



Pedagogy First

EDUCATOR | LEARNING
EXPERIENCE DESIGNER |
ARTIST | COMMUNITY LEADER

DESIGN FOR TOMORROW'S LEARNERS, TODAY.

Tara Gilboa

Welcome! Happy Tuesday,

*Thank you for being here. Please pick up a handout and respond to the questions in the space provided. You will be asked to share what you write. **You have 4 minutes.***



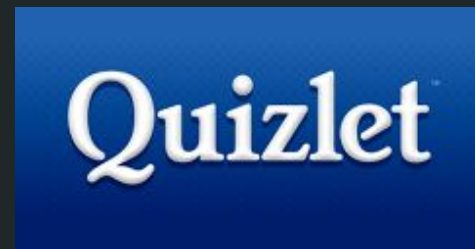
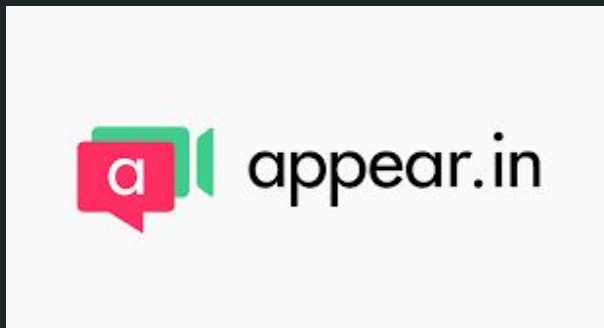
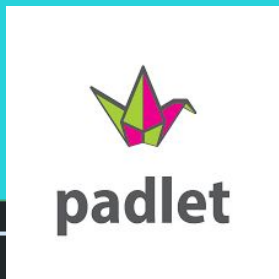
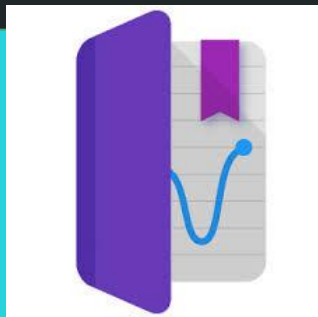
1. Guess the three most ubiquitous instructional, academic technologies across CU's campus. Explain why you wrote down each guess.
2. List at least three "best pedagogical practices" for one of the technologies you listed above.
3. Write a definition for what you think an "anticipatory-set" or a "warm-up" refers to in an academic setting.
4. Predict how using daily warm-ups (anticipatory-sets) and closures (cool-downs) furthers academic learning, especially critical thinking skills for students. Explain another method for holding students' accountable for assessing their own critical thinking skills. Compare the two with details.

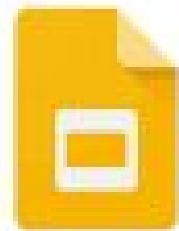
Extension 1: Is this warm-up an example of culturally responsive teaching? Why or why not? Extension 2: How do you know if these slides are accessible?

Outcomes:

1. Explain how Tara's professional background influenced today's topic
2. Describe the structure and best practices of a anticipatory-set and closure
3. Explain how using anticipatory-sets and closures furthers students' critical thinking skills

Access the Slides at: goo.gl/5L3sJV
or taragilboa.com





Google Slides

Agenda

1. Warm-Up
2. Introductions | Go-Over Warm-Up
3. About Me
- 4. The Tool: Slides**
5. *Best Practices*
6. *Examples*
7. *Create Your Own*
8. Closure

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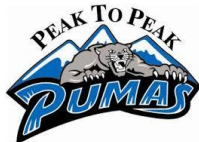
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Intros: Name, Role, Response

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Experience

- Spanish 1010 & 1020 - TA (Spanish & Portuguese Department)
- Spanish 2 & Honors - Instructor
 - Peak to Peak Middle & High School
- “Substitute” Teaching and Learning Consultant for Jacie Moriyama
 - Arts and Sciences Support of Education Through Technology, CU-Boulder



- Online Learning Experience Designer, Canvas Administrator, Colorado School of Mines
- Founder
 - Bolder Learning Design LLC
 - Learning Experience Design Meetup CO



BOLDER LEARNING
DESIGN



60 Second Question

What are the benefits of adding daily Warm-Ups to slides?

Benefits to Instructor:

- 1.
- 2.
- 3.
- 4.
- 5.

etc.

Benefits to Students:

- 1.
- 2.
- 3.
- 4.
- 5.

etc.

Benefits to Instructor:

- Gives me 5+ minutes to get organized and figure out what I'm doing in class
- Helps me assess where students are struggling with material
- Helps me focus on the important skills I want students taking away
- Establishes classroom routine/discipline that can be guaranteed throughout the semester
- Students arrive to class early or on-time
- I can get formative feedback every day, if I want. I can train my students to assess their own critical thinking skills with out me measuring over their shoulder every step of the way. I can include cartoons/humor in the very 1st moment of every class
- When used daily, I can guarantee to give students daily opportunity to read, write, & discuss along Bloom's taxonomy in my class.
- I can differentiate for students in a large lecture setting
- There is a guaranteed at least 5 minutes of personalized, individual student thinking time. I can bring mindfulness into my classroom practice.
- I can set-up at least one effective pair-share everyday.
- I have an established way students can monitor their progress and growth in my course.
- After explaining the first anti-set, I never have to prompt students on what they should be doing for the first five minutes. They learn the anti-set goes away after 5 minutes, I sometimes collect them, and they will always be required to use their knowledge from them. Sometimes the questions even show up on quizzes and tests.
- I feel empowered by seeing my students learn how to reflect on their learning in my course.

Benefits to Students:

- Gets students learning the moment class time begins. Reduces wait time if instructor is organizing.
- Helps students take ownership of their own learning.
- Let's students personalize how they start learning in class everyday.
- Give students repetitive practice to write down their thoughts in your discipline.
- Helps students settle in from their hectic days and prepare to be present
- Gives students options for how they learn and how they want to challenge themselves
- Helps students know what they don't know
- Gives students a place to ask questions
- Frames the day's lesson for the students
- Creates scaffolding for students
- Movement in class
- etc.

Best Practices for **Creating** an Effective Anti-Set or Closure

Checklist for an effective anticipatory-set

y/n	y/n bonus:
1. <input type="checkbox"/> IS IT POSTED BEFORE STUDENTS ENTER THE ROOM?	<input type="checkbox"/> Are there non-verbal directions? (visuals, examples, etc.)
2. <input type="checkbox"/> ARE THERE WRITTEN INSTRUCTIONS?	<input type="checkbox"/> Are there opportunities for extensions?
3. <input type="checkbox"/> IS THERE A SERIES OF STEPS/TASKS?	<input type="checkbox"/> Does it offer students choices?
4. <input type="checkbox"/> IS IT SELF-DIRECTED?	<input type="checkbox"/> Does it include multiple modalities? (Read, write, speak, listen, move...)
5. <input type="checkbox"/> IS A TIME LIMIT GIVEN?	
6. <input type="checkbox"/> DOES IT REQUIRE MULTIPLE LEVELS OF THINKING?	
7. <input type="checkbox"/> IS THERE MORE TO DO THAN TIME WILL ALLOW?	
8. <input type="checkbox"/> DOES IT ALLOW FOR MOVEMENT?	
9. <input type="checkbox"/> IS IT PERSONALIZED IN SOME WAY? DOES IT CONNECT STUDENTS' LIVES OR EXPERIENCES?	
10. <input type="checkbox"/> ARE YOU ABLE TO HOLD STUDENTS ACCOUNTABLE FOR EACH STEP IN THE PROMPT?	

Best Practices for **Structuring** an Effective Anti-Set or Closure

Structures for an effective anticipatory-set

Connections	Essential Skills/Structures	60 Second questions	Predictions	Organizing Thinking	Symbols
Analogies	Test Question	Most important thing you learned today and why?	Predict the next class's anti-set.	3-2-1	Create a bumper sticker
Connect the steps between our essential questions	Multiple Choice Question	How are you smarter now than you were at the start of class?	Predict the level 2 questions you expect to see on the assessment.	Alphabet Mad Minute	Make an acronym for a concept
How is this picture related to today's lesson?	Concept Map	Greatest concern about the upcoming assessment? Plan to address this concern?	Predict tomorrow's key concept	Compare and Contrast	Draw today's key concept
Create a nonlinguistic picture that represents the main point you took away from the last lesson		What part of _____ is still confusing?		Write a List. Annotate a prompt of question.	Interpret a cartoon; complete the captions for a cartoon
If today's concept were a food, which food would it be and why?		What do you need to master ____?		Graph / Interpret Graphs & Data	
The answer is blue. What are the questions?		What are you going to do tonight to prepare for _____?		Venn Diagram	

Best Practice for **Accessibility**

OIT website with Accessibility support for Google Slides:

- <https://oit.colorado.edu/services/messaging-collaboration/gsuite/accessibility/slides>

Best Practices for getting started:

- Use predefined slide layouts
- Ensure the tab reading order is the actual reading order
- Add images, tables, & text boxes should have alt text [Command+Option+Y]
- Consider presentation best practices when adding content to your slides
- Check your work with View > HTML View

Instructions to Embed Google Slides:

- [in Canvas](#)

Spanish 2 Anti-Set

Para empezar

1. Saca un libro de texto
2. Describe tus vacaciones. ¿Qué hiciste? (debes incluir 4-5 actividades diferentes; también dibuja las actividades)

¿Puedes encontrar los errores? Hay dos.
Yo fue a la farmacia para comprar las bota.

¡Oración de riesgo! Tradúcela al español.
You haven't lived if you haven't traveled.

Spanish 2 Anti-Set

Para empezar

- Escribe 5 mandatos afirmativos para tu perro o tu gato.



¿Puedes encontrar los errores? Hay dos.

Ellos fuiron al biblioteca.

¡Oración de riesgo! Tradúcela al español.
Do your homework! Do it early!

Spanish 2 Closure

Para terminar

- Usa el vocabulario nuevo para escribir una lista de SEIS acciones positivas que se puede hacer para embellecer la comunidad.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

Create Your Own

1. Start with the objectives.
 2. Select an appropriate structure.
 3. Review the checklist.
 4. Ask for feedback from a colleague.
-

BYOC: Introduction to Teaching with Canvas

By the end of this session, participants will be able to:

- Navigate Canvas
- Communicate with students
- Create and edit Calendar Events and Assignments.
- Organize their course
- Share course material
- Enter grades for students
- Monitor the course and students
- State where they find Canvas support.

Closure

*Please write
down your
thoughts in the
handout.*

How would you describe the structure of anticipatory-sets or closures to a faculty member not present today? In your own words...

Why do implementing best practices with anticipatory-sets & closures further students' critical thinking skills?

In your own words, explain why you think I selected this topic for today.

Extension: What is the structure for this closure? ;)

Q&A

Thank you for attending on snowy Tuesday!



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