

## Session Information

# Redesigning the Classroom Setting to Engage Students and Faculty in a Positive Learning Experience

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### Purpose:

To present an environment where students and instructors learn best when they're actively involved in the educational process. Therefore, instructors need to redesign traditional pedagogy with new innovative ways to engage students and themselves in a creative learning environment that leads to academic success and personal satisfaction.

### Outcomes:

Researchers have suggested that regardless of the subject matter students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other formats such as linear teaching. Students who work in collaborative groups also appear more satisfied with their class and take ownership of their learning.

### Significance/implications:

Engaged learners assume primary responsibility for their own learning. Through the continuous assessment process instructors can adjust their teaching according to ages, learning styles, and goals of their students, as well as their own goals.

### Innovations in teaching:

Instructors benefit by facilitating student learning and thinking through group activities, Poor Man's Simulation, case studies, Socratic questioning and redirecting. Instructors are concerned about helping students in a lifelong learning process that develops self-growth and self-learning which will facilitate further learning and critical thinking. Instructors must understand that to teach less is better, making sure that students have prior preparatory information and are held accountable for activities. Instructors are constantly coming back and revisiting that information in a different context.

### Objectives:

<b>Objective 1:</b>	Audience will describe the process for developing pod (group) learning environment.
<b>Content:</b>	1) Introduction, 2) History, 3) Definitions, 4) Planning, the set-up, 5) For this workshop there will be information and handout given to the participants before the session to prepare for the presentation.
<b>Timeframe:</b>	10 minutes
<b>Teaching Method:</b>	Discussion, Pod activities, Poor Man's Simulation using mannequins Evaluation Category: Learner satisfaction
<b>Objective 2:</b>	Audience will describe the steps in facilitating pod activities.
<b>Content:</b>	Audience will be placed into 5 pods consisting of 5 participants in each Pod (this depends on room size and how many participants come to session). Different scenarios using Poor Man's Simulation with mannequins will be set up. This segment is designed to help instructors with a wide variety of teaching experiences

to adapt to new teaching techniques. It will enable the instructor to understand the concepts of facilitating, redirecting and intervention.

**Timeframe:** 20 minutes

**Teaching Method:** Discussion, Pod and individual activities, Poor Man's Simulation using mannequins Evaluation

**Category:** Knowledge enhancement

**Objective 3:** Audience will discuss techniques to obtain student and faculty buy in for creating a new type of learning environment.

**Content:** We should give our students and instructors from different educational disciplines the opportunity to teach each other within their own discipline when being exposed to Poor Man's Simulation. The benefits are both practical and psychological when learning something new which leads to increased mental stimulation and self-growth. Also small group environment are a prelude to cooperative learning in class as well as in the work place. Use Ducks.

**Timeframe:** 15 minutes

**Teaching Method:** Discussion, Pod and individual activities, Poor Man's Simulation using mannequins

**Evaluation Category:** Knowledge enhancement

**Objective 4:** Discuss practical tips for incorporating poor man simulations into pod activities.

**Content:** Group work out of class teaches students and faculty the value of organizing activities, discussing issues with or without presence of an instructor as a facilitator and in some cases also giving pods the added stimulus of competing against one another. Explain the use of Ducks.

**Timeframe:** 10 minutes

**Teaching Method:** Discussion, Pod and individual activities, Poor Man's Simulation using mannequins

**Evaluation Category:** Knowledge enhancement

**Objective 5:** Discuss how to determine change in student and faculty outcomes observed after the implementation of pod activities.

**Content:** Assessment of outcomes done by pod activities and Socratic questioning. Once you recognize that interactive learners are actually going to gain more from pod and individual activities then it becomes all the more important to make sure that all are involved. Individual pod experiences will stimulate self-growth and empowerment resulting in active learning.

**Timeframe:** 15 minutes

**Teaching Method:** Discussion, Pod and individual activities, Poor Man's Simulation using mannequins

**Evaluation Category:** Knowledge enhancement