facilitation guide
for Discussions Focused on FD4ME On-Line Teaching Modules

Facilitator Prework

Watch the entire module prior to facilitating group discussion
 Either assign module to learners as prework or allow time to complete it on-line independently before the discussion
 Prepare 4-6 open-ended thought-starter questions to ask during the group discussion
 Identify 1-3 relevant examples that build on concepts presented in the module
 Related to practical application, challenges that learners have experienced in the past, how to use the information in their teaching settings

Why use these guidelines?
To build a framework for guiding thoughtful small group discussions that support applied learning for on-line modules.

Facilitator: Focus on Behaviors

Make it a priority to listen more...to talk less
 Ask thought-provoking, open-ended questions
 Prepare 4-6 open-ended thought-starter questions to ask during the group discussion

Facilitation Methods

Ask learners to introduce themselves and identify their primary teaching environment
 Open the session with an example of challenges you have faced that relate to the content of the module
 Encourage learners to try new skills and repeat them for mastery
 Do not repeat content—build a framework of practical application to anchor it for learners
 Ask participants to describe areas of the module that will be most useful for them. Why will that be helpful?

Encourage learners to answer each other’s questions. Facilitators do not have to know all of the answers!
 Ask for examples of how learners could use specific concepts from the module.

If you are presenting a series of modules, end each session with learners’ agreement to practice one skill between today and the next session. Allow time at the beginning of each session to discuss what worked; encourage participants to help each other with challenge areas

Group discussions help build confidence through sharing successes and challenges.

Wayne State University School of Medicine, 2015,
Maria Kokes, Ph.D. and Heidi Kromrei, Ph.D.
Feedback: Giving and Receiving

Building a shared culture of feedback

Feedback: Specific information about the comparison between an observed performance and a standard, given with the intent to improve the performance.

1) What we know about feedback ...It is to be:
   - Facts/behavior-based
   - Timely; specific
   - Includes careful listening
   - Positioned with skilled questioning
   - Context-specific

Feedback is NOT judgmental; NOT an evaluation. does NOT replace teaching

2) Feedback terminology is confusing.
   - Should be ‘confirmative’ and/or ‘constructive’
   - The norm is to think about ‘positive’ and ‘negative’ – which elicit strong emotions

3)**Quick two-step guide for framing feedback:

   “I’m going to give you feedback on______________”

   1) State the behavior simply and concretely.
      (When you arrive late.....)
   2) Describe 1-2 impacted areas.
      (...it throws things off and we get behind)
      **CRITICAL POINT: How does it sound??

4) Keep-Start-Stop Model

   This is my feedback for you on__________

   • Keep doing _______
   • Start doing ________, because _____
   • Stop doing __________, because _____

   Focus on what you observed,
   NOT on how you feel about the behaviors
Tools for Feedback

Receiving Feedback

Asking for Feedback ...
Keep-Start-Stop Model

- What should I keep doing?
- What should I stop doing?
- What should I start doing?

LISTEN without interrupting
LISTEN for meaning and synthesis

Focus on the meaning of the discussion and on how you pose your questions.

Tools for Feedback

Giving Feedback

Giving Direct Feedback ...
Keep-Start-Stop Model

This is my feedback for you on

- Keep doing _______, because _______
- Start doing _______, because _______
- Stop doing _______, because _______

Follow up with:
What other information will help you next time?
LISTEN for meaning and synthesis

Focus on what you observed, NOT on how you feel about the behaviors