

24. Putting It Together

Carpentries Instructor Training

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Overview

Questions

- How are the teaching practices we have learned used in our workshops?

Objectives

- Organize your knowledge of teaching practices and create a plan for using these practices in a Carpentries workshop.

Exercise 24.1

Picking up the Pieces

Based on the content we've discussed throughout this workshop, add at least one item to each category below:

- Concepts/Theories
- Tools/Practices

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Compare your list of topics with the list on the next frame. What is missing, either in your list or the one below?

Topics We Have Learned

- novice, competent practitioner, expert
- mental model
- formative assessment
- expert awareness gap
- short-term and long-term memory
- cognitive load
- motivation
- demotivation
- error-framing
- life-long learning
- feedback
- lesson study
- Code of Conduct
- concept maps
- Multiple Choice Question (MCQ)
- peer instruction
- going slowly
- “just”
- accessibility
- sticky notes
- one-up, one-down
- pre- and post-workshop surveys
- participatory live coding
- introductions

[Exercise 24.2]

Organize Your Knowledge

Use a concept map or other visual organiser of your choice to connect some of the concepts above. You don't have to use them all! How are the terms you have chosen to include related to each other?

Work on this on your own. There is no "right answer" -- this is about you building up a mental model, moving from "novice" to "competent practitioner".

If you feel you have finished organizing your thoughts, try the next exercise.

[Exercise 24.3]

Parting Thoughts (optional)

If you did not think about these issues when organizing your topics in the previous exercise, now consider:

- 1 How would you describe your mental model of teaching?
- 2 Can you identify why each topic above applies to teaching for the Carpentries?

Key Points

- Having a plan makes it easier for you to remember to implement the important teaching practices you have learned.