

Digging Deeper: Collaborative Design and Facilitation

Purpose

This assignment builds on your work in microteaching by shifting from individual design to collaborative instructional design. This assignment is an opportunity to investigate a key area of teaching practice and to **collaboratively design a learning experience for your peers.**

Working with teaching partners, you will move beyond presenting information to **designing and facilitating learning.** This includes making shared decisions about how to:

- engage participants
- represent ideas
- structure opportunities for participation and meaning-making

In addition to deepening your understanding of course ideas, this work is intended to support your development as a teacher by:

- learning alongside colleagues
- navigating shared decision-making
- designing instruction that reflects culturally responsive and inclusive practices

Focus Areas

Each group will explore one of the following:

- Mindfulness Practice in Elementary Classrooms
- Responsive Classroom
- Place-Based Education

What You Will Design

Working collaboratively, your group will design and facilitate a **25–30 minute learning experience.**

Your goal is not simply to present information, but to **create an experience that supports participant thinking, engagement, and learning.**

Core Design Expectations

Your learning experience should reflect intentional decisions about:

Structure (Ignite, Chunk, Chew, Review)

Use this framework to organize your session in ways that support engagement and meaning-making.

Engagement

Create multiple opportunities for participants to:

- talk (turn-and-talks, think/pair/share, independent sharing, chalk talks, etc.)
- think (wait time, writing time, think/pair/share, etc.)
- interact (discussion, sharing ideas, small group discussion, etc.)
- apply ideas (make connections, create a plan, look ahead, etc.)

Representation

Use a combination of media (slides, visuals, cases, video, etc.) to support access and understanding.

Participation

Design opportunities that position participants as contributors, not just listeners.

Design Considerations

As you plan, consider:

- How will you move beyond delivering information to supporting participants' learning?
- What decisions are you making about when participants listen, talk, and engage?
- How will your design reflect culturally responsive teaching and UDL?
- How will you draw on participants' experiences and knowledge?

- How will your choices shape what participants take away from the session?

Content Expectations

Your session should:

- Draw from assigned readings, videos, and podcasts
- Incorporate additional resources that extend learning
- Make clear connections to course ideas (e.g., culturally responsive teaching, funds of knowledge, classroom climate, UDL)

Slides should support facilitation rather than function as a script.

Collaboration and Preparation

- Groups will begin planning during class time and continue outside of class
- All members should contribute to both design and facilitation
- Rehearsal is expected to support pacing and shared facilitation

Presentation Details

- 25–32 minutes in length
- Slides or materials submitted to Canvas prior to presentation
- Include names of all group members
- Include citations/links to additional resources on the final slide

Reflection

After presenting, each group member will complete a self and peer evaluation reflecting on preparation, participation, and collaboration.

Rubric (Aligned to Design + Collaboration)

Evaluation

Evaluation is based on the quality of your collaborative design, facilitation, and how effectively your session supports participant learning.

- A. The learning experience reflects **clear, intentional design decisions** that support engagement, representation, and participation. The session is cohesive, well-structured, and facilitates meaningful participant interaction. Facilitation is smooth and shared across group members. Design reflects strong alignment to course ideas and demonstrates thoughtful consideration of how participants learn.
- B. The learning experience reflects generally intentional design with some unevenness. Participant engagement is supported, though some elements of structure, facilitation, or interaction could be more fully developed. Group collaboration and preparation are evident.
- C. The session includes required elements but shows **limited coherence in design or facilitation**. Engagement opportunities may be present but not well integrated. Group collaboration or preparation may be uneven.
- D. The session shows **significant gaps in design and facilitation**. Limited attention to participant engagement or coherence. Group contribution or preparation is inconsistent.
- E. The assignment does not meet expectations or shows a lack of preparation.