

WORKSHOP PLAN

| TEACHER TRAINING COURSE 2 – DAY 3 | | |
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| TIME ESTIMATE (HOURS) | PROGRAM | WHAT AND WHY |
| 0,5 hour | Check in | <p><u>What</u></p> <p>A short recap of the learning outcome of the previous day.</p> <p>Framing in today's program.</p> <p><u>Why</u></p> <p>To bring the minds back into the learning environment and to activate the participants' prior knowledge on skills.</p> |
| 0,5 hour | Icebreaking activities | <p><u>What</u></p> <p>Whodunit</p> <p>Groups of 5-6 participants.</p> <p>Each person writes down something interesting they've done on a note card (e.g., skydiving, have lived in 10 different states, drank a gallon of milk in five minutes—the sillier the better).</p> <p>Put the note cards into a hat, give it a nice shake, and have each person draw a note card they will then read aloud.</p> |

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| | | <p>The reader must then try to guess "whodunit" and why they came to that conclusion.</p> <p><u>Why</u></p> <p>Icebreaking activities can bring a kick start to a seminar or a working session, giving the next session in the program even more positive energy.</p> <p>This icebreaking activity also gives the participants the opportunity to use several C's in working on the challenge.</p> |
| 3 hours | Defining and Understanding "Deep Learning". | <p><u>What</u></p> <p>A lecture on "Deep Learning" and how to implement the skills and deep learning in disciplines using the local community.</p> <p>The lecture is followed by a group work assignment.</p> <p><u>Why</u></p> <p>The purpose of this session is to gain more knowledge on "deep learning" see this in relation to interdisciplinarity and the 6C, thus making theory either applicable or effective for the field of practice.</p> |
| 3 hours | Intermission work | <p><u>What</u></p> <p>Groups of 5-6.</p> <p>The groups get one C each. They start by discussing the C, and how they can work with this in school. Then they discuss teaching programs that can promote the development of this C.</p> |

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| | | <p><u>Why</u></p> <p>The intermission work allows the participants to operationalize and establish expanded competence within a certain C. The working method can hopefully contribute to the participants seizing the opportunity to work in the same way with other Cs later.</p> <p>The intermission work provides an opportunity to try out the new theory presented in seminar 2 and create new practice based on this.</p> |
| 0,5 hour | Check out | <p><u>What</u></p> <p>This is a session for summing up the day and do reflections on the participants' learning experiences.</p> <p>A "reflection ball" can be used to pass the word on between the participant.</p> <p><u>Why</u></p> <p>To consolidate new knowledge and give the participants room to put the academic content into context.</p> |