

Spring 2019 Optional Face to Face Session

Saturday, April 6, 2019 from 9am to 5pm

When the gifted coursework went to a fully online format, I decided to offer an optional on-campus session every semester for anyone taking EDIS 650, 651, 652, and 653 (654 has its own optional Field Trip) as a time to experience true discourse at the graduate level and feel part of the Ashland community.

Adjunct instructor Janet James joined me on this day as the keynote speaker, presenting on problem solving and using games for critical thinking in the morning. Dean Dr. Breault provided lunch tickets for all of us in lower convo, which was a great time to talk and laugh.

The afternoon was spent on coursework presentations and discussions.

Also see the meeting agenda and the post-meeting survey results.









Agenda and Goals for August 10, 2019

Gifted Coursework Face to Face Session

Goals for today's session. Graduate students will:

1. connect with teaching colleagues for idea generation and support.
2. interact with many topics, concepts, and ideas in the field of gifted through the sharing of projects from the coursework, discussions, presentations, and a questions/answer period.
3. practice and apply four levels of the Kaplan Depth and Complexity Frame to gifted education.
4. begin planning specific applications of the summer coursework to their work with the gifted.

9:30 Introductions

Use the large paper and markers to create a Wordle or Graphic Organizer that describes you. Among other information, include your first name, where, what, and who (grades) you teach, and other interesting pieces of information about yourself.
Tape it to the front wall

10:15 Sharing from coursework

650 sharing the Case Study in Fishbowl. Outside participants jot down themes and/or take-aways from the discussion.

- Introduce us to the subject.
- Speak about how your subject exemplifies – or is an outlier of – three specific ideas we have discussed in the course or that connect to our readings.
- Feel free to share examples of their work.
- Share two conclusions, surprises, or issues you have learned about gifted individuals that result from this project.

651 (curriculum) and 652 (PD) presentations

653 sharing the Dialogue Project in Fishbowl. Outside participants jot down take-aways from the discussion.

- Introduce your topic and why you chose it.
- Overview your participants and the logistics of your meeting.
- Two of the most powerful aspects of this project. Use the prompts from the Conclusions and Recommendations section of your paper.

11:45 Lunch break and book browse

There are general books on gifted education, curriculum and differentiation ideas, William and Mary units.
There are books for many social/emotional needs and guidance/counseling issues.
There are catalogues of publishers specializing in gifted education and support.

Agenda and Goals for August 10, 2019

Gifted Coursework Face to Face Session

1:00 Welcome Back! Kaplan Frame activity with Janet

1:45 Application activity

-Consider the many ideas, activities, and concepts you have interacted with this summer. What are some that stand out as favorites or ideas you want to incorporate immediately?

-Consider the many duties and work you must do as you begin the school year. What areas need the most transformation to accommodate for your interaction with gifted students?

-List as many ideas as you can.

-Choose one or two ideas to begin sketching out a plan.

Goals

Steps to move forward

Anticipated challenges or roadblocks

Helpful people or resources

-We'll stop midway to let you share out in your table groups. Ask for help, ideas, connections, resources, and support.

3:15 Sharing out Great Ideas

3:30 Jennifer and Janet: finding specific resources as suggested by the pre-session survey, and preparing for the OAE. Followed by a general question and answer period.

Please complete the Post-Session Survey. You will receive a link by email. You can also find it at:

<https://forms.gle/fJiBThvBwoM6A9H47>

Thank you for coming today!



Gifted Coursework Optional Face-to-Face Meeting, Post Survey 4.6.19

Questions Responses 9

9 responses



Not accepting responses



Message for respondents

This form is no longer accepting responses

Summary

Question

Individual

The Morning Session: Janet James, Keynote Speaker

What did you find helpful about the morning session and Janet's Critical Thinking keynote and activities?

9 responses

The logic games and puzzles are great! I can see many opportunities to integrate them into my classroom instruction - at inside recess, during our no-special time (when art, music, and P.E. are unavailable), and when a class finishes early and needs an activity for a few minutes. Thank you for sharing them!

I loved the opportunity to explore games/puzzles that encouraged logical thinking. We get so caught up in all the other aspects of teaching that it is easy to forget our important this kind of thinking is.

I really enjoyed the logic puzzles and a few of the games. I have already purchased some for my classroom and I'm looking forward to sharing them. Next year, I will incorporate logic puzzles and games into my ELA class time and try to measure the outcome in their writing structure and organization when coupled with my instruction. Great idea!

Janet's introduction of games to be used for mathematics and logic development was really helpful.

i liked the logic puzzles because after a few I knew how my kiddos felt when they are frustrated or fatigued

What suggestions do you have for Janet?

7 responses

I would love to see more activities. The logic games lean toward math, so are there any options for reading? If not, more logic games and puzzles would be wonderful!

N/a

None. I appreciated your input into our class presentations as well.

Never change!

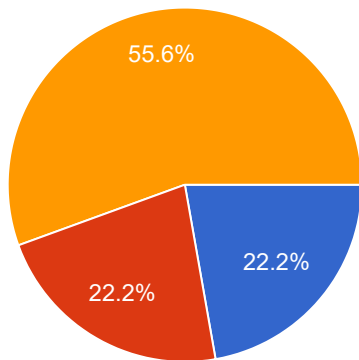
Try to think of activities that all teachers could use within their room.

I would have preferred some time looking at samples of scores on different measures and connecting this to identification under the Ohio Rule.

Incorporate more for teachers who teach other subjects besides math.

We are considering opening up the morning keynote session to any interested teacher in the area. What do you think of this idea?

9 responses



- I love it! The more the merrier!
- I'd really like it limited to students from the Gifted Endorsement classes.
- I don't care either way.

Lunchtime

We ate lunch together in Lower Convo. Another lunchtime option would be to have AU Catering provide box lunches so we could work through lunch in the room. What thoughts do you have on these options? What would you prefer? Do you have another suggestion?

9 responses

I enjoyed walking to the Lower Convo. There were many choices, food was great, and staff members were polite. I appreciated this opportunity to stretch my legs and relax at lunch. It gave us time to get to know one another.

I would be happy with either choice.

I do like having a little break in the day. It doesn't have to be super long (we are all used to eating in 15 minutes!) but it's good to get out and walk around. So I guess that's a no to eating in the room. :-)

Lunch in Convo was great, and allowed for a physical and mental break. There were connections made and conversations had as a result of being in our own space while walking and at the lunch tables. I drove an hour to Ashland, and had an hour drive home. The lunch break allowed me to feel energized and able to consider and apply the materials.

i loved this option. I am very picky and if it were in box lunch I most likely couldn't eat it.

I enjoyed getting up and walking a bit. Sitting is not something I do during the day, and it felt great to take that walk. Besides, the food options worked best for all preferences.

Afternoon Session: Sharing out from coursework assignments

What was the best part of the afternoon sharing session?

8 responses

I like the informal atmosphere of the afternoon sharing session. I also appreciated being able to "foreshadow" the assignments for future classes.

I always enjoying hearing where others are because it gives me ideas for my project.

It mainly just helped me see that I was on the right path (I hope, anyway). I also found myself critiquing/evaluating others' work based on the readings we've done. And that's where I'm not sure if some may have missed the mark or weren't keeping up with work--it showed the advantage to face-to-face meetings-- so people don't go through an entire course misunderstanding the objectives. Maybe that's the teacher in me...

Hearing various students' projects and perspectives.

I liked hearing everyone's projects and getting ideas.

Hearing other's ideas.

What suggestions do you have to improve the afternoon sharing session?

9 responses

Could we try stations? It would be kind of like a science fair, where there are maybe 3 presenters (1 from each course and each in a different corner), and then participants rotate around to listen to 3-4 "sessions" of other speakers??? It's just an idea. The whole-group presentation was no-stress and informative as well.

Break out sessions for each group. It was difficult to feel involved with with the presentations of people in different classes.

It depends on your purpose. I thought it was good to hear about the work others were doing in the other classes, but it would also have been good to just share within our classes, so we could ask questions and it would feel more "intimate". Obviously people are in more than one class so that creates a difficulty. But I felt like I just skimmed the surface of my project with my peers. Maybe have people share their Curriculum Project in a prepared slide show with printed copies of handouts. Something more tangible?

Each presentation should be focused, limited in time, and required to provided peers with one handout. This way, we could hear more and have materials to contribute to our own teaching and learning at home.

The Face-to-Face Session as a whole

Did you feel that the instructions you were given about the day (directions, parking, what to expect, and how to prepare) were sufficient?

9 responses


● Yes

● No

Comment, if you wish, about how I might prepare you better for the day:

7 responses

I am a little embarrassed to admit that I did not check my AU gmail in time to see your email, so the directions in the syllabus and posters at the Schar building were very helpful! I had gotten used to you sending us messages through Blackboard, so I only check my AU gmail after I submit an assignment to make sure it was accepted (totally my responsibility, but I might have liked a copy-and-paste of your email to Blackboard?). Overall, you were very helpful, so I felt well-prepared.

Give an address next time! I could not find one on several searches. :-)

I wish I knew to bring one handout for my peers.

none

Tell us what to bring specifically

I wish email were connected to Blackboard.

List exactly what to bring presentation wise.

What was the best part of the day for you?

8 responses

I really enjoyed the logic games and activities.

I loved Janet's presentation

I really enjoyed the morning the most.

Connecting with teacher peers

Just being together again with classmates and instructors I have missed.

The morning

Talking with other teachers about their practical experiences.

lunch!

What was the lowest point of the day for you?

8 responses

???

It was challenging focusing on presentations of people not on my class

Being inside on a beautiful Saturday...

We ran out of time in the afternoon and could use some refining.

When it ended, knowing it would be several months before the next one.

afternoon

N/A

Sitting all afternoon.

Do you have any other comments or suggestions to offer?

5 responses

I really enjoyed the face-to-face session. I am wondering if perhaps two or three could be offered??? Or maybe two additional half day sessions??? Maybe one at Ashland and one or two at the Columbus campus (I think I heard you mention that you used to teach there?). Perhaps each additional session could be "traded" for a Focus Question assignment (for example, come prepared to discuss Eminence or Gifted Identification). It's just an idea because I really like learning in a group when we can talk things out and share ideas.

Nope.

I was mentally drained toward the end of the session so a little shorter would be better. I am not sure the last hour or so I comprehended anything as a take away due to fatigue.

As we left, a few of discussed how it would be great to have a face-to-face in the beginning and another towards the end. This helps with any questions about projects and other assignments before we get to far into them, and later wrapping it all up.

I like having the face to face but think that it would have been beneficial to have it earlier in the