

Large-Group Times

for Active Learners

Syllabus

HighScope's Large-Group Time for Active Learners Online Course



HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we advocate for equity through awareness and personal reflection as we encourage educators to celebrate, respect, and incorporate diversity in their programs. We intentionally seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and underrepresented groups. Through consultation, training, mentoring, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are expected to reflect on how they can mitigate biases and inequitable practices, as well as

engage with other participants and HighScope trainer(s) on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

As we grow more aware of REDI concepts in our lives and practices, we must understand that equity and inclusion require a continual process of growth. It is important to remember that everyone has their own learning curve, and so as we strive for a more equitable and inclusive world for our children, there will be a need for both hope and grace.

International Accreditors for Continuing Education and Training

HighScope is proud to be an IACET Accredited Provider. IACET accreditation reflects the high bar of quality HighScope sets in providing professional learning and allows us to offer Continuing Education Units (CEUs) to learners.

Overall Learning Objectives:

- Identify and implement shared control during large group time
- Identify the five ingredients of active learning and applying them to your large group time activities
- Identify the five categories of appropriate large group activities
- Use the large group time planning form to plan a large group time activity

Requirements to complete course and receive IACET CEUs*

- Complete all assignments within the course timeframe.
- Pass each Check My Understandings with an 80% or higher.
- Have a total overall score for the course of an 80% or higher.

*1 CEU = 10 Clock hours

Welcome to HighScope's Large-Group Times for Active Learners Online Course

This course is 3 weeks long (4 weeks if you include the registration week). Each week runs from Monday through Monday the following week. You will get the most out of the course if you do the activities in the order listed. You will be able to print a certificate for 10 clock hours of training at the end of the course. You must complete all the assignments on time to receive credit for the course.

We recommend you log on early in the week to get your assignments so you can plan your work. For your discussion post assignments, all **initial posts are due on Thursday** and your **replies are due by the following Monday**.

This workshop uses a variety of online activities:

- **Learning Unit** — Content for the week. You may wish to print the learning unit so you can easily refer back to the content.
- **Reading Assignments** — Assignments for the week. You might find it helpful to also print these out.
- **Check My Understanding** — Interactive format in which you will decide the best answer to a variety of scenarios.
- **Try It Out** — Assignments in which you will try out strategies or ideas in the classroom. You may be asked to share what happened on a discussion post and get feedback from your classmates, or you may be asked to email the assignment to your instructor.

Welcome to HighScope's Large-Group Times for Active Learners Online Course (continued)

- **Dropbox Reflections** — Personal reflections on the content and your own practice shared privately with your instructor. Be sure to check back to see your instructor's comments.

Remember, all course work for the week is **due by midnight the following Monday (EST)**.

If you have any questions, please do not hesitate to email or call your instructor.



Registration Week

Assignment

Update your HighScope Learning Hub profile.

Discussion

Introduce yourself to the group.

Your first assignment is to introduce yourself to the others in this class.

You might say something about where you work, the children you work with, and what you hope to get out of this class. Please also feel free to share a little bit about yourself personally!

Read your classmates' introductions. Reply to each other to "connect." This is how we get to know each other!

Issues and Concerns About Large-Group Time

Message your instructor.

Think about issues and concerns that commonly arise during your large-group times. Your assignment is to message your instructor one or two of these issues or concerns.

To do so, go to your course homepage by clicking on "My Course." Then, in the right-hand pane under "Facilitator," click "Send Message."

Facilitator

Elizabeth Spisich



[Profile](#)

[Send Message](#)

Week 1: Sharing Control and Active Learning at Large-Group Times (LGT)

Objectives

Participants will be able to

- Identify and implement elements of shared control during LGT.
- Identify and apply the five ingredients of active learning to their own LGTs.

Learning Unit Topics

- Characteristics of LGT
- Shared control during LGT
- Active learning applied to LGT

Watching Shared Control at Large-Group Time

Watch for the elements of shared control as demonstrated in the Large-Group Time video clip.

Elements of shared control:

- Plan for choices
- Take cues from children
- Participate as a partner

After viewing, read on to see these elements explained.

Week 1: Sharing Control and Active Learning at Large-Group Times (LGT) (continued)

Reading Assignments

From *50 Large-Group Activities for Active Learners*:

- “Guiding Principles for Successful Large-Group Experiences,” page 1
- “Teachers’ Attitudes and Behaviors at Large-Group Time,” pages 4–5
- “Children’s Attitudes and Behaviors at Large-Group Time,” pages 5–6

Moving and Singing Together

Large-Group Time from Jace’s Viewpoint



Week 1: Sharing Control and Active Learning at Large-Group Times (LGT) (continued)

Check My Understanding

Shared Control or Not?

For each large-group time described, decide if shared control and active learning are present for the children. **This is worth 10 points (1 per question).**



Discussion

Dewey Applied to LGT

Read the large-group time, “Moving and Singing Together.”

Think about this quote from John Dewey:

“The educator is responsible for a knowledge of individuals and for a knowledge of subject-matter that will enable activities to be selected which lend themselves to social organization in which all individuals have an opportunity to contribute something, and in which the activities in which all participate are the chief carrier of control.”

Week 1: Sharing Control and Active Learning at Large-Group Times (LGT) (continued)

What is your assessment of this large-group time according to the five aspects of this quote?

- Knowledge of individuals
- Knowledge of subject matter
- Selection of activities that lend themselves to social organization
- Providing all individuals with the opportunity to contribute something
- Activities in which all participate are the chief carrier of control (activities in which all individuals can be in control of their own ideas and actions).

Your assignment has two parts. Create one discussion post about your thoughts regarding these aspects, and create another one about another aspect (that is, 1 post for two different aspects for a total of 2 initial posts). **Each initial post is worth**

10 points (total points possible = 20) and is due on Thursday.

Next, make one substantive reply to someone else's post under a third aspect of John Dewey's quote.

Your reply is worth 5 points and is due on the following Monday.

Reminder: You will have 3 discussion posts total; 2 initial posts (due Thursday), and 1 reply (due the following Monday).

HighScope Learning Hub Tip: You can access the discussion posts at any time by clicking on "Discussion" on the left-hand sidebar of your course.

Week 1: Sharing Control and Active Learning at Large-Group Times (LGT) (continued)

Dropbox Reflection

My Thoughts on Shared Control at LGT

Read *Large-Group Time from Jace's Viewpoint* (found in the Week 1 Reading Assignments). Type your responses to each of these questions into a Word document and upload it into the Week 1 Dropbox. **This assignment is worth 10 points and is due on Thursday.**

- Consider the examples of shared control that are illustrated in this example. Summarize your reaction to them in one or two sentences.

- What do you currently do to share control with children?
- What ideas for sharing control with children during large-group time would you would like to try?

Total points possible for Week 1 = 45.

Be sure to check back later to view feedback from your instructor.

Week 2: Engaging Activities for Large-Group Times

Objectives

Participants will be able to

- Identify the 5 categories of appropriate large-group activities.
- Use activities from the *50 Large-Group Times for Active Learners* in their classrooms.
- Use “separate-simplify-facilitate” to help make activities appropriate for young children.

Learning Unit Topics

- Five categories of LGT activities
- Separate-simplify-facilitate

Reading Assignments

From *50 Large-Group Activities for Active Learners*:

- “Adult Support at Large-Group Time,” pages 2–4
- “Consideration for Children with Special Needs,” page 10
- “Using Prerecorded Activities,” page 11
- “Introduction to the Large-Group-Time Activities,” page 12
- Appendix A: “Singing Songs at Large-Group Time,” pages 134–135
- Appendix B: “Strategies for Using the Song Book,” page 136
- Appendix C: “Using Sign Language at Large-Group Time,” pages 137–138

Week 2: Engaging Activities for Large-Group Times (continued)

Try It Out

Watching and Trying Out LGT Activities

Step 1: Learn more about the activities.

For each activity category, watch the corresponding video clip. Look for how the teachers share control. (*Note:* The extra adults that you will see in the clips are parents who have stayed to participate in LGT with their children. Our classroom ratio is 16 children with 2 adults.)

Step 2: Try out activities in your classroom.

For each activity category, choose and do one activity from the *50 Large-Group Activities* book (you will be doing a total of 5 activities, one from each of the 5 categories).

Step 3: Share what happened!

Use the Discussion tab to share what happened for **3 of the 5 activities** that you did with your children.

- Be sure to share the activity name and the page number from the book.
- Share what happened. How did your children respond? Did you make any modifications based on your group of children?
- End with what you learned from the experience.

Please note that **these initial posts are due on Friday** to give you a little extra time to try out the activities in your classroom. **Each initial post is worth 10 points (total points possible = 30).**

Week 2: Engaging Activities for Large-Group Times (continued)

Step 4: Learn from each other.

Respond to 3 posts from others.

- Ask each other questions, share other ideas, explain how your children responded. Replies like; “I agree,” “Good idea,” or “Me too” don’t really add anything to the discussion and should be avoided.

Each reply is worth 5 points (total points possible = 15) and is due on Monday.

Total points possible for Week 2 = 45.



Week 3: Planning HighScope Large-Group Times

Objectives

Participants will be able to

- Identify and apply the format of the large-group plan.
- Identify the sources of ideas for appropriate LGTs.
- Use the HighScope Large-Group-Time Planning Form to plan appropriate LGTs for their classroom.

Learning Unit Topics

- Format of a HighScope LGT
- Purpose of beginning-middle-end
- LGT planning form
- Sources of ideas for appropriate LGT activities

Reading Assignments

From 50 Large-Group Activities for Active Learners

- “Planning Large-Group Time,” pages 6–10
- “Large-Group-Time Planning Sheet,” page 7
- “The Activity Elements,” page 13
- “Hints for Success,” page 14

Check My Understanding

What Went Wrong?

Based on what you’ve learned so far, analyze each large-group-time scenario. You will read three suggestions for improvement. Which teacher gave the best advice according to the large-group-times content covered so far? **Each reply is worth 2 points (10 points possible).**

Week 3: Planning HighScope Large-Group Times (continued)

Try It Out

Plan Your Own LGT

Plan a large-group time for children in your classroom.

As you develop your plan, remember to

- Base your LGT on one (or more) of the sources of ideas.
- Follow the LGT format (beginning-middle-end).
- Include plenty of opportunities for shared control and active learning.
- Upload a copy to the Week 3 Dropbox. Please be sure to upload one of the following file formats: .pdf, .doc, .ppt, .xls, .odt, .xlsx, .docx, .gdoc, or .rtf.

This assignment is worth 15 points.

Try It Out

Try Out Your LGT Plan

In the Discussion tab, post:

- A brief description of your plan.
- What happened? What did you do? How did the children respond?
- Share what you learned from this experience.

This assignment is worth 10 points and is due on Thursday.

Then, reply to one other person's LGT plan.
Each reply is worth 5 points (total points possible = 5) and is due by the following Monday.

Week 3: Planning HighScope Large-Group Times (continued)

Discussion

Revisiting Issues and Concerns

Review the issue or concern that you messaged your instructor during Registration Week.

On the discussion post, revisit your issue or concern:

- Share your initial issue or concern.
- Share one idea learned from this class to help with that issue or concern.
- **Each initial post is worth 10 points (total points possible = 10) and is due on Thursday.**
- Post one encouraging reply to another participant. **Each reply is worth 5 points (total points possible = 5) and is due on Monday.**

Total points possible for Week 3 = 55.

Total points possible for the course = 145.

Points needed to pass the course = 116 (80% of points possible).

Evaluation

Course Survey

Please share your feedback about your experiences on this course.

Week 3: Planning HighScope Large-Group Times (continued)

Print Your Certificate

Once you have completed all of your assignments, you will be able to print your certificate. Congratulations!

Click on the “Grades” tab along the top of the HighScope Learning Hub dashboard, then click on “My Certificates” in the left-hand sidebar.

Please print as many copies of your certificate as you need (i.e., one for your records, one for your employer).

For this course, your certificate will reflect that you have received 1 IACET CEU which is the equivalent to 10 clock hours.



References

- Boisvert Maier, C.A., & Gainsley, S. (2016). *50 large-group activities for active learners*. HighScope Press
- Hohmann, M, Weikart, D. P., & Epstein, A.S. (2008). *Educating young children: Active learning practices for preschool and child care programs*. HighScope Press.
- HighScope Educational Research Foundation. (2011). *Discovering the possibilities of large-group time*. HighScope Press.