

Learning to Facilitate Notebook

Part 1: Considering My Roles and Responsibilities

Activity 1: Understanding My Responsibilities

Activity 2: Considering a Hybrid Online Training Model

Hybrid Online Learning Advantages and Challenges

	Advantages	Challenges
Participants		
Facilitators		

Activity 3: Reflecting on My Role as a Facilitator

Brainstorm with the group about what you can do to establish a supportive learning community in a traditional training. How will you create a similar effect in an online environment?

Roles of an Online Facilitator

Facilitator Role	Your Strengths	Goals for Improvement
Organizational: <ul style="list-style-type: none">▪ Communicates course expectations and requirements▪ Maintains awareness of course objectives and the timetable, and notifies participants of approaching deadlines		
Educational: <ul style="list-style-type: none">▪ Orients participants to the curricular content▪ Focuses discussions by synthesizing disparate concepts and by identifying unifying themes and points of contention▪ Assesses each participant's work and contributions▪ Corrects misconceptions		
Social: <ul style="list-style-type: none">▪ Establishes a social presence and an awareness that a real person is at the other end of the computer▪ Provides social integration by helping participants connect with one another and by encouraging nonparticipating participants to engage more fully in the course▪ Creates and nurtures a friendly environment▪ Provides positive feedback and reinforcement		

<ul style="list-style-type: none"> ▪ Implements active listening by listening and looking for the substance and tone in each message 		
<p>Technical:</p> <ul style="list-style-type: none"> ▪ Feels comfortable and proficient with technology ▪ Ensures that participants are comfortable with technology ▪ Troubleshoots or directs participants to the appropriate resources 		

Part 2: Exploring Methods of Effective Online Communication
Activity 1: Considering Benefits and Challenges

Comparison of Face-to-Face and Online Discussion

Discussion Type	Benefits	Challenges	How to Overcome
Face-to-Face Discussion			
Online Discussion			

Activity 2: Using Strategies to Improve Discussion

Critical Thinking Table

Clarify the Focus	Expand the Discussion
<p>1. Identifying the direction of a discussion:</p> <p><i>If too many similar examples are being discussed, paraphrase two or three of them and then ask for other possible ideas.</i></p>	<p>1. Full-spectrum questioning:</p> <ul style="list-style-type: none"> • <i>“So what?” questions</i> • <i>Questions that clarify meaning</i> • <i>Questions that explore assumptions and sources</i> • <i>Questions that identify cause and effect</i> • <i>Questions that plan a course of action</i>

2. Sorting ideas for relevance:	2. Making connections:
3. Focusing on key points:	3. Honoring multiple perspectives:
Sample Response:	

Activity 3: Providing Constructive Feedback

Giving Constructive Feedback

Document and Post Reviewed	Strengths	Areas for Improvement

Sample Response:		

Activity 4: Promoting Constructive Feedback
Facilitating Critical Feedback

Participant feedback example	What feedback would you give to the participant who authored the comment?
I like your publication. I will share it with my colleagues.	
I don't think your student sample is good for your year/form. Your Essential Question made me laugh. Why would you want to have students ask other students the questions in your survey? They should ask an adult.	
Your publication has many good ideas. I like the colorful background. The number of pages is appropriate for what young students can do in class with a teacher's assistance. I think your assessment needs improvement.	
Your publication has many good ideas, especially when you reference the Essential and Unit Questions at the beginning. The format seems age-appropriate. Your assessment seems aligned with your sample publication, but what about giving more weight to the content? You have too high of a percentage on the style and formatting of the publication.	

Participant feedback example	What feedback would you give to the participant who authored the comment?
<p>Your publication has a section that specifically addresses the Essential and Unit Questions. You require students to present information related specifically to the topic. The focus of the publication seems to be on factual information rather than analysis or evaluation of the information. Is there anyway you could reshape your criteria to increase the higher-order thinking required? Your assessment is great because it focuses on content (over 60% of points), but how about assigning some points for addressing the Essential and Unit Questions?</p>	