Intel® Teach Elements:

Collaboration in the Digital Classroom

Facilitation Guide

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Intel® Teach Elements

Collaboration in the Digital Classroom

Facilitation Guide

Contents

Overview of Course Facilitation

Course Description

This Facilitation Guide provides information to successfully facilitate face-to-face or online discussion sessions, based on participants' Action Plan work in the Intel® Teach Elements: Collaboration in the Digital Classroom Course. Participants taking a facilitated course may receive continuing education credit, when defined and arranged by the school, district, or education agency offering a facilitated course.

Participants in facilitated courses will participate in three ways:

- **E-learning:** Learn about collaboration in digital classrooms using interactive tutorials (approximately 5 hours individual work)

- **Action Planning:** Apply collaboration strategies to one's own classroom (5 to 12 hours of individual work based on optional activities and individual engagement in the planning exercises)

- **Facilitated Discussions:** Share ideas and give feedback on Action Plan work (5 to 8 hours, varies by format—face-to-face or online—and optional exercises)

The e-learning component of the Collaboration Course has five modules plus an Orientation and Wrap-Up. Each module includes four to six lessons of interactive activities with exercises that introduce and explore concepts. Many of the activities are followed by an Action Plan task. The Action Plan tasks are designed for application of the concepts to one's own classroom. Course facilitation is structured around the Action Plan, with facilitation typically occurring after participants complete one or two Action Plan tasks.

By the end of the course, participants who complete the Action Plan will have designed collaboration activities and other materials to implement or improve collaboration in their classrooms. The Action Plan is required for participants who are taking the course for credit by engaging in a facilitated course.

The Facilitator

Facilitators provide rich, meaningful course experiences for participants by guiding individual work and group discussions. Before facilitating the course, facilitators should meet the following requirements.

Facilitator requirements:

- Familiarity with collaboration practices and online tools, project-based learning, and technology integration

- Prior experience with facilitating technology integration courses for teachers

- Online facilitation experience (if facilitating online or co-facilitating with an experienced online facilitator)

- Thorough experience with the e-learning course, including:

- Review all supporting resource files

- Take all quizzes, intentionally trying to get correct and incorrect answers

- Complete the Action Plan

- Review Dave's and Eva's Action Plans, available in the course Resources

Facilitators set the tone for the course discussions. Facilitators can create a rewarding experience for participants by fulfilling the following responsibilities.

Facilitator responsibilities:

- Engage all participants in discussions

- Encourage participants to think critically and deeply about their own practices

- Provide and promote thoughtful and constructive feedback

- Clarify concepts and answer questions

- Promote reflective teaching

- Create a supportive learning community

Facilitation Options

Course participants complete interactive e-learning tutorials and Action Plan activities independently between facilitated sessions, where they join discussions to share and give feedback on their work and learning.

Course facilitation is flexible and can be done in different settings—fully face-to-face, online, or various combinations of face-to-face and online:

Facilitated Face-to-Face

Participants may take the course from a CD or online. Discussions take place in a face-to-face setting. Facilitators can print the discussion questions or display them for participants. The discussions are flexible; facilitators may choose to use some or all discussions, or may create custom questions.

Facilitated Online

Participants take the course online and engage in online facilitated discussions. The discussions may be posted on a Web site or embedded in a learning management system (LMS). Facilitators may also choose to use other online tools to support learning and discussion.

Face-to-Face and Online Hybrid

A combination of face-to-face and online facilitation is possible. For example, participants may begin with a face-to-face meeting, continue interacting through online discussions, and meet again at the end for a face-to-face session.

The length of a course is determined by local program needs. A course schedule is designed locally through the selection of suggested and optional activities, as well as the number and length of discussions. The course completion section in this guide

provides time estimates for course planning. Continuing education credit and/or certificates of completion may be given based on length of course and acceptable participation levels, determined by the local program administrator and/or the facilitator.

Course Length

A course schedule is designed locally through the selection of suggested and optional activities as well as the number and length of discussions. The course completion section of this guide provides time estimates for course planning. Continuing education credit and/or certificates of completion may be given based on the length of the course and acceptable participation levels, determined by the local program and/or the facilitator.

Intel® Education Online Community

An option for any of the facilitation formats is to create a group to support your training in the Intel® Education Online Community. Facilitators can create groups to support participants with online discussions or provide opportunities to publish Action Plans for feedback. To join the community, register at http://engage.intel.com. Then, review tips on creating a group in the Teachers Engage > Intel® Teach Professional Development > Facilitate section.

Facilitators will also want to join the Elements Implementation Toolkit group in Teachers Engage. After registering for Teachers Engage, then go to groups and search for Elements Implementation Toolkit or use this link, http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit.

Discussion Schedules

Course facilitation is structured around discussions and sharing of completed Action Plan tasks, with facilitation sessions typically occurring after participants complete several of the lessons in the e-learning course and one or two Action Plan activities. Participants need to complete the recommended e-learning and Action Plan activities prior to the discussion session to ensure rich conversations and experiences.

Facilitated discussion sessions are flexible. Face-to-face discussions range from 20 to 45 minutes and can be combined for longer face-to-face sessions. Online facilitation times will vary and will depend on how often and when participants visit the discussion board. Typically, online discussion time takes longer than face-to-face discussions.

The following tables show example facilitation schedules with Action Plan activities that should be completed prior to discussions. A fully facilitated course (face-to-face or online) should take place over five or six weeks to allow sufficient time between sessions for participants to complete the Action Plan activities and possibly try new ideas in the classroom. The schedules do not include times needed for introducing

the course, which will vary by the "get acquainted" activities facilitators design.

Schedule Example 1:
Facilitation Sessions after Each Module

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 2 Activity 2	Lesson 1 Activity 5	Lesson 1 Activity 3	Lesson 1 Activity 3	Lesson 1 Activity 2	Summary
Lesson 4 Activity 2	Lesson 2 Activity 4	Lesson 2 Activity 2	Lesson 2 Activity 3	Lesson 3 Activity 2	
	Lesson 3 Activity 3	Lesson 2 Activity 3	Lesson 3 Activity 2	Lesson 4 Activity 2	
Facilitation Time: 40	**Facilitation Time: 60**	**Facilitation Time: 70**	**Facilitation Time: 60**	**Facilitation Time: 60**	**Facilitation Time: 30**

Schedule Example 2:
Facilitation Sessions at Beginning, Middle, and End of Course

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 2 Activity 2	Lesson 1 Activity 5	Lesson 1 Activity 3	Lesson 1 Activity 3	Lesson 1 Activity 2	Summary
Lesson 4 Activity 2	Lesson 2 Activity 4	Lesson 2 Activity 2	Lesson 2 Activity 3	Lesson 3 Activity 2	
	Lesson 3 Activity 3	Lesson 2 Activity 3	Lesson 3 Activity 2	Lesson 4 Activity 2	
Facilitation Time: 40		**Facilitation Time: 130**			**Facilitation Time: 150**

Schedule Example 3:
Facilitation Sessions at Middle and End of Course

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 2 Activity 2	Lesson 1 Activity 5	Lesson 1 Activity 3	Lesson 1 Activity 3	Lesson 1 Activity 2	Summary
Lesson 4 Activity 2	Lesson 2 Activity 4	Lesson 2 Activity 2	Lesson 2 Activity 3	Lesson 3 Activity 2	

	Lesson 3 Activity 3	Lesson 2 Activity 3	Lesson 3 Activity 2	Lesson 4 Activity 2	
		Facilitation Time: 160			**Facilitation Time: 150**

Facilitated Discussions

Once a facilitation format and schedule are determined, and participants are invited, facilitators may want to consider group organization. Discussion formats are indicated in the Course Facilitation section in this guide as *whole group, small groups,* and *pairs.* Discussions help participants exchange ideas, process information, develop new ideas, and refine thinking.

For online discussions, facilitators may want to set up discussion boards by modules, with separate discussions for each activity. Facilitators can create different discussion strands based on whether the discussions are whole group or small group.

Whole group discussions: The intent of whole group discussions is to foster a learning community to exchange ideas to benefit from others' ideas. When conducting a whole group discussion, facilitators should:

- Establish ground rules so all participants feel safe to share their ideas

- Encourage everyone to participate

- Start with a "getting to know each other" activity at the first meeting or as a first online activity

- Acknowledge and respect all ideas, regardless of agreement

Small group discussions: Small group discussions provide a more intimate way for participants to delve deeper into topics and get crucial feedback. The ideal size for small groups is four participants. Groups can be organized by similar grade levels and subject areas or mixed grade levels and subject areas. Participants can stay in their same groups for each discussion or can mix. For some discussions, remaining with the same group may be advantageous as participants become familiar with each other's Action Plans. For others, mixing groups may be advantageous to get different perspectives.

For some feedback sessions, pairs of participants in the small groups may be more productive. Working in pairs provides more time to review and provide feedback on each other's work.

To aid discussions, the Appendix in this guide includes:

- **Discussion Suggestions:** Tips for engaging in group work

- **Discussion Checklist:** Tips on creating constructive discussions during face-to-face and online discussions

Course Completion

Course completion is based on the hours spent on e-learning, the Action Plan, and facilitated discussions. The combined time for these three components will vary depending on the delivery format, depth and length of discussions, and completion of optional exercises. These timings are defined based on local training needs and context. Approximate timing guidelines for the course are as follows:

Module	E-Learning	Action Plan (Suggested)	Facilitation
Orientation	15 to 30 minutes	None	30 minutes or more
1	55 minutes	50 minutes	40 minutes
2	60 minutes	60 minutes	60 minutes
3	60 minutes	60 minutes	60 minutes
4	60 minutes	60 minutes	60 minutes
5	60 minutes	60 minutes	60 minutes
Wrap-Up	5 minutes	15 minutes	30 minutes
Total Hours	**5 hours**	**5 hrs 5 minutes**	**5 hrs 40 minutes**

Note: Completion of all Action Plan activities is estimated at 5 hours and 10 minutes minimum. The Appendix provides estimated times for all activities by module.

Continuing education credits and course completion certificates are arranged by the facilitator, based on school or district guidelines. Facilitators are encouraged to issue continuing education create and course completion certificates according to local needs and expectations.

When your course is completed, please report the number of participants who completed the course at http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit.

Course Facilitation

Each facilitation activity described in this section indicates the e-learning and Action Plan activities that participants need to have completed. Before facilitation sessions, inform participants which e-learning and Action Plan activities they need to complete.

An estimated time is also included for face-to-face meetings.

The discussion questions included in the activities are suggestions. Whole group, small group, and peer discussion questions are included. Facilitators are free to include supplemental questions or use the suggested questions as guidelines for developing custom questions. Peer Feedback indicates prompts for participants to use in giving feedback. Consider having the items listed in the Appendix printed for participants' reference during face-to-face facilitation.

Introduction: Course Orientation

Regardless of the course format, facilitators should begin with activities for participants to get acquainted with each other and use the Orientation e-learning module to introduce the course.

Orientation has five short lessons that introduce the course objectives and structure in general, the features and navigation of the e-learning interface, and the Action Plan. In a face-to-face session, the facilitator can walk through the lessons and the tabs and buttons in the user interface as a group to ensure everyone is familiar with the course features. If the course is online, the facilitator should encourage sharing any questions about the e-learning features or action planning in an introductory discussion. In either course format, this is also a good time to review technical requirements for the course found in the Resources tab and the FAQ document found online at the Elements site at www.intel.com/education/elements.

Facilitation Tip: Feedback from Elements course evaluations has shown that the example Action Plans are very helpful to participants. Facilitators should call attention to the example Action Plans during the introduction.

Module 1: Collaborative Classrooms

Module 1 Facilitation 1: Collaboration Planning
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 1, Lesson 2, Activity 2*.

Face-to-Face Discussion Time: 20 minutes

- **Small Group Discussion:** Share ideas about how you have or would have addressed dimensions of the framework in collaborative activities with your students.

- **Peer Feedback:** Offer suggestions to others for using the framework.

Facilitation Tip: If participants are struggling to come up with ideas for how they address the dimensions of the Collaboration Framework, provide additional prompting, such as: *How and why do your students collaborate? Who are their collaborators? What tools or resources do your students use when they collaborate?*

Module 1 Facilitation 2: Collaboration Challenges
This discussion should be completed after participants complete the e-learning and

Action Plan activities through *Module 1, Lesson 4, Activity 2.*

Face-to-Face Facilitation Time: 20 minutes

- **Large Group Discussion:** Discuss concerns and potential benefits to students of collaboration you identified in *Module 1, Lesson 4, Activity 2* of your Action Plan.

- **Peer Feedback:** Provide suggestions for addressing concerns about integrating collaboration.

Facilitation Tip: Prompt participants to look at benefits and concerns from different points of view, such as teachers, students, parents, peer collaborators, administrators, and adult collaborators.

Module 2: A Framework for Digital Collaboration

Module 2 Facilitation 1: Collaboration Purposes
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 2, Lesson 1, Activity 5*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group Discussion:** Describe experiences with the different purposes of collaboration, such as:

  - Improved content learning

  - Improved teamwork skills

  - Global citizenship

Facilitation Tip: Prepare examples of collaboration to prompt discussion or as a check for wrap-up, such as:

  - Groups of students doing Internet research on mammals in different habitats
  - A small group discussion of the meaning of a symbol in a poem
  - A group plan to solve a school or community problem
  - A group writing and videotaping a play

Module 2 Facilitation 2: Collaborators and Tools
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 2, Lesson 2, Activity 4*.

Face-to-Face Facilitation Time: 30 minutes

- **Small Group Discussion:** Use the Collaboration Framework to think about how you might incorporate collaboration into your classroom activities.

- **Peer Feedback:** Share your ideas and suggestions with your peers.

Facilitation Tip: Model this activity with an example of how you can use the Collaboration Framework to plan classroom activities.

Module 2 Facilitation 3: Self- and Peer Assessment of Collaboration
This discussion should be completed after participants complete the e-learning and

Action Plan activities through *Module 2, Lesson 3, Activity 3*.

Face-to-Face Facilitation Time: 15 minutes

- **Small Group Discussion:** Discuss how you will use the collaboration assessments you saved.

- **Peer Feedback:** Provide suggestions for using and adapting the different assessments.

Facilitation Tip: Provide some examples of different ways the assessments can be used, such as:

- **Collaboration Rubric:** Used before a collaborative activity by the teacher to set expectations and by students to set goals for collaborative behaviors
- **Peer Group Project Checklist:** Used by students to self- and peer-assess their teamwork skills

Module 3: Tools of Collaboration

Module 3 Facilitation 1: Tool Access Check
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 2, Activity 2*.

Face-to-Face Facilitation Time: 45 minutes

- **Whole Group Discussion:** Discuss the usefulness of the eight tool categories: Research & Search, Collaborative Writing, Communication & Messaging, Visual Creation, Audio Creation, Project Management, Data Collection, and Teacher Productivity. In what ways do they help or detract from understanding your choices in online collaborative tools?

- **Small Group Discussion:** Share your thoughts about the online collaborative tools you investigated.

- **Peer Feedback:** Share and give feedback on the tools.

Facilitation Tip: Review Online Collaborative Tools and identify tools that you think might be particularly relevant for your participants.

Module 3 Facilitation 3: The Best Tool for the Job
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 2, Activity 3*.

Face-to-Face Facilitation Time: 15 minutes

- **Small Group (or pairs) Discussion:** Discuss the tools you selected to complete your collaboration plan.

- **Peer Feedback:** Share and give feedback on the selected digital tools.

Facilitation Tip: Prepare some examples of plans using the Collaboration Framework.

Module 4: Collaboration Strategies

Module 4 Facilitation 1: Peer Mentoring
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 1, Activity 3*.

Face-to-Face Facilitation Time: 30 minutes

- **Large Group Discussion:** Discuss student strengths and needs in sharing ideas, giving and receiving feedback, and mentoring peers.

- **Small Group Discussion:** Share methods to help students be more effective collaborators.

- **Peer Feedback:** Provide feedback to peers, suggesting strategies for improving student collaboration.

Facilitation Tip: Prepare a list of possible student strengths and needs in collaborative skills, for instance:

- **Strengths:** Experience communicating electronically
- **Needs:** Listening, giving constructive feedback

Module 4 Facilitation 2: Collaboration and Digital Literacy
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 2, Activity 3*.

Face-to-Face Facilitation Time: 15 minutes

- **Small Group (or Pairs) Discussion:** Share the methods you will use to teach collaboration and communication skills to your students.

- **Peer Feedback:** Provide feedback and new ideas for teaching strategies.

Facilitation Tip: Review different methods for teaching collaboration and communication skills, such as modeling and self- and peer assessment.

Module 4 Facilitation 3: Copyright and Fair Use
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 3, Activity 2*.

Face-to-Face Facilitation Time: 15 minutes

- **Large Group Discussion:** Share methods for helping students become ethical digital collaborators.

Facilitation Tip: Review components of digital citizenship, and copyright and fair use laws, including:

- Free speech and fair speech
- Cyberbullying
- Copyright and Creative Commons

Module 5: Collaborative Classroom Management

Module 5 Facilitation 1: A School's Defense
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 1, Activity 2*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group (or Pairs) Discussion:** Discuss the implementation of your school's AUP, how you will/currently support it, and how you can help ensure that students stay safe online.

- **Peer Feedback:** Share suggestions for AUP compliance.

Facilitation Tip: Review some sample AUPs. If possible, examine some AUPs of participants' schools.

Module 5 Facilitation 2: Technology-Ready Students
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 3, Activity 2*.

Face-to-Face Facilitation Time: 10 minutes

- **Small Group (Pairs) Discussion:** Describe activities, procedures, or student support you will create or incorporate into your classroom routines to help your students become self-directed technology users.

- **Peer Feedback:** Offer suggestions and ideas for helping students become self-sufficient.

Facilitation Tip: Review methods and tools students can use to be self-directed technology users, such as using:
  - Student experts
  - Instant messages
  - Online collaborative resources

Module 5 Facilitation 3: Collaboration Issues
This discussion should be completed after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 4, Activity 2*.

Face-to-Face Facilitation Time: 30 minutes

- **Large Group Discussion:** Briefly share a few experiences with unexpected challenges when using technology.

- **Small Group Discussion:** Brainstorm possible technology and collaboration issues for your project, and discuss solutions and prevention plans.

- **Peer Feedback:** Offer ideas on possible unexpected challenges, and provide suggestions for preventing or solving problems.

Facilitation Tip: Review common challenges related to technology and prepare solutions, addressing:

- Internet connection issues
- Non-working equipment
- Unavailable Web resource
- Lost or corrupted files or data
- Lack of electrical power

Course Wrap-Up

Wrap-Up Facilitation 1: Summary
This optional discussion should be completed after participants complete the e-learning and Action Plan activity in Wrap-Up.

Face-to-Face Facilitation Time: 30 minutes

- **Whole Group Discussion:** Discuss your collaboration goals:

    a. After revisiting your goals, how have you achieved any of your goals?

    b. What new goals do you have?

    c. How do you plan to achieve your goals?

    d. What do you expect to find most challenging when implementing the ideas from the course?

- **Complete Survey:** Remind participants to complete a short online survey, accessed from a link on the final screen of the course.

- **Distribute:** Hand out certificates of completion.

- **Report the number of teachers you trained:** Visit the Elements Implementation Toolkit Group (http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit), log in, and click Report Teachers Trained.

Appendix

Time Estimates for Action Plan Activities

Completion of all Action Plan activities is estimated at 7.5 hours minimum. Optional Activities are indicated below to assist with planning a shorter course.

Action Plan Activity	Suggested
Module 1—Collaborative Classrooms	**40 min**
Lesson 2—Activity 2: Collaboration Planning	20 min
Lesson 4—Activity 2: Collaboration Challenges	20 min
Module 2—A Framework for Digital Collaboration	**60 min**
Lesson 1—Activity 5: Collaboration Purposes	20 min
Lesson 2—Activity 4: Collaborators and Tools	30 min
Lesson 3—Activity 3: Self- and Peer Assessment of Collaboration	10 min
Module 3—Tools of Collaboration	**60 min**
Lesson 2—Activity 2: Tool Access Check	45 min
Lesson 2—Activity 3: The Best Tool for the Job	15 min
Module 4—Collaboration Strategies	**60 min**
Lesson 1—Activity 3: Peer Mentoring	30 min
Lesson 2—Activity 3: Collaboration and Digital Literacy	15 min
Lesson 3—Activity 2: Copyright and Fair Use	15 min
Module 5—Collaborative Classroom Management	**60 min**
Lesson 1—Activity 2: A School's Defense	20 min
Lesson 3—Activity 2: Technology-Ready Students	10 min
Lesson 4—Activity 2: Collaboration Issues	30 min
Course Wrap-Up	**30 min**
Summary	30 min
Totals	**5 hr 10 min**

Discussion Suggestions

Online Group Discussions
Consider the following suggestions when engaging in an online group discussion:

- Ensure posts are substantive and advance or reframe a discussion

- Support comments with examples, experiences, or references

- To encourage responses to your entry, ask participants a question about the material you have posted or ask whether others agree or disagree with your thoughts and why

- Revisit the discussion regularly to review your entries and respond to other participants

Providing Constructive Feedback
Consider the following tips when providing feedback in an online or face-to-face discussion:

- Begin by giving positive feedback to establish a supportive tone

- Be clear and specific when providing suggestions

- Provide constructive feedback that is descriptive, rather than evaluative

- Provide examples and tips

- In an online environment, read posts out loud to make sure they are complete

- Ask for clarification to ensure that you understand what is being said

- Make neutral statements

- Focus on elements that the individual can change and that are relevant to the topic

- Provide feedback in a timely manner

- Limit feedback to two or three key comments

- For facilitators, remind participants that you are available to help them

- End with a motivational statement

Discussion Checklist

The Discussion Checklist can enhance participants' conversations. Tips for improving online interactions are included.

☐ My discussions reflect a deep understanding of the content through the use of detailed examples and comparisons.

☐ I make meaningful connections between the course content and classroom practice.

☐ I connect the topics I am learning about to broader issues and ideas.

☐ I take risks by sharing areas of confusion and concern.

☐ I respond to colleagues' comments and entries by asking questions, elaborating, paraphrasing, and extending their ideas.

☐ My writing is easy to understand.

☐ I follow online conventions for creating a positive and productive discussion environment.

☐ I respond to discussions early to encourage meaningful interaction.