Destination Imagination Colorado Team Manager Training:

Managing Teams Online

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**Project Background**

**Subject**

Destination Imagination Colorado (DICO) is an educational non-profit that focuses on providing STEM-based, creative problem-solving opportunities/competition for student teams in preschool through college. DICO is run almost entirely by volunteers, many of whom act as Team Managers (TMs) for teams of 2-7 students. While historically DICO TMs and team members have worked together in-person – either at a school-based site/after-school program site or at a TM’s home – due to COVID-19, the DICO Executive Director (ED), Kate Donelan, believes there is a strong possibility that managers and their teams will need to shift to working together in an online environment during the 2020-2021 DICO tournament season. Through observations and informal conversations with several TMs who worked with teams online in the months of March through May of 2020, the ED discovered that many TMs found it difficult to keep teams engaged, establish routines and clear expectations for participants, and/or coach team members to work together to solve a challenge. Therefore, the focus of this e-learning training is to support DICO TMs’ ability to effectively manage a team of 2-7 students in an online environment.

**Learning Context**

The module will be made available to DICO TMs in fall of 2020, most likely after registering a team for the new tournament season (typically in the months of September through November). The module will be hosted on the DICO website within the site’s Resources area. All managers of registered teams who live and work with students in the nine DICO regions – Cherry Creek, Denver, Jeffco, NoCo Canyon, South Metro, North Metro, Southwest, Spicy South, and Western Slope – will be able to access the training module on a variety of web browsers. Because the module will be built as a “standalone e-learning” experience (Horton, 2012, p. 36), TMs will likely complete the training independently at home; at their own pace during a time(s) of their own choosing; using a personal or work computer/laptop (Mac or PC) or tablet.

**Scope**

**Module Scope**

The goal of the module is for DICO Team Managers to use the instruction, content, and resources provided to develop a comprehensive plan to effectively manage their teams online. The plan that managers create – based on the training objectives – should 1) succinctly summarize the DICO educational and creative problem-solving process; 2) list and describe 3-5 strategies they will use to develop team community and engagement in an online environment; 3) state how they will work with students to create a schedule for meeting DICO and team milestones during the 2020-2021 competition season; 4) list at least 5 norms/routines to utilize in team meetings; and, 5) identify and/or describe 3-5 strategies and/or resources they will use to support team members’ ability to reflect on their progress then set short and long-term team goals.

**Project Scope**

Based on the Gantt chart I created, as well as discussions with the DICO Executive Director and an experienced Team Manager (who is also a member of the board of directors), I will need to complete the following steps/tasks to complete the project within the time provided:

1. Analyze learners.
2. Determine the scope of the project.
3. Determine essential content to include in the module.
4. Develop training objectives.
5. Interview the client to determine the problem and needs to be addressed in the module.
6. Meet with the client each week to discuss progress and request feedback.
7. Create an assessment plan.
8. Develop and submit the e-learning project proposal.
9. Decide which design and presentation software/sites, instructional technology, and authoring tool I will use to create the module.
10. Attend and/or watch instructional recordings/tutorials related to the auth
11. Create a storyboard or wireframe.
12. Design formative and summative assessments.
13. Explore and select content for the module virtual library.
14. Locate and develop instructional content for the digital prototype.
15. Learn about then utilize tools and best practices for ensuring accessibility.
16. Create a module sitemap.
17. Evaluate, reflect, and revise the module prototype based on Merrill’s 5 Star Rating Chart.
18. Submit a revised project proposal, design, and content plan.
19. Build the digital prototype.
20. Test the digital prototype, then address errors/issues.
21. Have the client and an experienced Team Manager complete a formative evaluation of the digital prototype.
22. Summarize the findings and results of the formative evaluation.
23. Write an experiences report.
24. Proofread, edit, and revise the final report and digital prototype prior to submission.
25. Submit the final report and digital prototype.

**Front-End Analysis**

**Client and Target Learners**

**Client.** The client organization is Destination Imagination Colorado and the organization’s Executive Director, Kate Donelan. Up to this point, we have spoken by phone twice to discuss the problem that needs to be addressed by the development of the module, narrow/determine the specific focus of the module, and to request feedback on the module objectives. We have a plan to meet each Monday at 10:00 a.m. MST, either by phone or Zoom meeting. During our meetings, our intention is to discuss progress, ask/answer clarifying questions, identify relevant resources, request/receive feedback, and/or any other matters related to the development of the digital prototype.

**Target learners.** The target learners for the module are DICO Team Managers with at least one year of team management experience. The Team Managers are volunteers who are spread across nine different regions within Colorado. Their professional backgrounds vary widely due to the fact that TMs are classroom teachers, stay-at-home parents/guardians, and parents/guardians who work remotely or at an office in a variety of fields. In rare instances, an older sibling who is in high school or a post-secondary program will serve as a TM for a younger sibling and their teammates. Additionally, TMs may choose to either work alone with a team or to be part of a pair or trio of managers who work with a team.

**Learner Analysis**

The learners for this module are Destination Imagination Colorado (DICO) Team Managers (TMs) with at least one year/season of experience managing a DICO team of 2-7 students in one or more grades, preschool through post-secondary. The ED anticipates that approximately 300-500 experienced TMs/teams will participate in Destination Imagination during the 2020-2021 season. However, based on previous years’ participation in online trainings, she does not believe that all of those TMs will choose to access this or other trainings that are offered online.

The learner analysis chart below is based on categories of information that Dick, Carey, and Carey (2015) describe as “useful” to know about learners/their instructional needs (pp. 96-98).

*Please note, “Observations” are based on opportunities I have had to speak with and observe hundreds of DICO Team Managers while involved with DICO over many years, serving in various capacities (e.g., board of directors member then president, district-wide and school-based coordinator/facilitator/trainer, Team Manager).*

| **Information Categories** | **Data Sources** | **Learner Characteristics** |
| --- | --- | --- |
| **Entry skills** | **Interviews:** two recent calls with theDICO Executive Director; one recent call with an experienced Team Manager (6 years of experience as a TM and currently managing a team online).**Observations:** Spoke with and observed hundreds of TMs (educators and family members) during weekly team meetings, regional, and state competitions (site-based). | TMs who are educators will likely feel somewhat to very comfortable leading online team meetings, due to their experience in the last several months teaching regular classes online.Family members’ comfort with technology/online meetings will vary widely, depending on their professional/personal backgrounds (note: the ED and I have discussed creating a separate module related specifically to using/trouble-shooting technology/online meeting tools).Access to technology and internet will vary, with greater access in urban areas and less in rural communities. |
| **Prior knowledge of topic area** | **Interviews:** same as above**Observations:** same as above | Because the TMs for this module will have at least one year of team management experience, they will all have basic to advanced knowledge of the purpose of team meetings/key components of the DI process. However, their knowledge about how to effectively manage their teams online will vary, with a small number having prior experience using this option in March – May, 2020 and the majority have little to no experience. |
| **Attitudes toward content** | **Interviews:** same as above**Observations:** same as above**Data:** Team Manager surveys 2015-2018 | TMs who manage for more than one year, have a positive attitude about the DI experience and believe strongly in the benefits of the program. TM survey responses have indicated a desire for streamlined communication from Regional Directors/the state office. Additionally, TMs have expressed that they appreciate having a variety of training options (recorded webinars vs in-person). At this time, there is very little data regarding TMs’ attitude toward learning how to manage teams in an online environment. However, the ED and TM I spoke with feel that TMs will access/need this training to effectively manage their teams/support their teams’ ability to engage in the DI process. |
| **Attitudes toward potential delivery system** | **No available data** | A module of this type, developed with an LMS (e.g., Blackboard Coursesites or Articulate), has not been used for training TMs in the past. |
| **Motivation for instruction** | **Interviews:** same as above | Because TMs want team members to feel engaged, valued, and invested in the DI process, but do not have much if any prior experience managing DICO teams online, many are likely to engage with the learning opportunity and find it relevant.  |
| **Educational and ability levels** | **Interviews:** same as above**Data:** same as above | Education and ability levels vary widely. At least half of TMs are college educated. At least half have some experience using online meeting tools such as Zoom. Very few TMs have experience conducting online DI team meetings. |
| **General learning preferences** | **Data:** same as above | In past years, TMs in rural communities have expressed a desire for more in-person training (most in-person training have been offered in urban regions). With this in mind, the ED and I have discussed offering complementary, relatively informal synchronous educational opportunities to answer questions/offer additional tips and resources, as needed, to TMs conducting team meetings online. |
| **Attitudes toward training organization** | **Interviews:** same as above**Data:** same as above | In general, experienced TMs have indicated a positive to very positive attitude towards DICO. |
| **General group characteristic** | **Data:** Team Manager surveys 2015-2018; team registration count. | TMs have a wide variety of background knowledge and experiences. However, all have managed a team for at least one year/season. Their access and experience with technology varies a great deal, depending on where they live and their professional background. It is unknown how many TMs will access the training, but initial estimates indicate that at least 150 TMs will independently complete the module. |

**Intended Instruction**

The training will be built using an authoring tool/LMS and housed on the DICO website, within the Resources area. It will be developed as an asynchronous learning opportunity, that TMs can access and engage with during times and at a pace that best suits individual learners. There is a plan to provide complementary synchronous trainings in the form of online workshops, as well as Question & Answer sessions. Those will be led by the ED and other experienced DICO trainers, as requested/needed.

I plan to use a Cognitive Information Processing (CIP) approach to support transfer of knowledge to working and long-term memory (Driscoll, 2005). Specifically, I plan to chunk the module, based on each objective, and use a variety of materials/content, including: videos, infographics, images, exemplars, readings, and opportunities for reflection, synthesis, and application.

* The virtual library will have a do-type exploration activity, in the form of a scavenger hunt, as well as absorb-type readings (Horton, 2012).
* For creating community and engagement in an online environment, I plan to use absorb-type activities (Horton, 2012) that prompt TMs to read a series of articles and watch a video that provide instruction and resources regarding best practices for building community and engagement in an online environment.
* Exemplars will be used to support TMs’ ability to work with students to create a team schedule, as well as to establish team norms and routines. Absorb-type (Horton, 2012) readings will also be provided to highlight the difference between how to work with younger versus older students to create a team schedule, norms, and routines.
* Exemplars, readings, and a video will be provided to support TMs ability to work with students to reflect upon and establish short and long-term goals.

**Proposed Assessment Plan**

**Formative assessment.** Formative assessments, related to each objective, in the form of checks for understanding (CFUs) will be presented after each chunk of instruction. Each CFU will provide feedback to learners (“correct” or “incorrect” with an explanation), immediately after responding. I plan to use a variety of item types for CFUs, including Multiple Choice Multiple Response, Draggable Tiles, Pick Many, Constructed Response, and Matching.

**Summative assessment.** The summative assessment will ask TMs to apply what they learn from each chunk of instruction to create a plan for working with teams online. A blank planner will be provided for TMs to download and complete by checking boxes next to actions and resources that are related to each main section of the module. A completed sample plan, with notes, will also be provided for comparison and reference.

**Learning Objectives**

**Acronyms**

DI – Destination Imagination

DICO – Destination Imagination Colorado

TM – Team Manager

**Objectives (Mager’s Format)**

1. Given a virtual library of DI Team Manager Resources, TMs will explore documents and videos to answer questions about the DICO educational and creative problem-solving process.
2. Given a variety of examples and information about best practices for creating community and engagement in an online environment, TMs will analyze then select 3-5 strategies they could use to develop team community and engagement.
3. Given 2-3 examples and explanations of DICO team-meeting schedules, TMs will develop a strategy for working with students to create a schedule for the 2020-2021 competition season.
4. Given multiple examples and explanations of team-meeting norms/routines, TMs will develop a list of at least 5 norms/routines to utilize in team meetings.
5. Given multiple strategies and resources related to goal setting, TMs will choose 3-5 strategies and/or resources they can use to support team members’ ability to reflect on their progress for the purpose of setting short and long-term goals.

**Proposed Technologies/Delivery Method**

I plan to build the module using Articulate Storyline 360, to be housed on the DICO website (built with WordPress). Team Managers will access the module either by using a provided link or accessing the module directly from the website. The module itself will utilize technologies/resources such as:

* videos/exemplars from the DI and DICO YouTube channels;
* presentations made with Canva and/or PowerPoint;
* infographics made with Canva;
* images made with Canva;
* scavenger hunt using Prezi, Canva created image, or tool(s) within the authoring tool;
* readings (PDF and Word) either directly uploaded or linked to module screens;
* templates/planners created using Word and/or Excel;
* CFUs and summative assessment created with the authoring tool; and,
* accessibility options (e.g., accessible fonts, alt text, captions, transcripts/closed-captioning).

**Storyboard**

**Module Title:** DICO Team Manager Training: Managing Teams Online

|  |  |
| --- | --- |
| **Highlight/Color-Code** | **Terminology/Acronyms** |
| Apply throughout module | SL360 – Storyline 360 (module authoring tool) |
| Navigation button/Clickable content  | DICO – Destination Imagination Colorado |
| Question/request for client | TMs – Team Managers |
| Content to update annually | IC – Instant Challenge |
| Review comments from client | CAC – Correct Answer Choice |
| Updates based on review comments | WAC – Wrong Answer Choice |
|  | MCMR – Multiple Choice Multiple Response |
|  | CR – Constructed Response |

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| --- |
| **Screen Title: Course Title****Screen #: 1** |
| **Audio** | **On-Screen Text** | **On-Screen Graphics & Navigation** | **Notes** | **Reviewer Comments** |
| NA  | DICO TEAM MANAGER TRAININGManaging Your DICO Team Online | [On-screen text as title/subtitle]START COURSE NEXT  | Use DI font styles that are **accessible** (DI Brand Style Guide, p. 39 – Headlines “Montserrat” pt. 14-28; body “Calibri” pt. 8-14, *preferred font “Avenir” not available in SL360*)Use DI color palette (DI Brand Style Guide, pp. 34-37) and DICO iconalt text for images; transcript or closed-captioning for audio/videoPlace START COURSE button below subtitle/align left; place NEXT and PREV buttons in lower right corners of slides, below DICO icon  | Should course menu be hidden or visible left to allow for participants to skip around?It would be interesting if you could select. I am a new team manager and then go through sequentially, or I am an experienced TM, and offer a menu option. (Client opted to hold on this, to stay within time/budget provided; may add this element at a later date).Need DICO icon from clientShared via Dropbox. |
| **Screen Title: Navigating the Module****Screen #: 2** |
| Hello and Welcome! My name is Nora, and I’ll pop up every now and then to help guide you through the module.But before you get started, let’s go over a few things that will make it easier for you to navigate the module.[Add navigation information – either text or video]A quick note about the menu . . . if you are a relatively new team manager, consider completing the module in its entirety, in the order in which it’s presented. If you are a more experienced manager, however, you may not need to go through every section. Either way, choose the path that’s best for you!Go ahead and click next when you’re ready to get started. | Navigating the Module | [On-screen text as heading]Images plus text, or video, related to navigation (e.g., menu, x to exit tab, etc.)SL360 Character “Nora” (align right)PREV NEXT | BUILD THIS SLIDE LAST (after all buttons/interactions built in SL360)  | Does added audio info (in green) appropriately address comment above?Yes – great approach. |
| **Screen Title: Training Overview****Screen #: 3** |
| You might be wondering, what *exactly* is the purpose of this training? Well, within the last year, we’ve all experienced a lot of change – one of those changes is the way we work with students, online rather than in-person.That’s why this training is meant to offer resources and strategies to help you make a plan for effectively managing your DICO team, or teams, in an online – rather than in-person – environment. This module has five main sections:1. Exploring the Virtual Library
2. Best Practices for Creating Community and Engagement in an Online Environment
3. Creating a Team Schedule
4. Establishing Team Norms and Routines
5. Reflecting on Progress and Goal-Setting

You can click on each section title to read the objective for that section.There is also a final task, which involves using the information and resources from the five sections to create a plan for effectively managing your DICO team in an online environment.When you’re ready to start exploring the Virtual Library, click NEXT. | Training Overview* Exploring the Virtual Library
* Best Practices for Creating Community and Engagement in an Online Environment
* Creating a Team Schedule
* Establishing Team Norms and Routines
* Reflecting on Progress and Goal Setting
 | [On-screen text as heading and bullet points]SL360 Character “Nora” (align right)A hotspot on each section title that shows the objective related to that section:*Objective/Section 1: Given a virtual library of DI Team Manager Resources, TMs will explore documents and videos to answer questions about the DICO educational and creative problem-solving process.**Objective/Section 2: Given a variety of examples and information about best practices for creating community and engagement in an online environment, TMs will analyze then select 3-5 strategies they could use to develop team community and engagement.**Objective/Section 3: Given 2-3 examples and explanations of DICO team-meeting schedules, TMs will develop a strategy for working with students to create a schedule for the 2020-2021 competition season.**Objective/Section 4: Given multiple examples and explanations of team-meeting norms/routines, TMs will develop a list of at least 5 norms/routines to utilize in team meetings.**Objective/Section 5: Given multiple strategies and resources related to reflection and goal-setting, TMs will choose 3-5 strategies and/or resources they can use to support team members’ ability to reflect on their progress for the purpose of setting short and long-term goals.*PREV NEXT |  |  |
| **Screen Title: Scavenger Hunt: Exploring the Virtual Library****Screen #: 4 (build using “tabs”)** |
| To complete the virtual library scavenger hunt, click on each of the three icons and follow the provided instructions.After you complete all three scavenger hunts, click NEXT to take the section assessment. | Scavenger Hunt: Exploring the Virtual LibraryClick each image to complete the virtual library scavenger hunt.TIP: Before you begin, please make sure to have immediate access to the current version of Rules of the Road. | [On-screen text as heading]scavenger hunt with three clickable icons[“TIP” aligned left with heading, just below icons]PREV NEXT | Three images/icons created as individual “layers” to open related information, then “x” out of screen to return to main layer.* Rules of the Road [2020-2021 Rules of the Road resource not yet released – use 2019-2020 version as a placeholder to be updated fall 2020]
* DI Challenges [2020-2021 Challenges not yet released –use 2019-2020 Challenges as a placeholder to be updated fall 2020]
* Instant Challenges
 |  |
| The Rules of the Road resource provides A TON of useful and important information about the DI Challenge experience.At the beginning of each tournament season, take a little time to look through this resource to remind yourself of the rules, procedures, and any Challenge clarifications. Also, be sure to keep an eye out for any changes or updates to rules and procedures!When you’re ready, start hunting for answers to the scavenger hunt questions.  | Rules of the RoadTo complete this scavenger hunt, start by opening your copy of this season’s Rules of the Road. Then, “hunt” for answers to the following questions:1. Who needs to complete a background check?
2. When is the deadline to submit clarifications?
3. Which resource takes precedence over all others?
4. What is interference?
5. What is your team’s competition level?
6. Which page(s) list the Safety Guidelines and Restrictions?
7. Which Challenge DOES NOT have Team Choice Elements?
8. What types of items are exempt from the Expense Report?

TIP: Highlight/underline text and flag pages in your copy of Rules of the Road, so you can refer back to them to help you answer the questions at the end of the Exploring the Virtual Library section. | [on-screen text as layer title, scavenger hunt instructions, questions, and TIP; left aligned, next to icon] | LAYER 1 – Rules of the Road  | Please provide feedback about scavenger hunt questions/prompts.I like the questions you chose. Representative of the whole process. On the expense report, I think I would ask a more targeted question, like what items are exempt. Or do you have to account for items given to your team. (See column 2 #8) |
| Every new tournament season brings a new set of DI Challenges – six competitive Challenges and one non-competitive Rising Stars Challenge.To learn more about this year’s Challenges, click to open the Challenge Previews. Then, read, listen, and view the previews to find answers to the scavenger hunt questions.  | DI ChallengesTo complete this scavenger hunt, start by opening the [2019-20 CHALLENGE PREVIEWS](https://www.destinationimagination.org/challenge-program/2019-20-challenge-previews/). Then, “hunt” for answers to the following questions:1. Where is the full Challenge and Rules information located?
2. What does the Technical Challenge require students to do?
3. What two elements does the Scientific Challenge blend together?
4. For the Engineering Challenge, what do students need to design and build?
5. How does the Fine Arts Challenge help students develop acting and creative skills?
6. What do students need to research for the Improvisational Challenge?
7. What is the purpose of the Service Learning Challenge?
8. What process do Rising Stars students experience?

TIP: Don’t worry about digging into the Instant Challenge (IC) information found at the bottom of the linked page, since ICs are addressed in detail in the Instant Challenge Scavenger Hunt.  |   [on-screen text as layer title, clickable link to Challenge Previews, scavenger hunt instructions, questions, and TIP; left aligned, next to icon] | LAYER 2 – DI ChallengesWill need to update title, images, and link to relate to 2020-2021 resources, in the fall.Will need to update questions related to Challenges, in the fall. | Ideas for scavenger hunt questions/ prompts?I would ask questions such as what are the main points. I would ask to relay the key points. See Key Ideas/bullet points in Challenge Previews and Rules of the Road.Kate – do the new questions work/suggestions for revision? Yes, thanks! |
| Instant Challenges offer teams the opportunity to think quickly and develop their teamwork skills to solve a problem in a short amount of time.To learn more about Instant Challenges, open the Video: Instant Challenges link and watch the video. Then, read the Instant Challenge Resources. | Instant ChallengesTo complete this scavenger hunt, open each link. Then watch, listen, or read the information the links contain. VIDEO: [Instant Challenges](https://youtu.be/L8Bo4Moy3ac)INSTANT CHALLENGE RESOURCES:[IC Blog](https://www.destinationimagination.org/blog/instant-challenge-practice-ideas/)[IC Types](https://drive.google.com/file/d/1DilAts8qOOBbTt2Kv_exzgyJ9GKVJD8q/view?usp=sharing)[Materials & Usage](https://www.destinationimagination.org/files/downloads/Exploring_Material_Properties.pdf)[IC Pack: Early Learning](https://drive.google.com/file/d/1pwyO7HrnkZNdmqsowuibwtNU4vqA4ZQC/view?usp=sharing)[IC Pack: Entry and Advanced Levels](https://drive.google.com/file/d/1MggT_KYGZgTdVv6DvpgYGC5e1pDzZsE6/view?usp=sharing)When you’re done, “hunt” for answers to the following questions: 1. What percent of a team’s overall score does the IC account for?
2. What types of skills do ICs help team members learn?
3. In addition to the Roadmap resource, what are two other places to access different ICs?
4. What are the three types of ICs?
5. What is the purpose of the Exploring Material Properties cards?
6. Find the name of an early learning task-based, performance-based, and task and performance-based IC.
7. Find the name of an entry level, entry and advanced level, and advanced level IC.
 | [on-screen text as layer title, clickable link to video plus four resources, and TIP; left aligned, next to icon] | LAYER 3 – Instant Challenges | Need online links to resources that don’t require a password (IC Types; IC Pack) OR should I create a resource?Emailed to you as PDFs. |
| **Screen Title: Section 1 Assessment: Show What You Know****Screen #: 5**  |
| NA | Which **three** statements are true?1. Managers and Assistant Managers must complete a background check.
2. Published Clarifications take precedent over other resources.
3. DI has four competitive levels.
4. There are no choice elements for the Improvisational Challenge.
5. The deadline to submit clarifications is February of 2020.
 | MCMRContinue | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs)Will need to update question #5 in the fall. |  |
| **Screen Title: Section 1 Assessment: Show What You Know****Screen #: 6**  |
| NA | Drag the **three** examples of Interference to the penalty box.  | Draggable tiles with descriptions/non-descriptions of interference.A penalty box illustration.Continue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) | Love drag and drop for this. I can get you tons of examples if you’d like. Request examples of most common types of interference.Will email you lists of ideas/examples and nonexamples of interference. |
| **Screen Title: Section 1 Assessment: Show What You Know****Screen #: 7** |
| NA | Drag the **two** items that should be listed on an Expense Report to the sales receipt.  | Draggable tiles with names and/or descriptions of items that should and should not be listed on an expense report (WACs should be “exempt items”).A sales receipt photo or illustration.Continue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 1 Assessment: Show What You Know****Screen #: 8** |
| NA | Match each Challenge title to the correct description.  | Chart with descriptions and draggable tiles with Challenge names to be placed in chart next to correct description.Continue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 1 Assessment: Show What You Know****Screen #: 9** |
| NA | Which **three** types of thinking are developed through Instant Challenges?  | MCMRContinue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Best Practices for Creating Community and Engagement in an Online Environment****Screen #: 10 (build using “tabs”)** |
| Working with students in an online environment, rather than in-person, can present some unique challenges for Team Managers. However, there are some best practices you can use to help you create a sense of community among team members and keep them engaged in the DI process. Click on each resource to learn more!When you’re done, click NEXT to take the section assessment. | Best Practices for Creating Community & Engagement in an Online EnvironmentTIP: Consider printing the texts and highlighting or underlining important information. You may also want to bookmark the video and/or take notes about key ideas that are shared in the video. | [On-screen text as heading, align left; TIP as text below icons, align left]Clickable images of resources that link to articles, videos, and tips.PREV NEXT | Main page with clickable images/icons (made as layers) to represent: [The Biggest Challenge of Online School Isn't the Technology](https://www.linkedin.com/pulse/biggest-challenge-online-school-isnt-technology-dana-fulmer)[Teaching Strategies of Award-Winning Online Instructors](https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors)Flipped Classroom Tutorials: [How to use Breakout rooms in Zoom for Teaching and learning](https://www.youtube.com/watch?v=VkK5WEf6xgk) (6:16)[Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing) | Ask client for additional ideas.Take time for comradery building. Ice breakers, etc.Play improv games like Mirror-mirror, pass the gift, etc.Be silly. (content added during final module revision) |
| NA | [The Biggest Challenge of Online School Isn't the Technology](https://www.linkedin.com/pulse/biggest-challenge-online-school-isnt-technology-dana-fulmer)As you read the article, highlight the suggestions that would likely work best to create a sense of community and engagement for your team members. | Text of article  | LAYER 1 |  |
| NA | [Teaching Strategies of Award-Winning Online Instructors](https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors)Notice the five strategies highlighted in this article. Then, think about how you could apply these strategies when working online with your team or teams. | Text of article  | LAYER 2 |  |
|  NA | Flipped Classroom Tutorials: [How to use Breakout rooms in Zoom for Teaching and learning](https://www.youtube.com/watch?v=VkK5WEf6xgk)Zoom is only one option for meeting with team members in an online environment. Examples of other options include Skype, Google Hangouts, and Microsoft Teams. This video is only meant to get you thinking about online meeting tools and how you can use them to effectively facilitate team meetings. DICO will be providing further, more detailed, tutorials on different types of online meeting tools and how to use them; as well as trouble-shooting tech workshops. Watch your inbox for further information regarding the topics and dates of these upcoming webinars. |  Video  | LAYER 3 |  |
|  | [Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing)Here are some great tips from board member and Team Manager, Dacia Donohue, as well as a few other ideas gleaned from experienced online instructors and other experts. | Text of article/bullet point list  | LAYER 4[Make resource that includes ideas from interview with Dacia; Suggestions for using Kahoot! with supporting video; client ideas; best practices from Horton, 2012, pp. 546 – 560]  |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 11**  |
| NA | Which **three** strategies support self-awareness and engagement?  | MCMRContinue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 12**  |
| NA | Which **three** strategies support positive relationships and social awareness?  | MCMRContinue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 13**  |
| NA | Which **two** strategies support self-management and decision-making skills?  | MCMRContinue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 14**  |
| NA | What are **two** ways to partner with families?  | MCMRContinue | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 15**  |
| NA | Click five strategies for effective online instruction. | Pick many itemContinue  | Will need to provide feedback (e.g., Correct! for CACs, and explanations for WACs) |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 16**  |
| NA | What are **two** purposes for using a tool like the breakout rooms in Zoom, for your online team meetings? | MCMRContinue  | Feedback: Answers will vary but may contain ideas such as (list ideas). |  |
| **Screen Title: Section 2 Assessment: Show What You Know****Screen #: 17**  |
| NA | List at least **five** [Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing) you would like to use for your team meetings. | CRContinue  | Feedback: Answers will vary but should contain ideas from the [Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing)sheet. |  |
| **Screen Title: Creating a Team Schedule****Screen #: 18**  |
| Making a schedule is crucial to ensuring that your team feels prepared and confident to present their solution when tournament time arrives.When you’re ready, click NEXT to learn about some ways to involve team members in creating a schedule and to view examples of schedules for different ages and team levels. | Creating a Team Schedule | [On-screen text as heading, align left]SL360 Character “Nora” (align right)Image of sticky notes on corkboard (from SL360)PREV NEXT  |  |  |
| **Screen Title: Creating a Team Schedule: Involving the Team****Screen #: 19**  |
| To help ensure that team members stay on schedule, make sure to involve them in the process as much as possible. Involving team members in establishing a schedule gives them a sense of buy-in and will promote a sense of responsibility for sticking to deadlines.The list on this page suggests a series of steps you can take to work with students to create a team schedule. However, it is worth noting that this is meant for work with older students in grades 3 and above. Younger students will need more support – and for kindergarteners and first graders, you will more than likely need to create the schedule for them. | 1. In the first 2-3 weeks, pick a date to discuss your team schedule. In the meantime, have team members discuss and list the tasks they think they will need to complete to develop a solution to the Challenge they select (be sure to remind students to add time for IC practice).
2. During the schedule meeting, create a Visual Timeline with that day’s date listed at the beginning and the date of the Regional Tournament listed at the end.
3. Ask team members to count the weeks between the first and last date.
4. Then ask team members to refer to the lists of tasks they created, discuss, and make decisions about what tasks they want/need to complete each week.
5. List/add team members’ task ideas in each week of the timeline.
6. Then, ask students to think about how frequently they will need to meet, and for how long, to achieve each task and develop their Challenge solution (note: many teams meet all together once per week and schedule additional weekly meetings between two or more team members to develop different parts of the solution).
7. Once team members reach agreement, add meeting dates and times to the timeline.
8. Email a digital copy of the timeline to team members and their families.
 | On-screen text, created as a list [use transitions to show one step at a time, until all steps are visible; align left].PREV NEXT  |  |  |
| **Screen Title: Creating a Team Schedule: Agendas and Examples****Screen #: 20 (build using “tabs”)** |
| Here are some resources and examples related to different types of team meeting agendas.When you’re done viewing the sample schedules, click NEXT to take the section assessment. | Creating a Team Schedule: Agendas and Examples | [On-screen text as heading, align left]Clickable images/icons for three categories (Planning Team Meetings, bullet 1; Focused Team Meetings, bullets 2-6; General Team Meetings and 16-Week Example, bullets 7-8): * Planning Team Meetings
* Initial Team Member Meeting Agenda
* Challenge Decision Team Meetings (see Roadmap p. 27)
* Working on a Solution Agenda
* Preparing for Presentation at a Tournament or Showcase Agenda
* Last Meeting Before Tournament
* General Team Meeting Agenda
* 16-Week Example Agenda (see Roadmap pp. 32 – 56)

PREV NEXT | MAIN LAYER | Need to ask Dacia and client for digital copies of team schedules for examples.Emailed you the RoadMap, which has schedule examples. |
| NA | Planning Team Meetings | Title and link:[Planning Team Meetings](https://drive.google.com/file/d/11TB8ErvMXuU-QDLZs9SU1hH-U0i9WPJp/view?usp=sharing) | LAYER 1 |  |
| NA | Focused Team Meetings | Title and links:[Initial Team Member Meeting Agenda](https://drive.google.com/file/d/1J_vA9qmjhau0ekG57tOQRgokJ_c611sO/view?usp=sharing)[Challenge Decision Team Meetings (see Roadmap p. 27)](https://drive.google.com/file/d/12hWOxemuWZWmHs0B9XN1BR_QtCLwJ-Wr/view?usp=sharing) [Working on a Solution Agenda](https://drive.google.com/file/d/17pkNl0wthcpZgi-kwrM68JmSc3CfaWBz/view?usp=sharing)[Preparing for Presentation at a Tournament or Showcase Agenda](https://drive.google.com/file/d/1tuVns8OpDX7s5TgaOVQUGT37-XKteA60/view?usp=sharing)[Last Meeting Before Tournament](https://drive.google.com/file/d/1RZzNFMRXAMUlVKI9Lj92jN3LrZCG-PUQ/view?usp=sharing) | LAYER 2Will need to update Roadmap link/pages in fall. |  |
| NA | General Team Meetings and 16-Week Example | Title and links:[General Team Meeting Agenda (Example)](https://drive.google.com/file/d/1J3dUAfmY_Rhw_IpOtFS3zyt_wlj1-uCK/view?usp=sharing) [16-Week Example Agenda (see Roadmap pp. 32 – 56)](https://drive.google.com/file/d/12hWOxemuWZWmHs0B9XN1BR_QtCLwJ-Wr/view?usp=sharing) | LAYER 3Will need to update Roadmap link/pages in fall. |  |
| **Screen Title: Section 3 Assessment: Show What You Know****Screen #: 21**  |
| NA | Briefly describe the strategies you will use to work with students to create a schedule for the 2020-2021 competition season.Be sure to consider the age range of your team and the Challenge(s) they may be interested in developing a solution for.  | CRContinue | Feedback: Answers will vary but may contain ideas such as (list ideas). |  |
| **Screen Title: Establishing Team Norms and Routines****Screen #: 22** |
| Team norms and routines help keep team members on task, focused, and respectful towards one another and you – their team manager. Read this article about establishing norms and routines to make teams more collaborative. | Establishing Team Norms and Routines | [On-screen text as heading]SL360 Character “Nora” (align right)Clickable article:[Making Teams More Collaborative](https://drive.google.com/file/d/1mHQd5kDRXtWh5jSoFi1pnxxiQMDU8PY4/view?usp=sharing)PREV NEXT  |  |  |
| **Screen Title: Establishing Team Norms and Routines: Student Input****Screen #: 23** |
| To the greatest extent possible, norms and routines should be developed *with* students. When team members are not part of the development process, they are less likely to comply with group norms and routines, which can lead to disruptive and distracting behaviors during meetings.Click NEXT to learn about some ways you can facilitate these conversations with both younger and older students. | Norms and Routines: Student Input  | [On-screen text as heading, align left]Clickable image link to article:[Establishing Team Norms and Routines with Students](https://drive.google.com/file/d/18n5uib-VlvVXPkgehqVzhpyx18kRW0zQ/view?usp=sharing)SL360 Character “Nora” (align right)PREV NEXT | Refer to notes from interview with Dacia; locate/develop resource/list for this page. |  |
| **Screen Title: Establishing Team Norms and Routines: Examples****Screen #: 24** |
| Here are two examples of team meeting norms and routines.As you review each example, notice then think about how the norms and routines are similar and different for each age group.When you’re done, click NEXT to take the section assessment. | Example 1: Norms and Routines for Younger Students (PreK – Grade 2)Example 2: Norms and Routines for Older Students (Grades 3 and Above) | Two images (left and right sides of slide): one list of norms/routines for younger students; one list of norms/routines for older students.PREV NEXT | Create images based on ideas/examples from Kate and Dacia. | Kate/Dacia – ideas/examples for each grade range?Norms for EL: One person talking at a time, respect for other’s ideas, there is thinking time and doing time, stay engaged for thinking time, having focusing expectations. Norms for ML/SL: Contribute, get things done by deadlines, respect each other’s contributions, get things done outside of meetings, ask what you don’t know.(content added during final module revision) |
| **Screen Title: Section 4 Assessment: Show What You Know****Screen #: 25**  |
| NA | Think about the information and examples provided in the preceding slides.Then, list at least 5 norms/routines that you think would be important to establish for team meetings. | CRContinue  | Feedback: Answers will vary but may contain ideas such as (list ideas). |  |
| **Screen Title: Reflecting on Progress and Goal-Setting****Screen #: 26** |
| Reflecting on progress, and using those reflections to establish goals, is an important part of maintaining your team’s momentum.Without reflection and weekly goal-setting, it may become difficult for your team to organize and prioritize the steps they need to take to develop a solution to their Challenge.Fortunately, reflection and goal-setting is not a complex process! Here are a some of ideas about how to integrate this process into your weekly team meetings. | Reflecting on Progress and Setting Goals1. Set aside time, either at the beginning or end of each meeting, to reflect on the current or previous week’s progress .
2. Ask questions to prompt student reflection, such as *which tasks did we achieve? Which tasks did we not achieve? Why didn’t we achieve those tasks? What can we do differently next week? What should our goals be for this or next week?*
3. Use a sticky note tool or presentation slide (in a tool such as PowerPoint) to type out the goals of the team.
4. Keep goals visible during the entire meeting or show them periodically throughout the meeting, to keep students focused.
5. Listen and look for opportunities to have students reflect on their progress, revise goals as needed, and offer comments/

compliments related to students’ achievement of their goals. | [On-screen text as heading and numbered list, align left]SL360 Character “Nora” (align right)PREV NEXT  |  |  |
| **Screen Title: Reflecting on Progress and Goal-Setting****Screen #: 27** |
| First, watch the SMARTER Goal-Setting video. Then, read the article.As you watch and read, think about how you could use ideas from the video and article to set and reflect on goals with your team. Resources are meant to be supportive! They are things you can do, not things you must do. Don’t get overwhelmed by them.When you’re done, click NEXT to take the section assessment. | Reflecting on Progress and Goal-SettingVIDEO: SMARTER GoalsARTICLE: Goal Setting for Students, Kids, & Teens (Incl. Worksheets and Templates) | [title, aligned left; clickable icons for each resource]VIDEO: [SMARTER Goals](https://www.youtube.com/watch?v=6sXCByjlMhw)ARTICLE: [Goal Setting for Students, Kids, & Teens (Incl. Worksheets and Templates)](https://positivepsychology.com/goal-setting-students-kids/)PREV NEXT | Develop/locate examples for scenarios. |  |
| **Screen Title: Section 5 Assessment: Show What You Know****Screen #: 28**  |
| NA | Click on 3-6 reflection and goal-setting strategies you would like to use with your team. | HotspotContinue  | Feedback: As there are no incorrect answer choices, consider the following question and idea to keep in mind: *Why do you think the strategies you selected will work with your team?* *It’s important to keep in mind that the strategies you selected may not be as effective as you thought they would be for promoting reflection and goal-setting with your team – what’s important is that YOU reflect and adjust as needed to support your team’s ability to solve their Challenge.* |  |
| **Screen Title: Final Assessment: Make a Plan****Screen #: 29**  |
| Now that you’ve explored the virtual library, discovered different ways to create team community and engagement, learned how to create a schedule, establish team norms and routines, and considered ways to promote reflection and goal-setting, it’s time to use that knowledge to create a plan.A template is provided on this screen to help you build a plan that addresses each topic discussed in this training. However, please feel free to create your own, using the template and sample plan as a reference. | Make a PlanClick [here](https://drive.google.com/file/d/1l-lrZB1fVVKF3Z-4IG_jZ1yms6kqT5FP/view?usp=sharing) to download then open the plan template in Word. Then, click the check boxes to customize your plan. When you’re done, save the file to your desktop or a folder, for ongoing reference.When you’re done, take a look at a sample completed plan, with notes, which can be found [here](https://drive.google.com/file/d/1Ack20DeKNIIHOPPtSoVlTmUHl9xInMxc/view?usp=sharing).Then, think about how your plan and the sample plan are similar and/or different. How do both plans incorporate best practices for managing a DICO Team in an online environment? | [on-screen title and text, aligned left][Link to template](https://drive.google.com/file/d/1l-lrZB1fVVKF3Z-4IG_jZ1yms6kqT5FP/view?usp=sharing) to download/print, with text and checkboxes for TMs to select actions/make a plan related to each main section of the module.[Link to sample plan](https://drive.google.com/file/d/1Ack20DeKNIIHOPPtSoVlTmUHl9xInMxc/view?usp=sharing).PREV NEXT  |  | Kate, please send link to RoadMap with template.See email with PDF (5.29.2020) |

**Sitemap**



**Instructional Content**

**Introductory Section**

1. Screen 1, Title: DICO TEAM MANAGER TRAINING: Managing Your DICO Team Online
2. Screen 2, Title: Navigating the Module
	1. Audio: *Hello and Welcome! My name is Nora, and I’ll pop up every now and then to help guide you through the module.*

*But before you get started, let’s go over a few things that will make it easier for you to navigate the module [images/video of navigation tools]*

*A quick note about the menu . . . if you are a relatively new team manager, consider completing the module in its entirety, in the order in which it’s presented. If you are a more experienced manager, however, you may not need to go through every section. Either way, choose the path that’s best for you!*

*Go ahead and click NEXT when you’re ready to get started.*

1. Screen 3, Title: Training Overview
	1. Audio: *You might be wondering, what exactly is the purpose of this training?*

*Well, within the last year, we’ve all experienced a lot of change – one of those changes is the way we work with students, online rather than in-person.*

*That’s why this training is meant to offer resources and strategies to help you make a plan for effectively managing your DICO team, or teams, in an online – rather than in-person – environment.*

*This module has five main sections:*

*Exploring the Virtual Library*

*Best Practices for Creating Community and Engagement in an Online Environment*

*Creating a Team Schedule*

*Establishing Team Norms and Routines*

*Reflecting on Progress and Goal-Setting*

*You can click on each section title to read the objective for that section.*

*There is also a final task, which involves using the information and resources from the five sections to create a plan for effectively managing your DICO team in an online environment.*

*When you’re ready to start exploring the Virtual Library, click NEXT.*

* 1. Text: Section Titles with hotspots that show the objective for each section.
* Exploring the Virtual Library [Given a virtual library of DI Team Manager Resources, TMs will explore documents and videos to answer questions about the DICO educational and creative problem-solving process.]
* Best Practices for Creating Community and Engagement in an Online Environment [Given a variety of examples and information about best practices for creating community and engagement in an online environment, TMs will analyze then select 3-5 strategies they could use to develop team community and engagement.]
* Creating a Team Schedule [Given 2-3 examples and explanations of DICO team-meeting schedules, TMs will develop a strategy for working with students to create a schedule for the 2020-2021 competition season.]
* Establishing Team Norms and Routines [Given multiple examples and explanations of team-meeting norms/routines, TMs will develop a list of at least 5 norms/routines to utilize in team meetings.]
* Reflecting on Progress and Goal Setting [Given multiple strategies and resources related to reflection and goal-setting, TMs will choose 3-5 strategies and/or resources they can use to support team members’ ability to reflect on their progress for the purpose of setting short and long-term goals.]

**Section 1**

1. Screen 4, Title: Scavenger Hunt: Exploring the Virtual Library
	1. Main Layer, Audio: *To complete the virtual library scavenger hunt, click on each of the three icons and follow the provided instructions.*

*After you complete all three scavenger hunts, click NEXT to take the section assessment.*

* 1. Main Layer, Text: Click each image to complete the virtual library scavenger hunt.

TIP: Before you begin, please make sure to have immediate access to the current version of Rules of the Road.

* 1. Layer 1, Audio: *The Rules of the Road resource provides A TON of useful and important information about the DI Challenge experience.*

*At the beginning of each tournament season, take a little time to look through this resource to remind yourself of the rules, procedures, and any Challenge clarifications.*

*Also, be sure to keep an eye out for any changes or updates to rules and procedures!*

*When you’re ready, start hunting for answers to the scavenger hunt questions.*

* 1. Layer 1, Text: Rules of the Road

To complete this scavenger hunt, start by opening your copy of this season’s Rules of the Road.

Then, “hunt” for answers to the following questions:

Who needs to complete a background check?

When is the deadline to submit clarifications?

Which resource takes precedence over all others?

What is interference?

What is your team’s competition level?

Which page(s) list the Safety Guidelines and Restrictions?

Which Challenge DOES NOT have Team Choice Elements?

What types of items are exempt from the Expense Report?

TIP: Highlight/underline text and flag pages in your copy of Rules of the Road, so you can refer back to them to help you answer the questions at the end of the Exploring the Virtual Library section.

* 1. Layer 2, Audio: *Every new tournament season brings a new set of DI Challenges – six competitive Challenges and one non-competitive Rising Stars Challenge.*

*To learn more about this year’s Challenges, click to open the Challenge Previews. Then, read, listen, and view the previews to find answers to the scavenger hunt questions.*

* 1. Layer 2, Text and Link: DI Challenges

To complete this scavenger hunt, start by opening the [2019-20 CHALLENGE PREVIEWS](https://www.destinationimagination.org/challenge-program/2019-20-challenge-previews/).

Then, “hunt” for answers to the following questions:

Where is the full Challenge and Rules information located?

What does the Technical Challenge require students to do?

What two elements does the Scientific Challenge blend together?

For the Engineering Challenge, what do students need to design and build?

How does the Fine Arts Challenge help students develop acting and creative skills?

What do students need to research for the Improvisational Challenge?

What is the purpose of the Service Learning Challenge?

What process do Rising Stars students experience?

TIP: Don’t worry about digging into the Instant Challenge (IC) information found at the bottom of the linked page, since ICs are addressed in detail in the Instant Challenge Scavenger Hunt.

* 1. Layer 3, Text and Links: Instant Challenges

To complete this scavenger hunt, open each link. Then watch, listen, or read the information the links contain.

VIDEO: [Instant Challenges](https://www.youtube.com/watch?v=L8Bo4Moy3ac&feature=youtu.be)

INSTANT CHALLENGE RESOURCES:

[IC Blog](https://www.destinationimagination.org/blog/instant-challenge-practice-ideas/)

[IC Types](https://drive.google.com/file/d/1DilAts8qOOBbTt2Kv_exzgyJ9GKVJD8q/view?usp=sharing)

[Materials & Usage](https://www.destinationimagination.org/files/downloads/Exploring_Material_Properties.pdf)

[IC Pack: Early Learning](https://drive.google.com/file/d/1pwyO7HrnkZNdmqsowuibwtNU4vqA4ZQC/view?usp=sharing)

[IC Pack: Entry and Advanced Levels](https://drive.google.com/file/d/1MggT_KYGZgTdVv6DvpgYGC5e1pDzZsE6/view?usp=sharing)

When you’re done, “hunt” for answers to the following questions:

What percent of a team’s overall score does the IC account for?

What types of skills do ICs help team members learn?

In addition to the Roadmap resource, what are two other places to access different ICs?

What are the three types of ICs?

What is the purpose of the Exploring Material Properties cards?

Find the name of an early learning task-based, performance-based, and task and performance-based IC.

Find the name of an entry level, entry and advanced level, and advanced level IC.

1. Screen 5, CFU 1, MCMR: Which three statements are true?
2. Screen 6, CFU 2, Draggable Tiles: Drag the three examples of interference to the “penalty box.”
3. Screen 7, CFU 3, Draggable Tiles: Drag the two items that should be listed on an Expense Report to the sales receipt.
4. Screen 8, CFU 4, Matching: Match each Challenge title to the correct description.
5. Screen 9, CFU 5, MCMR: Which three types of thinking are developed through Instant Challenges?

**Section 2**

1. Screen 10, Title: Best Practices for Creating Community & Engagement in an Online Environment
	1. Main Layer, Audio: *Working with students in an online environment, rather than in-person, can present some unique challenges for Team Managers. However, there are some best practices you can use to help you create a sense of community among team members and keep them engaged in the DI process.*

*Click on each resource to learn more!*

*When you’re done, click NEXT to take the section assessment.*

* 1. Main Layer, Text: Best Practices for Creating Community & Engagement in an Online Environment

TIP: Consider printing the texts and highlighting or underlining important information. You may also want to bookmark the video and/or take notes about key ideas that are shared in the video.

* 1. Layer 1, Text and Link: [The Biggest Challenge of Online School Isn't the Technology](https://www.linkedin.com/pulse/biggest-challenge-online-school-isnt-technology-dana-fulmer)

As you read the article, highlight the suggestions that would likely work best to create a sense of community and engagement for your team members.

* 1. Layer 2, Text and Link: [Teaching Strategies of Award-Winning Online Instructors](https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors)

Notice the five strategies highlighted in this article. Then, think about how you could apply these strategies when working online with your team or teams.

* 1. Layer 3, Text and Link: Flipped Classroom Tutorials: [How to use Breakout rooms in Zoom for Teaching and learning](https://www.youtube.com/watch?v=VkK5WEf6xgk)

Zoom is only one option for meeting with team members in an online environment. Examples of other options include Skype, Google Hangouts, and Microsoft Teams. This video is only meant to get you thinking about online meeting tools and how you can use them to effectively facilitate team meetings.

* 1. Layer 4, Text and Link: [Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing)

Here are some great tips from board member and Team Manager, Dacia Donohue, as well as a few other ideas gleaned from experienced online instructors and other experts.

1. Screen 11, CFU 1, MCMR: Which three strategies support self-awareness and engagement?
2. Screen 12, CFU 2, MCMR: Which three strategies support positive relationships and social awareness?
3. Screen 13, CFU 3, MCMR: Which two strategies support self-management and decision-making skills?
4. Screen 14, CFU 4, MCMR: What are two ways to partner with families?
5. Screen 15, CFU 5, Pick Many: Click four strategies for effective online instruction.
6. Screen 16, CFU 6, MCMR: What are two purposes for using a tool like the breakout rooms in Zoom, for your online team meetings?
7. Screen 17, CFU 7, CR: List at least five [Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing) you would like to use for your team meetings.

**Section 3**

1. Screen 18, Title: Creating a Team Schedule
	1. Screen 18, Audio: *Making a schedule is crucial to ensuring that your team feels prepared and confident to present their solution when tournament time arrives.*

*When you’re ready, click NEXT to learn about some ways to involve team members in creating a schedule and to view examples of schedules for different ages and team levels.*

1. Screen 19, Title: Creating a Team Schedule: Involving the Team
	1. Screen 19, Audio: *To help ensure that team members stay on schedule, make sure to involve them in the process as much as possible.*

*Involving team members in establishing a schedule gives them a sense of buy-in and will promote a sense of responsibility for sticking to deadlines.*

*The list on this page suggests a series of steps you can take to work with students to create a team schedule. However, it is worth noting that this is meant for work with older students in grades 3 and above.*

*Younger students will need more support – and for kindergarteners and first graders, you will more than likely need to create the schedule for them.*

* 1. Screen 19, Text:
1. In the first 2-3 weeks, pick a date to discuss your team schedule. In the meantime, have team members discuss and list the tasks they will need to complete to develop a solution to the Challenge they select (be sure to remind students to add time for IC practice).
2. During the schedule meeting, create a Visual Timeline with that day’s date listed at the beginning and the date of the Regional Tournament listed at the end.
3. Ask team members to count the weeks between the first and last date.
4. Then ask team members to refer to the lists of tasks they created, discuss, and make decisions about what tasks they want/need to complete each week.
5. List/add team members’ task ideas in each week of the timeline.
6. Then, ask students to think about how frequently they will need to meet, and for how long, to achieve each task and develop their Challenge solution (note: many teams meet all together once per week and schedule additional weekly meetings between two or more team members to develop different parts of the solution).
7. Once team members reach agreement, add meeting dates and times to the timeline.
8. Email a digital copy of the timeline to team members and their families.
9. Screen 20, Title: Team Meeting Agendas and Examples
	1. Main Layer, Audio: *Here are some resources and examples related to different types of team meeting agendas.*

*When you’re done viewing the sample schedules, click NEXT to take the section assessment.*

* 1. Layer 1, Text and Link: Planning Team Meetings: [Planning Team Meetings](https://drive.google.com/file/d/11TB8ErvMXuU-QDLZs9SU1hH-U0i9WPJp/view?usp=sharing)
	2. Layer 2, Text and Links: Focused Team Meetings

[Initial Team Member Meeting Agenda](https://drive.google.com/file/d/1J_vA9qmjhau0ekG57tOQRgokJ_c611sO/view?usp=sharing)

[Challenge Decision Team Meetings (see Roadmap p. 27)](https://drive.google.com/file/d/12hWOxemuWZWmHs0B9XN1BR_QtCLwJ-Wr/view?usp=sharing)

[Working on a Solution Agenda](https://drive.google.com/file/d/17pkNl0wthcpZgi-kwrM68JmSc3CfaWBz/view?usp=sharing)

[Preparing for Presentation at a Tournament or Showcase Agenda](https://drive.google.com/file/d/1tuVns8OpDX7s5TgaOVQUGT37-XKteA60/view?usp=sharing)

[Last Meeting Before Tournament](file:///C%3A%5CUsers%5COwner%5CDesktop%5CPURDUE%20Courses%5CRapid%20Prototype%20Class_EDCI569%5CeLearning%20Project%20Docs%5CLast%20Meeting%20Before%20Tournament)

1. Screen 21, CFU, CR: Briefly describe the strategies you will use to work with students to create a schedule for the 2020-2021 competition season.

**Section 4**

1. Screen 22, Title: Establishing Team Norms and Routines
	1. Screen 22, Audio: *Team norms and routines help keep team members on task, focused, and respectful towards one another and you – their team manager.*

*Read this article about establishing norms and routines to make teams more collaborative.*

* 1. Screen 22, Link: [Making Teams More Collaborative](https://drive.google.com/file/d/1mHQd5kDRXtWh5jSoFi1pnxxiQMDU8PY4/view?usp=sharing)
1. Screen 23, Title: Norms and Routines: Student Input
	1. Screen 23, Audio: *To the greatest extent possible, norms and routines should be developed with students.*

*When team members are not part of the development process, they are less likely to comply with group norms and routines, which can lead to disruptive and distracting behaviors during meetings.*

*Click NEXT to learn about some ways you can facilitate these conversations with both younger and older students.*

* 1. Screen 23, Link: [Establishing Team Norms and Routines with Students](https://drive.google.com/file/d/18n5uib-VlvVXPkgehqVzhpyx18kRW0zQ/view?usp=sharing)
1. Screen 24, Title: Examples
	1. Screen 24, Audio: *Here are two examples of team meeting norms and routines.*

*As you review each example, notice then think about how the norms and routines are similar and different for each age group.*

*When you’re done, click NEXT to take the section assessment.*

* 1. Screen 24, Text and Images

Example 1:

Norms and Routines for Younger Students (PreK – Grade 2)

Example 2:

Norms and Routines for Older Students (Grades 3 and Above)

1. Screen 25, CFU, CR: Think about the information and examples provided in the preceding slides.

Then, list at least 5 norms/routines that you think would be important to establish for team meetings.

**Section 5**

1. Screen 26, Title: Reflecting on Progress and Goal-Setting
	1. Screen 26, Audio: *Reflecting on progress, and using those reflections to establish goals, is an important part of maintaining your team’s momentum.*

*Without reflection and weekly goal-setting, it may become difficult for your team to organize and prioritize the steps they need to take to develop a solution to their Challenge.*

*Fortunately, reflection and goal-setting is not a complex process!*

*Here are a some of ideas about how to integrate this process into your weekly team meetings.*

* 1. Screen 26, Text:
1. Set aside time, either at the beginning or end of each meeting, to reflect on the current or previous week’s progress .
2. Ask questions to prompt student reflection, such as which tasks did we achieve? Which tasks did we not achieve? Why didn’t we achieve those tasks? What can we do differently next week? What should our goals be for this or next week?
3. Use a sticky note tool or presentation slide (in a tool such as PowerPoint) to type out the goals of the team.
4. Keep goals visible during the entire meeting or show them periodically throughout the meeting, to keep students focused.
5. Listen and look for opportunities to have students reflect on their progress, revise goals as needed, and offer comments/
6. compliments related to students’ achievement of their goals.
7. Screen 27, Title: Reflecting on Progress and Goal-Setting: SMARTER Goals and Goal Setting for Students
	1. Screen 27, Audio: *First, watch the SMARTER Goal-Setting video. Then, read the article.*

*As you watch and read, think about how you could ideas from the video and article to set and reflect on goals with your team.*

*When you’re done, click NEXT to take the section assessment.*

* 1. Screen 27, Text and Links:

VIDEO: [SMARTER Goals](https://www.youtube.com/watch?v=6sXCByjlMhw)

ARTICLE: [Goal Setting for Students, Kids, & Teens (Incl. Worksheets and Templates)](https://positivepsychology.com/goal-setting-students-kids/)

1. Screen 28, CFU, Hotspot: Click on 3-6 reflection and goal-setting strategies you would like to use with your team.

**Final Assessment: Make a Plan**

1. Screen 29, Title: Make a Plan
	1. Screen 29, Audio: *Now that you’ve explored the virtual library, discovered different ways to create team community and engagement, learned how to create a schedule, establish team norms and routines, and considered ways to promote reflection and goal-setting, it’s time to use that knowledge to create a plan.*

*A template is provided on this screen to help you build a plan that addresses each topic discussed in this training. However, please feel free to create your own, using the template and sample plan as a reference.*

* 1. Screen 29, Text and Links: Click [here](https://drive.google.com/file/d/1l-lrZB1fVVKF3Z-4IG_jZ1yms6kqT5FP/view?usp=sharing) to download then open the plan template in Word. Then, click the check boxes to customize your plan. When you’re done, save the file to your desktop or a folder, for ongoing reference.

For your reference, a sample completed plan, with notes, can be found [here](https://drive.google.com/file/d/1Ack20DeKNIIHOPPtSoVlTmUHl9xInMxc/view?usp=sharing).

Think about how your plan and the sample plan are similar and/or different.

How do both plans incorporate best practices for managing a DICO Team in an online environment?

**Accessibility**

Links include titles and/or descriptive phrases. Additionally, the videos I selected are from YouTube and include closed-captioning options.

The Audio for each slide will have the option to open as a transcript and/or include closed captioning.

The font on each slide is a sans-serif type, for headings, subheadings, and text/links.

I have used “styles” to bold font and set headings, rather than doing that manually.

All images will have alt text.

**Assessments**

*Item Types/Acronyms:*

MCMR – Multiple Choice Multiple Response

Draggable Tiles

CR – Constructed Response

MCH – Matching

Pick Many

HS - Hotspot

CAC – Correct Answer Choice

WAC – Wrong Answer Choice

**Formative Assessment.**

|  |  |  |
| --- | --- | --- |
| **Objective** | **Item Type** | **Check for Understanding**  |
| *Given a virtual library of DI Team Manager Resources, TMs will explore documents and videos to answer questions about the DICO educational and creative problem-solving process.* | MCMR | Which **three** statements are true?1. Managers and Assistant Managers must complete a background check. (CAC)
2. Published Clarifications take precedent over other resources. (CAC)
3. DI has four competitive levels. (WAC)
4. There are no choice elements for the Improvisational Challenge. (CAC)
5. The deadline to submit clarifications is February of 2020. (WAC)

Feedback: DI has five competitive levels – Rising Stars, Elementary Level (EL), Middle Level (ML), Secondary Level (SL), and University Level (UL). The deadline to submit clarifications is January 31, 2020. |
|  | Draggable Tiles | Drag the **three** examples of Interference to the penalty box. CAC – Family member applies students’ presentation makeup.CAC – Team Manager fills out the Tournament Data form.CAC – Team Manager tells students what to work on.WAC – Team Manager shows team how to plan a meeting.WAC – Family member brings the team’s scenery to the launch area.Feedback: Team Managers are allowed to show teams how to plan a meeting, and family members may bring the team’s scenery to the launch area. |
|  | Pick Many | Click on the **two** descriptions of items that should be listed on an Expense Report.Items used and clothing worn in the team’s presentation (CAC)Equipment used to create the team’s solution (WAC)Prototype or experimental solutions (WAC)Destination Imagination t-shirts (WAC)Safety items that are decorated/altered (CAC)Feedback: The equipment your team uses to create the solution, prototype/experimental solutions, and DI t-shirts do not need to be listed on the team’s expense report. |
|  | MCH | Match each Challenge title to the correct description.

|  |  |
| --- | --- |
| **Description (fixed text)** | **Challenge (CAC)** |
| Offers simple experiences with the creative process. | Rising Stars |
| Helps students develop acting and creative skills through artistic media, theater arts, script writing, and prop design. | Fine Arts |
| Blends the curiosity of scientific research with the creative expression of performance art. | Scientific |
| Requires the use of engineering, research, strategic planning, and related skills. | Technical  |
| Engages students in public service that addresses real-life community issues. | Service Learning |
| Requires students to design, build, and test load-bearing structures created from specific materials. | Engineering |
| Requires research, spontaneity, and storytelling. | Improvisational |

Feedback: Image of correctly completed chart. |
|  | MCMR | Which **three** types of thinking are developed through Instant Challenges?Concrete thinking (WAC)Creative thinking (CAC)Quick thinking (CAC)Sequential thinking (WAC)Critical thinking (CAC)Feedback: The skills ICs build most are creative, quick, and critical thinking. |
| *Given a variety of examples and information about best practices for creating community and engagement in an online environment, TMs will analyze then select 3-5 strategies they could use to develop team community and engagement.* | MCMR | Which **three** strategies support self-awareness and engagement? Give students choices. (CAC)Dive right into learning. (WAC)Use breakout rooms. (CAC)Play videos. (WAC)Create a virtual parking lot. (CAC) Feedback: Giving students choices, using breakout rooms, and creating a virtual parking lot for questions and ideas are strategies that support self-awareness and engagement. |
|  | MCMR | Which **three** strategies support positive relationships and social awareness?Have students work whole group. (WAC)Use protocols during group discussions. (CAC)Partner students during scheduled times. (CAC)Avoid logging meeting times. (WAC)Use shared writing documents. (CAC)Feedback: Using protocols during group discussions, shared writing documents, and partnering students with buddies during scheduled times supports positive relationships and social awareness. |
|  | MCMR | Which **two** strategies support self-management and decision-making skills? Use the chat feature during video meetings. (CAC)Give students ideas about how to organize work space. (WAC)Ask students to share their time management strategies. (CAC)Feedback: Encouraging students to use the chat feature to post ideas/questions and share their own time management strategies supports self-management and decision-making skills. |
|  | MCMR | What are **two** ways to partner with families? Email requests for supplies and support. (WAC)Ask about their needs and what works best with their child. (CAC)Invite family members to team and one-on-one meetings. (CAC)Feedback: Working with families as partners is key. To build strong relationships with them, ask about their needs and what works best with their child/children now. As often as is feasible, invite family members to join team meetings and one-on-one meetings with their child/children. |
|  | Pick Many | Click **four** strategies for effective online instruction.

|  |  |
| --- | --- |
| Use a variety of multimedia/tools.(CAC) | Use the same strategies consistently.(WAC) |
| Answer students’ questions quickly and often.(WAC) | Have students work individually and collaboratively.(CAC) |
| Set purpose.(CAC) | Have students reflect on progress.(CAC) |

Feedback: The DI process requires students to ask and answer their own questions. Using the same strategies that you’ve used in the past may not be very effective in an online learning environment, so it’s important to be flexible and try new strategies to keep students engaged. |
|  | MCMR | What are **two** purposes for using a tool like the breakout rooms in Zoom, for your online team meetings? To break the group into smaller working teams/pairs. (CAC)To assign tasks to specific work groups/pairs. (WAC)To support small groups/pairs individually. (CAC)Feedback: DI is a student-led process, so Team Managers should never assign tasks to students. Students should determine their own tasks. |
|  | CR | List at least five [Tips!](https://drive.google.com/file/d/1yeVzRjiHo2CqEK6dHaeCKw7gWOjHADYp/view?usp=sharing) you would like to use for your team meetings.Feedback: Feedback: Answers will vary but should contain ideas from the Tips! resource. |
| *Given 2-3 examples and explanations of DICO team-meeting schedules, TMs will develop a strategy for working with students to create a schedule for the 2020-2021 competition season.* | CR | Briefly describe the strategies you will use to work with students to create a schedule for the 2020-2021 competition season.Feedback: Answers will vary but may contain ideas such as: * ask students to consider, discuss, and list tasks they think they will need to complete to develop a solution to the Challenge they select
* remind students to build in time for IC practice
* ask students how much snack and socializing time they think is appropriate
* ask students what kinds of games and activities they would like to use in meetings and for what purpose
* teach students how to create a timeline to list tasks and meet deadlines
 |
| *Given multiple examples and explanations of team-meeting norms/routines, TMs will create a list of at least 5 norms/routines to utilize in team meetings.* | CR | Think about the information and examples provided in the preceding slides.Then, list at least 5 norms/routines that you think would be important to establish for team meetings.Feedback: Answers will vary but may contain ideas such as: * everyone contributes
* respect each other’s ideas
* ask what you don’t know
* laugh with anyone, but laugh at no one
* come to meetings prepared
* keeps norms and routines posted during meetings
 |
| *Given multiple strategies and resources related to reflection and goal-setting, TMs will choose 3-5 strategies and/or resources they can use to support team members’ ability to reflect on their progress for the purpose of setting short and long-term goals.* | Hotspot | Click on 3-6 reflection and goal-setting strategies you would like to use with your team.

|  |
| --- |
| **Reflect on and discuss the team’s progress at the beginning and/or end of each meeting to set new goals.** |
| **Type out and display team goals during each team meeting.** |
| **Teach and use “SMART” or “SMARTER” goals.** |
| **Ask students to create a specific action plan to achieve goals.** |
| **Teach and encourage a growth mindset.** |
| **Use goal-setting games and activities.** |

Feedback: As there are no incorrect answer choices, consider the following question and idea to keep in mind: * Why do you think the strategies you selected will work with your team?
* It’s important to keep in mind that the strategies you selected may not be as effective as you thought they would be for promoting reflection and goal-setting with your team – what’s important is that YOU reflect and adjust as needed to support your team’s ability to solve their Challenge.
 |

**Summative Assessment.**

Click [here](https://drive.google.com/file/d/1l-lrZB1fVVKF3Z-4IG_jZ1yms6kqT5FP/view?usp=sharing) to download then open the plan template in Word. Then, click the check boxes to customize your plan. When you’re done, save the file to your desktop or a folder, for ongoing reference.

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**Materials/Resources Created by Shanti Flaherty:**

* Tips!
* Plan Template
* Plan Template Sample