

OLAC Workshops

Facilitator's Guide

The Purpose of the Guide

This guide helps facilitators make use of OLAC workshops in a face-to-face format, on Google Classroom or some other learning management system (e.g., Moodle), or on a video conferencing platform (e.g., Zoom, Adobe Connect). It also provides information about how to arrange to offer workshop credit through district Local Professional Development Committees (LPDCs) or universities.

Why Educators Might Want to Receive Credit for OLAC Workshops

As with other professionals, educators need to remain up-to-date with new knowledge in their fields. In Ohio, learning more about the collaborative teams that make the Ohio Improvement Process (OIP) successful is especially important. The following resources explain the value to educators of using OLAC modules, videos, and other materials as a major source of up-to date professional knowledge.

- Watch the video featuring a principal from Ironton using this link: https://ohioleadership.org/view.php?cms_nav_id=161&up_mov_id=28
- The Deputy Superintendent of the Ohio Department of Education explains the usefulness of OLAC resources for developing leadership team capacity and outcomes: https://ohioleadership.org/view.php?cms_nav_id=161&up_mov_id=33

Accessing OLAC Workshops

OLAC workshops can be accessed through OLAC's Google Classroom account or as a set of PDF files.

Using the PDF Version

Each OLAC workshop is available as a set of PDF files that can be accessed from the OLAC Credit Corner page. These materials can be downloaded and printed or uploaded to a learning management system of your choice (other than Google classroom).

Using the Google Classroom Version

In order to gain access to the Google Classroom version of an OLAC workshop, contact OLAC Project Co-director, Jim Gay (JimGay@basa-ohio.org).

Selecting Workshop Content

Each facilitator will have a different set of learning objectives, a different group of participants, and different time constraints. The OLAC workshops and the sessions within them are designed to accommodate this circumstance.

The facilitator should first review the entire workshop: its overall organizational scheme, its syllabus, the required readings for each session, all the work within each session, the session learning reviews, and the summative learning reviews. The facilitator will then be able to decide which of the activities, materials, and learning reviews within the workshop are most applicable to the group of educators with whom he or she will be working.

The facilitator should then pick and choose from the materials to create a workshop comprising only those activities, materials, and learning reviews that fit the needs of the group. He or she can offer the workshop in face-to-face or use any learning management system to create an on-line version of the workshop. If the facilitator decides to offer the workshop using a face-to-face format, he or she may want to make paper copies of activities, materials, and learning reviews to share with participants.

Offering Credit

Facilitators can arrange to offer credit for OLAC workshops in two ways. They can work with universities that are willing to award credit to educators who complete OLAC workshops. Or they can offer Continuing Education Units (CEUs) that Local Professional Development Committees (LPDCs) can accept as part of individual educators' Individual Professional Development Plans (IPDP).

Offering Credit Through a University

Each workshop in its entirety fits with requirements for 3 graduate credit hours at many universities. In other words, it is designed to be completed in 45 contact hours. (Note: the typical formula for awarding credit is 15 contact hours for each credit hour.)

Participants in each OLAC workshop engage in a variety of different activities: reading, reflecting, watching videos, exploring links to

relevant resources, talking about ideas with other educators in on-line or face-to-face discussions, engaging in school-based activities, and completing learning reviews.

A facilitator can structure shorter versions of each workshop if he or she intends to offer fewer graduate credit hours. The Google Classroom site offers many options within each learning session to enable

Offering Credit Through a Local Professional Development Committee

OLAC workshops can be offered for CEU credit through district IPDIs. Information about this method of awarding credit can be found at OLAC's Credit Corner. Credit awarded by an LPDC is expected to conform to the Ohio Standards for Professional Development, located here: <http://education.ohio.gov/Topics/Teaching/Professional-Development/Organizing-for-High-Quality-Professional-Development>

Facilitators should base determinations about how many CEUs to award on the amount of time participants spend reviewing module content and participating in related activities. The following OLAC guidelines can help facilitators make these determinations.

- Two (2) contact hours for viewing the complete content of each module
- One (1) contact hour for completing and submitting evidence of completion for each discussion question
- One (1) contact hour for completing and submitting evidence of completion for each activity

The Format of OLAC Workshops

OLAC workshops draw mainly on narrative content and interactive learning materials made available through OLAC modules. Other OLAC resources also are included in the workshops: OLAC videos, Foundational Concepts, teaching cases and case studies, and podcasts. To a more limited degree, OLAC workshops also make use of resources external to OLAC—sites developed and maintained by federal, state, and local education agencies as well as non-profits.

Each OLAC workshop includes a syllabus and various learning resources. These learning resources are organized into sessions. A 3-credit hour workshop typically has six or seven sessions. Sessions include the following types of resources and activities.

- Sessions that introduce an OLAC Module incorporate the pre-assessment included in the OLAC Module.
- All sessions include an assignment in which required readings for the session are listed and, in some cases, linked to an activity.
- All sessions include an Introductory Thought Prompt that draws attention to essential questions or dilemmas relating to a topic in the module.
- All sessions also include from four to eight activities, discussion prompts, and questions to deepen educators' understanding of topics presented in the OLAC module.
- Each session ends with either a post-assessment (if the session's end corresponds with the completion of an OLAC Module) or a Post-Session Review presenting questions that correspond to material presented in the session.

Offering OLAC Workshops Using Different Platforms

As noted above, some facilitators might prefer to offer an OLAC workshop face-to-face by arranging for participants to meet at specified times and places. Others may wish to offer the workshop through video conferencing or through a learning management system (LMS). Google Classroom is a simple and cost-free LMS; and for those reasons, OLAC has made workshop materials available on Google Classroom rather than on another LMS platform. Facilitators, however, may want to migrate the materials to a different platform, such as Moodle, Blackboard, or Canvas.

As a review of the workshop materials shows, activities (e.g., group discussions, self-reflection activities, and so on) are described as if they were intended to be offered face-to-face. The table below provides descriptions of ways to reframe face-to-face learning format as video-conferencing or LMS formats. Facilitators may want to cut and paste the applicable portions of the table into the workshop syllabus to let participants know how learning formats will work on the platform in which the workshop is to be delivered.

Providing Workshop Features on Different Platforms

The Format of OLAC Workshops	Video Conference	Google Classroom	Other Learning Management Software (e.g., Blackboard, Canvas)
Individual reflective essay with share-out	Assign the reflective essay prior to the video conference. Use the video conference for the share-out.	Assign the reflective essay by posting it as an assignment and use the class comments portion of the GC asynchronously for the share-out.	Assign the reflective essay by posting it as an assignment and use a discussion board (asynchronous) or chat box (synchronous) for the share out.
Turn and talk	Assign pairs of participants to work together. Ask each pair to hold a one-on-one conversation using the chat box feature of the video conferencing app.	Assign pairs of participants to hold one-on-one conversations using Google Hangouts or some other app for chats.	Assign pairs of participants to hold one-on-one conversations using the chat feature resident on the LMS.
Small group discussion	Assign three or four participants to work together. Ask one member of each group to invite the other members to a small-group chat using the chat box feature of the video conferencing app. Provide one or more prompts to guide the discussion.	Assign three or four participants to work together. Ask one member of each group to invite the other members to a small-group chat using Google Hangouts or some other app for chats. Provide one or more prompts to guide the discussion.	Assign three or four participants to work together. Ask one member of each group to invite the other members to a small-group chat using chat feature resident on the LMS. Another option is to set up teams and to provide one or more prompts on each team's discussion board.
Large group discussion	Use turn-taking in the synchronous conference to allow participants to share ideas.	Pose a prompt using the question, assignment, or material option available on GC. Ask participants to post responses over a certain period of time (asynchronously) in the class comments box attached to the question, assignment, or material.	Pose a prompt on a discussion board that is part of the LMS. Ask participants to post responses over a certain period of time (asynchronously) on the discussion board.
Jigsaw discussion	Sequence a discussion that starts with a turn-and-talk or small-group interchange followed by a synchronous share-out.	Sequence a discussion that starts with a turn-and-talk or small-group interchange followed by a synchronous share-out.	Sequence a discussion that starts with a turn-and-talk or small-group interchange followed by a synchronous share-out.

Using Google Classroom

Google Classroom is a simple, cost-free learning management system that many school districts across the United States (including in Ohio) are using. Other learning management systems are also available (e.g., Moodle, Blackboard, Canvas)—but their licensing fees and server requirements make them more difficult for some districts to access. For this reason, OLAC has chosen to make its workshop materials available on its Google Classroom site.

Migrating OLAC Workshop Materials to Your Own Google Classroom Account

In order to gain access to the Google Classroom version of an OLAC workshop, the owner of the Google Classroom account needs first to copy the workshop and make you a co-teacher of the copied workshop. Contact Jim Gay (JimGay@basa-ohio.org) to start this process.

As a co-teacher, you can modify the workshop to meet the needs of the group you are working with. You can offer the workshop from within OLAC's Google Classroom account or migrate the materials to a Google Classroom account of your own. To migrate the materials, download them from the Google Drive folder that is linked to the workshop and upload them to your own Google

Classroom class.

Getting Started

Go to https://edu.google.com/products/classroom/?modal_active=none and sign in with your existing Google account, or create a free Google account. Once logged in, individuals may enter the "class code" given to proceed to the Google class. Individuals added as co-teachers may then add students, add assignments or directions to existing assignments, and may assign due dates and grades to assignments, if desired.

The Main Tabs

At the top of each class in Google Classroom (next to the title of the class) are three main tabs: Stream, Classwork, and People. The Stream tab presents postings sequentially, by posting date. The Classwork tab organizes content in categories. It is the tab that facilitators and students will use most often. The People tab shows class enrollment (teachers and students) and provides a link for adding new teachers and students.

Adding Students

1. Sign in to Classroom at classroom.google.com.
2. Click the class to which you want to invite the student.
3. Choose the tab titled People and click on it.
4. At the top of the page, click the icon of a person with a plus sign, to the right of the word Students." This is the "Invite" button.
5. Type in the names or individual emails of people you wish to invite.
6. Click Invite for each email address.
7. The names of the students selected will then be listed in light gray with the word "Invited" in parentheses next to the name. Once students have accepted the invitation and joined the class, their names become black and drop the parenthesis.

Kinds of Assignments in Google Classroom

Google Classroom offers the following types of learning resources: Materials, Assignments, Quiz Assignments, and Questions. Teachers can specify due dates and point values for all of these types of learning resources except for Materials.

Class Comments Section

With any kind of learning resource, participants in the class can post comments using the Class Comments section. At the bottom of the window in which the resource is presented is a link leading to the Class Comments (i.e. discussion board) feature.

Assigning Due Dates and Grades

For any learning resource (other than Materials), a co-teacher can assign due dates and grades by accessing the Student Answers tab. Here, teachers can see assignments that have been submitted. If a facilitator wishes to view, grade, and return work that has been turned in, he or she may do so by clicking the box next to the student's name, viewing and grading the assignment, and then returning it to the student by clicking the link.

Learning More About Google Classroom

The video resources in the table below provide guidance in the use of Google Classroom.

Video Title	YouTube Link
Create a Class in Google Classroom	https://www.youtube.com/watch?v=zwR06ynqwoM&t
Create an Assignment for Google Classroom	https://www.youtube.com/watch?v=ldb9WDkvU9c
Customizing the Class Header in Google Classroom	https://www.youtube.com/watch?v=uS8Vv5WqiOk
Create an Announcement in Google Classroom	https://www.youtube.com/watch?v=hT94yD4mXWo
Join a Class in Google Classroom	https://www.youtube.com/watch?v=c0Snoc6s3mY
Students add an announcement to the Stream for Google Classroom	https://www.youtube.com/watch?v=WLUreg5rMaw

Video Title	YouTube Link
The About link in Google Classroom	https://www.youtube.com/watch?v=ApRILmrDI4E
Add Resources to Google Classroom	https://www.youtube.com/watch?v=7z4e_Advmhg&t=8s
Students locate class materials in Google Classroom	https://www.youtube.com/watch?v=yJPIHb8osYk
Class comments in Google Classroom	https://www.youtube.com/watch?v=o_gCpPlgxLk
Add a co-teacher in Google Classroom	https://www.youtube.com/watch?v=gEgpoJrfZ8
Removing a student from Google Classroom	https://www.youtube.com/watch?v=TAm3L8bxIAk
Display the Class Code in Google Classroom	https://www.youtube.com/watch?v=1t7NPd2qpTE
Locate the Google Drive folder for your class in Google Classroom	https://www.youtube.com/watch?v=51YfqSxybNI
Every assignment in Google Classroom has a folder in Google Drive Google Classroom	https://www.youtube.com/watch?v=AWdxxOIMnq4
View student work in Google Classroom	https://www.youtube.com/watch?v=bxTiLfqipkE
View student work tiles in Google Classroom	https://www.youtube.com/watch?v=mfkUrXmNk6Y
Sorting options for assignments in Google Classroom	https://www.youtube.com/watch?v=h1hS5jbN-pk
Students can add documents to an assignment Google Classroom	https://www.youtube.com/watch?v=QkkNivYkdZg
Give feedback and assign a score in Google Classroom	https://www.youtube.com/watch?v=B8CFhmIVkOY
Use the feedback comment bank in Google Classroom	https://www.youtube.com/watch?v=gFjIK5jUeZl
What happens in Google Classroom when you return without a score? Google Classroom	https://www.youtube.com/watch?v=Fyr9AC4Ozcc
View a students' assignment history in Google Classroom	https://www.youtube.com/watch?v=LZfQmp48Qxo
Students resubmit an assignment to Google Classroom	https://www.youtube.com/watch?v=uEyVlfbvcB8
Important, the student Your Work page in Google Classroom	https://www.youtube.com/watch?v=ZdPL5-vOR0w
Students viewing comments left by their teacher in Google Classroom	https://www.youtube.com/watch?v=IaEk0X6D1BY
Move items on the Classwork page in Google Classroom	https://www.youtube.com/watch?v=6oqRrSRDPBg
Give assignment feedback in Google Classroom	https://www.youtube.com/watch?v=PIOeqz0gwHc
Using the feedback comment bank in Google Classroom	https://www.youtube.com/watch?v=gFjIK5jUeZl&t=14s
Returning student work in Google Classroom	https://www.youtube.com/watch?v=jWfe5FKMk6l
Students review their student status in Google Classroom	https://www.youtube.com/watch?v=-e_g73GeYjQ
How can students know they have completed their work in Google Classroom	https://www.youtube.com/watch?v=eXyf81E9WZw

Adapted from Keeler, A. (2018). Playlist of videos for Google Classroom. Teacher Tech by Alice Keeler, <https://alicekeeler.com/2018/08/23/32-videos-get-going-google-classroom/>

