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Titolo	Virtuous meetings : technology + design for high engagement in large groups // Karl Danskin, Lenny Lind
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Nota di contenuto	Virtuous Meetings: Technology + Design for High Engagement in Large Groups; Contents; Preface: The Evolution of an Idea; Acknowledgments; Introduction; Part One: Choosing Virtuous Meetings; 1 Realizing Virtue in Large Group Meetings; THE VIRTUE OF COLLABORATION; THE VIRTUE OF ACTIVE CONTRIBUTION; What It Means to Be an Active Contributor; What Active Contribution Looks Like; THE KEYS TO CREATING A VIRTUOUS MEETING; The Goal: Convergence; The Keys; HOW LARGE MEETINGS HAVEN'T CHANGED; When Convergence Is Unattainable; What Do We Mean by "Large"?; SEEKING ALIGNMENT; Alignment and Communication THE HABIT OF CREATING PASSIVE AUDIENCES The Confusion about "Passive-Audience" Style Design; Activities That Create a Passive Experience; Vicious Cycle of Participants as Passive Audience; THE VIRTUOUS MEETING ITSELF IS THE MESSAGE; CHAPTER ONE: QUICK SUMMARY; 2 The First Key: The Participant-Centered Approach; WHERE IT ALL STARTED; PARTICIPANTS GETTING THEIR VOICE BACK; Making Everyone's Ideas Visible; Advantages of the New Connectivity; CHAPTER

TWO: QUICK SUMMARY; 3 The Second Key: High-Speed Connectivity; THE SLOWWW GROWTH OF CONNECTIVITY IN MEETINGS; WHAT THE TECHNOLOGY ALLOWS

FRIENDLY SOFTWARE THE INPUT DEVICES; THE NETWORK: LOCAL OR INTERNET?; NETWORKING IN VENUES; THE VIRTUE OF CONNECTIVITY IN LARGE GROUP MEETINGS; ACTUALLY . . . IT'S NOT ABOUT THE TECHNOLOGY; POLLING VERSUS DISCUSSION: A Case Study In Why You Can't Have One Key Without the Other; CHAPTER THREE: QUICK SUMMARY; Case Story 1, Listening to the City-Rebuilding Lower Manhattan after 9/11; Case Story 2, A Global Manufacturing Organization; Part Two: Anchoring Virtuous Meetings; 4 The Use of Small Groups within Large Group Meetings; TWO INTEGRATED LEVELS OF PARTICIPANT EXPERIENCE

What Works in Highly Engaged Small Teams Can Shared Understanding Be Achieved in Large Groups?; How the Two Levels Work; PUTTING A TWO-LEVEL DESIGN INTO PRACTICE; Designing the Room for Two Levels of Experience; Perceived Alternatives to a Two-Level Meeting; Option 1: Let's All Do This as a Group!; Option 2: We Want to Hear from Every Person!; Option 3: Let's Do Breakouts!; HOW IT FEELS IN THE TABLE GROUP; You Become More Engaged When You Become Part of the Conversation; You Learn More When You Can Digest the Content; You Stay Energized When You Are Active; How It Feels in a Two-Level Meeting

CHAPTER FOUR: QUICK SUMMARY5 Virtuous Engagement Cycles: Creating a Meta-Conversation; THE REVOLUTION: KNOWING WHAT THE GROUP IS THINKING; THE VALUE OF META CONVERSATIONS; VIRTUOUS ENGAGEMENT CYCLES: FOUR STAGES; Stage 1: Present; Stage 2: Discuss; Stage 3: Review; Stage 4: Respond; PUTTING ENGAGEMENT CYCLES INTO PRACTICE; COMPLETING ENGAGEMENT CYCLES; Why Cycles Don't Get Completed; Where Engagement Cycles Get Interrupted and the Impact; Ten Potential Missed Opportunities in Virtuous Meetings; CHAPTER FIVE: QUICK SUMMARY; Case Story 3, Leadership Meeting for a Global Procurement Organization

Case Story 4, Leadership Meeting for a U.S. Insurance Organization

Sommario/riassunto

Technology + Design leads to breakthrough in large meeting productivity Virtuous Meetings: Technology + Design for High Engagement in Large Groups breaks out of the confines of the meeting room to show the reader what is possible when you need to get large groups of people talking and making decisions together. The book shows that it is possible to achieve effective outcomes in large, important meetings - the kind of meetings that most organizations rely upon for aligning their leaders with strategy or managing change, innovation, and crises. When it matters most what the participants are thin

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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title Page; Copyright; Table of Contents; Preface; Introduction: Teaching in Diverse, Standards-Based Classrooms; Chapter 1: Gathering and Using the Best Methods for Instruction; Chapter 2: Supporting the Classroom with Materials for Instruction; Chapter 3: Creating an Environment for Instruction; Chapter 4: Developing the Content for Instruction; Chapter 5: Bringing Collaboration into the Classroom for Instruction; Chapter 6: Implementing Assessment for Instruction; Chapter 7: Putting It All Together; References; Index; About the Authors Related ASCD Resources: Connecting Teachers, Students, and

Standards

Sommario/riassunto

The authors provide a comprehensive framework for reaching and teaching English language learners, students from culturally diverse backgrounds, and students with disabilities.