

GROUP AGREEMENT:

Respect when others are speaking - listen, do not cut them off

turning off cameras for a short time if needed - bathroom breaks, grab a snack, etc.

be open to others opinions - yes, and instead of but

active participation from the group

being ready to learn and try new things

encourage others especially when it is scary to try new things

it's okay to make mistakes - it's a learning process reflect and try new experiences

be prepared and complete assigned task needed for the training

What do we want for teachers?

**Open to
the ideas
of others**

self-confident

Patience

Authentic

Intentional

ASSIGNED QUOTE - #1

inclusive

active

self-constructive

and activated by prior knowledge

ASSIGNED QUOTE - #2

Adult learning is that the learners having choices and connections and building on past and current experiences; the motivation comes from the practicaliy to the real life leading to self-directed learning.

The learner
holds the pen.



ASSIGNED QUOTE - #3

be open and caring

bring home life into the learning space - similarities and differences

expectations

faith is the most essential ingredient in life



ASSIGNED QUOTE - #4

REDI

RESPECT

children have less knowledge,
but more confidence

adults have more knowledge,
but less confidence



teachers want to be seen

teachers have seen it before; it's relevant

adults learn similarly as the ways children learn

Assigned Quote #5:

- confidence
- being practical
- problem solving
- our needs push us to learn
- research and ask many questions

need to have the right attitude



Visual Learner

What do presenters/trainers do that drive you crazy based on this style of learning?

- just talks
- no HO or PPT

What can presenters/trainers do instead?

- HO and PPT
- pictures
- props
- appealing to the reader - HO
colorful, not too much on a page,
size of font

Auditory Learners

What do presenters/trainers do that drive you crazy based on this style of learning?

- talks too fast
- with accent does not slow down
- IKEA directions only pictures

What can presenters/trainers do instead?

- tone of your voice
- volume of voice
- pausing and seek understanding

Kinesthetic learners:

What do presenters/trainers do that drive you crazy based on this style of learning?

- sitting too much

What can presenters/trainers do instead?

- fidgets
- let participants know it is okay to stand and move around if they need it
- use your body to represent/symbolize
- going and getting objects to bring back and share
- adding music to encourage movement

Tactile Learners

What do presenters/trainers do that drive you crazy based on this style of learning?

- materials get germs on them

What can presenters/trainers do instead?

- have note pages in HO
- taking notes - small movements that can be calming
- make and takes
- hands-on

Verbs for Objectives:

- Demonstrate
- Acknowledge
- Provide
- Implement
- Facilitate
- Analyze
- Practice
- State
- Identify

Bloom's Taxonomy Verbs

Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

Comprehension

Demonstrate an understanding of the facts.

classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

Knowledge

Remember previously learned information.

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

Higher Order Thinking Skills

Lower Order Thinking Skills



Active Learning Workshop:

- Audience - beginner teachers
- curriculum focus is ingredients of AL
- Time - 2 1/2 hours
- Training format - virtual

Objectives

Identify the five ingredients of AL

Demonstrate the AL ingredients throughout the day

Opening Activity

1. several open-ended materials experience active learning
2. in groups discuss "how do children learn?"

Central Ideas

1. Materials
2. Manipulation
3. Choice
4. Child Thought and Language
5. Adult Scaffolding

Practice

- video clips
- discussion
- card game
-

Implementation Plan

Application

- Discuss how you currently use the ingredients of AL and what they can add now

Evaluation

- appealing HO
- what materials do you want to add to your LE?
How can you offer more choices to children?
- what part of the day do you want to start with incorporating AL?

Field Trip Pictures:

Loren

AGAPI Koules Fortress



Field Trip Pictures:

**HI
Keisha**



Felicia



Keysha



Lynn

Field Trip Pictures:



Patty



Yu Ya



Marshe'

Evaluate:

- As a planning and recall prop
- As an ornament for a cars back dash
- Realistic representation
- As a bedtime buddy



Brainstorm: What have we seen on evaluation forms?

- trainer's knowledge
- open-ended questions for what they want to see next time
- other additions for the trainings
- length of training
- effective delivery of the training
- scale for questions (ex. 0 - 5)
- 1 word that represents the training to you
- facilities
- how likely are you to use the information
- how soon will you use this strategy (ex. week, month, year)
- did you enjoy the training (scale 1 - 10)

Our evaluations:

- would you recommend this workshop to others?
- what was your aha moment?
- what are the pros and cons of this workshop?
- what part was most helpful...
- what part is least helpful
- shape format for evaluation
- scale
- how confident are you with content (problem-solving, etc.)
- what activities helped you understand the content
- what will be the easiest the for you to implement, what additional support will you need to implement the content
-



- Pleasant and welcoming
- Friendly
- Shines a light on Early Childhood
- Enthusiastic
- Team Player
- Mission Driven
- Lifelong learner - "To infinity and beyond"
- Defending all children around the world