

Module 2:

Effective Presentation and Facilitation Skills

Read this first

Congratulation! You're now halfway in PDEV 6800Y:

These are your activity sheets for today's face-to-face (F2F) session. In this session, we will consolidate your learning from the online component by working together in various active learning activities. These activities will cover:

1. Introduction to HKUST(GZ)'s Teaching Philosophy
2. Overview of Presentation and Facilitation
3. Basic Components of a Presentation
4. 5E Model & Bookend Model
5. Micro-Teaching

Some reminders for Micro-teaching:

One of the major tasks today is for your group **to create a rough draft** of your plan for your micro-teaching based on the 5E and Bookend model, and to **identify at least one active learning activity** that you will use. And to help you succeed with the Micro-teaching Module, we have listed out some tips and suggestions that you may want to consider as you build your plan:

1. *What is your hook? How will you **engage** your students?* Do you want to use an online quiz like Kahoot? Or Mentimeter? Another option is to use a video like the Verbal and Visual Memory Test to start the lesson or start with a story that is related to your topic. You may also invite your students to express their ideas. Or guide students to conduct group discussions.
2. *What are your activities that will allow your students to **explore** the topic?* What active learning activities will you use to know that your students understand?
3. *How will your students **explain** their learning?*
4. *How will you debrief your students? How will you **elaborate** on the topic?* Which part of the activity do you expect your students' further explanation?
5. *What type of assessment will you use to evaluate your students' understanding?* Do you want to collect the worksheet that they answer or do you prefer them to refine their work (i.e., ABCD method Learning Outcomes) and submit it via a QR code? Do you want to collect students' insight by using analytical problems?

Group Discussion and Problem Solving: 5E and Bookend

Student-centered Tactics

Activity brief:

Planning a 50-minute tutorial on your own may be daunting at first. Figuring out where to start and how to structure your lesson can be a huge task. A good starting point is your lesson plan. Consider it as the frame of your lesson. And to have a good sense of what you should do or should not miss in each part of the lesson.

Treat 5Es (Engage, Explore, Explain, Elaborate, Evaluate) as the backbone of your lesson plan, and the Bookend model as the components you need in each tutorial. You will need to discuss with your team decide what you should do in different parts of the tutorial. By using this activity, you will be able to distinguish the appropriate activities in problem-based and discussion-based tutorials, and be able to learn what makes a student-centered tutorial.

Steps:

1. Read the tactics listed in the table provided
2. Recall what you have learned about 5E and Bookend Model
3. As a group, decide where the tactics should belong according to different parts of the tutorial, and
4. Fill in the letter that represents the tactic

Active Learning Strategy in Use:

Problem Solving - covers a wide range of topics from a well-structured problem, like algorithm and logical problems, to an ill-structured problem such as strategic performance and design problems. In this activity, you distinguish what appropriate activities should be conducted in problem-based and discussion-based tutorials and be able to learn what makes a student-centered tutorial.

Problem-based Tutorial

1. _____
- Overview the learning roadmap and relate the prior knowledge to this tutorial's objectives
 - Categorise the problem sets by (1) concepts, (2) applications (3) level of difficulties

Overview (5-10m)

- Explicitly recap the key concepts in the lecture or asking students to complete a quick quiz
- 7. _____
- Introduce the topics to be discussed

Planning:

- Select problems that cover basic knowledge and skills

2. _____

During:

- Walk around to observe students' progress
- Avoid spending a long time for particular students
- Pick up common misunderstandings and misconception

1st practice (10-15m)

- Form students into groups/team
- Ask each group with 1-2 questions to discuss
- 8. _____
- Remind students of the key concepts to consider/apply.

3. _____

- Give tips on dealing with the problems

1st debrief (5-10m)

- Encourage students to learn from each other
- Invite groups to share their key findings
- 9. _____
- Review the common misunderstanding and unclear concepts.
- Suggest possible perspectives to address the topic

Planning:

4. _____

During (on top of tips in 1st practice)

- Ask students to work in groups (eg. buddy, mixed grouping, group combining)
- Observe the group progress

2nd practice (10-15m)

- As above
- 10. _____

5. _____

- Review the common misunderstanding and unclear concepts
- Give tips on dealing with the problems

2nd debrief (5-10m)

- Invite each group, or good performing groups, to summarise their findings
- 11. _____
- Same as above

6. _____

- Ask students to link the key takeaways with their prior knowledge
- Remind students of where to pay attention in the next week's tasks

Summary (5-10m)

- Summarize the key takeaways
- 12. _____
- Remind students of where to pay attention in the next week's tasks

Matching the correct statement

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

A Overview the learning roadmap and relate the prior knowledge to this tutorial's objectives

B Ask a question built on the previous practice to discuss

C Walk around to facilitate the discussion

D Summarise the key takeaways

E Review the common misunderstanding and unclear concepts

F Ask follow-up questions based on the groups' sharing

G Be realistic of how many questions can be completed

H Invite students to present their solutions or problem-solving approaches

I Suggest how to further develop the key findings for their assignments

J Explicitly recap the key concepts in the lecture or asking students to complete a quick quiz

K Highlight the insightful arguments picked up during discussion

L Pick more challenging, complex problems

Micro-teaching: Worksheet

“Developing your Lesson Plan”

Activity Brief:

The primary purpose of the micro-teaching is to provide you with an opportunity to consolidate your learning in this course and put it into practice. It is a collegial constructive learning exercise for you to demonstrate your teaching and facilitation skills and receive feedback from your peers. One of the major tasks today is for your group to create a rough draft of your plan for your micro-teaching based on the 5E model and Bookend Model, and to identify at least one active learning activity that you will use. This “Micro-teaching” activity focuses on developing your content for the lesson plan and the demonstration. And to guide you with the process of developing your plan, you may refer to the guide questions on the first page of this activity sheet.

Steps:

1. **Finalized** your:
 - a. Topic
 - b. Intended Learning Outcome (ILO), and/or
 - c. Rough Plan
2. **Refer** to the Micro-teaching Guideline for detailed description and criteria for marking,
3. **Discuss** with your groupmates the details of your plan
4. **Use** a piece of paper to organize your thoughts, and
5. **Ask** for feedback from the facilitators