

**WORKSHOP SUMMARY**  
**POST-CONFERENCE PROCEEDINGS**  
**2018 National Trainer's Exchange**

**1. Session Title and Presenter's Contact Information:**

"Exploring Interactive Workshop Techniques"

Lisa Bethea

NYC District Council of Carpenters Training Center

[lbethea@nycdcctc.org](mailto:lbethea@nycdcctc.org)

Joan Staunton, MsEd

NYC District Council of Carpenters Training Center

[jstaunton@nycdcctc.org](mailto:jstaunton@nycdcctc.org)

**2. Workshop Summary**

The main purpose of this workshop was to demonstrate interactive classroom techniques that allow participants to actively engage in the material while at the same time limiting the role of the presenter. The workshop was organized around three main activities. First the group completed a "Think-Pair-Share" activity where they worked individually and then in pairs to solve word puzzles. In the second activity participants worked in small groups to discuss various workshop formats and then presented to the whole group. In the third activity individuals worked on their own to review the activities covered and shared responses in pairs. By organizing the material into these activities the presenters spoke for a limited amount of time used mostly for giving directions.

**3. Methods**

Presenters spoke for about 10 minutes of the 90 minute session leaving the remaining time for the participants to engage with each other. For the "Think-Pair-Share" activity, participants were able to compare their problem solving skills with a partner. During the small group activity, which took most of the session, each group was assigned a different workshop technique to explore and discuss. So the main content of the session was not presented by a facilitator but rather explored by the participants themselves.

#### 4. Main Points and Participant Comments

- The presenters did not advocate for any of the techniques that were discussed. The information was provided to encourage participants to share their experiences and techniques they have used successfully and consider different methods.
- Several participants were critical of some of the methods in particular one that involved students reading aloud. It was noted that such techniques should be used with caution and consideration of students' education level.
- Few participants claimed to have used any of the methods discussed, but many had used variations which they shared during whole group feedback.
- Presenters and participants agreed that a learner-centered approach allowed the group to draw upon their ability to absorb and think critically about the workshop material. A benefit of active teaching methods.

#### 5. References

*"Classroom Activities: Simple Strategies to Incorporate Student-Centered Activities within Undergraduate Science Lectures"* by Barbara Lom, Department of Biology and Program in Journal of Undergraduate Neuroscience Education, 2012 Fall; 11(1): A64-A71. Published online 2012 Oct 15.

Copyright © 2012 Faculty for Undergraduate Neuroscience

PMCID: PMC3592730

PMID: 23494568

The full article can be found at:

<https://www.ncbi.nlm.gov/pmc/articles/PMC3592730/>

#### 6. Workshop Handouts

Activity #1 – Ribus and Riddles

Activity #2 – Active Learning Strategies

Activity #3 – Lesson Outline