Train Your Ear, Find Your Voice

A Creative Protocol for Developing Instructional Talent

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LOEX 2013
Charette
Assumptions

• Working together produces better work than working in isolation.

• There is no piece of work that with more time, thought, and effort couldn’t be improved.
The Charette Protocol

A. INDIVIDUAL REFLECTIONS (5 minutes)

B. CHARETTE - Three Rounds (21 minutes)

PART 1 (2 minutes)
In groups of 3, the first speaker explains the problem/issue(s) they identified in reflection. The listener/s actively listen and take notes on the problem.

PART 2 (3 minutes)
The listener/s discuss methods of solving the problem as if the problem is their own. The speaker actively listens and takes notes.

PART 3 (2 minutes)
The speaker interprets the feedback and tells the listener/s how the feedback was helpful or insightful. The listener/s actively listen.

C. LARGE GROUP DE-BRIEF (remaining time)
The group shares findings.

D. LESSONS LEARNED/ MINI ACTION PLAN (last 5 minutes)
Reflect on what you learned and list actions you might take.
I need a new “icebreaker” activity for the first day of class...
Wow! I heard a lot of interactive ideas. I think I’m going to try...
Individual Reflection

Write about a specific instructional problem or issue that you would like to discuss.

5 minutes
<table>
<thead>
<tr>
<th>Part 1</th>
<th>Speaker:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(name, institution)</td>
<td>(name, institution)</td>
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<tr>
<td></td>
<td>Your notes as listener</td>
<td>Your notes as listener</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Listener/s:</th>
<th>Discuss methods of solving the problem as if the problem is your own.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Speaker:</td>
<td>Listen and takes notes.</td>
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<tr>
<td></td>
<td></td>
<td>Your notes on feedback from your listeners</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>Speaker:</th>
<th>Interpret feedback by telling the listener/s how it was helpful.</th>
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<td></td>
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<td>2 min</td>
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</table>
**Speaker**: Explain the problem you identified in the reflection.

**Listener/s**: Actively listen and take notes on the problem.

*2 minutes*
Listener/s: Discuss methods of solving the problem as if the problem is your own.

Speaker: Actively listen and take notes.

3 minutes
PART 3

**Speaker:** Interpret the feedback and tell the listener/s how it was helpful.

**Listener/s:** Actively listen.

*2 minutes*
Speaker: Explain the problem you identified in the reflection.

Listener/s: Actively listen and take notes on the problem.

2 minutes
Listener/s: Discuss methods of solving the problem as if the problem is your own.

Speaker: Actively listen and take notes.

3 minutes
Speaker: Interpret the feedback and tell the listener/s how it was helpful.

Listener/s: Actively listen.

2 minutes
Speaker: Explain the problem you identified in the reflection.

Listener/s: Actively listen and take notes on the problem.

2 minutes
Listener/s: Discuss methods of solving the problem as if the problem is your own.

Speaker: Actively listen and take notes.

3 minutes
Part 3

Speaker: Interpret the feedback and tell the listener/s how it was helpful.

Listener/s: Actively listen.

2 minutes
What stories did you share?

...shared challenges?
...shared successes?
...opportunities to collaborate?
LESSONS LEARNED

How will you apply or incorporate some of the lessons you heard into your own teaching next semester?

*Share your plan with a colleague.*
Thank you!

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