

Workshop 1: The Many Faces of Learning

In this introductory workshop, you will meet the guest educators who will be featured in the series and hear why they think it is important to continually examine the learning process. You will also have an opportunity to reflect on your own personal beliefs about learning, and see clips of classrooms that will be presented in more detail in later workshops.



SELF CHECK

This icon indicates a self check activity. These activities are designed to help you reflect practically on the theories presented by the workshop guests. Specifically, they will enable you to investigate your own beliefs and behaviors, and sometimes those of your students. We hope that these activities will help you to further examine your ideas about how people learn and how these ideas might influence your teaching.

Workshop1 timeline

GETTING READY

30 minutes

15 minutes—Learning a Task

In pairs, select one of the following tasks that you both know how to do:

balance a checkbook	cook a turkey	fix a leaky faucet
use a graphing calculator	determine report card grades	potty train a toddler
prepare an income tax return	change a flat tire	install computer software

Discuss with your partner how you learned to do the task. Did you both learn it the same way? How might others learn it? Could anyone learn it? How would you teach someone else to do it?

15 minutes—Learning Chart

The activity you just did should have generated some thoughts about learning. Discuss as a group. On a large piece of newsprint or chart paper, start two lists:

Our **Ideas** about Learning Our **Questions** about Learning

These lists represent what you know and what you want to know about learning right now. As you progress through the workshop series, your ideas and questions about learning will grow and change, and you should add to the lists accordingly.



Select a volunteer to bring the Learning Chart to each workshop.

WATCH THE WORKSHOP VIDEO

60 minutes

GOING FURTHER

30 minutes

15 minutes—Helping Karen “see”

Think of an experience or activity that you could provide for Karen that would convince her that you need light to see. Share your ideas with your colleagues.

15 minutes—Moon Chart

Discuss what you know and what you want to know about the behavior of the Moon. On a large piece of newsprint or chart paper, start two lists:

Our **Ideas** about the Moon Our **Questions** about the Moon

You should add to these lists as you observe the Moon throughout the workshop series.



Select a volunteer to bring the Moon Chart to each workshop.

HOMEWORK ASSIGNMENT

Make a list of all the different ways one could seat students in a classroom (e.g. in rows, in a semicircle, in groups of four, etc.). Select three different seating arrangements from your list and write about what that arrangement suggests about the teacher's teaching style. The student's learning style? The activity in which the students are engaged?

READING ASSIGNMENT

In preparation for Workshop 2, please read the two articles by Eleanor Duckworth, *The Having of Wonderful Ideas* and *The Virtues of Not Knowing*. (All readings are included in the Appendix.)



MOON JOURNAL

We encourage you to get started on your Moon observations right away so that you can collect as much data as possible over the course of this workshop series. Instructions for the Moon Journal activity can be found on page 14.

Here's a possible way to get started on your first Moon Journal entry:

Recall the Moon Chart you made with your colleagues at the start of Workshop 1 (See Getting Ready, page 17). Select one of the questions that were posed during the discussion, and respond to it. Do you have any initial ideas about the answer to your question?