

# Facilitator's Guide: Personalized Learning Workshop

## General Conference Information

### Schedule

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| Pre-Conference Sessions | <p>To be completed by each participant before attending the conference. Each participant will watch videos/read articles to prepare them for what the sessions are about. They will also participate in the pre-conference Padlet discussion.</p> <p>This Pre-Conference session contains many opportunities to become acquainted with blended learning. As a result, it can be altered to reflect specific blended learning collaborations prior to attending. For example, using the article and padlet exclusively or the videos and the article exclusively to prepare for the conference.</p> <p>Participants are asked to please bring with them a face to face lesson plan that can be converted to a blended learning lesson throughout the conference.</p> |
| Welcome                 | <p>15-30 minutes This opening session will welcome participants to the conference and set the tone for the day. This could be a brief keynote address by a blended learning expert or a general welcome by conference coordinators.</p> <p>Room Set up: Lecture Style with seating for all participants.<br/>Screen and podium at the front of the room.<br/>Projector to project any slides or videos that the presenter would like to show.<br/>Presenters should be miced and audio from the presentation should be connected to speakers.</p>                                                                                                                                                                                                                   |
| Break-Out Session 1     | <p>A variety of Breakout sessions that are 30-45 minutes in length. Minimum amount of sessions to accommodate the number of participants attending the conference. For example, if 100 people are attending, you will need 5-10 breakout sessions. For maximum engagement, sessions should include some interactive and/or blended components. At the completion of the breakout participants should be encouraged to explore the online blended learning playground and interact with other participants in the collaboration room.</p> <p>Room setup: Session dependant. See below for example sessions with their included room setups.</p>                                                                                                                      |
| Break-out Session 2     | <p>A variety of Breakout sessions that are 30-45 minutes in length. Minimum amount of sessions to accommodate the number of participants attending the conference. For example, if 100 people are attending, you will need 5-10 breakout sessions. For maximum engagement, sessions should include some interactive and/or blended components. At the completion of the breakout participants should be encouraged to explore the online blended learning playground and interact with other participants in the collaboration room.</p> <p>Room setup: Session dependant. See below for example sessions with their included room setups.</p>                                                                                                                      |

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| <p>Blended Learning Playground and Collaboration Space</p> | <p>This collaboration area is designed for conversation and interaction with other participants of the conference. If possible it should be a space that includes collaborative seating, group work tables, charging stations and/or workstation for exploring the Online blended Learning Playground. The picture below shows an ideal collaboration space.</p>  <p>Image: Hunt Library at NC State Source: <a href="#">Direct Link</a></p> <p>Room Set-up: Coffee/tea/water and snacks for participants.</p> <p>Charging stations, signs directing participants to the online playground.</p> |
| <p>Post Conference Session</p>                             | <p>To be completed by each participant before attending the conference.</p> <p>Post Conference Padlet: Have participants go back to the intro Padlet and post information that they learned at the conference. They will also be directed to session surveys</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |

## **Session Information**

### **Reaching 21st Century Learners (Kim Wright):**

This session can be completed online by all participants from the website

<https://sites.google.com/view/personalized-learning-workshop/breakout-sessions/reaching-21st-century-learner>  
s. In-class group discussions make it ideal for a blended session. This facilitator's guide gives advice as to how to present it as a session.

Have participants sit with groups of 2-4 people in their subject area/school level. Each group member should have a laptop or access to a computer.

1. Introduce yourself and welcome them to the session.
2. Start by showing the first video on the site that asks the question, "What is 21st Century Education?" ([https://www.youtube.com/watch?time\\_continue=1&v=773hbiCTkg4](https://www.youtube.com/watch?time_continue=1&v=773hbiCTkg4)) (2 min 13 sec)
3. Briefly discuss the video with the group. How have they seen their role change as an educator?
4. "Preparing students for jobs that don't exist sounds challenging- and it is! To do this, it is best that we prepare them for a 21st century workplace. What does that look like? What skills can we teach our 21st century learners that will help them succeed in any line of employment?" Discuss
5. Show the second video, "21st Century Skills, The 4 C's." ([https://www.youtube.com/watch?v=BXT2STtm\\_54](https://www.youtube.com/watch?v=BXT2STtm_54)) (2 min 22 sec)
6. Have participants break into their groups of 2-4.

7. On the website, resources are available to help teachers find ways to incorporate the 4C's in their classroom. At least 1 participant should watch the video and 1 should view an article curated for their subject area/grade level.
8. Next, groups should discuss what they have read/watched and begin brainstorming their ideas in a popplet.
  - a. Popplets are collaborative so all group members can work on it at the same time or they can have just one person type in the information.
  - b. There is a video at the bottom of the website that explains how to create a Popplet.
  - c. Each group should come up with 5 ways to incorporate 21st Century skills into their classroom.
9. Once their Popplet has been created, participants should paste their public Popplet link in the Padlet on the site.
10. Bridge to ISTE Standards. Explain standards have been introduced to prepare 21st century learners describing skills that our new economic society requires students to have. Give participants 5 minutes to glance at the ISTE Standards.
11. Have participants discuss ways to incorporate one of their new "Cs" from their Popplet into an ISTE standard being as specific as time allows. They should post their idea on the Padlet board.

### **Blended Learning 101 (Kim Wright):**

This session can be completed online by all participants from the website. In-class group discussions make it ideal for a blended session.

<https://sites.google.com/view/personalized-learning-workshop/breakout-sessions/blended-learning-101>. This facilitator's guide gives advice on ways to maneuver the web page as a session.

Have participants sit with groups of 2-4 in their subject area/school level. Each group member should have a laptop or access to a computer. Teachers should have a copy of a lesson they teach that they may want to blend.

1. Introduce yourself and welcome them to the session.
2. Discuss as a whole group: "Is personalizing learning for each student a realistic, achievable goal of teachers?" (3 min)
3. Show the video and discuss the advantages and disadvantages of Blended Learning:
  - a. 6 Reasons We Love Blended Learning <https://www.youtube.com/watch?v=hRcdIYRJeUM> (2 min 26 sec)
4. Next, define Blended Learning. You can show the web site on a screen in front of the group. "Blended Learning is online learning in a school setting where what happens in the classroom is also happening online. The classroom is integrated with the online environment. The key is that students have some control of the time, place, path, and/or pace of learning."
5. Now show the video that shows the difference between Blended Learning and tech integration: <https://www.youtube.com/watch?t=4s&v=KD8AUfGsCKg>. (7min 30 sec)
6. Go through the "Hallmarks of a Blended Lesson" and the questions that should be asked while going through the process of blending a lesson. The following is what is posted on the site.
 

*Lessons include technology and gives some student control to the **time, place, path, and pace** of learning. Students take charge of their learning. Teachers guide students to understanding instead of spoon-feeding them the information. When blending a lesson, ask:*

  - *How do students access information? Can they do it anytime, anywhere? While blended learning takes place in both the classroom and online, students should be able to access their class information anytime, anywhere.*

- *Do I decide the way the students learn or do they have options about how they learn what they need to know? For a lesson to truly be blended, students should be able to choose how they spend their time learning.*
  - *Can students spend more time on some areas they have difficulties with over others? Blended lessons allow students to spend more time in one area where they need more help and go through easily learned information quickly.*
  - *Who are the students interacting with and how? Blended lessons have students interact with teachers, other students AND content in ways not possible prior to the advent of the internet. Blended lessons are not entirely directed by the teacher.*
7. *Good Blended lessons do more than just use technology, lessons are altered so the students use technology in a way not possible before the internet. There are several steps that lessons can take to do this.*
  8. Show the video on the SAMR model.
  9. Break participants into their groups. They should have a lesson they brought with them to the workshop. At this time, they will discuss ways they may begin to make that blended lesson follow a blended model. STEPS:
    - a. Decide whose lesson they want to “blend.”
    - b. There is a video to watch and several articles for teachers to look at. One person should watch the video while the others glances at articles.
    - c. Groups should discuss the videos and reading.
    - d. Groups should discuss ways to elevate their lesson to a blended model.
    - e. Post this change on the Padlet.
    - f. NOTE: There is no limit as to how many lessons get blended per group. Each teacher can go through the process and change/post their activities.
  10. Complete the Google Form Survey

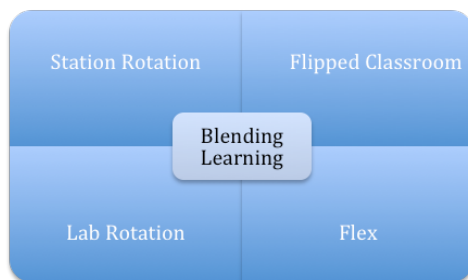
#### **4 Models of Blending Learning(Sam Patterson):**

This session is designed to be completed face-to-face and online. This facilitator's guide gives advice as to how to present it as a session.

Participants will sit at tables by grade/subject levels.

In the beginning of the 4 models of Blending Learning Breakout Session, participants at their tables will be given a number from one to five. The numbers will be used to place participants into groups of five.

Each participant should have a laptop or access to a computer. In groups members will actively participate into the following four blended models:



The website and materials can be found at: [4 Models of Blending Learning](#)

1. The participants in the workshop will separate into groups of 5, depending on the number to perform an example of the station rotation model.

2. The facilitator will present the information titled **Station Rotation** from the first area of the [4 Models of Blending Learning](#) website.
3. The participants will experience Station Rotation by completing the following:
  - a. Small group instruction on reading comprehension skills with teacher
  - b. Small group collaboration with reading story and answering questions
  - c. Self-directed and self paced station with assigned worksheet
  - d. Discussion Topic on assigned reading sample (ex. context clues)
  - e. Collaborative work with mobile devices creating a Google slide (reading skills)
  - f. Self-directed practice with devices using Dreambox software
4. The facilitator will present the information titled **Lab Rotation** from the second area of the [4 Models of Blending Learning](#) website.
  - a. The participants in the workshop will complete the **Lab Rotation** model by dividing into two groups. Group one will begin with the teacher to complete direct instruction. Group two will use laptops as lab station to complete online activities through Lexia. In the laptop lab stations participants will work on various reading critically thinking skills about literary and informational texts. The two groups will switch after five minutes.
  - b. Participants will select an activity to practice from Lexia, Blended Learning. (2017, October 20). Retrieved November 05, 2017, <https://www.lexialearning.com/solutions/blended-learning>
5. The facilitator will present the information titled **Flipped Classroom** from the third area of the [4 Models of Blending Learning](#) website.
  - a. The facilitator will show the video on the website titled: What a 'flipped' classroom looks like. (2013, December 11). Retrieved November 07, 2017, from [https://youtu.be/G\\_p63W\\_2F\\_4](https://youtu.be/G_p63W_2F_4)
  - b. Participants will complete discussion board questions on Padlet **Flipped Classroom** area of the [4 Models of Blending Learning](#) website.
6. The facilitator will present the information titled **Flex** from the fourth area of the [4 Models of Blending Learning](#) website.
  - a. To actively participate in a Flex model, individual participants will watch TED-ED Talk on [5 tips to improve your critical thinking](#).
  - b. Afterwards participants will complete Padlet discussion board questions about critical thinking skills, that is found on the Flex area of the [4 Models of Blending Learning](#) website.
7. The facilitator will provide participants with tools that they take with them to help implement 4 models of Blending Learning into their classroom. This information is found under the area titled: **Tools to Take with You** on the [4 Models of Blending Learning](#) website.
8. Participants will complete a Google Survey Form and Padlet discussion board on the [4 Models of Blending Learning](#) website. Questions and Answers.

### **A Symbaloo of Tools: Apps and More (Katie Cusson):**

This session is designed to be completed completely online by all participants from the website:

<https://sites.google.com/view/personalized-learning-workshop/breakout-sessions/a-symbaloo-of-digital-tools-apps-more>. This facilitator's guide gives advice as to how to present it as a session either online or in person.

Ask participants sit with groups of 2-4 at the table markers labeled: Beginner, Learning, Competent & Expert. Each group member should have a laptop or access to a computer.

1. Please click on this link to [Pinup](#) to add sticky notes to introduce yourself to the session! Give participants time to fill out a few sticky notes and ideas.

2. Formally introduce yourself to the group and look over the sticky notes to get an understanding of skill levels or particular apps for exploration.
3. Discuss outline for the session: Work from top to bottom of sites page
  - Symballo Introduction: What Is Symballo? **PLAY-** [Video Link and explanation](#) : Expand and Elaborate
  - Symballo: Create, Share, Lesson Plans & More
  - Symballo for **PLAY-** [Education and Personalized Learning](#)- How Symballo for Education can facilitate personalized and blended learning.
4. [Creating A Symballo](#): Interactive Piece with Participants
  - Participants will create a free Symballo website. Participants click on the link in the sites page to start creating!
5. Once participants have created their Symballo they can click on the [Symballo Basics Video](#) for additional support and future reference as well as a list of advantages are listed on the left hand side.
  - Allow participants time to explore and add tiles. Provide support on the projector or 1:1 to participants who need additional support.
6. Participants can then link to the instructor link for the [PRE-CREATED](#) web-mix on blended learning and explore educational apps and tools for extending personalized and blended learning.
7. Additionally, the facilitator can instruct participants on how to add Tiles and search for other pre-created webmixes that may work for a particular discipline.
8. After participants have had the opportunity to move around in Symballo, the facilitator will want to move on to the [google slides presentation](#) highlighting and giving an 10 particular apps. Participants can hover over the app picture on the upper right hand corner for a direct link to the app for more information
- based upon participant needs, facilitator can elaborate on specifics, show examples.
9. Discussion about educational apps, more detailed information on the Blended Learning Symbaloo. Participant directed questions about specific apps etc.
10. [Link to 116 of the Best Teaching and Learning Apps of 2017](#). Discuss the difficulty in pinpointing one particular app or discipline but this article is a great resource. It breaks apps down by subject and content.
11. Wrap Up, Feedback and Questions. To wrap this session up, discuss all of the benefits and options of trying new app or tools in the classroom. It may and can be overwhelming at first, but just start small by incorporating just one new tool and see how it goes! I hope to have provided you with a variety of resources and a more in depth look at 10 apps that are commonly used or beneficial today. There can be a lot of challenges with having the technology you need, but hopefully some of these resources will be beneficial to take back to your schools. Please ask participants to click on this slide and [fill out this google form for feedback](#). In addition, if participants have further questions or comments a [pin-up sticky note is linked](#) for further communications.

### **Hyperdocs Breakout Session (Annie Hadfield):**

This session is to be completed online through the following website:

<https://sites.google.com/view/personalized-learning-workshop/breakout-sessions/personalizing-with-hyperdocs?authuser=1>

1. Before learners come in, arrange the room in groups of 5-6 with content area labels on each area.
2. Greet learners at the door and instruct them to come in and sit at tables with their specified subject areas.
3. Introduce yourself as a presenter and ask the tables spend a few minutes getting to know the people at their table and to discuss what they know (or may not know) about hyperdocs.

4. After introductions, instruct participants to go to the website, open up the hyperdoc and begin learning!
5. The hyperdoc will take them through some examples of hyperdocs, discuss how to make a hyperdoc, and finally encourage them to make a hyperdoc of their own.
6. While participants are working, facilitator should be walking around the room and interacting with the different participants as they go through the activities.
7. Participants will not necessarily all be going at the same pace, and that is just fine! Encourage them to spend as much or as little time as they need on each step.
8. When there are ten minutes remaining, project the [padlet](#) and look through some of the hyperdocs that were created.
9. In closing, encourage teachers to try using these in their classroom and adding to the padlet as they create more lessons.

### **Learning Management Systems: Your Digital Trapper Keeper (Stacy Tippens):**

This session can be completed online or face to face. [Click here to access the coordinating Google site.](#)

1. Before meeting face to face or starting the online session participants should watch <https://youtu.be/DkcVQYSK6kU> to gain a better understanding of what an LMS is.
2. Start the session watching <https://youtu.be/zv5bpfxJ2xE> This short video will make sure that everyone is in the same place with the definition of LMS
3. Make a list of learning management systems that students have used.
  - a. Using the course padlet site have each student post the name and link of any learning management systems they have used or even heard of. There may be duplicates on the list. The facilitator will collate this list into a google doc as they are collaborating. This document should be posted to the site at the conclusion of the course.
4. Discuss the LMS list to find out how much knowledge the participants have about learning management systems.
5. Break students up into groups and have them use Padlet, chart paper, white boards or Popplet to brainstorm the following questions
  - a. What do we need from an LMS to create quality curriculum?
  - b. What are Learner → Learner Interactions, why are they important, and how do we create them in blended and online courses?
  - c. What are Instructor → Learner Interactions why are they important, and how do we create them in blended and online courses?
6. Talk about three LMS systems that may be used in FCPS, APS, and Prince William
  - a. Blackboard
    - i. Watch: <https://youtu.be/CM3Csm3UNyo>
    - ii. Brainstorm Pros/Cons based on the above discussion: Use the course Padlet. Students can respond to the Blackboard post.
  - b. Google Classroom
    - i. Watch <https://youtu.be/-apC1bV9YKA>
    - ii. Brainstorm Pros/Cons based on the above discussion: Use the course Padlet. Students can respond to the Google Classroom post.
  - c. OneNote
    - i. OneNote as an LMS is the most obscure but it is in use at APS and is beginning to be seen in Prince William. If all participants are from the same districts the facilitator will need to create a class notebook on their system so that the students can better understand how to utilize it. If this is being taught at FCPS this portion of the session can be taken out unless permission is granted to create a notebook.
    - ii. Watch [https://youtu.be/gz\\_AENcK7w4](https://youtu.be/gz_AENcK7w4)

- iii. Brainstorm Pros/Cons based on the above discussion: Use the Padlet course Padlet.
- 7. Working in Group have the participants discuss how they can use the LMS to organize content and create interactions with their students. This can be done in Padlet, on chart paper, or with white boards