Title of Session: Teaching Teachers
Moderator: Dianne Allen
Title of File: 20090604teachingteach
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Room: Teaching Teachers Group

DianneA: Gordon has come through with the goodies

BJB2 hopes you get some participants...Gordon has been logged in several times

DianneA: so we have a concrete example to work with today

BJB2: ahhh...great. Did he post to the discussion board?

DianneA: I am just preparing some notes

BJB2: ok, I won't bother you then

DianneA: noo... not quite

DianneA: but he has uploaded some of his ppts

DianneA: see the whiteboard

BJB2: found a wonderful new site, Dianne...try this: http://file2.ws/

BJB2: you can put those ppts online

DianneA: interesting ... yes that looks like something that might be a better way to go with Gordon's much larger file if we need to work with the more detail

DianneA: have you tried it for anything BJ?

GordonP joined the room.

BJB2: just did a quickie word doc to see if it worked...I'm trying Gordon's ppt now....I'll announce your session. Hi, Gordon!

BJB2: look at this site, Gordon http://file2.ws/

DianneA: Hi Gordon

DianneA: thanks heaps Gordon for posting the ppts

GordonP: Hi Diane and BJ

DianneA: I have set up a whiteboard to make a start today

JeffC joined the room.

DianneA: Hi Jeff

BJB2 waves hi to Jeff

JackieG joined the room.

BJB2: hi, Jackie. Welcome!

DianneA: Hi Jackie

JackieG: Hi everybody

DianneA: welcome

JackieG: I'm here by chance but the title sounds exactly like what I need

DianneA: It might be an idea if we start with introductions ...

DianneA: where are you from, and what is your teaching area?

BJB2 smiles. Serendipity is a wonderful thing, Jackie!

LisatasGst2 joined the room.

DianneA: I am from Wollongong, Australia, and my teaching area is professional development

DianneA: Hello Lisatas, welcome

JackieG: OK. I'm an EFL teacher and teacher trainer working for International House London, currently training Chinese English teachers in China. I'm based in Shanghai

DianneA: we are starting with introductions ...

DianneA: thanks Jackie

JackieG: I've just set up a room for some of my teachers and was waiting for anybody to show up for the first time, so I might disappear if one of them does show up. OK?

DianneA: that's fine Jackie

DianneA: Gordon can you introduce yourself, please?

DianneA: Bj, Jeff?

DianneA: Lisatas, can you introduce yourself, please?

GordonP: Hi everyone, I am a director of an Adult Basic Education program in west Texas

BJB2: I'm a retired communication and art teacher located in Pennsylvania. I'm also on Tapped In helpdesk

DianneA: thanks Gordon

DianneA: thanks Bj

DianneA: now for a tip for keeping track of this chat session…

JackieG: ok

DianneA: in the top right hand corner of the chat space is an Actions menu, clicking on that and scrolling down to DETACH and then clicking on that will give you more of the chat as we proceed

LisatasGst2: Sorry. I'm new at this. I'm a staff development teacher in a public high school located outside of Washington DC

DianneA: thanks Lisatas

JackieG: Have detached :-)

DianneA: Today our discussion is continuing a discussion Gordon and I had about a month ago …

LisatasGst2: Very useful!

DianneA: which follows up a discussion held last December ...

DianneA: on how to get teachers more involved in their own professional development ...

DianneA: is that how you are understanding what we are trying to do today, Gordon?

GordonP: yes, to give the teachers ownership

JackieG: OK. I'm with you. Are you trying to get them more involved using facilities

like TI?

DianneA: right .. thanks

DianneA: not first off Jackie

DianneA: now usually Gordon has a group for a one day seminar/workshop and then sometime later has them back for a half day .. am I right here Gordon?

GordonP: yes

DianneA: and on his first day Gordon is involved in setting the scene for doing work on teaching towards benchmark standards ... how am I going Gordon?

GordonP: perfect!

DianneA: good .. and to do that Gordon uses a power point presentation

JackieG: Can you say a bit more about the benchmark standards?

JackieG: What do you mean?

DianneA: over to you Gordon

JackieG: Is it about getting students to reach a certain standard?

GordonP: the benchmark standards are based on what a student needs to achieve not only a GED but also to get into college

JackieG: OK, got it

DianneA . o O (Gordon's teachers are involved in teaching Adult basic Education)

GordonP: yes

DianneA: now I have prevailed on Gordon to up load some of those powerpoints for us here ... so that we can think some more about what he is doing and how that might be recast ...

DianneA: and BJ has prepared for those ppts to be available from a web site ..

BJB2 . o O (I put the info on the whiteboard)

DianneA: BJ can you tell us where we will find the ppt please

BJB2: site is http://file2.ws/gordons

DianneA: ahh. I am too busy typing to read

BJB2 understands

DianneA: yes the whiteboard has our program for today on it

JackieG: TA website?

DianneA refreshes her whiteboard

DianneA: OK does everyone now have a copy of Gordon's three ppts at hand?

GordonP: Cool

DianneA: I want to focus on the Agenda slide, please ...

JackieG: Hold on, I've only just added this room to my favourite places, give me a mo

DianneA waits

DianneA: Lisatas, we might be assuming more facility with using Tapped In than you have ...

JackieG: My computer is a bit slow this morning

DianneA: do you comprehend what we are doing?

BJB2: http://file2.ws/gordons HOLD DOWN THE CTRL KEY WHEN YOU CLICK ON THE URL

LisatasGst2: I'm with you.

DianneA: thanks Lisatas

DianneA: OK, Gordon ... can you tell us what you are trying to do with the agenda ...

JackieG: yes, ready

DianneA: and then describe for us a bit what happens next

GordonP: this is to help teachers understand why the standards can help them teach

GordonP: and make the classroom a better learning environment

DianneA nods

GordonP: there are a lot of terms that need to be understood for the standards to be used fluently

DianneA: now Gordon has something like 60+ more slides and proceeds to talk to those ... is that what happens next Gordon?

GordonP: yes there are 63 slides in total

DianneA: thanks ...

GordonP: there is a lot of auxiliary material as well

DianneA: and does that sound like the usual Professional development sessions others experience?

JackieG: Can you say a bit more about your target group, Gordon? What kind of people are these and how good is their English?

JackieG: They are teachers, right?

GordonP: Most of our students are fluent in English, but some are former ESL students

GordonP: OH, yes my students in the training are teachers

JackieG: OK

DianneA: and does that sound like the usual Professional development sessions others experience? Jackie? Lisatas? Jeff? BJ?

LisatasGst2: If they are teachers, isn't it clear already why they need to teach the standards? And if so, this should be a brief review -- perhaps as an activator.

GordonP: the benchmark standards are new to ABE teachers

DianneA: and yes, Lisatas, where I am coming from is about shifting the ground from a 'chalk and talk' where the teachers switch off

GordonP: some teachers did in fact teach a de facto standards while others were more of a hit and miss

LisatasGst2: My concern is that you have a lot of time/devoted to definitions. And the latest research shows that teaching definitions as a stand-alone is not an effective way to teach definitions. How do you embed your definitions into the entire workshop? Are you modeling any instructional strategies (word walls, concept maps/mind maps) as you do this to show how to help students to make sense of the words and definitions?

DianneA: and so what we are trying to look at today is how else might we approach what Gordon has to do, to engage these teachers more

JackieG: It's very different from what I do. I focus much more specifically on one subject (EFL) and do work around that topic, i.e. classroom skills. We do talk about how to help students learn and pass exams. This might be a point in common. But My TT sessions tend to be more practical, i.e. doing things demonstrating and trying (micro teaching)

BJB2 thinks Lisa should get a TI membership! Some good suggestions.

JackieG: agree!

LisatasGst2: Could you perhaps have an envelope (one for each pair/small group) that includes definitions and words that are cut up and ask each group to match them. This is a great way to engage teachers and find misconceptions.

DianneA: and one of the things I want to ask is how much of Gordon's ppt slides might be left to handouts and links .. and when we have done that what do we do with the time that is left over so that we make the most of this PD opportunity

GordonP: there are some activities with the definitions

LisatasGst2: oh good! I'm all about student engagement! :)

DianneA: so what I have, because I have had time to think about it, is an engagement design ...

JackieG: Could the teachers 'learn' some of the definitions before they come to the training? It's similar to the EFL jargon I have to teach I think.

DianneA: if you go to the room view window, and open NOTES ...

DianneA: you will see a note with Di's design as its topic

DianneA: I will now highlight it

DianneA: so that the link is highlighted in the Featured items

DianneA: now what we have is a compare and contrast ...

BJB2: Gordon, here's a great video on using ppt more effectively: http://www.youtube.com/watch?v=OC1OixM_118

DianneA: and Gordon and others might need me to explain what I have in mind ...

GordonP: please

DianneA: my note is now available in the refreshed welcome window ... does everyone see it?

BJB2 nods

LisatasGst2: yes

JackieG: nods

GordonP: yes

BJB2 . o O (click on Welcome at the top of the blue menu to refresh your screen)

DianneA: OK Gordon, what I am suggesting is that you might start with a short time of personal reflection where each participant jots down for themselves something like answers to 'why I am here today?' what do I want to get out of this session?'

DianneA: that is part of step 1

DianneA: with me so far?

GordonP: yes

JackieG: nods (how do I nod in grey?)

BJB2: type :nods

JackieG nods

BJB2: voila!

JackieG smiles

DianneA: then I would ask the group to share that with the person next to them ... a break out short intro and discussion time ...

DianneA: starting to build the Community of Practice (interpersonal connections within the group that is there for the day), so we are in step 1 and step 2

DianneA: in the process of that discussion someone might be involved in refining their why I am here today bit

JackieG: This sounds more like what I do, Dianne. How big are Gordon's groups?

GordonP: from 25 to 60

JackieG: OK, similar to mine - up to 90 here

DianneA: then you can have a short report back time when each partner introduces the other partner to the whole group, and the whole group gets an idea of the range of interests, and of specific curriculum concerns if they have already surfaced

JackieG: Reporting back with these very large groups sometimes needs a lot of organizing. Can I make a suggestion now or at the end?

DianneA: then the next step, and there are a couple of different ways of doing this Gordon, is for the group to divide up into pairs 'buddies' with a common interest for the day and start to contract to be a buddy for the day and to work together on the common interest ..

DianneA: Jackie share your suggestion now please

JackieG: OK, sometimes I give each group flipchart papers (large poster sized) and blutack or masking tape to put on a wall next to where the group is sitting. They report or summarize some of their findings or group decisions there and then there is time for everybody, i.e. all the groups to wander about the room and read other groups ideas and discuss them as they stand in front of the posters. I use a sound to make them move on to the next group - a giant wheel. Can you picture it?

DianneA: BTW pairs are not obligatory, you can work with trios or quartets for this step 3 and 4

DianneA: Jackie how do you form your groups in the first instance?

JackieG: You need a large room with lots of wall space for this.

DianneA nods to Jackie

JackieG: Different ways of setting up groups. sometimes randomly, sometimes according to what they do, i.e. people who do similar things

DianneA nods

DianneA: Ok Gordon, is this making sense?

GordonP: yes it is

JackieG: Sometimes they get a token as they come in that makes them sit at a group table, e.g. blue, red, orange table

DianneA: you would probably spend the whole half of one day getting from step 1 to step 4

DianneA: does that sound unreasonable?

GordonP: that can work

LisatasGst2: I like the Brainstorm Carousel. It's a great way to get people up and moving and talking in a non-threatening way. It's also a great way to summarize information at the end of the day.

DianneA: does that sound like your experience Jackie?

DianneA: Lisatas might you elaborate please?

JackieG: Yes, the posters also help the groups focus as they have to put some of their ideas in writing.

DianneA begins to notice the time ... and wonder is our next step in this process to start to develop and share those resources here as notes and files and with links ...

DianneA . o O (aside to BJ do all members of a group have power to develop notes in/for the group room?) [Ed. Note: All members of a group can create notes in the group room, but only moderators can feature those notes. BJB]

LisatasGst2: I think I would approach the beginning of the day a bit differently. Knowing that these are adults and GED students they probably have similarities in why they are there. So perhaps you could list four reasons -- each on a large flip chart in a corner of the room and ask everyone which one they most identify with. This will help to sort the students and allow them to find others that feel the same way. They will be able to identify with them later in the session -- like Dianne's buddy system.

DianneA . o O (Lisatas you might like to become a member of Tapped In and join this group ...)

LisatasGst2: Each group would rotate through the posters and see what other groups have said.

JackieG: Yes, this works, too.

LisatasGst2: It really depends on what's most comfortable for you to facilitate, Gordon. All are great ideas.

JackieG: It's important to get people up and moving and doing things if you have a

whole day of training.

GordonP: agreed

DianneA: the second half of the day, then Gordon is each of the contracted groups taking your 16EFF standards and your other ppt slides and working with them on one curriculum example for half the remainder of the time and them reporting back to the whole group ...

DianneA: and that would be followed up by more contracted collabroation between the one day and your half day .. and then meeting again to report a more olished product and share

JackieG: Do you think you build in a quiz or test of the concepts or technical terms we mentioned earlier?

DianneA: Jackie, I wouldn't quiz personally

JackieG: If you do this as a game or competition, you could use it at the beginning of the afternoon as a warmer.

DianneA: I would let them learn that they will learn what they need to know as they work with the problem

BJB2 looks at the clock on the wall. (the July Teaching Teachers discussion will be on July 2

DianneA: it is professional development for adults, professionals, ...

JackieG: OK, but we are talking about what the learning outcome is for these teachers here, too, aren't we?

DianneA: I find 'publishing to peers' is a much greater challenge and gets much better work

JackieG: OK, I see what you mean.

DianneA: the outcomes then are twofold ... what they have learned from doing it themsleves

DianneA: and what they now recognize as the value of another's' work and can then pick up and run with another's work

DianneA: Bj has noted the time too ...

DianneA: and alas, I need wrap here for today ...

JackieG has noted the time, too

JackieG: OK, I'd like to join the group. Is that ok?

DianneA: can I ask you to consider posting some more notes here sharing iwht Gordon how to do the more engaging PD that I have proposed ...

BJB2 smiles...wonderful, Jackie!

JackieG: Thanks

DianneA: and then Gordon can perhaps see how to consider using a group here at Tapped In for his teachers to share their progress with their collaborative work ...

BJB2: and Lisatas, membership to TI is free. And when members log out they automatically are emailed a transcript of the chat text.

LisatasGst2: This has been really great. Thank you for letting me participate

LisatasGst2: I will give it serious consideration!

DianneA: yes thanks Jackie and Lisatas, being a member of Ti and joining this group is all you need to do to become involved and to contribute ...

DianneA: live chat next month .. same time same place ...

JackieG: I like the idea of the teachers using TI to share

GordonP: Thank you everyone!

DianneA: discussion between sessions is also most welcome

JackieG: Yes, thanks everybody. I found this very helpful and informative.

BJB2: professional development is an ongoing process! Just as teachers are lifelong learners ;-)

GordonP: asynchronous discussion?

DianneA: yes Gordon

BJB2: the discussion board, Gordon

JeffC: threaded message discussions Gordon

BJB2 . o O (only members of the group can post to the discussion board)

BJB2 . o O (which you are, Gordon)

DianneA: I will be posting some more form this session between now and next month

JackieG: on Teaching teachers? OK

JackieG: I'll apply to become a group member

DianneA nods to Jackie ...

BJB2: Thanks, Dianne, for leading this discussion...it was quite dynamic!

GordonP: I will try to get my teachers to contribute

DianneA: especially on mentoring teachers to move to mentoring learning ...

GordonP: dynamic indeed

DianneA lays down her chalk for today ...

DianneA waves bye!

BJB2 applauds wildly

JackieG: Thanks everybody. Bye

GordonP: Good Bye everyone

JackieG waves

BJB2: Jackie, if you need any help joining this group, please let me know

JackieG: OK, thanks. Am trying right now, I've got some ideas of how to go about it but will come and see you at reception if I have a problem. OK?

BJB2: ok

BJB2 waves goodnight