

RPDE Facilitator Training

Matt Cornock
STEM Learning

Welcome to the session.

Please use **text chat** to communicate in this session (bottom right or  icon on mobile app).

If you cannot hear the facilitator, please let us know in the text chat and we'll try to help.

Please keep your **microphone muted** at all times, unless invited to speak by the facilitator.

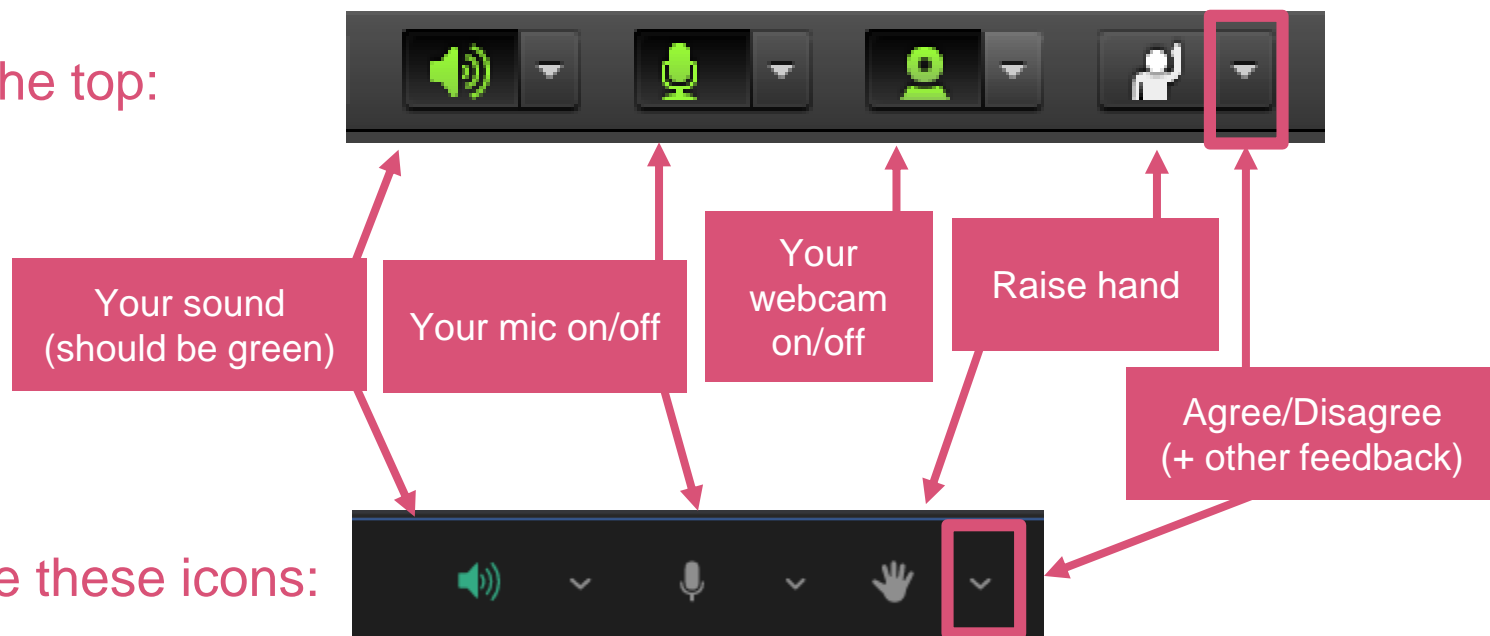
Please **do not share** any personal data or confidential information in this session.



Adobe Connect

Use the text chat box to communicate. Text chat is bottom right.

Controls at the top:



You may see these icons:

Mobile app: Slides full screen



. Text chat



. Polls



. Agree/etc.

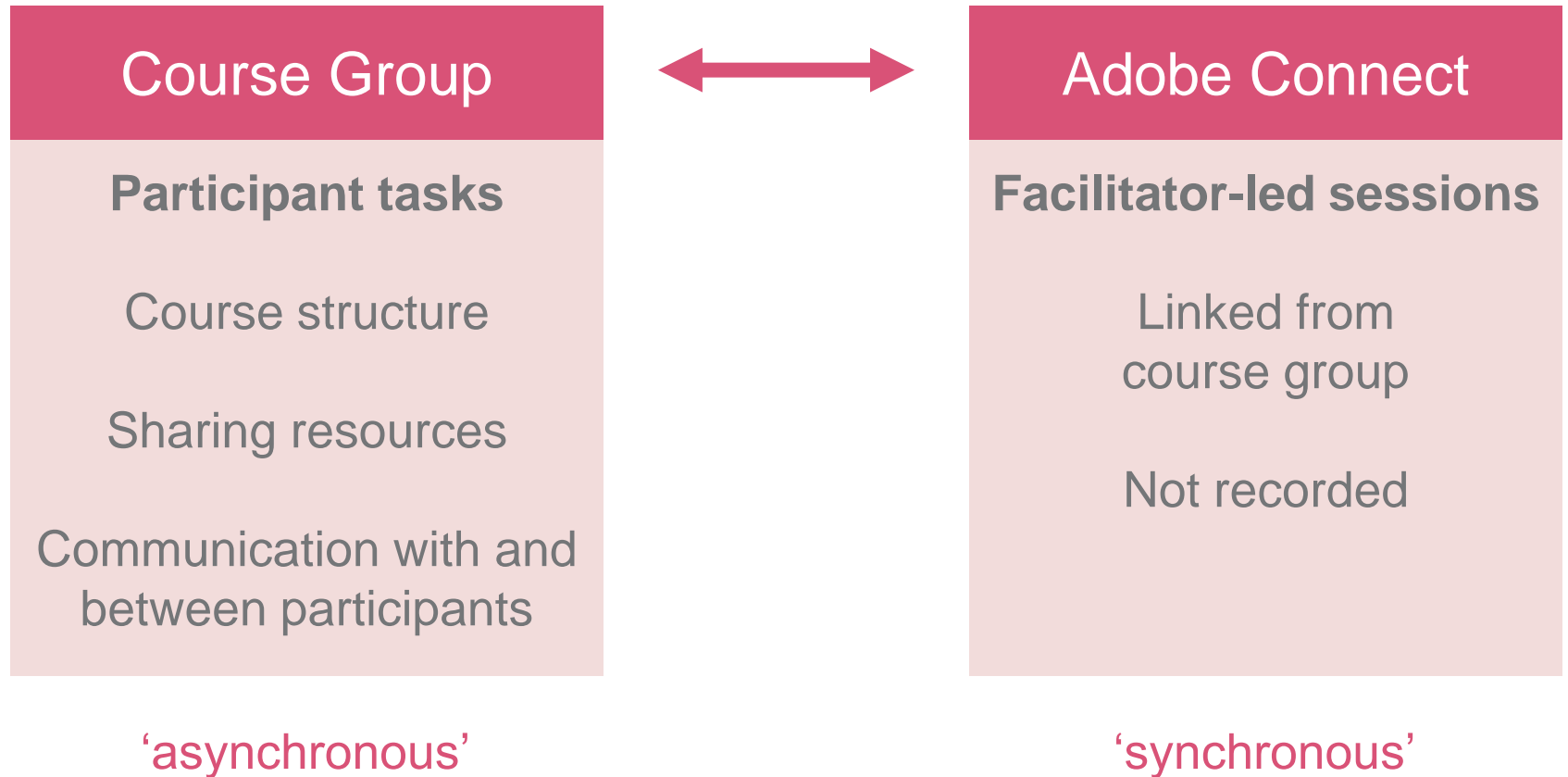


Intended learning outcomes

By the end of this session you will be able to:

- describe how a PDE is structured
- set up participant tasks on a course group
- use Adobe Connect to deliver facilitator-led sessions
- apply effective remote facilitation techniques

Remote PDE learning spaces



NZ001/T01 Adobe Connect Facilitator Training - 20 April 2020

Course facilitator: Matt Cornock, Online CPD Coordinator, STEM Learning.

Course administrator: Petra Vondrkova, STEM Learning Central Support Team.

Contact: enquiries@stem.org.uk

Course outline

This course is designed for facilitators of remote CPD for STEM Learning and the National Centre

GROUP LEADERS

[vsoundur, Matt Cornock](#)

GROUP TYPE

Private

MEMBERS

85 | [View list](#)

[Leave this group](#)

[Group Preferences](#)

- [Adobe Connect room for this course.](#)
- [Participant guide for Adobe Connect.](#)

Participant tasks, which are to be completed before or after facilitator-led sessions, are set by the facilitator in the group posts below. These tasks will be added during the course.

This course has **one session**.

- Monday 20 April 2020 - 2pm-3pm - Facilitator-led in Adobe Connect - Session 1. Facilitator training

+ Add a new topic



Matt Cornock

20

Welcome to NZ001 Facilitator Training - Session 1

17TH APRIL 2020 23:46

Hello participants and welcome to this course.

I'm **Matt Cornock**, Online CPD Coordinator at STEM Learning and I will be your facilitator for this course. If you have not already, I recommend updating your preferences in the Course Group to receive email notifications immediately.

Our first and only session for...

Emailed out



Mon 20/04/2020 08:01

STEM Learning <no-reply@stem.org.uk>

Your STEM Learning groups activity digest

To: Matt Cornock

NZ001/T01 ADOBE CONNECT FACILITATOR TRAINING - 20 APRIL 2020

Welcome to NZ001 Facilitator Training - Session 1

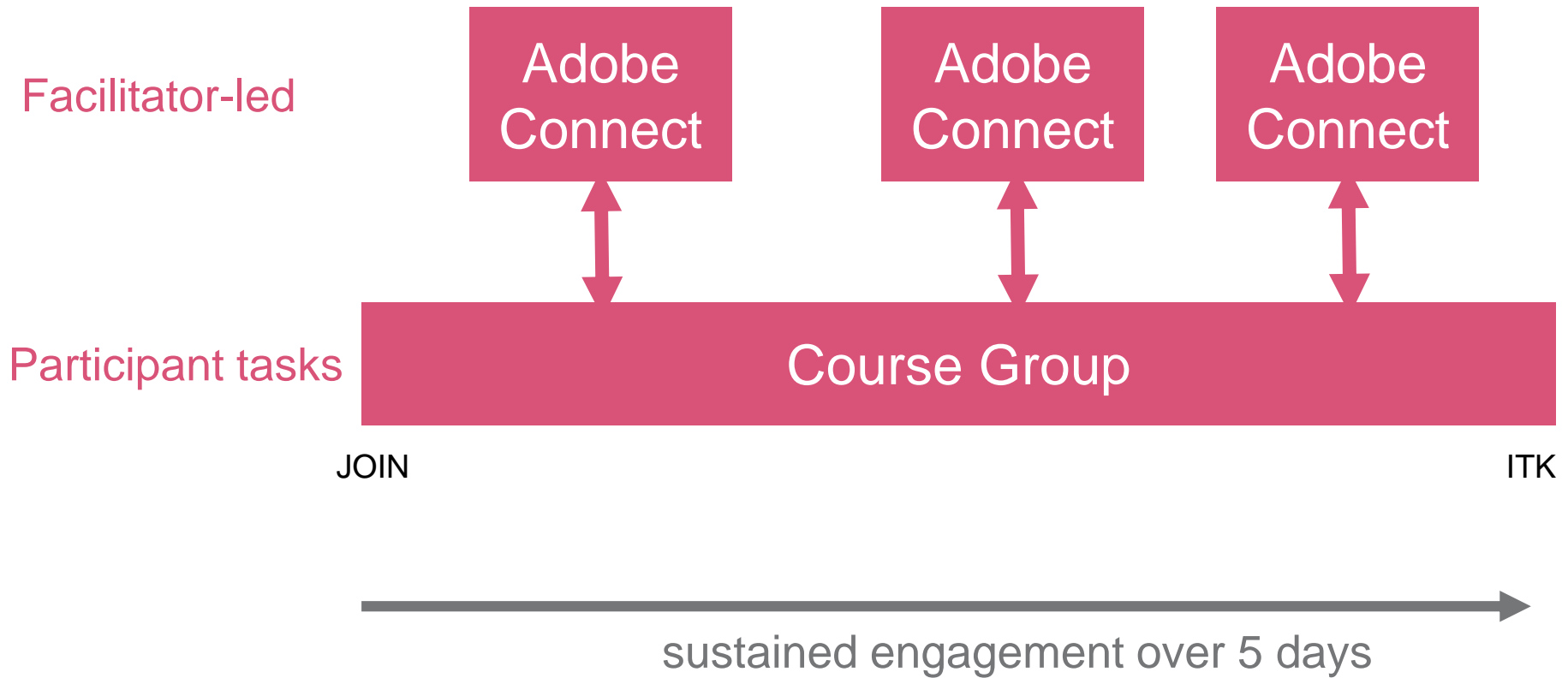
Matt Cornock

17th April 2020 23:46

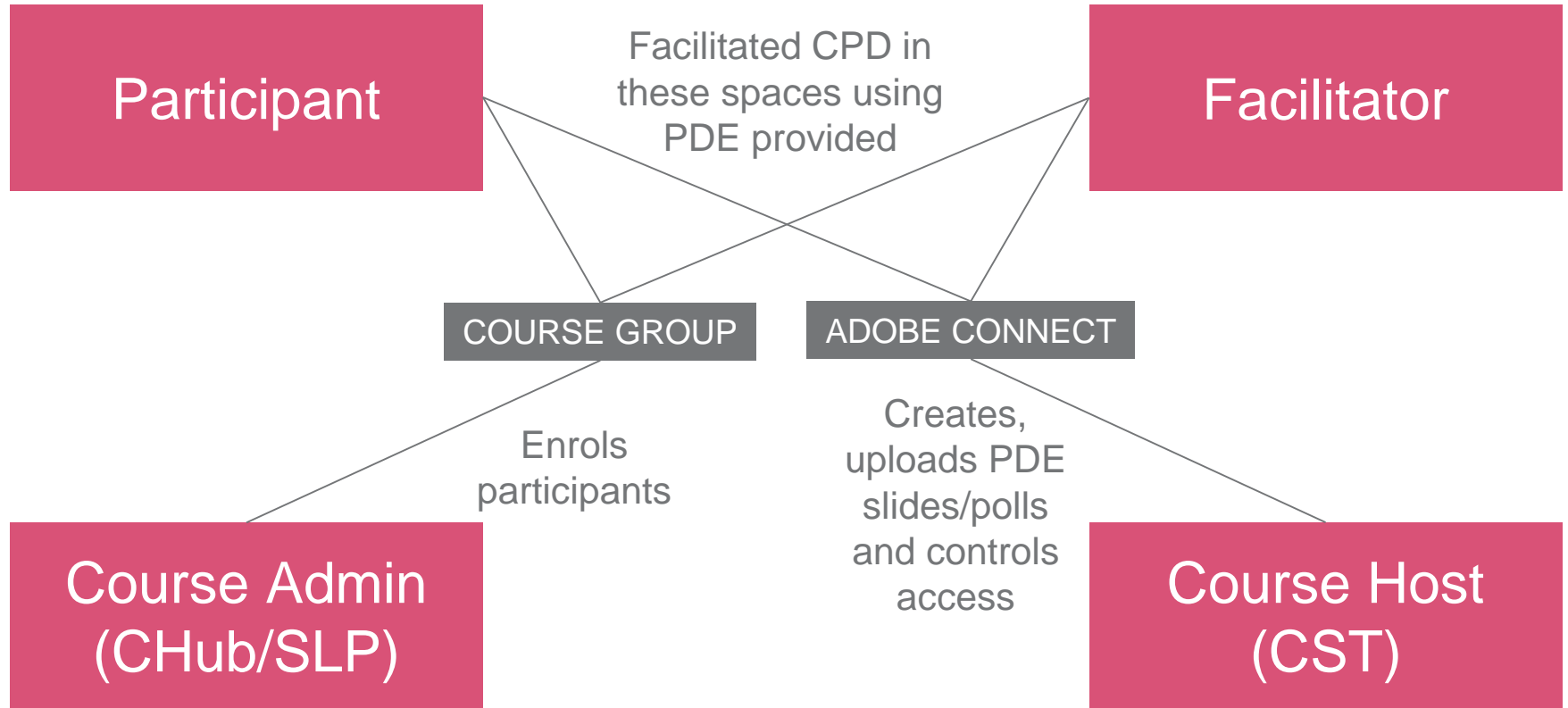
Hello participants and welcome to this course.

I'm **Matt Cornock**, Online CPD Coordinator at STEM Learning and I will be your facilitator for this course. If you have not already, I recommend updating your preferences in the...

Remote PDE learning spaces



Roles



Facilitator invitation



Thu 16/04/2020 15:18

STEM Learning <website@stem.org.uk>

You have been invited to join the 'NZ001/T01 Adobe Connect Facilitator Training 20/04/2020' group

To Matt Cornock

Dear Matt Cornock, you have been invited to join the group 'NZ001/T01 Adobe Connect Facilitator Training 20/04/2020' located at <https://www.stem.org.uk/community/groups/467395/nz001t01-adobe-connect-f...>

The next time you log into the website you will also be able to see this group in your dashboard.

Best wishes,

STEM Learning

Workflow for facilitators

1. Invited to **Course Group**.
2. Receive **PDE** from Course Admin.
3. Create instances of **Google Forms/Docs** required.
4. Confirm **Course Group Description** with Course Admin.
5. Course Admin invites **participants** to Course Group.
6. Make initial **welcoming post** to Course Group and new post for any **pre-course tasks**.
7. Provide Course Host with any **changes to slides/polls** for Adobe Connect sessions.

Pause for questions

Questions about roles... please put into the text chat.

PDE structure and course group

Remote PDE structure

	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Episode 9
	Delivered as 1 session of 120 mins						Delivered as 1 session of 120 mins		
Activity	Remote delivery of content Intro to primary science	Participant led task – Complete teacher poll and break	Remote delivery of content – Working scientifically pt 1	Participant led task – research Explorify website and try out activities	Remote delivery of content Working scientifically pt 2	Participant led task – research Trial an investigation	Remote delivery of content Review of websites & resources	Participant led task Q and A Prep and break	Remote delivery of content – Any questions and action points
Time	Approx. 45 mins	20 mins	Approx. 30 mins	45 mins	60 mins	60 mins	Approx. 40 mins	20 mins	Approx. 30 mins

DAYS

MON

TUE

WED

THU

FRI

Remote PDE structure

	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5
Activity	Participant-led task Read research articles	Remote delivery of content	Remote delivery of content	Remote delivery of content	Participant-led task Critique SoL and plan next steps
Time	60 mins	60 mins	60 mins	60 mins	60 mins

Each session has a separate post on the Course Group.
NO TASKS/RESOURCES ARE SENT BY DIRECT EMAIL

Course group: new post

+ Add a new topic



Title *

Downloaded from <http://ajph.org/> on November 10, 2015

GROUPS AUDIENCE

Your groups

April 20th - 14:00

Associate this content with groups you belong to.

Other groups

As groups administrator, associate this content with groups you do *not* belong to.

Message 

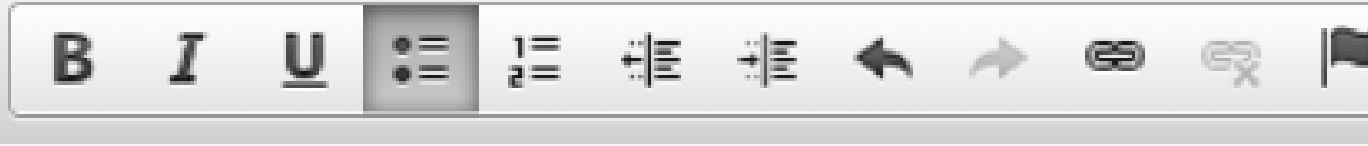
[illegible][illegible]

Course group: new post

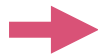
3. Link



Message *



1. Text
2. Select



- Complete this pre-course self-audit

Course group: new post

1. Select →

2. Upload →

FILES

Add a new file

Select one or more files to upload

Filename

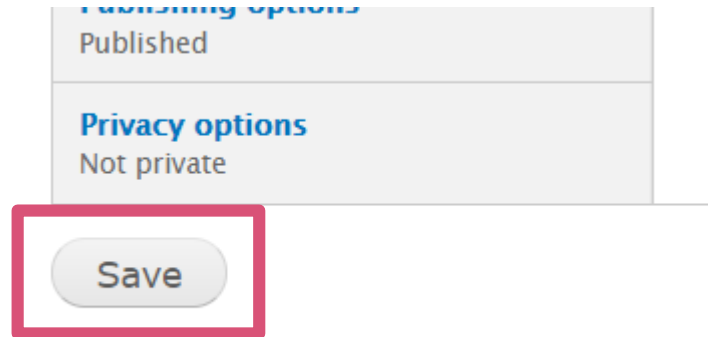
+ Add files

Start upload

Files must be less than **50 MB**.

Allowed file types: doc docx gif jpeg jpg ibook ibooks mov mp4 mp3 a3

Course group: new post



A screenshot of a web form for creating a new post in a course group. The form has a light gray background and is divided into sections. The first section, titled "Publishing options" in blue, contains a "Published" status. The second section, titled "Privacy options" in blue, contains a "Not private" status. Below these sections is a "Save" button, which is a light gray rounded rectangle with the word "Save" in black text. The "Save" button is highlighted by a red rectangular border.

Participants will receive an email copy according to their notification settings.

Course group: participant tasks

Episode Number	4	Episode title	Gap task – Explore <u>Explorify</u>	
Activity outline and guidance notes			Resources required	Time allocation
Teachers to register on <u>Explorify</u> website and try out activities Feed back to community pages on 3 activities that they tried			<u>Explorify</u> Website link Access to community page	45

Task instructions

Register on the Explorify website, try out activities and then share 3 below.

How clear are these instructions?

What questions might you have about this task?



POLL: As a participant how confident are you about what you are expected to do for this task?

Instructional writing

One-line summary.

Purpose (how it relates to content and the aim of the task).

- Any background resources required (links).
1. Numbered list of steps to complete.
 2. Each step starting with a verb.

How to submit outputs from the task (if relevant).

Deadline for completion.

Expected feedback on outputs from facilitator and timeline (if relevant)

Task instructions

Find, try and share resources for formative assessment

For this task, you will use the Explorify website to find resources to use as the basis for a formative assessment activity, appropriate to the age of your pupils. Evaluate how that activity supports your ability to assess pupil misconceptions.

1. Register for a free account on Explorify.
2. Find three activities and test them out.
3. Consider how using those activities will enable you to elicit pupil understanding of the topic.
4. Share links to your three selected activities and for one of them, provide your thoughts on why it is particularly useful for formative assessment.

Task instructions (continued)

Allow 45 mins to complete this task.

Please post your reply by 6pm Tuesday 5 May.

I will read through your responses and look at any activities which you are unsure about. We'll pick these up in the next facilitator-led session.

Your thoughts

What would you do next?

12 participants have responded to the task. 3 people have not.

Put your thoughts into the text chat...

Participant tasks: responses

- **Summarise participant responses**
- **Address misconceptions**
 - Provide alternatives and ask to compare
 - Ask learner to provide example
- **Engage further discussion**
 - Reiterate your understanding, invite elaboration
 - Rephrase task question if initial response vague


Participant-led tasks: wrap-up

- **Close each task with a summary post replying to the main post.**
- **Show how the task has been successful towards the learning outcome.**
- **Indicate how the task will be drawn upon in the next session.**


Facilitator-led sessions

Facilitator-led sessions

Where do you want to open the room?



Open in browser



Open in Application

☐ Remember my choice in this browser

To use Host or Presenter capabilities open in Adobe Connect Application or [enable Adobe Flash Player](#) and [join with classic view](#).

Don't have the Adobe Connect Application? [Download](#)

**ALWAYS
Open in
Application**

Facilitator-led sessions

Open Adobe Connect?

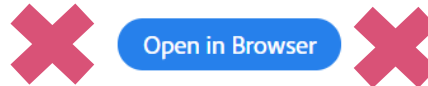
https://stem.adobeconnect.com wants to open this application.

Open Adobe Connect

Cancel

ALWAYS
Open in
Application

NE801X19C Adobe Connect Training Did Not Open?



Don't Open in
Browser

☐ Remember my choice in this browser

Open room using the desktop application. [Download Adobe Connect Application](#)

Download link
is here

Enable Adobe Flash Player in this browser to [join with classic view](#). Follow the steps listed here: [Adobe Flash Player Help](#)

Questions? See [Troubleshooting Tips](#)

Facilitator-led structure

Slide Section Slide Nos. Duration Aim	Facilitator - instructions and delivery notes - the delivery notes are what would previously been included on <u>powerpoint slide notes</u>	Participant	Resources
Before session start	Upload slides. Technical checks. Participants to confirm they can hear on text chat	Say hello in text chat	<u>Powerpoint</u> Handout 1 and 2 emailed to participants in advance
Slides 1-5 7 min Aim: Attributes and skills used by scientists	Introduce session outcomes and explain handouts 1 & 2. Icebreaker: Are you a scientist? Comment on responses Discuss building skills & attributes for pupils	Responses to icebreaker in breakout groups chat. (2 min)	Handout 1
Slide 11-12 14 min Aim: Experience an investigation	Share the helicopter template and explain. Ask them to try one out live on whole group. Share slide 12 on having 3 goes before the activity. Take responses on slide questions in text chat	Make the helicopter Answer slide q's on text chat	Handout 2 Helicopter template, scissors, paperclip

Facilitator-led sessions

- **Create a new post in the Course Group for each session**
 - Include handouts, pre-reading, links to any Google Forms/Docs, etc.
 - Add slides to this post before/after the session as appropriate.
 - Upload outputs from session to the post, e.g. text chat, annotated slides.

Adobe Connect

Accepting participants

Microphone

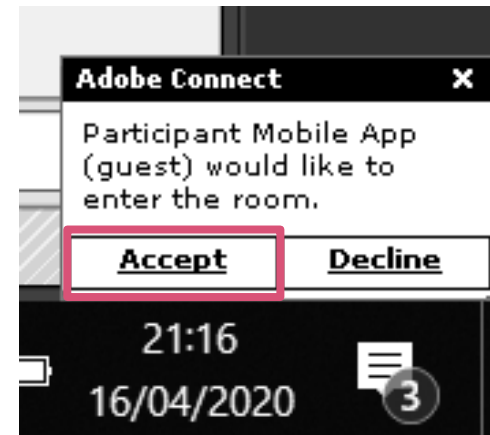
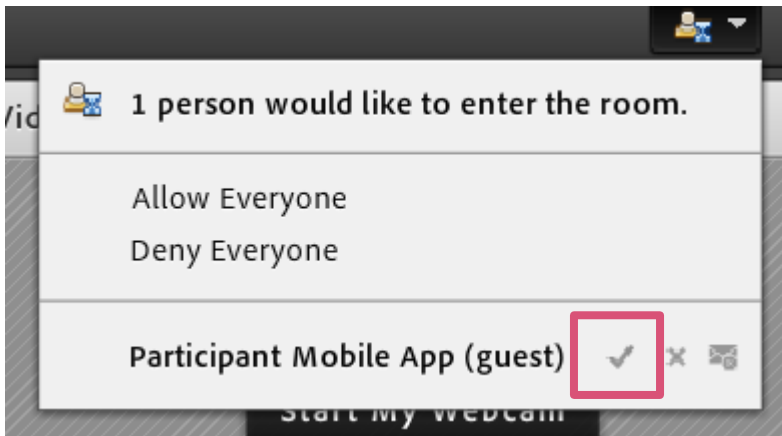
Webcam

Text chat

Participant management

Basic interaction

Polls



PARTICIPANTS MUST BE ACCEPTED TO ENTER THE ROOM



Meeting

Layouts

Pods

Audio



Share



Video

Your sound

Your webcam

Your mic



Share My Screen



Share My Screen

Share Document

Attendees



Active Sp

▼ Hosts (1)

Matt Co

► Presenter

► Participant

Chat (Every

📞 *Active Speakers*

▼ **Hosts (1)**

👤 **Matt Cornock**

▶ **Presenters (0)**

▶ **Participants (0)**

Clear chat and
email chat
within menu

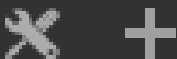
Chat (Everyone)



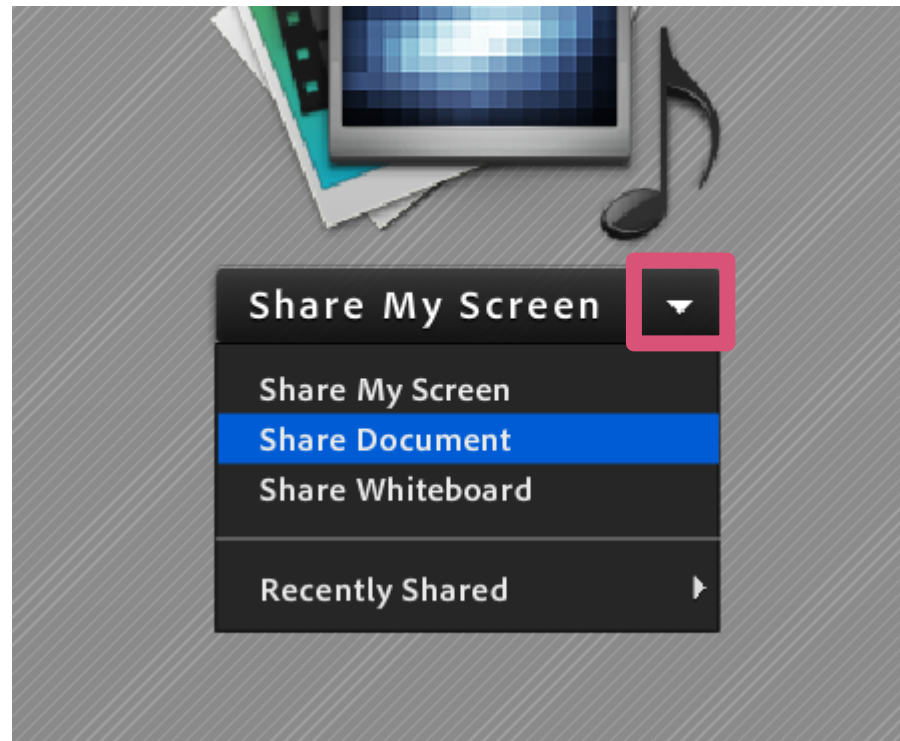
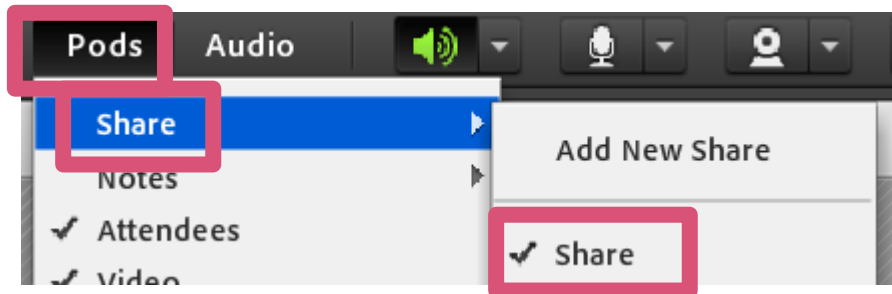
Type here



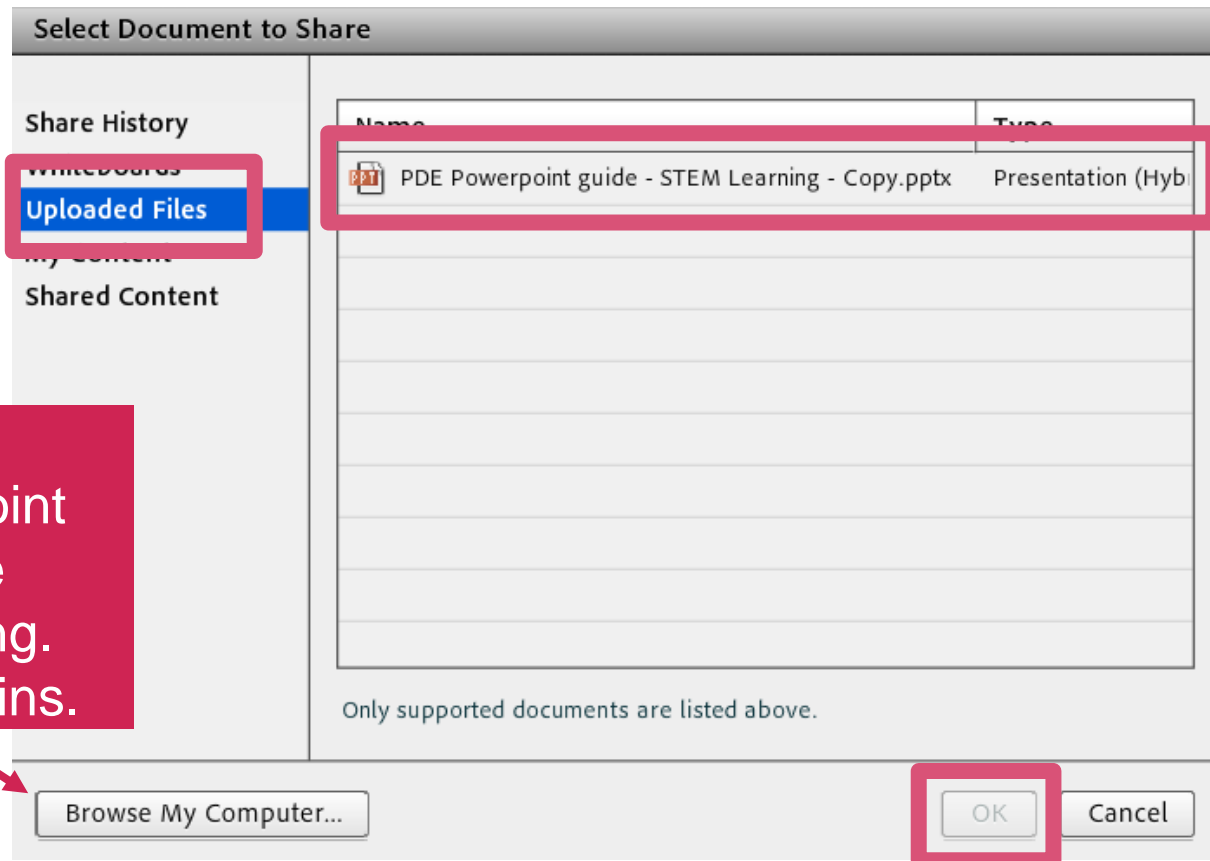
Everyone



Slides



Slides



Annotate slide
(use menu to enable
participants to draw)

Pointer
(drag and drop)

Stop Sharing to
switch slides

The screenshot shows a presentation window titled "PDE Powerpoint guide - STEM Learning - Copy.pptx (2)". The top toolbar contains buttons for "Draw", a pointer icon, and "Stop Sharing", each with a red arrow pointing to it from a label above. The main slide content includes the title "Introduction to CPD", a note about microphone use, and the STEM Learning logo. The bottom toolbar has navigation arrows, a slide navigator icon (pointed to by a red arrow from a label below), and a "Sync" button. The slide content also includes a copyright notice: "©STEM Learning Limited. All rights reserved."


PDE Powerpoint guide - STEM Learning - Copy.pptx (2)

Draw

Stop Sharing

Introduction to CPD

Please keep your microphone muted at all times, unless invited to speak by the facilitator.
Please **do not share** any personal data or confidential information in this session.



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← → [Slide Navigator Icon]

Sync

Previous/Next Slide

Slide navigator

Basic interaction: agree/disagree

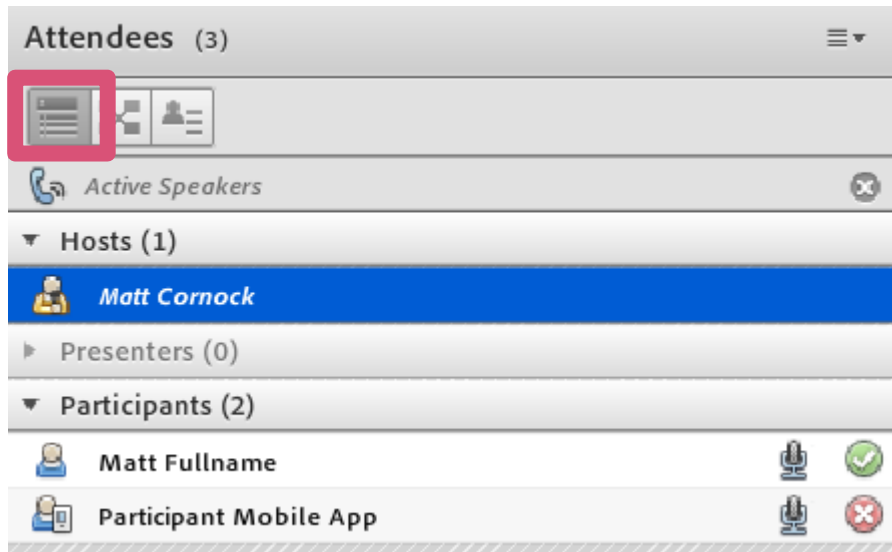
“Slides are going to provide the structure to my facilitator-led sessions”

Agree / Disagree



Basic interaction: agree/disagree

Agree/disagree responses shown on the **Attendees** pane.

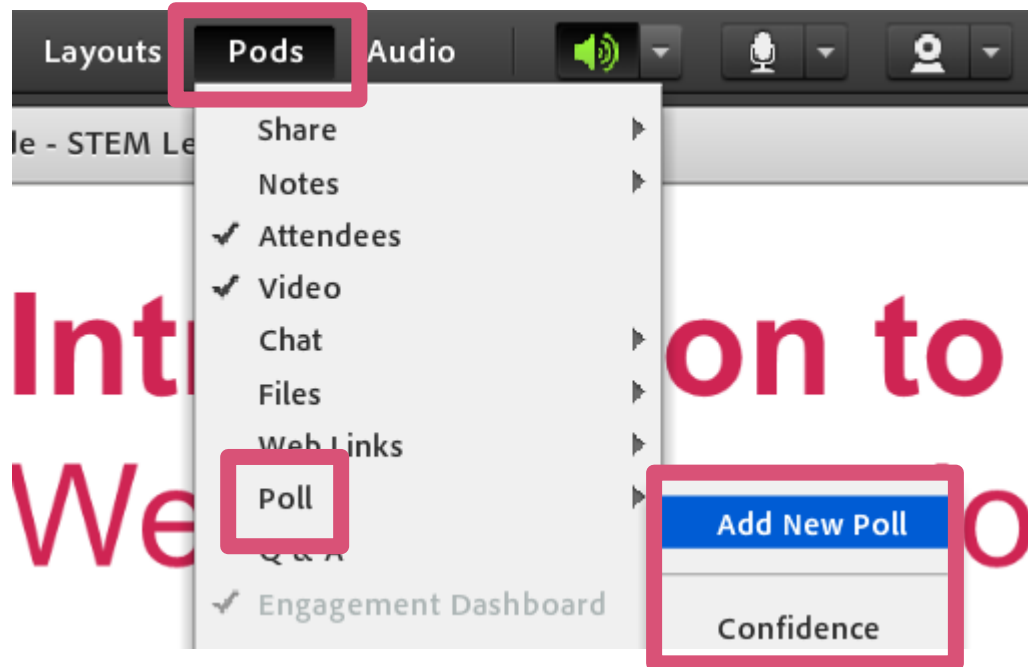


Switch to **Status view** to group participants by response.



Clear responses using pane menu.

Polls



Prepare polls in advance (Course Host can assist).

Polls

Confidence

View Votes

Edit

End Poll

Confidence			
<input type="radio"/> 1 Not at all	<div><div></div></div>	50%	(1)
<input type="radio"/> 2	<div><div></div></div>	0%	(0)
<input type="radio"/> 3	<div><div></div></div>	0%	(0)
<input type="radio"/> 4	<div><div></div></div>	0%	(0)
<input type="radio"/> 5	<div><div></div></div>	0%	(0)
<input type="radio"/> 6	<div><div></div></div>	50%	(1)
<input type="radio"/> 7 Very	<div><div></div></div>	0%	(0)
<input checked="" type="radio"/> No Vote			

☐ Broadcast Results

Participants will only see total results if checked

Polls

Confidence	
<div>Back to Poll</div> <div>EditEnd Poll</div>	
Attendee	Answer
Participant Mobile App	6
Matt Fullname	1 Not at all
Matt Cornock	

Hide poll and
clear answers
within menu

Confidence

View Votes

Confidence

☐ 1 Not at all

☐ 2

Hide

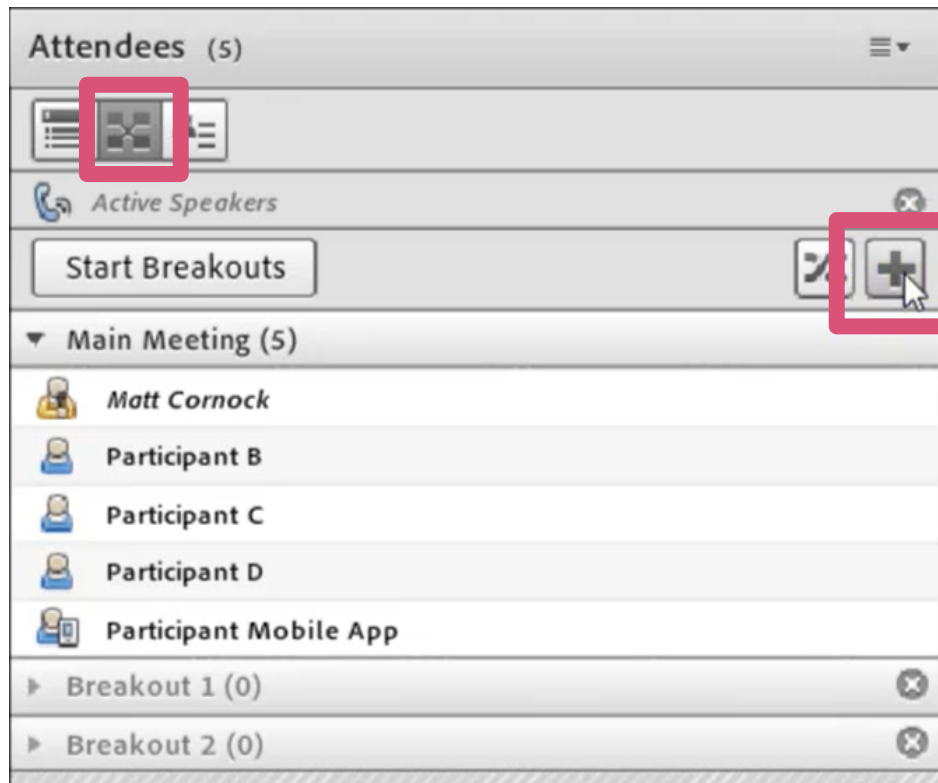
Maximize

Broadcast Results

Results Format

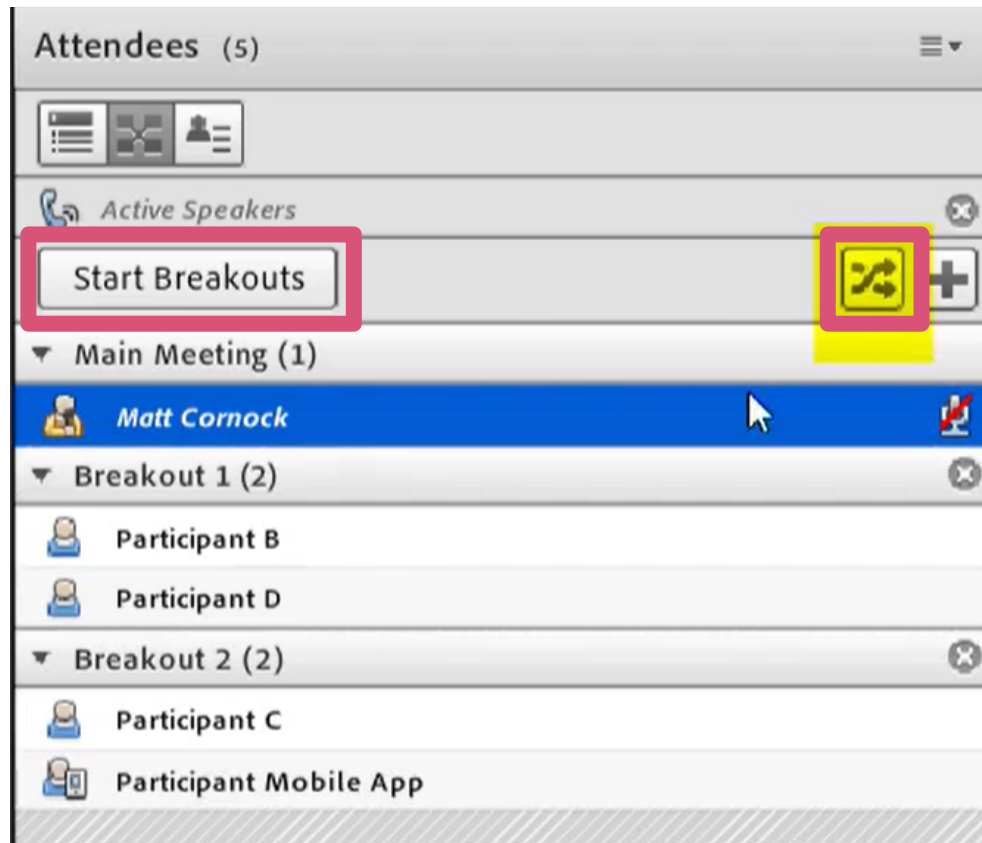
Clear All Answers

Breakout groups (advanced)



Create breakout rooms before needed

Breakout groups (advanced)



Sharing links

Links are only clickable through the desktop application.

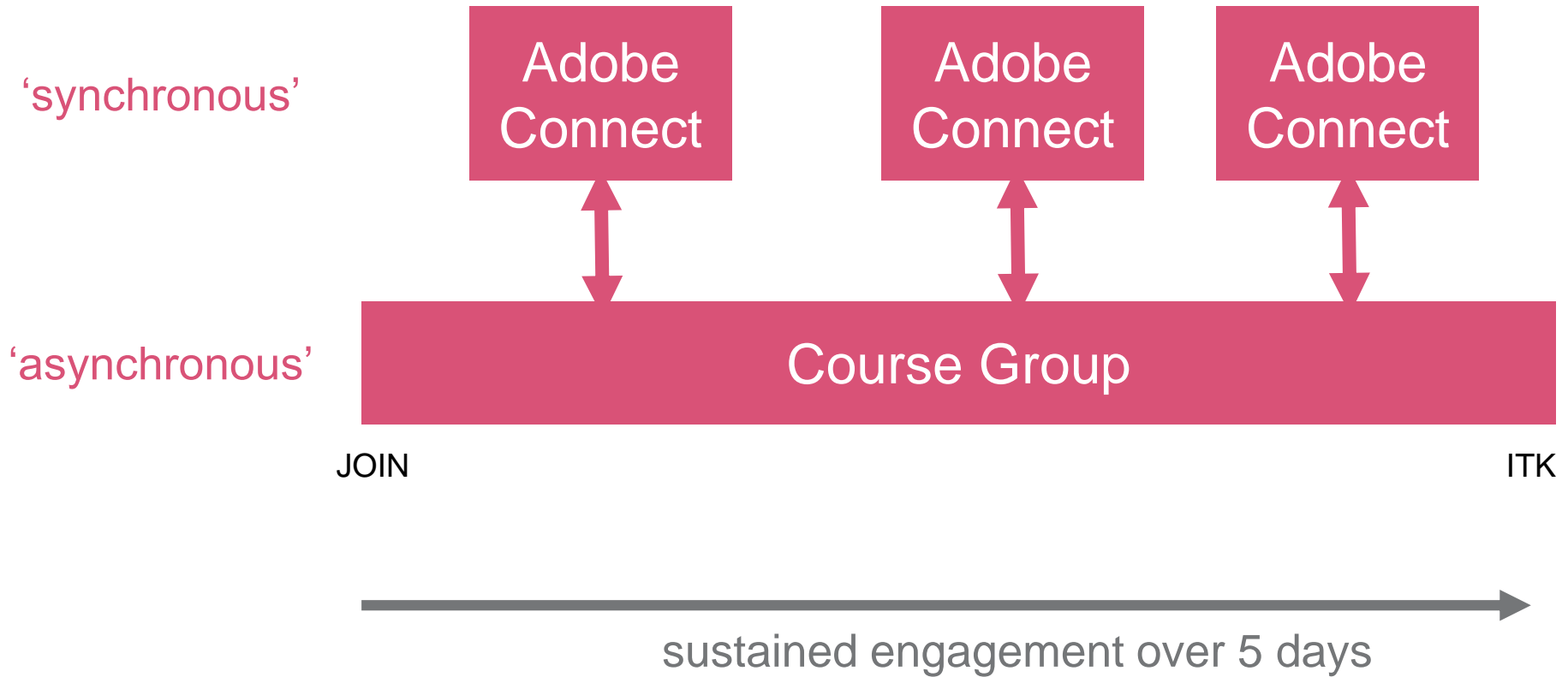
All links to resources MUST be included in the Course Group post for the session, before the session starts.

Facilitator-led session close down

1. Reset polls (if required)
2. Chat transcript
3. Annotated slides
4. Update course group with summary post (reply to original)
5. Create a new post for next session

Summary

Remote PDE learning spaces



Intended learning outcomes

By the end of this session you will be able to:

- describe how a PDE is structured
- set up participant tasks on a course group
- use Adobe Connect to deliver facilitator-led sessions
- apply effective remote facilitation techniques

Further support

- **Facilitator guide**
- **Example videos**
- **Drop-ins**
- **Course Host**

To 'play around' with Adobe Connect, join a 'drop-in' session or register for the free demo on the Adobe Connect website (this must NOT be used for CPD).

Check-out



POLL

Green – I’m good, I want to make a start

Amber – I think I’ll be fine once I’ve had a go

Red – I would like more support please



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