



# Facilitating on Demand: Adapting and Adjusting on the Go

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# Learning Outcomes

- Identify Reasons for Resistance
- Identify Solutions to Resistance
- Introduce Classroom Assessment Techniques
- Identify the use of Classroom Assessment Techniques to help you **adapt and adjust on the go**



# Workshop Design

## Problem Solving / Learn by Doing

1. Present a Problem
2. React to the problem
3. Discuss solutions
4. Modify original solutions
5. Debrief the main messages



# Who Are We?

In your group:

- Create a sentence or two that reflect the unique nature of your group and a thought or two on the challenges of facilitation.
- Share your statements and participants names with another group
- Return to your group of 4



# Start / Maintain / Stop Personal Reflection Sheet

- Start, Maintain, Stop page that you will find on your table.
- These “Facilitation Ideas I will use” may occur in large groups, smaller groups or from past experiences



# THE PROBLEM

- You are facilitating a workshop with 21 participants.
- You ask them to form groups of 3
- You present a problem for them to analyze
- Some groups are functioning well
- Some groups and individuals are showing resistance
- Using your past experiences list possible reasons for this resistance in the **left hand column of the T-chart on the table in front of you.**



# Reasons for Resistance





# Reasons for Resistance

- Participants expect to be passive
- Participants expect to learn only from the facilitator
- Participants have personality conflicts in their group.
- Group selection did not take into consideration level of maturity, experience or motivation.
- Roles and expectations within the group were not clarified



# COLOURS

- Green:
- Yellow:
- Red:

How do you feel about the workshop so far?



# COLOURS

- Dealing with issues as they arise
- Concerns that are ignored will grow
- Using group interactions effectively
- Using breaks effectively
- Understanding Maturity, Level of Experience and Motivation of the Group
- Stage of Group Development



# Solutions





# Solutions to Resistance

- Use of activity based learning
- Grouping is deliberate
- Keep the spotlight on the participants
- Debriefing is key to get out key points
- Mini-lectures to bring everyone back to the same point
- Active Facilitation
- Use of Classroom Assessment Techniques



# What are Classroom Assessment Techniques (CATs)?

- CATs are:

Simple, non-graded, in-class activities that give both instructor and students useful feedback on the teaching-learning process



# Examples of Classroom Assessment Techniques

- Airplane/Facial Expressions/Thumbs up
- One Minute Story/ One Sentence Summary
- Muddiest Point
- Drawing a Face with a smile or frown with points to confirm
- Text Message
- Five Finger Feedback



# Classroom Assessment Techniques

## TASK

- What was your CAT?
- Explain your CAT?
- What is positive about the CAT?
- When would you use this CAT? When would you avoid this CAT?
- How would you use this CAT?
- Is it important to make this activity anonymous?



# Classroom Assessment Techniques

What other Classroom Assessment Techniques could you use?

Once these activities are used, what do you do with the information?



Revisit your Start, Maintain, Stop  
Personal Reflection Sheet on

**“Facilitation Ideas I will use”**



# One Word Summary

(or two if that is better)



# Thank You

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# What are CATs?

- CATs are:

Simple, non-graded anonymous, in-class activities that give both instructor and students useful feedback on the teaching-learning process



# For Facilitators, CATs Can:

- Give feedback while it is possible to make adjustments
- Gain information about student learning efficiently
- Help foster good rapport with students
- Support teaching as a formative process



# For Participants, CATs Can:

- Help them better monitor their learning
- Help break down feelings of anonymity, especially in large classes
- Point out a need to alter study skills
- Give evidence that the instructor cares about learning



# Tips for Using CATs

- Consider the questions:
  - What do you think you might learn by using a specific CAT?
  - How do you think the feedback you receive will be useful to you?
- Will you need to modify the basic procedures to suit your particular situation?



# Tips for Using CATs (Cont'd)

- Should student performance be anonymous?
- Keep it simple:
  - What do you want students to do?
  - What kind of response do you think you will get?



# Tips for Using CATs (Cont'd)

- Consider how the information you collect will help students?
- Analyze the data for:
  - Common responses – how common?
  - Bimodal distributions
  - What did you not already know?
  - What suspicions were confirmed?
  - What do you plan to do about it?



# Tips for Using CATs (Cont'd)

- Share the data with students:
  - What did you expect?
  - What did you not expect?
  - How will this activity affect their experience as learners?
- Begin slowly. Do not use in every session



# References

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