

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

Related to practical application, challenges that learners have experienced in the past, how to use the information in their teaching settings

Identify 1-3 relevant examples that build on concepts presented in the module

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

Begin questions with What? How? Why?

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?

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

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.

Group discussions help build confidence through sharing successes and challenges.



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 _____
- 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**