

Facilitator Guide

Section/Script	Time	Activity	Materials
Introduction	5:00 5 minutes	N/A	Put text in the chat: Tell us your name and what grade level you teach here in the chat! Slides Link: https://docs.google.com/presentation/d/1kMbE9h4E3UYyis2rsqV4KRGkN7gWkVtzZIxA8ImqWsU/edit?usp=sharing
Welcome Participants	Ari: Welcome everyone and thank you for joining our When Technology Misbehaves webinar. We would love to chat with you throughout this webinar. Chat your name and your grade level so we know who is joining us today!		
Slide 1 Introduce Webinar Theme	(Start at 5:03) Aaron: Alright let's go ahead and get things started. Welcome to the webinar "When Technology Misbehaves" - a webinar that focuses on being proactive and practicing mindfulness when technology gets up to no good. Just so you know, we have posted the slides in the chat if you'd like a copy of what we go over in this presentation. It also has links to any other materials you need, so it's useful to have! If you're not into google slides, we will also be posting links to all the materials you need in the chat so feel free to access them there.		
Aaron's Intro	My name is Aaron Pena and I am currently a 2nd grade teacher in Eanes ISD. I have been teaching for six years and I'm excited to be here with you today!		
Jhlonny's intro	Hello. My name is Mrs. Weeks and I teach 6th grade science in San Marcos, Texas.		
Ari Intro	Hello everyone. My name is Ariel Mays Williams and I am currently a 7th grade math teacher in Luling ISD.		
Slide 2 Agenda	Aaron Now let's jump into the research report.		
Research Report	5:05 10 minutes	N/A	N/A
Slide 3	We've all been there.... The internet went out and your students can't access websites to complete their research report... the app you wanted your students to work on isn't going as you planned it... your students are moaning and groaning because they are frustrated and confused with their technology... It's that moment when technology does us dirty and makes us feel like incompetent		

	teachers. We feel like Chris Rock in that moment, blind sided and unprepared, and Will Smith is the technology that is showing no mercy.
Slide 4	<p>All of the struggles I mentioned before boil down to a highly researched concept called “technostress”. It’s a real thing and lots of educators feel it at some point in their career. So, what exactly is technostress? Technostress is a type of stress that is related to the implementation of new technologies.</p> <p>The stress we feel from trying to use technology with our students can come in a variety of forms such as anxiety about feeling the pressure to use technology in our classrooms, frustration from technology failures, skepticism of technology and if it really truly helps learners more than traditional methods, ineffectiveness from not meeting student learning goals and objectives, and burnout from feeling inadequate and unskilled.</p>
Slide 5	<p>So what exactly causes technostress?</p> <p>There are many factors that contribute to technostress, but we have highlighted the top 5 reasons.</p> <p>First, lack of training. Educators often say that they are not given enough professional development opportunities to practice and become masters of the technology that is given to them. Also, educators complain that there is never any follow up or check-in after they’ve received training on a new technology.</p> <p>Second, unawareness. To be simply put, a lot of educators are just unaware of the many helpful (and free) technology tools and resources that are available to them. They just don’t know that they exist or where to look for them.</p> <p>Third, beliefs and attitudes. Our own personal biases can be a causing factor for technostress. These biases can cause us to give up or not even attempt anything at all with technology.</p> <p>Fourth, lack of support. This one goes hand in hand with the first reason. Educators don’t feel as if they are supported enough through the journey of using new technology. Maybe one PD is given, but there is never any follow up or support given as teachers try to navigate new and confusing technologies.</p> <p>And lastly, perfectionism. I’ll speak for myself on this one, and maybe some of you feel this way, too. I thrive to be a beacon of knowledge for my students, and when I feel like I can’t accomplish something, especially when it comes to technology, I feel as if my students and colleagues judge me for it. This feeling of having to be perfect and the best at what I do motivates me, but it also can be a detriment to the amount of technostress I feel.</p>
Slide 6	<p>Now that we know the causes of technostress and how it affects us, here are some tips and tricks to cure technostress that you can start using today.</p> <ul style="list-style-type: none"> • It’s important to keep a positive attitude and to set a positive learning environment in the classroom. Let students know that when you are

	<p>using a new technology, that we are all learners (even the teacher!) Just setting that tone and atmosphere in the classroom will make a positive impact on how you view and handle new technology.</p> <ul style="list-style-type: none"> • Embrace the unknown and take a swing at it. It won't be perfect the first time, but with practice you will improve. • Know and use stress reducing techniques. My colleague Ari is going to give you an awesome look into how we respond to stress and ways to stay mindful at the end of this presentation. • Know who to go to for support. That could be a coworker, administrator, or it might just even be a student. • And our biggest tip of the night, be proactive. Being proactive about new technology use in the classroom is going to be your new best friend because it's going to save you a lot of time and will help you avoid the headaches of technostress. I'm going to turn it over to Jhonny who is going to give you some insight on best practices surrounding new technology use and how to proactively reduce technostress. 		
Tech Expectations	5:15 10 minutes	N/A	N/A
Slide 7	<p>Hey guys, Mrs. Weeks here, and today I'm going to share five strategies that you can use in your classroom to help avoid technostress. Be sure to check out slides 8-12 of our presentation for links to programs or activities that I may talk about.</p>		
	<p>Teachers are no stranger to stress and some stress isn't avoidable but there are steps you can take to help eliminate or minimize stress that may occur from using technology.</p>		
Slide 8	<p>Strategy number one. Take time to preview and familiarize yourself with any new technology programs that you are interested in using with your learners.</p> <p>Just like it's never a good idea to buy a car without taking it for a test drive, it's not a good idea to use a program with your learners without giving it a go yourself first. Trying out the program will give you an opportunity to foresee and plan for any issues or challenges that may arise when using the programs with your learners.</p>		
Slide 9	<p>Strategy number two. Know the needs and abilities of your learners. You know your students, and you also know what they are and aren't capable of. Choose programs that have features that meet their learning needs and are appropriate for their abilities. If there is a program that you know may be a little more challenging for some of your learners but you really think it would add value to your lesson, then create a "cheat sheet" for them that has steps for how to navigate the more challenging features of the program.</p>		
Slide 10	<p>Strategy number three. Spend time letting your learners get to know a program before officially using it with them for a lesson. This is a great way to introduce more complicated programs such as ones that require students to create accounts or ones that have multistep features. Take five minutes at the</p>		

	<p>beginning of several class periods leading up to the class period where you will use the program to have students log in or sign up, or have them practice certain complicated features. For example, if you were having your students use google slides to create a presentation. Take five minutes one day to show them how to share slides with you and others. Take five minutes another day to show them how to find their slides in google drive. This will go a long way toward having a smooth and successful program launch day.</p>		
Slide 11	<p>Strategy number four. Never sail on a ship without a life raft. Inevitably, there will be times when even though you've planned and practiced, something will go horribly wrong and your students in unison will call out "Free day!" Always have a backup program or activity on hand. It doesn't even have to be anything fancy. You can have students create vocabulary flashcards and play a matching game with a partner or have them do carousel brainstorming. Just have a few activity ideas handy that can be used for any concept you teach.</p>		
Slide 12	<p>And our final strategy is to take time after your lesson to collect and analyze feedback from your students about the program or tech you used. Ask questions like, What did you like the most about our lesson? What did you like the least about it? Collecting and analyzing this feedback will help you streamline your lessons and make them more engaging and meaningful for your learners.</p> <p>I hope you learned something today that you can use to help you avoid technostress today!</p>		
Preview Reflection Guide	5:25 15 minutes	<p>Offroading-</p> <p>Make a Copy of Reflection Guide and explore a technology using the guide.</p>	<p>Link to put in the chat for learners to access the guide:</p> <p>Link to Reflection Guide: https://docs.google.com/document/d/1FECdBxPgH53xd5MVX5--UNufCsPRjxM_3LEcym34GeU/copy?usp=sharing</p> <p>Peardeck link: https://www.peardeck.com/googleslides</p> <p>Quizizz link: https://quizizz.com/?fromBrowserLoad=true</p> <p>Popplet link: https://www.popplet.com/</p>
Slide 13	<p>As Jhonny was saying, it's important to be proactive when using new technology in the classroom to reduce technostress. We've created a preview reflection guide that is meant to help you preview any new technology that you want to use in your lessons, and we hope you find it useful.</p> <p>So there are 5 pieces to this guide. First is to plan your activity. Make a list of your learning goals and objectives. Ask yourself if the new technology you are</p>		

	<p>previewing is going to drive your learners to their destination. This is super important and the technology must be able to help your students reach their learning goals, otherwise it's best to try a different technology. Next, anticipate challenges. Write down what you think students will have difficulty with. This will help you prepare students for challenging obstacles and you can discuss with them beforehand what they might find difficult. Then, accommodate. Think of all of your unique learners and write down some ideas on ways you can create equitable use within the classroom for all students. After that, Reflect. Think about what you and your students might enjoy (or not enjoy). If you don't feel like your students will be engaged with the technology, again it's best to scrap it and choose a different technology. Finally, evaluate. Think about some other areas or activities where this technology might be useful and make a list of some future ideas for future lessons.</p> <p>Now it's your turn to practice with the form. Think about a technology that you've been wanting to learn more about but just haven't had the time to really dig deep into it. You will use this guide to preview that technology. Click the link in the chat to access the form or use the shared google slides to access the form.</p>			
Slide 14	<p>Ok, so we're going to put you in random breakout rooms, but before we do I wanted to show you some ideas for technology if you don't have one in mind. These are some of our favorite apps we use in our class and we think you might enjoy them as well. We're going to stay in the breakout room for about 15 minutes. Johnny, Ari, and I will be in each breakout room to answer any questions. Also, we encourage you to chat with other people in the breakout room. Share your favorite technology or apps or you can even work on the guide together.</p> <p>Yall!!! What time are we coming back!? 5:30!! Okay! LOL</p>			
Mindfulness	<table border="1" data-bbox="432 1172 1488 1326"> <tr> <td data-bbox="432 1172 612 1326">5:40 10 minutes</td><td data-bbox="612 1172 1036 1326">Breakout Room Random Groups, one facilitator per group</td><td data-bbox="1036 1172 1488 1326">N/A</td></tr> </table>	5:40 10 minutes	Breakout Room Random Groups, one facilitator per group	N/A
5:40 10 minutes	Breakout Room Random Groups, one facilitator per group	N/A		
Slide 15	<p>So now that we've completed our activity with reflecting on the technology we use or the recent technology that we could use, we must understand there will be some technological challenges that we just may face right? So, with those technological challenges comes opportunities for us to get frustrated and annoyed. We become fearful of using new technology and all the other emotions that may come up. So, I want to talk to you about some mindfulness awareness to keep us from feeling those emotions so quickly, right? That would cause us to not want to engage our students with new technology. And that's because there's just so much that kind of goes into it, but when we talk about mindfulness, I want to talk about these three-step cyclical processes that we kind of naturally flow out of.</p> <p>So, each person is going to flow through these three cycles, but we are all going to start at a different point; it just depends on who we are and how we flow. So, we can just naturally be thinkers. So, when something happens, we're able to</p>			

	<p>think about what's happening in the situation or the event. Or we can just naturally feel. Which means I can be emotionally involved in what's happening at that moment. Or when we are challenged with a situation, we immediately act. This can include very impulsive behavior when it might not be necessary. So, let us talk a little bit about these characteristics of each term.</p>
Slide 16	<p>So, when we're feeling these are our emotions. As we all know, when we respond to events happening in our lives, those are when we get our reactions and then we get our memories. We get those fears, we become vulnerable and then they become triggers. When you FEEL you have everything that could have possibly happened since you were a child, come up at any instance if you have not really dealt with it. Then we have THINK. These are your thoughts, your assumptions, your biases, your judgment, and how you perceive the things that are happening around you. And lastly you have ACT. When we're thinking about ACT, we're thinking about those behaviors, those idiosyncrasies, those habits, those mannerisms, those impulsive things that we do. Those are our actions. So earlier I had mentioned that we do these things in a personalized order, and there's six different ways that you can respond, depending on who you are.</p>
Slide 17	<p>First, we have the feel, think, act. If I am feeling first, you must remember that you go through these emotions that we discussed in the previous slide. When you feel, you never know how you're going to truly respond to the situation because it's filtered by something that you've already been through. Or it's filtered by how you responded to something else the last time. So, when you feel, you begin to think about what is happening at that time. But it's based on a connected memory that is causing us to have this response and develop these emotions, which is causing us not to have the proper thought process to determine the best response at the moment. It's not necessarily based upon the event that's happening, but it's solely based upon our feelings. Then after we thought about it and you know we perceived what we thought we saw, then we react. When we think about this feel, think, act, I want you to think about it in more in a technological sense. So say for instance, my computer just crashed. I'm mad now because my computer just crashed and I don't know what to do—so going based upon this feeling that my computer crashed. I remember when my computer crashed a long time ago, and I remember when I went to go get it fixed because I was calm about the situation then, they told me I had to buy a new computer. So now I'm mad about it. So now I'm thinking, Oh my gosh, now I'm trying to get this done but my computer just crashed. I don't know what to do. So, then you start acting. You start pressing all these buttons because of the way that you filtered the situation. So that's an example of feel, think, act.</p> <p>Then you have this feel, act, think. Let's continue with this same scenario. So my emotion is that I'm mad because my computer just crashed. I'm reflecting on when my computer crashed a while back, and I remember having to buy another computer when I didn't have money, so I started getting really impulsive with my decisions like... I'm probably freaking out at this rate, and I'm trying to press every single button that I can, and then after I realize it was just a minor power off, power on button to get it back working. After I thought about it, maybe if I had tried to power off my computer initially, I wouldn't be going through these issues.</p>

So maybe feeling is not the best place to start because we are filtered through different emotions that we may have experienced.

So, then we have this act, think, feel. When we're talking about this act, think, feel, our actions are what come first. You can become impulsive when you act first because you're just trying to get stuff done. You're not necessarily going through the emotions, and you're not necessarily thinking about what's happening. You are strictly saying I have to get this done, so I will do whatever it takes to get it done. OK, maybe after you've done that, you finally thought about it and been like, man, I could have done this, that, and the other. And then you may be able to feel like... OK, now I understand what's going on. I don't feel as bad about the situation, and I can maintain my emotions.

So, act, think, feel is not too bad.

Act, feel, think is still in that impulsive moment, right? With this same scenario, your actions are trying everything you can to get this computer to start working again. However, you're like, Oh my Gosh, I have to get this fixed, and maybe you're not getting it fixed, so you become emotional. Perhaps you start to cry, and you're like, Oh my Gosh, I don't want to deal with this now. Then a minor problem becomes a significant problem because you managed the situation from the start, but since you couldn't get things done accordingly, your emotions were so much more involved than they should've been.

OK, so then we have the next one, which is the think, feel, act. When you think about something first, you'll rationalize it a little more. You're like, OK, well, let me do a process of elimination. Let me see what's going on here. Let me think about the ways that I can go through this? But maybe you overthink it, and then you become overwhelmed. So now you're feeling. You have all these emotions you're filtering through, and then you try to act upon them. Maybe, it may not have been the best way because you felt. You let those emotions ride. You thought too long. You allowed those emotions to affect your thought process, and now you're trying to act on those emotions. So, there's a way think, feel, act could be portrayed.

But this last point is the think, act, feel. As I was doing my research, I realized that the Think Act feel is the most popular way that we should go about handling our business. So, then when we think about Think, Act, Feel. You are thinking about what is happening at that moment. You have no emotions attached to it. You are like OK, my computer crashed, how can I solve it? OK, if my computer crashes and I am trying to figure out how I can solve it, I can start acting accordingly based upon the process of elimination. Once I've done the elimination process and acted upon those thoughts and been able to get where I'm supposed to be. I can actually allow my feelings to come out. But know that you won't carry as many feelings as you would initially because you thought your way through the situation rationally. Without those feelings involved, you won't have so many emotions built into it because when you begin to feel your judgment gets a little cloudy. So, I want to present to you today that when we are thinking about mindfulness, I want you to think more about the Think, Act, Feel. Let me think about what's happening based upon what's happening and after I realize what's going on, let me put some actions behind it. Let me try to figure

	out the problem. And after you've figured out the problem, you will not carry as many emotions because you can think critically about what is going on.		
Slide 18	So let's look at this example here, of the emotions that were discussed, what do you think of Will Smith's response to Chris Rock's comment? Let's take about ten minutes to discuss this in our groups but then let's also reflect on our process when we are handling situations.		
Q&A	5:50 10 minutes	Evaluation Form	Post a link to their evaluation form in the chat. https://docs.google.com/forms/d/e/1FAIpQLSfIUHc0TTT5eTsgkY8_jRtoZhT1UpbZWupGFvO2pC7SXa6XMw/viewform
Slide 19	Aaron: Welcome back. We hope you had some great conversations. Now we would like to open up the discussion to a Q&A. Feel free to raise your virtual Zoom hand, unmute and speak, or type a question in the chat. We'd be happy to answer your questions as best as we can.		
Slide 20	Ari: On behalf of my team, I want to thank you for spending time with us. We know your time is valuable and we hope you found our webinar useful. Please use the QR code, link from the slides, or the link in the chat to fill out the evaluation form. We highly appreciate your input and this is very important so you can get your 1 hour of CPE. To keep your evaluation anonymous, you will need to click the link at the bottom of the form to enter your email and we will send you a certificate ASAP. Again, thank you so much and we hope you have a great evening!		