Wired to be social

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Zoom norms

- Manage your own time and learning

- In breakout rooms please keep your camera on if possible.

- Act respectfully toward others

- Access content at your own pace and application needs.

- Utilize thought partners

Practice is how our brain grows.

Agenda

1 Planning for engagement

2 Creating learning teams

3 Design thinking springboard

A community mindset

Everyone has something to offer
Ideas are improvable
We build knowledge together

An engagement mindset

Choice
Voice
Belonging
Purpose

Getting started...

- Sketch a self-portrait
- Draw the people that are a part of your support systems right now.
- Label what different types of supports you get from each person.
- Identify who your favorite person/people to learn with are.

Text a picture to your thought partners.

How have your support systems helped you over the past 8-9 months ?

1. Planning for engagement

Foundational to the human experience is the that we learn socially.

"We are wired to be social"
(Lieberman, 2013).

Universal Design for Learning

AFFECTIVE NETWORKS:
THE WHY OF LEARNING

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE WHAT OF LEARNING

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE HOW OF LEARNING

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

The what and how of learning come after the why has been activated..

The why is social:
Purpose and belonging through connection.

Universal Design for Learning (UDL)

Provide multiple means of

Engagement →

Affective Networks
The "WHY" of learning

Provide options for

Recruiting Interest (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

Access

Universal Design for Learning Guidelines

Provide multiple means of **Engagement** →	Provide multiple means of **Representation** →	Provide multiple means of **Action & Expression** →
Affective Networks The "WHY" of learning	Recognition Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning

Access

Provide options for **Recruiting Interest** (7) ⊙	Provide options for **Perception** (1) ⊙	Provide options for **Physical Action** (4) ⊙
● Optimize individual choice and autonomy (7.1) > ● Optimize relevance, value, and authenticity (7.2) > ● Minimize threats and distractions (7.3) >	● Offer ways of customizing the display of information (1.1) > ● Offer alternatives for auditory information (1.2) > ● Offer alternatives for visual information (1.3) >	● Vary the methods for response and navigation (4.1) > ● Optimize access to tools and assistive technologies (4.2) >

Build

Provide options for **Sustaining Effort & Persistence** (8) ⊙	Provide options for **Language & Symbols** (2) ⊙	Provide options for **Expression & Communication** (5) ⊙
● Heighten salience of goals and objectives (8.1) > ● Vary demands and resources to optimize challenge (8.2) > ● Foster collaboration and community (8.3) > ● Increase mastery-oriented feedback (8.4) >	● Clarify vocabulary and symbols (2.1) > ● Clarify syntax and structure (2.2) > ● Support decoding of text, mathematical notation, and symbols (2.3) > ● Promote understanding across languages (2.4) > ● Illustrate through multiple media (2.5) >	● Use multiple media for communication (5.1) > ● Use multiple tools for construction and composition (5.2) > ● Build fluencies with graduated levels of support for practice and performance (5.3) >

Internalize

Provide options for **Self Regulation** (9) ⊙	Provide options for **Comprehension** (3) ⊙	Provide options for **Executive Functions** (6) ⊙
● Promote expectations and beliefs that optimize motivation (9.1) > ● Facilitate personal coping skills and strategies (9.2) > ● Develop self-assessment and reflection (9.3) >	● Activate or supply background knowledge (3.1) > ● Highlight patterns, critical features, big ideas, and relationships (3.2) > ● Guide information processing and visualization (3.3) > ● Maximize transfer and generalization (3.4) >	● Guide appropriate goal-setting (6.1) > ● Support planning and strategy development (6.2) > ● Facilitate managing information and resources (6.3) > ● Enhance capacity for monitoring progress (6.4) >

Goal — Expert Learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

How does your curriculum achieve these?

What can brain science tell us?

- A brain in stress cannot make as clear a connections as a healthy brain.

- Social pains shows up almost the same as physical pain in the brain.

- A lonely or depressed brain does not "light up like" a health brain.

- Loneliness can alter our ability to judge relationships correctly.
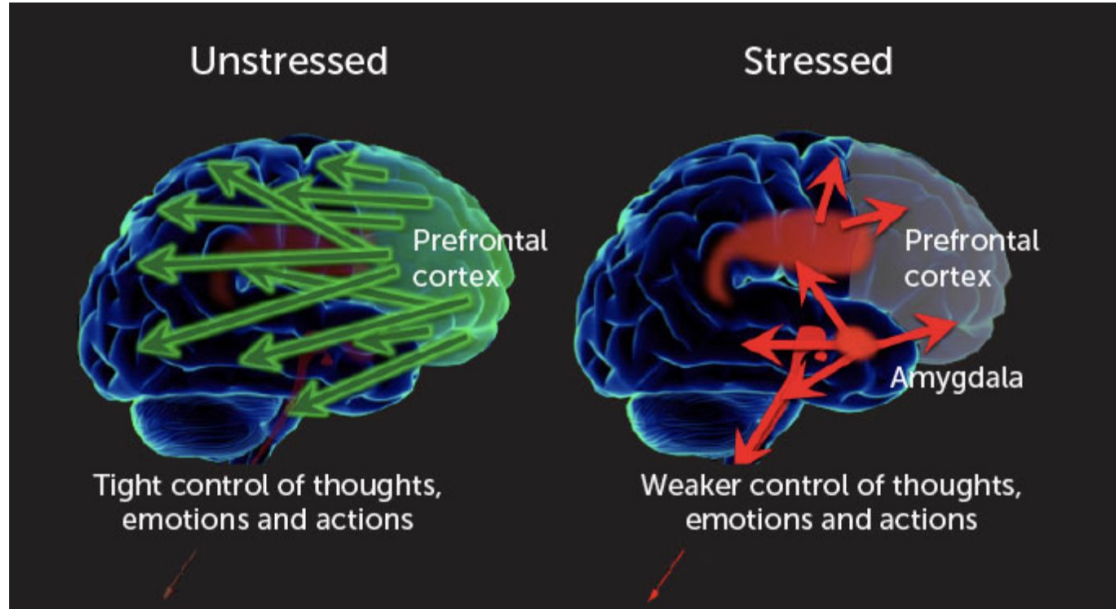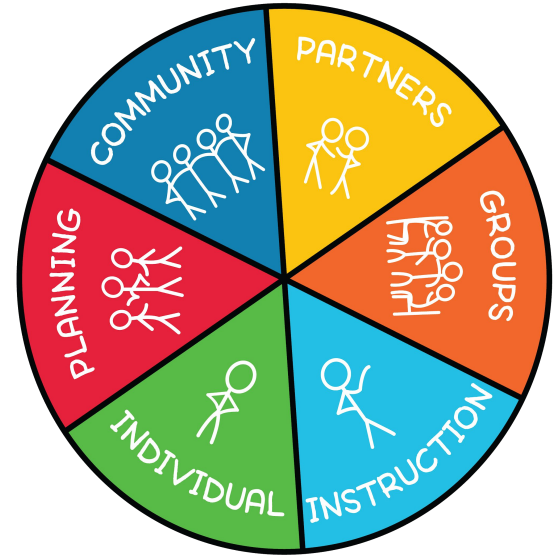

Normally, an alert person's brain has moderate amounts of chemical messengers that lead the prefrontal cortex to take charge and perform high-level thinking (left). But with stress, those chemical signals can flood the brain, activating amygdala-linked brain networks involved in sensing and responding to threats (right).

A. ARNSTEN

Start with the social

1. Design the <u>social framework first</u> then input the curriculum.

2. Incorporate ***partners, groups, community, individual, and direct instruction, and planning opportunities.***

3. Foster *social skills grow*th through <u>practice and reflection</u>

Lifelong learning dynamics

INDIVIDUAL	**PARTNER**	**DIRECT INSTRUCTION**
INDIVIDUAL	PARTNERS	INSTRUCTION
SMALL GROUPS	**COMMUNITY**	**PLANNING**
GROUPS	COMMUNITY	PLANNING

(C. Lott, 2017)

What are your percentages?

Are students learning in all of these relationships in your class?

What percentages are your favorite as a learner?

What are your percentages as a teacher?

How can you diversify learning opportunities to include all social groupings?

(C. Lott, 2017)

Cultivating successful working relationships

What are best social practices in each learning dynamics?

What social norms are different in the virtual world?

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1. Creating learning teams

Engagement

Learning teams + CHOICE

About class with learning teams students say....

What was your favorite part about class today?

65 responses

Breakout rooms

Talking with my team.

I felt more comfortable with my group today.

Being in breakout rooms with our groups

vocabulary

I really appreciate my team so just talking to them and that everyone participated was my favorite part.

I really enjoyed talking about each others essays in the breakout rooms.

I liked sharing our favorite pictures of everyones essays with our group.

About their teams students say...

My favorite part of working with my team is

65 responses

They are very nice people

Bonding and laughing

Nobody is awkward, so it's a breeze working with them.

that we are all comfortable working together and it isn't an awkward zoom call were all of our cameras are off

they are nice people

That everyone participates

working well on assignments together because everyone i my group participates
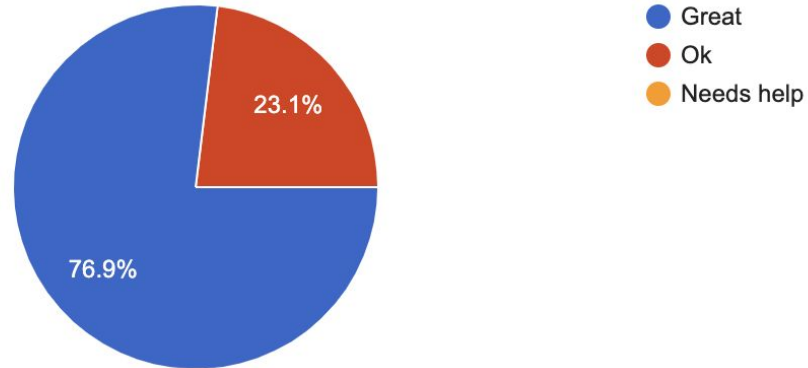
If you need help you can reach out to others.

Getting to talk to them and use them to help either come up with ideas or bounce ideas off of.

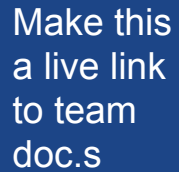# Group dynamics with learning teams students say…

My group dynamic is

65 responses

- Great
- Ok
- Needs help

76.9%

23.1%

Learning team dashboard

Make this a live link to team doc.s

*Create one doc with names and links.

Team 1 (Names)	Team 2	Team 3
Team 4	Team 5	Team 6
Team 7	Team 8	Team 9

Team document: Table of contents

With a team doc. students can:

- Turn in their work to each other
- Comment on each others work
- Do activities in class and record information
- Give cross-team feedback on work
- Prepare and share team presentation information

With a team doc. teachers can:
- Give feedback to multiple students in one place
- Observe work being recorded in breakout rooms
- Communicate with team
- Post links to activities

Matrix learning

- What structure will allow students to share work and build on ideas together?

- ***Choosing collaboration tools:*** Google: Docs., Slides, Padlet, Folders...

- Sample share from Lott/Henry MCHS learning teams 2020

A possible plan for creating learning teams

1. **Student create some type of directory**- a place where students can introduce themselves to each other
2. **Provide a way students can give requests**
    a. Who do they already know?
    b. Who seems interesting to work with?
3. **Create teams and get feedback** from students on the first draft of the learning teams.
4. **Teams**
    a. Meet during breakout rooms
    b. Collaborate on short and long term projects.
    c. Create presentations to share with the group.

Zoom strategies for learning teams

- Pre-assign breakout rooms or use self-select if not chromebooks

- Elect team leaders to come and go from breakout rooms to report back or ask questions to the main room.

- Have one list with links to all team collaborative docs. Work can be observed in real time from the main zoom room.

- GET STUDENTS IN FRONT by having teams facilitate class learning activities .

What do you think?

Reflection and application

INDIVIDUAL

PARTNERS

GROUPS

COMMUNITY

PLANNING

Design thinking springboard

Invention for a friend activity

Invention for a friend

Building empathy through improving the lives of others

Activity: Invention for a friend (teacher)

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To contact or continue the conversation please visit
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