

## New facilitator training

### Session 2

A/Prof Chris Hughes

Phase 1 convenor

[c.hughes@unsw.edu.au](mailto:c.hughes@unsw.edu.au)

Dr Rachel Thompson

QMP and HMB course convenor

[rachel.t@unsw.edu.au](mailto:rachel.t@unsw.edu.au)



*Acknowledgement: Sophie di Corpo*

## Why Scenario Based Learning?

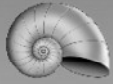
- Scenarios provide a context for learning
- Represent some of the complexities of real medical practice by rich scenario descriptions
- Integrate material from several disciplines around a (usually clinical) context
- Help students build relevant knowledge and apply it to real cases

## Why Scenario Groups?

- Enrich the student experience and empower students
- Focus on learning and discovery
- Value experience and reflection
- Provide point of contact with staff and peers
- Develop group working skills
- Facilitate peer teaching
- Challenge student understanding
- Support student learning

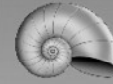
## What is valued in SG sessions

- Clear structure and processes
- Focused and relevant activities and discussions
- Professional but supportive climate
- Student activity: thinking, talking, teaching and listening



## Students appreciate a facilitator who

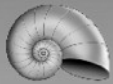
- Is enthusiastic and prepared
- Makes explicit what will be covered in each session and the next
- Keeps the group moving with a sense of purpose
- Answers questions about assessment etc (or provides guidance)
- Contributes to Blackboard when they say they will



## What is Facilitation?

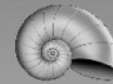
The design and management of structures and processes that help a group to do its work [ = learning] and minimize the common problems that people have working together

*Tom Justice*



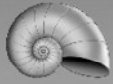
## What does good facilitation require?

- A tool kit of structures and processes
- Keeping the learning goals in mind
- Monitoring the group for signs of engagement, interest, frustration, boredom etc



## Structures and Processes for:

- Helping a group get to know each other
- Establishing a good climate for learning
- Generating and managing discussion
- Developing self and peer assessment
- Cultivating reflection

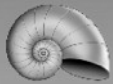


## What skills do you need?

- Guiding
- Managing
- Questioning
- Responding
- Giving feedback
- Reflecting

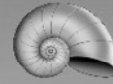
Technical skills:

- Use resources: props, videos, audios, Bb9, etc



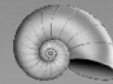
## What will you actually be doing?

- Manage an introduction
- Assist in developing ground rules
- Run and monitor a discussion
- Field student questions
- Run a feedback session / debrief homework
- Encourage group work and reflection (see Edna's session)

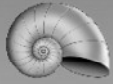


## Facilitator Checklist

- Look at the Checklist in your manuals and the notes that follow on preparing for the Facilitator Role
- Think about how you would rate yourself now, after this workshop and after you have run your scenario group...

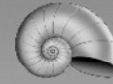


## The introduction



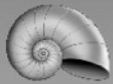
## Introduce yourself

- Reflect on your own background and experiences & the kind of atmosphere you'd like to create for students.
- How will you inspire interest and establish your credibility?
- Prepare an introduction  
Introduce yourself to the facilitator group as you will to your student group



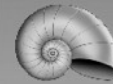
## How did they go?

- Did you feel the person was both credible and relaxed?
- Did they convey a sense of warmth, inspire confidence and interest?
- How will you get students to introduce themselves to you?



## Establishing ground rules

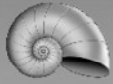
- Recall your experiences of good and bad groups you have worked with (learning groups, curriculum groups, research teams)
- Tell us what a group needs to do to be effective



## Eilean's Group:

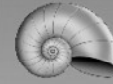
*(see page manual for full list)*

1. Always set a goal. That way we can stick to it and not go off on tangents.
2. Selfishness is not an option.
3. Equal share of air time – only one person speaking at a time.
4. Pull your weight. The group can help a "slacker" so there is an equal contribution from everyone.



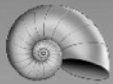
### Leah's group: *(see manual for full list)*

- Respect each others' different backgrounds and different strengths
- Communicate effectively, this means listening to each other, not talking over one another and sensitively encouraging quiet people to contribute
- Be open-minded about other peoples' ideas
- Have a good leader who is not overly assertive
- Have plans for the meetings
- Stick to agreed times to start, finish and for future meetings



### Strategies for making discussions work

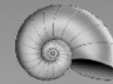
- Clarifying
- Linking
- Monitoring



### Debriefing a scenario

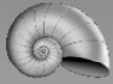
<http://tv.unsw.edu.au/video/plenary-1-okinawa-people>

- View the scenario and while watching think about:
  - what are the most important issues
  - what you need to know more about
- Discuss and compare your list with your partner
- Join another pair and compile a list of learning issues
- Agree as a whole group on these



### Some examples

Debriefing a scenario  
Example: Sophia and Betty



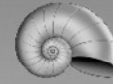
## Questioning

A good discussion should:

- engage the students' attention
- allow exchange of information

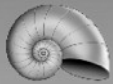
Questions affect:

- Group climate
- Willingness to contribute
- Quality of discussion
- Quality of learning



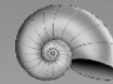
## Questioning brings out into the open:

- What students know
- What they are unsure about
- What they think they know and are unsure about
- What they don't know



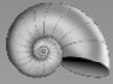
## Questioning – the basics

- Structuring
  - Give information and direction
- Phrasing
  - Be clear and brief
- Distributing
  - Ask everyone
  - Redirect to individuals
- Reacting
  - Give approval, build on contributions



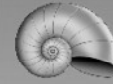
## Questioning – more basics

- Promoting
  - Rephrase, simplify, review
- Changing the level
  - Recall facts, higher order questions
  - Feelings, opinions, questions
- Pausing
  - For comprehension
  - For answers to be framed



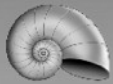
## Questioning – types of questions

- Ask 'open' questions. Avoid questions with yes or no answers, or that require straight factual answers
- Ask authentic questions that can be answered. Avoid trapping students with hidden complexities
- Use direct and concise language. Avoid complex and double and triple barreled questions



## Questioning – to encourage deeper thinking

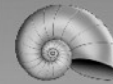
- Ask questions that require students to evaluate statements, compare situations or solve problems.
- Ask questions that require students to draw on their experience when answering
- Ask questions that encourage novel or unusual responses.



## Responding

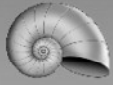
When you respond:

- Affirm
- Ask for clarification, more evidence
- Invite other responses
- Ask the group to improve on an incomplete or inaccurate response
- Link to previous ideas, previous responses



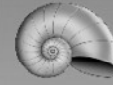
## Other key elements of SGSs

- Homework
- Group project presentations
- Expert tutorials
- Facilitator meetings
- Group dynamics and teamwork
- Encouraging reflection



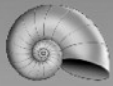
## Managing expert tutorials

- New method of putting up questions and student feedback to the group
- Each pair feeds back 3 key concepts that they learned and think are important = *using PPT slides with researched information*
- Emphasis on asking good questions and bringing back useful answers



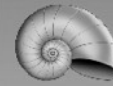
## Homework

- Importance of prep and group work outside the class
- Take time to explain it
- How to encourage it?



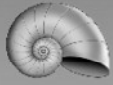
## Group presentations

- Reflective element of group project
- Usually in SGS 10
- Feedback evaluation forms
- Needs to be well managed for time and input



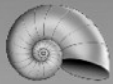
## Finding Information

- Faculty website
  - Policies
  - Newsletters/updates
- eMed Map for content
- Bb9 (announcements, expert tutorials and links to eMed)
- Teaching staff – course convenors, lecturers, etc
  
- Admin: Philip Munro (MESO)  
93858755



### Some words of advice

- Prepare each session well in advance
- Go to the plenary sessions if possible
- Team up with other facilitators to plan and share ideas for each session
- Make use of the facilitator meetings
- Adapt and use the templates / PPTs
- Utilise the students themselves

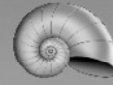


### Tips from students...

They appreciate a facilitator who:

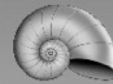
- Is enthusiastic and enjoys their role
- Is always prepared
- Makes explicit what will be covered in each session and the next
- Answers questions about assessment (or finds out answers)
- Contributes to Vista when they say they will
- Ensures equal contribution

*From Sophie di Corpo*



### Some more words of advice

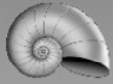
- Establish a good working relationship with your group early
- Take all work done in SGS seriously
- Make it clear to students they need to speak up, especially when they do not understand
- Be prepared to be flexible
- *Link the content and scenarios to the real world*



### Example of a plan for each SGS

Timing	Key points/activities	Resources	Notes/follow up

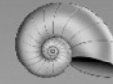




## DVD - Examples of Facilitation

Betty and Sophia

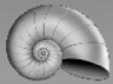
- Giving an overview of a session
- Introducing an activity
- Running an activity
- Managing discussions
- Managing feedback
- Peer learning
- Allocating homework



## DVD - Examples of Facilitation

Patrick

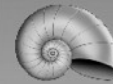
- Introductions self / students
- Introducing a course
- Debriefing a scenario
- Using Vista resources



## DVD - Examples of Facilitation

Chinthaka

- Debriefing a scenario
- Introducing an activity
- Running an activity
- Managing expert tutorials



## Summary

- Structure and process = key skills
- Some activities need more encouragement and guidance
- Tips to make it all work

## Workshop Evaluation

- Please complete the forms before you leave this afternoon
- We will use this feedback to review each workshop