



Intel® Teach Elements

Creativity in the Mobile and Personalized Classroom

Facilitation Guide

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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: Creativity in the Mobile and Personalized 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 mobile learning and creativity using interactive tutorials (approximately 2 hours of individual work)
- **Action Planning:** Apply mobile learning and creativity strategies to one's own classroom (2 to 6 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 (3-5 hours, varies by format—face-to-face or online—and optional exercises)

This course focuses on strategies to promote and teach creativity in the classroom with the support of mobile devices. The e-learning component of the Creativity in the Mobile and Personalized Classroom course has three modules plus an Orientation and Wrap-Up. Each module includes three to five lessons of interactive activities with exercises that introduce and explore concepts. Many lessons include 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 many ideas for implementing mobile learning and creativity skills in their own personalized classrooms. The Action Plan is required for participants who are taking the course for credit by engaging in a facilitated course.

Creativity in the Mobile and Personalized Classroom is an advanced course designed to build upon the information and skills presented in the first mobile learning course, *Moving into Mobile Learning*. Teachers may wish to complete the first course to build foundational knowledge before taking this course.

The Facilitator

Facilitators provide richer, more 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 21st century skills, technology integration, technology tools and resources, and a general understanding of mobile learning
- 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 Nora and Oliver'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 blended learning (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—choose some or all, or create your own questions and format.

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.

Blended Learning

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

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>. You may wish to review tips on creating a group in the Teachers Engage > Facilitators Engage section of the site.

Facilitators will also want to join the Elements Implementation Toolkit group in Teachers Engage. After registering for Teachers Engage, go to groups and search for Elements Implementation Toolkit, or go to <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 each discussion session to ensure rich conversations and beneficial

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.

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 3 to 5 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 you design.

Schedule Example 1: Facilitation Sessions after Each Module

Module 1	Module 2	Module 3	Wrap-Up
Lesson 2 Activity 2	Lesson 1 Activity 3	Lesson 1 Activity 3	Summary
Lesson 4 Activity 2	Lesson 2 Activity 3	Lesson 2 Activity 2	
Facilitation Time: 40 min	Facilitation Time: 40 min	Facilitation Time: 40 min	Facilitation Time: 15 min

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

Module 1	Module 2	Module 3	Wrap-Up
Lesson 2 Activity 2	Lesson 1 Activity 3	Lesson 1 Activity 3	Summary
Lesson 4 Activity 2	Lesson 2 Activity 3	Lesson 2 Activity 2	
	Facilitation Time: 1 hr 20 min		Facilitation Time: 55 min

Facilitated Discussions

Once the facilitation format and schedule have been determined, and participants have been invited, consider group organization. Discussion formats are indicated in

the Course Facilitation section of the Facilitation Guide as whole group, small groups, and pairs. Discussions help participants exchange ideas, process information, develop new ideas, and refine thinking.

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

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

- 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, even if you do not agree with them

Small group discussions: Small group discussions provide a more intimate way for participants to delve deeper into topics and get crucial feedback. Groups can be organized by similar grade levels and subject areas, or mixed grade 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.

Pairs: For some feedback sessions, pairs of participants within the small groups may be more productive. Working in pairs provides more time for review and feedback.

To aid discussions, the Appendix 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 minutes	None	30 minutes or more
Module 1	60 minutes	45 minutes	40 minutes
Module 2	60 minutes	35 minutes	40 minutes
Module 3	60 minutes	30 minutes	40 minutes
Wrap-Up	5 minutes	15 minutes	15 minutes
Total Hours	3 hr 20 min	2 hr 5 min	2 hr 45 min

Note: Completion of all Action Plan activities is estimated at 2 hours 5 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. You are encouraged to issue continuing education credit 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 complete. 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 pair discussion questions are included. Please feel free to include supplemental questions or use the suggested questions as guidelines for developing your own 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 format of your course, you will want to begin with activities for participants to get acquainted with each other and then use the Orientation e-learning module to introduce the course itself.

Orientation has five short lessons that introduce the course objectives and structure in general, the features and navigation of the e-learning environment, and the Action Plan. In a face-to-face session, you can walk through the lessons and the user interface as a group to assure everyone is familiar with the course features. If your course is online, you will want to encourage sharing any questions about the e-learning features or Action Plans in an introductory discussion. In both course formats, this is a good time to review technical requirements for the course found in the Options > 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. Calling attention to Nora and Oliver's Action Plans during the course introduction is highly recommended.

Module 1: Creativity and Personalization

Module 1 Facilitation 1: Creativity, Personalization, and Mobile Learning

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 1, Lesson 2, Activity 2*.

Face-to-Face Facilitation Time: 20 minutes

- **Large Group Discussion:** Discuss creativity. How does creativity play a role in a mobile, personalized environment? In what ways can creativity be encouraged? What types of classroom environments encourage creative thinking? What environments hinder creative thinking?
- **Peer Feedback:** Provide feedback and suggestions for ways to incorporate creative thinking skills in a mobile classroom.

Facilitation Tip: Familiarize yourself as much as possible with the technology environments of your participants' teaching and learning situations. Depending on the technology environment of their schools, teachers may have varied experiences with mobile devices and personalization. Modify the discussion, as necessary, to meet the needs of participants at their particular level of comfort with and knowledge about mobile learning.

Module 1 Facilitation 2: Creativity Instruction and Assessment

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 1, Lesson 4, Activity 2*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group Discussion:** Discuss issues related to creativity assessment that you anticipate and how you might address them. What aspects of creativity instruction have you tried and what have you learned from these experiences?
- **Peer Feedback:** Provide feedback on strategies for implementing creativity instruction.

Facilitation Tip: Review creativity research from the Resources section in order to answer participants' questions and provide support.

Module 2: Apps and Tools to Support Personalized Learning

Module 2 Facilitation 1: Personalized Learning in Practice

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 2, Lesson 1, Activity 3*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group Discussion:** What are your current “go-to” apps for personalized learning? What apps and tools are you interested in exploring further? How will you use them to support personalized learning?
- **Peer Feedback:** Share your ideas and suggestions for ways to use mobile apps and tools to personalize learning in the unit plan you are developing.

Facilitation Tip: Review participants’ mobile learning unit plans and provide critical feedback.

Module 2 Facilitation 2: Future Trends in Mobile Learning

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 2, Lesson 2, Activity 3*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group or Pair Discussion:** Share your thoughts and ideas about future mobile device trends. Which ones do you think hold the most promise? How do you imagine these technologies could be used in your classroom?
- **Peer Feedback:** Provide suggestions and feedback on finding resources that can help teachers stay up-to-date on current mobile technologies and trends.

Facilitation Tip: Review mobile learning research from the Resources section to familiarize yourself with the topic in order to answer questions and provide support, as needed.

Module 3: Management of the Personalized Mobile Learning Environment

Module 3 Facilitation 1: Management of Student Choice

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 1, Activity 3*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group Discussion:** Discuss the role of student choice in a mobile, personalized environment. What are some strategies you can use to support and monitor student ownership and choice in your classroom?
- **Peer Feedback:** Share feedback on current strategies you use to encourage student choice in your classroom.

Facilitation Tip: Prior to the discussion, review strategies for managing student choice in a personalized classroom.

Module 3 Facilitation 2: Student and Parent Support

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 2, Activity 2*.

Face-to-Face Facilitation Time: 20 minutes

- **Small Group or Pairs Discussion:** Discuss the role of student support and how this contributes to success in a personalized classroom. What policies and routines can help support personalized learning? How can parents be involved?
- **Peer Feedback:** Share feedback on current strategies you use to partner with parents.

Facilitation Tip: Prior to the discussion, review strategies for encouraging parent support in a personalized classroom.

Course Wrap-Up

Wrap-Up Facilitation 1: Summary

This optional discussion should occur after participants complete the e-learning and Action Plan activity in Wrap-Up.

Face-to-Face Facilitation Time: 15 minutes

- **Whole Group Discussion:** Share some key learnings from the course, asking questions such as:
 - How will you apply some of the ideas in the course?
 - What did you find, or expect to find 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 Facilitation Registration site (<http://engage.intel.com/groups/intel-teach-elements-implementation-toolkit>), log in, and click Report Your Trainings.

Appendix

Time Estimates for Action Plan Activities

Completion of all Action Plan activities is estimated at 2 hours 5 minute minimum.

Action Plan Activity	Suggested
Module 1—Creativity and Personalization	45 min
Lesson 1—Activity 2: Creativity, Personalization, and Mobile Learning	10 min
Lesson 2—Activity 2: Classrooms that Support Creativity	10 min
Lesson 3—Activity 2: Affective Dimensions of Creativity	10 min
Lesson 4—Activity 2: Assessment of Creativity	10 min.
Lesson 5—Activity 1: Module Summary	5 min
Module 2—Apps and Tools to Support Personalized Learning	35 min
Lesson 1—Activity 3: Apps for Teachers	15 min
Lesson 2—Activity 3: Wearable and Gesture-Based Technology	15 min
Lesson 3—Activity 1: Module Summary	5 min
Module 3—Management of the Personalized Mobile Learning Environment	30 min
Lesson 1—Activity 3: Management of Student Choice	10 min
Lesson 2—Activity 2: Student and Parent Support	15 min
Lesson 3—Activity 1: Module Summary	5 min
Course Wrap-Up	15 min
Summary	15 min
Total	2 hr 5 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.