GUIDING FELLOW TEACHERS THROUGH FREE PROFESSIONAL LEARNING

PLC Facilitator’s Guide

KEY LINKS

Coursera sign-up
https://www.coursera.org/course/k12blendedlearning

Open Educational Resource
http://bagwell.kennesaw.edu/majors-programs/moocs/k12-blended-online-learning/
OR http://bagwell.kennesaw.edu/k12blended

BEFORE: December

1. Email your colleagues and invite them to participate. Be sure to tell them about any professional learning credits: http://www.whitehouse.gov/the-press-office/2014/11/19/factsheet-connected-future
2. Mark your calendars and schedule a location for a 1-hour meet-up each week of the course beginning January 13\textsuperscript{th} and ending March 10\textsuperscript{th}.
3. Take turns bringing snacks to the meet-ups

DURING: January-March

**Weekly 1 Hour Meet-up Agenda**

*January 13-March 10*

1. Welcome your participants and immediately engage them by asking:
   a. Week 1: What are your fears in taking this course? What are your hopes? How can we help each other?
   b. Weeks 2-8: How did this week go? Did you meet your goals we set last week?
2. Discuss course structure and layout. Use a computer to move through the course together to be sure everyone can access all the content. Take questions.
3. Discuss the calendar and due dates. Collaboratively discuss how you will hold each other accountable for your course assignments.
4. Remind participants to engage in each discussion forum at least twice in order to get credit for PLUs.
5. Group activity: Start a verbal discussion related to the course content. You may want to offer a list of possible discussion topics or allow participants to initiate their own topics. The discussion should be authentic and tied to your school context. (See possible topics below.)
6. Ask if anyone has concerns regarding their assignments. Provide support and encouragement.
7. Set goals for next week.
   a. When and where will you meet-up.
   b. What will each of you bring to the meet-up (food, assignments, topics).
   c. When do each of you plan to work on the course content? Have you set aside a time and place? Some might want to work side-by-side through the content,
but everyone needs to complete independent assignments and discussion posts.

d. What help will you need this week in the course? Who will provide the support?

AFTER: April-May
1. Send a late March email reminding member to submit their application for the PLUs (Georgia and Texas—other states welcome to contact us to arrange this.) at http://professionallearningcredit.weebly.com or submission for university course credit at http://mooc.kennesaw.edu/credit/. Also schedule an April follow-up meet-up.
2. The content of the April meet-up should be member-driven depending on their progress. Some groups may need to review knowledge and more active groups may want to share new blended and online classroom practices.
3. Before the end of the school year, schedule one more meet-up to continue the discussions from the April meet-up. Also plan and discuss MOOC learning opportunities for either the summer or the following school year.

POSSIBLE MEET-UP DISCUSSION TOPICS

Week 1: January 13-19th
1. Share pre-assessment results and what you think this means for each person. Why do you think your score fell where it did? How does this affect your teaching? Does our school context have an affect on this score?
2. Did you have any interesting discussions on the forums? Have you found individuals from other countries? How is their context similar or different from yours?
3. Where does your school and district fit in the context of blended and online learning? Does your state/district/school setting have policies that support online learning? Could online learning opportunities help any child you know? Why or why not?
4. Does your school have an LMS? Do you think you are using it to its full potential? Could you use it more effectively? Have you seen a teacher use an LMS really well?
5. How do you understand the relationship between terms like module, lesson, and unit?
6. What are your concerns about academic dishonesty when it comes to traditional classrooms, blended classrooms, and online classes?
7. How are your students socially engaging online? What sorts of things are they learning in these environments? Could they learn other things? Specifically how might you harness this activity for productive academic learning?

Week 2: January 20-26th
1. How are you incorporating higher levels of Bloom’s taxonomy in your current classroom? Could you do better? Think through one lesson or topic you enjoy
teaching that incorporates higher levels of learning. How might you make this a blended lesson?

2. How are you incorporating culturally relevant pedagogy into your current classroom? Could you do better? Think through one lesson or topic you enjoy teaching where you incorporate student culture. How might you make this a blended lesson?

3. Did you like the Blended/Online Assessment Taxonomy? Why or why not? Will you use this taxonomy? If so, how?

4. How are you using engaging assessments in your class already? Have you seen colleagues at your school use great examples of engaging assessments? How might you translate these assessments to the blended or online environment?

5. What did you like or dislike about this week’s content? Why?

_Week 3: January 27-February 2nd_

1. Did you learn something useful from the Kennesaw State University subject experts? What tools or strategies might you use in the blended environment, which are especially useful for your subject area?

2. Is the job of the virtual school teacher what you expected? Explain why or why not? How does the job resemble your responsibilities now? Do you think you could enjoy a job in a fully online school or a blended school? Why or why not?

3. Have you seen one or more of the blended learning models in practice? What do you anticipate to be the strengths and weaknesses of each of these models, if they were implemented in your school context?

4. Did you find a case study on the Blended Universe that resembled your school? How might a case study of your school read today? In 5 months? In 5 years? In 50 years?

_Week 4: February 3-9th_

1. Do you have a favorite learning object you’ve used with your students? How does it fair when you evaluate it using the learning object checklist? What learning objects are you familiar with that would fair well when evaluated with this checklist? Sometimes it is easier to start with counter examples. What resources do you think are poor learning objects based on the checklist?

2. Looking at the Coursera LMS, what do you like about this LMS and what do you think could be better for learners? Why? As an online learner, what features of the LMS have helped you the most? What LMS might fit your classroom best and which features are critical to your teaching and learning process?

3. Do you have any websites you use for your classroom? Share them and discuss how they might be adjusted to suit blended or online learning activities for your students. Have you seen a really great classroom website that is used for engaging students in learning? What do you like about this website and what do you not like?

4. Share your iNACOL mid-course assessment results and what you think this says about you? How has your score changed? Is this what you expected? How has this group (your PLC) affected your learning experience?

_Week 5: February 10-16th_
1. Share your current drafts of your syllabus. Use the syllabus checklist to peer review. What grade would you give your colleague? How could they improve their syllabus? When did the template and syllabus not fit your context well? What changes would you make after this course to make your syllabus most useful to you and your students?

*Week 6: February 17-23rd*
1. Did you feel that your grade on your syllabus was fair? Why or why not?
2. When you were reviewing other classmate syllabi, did you see any great examples? What stood out to you? Can you apply any of these examples to your classroom or school context?
3. Share your current drafts of your unit plan. Use the unit plan checklist to peer review. What grade would you give your colleague? How could they improve their unit plan? When did the template and syllabus not fit your context well? What changes would you make after this course to make your syllabus most useful to you and your students?
4. Since you only completed one lesson of your unit plan, describe how your other lessons would be designed. What are the key characteristics of these lessons?

*Week 7: February 24-March 2nd*
1. Did you feel that your grade on your unit plan was fair? Why or why not?
2. When you were reviewing other classmate unit plans, did you see any great examples? What stood out to you? Can you apply any of these examples to your classroom or school context?
3. Share your current drafts of your learning module. Use the module checklist to peer review. What grade would you give your colleague? How could they improve their module? When did the learning module checklist not fit your context well? What changes would you make after this course to make your learning module most useful to you and your students?
4. Which web tool did you use to develop your learning module? Why did you choose this one and what obstacles did it give you? Would you recommend this tool to your colleagues? Why or why not?

*Week 8: March 3-March 10th*
1. Did you feel that your grade on your learning module was fair? Why or why not?
2. When you were reviewing other classmate learning modules, did you see any great examples? What stood out to you? Can you apply any of these examples to your classroom or school context?
3. Share your iNACOL post-assessment results and what you think this says about you? How has your score changed over time? Is this what you expected? How has this group (your PLC) affected your learning experience?
4. What did you enjoy about the PLC-facilitated MOOC as a professional learning experience? Would you recommend this to other teachers? Why or why not? How could your experience have been better?
5. How will the PLC follow-up. Collaboratively make a plan to follow up on member use of their new knowledge and skills.