**TOT: Week 8 - 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 8- Creating and facilitating visually stimulating tasks**

**Workshop Description:** In this module, you will explore how language learning can ignite creativity and critical thinking, while also supporting students in their language learning and development of intercultural competence.

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| **Gagné’s Nine Events of Instruction** | | | **Time** |
| 1. Gain attention | Stick on the wall of the classroom ten types of Visual Aids (educational posters, educational infographics, creative presentation, educational charts, students assessment reports, classroom checklist, research report, school newsletters, education calendars, lesson plans) and ask participants the following questions:   1. What are they? 2. Why do we need them? 3. How should they be organized? 4. Which of them have you applied ?   https://venngage.com/blog/visual-aids-for-learning-templates/ | | 20 minutes |
| 2. Inform learners of objectives | -By the end of this module, you will be able to:   * understand the importance and positive effects of making learning visually stimulating for language learners * identify visual tools that work best for your instructional context * examine how visually stimulating tasks can lead learners through the critical thinking process * discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips) * create or reconstruct a language task to become a visually stimulating task | | 10 minutes |
| 3. Stimulate recall of prior learning | **Discuss in small groups the most successful visual tool in your teaching.**  Have you successfully used a visually stimulating tool, such as a concept map or another graphic organizer? If so, how was the tool a useful resource for your students for the lesson or activity? If not, then think about a lesson or activity in which your students had difficulty working with the content.  How could using a visual tool, such as a graphic organizer, assist your students with understanding a concept more easily? How could using visuals stimulate learning for your students?  In what ways could using visual tools challenge your students to think more critically about a topic or lesson? | 25 minutes | |
| 4. Present the content | - watch 3 videos for creating and facilitating visually stimulating tasks and using ‘Mind map” write and link related ideas. | 30 minutes | |
| 5. Guide learning | **Article 1:** [Collaborative Mind Mapping](https://americanenglish.state.gov/files/ae/resource_files/etf_54_2_pg44-48.pdf) by Melissa Mendelson  Suited for all levels, this activity provides step-by-step instructions for using "mind maps" as a graphic organizer for effectively teaching vocabulary and curricular content to language learners. | 45  minutes | |
| 6. Elicit performance (practice) | Create a new or adapt an existing activity/lesson to incorporate the use of a graphic organizer or one of the visually stimulating resources from the suggested websites in this module to assist students with their development of ideas, communication skills, and activity/assignment comprehension. This is an opportunity to learn new teaching ideas/strategies for using visually stimulating tasks from each other and enhance your practice. Use the template below when creating your activity:  Activity/Lesson Name:  Grade level / Unit (if applicable):  Activity Description:   * The purpose of this activity is to... * This activity is effective for this lesson because… * Here are some steps to help you use this activity in your classroom…   Step 1:    Step 2  Step 3: | 60 minutes | |
| 7. Provide feedback | During “Gallery Walk” participants look through their colleagues' activities on posters and give feedback writing some comments on stickers. | 20  minutes | |
| 8. Assess performance | Discussion of participants' feedback in groups. | 15 minutes | |
| 9. Enhance retention and transfer | Before participants leave the workshops, ask them to write 3 things they have learned today. | 15 minutes | |