

## Agenda for One-Hour NTTI Workshop with ITV-Based Demonstration

This outline is followed by master teachers at the National Teacher Training Institute

TIME	ACTIVITY	OBJECTIVE	FORMAT	MATERIALS	SUGGESTED PROCEDURES
5 min.	Introduction: Who you are, Who your audience is	To give participants a context for the lesson you will be presenting in this workshop.	Leader-guided discussion	NTTI CD and/or website opened to your lesson.	<ol style="list-style-type: none"> <li>1. Introduce yourselves and your school roles.</li> <li>2. Get a feel for your audience with questions or discussion.</li> <li>3. Introduce binder lessons you wrote.</li> <li>4. Introduce lesson for the day; how did you select the videos?</li> <li>5. Be sure to remind them to focus on the methodology, not necessarily the content, though the videos and the lesson can be up- or down-graded to suit their grade levels.</li> </ol>
5 min.	Workshop Objectives	To set the tone and focus of the workshop and help participants feel comfortable.	Leader-guided discussion	Easel with flipchart and Lesson objectives either on flipchart, handout or projected using presentation software	<ol style="list-style-type: none"> <li>1. Tell teachers they will be placed in the role of the student as you demonstrate the lesson.</li> <li>2. Tell them as you walk through the lesson, you (or your partner) will comment on things you do to make the video/technology interactive.</li> <li>3. Go over lesson objectives.</li> </ol>
10 min.	Pre-Viewing Activities and Focus for Viewing	<p>For the student: To set up the lesson and the viewing of the video;</p> <p>For the teacher: To demonstrate the need for pre-viewing activities.</p>	Discussion; pairs or small groups (depending on your lesson)	Any materials necessary for pre-viewing activities in your lesson	<ol style="list-style-type: none"> <li>1. Involve the participants in your pre-viewing activities (as students).</li> <li>2. Discuss with them (as teachers) the importance of the focus for viewing you have designed in setting specific expectations for the video viewing.</li> <li>3. Prepare to refer back to this portion later as you review components of the lesson.</li> </ol>
15-20 min.	Viewing Activities	<p>For the student: To use the video as a means of drawing them into discussion or activities directly related to lesson objectives.</p> <p>For the teacher: To demonstrate interactive, integrated use of the video medium, using various techniques.</p>	Discussion; leader-guided pausing and manipulation of video	Videotapes; any materials needed during viewing, i.e., check sheets, paper and pencil, cooperative learning roles on cards, etc. (depends on your lesson); remote control, notes to yourself about pause points, fast forward cues, etc.	<ol style="list-style-type: none"> <li>1. View the videotape with the participants just as you would your own class.</li> <li>2. Pause or stop the tape at the points you have indicated in your lesson.</li> <li>3. For the student: address activities or discussion indicated in your lesson.</li> <li>4. For the teacher: discuss rationale for pausing and optional pause points. Mention students get used to pausing, teachers get "pause happy," or anything else about this "new" way of using video.</li> <li>5. If you employ specific utilization techniques, such as viewing without sound or video or fast forwarding or reviewing video, talk about dealing with video technology easily, though it may seem cumbersome. (Even if you don't employ all these techniques, you might talk about them if they are optional in your lesson).</li> </ol>

Agenda for One-Hour NTTI Workshop with ITV-Based Lesson Demonstration (continued)

TIME	ACTIVITY	OBJECTIVE	FORMAT	MATERIALS	SUGGESTED PROCEDURES
15 - 20 min.	Post-Viewing Activities	<p>For the student:</p> <p>To follow-up video viewing with student exploration and hands-on discovery time, thus concretely relating video lesson concepts to their own experiences.</p> <p>For the teacher:</p> <p>To accentuate need for a hands-on, exploratory component through demonstration.</p>	Small group, cooperative learning groups individuals or pairs, depending on lesson	Any materials needed for hands-on exploration	<ol style="list-style-type: none"> <li>1. Do the activities you designed in your lesson.</li> <li>2. Comment on the post-viewing rationale and the need to tie the video to a personal experience.</li> <li>3. Accentuate that this portion of the lesson is generally less teacher-directed and more a chance for student exploration.</li> <li>4. Be sure to connect these activities and discussion to the viewing.</li> <li>5. Wrap up the lesson with recap of what you have done (for the teacher).</li> </ol>
5 min.	Wrap up of lesson	<p>For the teacher:</p> <p>To explore other possibilities for the lesson, tie the lesson to their own experience. To bring closure to the session.</p>	Discussion	Paper/binders	<ol style="list-style-type: none"> <li>1. Go over the Action Plan and the Extensions you have designed for the lesson.</li> <li>2. Explore with the teachers, if time, some other possibilities.</li> <li>3. Discuss ways you might incorporate this lesson into a long-term lesson series.</li> <li>4. Review how you've satisfied lesson objectives—elicit ideas for assessment.</li> <li>5. Wrap up, and thank participants!</li> </ol>

## Agenda for One-Hour NTTI Workshop with Web-Based Demonstration

This outline is followed by master teachers at National Teacher Training Institute

TIME	ACTIVITY	OBJECTIVE	FORMAT	MATERIALS	SUGGESTED PROCEDURES
5 min.	Introduction: Who you are, Who your audience is	To give participants a context for the lesson you will be presenting in this workshop.	Leader-guided discussion	NTTI CD and/or website opened to your lesson.	<ol style="list-style-type: none"> <li>1. Introduce yourselves and your school roles.</li> <li>2. Get a feel for your audience with questions or discussion.</li> <li>3. Introduce binder lessons you wrote.</li> <li>4. Introduce lesson for the day; how did you select the websites?</li> <li>5. Be sure to remind them to focus on the methodology, not necessarily the content, though the lesson can be up- or down-graded to suit their grade levels.</li> </ol>
5 min.	Workshop Objectives	To set the tone and focus of the workshop and help participants feel comfortable.	Leader-guided discussion	Easel with flipchart and Lesson objectives either on flipchart, handout or projected using presentation software	<ol style="list-style-type: none"> <li>1. Tell teachers they will be placed in the role of the student as you demonstrate the lesson.</li> <li>2. Tell them as you walk through the lesson, you (or your partner) will comment on things you do to make the technology interactive.</li> <li>3. Go over lesson objectives.</li> </ol>
10 min.	Preparatory/Pre-Viewing Activities and Focus for Viewing	<p>For the student: To set up the lesson and the use of the Web;</p> <p>For the teacher: To demonstrate the need for pre-viewing activities.</p>	Discussion; pairs or small groups (depending on your lesson)	Any materials necessary for pre-viewing activities in your lesson	<ol style="list-style-type: none"> <li>1. Involve the participants in your pre-viewing activities (as students).</li> <li>2. Discuss with them (as teachers) the importance of the focus for technology use you have designed in setting specific expectations for the Web.</li> <li>3. Prepare to refer back to this portion later as you review components of the lesson.</li> </ol>
15-20 min.	Online Activities	<p>For the student: To use the Web as a means of drawing them into discussion or activities directly related to lesson objectives.</p> <p>For the teacher: To demonstrate integrated use of the Internet medium, using various techniques.</p>	Discussion; Leader-guided demonstration of web pages	Web links or bookmarks page; any materials needed during Web use (depends on your lesson)	<ol style="list-style-type: none"> <li>1. Guide participants just as you would your own class in the Web activities you have indicated in your lesson.</li> <li>2. For the student: address activities or discussion indicated in your lesson.</li> <li>3. For the teacher: discuss rationale for web strategies you employ, e.g., keeping students on task while they surf.</li> <li>4. If you employ specific utilization techniques, such as bookmarks or student creation of folders, talk about how you teach students to do these things. (Even if you don't employ all these techniques, you might talk about them if they are optional in your lesson).</li> </ol>

Agenda for One-Hour NTTI Workshop with Web-Based Lesson Demonstration (continued)

TIME	ACTIVITY	OBJECTIVE	FORMAT	MATERIALS	SUGGESTED PROCEDURES
15 - 20 min.	Post-Viewing/ Online Activities	<p>For the student:</p> <p>To follow-up Web work with student exploration and hands-on discovery time, thus concretely relating lesson concepts to their own experiences.</p> <p>For the teacher:</p> <p>To accentuate need for a hands-on, exploratory component through demonstration.</p>	Small group, cooperative learning groups individuals or pairs, depending on lesson	Any materials needed for hands-on exploration	<ol style="list-style-type: none"> <li>1. Do the activities you designed in your lesson.</li> <li>2. Comment on the post-viewing rationale and the need to tie the Web content to a personal experience.</li> <li>3. Be sure to connect these activities and discussion to the viewing.</li> <li>4. Wrap up the lesson with recap of what you have done (for the teacher).</li> </ol>
5 min.	Wrap up of lesson	<p>For the teacher:</p> <p>To explore other possibilities for the lesson, tie the lesson to their own experience. To bring closure to the session.</p>	Discussion	Paper/binders	<ol style="list-style-type: none"> <li>1. Go over the Action Plan and the Extensions you have designed for the lesson.</li> <li>2. Explore with the teachers, if time, some other possibilities.</li> <li>3. Discuss ways you might incorporate this lesson into a long-term lesson series.</li> <li>4. Review how you've satisfied lesson objectives—elicit ideas for assessment.</li> <li>5. Wrap up, and thank participants!</li> </ol>