



Intel® Teach Elements

Designing Blended Learning

# Facilitation Guide

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## Intel® Teach Elements

# Designing Blended Learning

## 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: Designing Blended Learning 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 blended learning using interactive tutorials (approximately 5 hours of individual work)
- **Action Planning:** Apply blended learning strategies to one's own classroom (4 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 (4 to 8 hours, varies by format—face-to-face or online—and optional exercises)

The e-learning component of the Designing Blended Learning course has five modules plus an Orientation and Wrap-Up. Each module includes four or five lessons of interactive activities with exercises that introduce and explore concepts. Many activities 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 blended learning in their own 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 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 blended 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 Larry's and Marta'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>. Review tips on creating a group in the Teachers Engage > Facilitators Engage.

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 5 or 6 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	Module 4	Module 5	Wrap-Up
Lesson 2 Activity 3	Lesson 1 Activity 3	Lesson 1 Activity 3	Lesson 3 Activity 4	Lesson 1 Activity 3	Summary
Lesson 3 Activity 3	Lesson 4 Activity 2	Lesson 2 Activity 5	Lesson 4 Activity 2	Lesson 3 Activity 2	
<b>Facilitation Time: 40 min</b>	<b>Facilitation Time: 40 min</b>	<b>Facilitation Time: 40 min</b>	<b>Facilitation Time: 40 min</b>	<b>Facilitation Time: 40 min</b>	<b>Facilitation Time: 15 min</b>

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

Module 1	Module 2	Module 3	Module 4	Module 5	Wrap-Up
Lesson 2 Activity 3	Lesson 1 Activity 3	Lesson 1 Activity 3	Lesson 3 Activity 4	Lesson 1 Activity 3	Summary
Lesson 2 Activity 3	Lesson 4 Activity 2	Lesson 2 Activity 5	Lesson 4 Activity 2	Lesson 3 Activity 2	
<b>Facilitation Time: 40 min</b>		<b>Facilitation Time: 1 hr 20 min</b>			<b>Facilitation Time: 1 hr 35 min</b>

### 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 3	Lesson 1 Activity 3	Lesson 1 Activity 3	Lesson 3 Activity 4	Lesson 1 Activity 3	Summary
Lesson 3 Activity 3	Lesson 4 Activity 2	Lesson 2 Activity 5	Lesson 4 Activity 2	Lesson 3 Activity 2	
		<b>Facilitation Time: 2 hr</b>			<b>Facilitation Time: 1 hr 35 min</b>

## 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
<b>Orientation</b>	15 minutes	None	30 minutes or more
<b>Module 1</b>	60 minutes	35 minutes	40 minutes
<b>Module 2</b>	60 minutes	60 minutes	40 minutes
<b>Module 3</b>	60 minutes	40 minutes	40 minutes
<b>Module 4</b>	60 minutes	60 minutes	40 minutes
<b>Module 5</b>	60 minutes	45 minutes	40 minutes
<b>Wrap-Up</b>	5 minutes	15 minutes	15 minutes
<b>Total Hours</b>	<b>5 hr 20 min</b>	<b>4 hr 15 min</b>	<b>4 hr 5 min</b>

**Note:** Completion of all Action Plan activities is estimated at 4 hours 15 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 Resources tab and the FAQ document found online at the Elements site at [www.intel.com/education/elements](http://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 Larry's and Marta's Action Plans during course introduction is highly recommended.

## Module 1: Blended Learning Overview

### Module 1 Facilitation 1: Blended Learning Models

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

**Face-to-Face Facilitation Time:** 20 minutes

- **Large Group Discussion:** Discuss the blended learning continuum. Share your current experiences with blended learning and where you see yourself on the continuum. Explain what your blended learning classroom, unit, or activities look like.
- **Peer Feedback:** Provide feedback and suggestions ways to move up the blended learning continuum.

**Facilitation Tip:** Review the examples of different blended learning classrooms from the course. For participants who have trouble figuring out where they are on the continuum, remind them that establishing where they want to be is more important.

### Module 1 Facilitation 2: Blended Learning Shift

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

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group Discussion:** Discuss how your role might change in a blended learning classroom. What might you need to do differently? What about the technologies that you now use—how might you use them differently or use technologies that you have not used before?
- **Peer Feedback:** Provide feedback on roles, particularly if you have experience in a blended learning classroom.

**Facilitation Tip:** Discuss the various roles required of teachers in a blended learning environment, such as facilitator, online moderator, differentiator of instruction, and instructional designer.

## **Module 2: A Blended Learning Framework**

### **Module 2 Facilitation 1: Considerations for Blended Learning**

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:** Why are you designing blended learning for your classroom? What content do you plan to address? How do you plan to implement blended learning—in a single unit or throughout several units?
- **Peer Feedback:** Share your ideas and suggestions for ways to address particular content through blended learning.

**Facilitation Tip:** Review the purposes of blended learning—differentiation, flexibility, student engagement, and using a new technology. If needed, give blended learning examples with different purposes.

### **Module 2 Facilitation 2: Examples of Blended Learning**

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

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group or Pair Discussion:** Share an overview of your blended learning plan. Include some ways you might use blended learning for communication, collaboration, presentation, and independent learning.
- **Peer Feedback:** Provide suggestions and feedback.

**Facilitation Tip:** Review participants' plans and provide critical feedback.

## **Module 3: Tools and Resources for Blended Learning**

### **Module 3 Facilitation 1: Learning Management Systems**

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:** Have you used a learning management system (LMS) or do you plan to use one? What features do you use or would you like to have in a learning management system for blended learning?
- **Peer Feedback:** Share experiences with a learning management system.

**Facilitation Tip:** Consider showing different learning management systems and pointing out tools and features.

**Module 3 Facilitation 2: Tools for Blended Learning**

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 3, Lesson 2, Activity 5*.

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group or Pair Discussion:** Identify tools from the Blended Learning Toolkit that you would like to incorporate in your blended learning design.
- **Peer Feedback:** Share experiences that you have with any of the blended learning tools.

**Facilitation Tip:** Demonstrate some of the blended learning tools, especially those that may not be familiar to participants.

**Module 4: Assessment and Blended Learning**

**Module 4 Facilitation 1: Formative and Summative Assessment**

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 4, Lesson 3, Activity 4*.

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group or Pair Discussion:** Share your strategies for formative and summative assessment in your blended learning plan.
- **Peer Feedback:** Provide feedback to peers, suggesting assessment methods for the purposes identified.

**Facilitation Tip:** Make sure participants have provided formative assessment for both content and learning processes.

**Module 4 Facilitation 2: Assessment Timelines in Blended Classrooms**

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

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group Discussion:** Share your blended learning assessment plan.
- **Peer Feedback:** Review peers' assessment plans. Provide feedback on how

well the assessment tools support the assessment purposes. Offer any suggestions for improving the assessment plan.

**Facilitation Tip:** Share samples of blended learning assessment plans.

## **Module 5: Blended Learning Implementation**

### **Module 5 Facilitation 1: Considerations for Implementation**

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 1, Activity 3*.

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group Discussion:** Share any of the considerations for blended learning, focusing on any that you anticipate will present challenges. For example, how will you ensure parent support?
- **Peer Feedback:** Provide feedback to peers, offering suggestions for the considerations.

**Facilitation Tip:** Provide examples of any of the blended learning considerations, such as skills training, pedagogy, parent support, program evaluation, and student feedback.

### **Module 5 Facilitation 2: Blended Learning Challenges**

This discussion should occur after participants complete the e-learning and Action Plan activities through *Module 5, Lesson 3, Activity 2*.

**Face-to-Face Facilitation Time:** 20 minutes

- **Small Group Discussion:** Share any challenges you expect to encounter when transitioning to blended learning.
- **Peer Feedback:** Share ideas and suggestions for addressing challenges.

**Facilitation Tip:** Be prepared to help participants strategize ways to address challenges with blended learning.

## 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**

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## Time Estimates for Action Plan Activities

Completion of all Action Plan activities is estimated at 4 hour 15 minute minimum.

Action Plan Activity	Suggested
<b>Module 1—Blended Learning Overview</b>	<b>35 min</b>
Lesson 1—Activity 3: Why Blended Learning	10 min
Lesson 2—Activity 3: The Flipped Classroom	10 min
Lesson 3—Activity 3: Technology Shift	10 min
Lesson 4—Activity 1: Module Summary	5 min
<b>Module 2—A Blended Learning Framework</b>	<b>60 min</b>
Lesson 1—Activity 3: Content Standards and Objectives	15 min
Lesson 2—Activity 2: Available Technology	10 min
Lesson 3—Activity 5: Independent Learning Activities	15 min
Lesson 4—Activity 2: Examples of Blended Learning	15 min
Lesson 5—Activity 1: Module Summary	5 min
<b>Module 3—Tools and Resources for Blended Learning</b>	<b>40 min</b>
Lesson 1—Activity 3: Success with Learning Management Systems	15 min
Lesson 2—Activity 5: Teacher Productivity Tools	10 min
Lesson 3—Activity 1: Professional Resources	10 min
Lesson 4—Activity 1: Module Summary	5 min
<b>Module 4—Assessment and Blended Learning</b>	<b>60 min</b>
Lesson 1—Activity 2: Formative Assessment	15 min
Lesson 2—Activity 3: Formative Assessment of Content	10 min
Lesson 3—Activity 4: Portfolios	10 min
Lesson 4—Activity 2: Sample Assessment Plans	20 min
Lesson 5—Activity 1: Module Summary	5 min
<b>Module 5—Blended Learning Implementation</b>	<b>45 min</b>
Lesson 1—Activity 3: Blended Learning Program Evaluation	15 min
Lesson 2—Activity 4: Safe and Ethical Online Learning	15 min
Lesson 3—Activity 2: Diverse Student Needs	10 min
Lesson 4—Activity 1: Module Summary	5 min
<b>Course Wrap-Up</b>	<b>15 min</b>
Summary	15 min
<b>Total</b>	<b>4 hr 15 min</b>



## **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.