**Liberating Structures Faculty Development in Blackboard Collaborate: Session 2**

Note that this lesson plan was created for use with Blackboard Collaborate; therefore individuals using other platforms (e.g. Collaborate Ultra, or other platforms) will need to revise/adjust for their particular platform’s capabilities.

**Overall Purpose of Three LS Online Sessions:**

* Explore participatory Liberating Structures activities in synchronous online sessions
* Provide an opportunity for faculty to discuss teaching opportunities and challenges

**Length of Sessions:** 45 minutes for the intro and structure pieces; plus an optional 15 meta-level debrief at the end of each session = 1 hour in total for each

**Advertisement Used for Session**

Join the second session in a new Centre for Teaching and Educational Technologies-sponsored workshop series that will demonstrate multiple Liberating Structures in hour-long online synchronous Blackboard Collaborate sessions.

For the May 24th session, noon - 1 p.m. Pacific, focused on exploring Fair Assessment of Learning, the question we ask you to think about before you arrive is: *“How do you assess students fairly?”.*

You’ll have the opportunity to participate in two structures:  **TRIZ** and **Fishbowl**. Sessions will be facilitated by xxx.

Note: we strongly recommend using a headset and/or webcam with microphone, and to log in 10-15 minutes prior to the session to ensure your audio and/or video is working properly

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**SESSION 2**

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| **Time** | **Dur** | **Activities** | **Resources** |
| Before the session |  | Send session advertisement (above):  Link to the Liberating Structures website, highlighting TRIZ on the Menu <http://www.liberatingstructures.com/6-making-space-with-triz/>  Add a link that tells them how to get into Blackboard Collaborate. |  |
| -30 |  | COLLABORATE ROOM SETUP before people arrive   1. Tools > Allow Participants to Move Themselves Option 2. Tools > Breakout Rooms to create empty rooms for pairs |  |
| -10 |  | Entering the room welcomes; encourage to do audio wizard, etc.  As people come into the room, start typing their pairs on the table to sort people into room pairs - do it on hidden second slide | Audio check instructions |
| 12:00 | 5 min | **Intro, welcome.**  Highlight that this is a participatory session. This is a confidential space and will not be recorded. We won’t be recording this session. |  |
| 12:05 | 5 min | [**TRIZ**](http://www.liberatingstructures.com/6-making-space-with-triz/)(40min total)  Explain TRIZ - it’s a structure that allows us to “stop counterproductive activities and behaviours to make space for innovation”  Its purpose is to help us try to identify what we should STOP doing to ensure that we’re fairly assessing our students. We do this by starting first to imagine how we might get to the worst result.  Generally introduce the three step process. We’ll do this by using individual reflection, pairs, fours and group work.  Emphasize need to write written lists during the stepped process. | TRIZ process overview slide |
| 12:10 | 3 min | **STEP 1 - Individual Reflection**  Instructions (1 min): We will give you 2 minutes to do individual reflection.  Invitation: Make a list of all you can do to make sure that you achieve the worst result imaginable with respect to fair assessment of students.  Please don’t use chat during the reflection.  STAY IN THIS ROOM  Set the timer. 2 min | Step 1 Individual Reflection slide |
| 12:13 | 8 min | **STEP 2 - Pairs Work**  Instructions (1 min): We will now give you 5 minutes in pairs to do the next step.  Invitation: **Go down your lists together and identify the items that are *currently occurring* for either one of you.** Create a new list of these items - emphasize that it’s in paper form not on the whiteboard.  (Mention that they are still thinking about how these items contribute to unfair assessment). Once you’re in the room you should turn on your talk button again and we’re going to circulate into the rooms to see if you’re settled and THEN we’ll turn on the timer for the 2 minutes.  Now move yourselves to your assigned breakout room.  1 min - Send whiteboard to room. Facilitators then go into the rooms to check on people, audio and whiteboard; turn the timer on (Tools > Timer > Start timer)  5 min for pairs discussion  Just before timer goes - send Announcement (Tools > Chat > Send Announcement) (click to select “all rooms”) to call them back to Main Room (include a quick statement about dragging yourself back and click the Talk button before speaking) | Step 2: Pairs Discussion slide |
| 12:21 | 16 min | **STEP 3 - Fours Work**  1 min - breathing room - chat while we clean up rooms for 4’s (Indicate on whiteboard - 2 pairs into each room)  Instructions (2-3 min): We will now give you 10 minutes in fours to do the next step.  Invitation: Each person choose one thing from your list to share in your 4’s, and along with it, think about share your answer: “What steps will help you **stop** what causes the unfair assessment.” We’ll be asking you to share at least one item from your group with the larger group when we get back together.  Note that the facilitators will join you in your breakout rooms here and there to observe briefly (*walking around the room*)  Move yourselves to your assigned breakout room.  Facilitators then give 30 second grace period to help people get settled; then send announcement (Tools > Chat > Send Announcement - click box to send to all rooms) and turn the timer on (Tools > Timer > Start timer)  10 min “4 person group” sharing  Just before timer goes - send Announcement to nominate a person to report for your group in the large group discussion. Come back to the main room when you’re done selecting someone.  Allow 1 minute for this. Send another announcement to come back to the main room at time mark. | Step 3: Fours Discussion slide  Facilitators go into each room to assist or follow discussion |
| 12:37 | 8 min | **STEP 4 - All Group Discussion**  Instructions: Restate the last question - What steps will help you stop what causes the fair assessment? Ask the group to share in “popcorn style” (explain this concept) - and ask people to raise their hand or pick up mic if they’d like to share first.  (If nobody volunteers, start asking one of the room groups if they’d like to go first, e.g. “The people in room 1, would one of you like to start us off?”)  8 min group discussion  One facilitator “harvest” the contributions on whiteboard - catch highlights only - make sure font is big enough for all to see, and put in vertical row for ease of seeing. (Make the text box the whole size of the screen.) | Image of people grabbing a mic |
| 12:45 | 15 min | **Fishbowl**  Invite participants to optionally stay for a “meta-level” discussion of what it felt like to use the LS and facilitate the session; others can leave if they wish.   * Two facilitators take 4 minutes to describe their experience facilitating the session and what they may have learned about using LS, using Collaborate in this way, etc. What went well? What might they have done differently? (Note: This is a meta on the process of the session, not on the content that was discussed.) * Facilitators invite participants to pick up the mic and “enter fishbowl” if they see one is available; max of 4 mics on at any given time. Encourage participants address one point:   + Questions about why LS   + Experiences or suggestions for improvement?   + How they see they might apply it.   Wrap-up and invite to next session | Fishbowl visual on slide - participants in chairs in circle  Put questions on slide |
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