

ACELT LEADERSHIP DEVELOPMENT TRAINING PROGRAMME IN

PROBLEM-BASED LEARNING

for MASTER TRAINER

TRAINING MODULE

LEVEL 2

INTERMEDIATE

Facilitation Booklet

| | |
|------------------------------|--|
| Name | |
| Institution | |
| Group (<i>Origin</i>) | |
| Group (<i>Facilitated</i>) | |
| Unit / Topic | |

Akademi Kepimpinan Pengajian Tinggi (AKEPT)
Higher Education Leadership Academy

Some Guiding Principles for Facilitator

Introduction

Facilitation is not about detailed content or what the group works on, it is more about (1) how the group approaches big concepts, (2) identifies open ended questions that encourage group discussion and (3) how the group identifies their learning needs and what they need to know (Barrows & Tamblyn, 1980; Barrows, 1988; Weizel, 1996). The aim of facilitation in problem-based learning (PBL) tutorials is to make the process easier and more convenient rather than answer questions or provide a lecture. The facilitator keeps the group focused on their tasks and guides them to achieve their goals (Evans & Taylor, 1996; Maudsley, 1999; Neville, 1999; Azer, 2001; Cannon & Newble, 2002; Azer, 2004).

12 Tips for Successful PBL Group Facilitation



Tip 1: Ask your group to identify their ground rules

- ✓ Ask your group to identify their ground rules in the first tutorial.
- ✓ Ground rules highlight behaviour welcomed by group members and the core values of effective group discussion.
- ✓ It is important to consider cultural issues in setting ground rules (Das Carlo era/., 2003).
- ✓ In recognition of the increasing diversity of our students, it is important that you encourage rules that enhance respect to people in the group from diverse cultures and belief systems.
- ✓ This is particularly important when a PBL case addresses cultural, ethical and moral issues (Loudon et al, 1999; Nunez, 2000; Crosson et al, 2004).
- ✓ International, ethnic and minority students should be encouraged to reflect on their cultural views and how people from their culture will perceive and react to such situations.

Tip 2: Discuss with your group the different roles they may play

- ✓ When students are aware about their roles in PBL tutorials and what they need to do, they usually perform better and group dynamics are maintained.

Tip 3: Build trust and encourage bonding of group members *(Schmidt & Moust, 1995)*

- ✓ In a small group, six developmental stages have been described: orientation, formation, storming, norming, performing and terminating (Tuckman & Jensen, 1977).
- ✓ In the initial stages of group development, group members get to know one another, establish communication patterns and agree on the ground rules and roles of members.
- ✓ However, at these early stages group members tend to work in a more individual pattern rather than as a team.
- ✓ Members are reluctant to challenge each other's ideas or take responsibility for decision-making (Benson et al, 2001).
- ✓ Building trust in the group is the key to enhancing group performance.

Tip 4: Do not dominate group discussion but rather facilitate the process

- ✓ Think empower, not control.
- ✓ Get feedback on your teaching style.
- ✓ Do not rush to ask questions or provide information. One of the students in your group will soon say what you want to say.
- ✓ Teach the joy of learning by discovery.
- ✓ Monitor the timing and type of your interactions.

Tip 5: Be a role model for your group and monitor your teaching skills

(Palmer 1998; Paice et al, 2002)

- ✓ Come on time to the tutorials.
- ✓ Read the tutor guide before the tutorial and think about the flow of the case and areas that may need your facilitation.
- ✓ Promote positive attitudes in the group.
- ✓ Acknowledge your mistakes.
- ✓ Ask your students to give you feedback on your facilitation.
- ✓ Monitor your teaching/facilitation skills.
- ✓ Create your own teaching portfolio and record your teaching experiences and personal and professional development regularly.
- ✓ Regularly update your knowledge about recent developments in PBL and core discipline areas.

Tip 6: Encourage understanding

- ✓ What should I do to facilitate understanding in my group?
- ✓ Motivate students to act flexibly around what they know.
- ✓ Ask questions that allow students to assess, evaluate, compare, weigh evidence, make priorities, interpret, seek information, take decisions, plan their approach and use resources.
- ✓ Guide students to use their knowledge to construct their own flow diagrams and mechanisms.
- ✓ Encourage students to use basic sciences to explain patient's symptoms and clinical signs.
- ✓ Ask students to provide the reasoning behind their opinions.
- ✓ Enhance the use of diagrams in the discussion of difficult concepts.
- ✓ Encourage lateral thinking and making links.

Tip 7: Foster critical thinking and enhance the group's ability to

- ✓ Debate issues rather than argue
- ✓ Weigh evidence as they rank/refine their hypotheses
- ✓ Analyse data and information provided
- ✓ Synthesize information into informed conclusions
- ✓ Emphasize understanding over memorization

Tip 8: Ask open-ended questions that:

- ✓ Expand discussion and allow more members in the group to contribute.
- ✓ Keep the group focused on issues discussed.
- ✓ Foster self-directed learning.
- ✓ Help understanding difficult/complex concepts.
- ✓ Make students realize the significance of basic sciences in their discussion.
- ✓ Help students make priorities between their hypotheses.
- ✓ Allow students to see the big picture as well as some fine details.

Tip 9: Promote group dynamics

(Thomas, 1997; Barrows, 1988)

- ✓ Always say 'we'.
- ✓ Focus on gains, not losses.
- ✓ Ask questions, listen and encourage everyone to contribute.
- ✓ Sustain ongoing interaction.
- ✓ Foster accountability.
- ✓ Empower your group.
- ✓ Positive expectations yield positive results.

Tip 10: Solve problems in the group with a win-win approach

- ✓ Conflict is often indicative of liveliness and innovation in a group.
- ✓ The essential thing for the tutor is to monitor the level and source of conflict and actions should be taken by the tutor if it becomes detrimental to students' learning (Sampson & Marthan, 1990).
- ✓ The keys for success when you deal with a problem in the group are:
- ✓ Take challenges as opportunities for everyone's success.
- ✓ Consider decisions that give as much value as possible to everyone concerned.
- ✓ Keep focused on principles and values.
- ✓ Focus on relationships rather than rules.
- ✓ Document problems with difficult students.
- ✓ Consult with a colleague you trust about possible solutions.

Tip 11: Provide feedback that builds the group up
(Barrows, 1988)

- ✓ Remember that feedback is the breakfast of champions.
- ✓ Address positive issues first, state issues that need improvement second.
- ✓ Be specific and provide examples when needed.
- ✓ Discuss with the group strategies and approaches for improving performance.
- ✓ State the feedback clearly and follow up issues identified.
- ✓ Maintain a weekly teaching journal about the input/contribution to the discussion and the role of each student in your group.

Tip 12: Tell them about your roles
(Barrows & Tamblyn, 1980; Neville, 1999)

In the first tutorial discuss with your group your role and in what way it will be different from what they expect from a teacher in a traditional course. You may summarize your responsibilities into the following:

- ✓ Facilitation of discussion.
- ✓ Asking open ended questions when needed to encourage group discussion.
- ✓ Enhancement of use of educational tools during tutorials.
- ✓ Providing suggestions.
- ✓ Summarizing key points raised in the discussion.
- ✓ Helping in the creation of an open, healthy environment that encourages group discussion, experimentation and dealing with uncertainty.
- ✓ Providing feedback to the groups at the end of the case and receive feedback from the group.
- ✓ Monitoring students' progress.
- ✓ Running group assessment.



Observation Form for LADDER ONE Discussion

Group (*Facilitated*):.....

| Observation Form for LADDER ONE Discussion | |
|--|--|
| <p>Moderator Effectively chairs and control the session, given an equal opportunity to group members to participate and voice their views, respects views of group members, listens emphatically, maintains a conducive discussion session and manages time wisely.</p> | |
| <p>Scribe Effectively transforms and transcribes group discussion content into a clear description for presentation.</p> | |
| <p>Group Members Use clear voice and correct, precise pronunciation of terms to express their ideas and views.</p> | |
| <p>Participation Group members actively involve in the discussion, maintain the good relation among each other, respect one another, listen empathically, work cooperatively in group, offer quality ideas and views, take the discussion seriously, communicate effectively and take the challenge positively.</p> | |
| <p>Overall</p> | |

Assessment Form for LADDER ONE Discussion

Group (Facilitated):.....

| LADDER ONE Discussion Rubric | | | | | | |
|------------------------------|---|---|---|---|--|-------|
| Person / Aspect Assessed | 1 | 2 | 3 | 4 | 5 | Total |
| Moderator | Poorly chaired and unable to control the session, not giving equal opportunity to group members to participate and voice their views, does not respect views of group members, not listening to ideas and views, unable to maintain a conducive discussion session and poorly manage the time | | | | Effectively chaired and control the session, given an equal opportunity to group members to participate and voice their views, respects views of group members, listens emphatically, maintains a conducive discussion session and manages time wisely. | |
| Scribe | Poorly transforms and transcribes group discussion content into description for presentation. | | | | Effectively transforms and transcribes group discussion content into a clear description for presentation.. | |
| Group Members | Group members mumble, incorrectly pronounce terms, and speak too quietly for participants in the back to hear | | | | Use clear voice and correct, precise pronunciation of terms to express their ideas and views. | |
| Participation | Passive involvement in the discussion, unable to maintain good relation among each other, disrespect others' opinion, do not listen empathically, unable to work cooperatively in group, offer low quality ideas and views, do not take the discussion seriously and poor communication skill | | | | Actively involve in the discussion, maintain the good relation among each other, respect one another, listen empathically, work cooperatively in group, offer quality ideas and views, take the discussion seriously, communicate effectively and take the challenge positively. | |
| Total | | | | | | /20 |

FILA Table Assessment Form

Group (*Facilitated*):

Topic / Unit:.....

| Aspect | 1 Very Poor | 2 Poor | 3 Fair | 4 Good | 5 Very Good |
|------------------------|--|--|-----------|--|--|
| Facts | The participant does not have grasp of any fact | The participant is uncomfortable with information and is able to discover only rudimentary facts | | The participant is at ease with expected facts but fails to write it clearly and concisely | The participant demonstrates full knowledge (<i>more than required</i>) by uncovering all facts with clear and concise descriptions |
| Ideas | The participant does not have grasp of any proper idea | The participant is uncomfortable with information and is able to generate only superficial ideas | | The participant is at ease with expected ideas but fails to elaborate | The participant demonstrates full understanding (<i>more than required</i>) by generating all ideas with explanations and elaboration. |
| Learning Issues | The participant does not have grasp of any learning issue | The participant is uncomfortable with information and is able to discover only rudimentary learning issues . | | The participant is at ease with expected learning issues , but fails to elaborate | The participant demonstrates full understanding (<i>more than required</i>) by listing all learning issues with explanations and elaboration. |
| Action Plan | The participant does not have any proper action plan | The participant is uncomfortable with the listed learning issues and unable to list and elaborate the practical action plan | | The participant is at ease with the listed learning issues and able to list the practical action plan , but fails to elaborate. | The participant demonstrates full understanding (<i>more than required</i>) of all learning issues and able to list the most practical action plan with explanations and elaboration. |
| TOTAL | / 20 | | | | |

Assessment Form for Learning Reflection

Group (*Facilitated*):.....

Topic / Unit:

Rubric Reference

| Statement | Level | Score |
|--|-----------|-------|
| The participant does not show any interest in reflecting the process of learning | Very Poor | (1) |
| The participant shows low interest in reflecting the process of learning | Poor | (2) |
| The participant shows inconsistencies in reflecting the process of learning | Fair | (3) |
| The participant demonstrates substantial impact of learning | Good | (4) |
| The participant demonstrates high impact of learning and showing future potential for life long learning | Excellent | (5) |

Group Members Score

| No. | Name | Ladder 1 | Ladder 2 | Ladder 3 | Ladder 4 | Ladder 5 | Total |
|-----|------|-------------|-------------|-------------|-------------|-------------|-------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

Presentation Assessment at LADDER 4
Parallel Presentation: Set Assessment Form

Note: Each Group will assess four other groups

Assessor:

| Group | Aspect assessed | Mark (1-5): Refer to Presentation Rubric | Comments: Note: You need to give strong reason if you give the score (1) or (5) ! |
|---------------|-------------------|--|--|
| | Organization | | |
| | Subject Knowledge | | |
| | Graphics | | |
| | Mechanics | | |
| | Eye Contact | | |
| | Elocution | | |
| Total: | |/ 30 | |
| | Organization | | |
| | Subject Knowledge | | |
| | Graphics | | |
| | Mechanics | | |
| | Eye Contact | | |
| | Elocution | | |
| Total: | |/ 30 | |
| | Organization | | |
| | Subject Knowledge | | |
| | Graphics | | |
| | Mechanics | | |
| | Eye Contact | | |
| | Elocution | | |
| Total: | |/ 30 | |
| | Organization | | |
| | Subject Knowledge | | |
| | Graphics | | |
| | Mechanics | | |
| | Eye Contact | | |
| | Elocution | | |
| Total: | |/ 30 | |

Presentation Assessment at LADDER 4
Parallel Presentation: Rubric Reference

| Aspect | 1 | 2 | 3 | 4 | 5 |
|--------------------------|--|--|---|---|--|
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | | Presenter presents information in logical sequence which audience can follow. | Presenter presents information in logical, interesting sequence which audience can follow. |
| Subject Knowledge | Presenter does not have grasp of information; presenter cannot answer questions about subject. | Presenter is uncomfortable with information and is able to answer only rudimentary questions. | | Presenter is at ease with expected answers to all questions, but fails to elaborate. | Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |
| Graphics | Presenter uses superfluous graphics or no graphics | Presenter occasionally uses graphics that rarely support text and presentation. | | Presenter's graphics relate to text and presentation. | Presenter's graphics explain and reinforce screen text and presentation. |
| Mechanics | Presenter's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |
| Eye Contact | Presenter reads all of report with no eye contact. | Presenter occasionally uses eye contact, but still reads most of report. | | Presenter maintains eye contact most of the time but frequently returns to notes. | Presenter maintains eye contact with audience, seldom returning to notes. |
| Elocution | Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for participants in the back of class to hear. | Presenter's voice is low. Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation. | | Presenter's voice is clear. Presenter pronounces most words correctly. Most audience members can hear presentation. | Presenter uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |

Presentation Assessment at LADDER 4 Between Two Groups

Group assessed:.....

Assessor (the other group):.....

| Aspect | 1 | 2 | 3 | 4 | 5 | Total |
|--------------------------|--|--|---|---|--|-------|
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | | Presenter presents information in logical sequence which audience can follow. | Presenter presents information in logical, interesting sequence which audience can follow. | |
| Subject Knowledge | Presenter does not have grasp of information; presenter cannot answer questions about subject. | Presenter is uncomfortable with information and is able to answer only rudimentary questions. | | Presenter is at ease with expected answers to all questions, but fails to elaborate. | Presenter demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |
| Graphics | Presenter uses superfluous graphics or no graphics | Presenter occasionally uses graphics that rarely support text and presentation. | | Presenter's graphics relate to text and presentation. | Presenter's graphics explain and reinforce screen text and presentation. | |
| Mechanics | Presenter's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| Eye Contact | Presenter reads all of report with no eye contact. | Presenter occasionally uses eye contact, but still reads most of report. | | Presenter maintains eye contact most of the time but frequently returns to notes. | Presenter maintains eye contact with audience, seldom returning to notes. | |
| Elocution | Presenter mumbles, incorrectly pronounces terms, and speaks too quietly for participants in the back of class to hear. | Presenter's voice is low. Presenter incorrectly pronounces terms. Audience members have difficulty hearing presentation. | | Presenter's voice is clear. Presenter pronounces most words correctly. Most audience members can hear presentation. | Presenter uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |
| Total | | | | | | / 30 |
| Comments: | | | | | | |

Presentation Assessment at LADDER 4 Forum Observation

Group observed:.....

Observer (Other Group):.....

| Observation Form for Discussion | |
|---|--|
| <p>Chair Person Effectively chaired and control the session, given an equal opportunity to group members to participate and voice their views, respects views of group members, listens emphatically, maintains a conducive discussion session and manages time wisely.</p> | |
| <p>Panel Members' Subject Knowledge Panel members demonstrate full knowledge (more than required) through clear explanation and answering all questions with elaboration.</p> | |
| <p>Panel Members' Presentation Panel members use a clear voice and correct, precise pronunciation of terms so that all audience members can hear their explanation.</p> | |
| <p>Participants Actively involve in the discussion, maintain the good relation among each other, respect one another, listen empathically, work cooperatively in group, offer quality ideas and views, take the discussion seriously, communicate effectively and take the challenge positively.</p> | |
| <p>Overall</p> | |

Presentation Assessment at LADDER 4 Forum Assessment

Group assessed:.....

| Group Discussion Rubric | | | | | | |
|---|---|----------|----------|----------|--|--------------|
| Person Assessed | 1 | 2 | 3 | 4 | 5 | Total |
| Chair Person | Poorly chaired and unable to control the session, not giving equal opportunity to group members to participate and voice their views, does not respect views of group members, not listening to ideas and views, unable to maintain a conducive discussion session and poorly manage the time | | | | Effectively chaired and control the session, given an equal opportunity to group members to participate and voice their views, respects views of group members, listens emphatically, maintains a conducive discussion session and manages time wisely. | |
| Panel Members' Subject Knowledge | Panel members do not have grasp of information; cannot answer questions about subject. | | | | Panel members demonstrate full knowledge (more than required) through clear explanation and answering all questions with elaboration. | |
| Panel Members' Presentation | Panel members mumble, incorrectly pronounce terms, and speak too quietly for participants in the back to hear | | | | Panel members use a clear voice and correct, precise pronunciation of terms so that all audience members can hear their explanation. | |
| Participants | Passive involvement in the discussion, unable to maintain good relation among each other, disrespect others' opinion, do not listen empathically, unable to work cooperatively in group, offer low quality ideas and views, do not take the discussion seriously and poor communication skill | | | | Actively involve in the discussion, maintain the good relation among each other, respect one another, listen empathically, work cooperatively in group, offer quality ideas and views, take the discussion seriously, communicate effectively and take the challenge positively. | |
| Total | | | | | | /20 |

Presentation Assessment at LADDER 4

Reward Cards

| | |
|---|---|
| <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> | <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> |
| <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> | <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> |
| <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> | <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> |
| <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> | <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> |
| <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> | <p style="text-align: center;"><i>Reward Card</i></p> <p>Name:.....</p> <p>Group:.....</p> <p>Institution:..... <i>Session:</i></p> |

Presentation Assessment at LADDER 4

Video Presentation

Group: Video link:

| Aspects Assessed | Rubric and Score | | | | |
|--|--|--|---|---|--|
| Content: <i>Presentation materials and information</i> | Not informative at all, no relation with the title and fails to deliver any message | Not clearly informative, no clear relation with the title and deliver only a small amount of message | Fairly informative, not completely related to the title and deliver some parts of the message | Informative, related to the title and deliver a substantial amount of an overall message | Most informative, closely related to the title and deliver the clearest and complete message |
| | 2 | 4 | 6 | 8 | 10 |
| Creativity and Innovation: <i>Video presentation styles, stories telling and application of technology</i> | Not creative at all and it does not attract to watch until the end | Watchable but not so creative and attractive | Creative in a way but not so attractive and does not increase the interest to watch for more | Creative and attractive, increases the interest to watch for more but unsure to share with others | Most creative and attractive, increases the interest to watch for more and share with others |
| | 2 | 4 | 6 | 8 | 10 |
| Presentation attraction and impact: <i>Total Views</i> Total:..... | <i>Video attracts 0 – 59% viewers from class members only</i> | <i>Video attracts 60 – 79% viewers from class members only</i> | <i>Video attracts 80 – 100% viewers from class members only</i> | <i>Video attracts 100% viewers from class members and not more than 10 outside viewers</i> | <i>Video attracts 100% viewers from class members and more than 10 outside viewers</i> |
| | 1 | 2 | 3 | 4 | 5 |
| Presentation attraction and impact: <i>Total “Likes”</i> Total:..... | <i>Video attracts 0-20% “likes” as compared to the total number of class members</i> | <i>Video attracts 21-40% “likes” as compared to the total number of class members</i> | <i>Video attracts 41-60% “likes” as compared to the total number of class members</i> | <i>Video attracts 61-80% “likes” as compared to the total number of class members</i> | <i>Video attracts 81-100% “likes” as compared to the total number of class members</i> |
| | 1 | 2 | 3 | 4 | 5 |
| TOTAL SCORE | /30 | | | | |

[illegible]

Facilitator's Self-Evaluation Form

Name:.....

Group's Facilitation Session:..... **Topic / Unit :**.....

Instruction: Rate [√] your facilitating skills according to the scale;

1 = Very poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = Excellent

| No. | I am able to... | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1. | Explain clearly my roles as a facilitator and their roles as group members | | | | | |
| 2. | Facilitate group discussion and does not dominate group discussion | | | | | |
| 3. | Build trust and foster critical thinking among group members | | | | | |
| 4 | Enhance group's ability to debate issues rather than argue | | | | | |
| 5 | Enhance group's ability to weigh evidence as they rank/refine the hypotheses | | | | | |
| 6 | Enhance group's ability to analyse data and information provided | | | | | |
| 7 | Enhance group's ability to synthesize information into informed conclusions | | | | | |
| 8 | Enhance group's ability to emphasize understanding over memorization | | | | | |
| 9 | Promote group dynamics, active participation and bonding of group members | | | | | |
| 10 | Provide feedback that builds the group up and enhances their life-long learning skills | | | | | |

Describe your overall performance as a facilitator:

.....

.....

.....

.....

.....