

A Teaching Manifesto on The Assembly:
Co-Facilitating Participatory Learning in SPAN 280:
Revolution!



While you wait... feel free to reflect via this Padlet how you engage students and encourage their active participation in-person and/or online.

To participate, copy and paste the link into your browser (I have copied it into the Chat for your convenience) and post by clicking on the pink plus sign in the bottom righthand corner!!

https://padlet.com/brianne_orr/hrm7q3hmpi5rf2kw

Dr. Brianne Orr-Álvarez

FHIS Department | Spanish

Today's objectives...

In this 60 minute session, I will...

- **Share** the course design and pedagogical approaches I use in SPAN 280: Revolution, and how I have adapted them over time;
- **Demonstrate** how I empower students to build shared knowledge and community through a scaffolded course design that recognizes as its centerpiece “The Assembly”
- **Highlight** some strategies for co-facilitating learning in in-person and online classes, using The Assembly as an example.

Participants will...

- **Share** and **reflect on** ways in which they actively engage students in the online and in-person classroom, and **leave with** additional strategies;

3-4 minutes

Warm-up: How do you engage students and encourage active participation in your courses?

Type out a response here!



How do you engage students and encourage their active participation in the in-person and online classroom?

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Click here to begin!



SPAN 280: Revolution!

Spanish 280 is a literature course taught in English for **non majors and minors** of Spanish. The course attracts students **from across Arts disciplines** interested in exploring the topic of Revolution in a Hispanic context and/or satisfying 3 credits of the Arts Breadth Requirement (i.e., the current literature requirement).



Seminar

- 30-40 students
- 3 days a week
- In-person

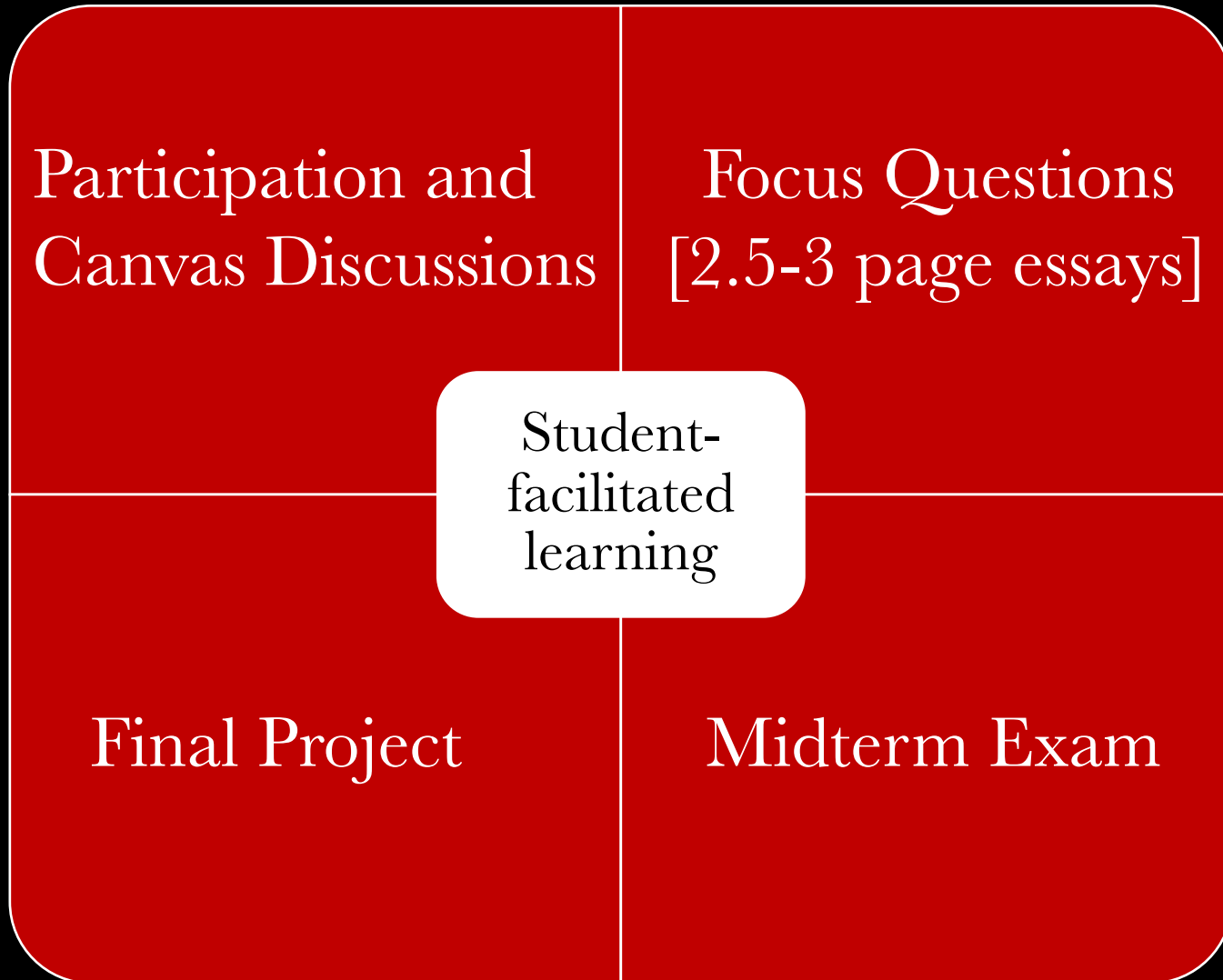
Writing
Intensive
Pilot

- 25 students
- TA support
- 3 days a week
- In-person

Large
Lecture

- 70 students
- TA Support
- 3 days a week
- In-person | Online

SPAN 280 Scaffolded Course Design



The Evolution of student-facilitated Discussions

- Presentations (25 students)
- Discussion Leader Sessions (40 students)
- The Assembly + Student-Moderated Canvas Discussions (70 students)

Evaluation practices

- Self
- Peer
- Instructor-evaluated

The Assembly

Educational Technologies:

Canvas
Discussions;
OneDrive

Challenges:

Classroom space,
student comfort
levels, accessibility
to remote
students,
groups without
facilitators.

Context:

Small-group facilitation in large class

Learning goals:

- ❑ **Demonstrate** analytical, planning, facilitation, and interpersonal skills;
- ❑ **Engage** a variety of learners via personalized approaches to literary and cultural texts;
- ❑ **Practice** active listening skills that promote participation and collaborative learning

The Assembly Learning Cycle:

- 1. Prep and practice:** Instructor models Assembly potential during the first two weeks of classes
- 2. Facilitation Guide preparation and feedback process:** Wednesday deadline, instructor feedback on Thursday, Friday facilitation
- 3. Facilitation:** Small group facilitation of 8-10 students with 1-2 facilitators per group, depending on the class size. Collaborative note-taking in One-Drive (both in the in-person and online classroom).
- 4. Canvas discussion moderation/follow-up:** Weekly wrap-up, and facilitator-moderated Canvas Discussion
- 5. The Final Assembly:** Take-aways of the term on last day of class; Final Project

Integrating Student Engagement, Assessment, and Personal Goals

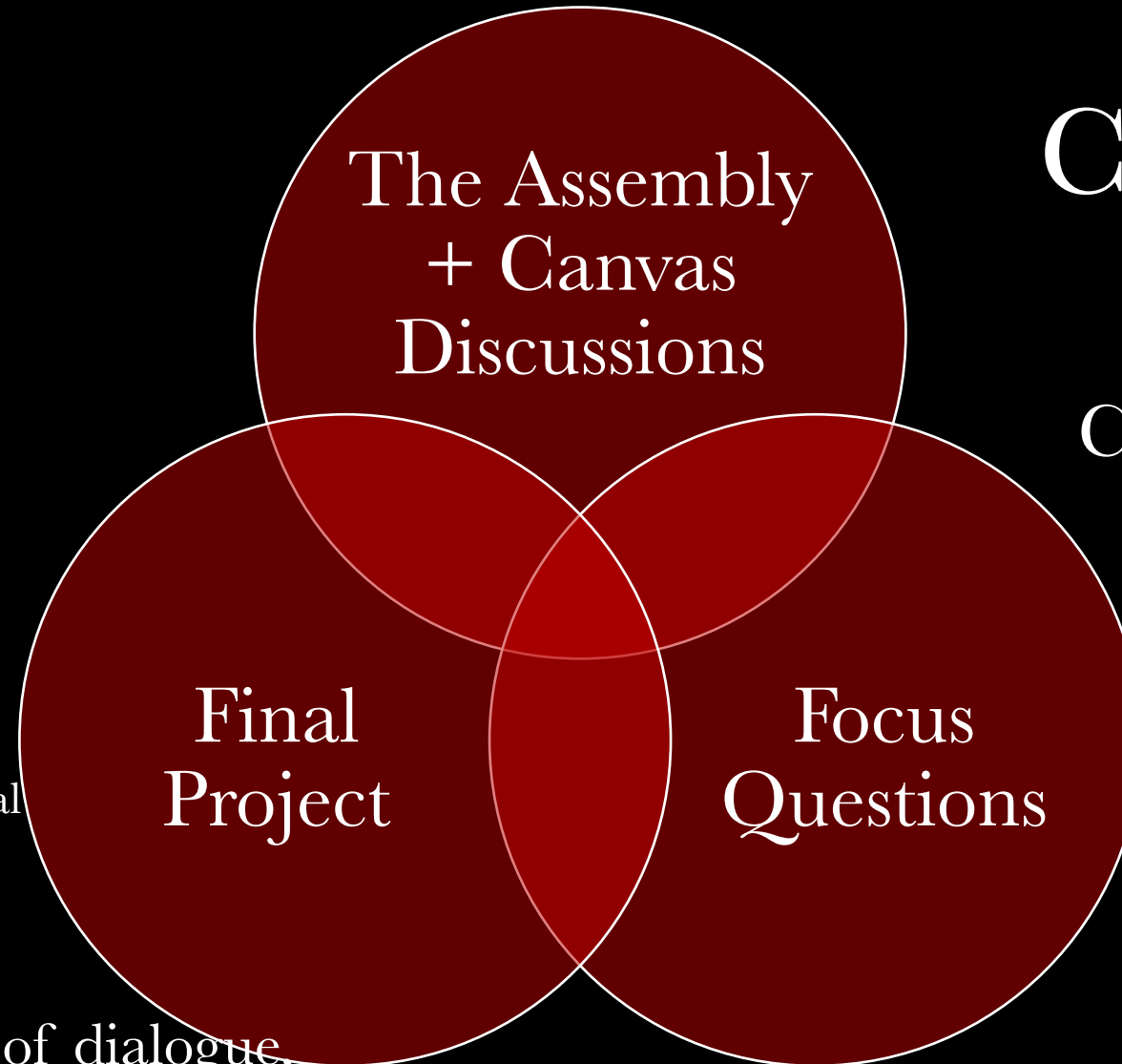
Presentational and
Facilitation Skills

Community

Metacognition

Collaboration

Connection of learning to
broader personal and professional
goals

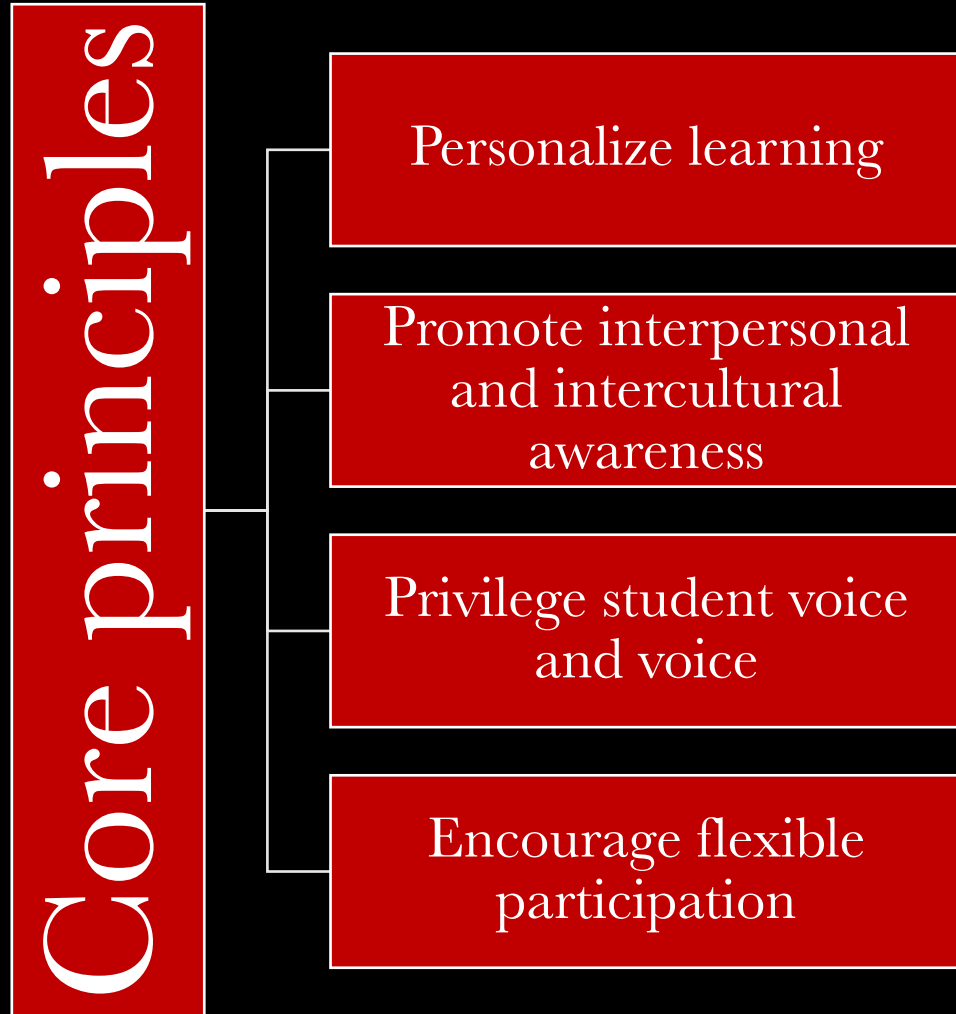


Confidence

(inter)Cultural +
communicative
competencies

Research as an opening of dialogue,
and sharing not isolation

The Co-facilitation of Learning: A principle-guided approach



Student-centered approaches to teaching, learning, and assessment, according to Zhao and Watterson, “help [students] to become owners of their learning and also develop life-long learning habits” (6).

Practices in self and academic awareness are key to student success in any personal or professional context.

Co-facilitation of Learning

- Some of the ways in which you all have co-facilitated learning include:
- Discussions
- Student presentations
- Peer-review of writing/learning activities

Let's talk challenges!

Now that we know a bit about how and why we aim to co-facilitate learning, let's return to our Padlet, and discuss some challenges you all have faced while co-facilitating learning in the classroom.

Today's objectives were to...

- **Share** SPAN 280 course design and co-facilitation of learning strategies
- **Highlight** the strategies and challenges of co-facilitating learning in the in-person and online classroom
- Participants also **reflected on** their own strategies, experiences, and challenges.

Use the “stamp” annotation feature to indicate how confident you are with today's learning goals:



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- **Share** the course design and pedagogical approaches I use in SPAN 280: how I have adapted them over time;
- **Demonstrate** how I empower students to build shared knowledge and community through a scaffolded course design that recognizes as its centerpiece “The Assembly”
- **Highlight** some strategies for co-facilitating learning in in-person and online classes, using The Assembly as an example.

Participants also...

- **Shared** and **reflected on** ways in which they actively engage students in the online and in-person classroom;

Works Referenced and Further Reading

- Zhao, Yong and Watterson, Jim. “The Changes We Need: Education post-COVID-19. *Journal of Educational Change*, vo. 22, no. 1, 02/01/2021, pp. 3-12.
- Wiggins, Grant and Jay McTighe. *Understanding By Design*, Association for Supervision & Curriculum Development, 1998, 2005, 2012.
- Fink, L.D. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco. Jossey-Bass, 2013.