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Intel® Transforming Learning Facilitation Guide

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Optional Module

Technology Supported Arguments Facilitation Guide

This Facilitation Guide provides information to successfully facilitate Technology Supported Arguments in a face-to-face group session or in a self-study format.

The module focuses on how to use technology with students to build argumentation skills and prepare and present convincing arguments. 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 45 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: Technology Supported Arguments	45 min.
Overview	**5 min.**
Lesson 1: Exploring Argumentation with Technology	**65 min.**
LEARN	5 min.
Try It: Components of Arguments Examine an argument to identify its different components.	15 min.
Try It: Argument Assessments Review a checklist and a rubric use for assessing arguments.	10 min.
Try It: Argumentation Tools Explore online tools and apps to support students' development of arguments.	10 min.
APPLY Design a lesson that requires students to create an argument in a digital format.	20 min.
SHARE AND REFLECT	5 min.

Planning Your Delivery

The Technology Supported Arguments 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

Lesson: Exploring Argumentation with Technology

The learning in the module focuses on how students can use technology to prepare and support their arguments.

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: Components of Arguments

In this exercise, participants carefully examine an argument to identify its different components using an online annotation tool or the highlighting feature of the e-reader.

- [ ] Find and select an applicable argument to have participants analyze. Ensure that it has all the components of an argument including a claim, evidence, and at least one counterclaim.
- [ ] If applicable, explore the following technology options and decide which annotation tool you would like participants to use:
  - A.nnotate: An online annotation tool
  - Marker.to: Google Chrome extension tool for highlighting
  - Diigo Web Collector: A Google Chrome extension that allows users to bookmark Web pages and highlight or add comments. Other features are also available.

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- [ ] If you are choosing the Offline Option, prepare to model how to use the highlighting feature of the e-reader to identify argument components with An Argument for Mobile Phones.

Try It: Argument Assessments

Participants review a checklist and a rubric used for assessing arguments and consider how to incorporate the tools into their classroom curriculum.

- [ ] Preview the resource documents.
  - Argumentation Checklist
  - Argumentation Rubric

> **FACILITATION TIP**
>
> Your participants may or may not be using self and peer assessment in their classrooms. Consider the needs of your participants. If necessary, plan time to discuss the importance of including self and peer assessment into classroom routines in order to foster student self-direction and increase student ownership of learning.

Try It: Argumentation Tools

In this activity, participants explore online tools and apps to support students' development of arguments.

- [ ] Explore the following technology options:

  Graphic Organizers

  - Bubble.us: Online tool
  - Idea Sketch: IOS and Windows app
  - Mindomo: Android app

  Outlining Tools

  - Microsoft Word
  - Microsoft PowerPoint

  Other Tools

  - Showing Evidence: An online thinking tool that allows students to map out arguments. Free with registration.
  - Debate Graph: An interactive tool for mapping arguments. Free with registration.

- [ ] Plan to demonstrate the basic features of the tool or app you choose and use it to prepare an argument.
- [ ] Give face-to-face participants time at the end of the exercise to share their discoveries about the argumentation tools.

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APPLY

Module participants will design a lesson requiring students to create an argument in a digital format.

- [ ] Plan to give course participants sufficient time to review notes from the module.
- [ ] Prompt participants to record notes from their learning in the Classroom Connection document.
- [ ] Decide whether you want participants to work independently, in pairs, or in small groups.

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 scheduling a follow-up meeting for participants after they have had the chance to implement course learning in their classrooms.

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