

CORE FACILITATION SKILL # 1

DESIGN

an effective
process

TASK

MAINTENANCE



Lecturette

≠
Quick to deliver
Familiar
Easy / Simple
Same message

Delivering expertise
multi-section

Demonstrates
Credibility

=
Lack of interact^N
" " engagement

Boring
Attention Deficit
exhausting for
facilitator
(physically &
emotionally/
& psychologically)
- not great for
diverse learners

- 120-140
wpm Tips/when

- Organize it to use
into 20 min chunks

- use Specific Content

- break include visuals, aids
toget

new Provide outline - paper, board

15 mins. Ask for questions

Tie in relevance (stories)

Audio
Visuals
memory

WHAT PEOPLE REMEMBER

- box
- roof
- martin
- presentation

✓ What comes first

✓ What comes last

✓ What's repeated

✓ What's relevant

✓ What's discussed

Using the Pause Procedure to Enhance Lecture Recall

CHARLES A. HUGHES
PERKINS & SCHMIDT

IMPLICATIONS FOR LECTURETTE

- ✓ Chunk it up: max 20 minute chunks
140 wpm.
- ✓ Organize the chunks:
max 4 main categories per chunk
- ✓ Break the chunks up in these ways:
 - ≈ 1-5 minute discussions
 - ;& for individual note-taking
 - Don't create distractions

Powerpoint

DON'T READ IT!!

±

- Keep you on track
- Visual
- notetakers love it
- Pictures tell the words
- bullets, not paragraphs.
+ images
- 'take away' for participants
- good study aid / review tool
- death by PPT
- too much information
- Still "lecture" / limited interaction
- overuse of animation
- temporary
- **Distracting** if too much text

Tips/When to Use

- Summarize the content
- Great for visuals
- Be creative
- Keep accessibility in mind
- parallel activity
- access to, prior to delivery
- Filter as needed
- May 4 lines
- max 4 words per line
- pair up in class + missed class to review
- use it as a guide

Facilitator Demo

- * capturing diverse learning needs. 'lose' people =
lab (safety limited resources) - avoid "waa-waa-aaa"
(Impoverished hand)
- Demonstrate Best Practices
- Takes mystery/unknown out of activity
- Engaging method
- technology is not cooperative
- something goes wrong - how to recover?
- necessary for specific skill development
- modelling what they would be doing in employment/world
- 'offending' someone

Tips/When to Use

- Cognitive Apprenticeship
- Assign observer roles
- limit length or break in chunks to engage
- Beginner level, finite, active
- critical thinking - questions with demo - what could you say?
- Guidance
- Safety
- Learner to then demo.

Large Group Discussion

- + Engaging ^{if:} Well facilitated
- Efficiency
- Generates ideas
- group sharing
- topical "current"
- flexible
- learning from each other

Ability to 'hide'
"Stage Stealer"

too much time

reflective
participants

difficult to 'stay
on track'

- same process
as lecture

Think-Pair-Share

Tips/when to Use

- Focused, high interest TOPIC
- Set ground rules/safe environment
- Summarizes content
- process less than content
- facilitator needs to manage discussion

Small Group Discussion

+

comfort level increased
more likely to engage
could get lots done

• diversity of thought

cover several topics
in smaller 'chunks'

can feedback to
plenary (summarize)

1-2 mins

Don't have to report back

Tips/When to use

Strategically design groups
spell out task before they start

'consider timeline'

- mix up groups

- note taker

Balance structure w/ content

=

off topic discussions

• domination of strong members

- same people may buddy up - not diverse

- understanding/knowledge may not be reached of complex subject

use every 7-20 mins

set up time span for discussion
after discussion group member roles



SMALL GROUP VARIATIONS

- Carousel
- Scramble
- Each One Teach One
- Trios (with observer role for role play)

Role Play

±

- in someone else's shoes
"experiential"
- great way to learn (observed)
- extrovert / keener
- reflects "real life"
- energizing
- learn from each other
- fun
- Case study
- Practice in a "safe" environment.
- appreciate new views

=

- can be very uncomfortable
- introverted
- get out of hand / not take it seriously
- not widely applicable (depends)
- terrifying
- miss the point

Tips / When to Use

- demo hands on skills
- verbal / behavioural
- at beginning skill acquisition & to review
- clearly organized
- timing
- Set clear expectations / rules - outcomes.
- Provide variations / other options for those that are shy / uncomfortable
- Train the Players
- Opt out clause

CLIMATE SETTING ACTIVITIES

- Speed dating
- Dilithium Crystal
- Just like me
- Human Continuum

The Toxic Gas
Explosion
meditation

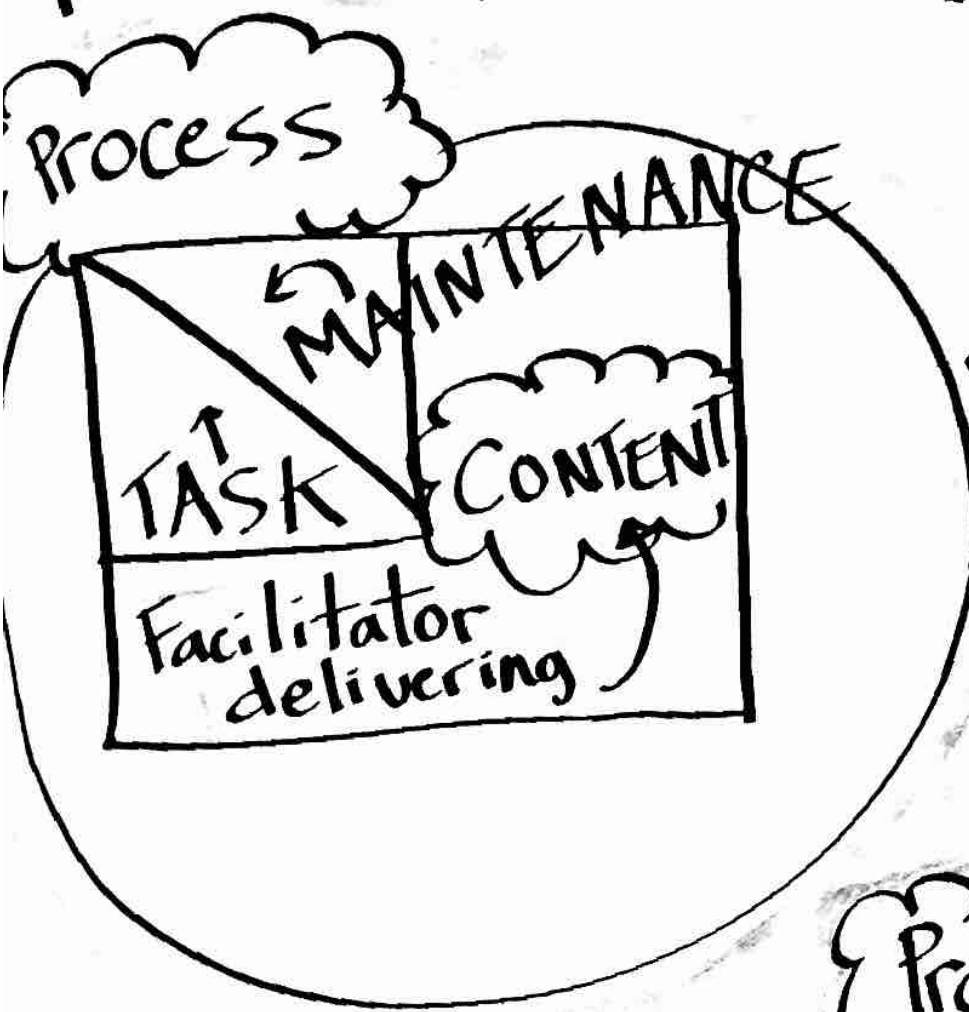
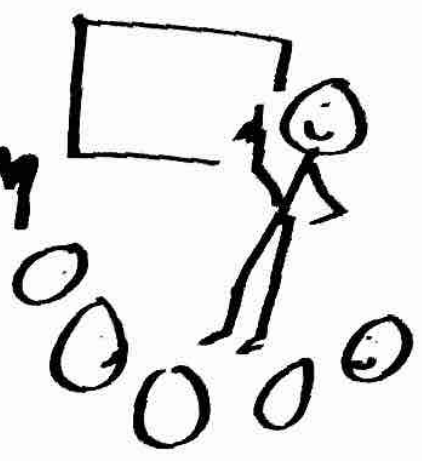
Hat Closure
Bucket List

COOL TOOLS

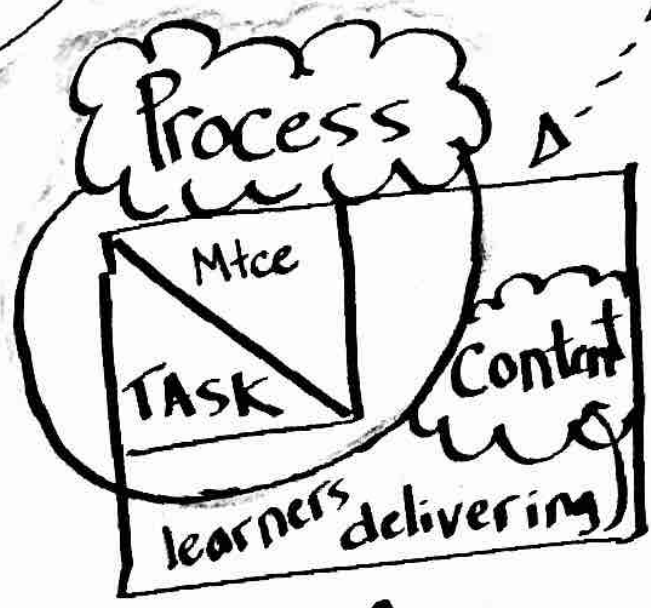
- Screen-o-matic
- Tiny Scan
- Teacher Kit
- Ted Talk: Multi-potentialites
- Career In Gear: Kitchen Party

Morguefile.com
(images)

ROLE OF FACILITATOR IN A CLASSROOM



SOMETIMES THIS...
and sometimes this



THIS REQUIRES
A TOTALLY DIFFERENT
SKILL SET
FROM THIS





OBSERVATIONS

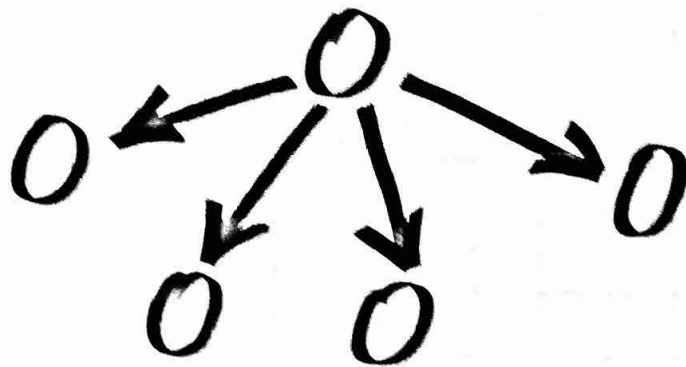
- accurate, factual descriptions of something seen or experienced
- statements that are free from interpretation or judgement

INFERENCES

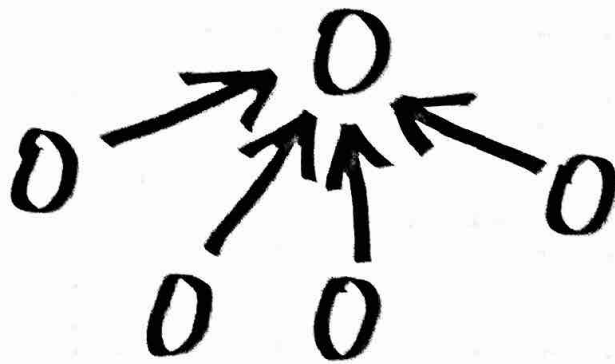


- our explanations for situations when we don't have all the information
- may or may not be accurate

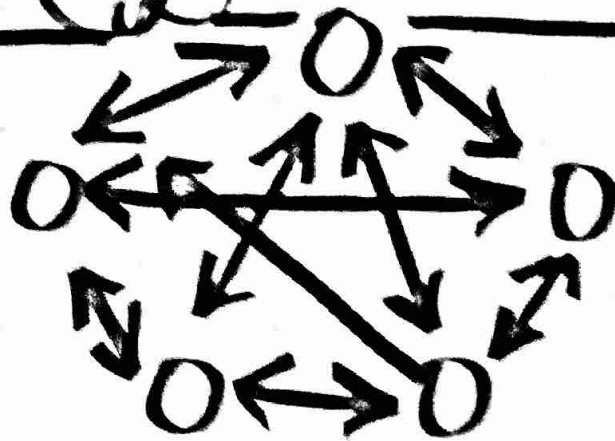
TYPES OF GROUP PROCESS



Type 1



Type 2



Type 3

Name an 80's artist
who influenced the
music industry of
that time.

Recall
LED

Describe this
artist's style in
relation to music
and fashion.

1, P, S, L, G
Comprehension

Apply Michael Jackson's Thriller
video of 1982 to attitudes
towards zombies in today's
culture.

40

Application

Analysis:

Discuss the ⁴⁰ ~~100~~ elements
of 80's music that
impacted/influenced
popular key musicians
today.

EVALUATION?

How is today's culture
different from the 80's?

- fashion
- film
- music
- literature
- lifestyle
- food
- healthy living
- medicine
- technology
- ...

course!
5/10/2
14/1

Think "BIG HAIR"

GIVEN The extensive use of cosmetics (including "hair spray"!) During the 80's and given (now) current health care + ENVIRONMENTAL regulations, how can ingredients be altered to meet consumer standards?

Synthesis

5/10/2
14/1

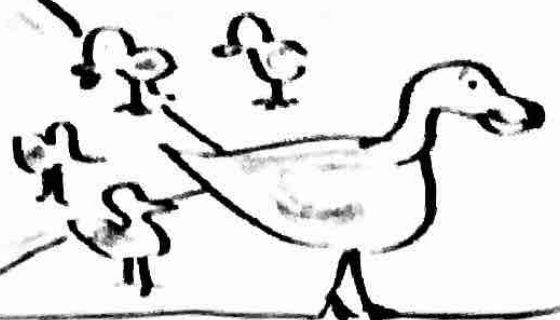
CORE
FACILITATION
SKILL # 3

Facilitate the process
by

OBSERVING
NEUTRALLY

INTERVENING
DIPLOMATICALLY

DETERMINING
HOW TO PROCEED



CORE FACILITATION SKILL # 2

BRING THE PROCESS TO LIFE



DETERMINING WHEN and WHY TO BE CONTENT NEUTRAL

DEMONSTRATING/PRACTICING CONTENT NEUTRALITY

LISTENING WITH SUSPENDED JUDGEMENT TO A DIVERSE RANGE OF COMMUNICATION STYLES AND VIEWPOINTS

RESPONDING WITH PURPOSE

WORKING TOWARD FULL PARTICIPATION

WHY USE GRAPHICS IN YOUR WORKSHOPS and PRESENTATIONS?



CAN ENHANCE COMPREHENSION AND LEARNING RETENTION

A cat is sitting at a desk with a computer monitor. The cat has a thoughtful expression, with a cloud-like thought bubble above its head.

ENGAGES VISUAL LEARNERS

A cat is pointing at a diagram on a screen. The diagram shows a bird with arrows pointing to its parts. A speech bubble from the cat says "YEH, I'M FEELIN' IT!".



ENLIVEN PRESENTATION OF INFORMATION

CAN ENCOURAGE CREATIVITY AND A SENSE OF FUN

SUPPORTS COMMUNITIES WITH LITERACY AND LANGUAGE BARRIERS

A collage of cat-related illustrations including a dog, a cat, and various icons like a bone and a paw print.

MAKES IDEAS/THINKING VISIBLE TO THE GROUP

A woman with glasses and a cat are shown with thought bubbles containing cat and dog faces.

HELPS PEOPLE LOOK AT IDEAS DIFFERENTLY

HEY! THAT'S ME!

LETS PEOPLE SEE THEMSELVES IN THE FUTURE

A large eye illustration and a cat pointing to a stick figure.

Mission...