**Workshop Title:**  Module 10: Managing cooperative activities

* **Workshop Description:** Student projects and cooperative tasks are activities that invite students to combine efforts and collaborate to share the content and skills they have learned over a period of time, such as a unit or marking period. Setting the stage so that students can benefit and effectively work together during these activities is an important first step for planning and development of student project work and activities. In this workshop, participants will explore several factors that will assist them and their students in managing project work and activities in the language classroom and describe the purpose and benefits of project work and cooperative activities in the language classroom

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| **Gagné’s Nine Events of Instruction** | |
| 1. Gain attention   2min | Gain their attention using the activity “The great wind blows”  The great wind blows for everyone who likes…  The great wind blows for everyone who is wearing…  The great wind blows for everyone from ….. |
| 1. Inform learners of objectives   2min | By the end of this module, participants will be able to:   * describe the purpose and benefits of project work and cooperative activities in the language classroom * explore various ways to develop and present project work and cooperative activities to and for all students * exchange ideas for project work and cooperative activities that work well for all learners * develop project ideas and cooperative activities that can be modified for multiple units of study using checklists, rubrics, collaborative work guidelines/expectations * reflect on ways to adapt and differentiate project work and cooperative activities for all learners |
| 3. Stimulate recall of prior learning 10min | * Stimulate participants’ background information by asking how they group their students. Think-Pair-Share |
| 4. Present the content 20min | * Video 1: Grouping Students for Activities and Establishing Guidelines for Participation <https://www.youtube.com/watch?v=z_EPby75_bQ> * Whole class discussion * Video 2: Strategies for Successfully Managing Projects and Activities   <https://www.youtube.com/watch?v=vEMA7IBEAy4>   * whole class discussion |
| 1. Guide learning  40minmin | * Individually reading about cooperative and collaborative learning.   **Article 2:** [Toward better group work: Seeing the difference between cooperation and collaboration](https://www.google.com/url?q=https%3A%2F%2Famericanenglish.state.gov%2Ffiles%2Fae%2Fresource_files%2F48_2-etf-towards-better-group-work-seeing-the-difference-between-cooperation-and-collaboration.pdf&sa=D&sntz=1&usg=AFQjCNFYQ4ZugIIsz6sOQvHzty5OKshCsA) by Olga Kozar  https://americanenglish.state.gov/files/ae/resource\_files/48\_2-etf-towards-better-group-work-seeing-the-difference-between-cooperation-and-collaboration.pdf  After reading participants discuss about cooperative and collaborative learning.   * Jigsaw reading. Get into groups of 5s. each participant in the group chooses a number, 1-5. All the 1s will read Collaborative activity 1. All the 2s will read Collaborative activity 2. All the 3s will read Collaborative activity 3. All the 4s will read Collaborative activity 4. All the 5s will read Collaborative activity 5. * After presenting video 2, divide participants into groups and assign them to adapt any homework from the English book (books which they taught) into project work. Check their understanding with “Fist to Five” |
| 6. Elicit performance (practice)  20min | * Engage participants in doing activities like warm ups and experiencing them as a student. * Participants in groups will present their adapted project works |
| 7. Provide feedback 10min | * In groups, participants demonstrate their project works. * Other participants give feedback using Praise-Question-Polish. * Give each group feedback using P-Q-P |
| 8. Assess performance 10min | * Before they leave, ask them to reflect today’s lesson with the help of D.E.A.R. (Drop Everything and Reflect)   The thing I liked most about class today is…  The most important thing I learned today is…   * Whole class discussion |
| 9. Enhance retention and transfer | * Before participants leave the workshop, ask them to give project works to their students and next time share results with other participants. |

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| **Section and Trainer(s)** | **Microteaching** |  |
| Objectives & Agenda  5 min | Introduce objectives on the board. By the end of the workshop participants will be able to:   * conduct the micro-teaching on assigned Unit/ Lesson from a textbook * reflect on own teaching   -give feedback to other RPMs |  |
| Presentation of lessons  100 min | 1. There will not be guide learning as participants will conduct microteaching based on what they learned.  2. Micro-teaching (group work)  4 groups present their demo lessons one by one.  3. PQP (based on rubric will be provide by CTs)  PQP (RPMs will give Praise, Question and Polish to one another |  |
| Assess performance  15 min | 1. All participants will reflect on own teaching by reading PQPs given from CTs and peer feedback. |  |