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Intel® Transforming Learning Facilitation Guide

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Optional Module

Independent Digital Learners Facilitation Guide

This Facilitation Guide provides information to successfully facilitate Independent Digital Learners in a face-to-face group session or in a self-study format.

The module focuses on how to avoid and solve general technology problems to allow student to become independent and productive users of technology. As participants complete optional and required activities, they will learn important concepts and apply their learning to develop resources and tools to use with their students.

Planning Your Course Schedule

All course Learn, Apply, and Share and Reflect sections require 60 minutes of delivery time. Refer to the core module Facilitation Guide for general information on how to manage these sections, including course readings and discussions. All Try It activities are optional and are not included in the total module time estimate. However, it is recommended that participants complete some Try It activities to solidify and extend module learning.

Use the following table to plan for module delivery. Times for all included Try It activities must be added to the total time required for delivery.

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Course Timing

Optional Module: Independent Digital Learners	Estimated Time
Overview	**5 min.**
Try It: Students' Problem Solving Skills Reflect on and discuss students' problem solving and break self-direction into narrower skills	10 min.
Lesson 1: Fostering Productivity and Independence with Technology	**90 min.**
LEARN	5 min.
Try It: Productivity Tools Jigsaw Review productivity tools and apps.	20 min.
Try It: Personal Productivity Discussion Reflect on and discuss how technology is used to stay organized and productive.	10 min.
Try It: Learning about Technology Explore resources to support student's technology development.	15 min.
Try It: Discussing Technology Troubleshooting Discuss common problems with technology and how they are addressed	10 min.
APPLY	20 min.
SHARE AND REFLECT	10 min.

Planning Your Delivery

The Independent Digital Learners module can be delivered in a face-to-face or self-study format. Choose which format best suits the needs of you and your participants. If you choose to facilitate the module in a face-to-face group session, plan for a space that will accommodate the size and needs of your group. In addition, review the module and facilitation guide thoroughly ahead of time to ensure that you have all required materials and technology prepared.

If you are choosing to facilitate the module in a self-study format, plan how you will communicate efficiently with participants before, during, and after the completion of the course. Consider adopting some of the following ideas to successfully facilitate the module:

- ☐ Schedule a brief face-to-face meeting before beginning the module. Cover the course objectives, course schedule, and course expectations.
- ☐ Create an email list to streamline communications with course participants.
- ☐ Set up an online discussion forum where participants can share learning and questions.
- ☐ Designate a physical space (i.e. white board in the staff room) for communications about the module.
- ☐ Place participants into pairs for additional learning support.
- ☐ Plan a face-to-face meeting after participants complete the module to share results from the Apply activity and determine next steps for their classrooms and school.

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Course Facilitation

Overview

In the overview, participants are introduced to the module content and learning objectives. If necessary, demonstrate to participants how to add notes to Classroom Connection document while exploring course content.

Overview Facilitation Notes

Try It: Students' Problem Solving Skills

In this activity, participants reflect on their students' independent problem solving and technology skills before breaking down the categories of self-direction into narrower and more specific skills.

- [ ] Help foster discussion by preparing examples of strategies already in use by your participants to develop problem solving and self-direction skills.
- [ ] Decide whether participants will use the technology or offline option to create concepts maps. If choosing the technology option, explore the options and decide which concept mat tool you would like participants to use:
  - Bubble.us: Online tool
  - Idea Sketch: IOS and Windows app
  - Mindomo: Android app
- [ ] If your participants are completing the module in a self-study format, plan a way for them to share their concept maps in a physical or digital space.

FACILITATION TIP

If you are choosing the technology option for your participants, consider the technology level of your participants. You may want to choose one tool and model how to use the tool before having your participants begin the task. This will save time as well as increase the likelihood of successful completion of the concept map.

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Lesson 1: Fostering Productivity and Independence with Technology

The learning in the module focuses on how students can use technology to improve their productivity and manage projects effectively.

The Try It exercises will give students a chance to explore topics in more depth. Remind participants to connect module learning to their students and classroom instruction throughout.

- [ ] Carefully read over the content, noting any areas you would like to emphasize.
- [ ] Select the optional Try It activities you want participants to complete.

Lesson Facilitation Notes

LEARN

Try It: Productivity Tools Jigsaw

In this activity, participants explore and review productivity tools and apps. The jigsaw format only works when completed in a face-to-face format. If your participants are completing the module in a self-study format, modify the Try It to meet your participants' needs. One possibility is to assign self-study individuals different productivity categories to research and then come together as a group for a brief face-to-face meeting to share what they have discovered.

- [ ] Productivity tools were covered in the Communication and Collaboration module. Review your Classroom Connection document from this module ahead of time.
- [ ] Preview the Productivity Tools resource.
- [ ] After all groups have shared, consider giving participants a chance to explore some of the new tools.

Try It: Personal Productivity Discussion

Participants will reflect on and discuss how they use technology to stay organized and productive.

- [ ] If you want participants to record apps or tools in an online collaborative document, create this document ahead of time. If necessary, plan time to model how to access and add to this document.
- [ ] Prepare examples of how you use productivity tools to share with participants when there are lulls in the discussion.
- [ ] Remind participants to consider how students might use tools to benefit productivity and learning.

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Try It: Learning about Technology

Participants explore resources to support student's technology development.

- [ ] Preview the links and resources from the module. Decide which will be most applicable for your participants.
- [ ] Consider narrowing the activity by choosing one application or tool commonly used by teachers in your school.

Try It: Discussing Technology Troubleshooting

In this activity, participants discuss common technology problems they have and how they address technology issues. Participants will have opportunity to compare and contrast their own use of technology with that of their students. Encourage participants to analyze similarities and differences in how students troubleshoot technology problems.

- [ ] Remind participants to discuss how they might be able to use their own experiences to model technology troubleshooting for students, whether effective or ineffective.

APPLY

Participants will develop a resource addressing a module topic to use in classrooms.

- [ ] Prompt participants to record notes from their learning in the Classroom Connection document.
- [ ] Carefully review the options and decide if you want to select which option you would like your participants to complete.

Option 1: Technology Help

- [ ] Review the activity.
- [ ] Decide if participants will work individually or in groups.
- [ ] Consider choosing the application(s) you want participants to troubleshoot.
- [ ] Suggest using Basic Troubleshooting Guidelines as a starting point for their lists.

Option 2: Productivity Tools

- [ ] Review the activity.
- [ ] Model the creation of a chart in the Classroom Connection document.
- [ ] Choose one tool and demonstrate how you would enter its information into the chart.

Option 3: Self-Direction Think-Aloud

- [ ] Review the activity.
- [ ] Consider asking participants to review the student self-direction skills discussed in Try It on student problem solving skills.
- [ ] Record you own 1-2 minute think-aloud as an example and model how to assess it with a rubric.

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SHARE AND REFLECT

In this reflection and discussion exercise, participants share their work from the apply section and reflect on module learning.

- [ ] Review the discussion questions prior to the lesson and prepare potential responses to facilitate conversations with participants.
- [ ] Consider asking self-study participants to gather for a brief face-to-face meeting for a discussion.
- [ ] Consider extending course learning by asking participants to meet again at a later date to discuss progress with their students.

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