Great Strategies to Use so that Active Learning Goes Well!
(or Facilitation 101)

Center for Teaching and Learning
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Active Learning

"No matter how creative, colorful or exciting a lesson is, if the teacher's brain is the only one interacting with the material, the teacher's brain - not the student's brain - is the only brain forming dendrites."

Pat Wolfe, "The Brain Matters: Translating Research into Classroom Behavior"
Outcomes for Today

- Participants will
  - Learn specific strategies they can apply in the context of their courses
  - Explore various activities/skills necessary for successful facilitation
Facilitating Active Learning

- On the index card, brainstorm up to three challenges to using active learning (1’). Examples include ...
  - Things you don’t know how to do
  - Things that make you nervous about trying or expanding active learning
  - Problems you’ve experienced in using active learning

- Report out – share with a neighbor
  - We’ll return to these ideas later in the workshop
Student Buy-in Case Study

- Group forming
- Introduce yourself to your tablemates
- Roles in the group:
  - Manager, scribe, spokesperson, reflector
  - Reflector should look for strategies your manager uses to ensure there are no social loafers
Student Buy-in Case Study

- Individually, rank the explanations and next steps according to what you would recommend to Prof. X.
  - Be prepared to explain your rank ordering

- As a group,
  - discuss the top choice of each person and the features that make different options appropriate for different contexts.
  - generate additional ideas for addressing lack of buy-in or social loafing.
Student Buy-in Case Study

- Report out
- Reflector responses
- Look at hand-out
Good Facilitation Involves

- Preparation of activity
  - (considering purpose, outcomes, audience)

- Activity set-up
  - (logistics, selling it, making expectations clear)

- Facilitate/Monitor experience

- Provide closure & follow-up

http://www.pcrest3.com/fgb/efgb4/3/3_2_2.htm
http://cte.uwaterloo.ca/teaching_resources/tips/implementing_group_work_in_the_classroom.html
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Continuum of Facilitation Practice

Novice

Contexts with limitations

Expert

Contexts with lots of flexibility
Facilitating Active Learning

Round 1
- Identify the root problem in the scenario
- Brainstorm (write down) solutions to Prof. X’s issue

Round 2
- Read the scenario and the solutions the previous group generated
- Place an asterisk next to ideas you agree with (from the previous groups’ brainstorm)
- If possible, generate additional solutions to the issue

Round 3
- Rank the solutions (wrt most likely to resolve issue, etc.)
Facilitating Active Learning

- Report out
Intervention Techniques

- Affirming
- Inquiring
- Infusing
- Assessing
- Challenging
- Expediting
Strategies for Transitions

- Ring a bell
- Use a clicker question to focus attention
- Use a strategy like simultaneous report out that creates a point when the group work must be presented for class examination
- Raise your hand
Questions?
Good Facilitation Wrap-up

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Thanks for coming!