CHALLENGES IN ACTIVE LEARNING

Fostering Achievement in Difficult Situations

On one side of the notecard, write the answer to the following: **What is your purpose as a Peer Learning Facilitator?**

Has your answer changed since
we last completed this exercise?

**VOLUNTEERS
TO SHARE**

The Key to Addressing Difficult Facilitation Situations is…

(wait for it)…

FLEXIBILITY

Flexibility is not a personality trait…

It is a skill that can be learned and strengthened.

FoSTER

Flexibility

FOCUS

Be able to articulate your purpose at any time.

Learn what others think your purpose is so that you can help them set reasonable expectations.

SHARING

Seek each other out to learn
from each other. Be there for each other.

Ask to become more involved in
designing PLF training.

Ask for advice from your instructor.

Make your PLF team a "community of
practice."

TOOLS

Create a Toolbox of activities, approaches, strategies and <u>language</u>.

Learn to ask good questions… They're more valuable than insightful statements.

Always strive to **LISTEN** and **OBSERVE** better.

EMPATHY

Know Yourself. What are you good at?
What do you struggle with?

Be Yourself. You are not defined by
your PLF role, rather you are an
individual IN your PLF role.

Believe in your students, and let that
faith show in your actions.

REFLECT

Think about what you are doing as a PLF (and why you are doing it), especially when you are not on the clock.

Articulate to non-PLFs what you are learning, and what you are hypothesizing.

Perfect is the enemy of the Good – attributed to Voltaire.

Time to use your Avatar

Which one of these situations do you find most difficult to deal with? Or, which do you encounter most frequently? Write the group number on your Avatar post-it. Then place it on the board.

Flibbertigibits: Students not paying attention to the group work (chatting, surfing, texting, reading)

2 Controllers: One or more students dominating discussion of content

3 Stompers: Students wanting you to answer the instructor's question, rather than helping them find the answer amongst themselves

3 Needers: One group monopolizing your time, and not letting you go work with other groups

5 Zippers: Student listening, but not engaging in the conversation

6 Slackers: Student coming to class unprepared, not having done homework or reviewed notes from the last class session

Four Groups

In each group, share the slips of paper until you find a role you are comfortable with…

ONE PEER LEARNING FACILITATOR
(preferably someone who enjoys being on the spot, and who feels comfortable with criticism)

ONE OR TWO OBSERVERS
(whose job it is to observe what is happening from an outsider's perspective)

ONE SUGGESTER
(whose job it is to think about alternative approaches as the situation unfolds, and then share back with the group later)

3 – 5 STUDENTS
(some will have specific roles to play, others will just play along)

IMPORTANT

Be SINCERE in your role
Not exaggerated

Solve for x.

$$\frac{1}{x-2} - \frac{2}{x-3} = -\frac{1}{x^2-5x+6}$$

If you have time, also complete…

3. Find the indicated limits. If the limit DNE as a number please determine if it exists in the infinite sense. (3 points each, 9 total)

(a) $\displaystyle\lim_{w \to 1^-} \frac{w-2}{w-1}$

(b) $\displaystyle\lim_{\theta \to \pi^+} \frac{\theta}{\sin(\theta)}$

(c) $\displaystyle\lim_{x \to -\infty} 3x^3 - 4x^6 - 11x^7$

Each Group…

Observers: What did you observe?

Students and PLF: How did it feel? What was effective?

Suggester: What would you suggest?

THANK YOU

For Your Participation, and more importantly,

For all of your Hard Work!