



Integrating Online Safety into the Learning Environment

Facilitator's Guide

Duration: 4 hours

Audience: The workshop is directed toward community college and high school teachers.

Goals and Objectives for the Professional Development

The goal is to facilitate the educators' understanding of the severe consequences of irresponsible online behavior and the effective prevention of these consequences in order to successfully teach the course to others. It is important to ensure that the educators present the instructional unit well, and communicate the content in a consistent manner. The intent is to make it a strong and exciting training workshop that will build enthusiasm for presenting the facts for such a prevailing social issue for all high school or college students. The training will be pragmatic and at the same time very interactive. To help us achieve the goals of the workshop, it is important to be good model facilitators allowing the participants to do most of the collaborating and interacting.

Agenda

Welcome, introductions, and review of the agenda

1. Icebreaker – I've Done Something You Haven't Done
 - a. Introduce yourself and then state something you have done that you think no one else in the group may have done. If someone else has also done it, then state something else until you find something that no one else has done.
2. Session 1 – Jigsaw Group Activity - Can you always spot unsafe online activity?
3. Break - 10 minute break
4. Session 2 – Individual Activity - Step into Your Student's Shoes - A tour of the instructional unit.
5. Break - 10 minute break
6. Session 3 – Small Group Activity - Continuing Education in Online Safety - How to stay current with new Internet dangers.
7. Closing Activity – Activity and debriefing
 - a. What? So What? Now What? – Use these three questions to guide your discussion. First discuss what you did today. Then discuss the “so what” – why did you do it, what does it mean, what was the impact? Then discuss the now what – what comes next, what will be different as a result of today's experience?
8. Survey – What did you learn? How was the training? How were the facilitators of the training?

Standard(s) addressed

The standards addressed in our training are:

- Creating leaders who believe in our processes and subject matter will take our instructional unit happily to the students.
- Creating a learning community of educators with our training session, who will feel like a team and take that team membership with them.

- Providing the educators with further collaboration skills.
- Preparing the educators to collect and analyze student data gleaned from the instructional unit to evaluate for improvement to adapt and engage their audiences better.
- Preparing the educators, by personal illustration and behavior, to create safe and supportive learning environments.

(National Staff Development Council Standards)

Detailed Schedule of Activities

Activity	Time Allotted	Facilitator	Notes
Welcome and introductions	5 minutes		
Your name, department and nature of your work			
What do you hope to get out of this training?			
Review of agenda	5 minutes		
Go over agenda and ask for questions or comments			
Ice Breaker - I've Done Something You Haven't Done	20 minutes		
Have people state something they have done that they think no one else in the group has done. If someone else has also done it, then the student must state something else until he/she finds something that no one else has done.			
Session 1 - Jigsaw Activity Can you always spot unsafe online activity?	55 minutes		Computer and projector for conclusion of activity. Computer for each group, or hard copy of images or scenarios.
1) Explain the activity, including how the jigsaw format works. Be sure to do this step before participants attempt to form their groups.			
2) Divide participants into groups (number of groups and number per group will vary with number of attendees).	10 minutes		

tips.

Adjust time for group work and concluding activity (if needed) depending on number of participants.

To keep participants on task, facilitator(s) should walk among the groups, asking questions and gently guiding participants back on track.

During the concluding activity keep an eye on the clock and keep spokespersons and others on task. Do not allow conversations to wander off the mark.

To enable participants to take this activity with them, make all images and scenarios available by including a link to the file in a handout of all references for the staff development.

Materials:

Provide further instructions with handouts.

Provide hard copies of the site in PDF form.

Keep notes of any corrections or changes that you might incorporate into the instructional unit's website: use staff development input as testers of your site.

- 3) Provide each group with an image or scenario to discuss. These may be hard copy or electronic. Each image or scenario will provide examples of unsafe online activity.
- 4) Groups will examine and discuss the image or scenario. Groups will pick a spokesperson to relay the group's conclusions to the class at large. 25 minutes
- 5) Call group to order for concluding part of activity.

- 6) Ask spokesperson for each group to share his or her group's conclusions when their group's image or scenario is shown on screen.
- 7) Have other participants call out their ideas also.
- 8) Validate correct answers and be sure to point out any unsafe activity that was missed. 20 minutes

Break 10 minutes

Session 2 Individual Activity
Step Into Your Student's Shoes 55 minutes

- 1) Direct participants to the url of our site, A College Introduction to Online Safety by the Training Specialists of iMET12 5 minutes
2) Explain the navigation system to them. Participants are to review the site as if they are students in the class. For the staff development, they are required to visit each of the three safety tabs and complete one task from each one. 30 minutes
- 3) Facilitator(s) should be available to help participants and to answer questions. 10 minutes
- 4) When time expires, get participants' attention and debrief the group on the experience. Be sure to let them know that the facilitator guide is also a source of information for teaching the instructional unit. Provide e-mail address where questions and concerns can be addressed in the future if they need additional support. 10 minutes

Break	10 minutes		
Session 3 - Small Group Activity			
Resources and Reviews	50 minutes		
1) Explain activity and split participants into groups.	5 minutes		
2) Groups will review available resources for continuing education in the area of online safety. They will write a review of two resources explaining why the resource enables students to stay current on Internet dangers as they evolve and develop.	30 minutes		
3) One member of each group will send the reviews via e-mail to the facilitator. The facilitator will compile the reviews and e-mail them to all participants after the conclusion of the staff development.	15 minutes		
Wrap-up/Closing Activity			
What? So What? Now What?	15 minutes		
Use these three questions to guide your discussion. First discuss what you did that day. Then discuss the so what – why did you do it, what does it mean, what was the impact? Then discuss the now what – what comes next, what will be different as a result of today’s experience?			
Survey	10 minutes		
Handout the closing survey and have participants fill it out before leaving.			

Plans for assessment--immediate, short- term, and long-term impact on practice

Session 1 at the beginning will be an informal survey as such, there will be a survey at the end about the training and what was learned, and we will poll the trainees after 3 months.

Instructions for creation and arrangement of learning environment (ambience)

The room should be a comfortable temperature and the students should dress comfortably. Tables should be set up so everyone can easily see the instructor and each other when necessary. Round tables would be preferable for visual purposes and allows everyone be on equal standing.

Suggestions for arrangement of space and tools (tips and tricks)

The training room will need a computer at every desk and the ability for students to form groups. An instructor computer and projector will need to be set up.

Materials Needed:

1 copy of each of the following per participant, with extras to be taken back to work sites for absent educators-

Facilitator guide

Attendee agenda with list of resources, including activities

Annotated Facilitator Training References

Avis, J. P., Bigelow, E. D., & California State Dept. of Education, S. (1984). *Improving the Human Environment of Schools: Facilitation*.

The authors are a consultant/trainer and university professor. This manual was designed to be used by schools striving to solve issues within their educational community. The process used is called the IHES facilitation method (Improving the Human Environment of Schools). The manual includes the history and overview of the method, communication skills necessary for the facilitator, and problem-solving concepts and methods. The rest of the manual includes everything necessary for effective facilitation of this method. The authors provide a very good and thorough description of the facilitation process including checklists and other forms for the facilitators. There is also an in-depth discussion of what is needed for future groups and facilitators.

Campbell, S., & Topsfield Foundation, P. (1998). *A Guide for Training Study Circle Facilitators*.

The author, a consultant with private and public entities, creates a guide for training circle facilitators. This comprehensive guide covers all areas necessary for successful facilitation. It includes an agenda for training, including all content and activities, with an outline for each section. There are sections for developing programs, training facilitators, and evaluating the success of the program. There is depth and breadth in each part of this guide. The author is very thorough in the information she shares in this guide. This guide appears to be easy to use and is filled with everything one needs to train facilitators for this program.

Crandall, D. P., Loucks, S. F., & Network of Innovative Schools, I. A. M. A. (1982). *Preparing Facilitators for Implementation: Mirroring the School Improvement Process. A Study of Dissemination Efforts Supporting School Improvement*.

The authors are researchers working under the U.S. Department of Education. This article is a study of efforts to support school improvement programs. The focus of the article is on necessary steps to take before, during and after these programs to ensure success. The focus is on preparing the facilitators of these programs. The authors found that, upon completion of the program, facilitators may need more intensive training and support. The authors give an in-depth discussion of their findings, including personal experiences. This article gives a lot of helpful information for those wanting to use the facilitation process to improve educational programs.

CTAP Region 3. (2005). *Integrating Technology Resources and Coaching Support*. CTAP 3 Facilitator's Guide.

There are no authors listed for this guide. It was prepared for a consortium of three school districts providing a grant-funded training. The training is designed to teach instructors how to utilize technology in their educational programs. The guide is very clear and would be helpful to any facilitator of this training. The guide includes a clear description of training

activities along with the timeframe necessary for each activity. There is a list of resources to be used. This is a very organized and clear guide.

Heimlich, J. E., North American Association for Environmental Education, R. S. G. A., Environmental, E., Training Partnership, S. P. W. I., Ohio State Univ, C. C. o. F. A., & Environmental, S. (2001). *Lessons Learned about Educator Training: A Synthesis of Grants Provided by Project Learning Tree, Project WET, and Project WILD under the Environmental Education and Training Partnership, 1995-2000.*

The author, a university professor, provides a synthesis of grants provided by the Environmental Education and Training Partnership. The article focuses on three projects conducted with the goal of increasing the number of people trained in environmental education programs. The authors share “lessons learned” in a variety of areas, including underserved audiences, reaching teachers and leveraging funds. The author reports impressive results and show that these programs can and should be replicated and expanded in other areas.

Web Resources

Instructor Competencies. (2003). *International Board of Standards for Training, Performance and Instruction*. ibstpi. < <http://www.ibstpi.org/downloads/InstructorCompetencies.pdf> >. Accessed 29 Oct. 2009.

National Staff Development Council. (2009). *NSDC's Standards for Staff Development*. NSDC. <<http://www.nsd.org/standards/>>. Accessed 21 Oct. 2009.

WGBH Educational Foundation. (2006). *Getting Results: A Professional Development Course for Community College Educators*. <<http://www.league.org/gettingresults/web>>. Accessed 29 Oct. 2009.