**TOT: Week 10 - Room 1 - Group 1**

**See the Action Plan document for feedback about this workshop plan as well as your action plan.**

**~ From the George Mason University Academic Team**

**Workshop Training Plan Template**

**Workshop Title: Module 10- Managing Cooperative Activities**

**Workshop Description:** In this module, we will explore several factors that will assist you and your students in managing project work and activities in the language classroom.

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| **Gagné’s Nine Events of Instruction** | | | | | **Time** |
| 1. Gain attention | The following words will be stuck on the wall, participants working in groups discuss what they think about their meaning, the relationship to the topic and the role of each one in group activities.  **Encourager, manager, timekeeper, secretary, and reporter.** | | | | **20 minutes** |
| 2. Inform learners of objectives | By the end of this module, you 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 | | | | 10 minutes |
| 3. Stimulate recall of prior learning | The participants will discuss the following questions in groups:   * What are your beliefs about cooperative learning activities in the language classroom? * What challenges and successes have you had with managing student project work and/or cooperative activities? * What fears or uncertainties do you have about implementing project work and cooperative activities in your class(es)? | | | 20  minutes | |
| 4. Present the content | Watch 2 videos for managing student project work and activities  read an article about the difference between cooperation and collaboration. | | 35  minutes | | |
| 5. Guide learning | - Apply “Think, Pair, Share” to share ideas learned from videos  Activity: Jigsaw reading. Participants will be divided into 2 groups of 7 in each one. Each participant will get information about one suggestion for helping students to learn to work workcooperatively.. During discussion they need to complete their foldables with 7 suggestions.  [Learning to Learn Cooperatively](https://americanenglish.state.gov/files/ae/resource_files/09-47-4-d.pdf) (examples are for young language learners, but suggestions can be applied to all ages of language learners) by Anne Hammond Byrd  Source: Byrd, A. H . (2009). Learning to learn cooperatively. *English Teaching Forum, 47* (4), 18- 28. <https://americanenglish.state.gov/files/ae/resource_files/09-47-4-d.pdf> | | 30 minutes | | |
| 6. Elicit performance (practice) | Create a new or adapt an existing cooperative activity or project using some of the ideas you have learned so far in this module. | | 40  minutes | | |
| 7. Provide feedback | Feedback related to group work presentation with the help of the following questions:   * What worked? Why? * What recommendations can you give other teachers for implementing this task? * What has worked for you to get ALL students involved in project work and/or cooperative tasks and not just a few students? * How have you adapted a project or cooperative activity in order for all students to participate at their language proficiency level? | | 20 minutes | | |
| 8. Assess performance | Write reflection on Module 1-10 (500-1000 words). You may use what you have created, shared, and applied in the previous tasks. | 55 minutes | | | |
| 9. Enhance retention and transfer | Participants will write an individual reflection about 3 new things that they have learned. (Exit ticket). | 10 minutes | | | |