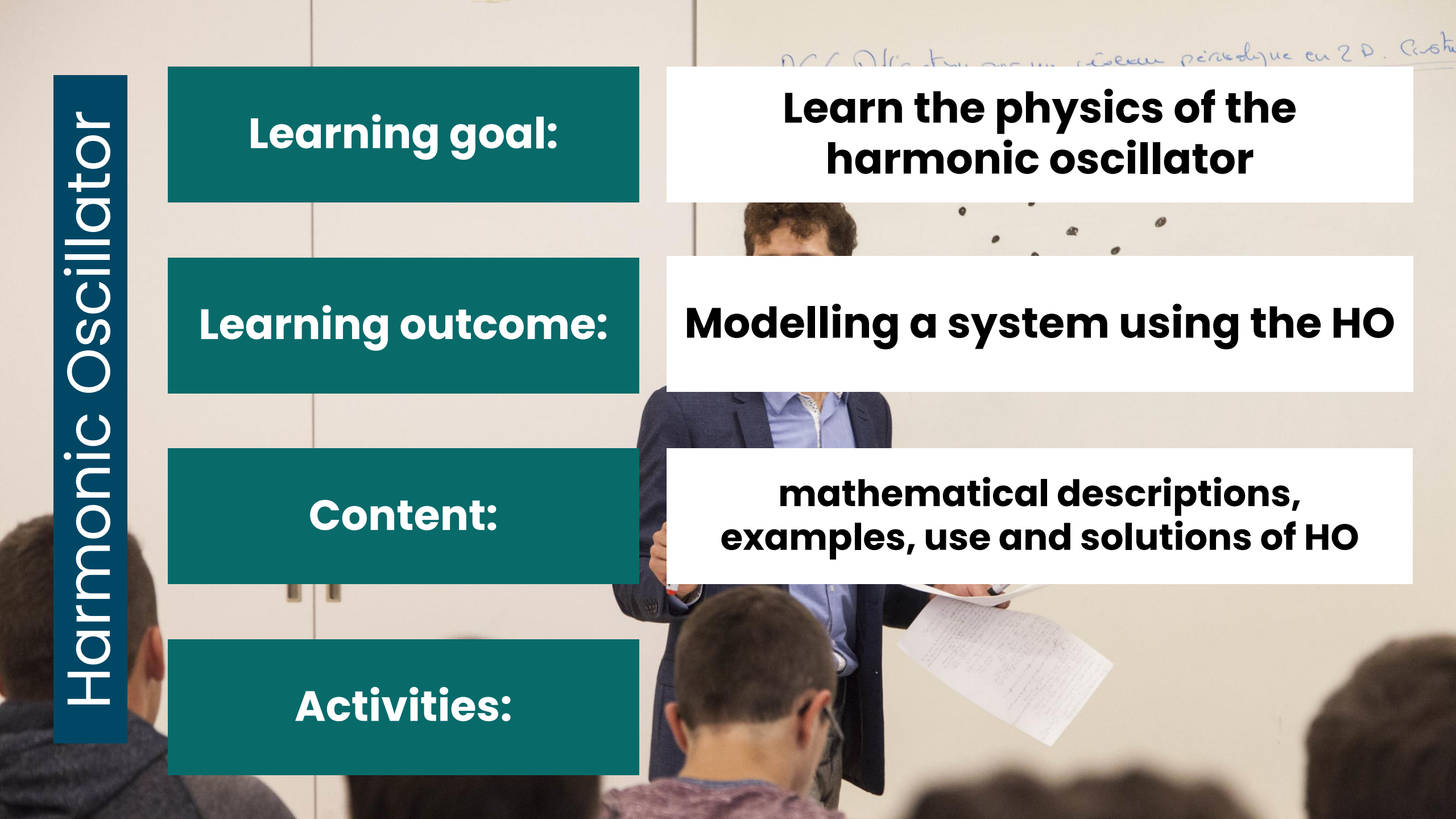
Learning outcome:

Modelling a system using the HO

Content:

mathematical descriptions, examples, use and solutions of HO

Activities:



Harmonic Oscillator

Learning goal:

Learn the physics of the harmonic oscillator

Learning outcome:

Modelling a system using the HO

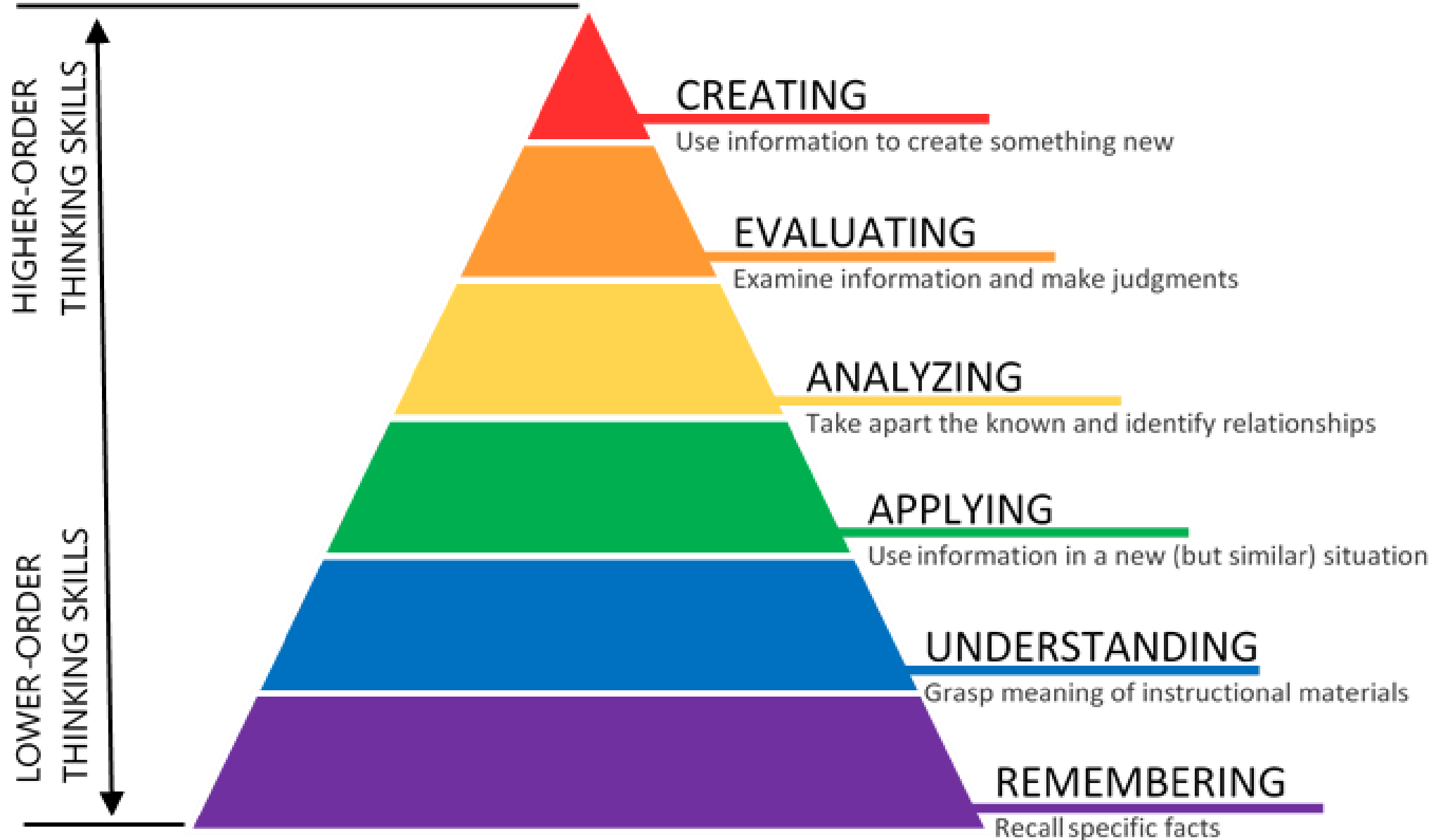
Content:

mathematical descriptions, examples, use and solutions of HO

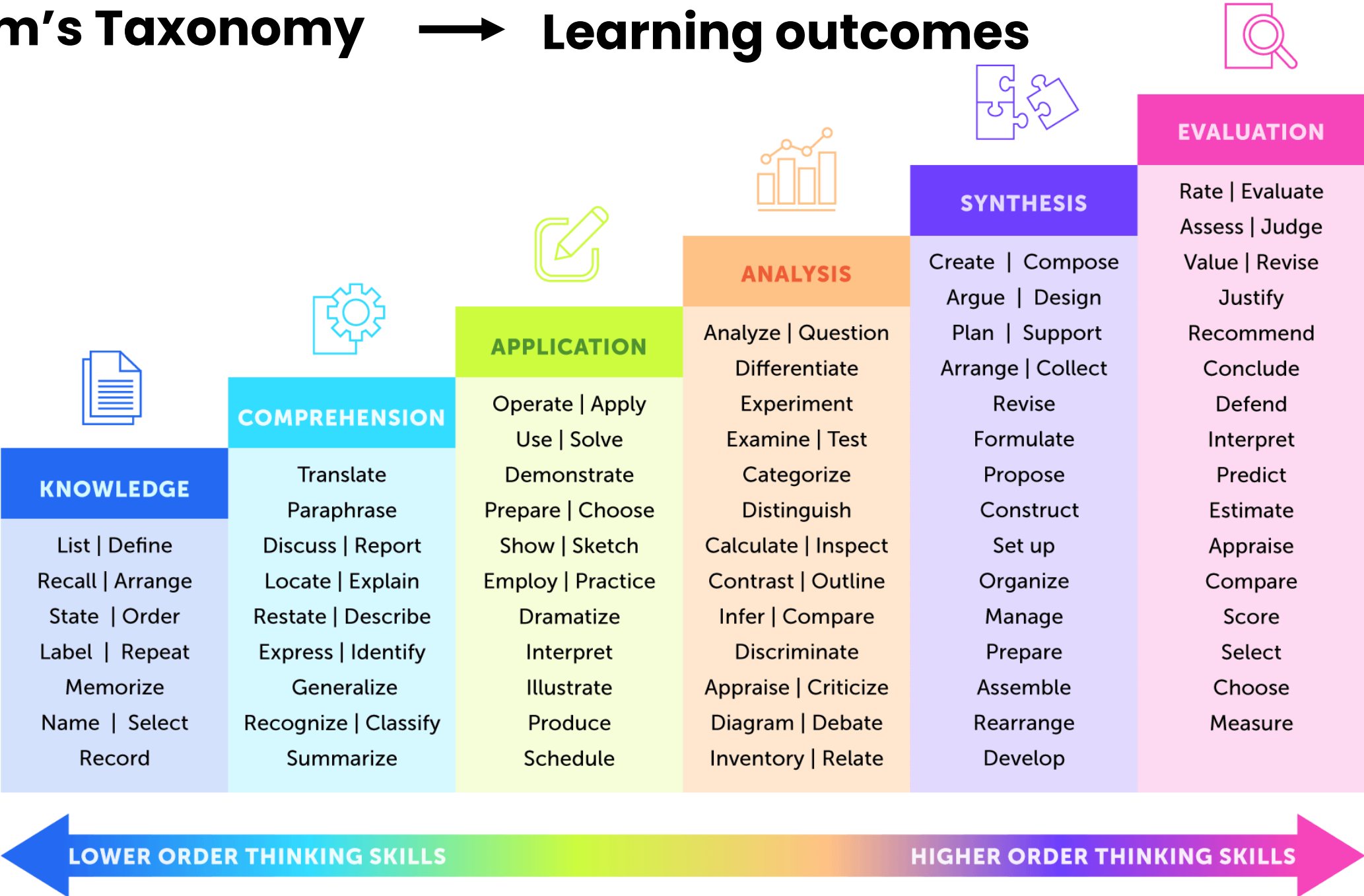
Activities:

Listening and understanding, applying

BLOOM'S TAXONOMY



Bloom's Taxonomy → Learning outcomes



**Designing
each chunk**



Each chunk will
be made up of
activities



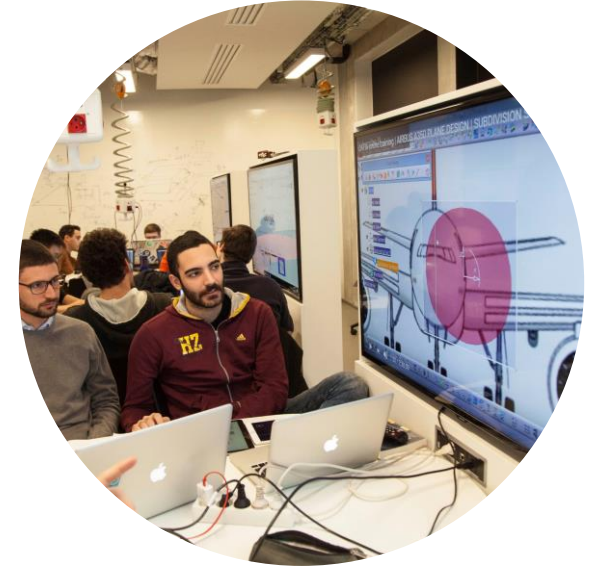
Listening?



Producing?



Analizing?



Variety

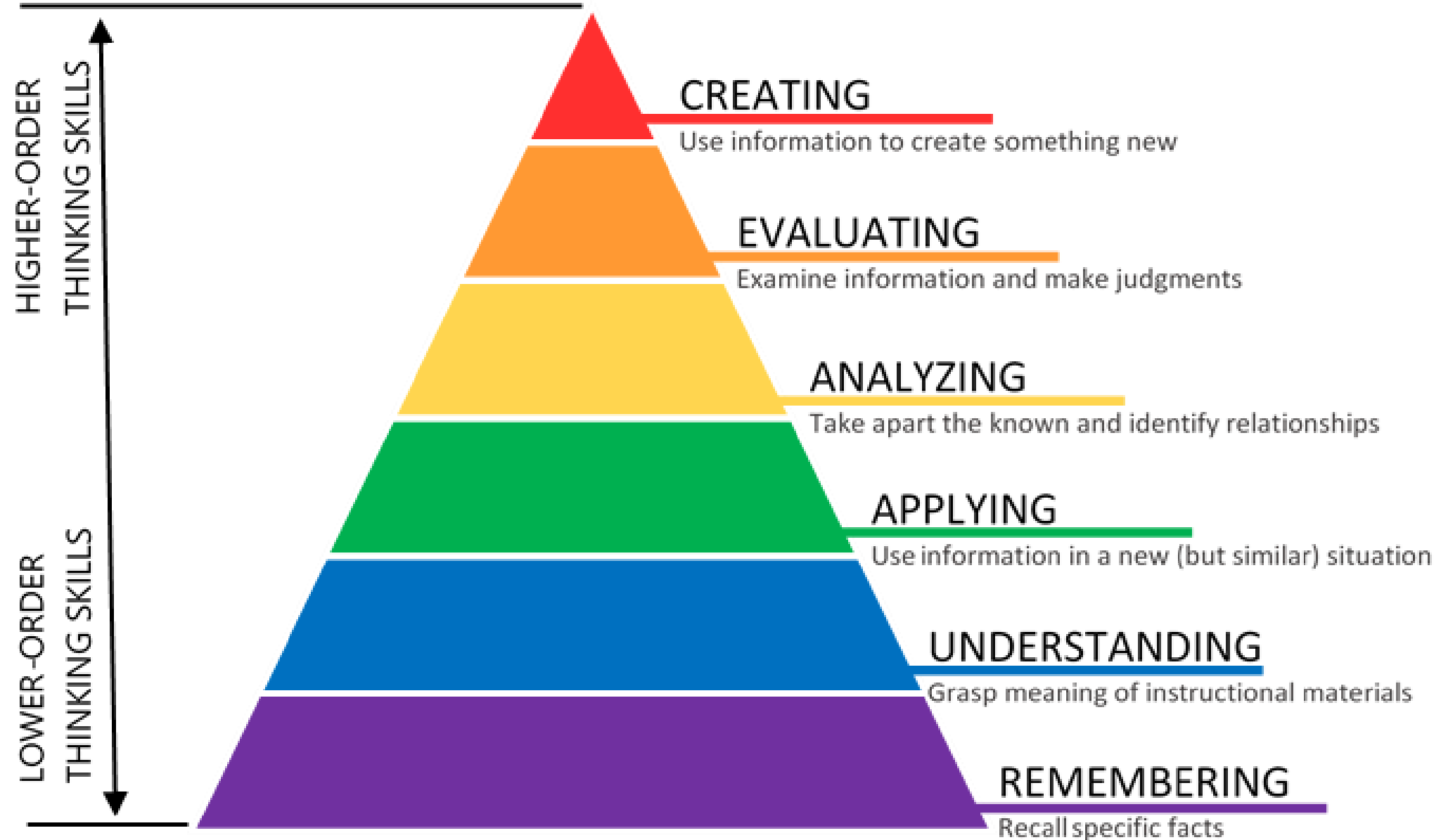


Solving?



Commenting?

BLOOM'S TAXONOMY



Variety in the interactions



A chunk is ...



- ✓ Stand-alone section
- ✓ Intro, content, conclusion (story)
- ✓ Clear learning outcome
- ✓ Practice activities

How do we go
about
designing our
chunk?



Tools

- Template
- Learning Designer
- Moodle



Step 2: Select the chunk you would like to develop in this workshop

Please note that it only has to be a small part of your lecture that is only a concept or two lasting no more than ten minutes. Once you have identified the sections of your course, you will need to choose the one you would like to design and create during this workshop.

Your chunk	
<u>Title of section/chunk</u>	
Duration	
Learning objectives	
Intended learning outcomes (What should they be able to do when they have completed this part of the course?)	
Face-to-face/online	
<u>Students' prior knowledge</u>	
Number of activities with lecturer present (synchronous)	
Unsupervised activities (asynchronous or synchronous)	

Learning Designer

A tool developed by UCL

Timeline

Analysis

Name

Captivate workshop

Topic

EMI, teaching your course in English

Learning time

12 hours

Designed time

3 hours and 20 minutes

Size of class

12

Description

Captivate! is a workshop series inspired by the Feynman Tech...

Mode of delivery

Classroom-based

Aims

Participants learn some pedagogical strategies and good prac...

Outcomes

Application

Editor

daniella18

Turn editing on

Session 1: Giving the Big Picture

Read Watch Listen

⌚ 5

👥 12

👤

🔄

📅

🔗 0

Participants listen to a brief description/introduction to Captivate. They learn about how the workshop will be structured and what the main learning outcome will be.

Produce

⌚ 5

👥 30

👤

🔄

📅

🔗 0

Participants read the script they prepared in the pre-session.

Collaborate

⌚ 10

👥 12

👤

🔄

📅

🔗 0

Participants give feedback to each other about the scripts. Was the introduction clear and easy to understand (speed, pauses)? Did the speaker give context and some examples? Are the learning outcomes clear? What tips can you give the speaker?

Notes:

Resources linked: 0

Session 1: Chunking

Read Watch Listen

⌚ 10

👥 12

👤

🔄

📅

🔗 0

Lecture: What is "chunking" and why do we need to chunk our courses?

Produce

⌚ 20

👥 1

👤

🔄

📅

🔗 1

Participants chunk their course by creating their own learning designer or by filling in the template attached.

Notes:

Resources linked: 1

Session 2: Storytelling

Read Watch Listen

⌚ 30

👥

👤

🔄

📅

🔗

Lecture: What is storytelling? How does it work?

Produce

⌚ 30

👥

👤

🔄

📅

🔗

The participants do a practical exercise to use storytelling techniques.

Practice

⌚ 30

👥

👤

🔄

📅

🔗

Everyone will read out what they've produced.

Discuss

⌚

👥

👤

🔄

📅

🔗

Discuss the productions and give constructive feedback.

Investigate

⌚ 10

👥

👤

🔄

📅

🔗

In small groups, the participants reflect on their own course. They will be telling in their course. Who is the target audience?

Notes:

Resources linked: 0

ABC Learning Design

Learning types cards (front)

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos



Learning type: Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself



Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers



Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught



Learning type: Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal



Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice



ABC Learning Design

Learning types cards (back)

Learning type: Acquisition

Conventional method

- ☐ reading books, papers
- ☐ listening to teacher presentations face-to-face, lectures
- ☐ watching demonstrations, master classes
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Digital technology

- ☐ reading multimedia, websites, digital documents and resources
- ☐ listening to podcasts, webcasts
- ☐ watching animations, videos
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Learning type: Collaboration

Conventional method

- ☐ small group project
- ☐ discussing others' outputs
- ☐ building joint output
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Digital technology

- ☐ small group projects using online forums, wikis, chat rooms, etc. for discussing others' outputs
- ☐ building a joint digital output
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Learning type: Discussion

Conventional method

- ☐ tutorials
- ☐ seminars
- ☐ discussion groups
- ☐ class discussions
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Digital technology

- ☐ online tutorials
- ☐ seminars
- ☐ email discussions
- ☐ discussion groups
- ☐ discussion forums
- ☐ web-conferencing tools synchronous and asynchronous
- ☐
- ☐
- ☐
- ☐

Learning type: Investigation

Conventional method

- ☐ using text-based study guides
- ☐ analysing the ideas and information in a range of materials and resources
- ☐ using conventional methods to collect and analyse data
- ☐ comparing texts
- ☐ searching and evaluating information and ideas
- ☐
- ☐
- ☐
- ☐
- ☐

Digital technology

- ☐ using online advice and guidance
- ☐ analysing the ideas and information in a range of digital resources
- ☐ using digital tools to collect and analyse data
- ☐ comparing digital texts
- ☐ using digital tools for searching and evaluating information and ideas
- ☐
- ☐
- ☐
- ☐
- ☐

Learning type: Practice

Conventional method

- ☐ practising exercises
- ☐ doing practice-based projects
- ☐ labs
- ☐ field trips
- ☐ face-to-face role-play activities
- ☐
- ☐
- ☐
- ☐
- ☐

Digital technology

- ☐ using models
- ☐ simulations
- ☐ microworlds
- ☐ virtual labs and field trips
- ☐ online role play activities
- ☐
- ☐
- ☐
- ☐
- ☐

Learning type: Production

Conventional method

- producing articulations using:
 - ☐ statements
 - ☐ essays
 - ☐ reports
 - ☐ accounts
 - ☐ designs
 - ☐ performances
 - ☐ artefacts
 - ☐ animations
 - ☐ models
 - ☐ videos
- ☐
- ☐
- ☐

Digital technology

- ☐ producing and storing digital documents
- ☐ representations of designs
- ☐ performances, artefacts
- ☐ animations
- ☐ models
- ☐ resources
- ☐ slideshows
- ☐ photos
- ☐ videos
- ☐ blogs
- ☐ e-portfolios.
- ☐

The screenshot displays the Learning Design Designer interface, which is used for creating and managing learning activities. The interface is divided into several sections, each with specific functions and annotations:

- Top Section (Design Form):**
 - Title, Learning time, Designed time, No. of Learners, Description:** Fields for entering basic activity information.
 - Define and select Aims and Objectives:** A section for defining the purpose and goals of the activity.
 - Mode of delivery:** A dropdown menu to select the delivery method.
 - Aims:** A text area for defining the aims of the activity.
 - Outcomes:** A text area for defining the expected outcomes.
 - Pie-chart:** A pie chart showing the total proportions of Learning Types designed in the session.
 - Buttons:** Buttons for "New design", "Import design", "Export design", "Share", and "Save".
- Bottom Section (Activity Canvas):**
 - Add a TLA to this session:** A button to add a new Teaching Learning Activity (TLA) to the session.
 - Describe the first teaching and learning activity (TLA):** A text area for describing the first TLA.
 - Define duration of this activity, select its learning type (from 6), group size, with/without teacher, online or not, linked resource:** Fields for defining the activity's duration, learning type, group size, teacher involvement, online status, and linked resources.
 - Text to guide learners:** A text area for providing guidance to learners.
 - Add a Learning Type to this Activity:** A button to add a learning type to the activity.
 - Colour code for this Learning Type (Collaborate):** A color-coded button for the "Collaborate" learning type.
 - Total designed time for this Activity:** A field showing the total designed time for the activity.
 - Notes by designer:** A text area for the designer's notes.



● Acquisition ● Collaboration ● Discussion ● Inquiry ● Practice ● Production

Chunking your course in Moodle



Captivate Workshops

Tableau de bord > Cours > Academic Writing Center > Captivate Workshops

Captivate: teach your course in English

Pre-course Activities: Focus ...



The big picture



1. Chunking your course



2. Storytelling



Visuals



Interactions



References and Resources

