



# MAGNA ONLINE SEMINARS

Supplemental Materials

## Helping Introverts Thrive in an Active Learning Classroom

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Presented by:

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Prior to her work in Faculty Development, Nicki was a faculty member in the Child & Youth Worker Program for over 15 years. With a background in Counseling Psychology, her areas of expertise include child and adolescent development and human sexuality. In her teaching practice, and in her work with faculty, Nicki embraces collaboration in creating positive learning environments and is committed to inclusive practice.



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## Helping Introverts Thrive in an Active Learning Classroom

### Questions for Self-Reflection

For each of the following statements, indicate your response using the following options:

Agree (A) or Disagree (D)

- |  |   |   |
|--|---|---|
| 1. I am aware of where I personally fit on the extroversion/introversion spectrum.         | A | D |
| 2. I have reflected on how my temperament might influence my preferences in teaching.      | A | D |
| 3. I provide opportunities for my students to understand their own learning preferences.   | A | D |
| 4. I am aware of the learning preferences of my students.                                  | A | D |
| 5. I have reviewed my participation policy in light of learning preferences.               | A | D |
| 6. I provide options to encourage all students to contribute to others' learning.          | A | D |
| 7. I consider how I use classroom time to with respect to learning preferences.            | A | D |
| 8. I provide all students with opportunities to stretch beyond their learning preferences. | A | D |

Based on your response to the questions above, what next steps might you take to support both introverts and extroverts to thrive in your active learning classroom?

Next Steps:

## Discussion Board (DB) Grading

### *How will I be graded for my DB participation?*

For this course, you will receive a cumulative grade for your overall participation within the discussion board. One or more questions will be posted within each module; you will be graded for posting your thoughts and responding to your classmates' posts. See modules for weekly topic instructions.

Your posts for each section should be posted in the semester week it corresponds to—for example, Week 2 posts should be posted before the end of week 2; Week 5 posts should be posted before the end of week 5. Your professor will make an effort to grade discussion board sections at the end of each week. Generally, once the discussion has ended, late posts will not be graded for that section.

See below for the grading rubric.

	Score: 8-10 ↓	Score: 4-7 ↓	Score: 1-3 ↓	Score: 0 ↓
<b>Community contribution</b>	Contributes in a way that encourages others to participate; shows respect for others' opinions	Usually contributes in a way that encourages other to participate; shows respect for others	Seldom contributes in a way that encourages others to participate.	Does not participate; discourages peer participation.
<b>Relevance</b>	All responses address the issues presented and direct the flow of the discussion.	Most responses address the issues presented and direct the flow of the discussion.	Some responses address the issues presented and minimal attempts to direct the discussion.	

<b>Regularity and timeliness</b>	Regularly contributes to the discussion; contributes on time.	Mostly contributes to the discussion; contributes on time.	Sometimes contributes to the discussion.	
<b>Critical thinking</b>	All responses contain critical thinking that is in line with course content.	Most responses contain critical thinking that reflects course content.	Some responses contain critical thinking that reflects course content.	
<b>Originality</b>	Always shares own original ideas and experiences	Regularly shares own ideas and experiences	Sometimes shares own ideas and experiences	
<b>Mechanics</b>	Spelling and grammar are standard.	Spelling and grammar are standard with few errors.	Large number of abbreviations, spelling errors interfere with clarity of post.	

## Classroom Participation Strengths Inventory

**Instructions:** Read each statement below, and indicate how frequently you exhibit this behavior in each context indicated.

Statement	Always	Frequently	Sometimes	Rarely
1. I share my thoughts and ideas in a) large classroom discussions b) small group discussions c) online discussions				
2. I ask thoughtful questions in a) large classroom discussions b) small group discussions c) online discussions				
3. I encourage others to participate in a) large classroom discussions b) small group discussions c) online discussions				
4. I listen carefully to other students' ideas in a) large classroom discussions b) small group discussions c) online discussions				
5. I provide support and evidence from readings in a) large classroom discussions b) small group discussions c) online discussions				
6. I demonstrate respect for diverse viewpoints in a) large classroom discussions b) small group discussions c) online discussions				

Based on an analysis of your Strengths Inventory, create a learning goal for Weeks 2-6 of this semester which focuses on improvement in your contributions to Classroom Participation.

**Sample Goal Statement:**

If you noted that you answered “Always” or “Frequently” to Questions 1 and 2 in contexts a & b, consider the following Goal Statement:

“I will support others to contribute their thoughts and ideas to large classroom and small group discussions”.

**Strategies to Meet Your Goal:**

Strategy #1: I will wait until at least two other students have shared their thoughts and ideas before contributing verbally to the discussion.

Strategy #2: I will ask \_\_\_\_\_ (student’s name)’s permission to invite him/her into the small group discussion and arrange ahead of time a cue that is mutually agreeable, such as, “ \_\_\_\_\_, what are your thoughts on this topic?”

**Accountability Partner for Feedback about Progress Towards Goal:**

I have shared my goal with \_\_\_\_\_ and will ask him/her to make observations, take notes, and share feedback with me about my progress towards this goal at the end of Week 6.

## Classroom Participation Learning Goals

Student Name: \_\_\_\_\_

Learning Goal (Weeks 2-6)	Strategies to Meet Goal
1.	1.  2.  3.
Accountability Partner:	Observations & Feedback:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Accountability Partner Signature:

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## Resources

Blau, I., & Barak, A. (2012). How Do Personality, Synchronous Media, and Discussion Topic Affect Participation? *Educational Technology & Society*, 15 (2), 12–24.

- This study examines a number of factors, including introversion or extroversion, which influence preference for face to face or online interactions.

Cain, Susan. *Quiet: The Power of Introverts in a World that Can't Stop Talking* (New York: Crown, 2012)

- Susan Cain's bestselling work provides insights into the nature of introversion and extroversion, focuses on the emergence of the "extrovert ideal", and suggests strategies to support quiet children in a noisy world.

Pannaker, William. Screening Out the Introverts. *Chronicle of Higher Education*, 00095982, 4/20/2012, Vol. 58, Issue 33

- The author's experiment in students' self-assessment on the extroversion/introversion spectrum reveals social pressure against introversion, and presents challenges facing introverted graduate students in their application for academic positions.

Sparks, Sarah D. *Studies Highlight Classroom Plight Of Quiet Students*. Education Week. 5/23/21012, Vol. 31 Issue 32, p. 1-16

- Examines studies which focus on the impact of classroom environment and emphasis on verbal participation on introverted students.



## **Educational Blogs**

Baldasaro, Tony. Embracing Introversion: Ways to Stimulate Reserved Students in the Classroom

<http://www.edutopia.org/blog/introverted-students-in-classroom-tony-baldasaro>

- Effectively highlights differences between introversion and shyness

Thomson, Shawn. Introvert? Extrovert? Tips for a Balanced Classroom

[http://www.canadianteachermagazine.com/ctm\\_teaching\\_ideas/janfeb2012-introvert-extrovert.shtml](http://www.canadianteachermagazine.com/ctm_teaching_ideas/janfeb2012-introvert-extrovert.shtml)

- Provides practical suggestions about how to achieve balance in classroom activities and create options for students

White, Genevieve. Seen but not heard: the introverts in our classrooms

<http://www.theguardian.com/teacher-network/teacher-blog/2012/may/02/introverts-classrooms-education>

- A personal reflection from an introverted teacher who realizes that she uses instructional strategies that appeal to extroverts - and what she did about it.