



Effective Classroom Learning

A 4-day workshop for classroom teachers in high schools, colleges and professional technical skills training institutes

„Tell me - and I forget.
Show me - and I remember.
Let me do it - and I understand.“

Confucius, 551 – 479 BC

Already Confucius, a Chinese philosopher of ancient times, knew what modern learning research recommends teachers and instructors of today's training facilities: in order to achieve high learning results, students have to be involved actively throughout the whole learning process. How to apply this simple but most effective rule to classroom teaching and learning, is the main focus of this seminar.

The essence of classroom teaching can be described as imparting new knowledge to students. A major requirement in that context is handling information, both for teachers and students alike. How the process of procuring, understanding and processing information can be enhanced, is one focus of the seminar: Through a variety of exercises, participants will learn how to apply reading, summarizing, researching and visualizing techniques using the appropriate working tools.

Furthermore, participants will be exposed to the results of modern brain research and the resulting consequences for learning and teaching: While concepts and ideas are explained in brief lectures, a variety of tests, experiments and games will let participants experience the concrete meaning of these findings.

Topics covered during the training are:

- Brain Power
- Learning Strategies
- Handling Information
- Conclusions

All activities used during the training such as tests, games, experiments, exercises etc. can easily be used in the real classroom setting. The question of transfer of the seminar inputs to day-to-day teaching is constantly addressed throughout the training. The overall objectives of this seminar are to enable teachers to prepare lessons that cater for the different learner styles and focus around students' activities, to equip students with learning methodology, to diagnose major learning problems, and to counsel students with learning difficulties.

Number of participants: 12 to 14

Effective Classroom Learning, Day 1 - 1

No.	Title	Content/Activity	Material	Time
1	Introduction Associations	Each participant introduces him/herself by using one of the postcards displayed	Postcards with different motives	8.00 – 8.45
2	Exercise: Associations	Each participant is asked to find a way to learn name of facilitator	Whiteboard: Cornelia Frettloh	8.45 – 8.50
3	Group work: Associations Expectation setting	Pax are divided in 3 – 4 groups and invited to draw, write, scribble what they associate with learning on a big sheet On a separate sheet they note expectations and possible fears for this seminar	Big flipchart paper Crayons, markers Manila paper	8.50 – 9.10
4	Introduction: Outline workshop	Overview <ul style="list-style-type: none"> - objectives - content - methods 	Flipchart	9.10 – 9.20
5	Experiment: Forming categories	Two volunteers (male/female) are asked to put all meta cards with words in respective labeled envelopes	2 sets of meta cards, envelopes	9.20 – 9.30
6	Lecture/Discussion Brain Power 1	Learning – general considerations Modern brain research: Neurons Brain development	Transparencies	9.30 – 10.00
	Break			10.00 – 10.15

Effective Classroom Learning, Day 1 - 2

7	Game Sensual Awareness Touching & Feeling 1	Walk around in room & shake hand with all other participants; note the difference in each handshake	Flipchart	10.15 – 10.25
8	Lecture/Demonstration Brain Power 2	Recap first input Developing neuronal network	Transparencies	10.25 – 10.40
9	Test: Learner Type	Each participant gets a test sheet and is asked to answer questions to find out which learner type he/she is; Assessment of test, comparison	Copies of test sheet Posters 3 learner types	10.40 – 10.55
10	Lecture/Demonstration Brain Power 3	Recognizing individual differences Demonstration of physic law: “Pressure equals force divided by area” Creating multi-channel information	Transparencies Hammer, different nails, wood Various pencils Clay, water bottle, coins, stand	10.55 – 11.30
11	Exercise: Learner types & lesson plan	Individual work: Pax select next topic in their teaching & work out how it can be presented catering for all three learner types	Matrix for lesson planning	11.30 – 12.00
	Lunch			12.00 – 13.00

Effective Classroom Learning, Day 1 - 3

12	Game Sensual Awareness Touching & Feeling 2	All pax touch item in sachet and try to identify content	Flipchart 14 sachets with different items	13.00 – 13.15
13	Assessment exercise Learner types	Participants present their work in groups of similar teaching expertise & decide which is the one to be presented to plenary 4 presentations of lesson plan to plenary	Manila paper for presentations	13.15 – 14.15
14	Lecture/Discussion Brain Power 3	The human memory	Transparencies	14.15 – 14.30
15	Exercise: Linking	Participants go back to groups and discuss how topic presented can be linked in manifold ways; 4 presentations to plenary	Manila paper for presentations	14.30 – 15.00
	Break			15.00 – 15.15

Effective Classroom Learning, Day 1 - 4

16	<p>Game</p> <p>Sensual Awareness</p> <p>Touching & Feeling 3</p>	<p>Choose partner and write with finger on his/her back a word; let person guess the word; repeat if necessary;</p> <p>Change roles and execute exercise again</p>	Flipchart	15.15 – 15.25
17	<p>Test:</p> <p>Left & right brain</p>	<p>Participants are divided in 2 groups. One group gets information in form of a drawing, other group in written form. Both groups have to draw what they remember.</p> <p>Assessment of results</p>	<p>Copies of information/drawing</p> <p>Paper</p> <p>Stopwatch (5 min/8 min)</p>	15.25 – 15.45
18	<p>Lecture/Discussion</p> <p>Brain Power 4</p>	<p>The left and the right brain</p> <p>Exercise:</p> <p>“Folding hands” exercise</p> <p>“Brain Jogging” exercise</p> <p>Stimulating learning</p>	Transparencies	15.45 – 16.10
19	<p>Presentations:</p> <p>Consequences for teaching</p>	<p>Each participant gets a statement outlining a particular consequence for teaching. They present it to group, explain meaning & agree/disagree with statement (reasons!).</p>	Statements	16.10 – 16.30
20	<p>Test:</p> <p>Forming categories</p>	<p>2 volunteers are asked to retrieve particular cards from envelopes.</p> <p>Assessment of results/reasons for difficulties</p>	Envelopes	16.30 – 16.45
21	Feedback	<p>Complete sentence exercise:</p> <p>Most surprising insight/experience/sensation... for me today was....throw wool to next pax</p>	<p>Whiteboard with sentence</p> <p>Ball of wool</p>	16.45 – 17.00

Effective Classroom Learning, Day 2 – 1

No.	Title	Content/Activity	Material	Time
1	Exercise: Repetition Day 1	Each participant chooses one copy of “Brain Power” transparency. Transparencies are put on OV, respective part. Explains meaning to group	Transparencies, paper copies	8.00 – 8.30
2	Exercise: Evaluation name learning	Pax write name of facilitator on card Exchange on strategies how to learn unusual material (association patterns)	Whiteboard: Cornelia Frettloh	8.30 – 8.40
3	Exercise: Learning deficits	Brainstorming on reasons for bad performance of students considering learning results; Clustering of cards; Outline of importance of learning methodology	Meta-cards, manila paper Transparency	8.40 – 9.00
4	Test: Input channel & memory performance	Participants reflect on 6 statements on OV on individual preference; Test executed & reflection on results; Display of all results to plenary Conclusions & transfer to daily teaching	Transparencies Test papers & utensils Stopwatch Posters 3 learner styles	9.15 – 10.00
	Break			10.00 – 10.15

Effective Classroom Learning, Day 2 - 2

5	Game Sensual Awareness Looking & Seeing 1	Gym exercises for the eyes: - circle your eyes - near/far - enlarge vision horizontally/vertically - increase perception closing eyes w palms	Flipchart information	10.15 – 10.20
6	Lecture/Discussion: Learning Strategies 1	Recap test result Enhancing memory & skills performance	Transparencies	10.20 – 10.40
7	Exercise: Time-management 1	3 groups prepare schedule for student Comparison of results Reasons for decisions	Exercise sheets Manila paper	10.40 – 11.45
8	Lecture/Discussion: Learning Strategies 2	Planning learning activities Preparing for exams	Transparencies	11.45 – 12.00
	Lunch			12.00 – 13.00

Effective Classroom Learning, Day 2 - 3

9	Game Sensual Awareness Looking & Seeing 2	Work in pairs: I am seeing something you cannot see and its color is... Once guessed, repeat other way round		13.00 – 13.10
10	Assessment/Exercise: Time-management 2	Self-Assessment: Use of time Sharing of results/transfer to teaching reality Recap input: Reconsideration of learning schedule: Any changes? Work in 3 respective groups	Assessment sheet “Time thieves”	13.10 – 13.35
11	Field trip: Learning Environment	Assessment of study place What changes should be made? Why? Input learning set-up, diet, rest etc.	Set-up of learning space (table, chair, utensils)	13.35 – 13.50
12	Lecture/Discussion Learning Strategies 3	Self-assessment: best individual learning environment; best atmosphere at school	Transparencies Voting cards	13.50 – 14.00
13	Exercise: Case Study	Work in 2 groups: Discuss case of Bong and find answers to questions 1 – 3	Exercise sheets “Case study” Manila paper	14.00 – 14.45
14	Lecture/Discussion Learning Strategies 4	Learning difficulties Comparing input with answers to question 1	Transparencies	14.45 – 15.00

	Break			15.00 – 15.15
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Effective Classroom Learning, Day 2 - 4

15	Game Sensual Awareness Looking & Seeing 3	Visualizing: Participants make inner journey to favorite place...	Instructions	15.15 – 15.25
16	Exercise: Asking questions	Round 1: Give instructions for drawing. No questions allowed Round 2: Repeat. Questions allowed Compare results, time consumption	Band paper Instructions for drawing Stopwatch	15.25 – 15.35
17	Lecture/Discussion Learning Strategies 5	Overcoming difficulties: Pax read statements to plenary & give example Comparing input with answers to question 2 – 3	Transparency Cards with statements Learning index box	15.25 – 16.00
18	Counseling circle: Learning Difficulties	Choose from provided cards or make up own problem; 2 circles: Students/teachers students in outer circle present their problem to teacher in inner circle & ask advice; repeat 2 x change of inner/outer circle; repetition; Plenary: state your problem and share advice given to you; comment on quality	Pre-prepared meta-cards with problems, plain meta-cards Stopwatch (3 x 3,5 min, repeat)	16.10 – 16.50
19	Feedback	Participants write on cards what was useful for them & what they could do without	Manila paper harvest truck - garbage truck, meta-cards	16.50 – 17.00

Effective Classroom Learning, Day 3 – 1

No.	Title	Content/Activity	Material	Time
1	Exercise: Repetition Day 2	Participants are grouped in 4 sets and furnished with one learning dice per group: First round: They throw the dice and answer the question in group; others can help Second round: all questions are answered by respective group members in plenary	4 learning dices	8.00 – 8.45
2	Lecture/Discussion: Handling Information 1	General importance Reading techniques: - survey reading - enlarging the view span - 5 step reading method	Transparencies Poster “5-step reading method”	8.45 – 9.05
3	Exercise: Enlarging view span	Work in pairs: Each pair gets one set of reading pyramid + sheet for pulling; repeat exercise with partner	7 sets of 2 reading pyramids, one sheet for pulling	9.05 – 9.15
4	Exercise: 5 step reading method	Survey reading: 1:30 min Formulate 2 questions Execute other 3 steps of method	Exercise sheets “The human memory” Stopwatch	9.15 – 10.00
	Break			10.00 – 10.15

Effective Classroom Learning, Day 3 - 2

5	Game Sensual Awareness Smelling	Each participant is asked to establish the smell in each container	Flipchart information Containers with different products: brown sugar, soap, cinnamon, alcohol, vinegar, garlic...	10.15 – 10.30
6	Lecture/Discussion: Handling Information 2	Summarizing techniques - rules for marking	Transparency Poster “Marking rules”	10.30 – 10.40
7	Exercise: Marking	All participants mark exercise sheet & compare results of marking: - Planning learning activities	Exercise sheets: “ Planning learning activities” red fine felt pens, pencils, text markers, rulers, erasers	10.40 – 11.00
8	Exercise: Visualizing	All participants prepare visualization of sheet “Human memory” All results get displayed and are compared	Exercise sheets: “The human memory” Band paper	11.00 – 11.30
9	Competition game: Re-enforcing rules for marking & reading	Pax work individually: - Rules for marking - Rules for fast survey reading - 5-step reading method	Exercise-sheets Stopwatch Prizes (6)	11.30 – 12.00

	Lunch			12.00 – 13.00
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Effective Classroom Learning, Day 3 - 3

10	Competition game Reference books	Work in pairs: Check at all the 8 work stations & complete your answers	Work sheets Reference books (atlas, telephone directory, dictionary, handout seminar) Prizes (2)	13.00 – 14.00
11	Lecture/Discussion Handling information 3	Researching techniques: - Use of reference books, libraries, internet - Importance of questions - Different questions	Transparencies Example “Bird” in handout p 46 Example “What makes the light shine?” on whiteboard	14.00 – 14.15
12	Exercise: Formulating questions	Work in groups (expertise related): Choose topic & prepare questions Present to plenary Process importance for teachers/students	Manila or bond paper	14.15 – 14.45
13	Competition game: Working tools	Work in 2 groups: Solve crossword puzzle “Effective Learning”	2 sheets with crossword puzzle; question sheet Prizes (7)	14.45 – 14.55
14	Game Sensual Awareness Tasting	Try out 2 types of same basic ingredient and state the difference in taste	Flipchart information Food for tasting (mango, peanuts)	14.55 – 15.00
	Break			15.00 – 15.15

Effective Classroom Learning, Day 3 - 4

15	Lecture/Discussion Handling information 4	Working tools <ul style="list-style-type: none"> - use of different tools - how to introduce in teaching (exercises) Visualizing techniques <ul style="list-style-type: none"> - charts - diagrams - tables - cluster - definition networks 	Tools on display Handouts pages 47 – 54 Transparencies	15.15 – 15.45
16	Exercise: Visualizing information	Participants choose one workstation and visualize the information given in a sketch drawing. When completed, they move on to the next station. Outputs are exhibited and compared in plenary. Importance for teachers/students is processed.	Band paper Exercise sheets for 8 workstations	15.45 – 16.50
17	Feedback	Participants are asked to evaluate by setting their points in relation to content/methods and barometer atmosphere	Charts Points	16.50 – 17.00

Effective Classroom Learning, Day 4 – 1

No.	Title	Content/Activity	Material	Time
1	Exercise: Repetition Day 4	Participants choose one type of exercise that they want to use in their teaching; explain exercise to plenary	Meta-cards with samples of learning exercises	8.00 – 8.30
2	Brainstorming	Expectations of employers towards trainees/staff	Meta cards	8.30 – 8.45
3	Lecture/Discussion: Conclusions 1	Learning methodology and the world of employment The importance of group work Mind mapping	Transparencies Poster “Concept Learning”	8.45 – 9.15
4	Exercise: Group work	Individual preparation for group work: Mind map on topic “Overhead projector” Participants divided in 2 groups: Each group has to present how to work with the overhead projector; presentations will be judged on: <ul style="list-style-type: none"> - knowledge - communication - creativity - team work 	Different transparencies, ov markers, 2 projectors, band paper	9.15 – 11.00
	Break			9.45 – 10.00

Effective Classroom Learning, Day 4 - 2

5	Game Sensual Awareness Listening	Participants are asked to close eyes & identify noise one by one	Flipchart information Items to produce noises: water jug, cup, teaspoon, ball, handkerchief, book, paper...	11.00 – 11.15
6	Exercise: Group work	Presentations of group work <ul style="list-style-type: none"> - Feedback - Assessment presentations - Transfer to teaching reality 	Voting cards	11.15 – 12.00

	Lunch			12.00 – 13.00
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7	Lecture/Discussion Conclusions 2	Recap/analysis of <ul style="list-style-type: none"> - Learning difficulties - Expectations employers - Learning – a broadened concept 	Results brainstorming on “Learning problems” “Expectations employer” Transparency	13.00 – 13.10
8	Role play: Pro & contra debate	All participants are asked to convince their director why it is important to introduce learning methodology in curriculum	2 Pro & 1 Contra chair	13.10 – 13.45
9	Game Sensual Awareness Listening	Participants are asked to close eyes & listen to music and input going mentally through 4 seminar days	Flipchart information Cd, player	11.00 – 11.15
10	Evaluation/Graduation	Distributing evaluation forms Feedback circle Handing over of certificates	Evaluation forms Ball Certificates	13.45 – 14.30

Participant Reaction Evaluation Form

Use the scale 1 to 5 to express your reactions to the course based on the following statement: (Please circle only one choice for each statement.)

Strongly DISAGREE 1	Disagree 2	Neither 3	Agree 4	Strongly AGREE 5
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- Overall, I was satisfied with this seminar.

1	2	3	4	5
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- My knowledge about learning increased as a result of this seminar.

1	2	3	4	5
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- I can apply what I learned in this seminar to my work.

1	2	3	4	5
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- It was easy for me to understand the seminar content.

1	2	3	4	5
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- The methods used to deliver the seminar content were effective.

1	2	3	4	5
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- Games, exercises and tests stimulated my learning a lot.

1	2	3	4	5
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- Material for the participants was adequate.

1	2	3	4	5
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- The instructor explained the subject clearly.

1	2	3	4	5
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- The instructor answered my questions clearly.

1	2	3	4	5
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- The instructor was supportive and helpful.

1	2	3	4	5
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- I also learned from other participants throughout the seminar.

1	2	3	4	5
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- I would recommend this seminar to my colleagues.

1	2	3	4	5
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What new things/changes can you apply to your job – immediately and after some time?

What parts of the seminar did you enjoy most? Why?

What parts of the seminar did you not enjoy? Why?

Further recommendation/comments not covered by this evaluation form:
