

Problem Based Learning Facilitator

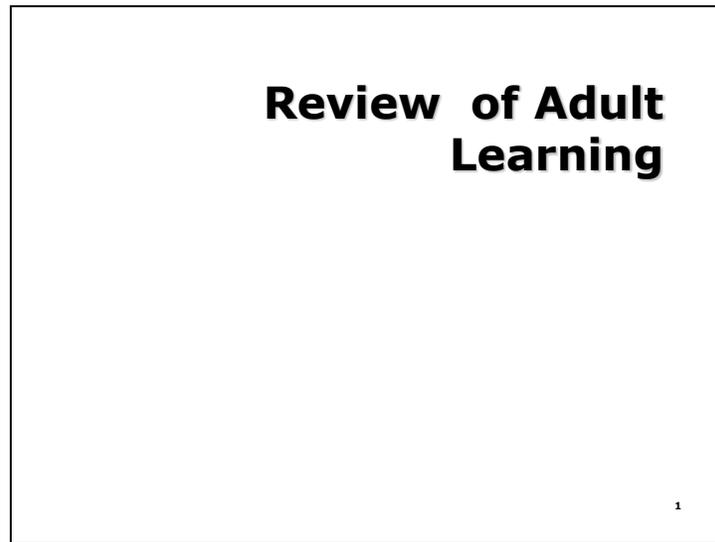
Student Guide

Washington State Criminal Justice Training Commission
Telecommunicator Program Office
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2012 Revised

**PBL Facilitator
2012 Revised
Student Manual**

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Slide 1



Let's briefly look at one of the theories of Dr. Malcolm Knowles about adult learning:

Knowles states that adult enter a learning activity with an image of themselves as self-directing, responsible grown-ups, not as immature, dependent learners.

They resist situations in which they are treated with perceived disrespect.

Adult learners enter a learning activity with the intention to apply learning to real-life problems or situations.

They need practical results from learning.

Slide 2

<p>Facilitate:</p> <ul style="list-style-type: none">● <i>To make easier</i>● <i>To assist</i>	<p>Changed Environment:</p> <ul style="list-style-type: none">● <i>Learning is the responsibility of the student</i>● <i>Negates the passive role in lecture-oriented learning</i>
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Slide 3

Necessary Skills

- **Be prepared**
- **Review the objectives**
- **Provide clear direction**
- **Facilitate the learning process**
- **Process information during the session**
- **Provide closure**
- **Display enthusiasm in all you do**
- **Be comfortable with silence**

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Facilitator Must:

Guide the participants through all the steps of the learning process, pushing them to a deeper level of understanding

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Facilitators Must:

- **Encourage discussions & entire group participation**
- **Ensure all participants contribute**
- **Monitor participants' learning & determine if/when assistance is required**
- **Be aware of possible interpersonal problems & make necessary interventions**
- **Determine motivation**

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Slide 6

Participants Must:

- **Participate in group discussions**
- **Complete learning tasks**
- **Assess individual and peer progress**
- **Take responsibility for their own learning**

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Slide 7

The Psychology of Learning

<ul style="list-style-type: none">● Readiness- People learn best when they're ready to learn● Exercise – People remember best what is repeated most● Effect – A satisfying feeling strengthens learning	<ul style="list-style-type: none">● Primacy & Recency- What a student is exposed to first and last is remembered longer● Intensity – A vivid experience teaches more than a routine one
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Readiness:

Dr. Goodwin Watson, author of *What do We Know About Learning?* has said:

- Readiness for new learning comes from interaction of factors such as:
- A sufficient psychological maturity
- The learner's sense of the importance in the acquisition of new learning
- Freedom from discouragement (expectation of failure)

Therefore, good instructors preface their instruction/facilitation with convincing introductory remarks to motivate the best possible learning (WIIFM)

Exercise:

Facilitators should practice enough verbal questioning and incorporate quick quizzes in their presentations to reinforce learning through repetition.

Effect:

Dr. Goodwin Watson states:

Simple words, like "right", "yes", or "good" coming directly after participants make a comment or answer a question may influence learning more than a reward coming later. A facilitator's use of these positive comments should focus on one student at a time.

Slide 8

Review of Adult Learning What Works for Adults

At the beginning of your instruction:

- **Stress relevance of training for the job**
- **Create a comfortable physical/psychological environment**
- **Discuss expectations – theirs and yours**
- **Remove any threats – encourage cooperation**
- **Allow trainees to participate in planning the learning experience**

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What Works (cont.)

While training, instructors need to:

- **Encourage discovery learning**
- **Allow enough time to understand new concepts**
- **Be time-flexible**
- **Demonstrate prior to instruction**
- **Encourage learning by doing it**

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What Works (cont.)

- **Use pairs/small groups**
- **Train from known to the unknown**
- **Use trainee's experiences**
- **Allow lots of practice**
- **Use open-ended questions**
- **Use graphically oriented visual aids & handouts**

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Understanding Human Behavior

- Three needs that drive human behavior are:
 - **Power-**
 - **Belonging-**
 - **Meaning-**

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Power- a sense of personal capacity, confidence and a feeling of some level of control; an opportunity to make appropriate choices

Belonging- being a wanted member of a group

Meaning- our actions have a meaning; sense of personal growth

Slide 12

Feedback and Coaching

- **Feedback allows the participant to “improve toward excellence”**

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Robert Hargrove, author of *Masterful Coaching*, says, “Feedback is essential at the individual, group, or organizational level. It is feedback that can help people see the discrepancy between what they *think* they are doing and they are *actually* doing.”

For those of you who have had Instructor Development or the CJTC CTO class, the information on feedback will also be a review, but it is a critical component of facilitation, particularly in the problem based learning classroom. When you deliver your material in the next couple of days, we will expect that you demonstrate feedback and coaching, in addition to other facilitation techniques.

Feedback is essential at the individual, group or organizational level. It is feedback that can help people see the discrepancy between what they *think* they are doing and what they are *actually* doing.

The feedback we will be giving you over the next three days will be specific to your facilitation skills and techniques. Here are the guidelines we will be using:

- Actively “sells” the curriculum or topic
- Comes prepared to deliver the material
- Monitors lecture and own sharing
- Uses Socratic Questioning, guided group discussions, small group exercises, role-plays, case studies and brainstorming activities to increase student participation
- Uses thoughtful follow-up questions to further engage participants and provide further information
- Recognizes and incorporates in the delivery of course, different learning intake styles
- Gives appropriate verbal/non-verbal feedback to course participants

Exceeds Standards:

- Demonstrates enthusiasm for curriculum, actively extolling its value and pertinence for the audience
- Uses techniques such as Socratic Questioning to pull from students more information than just the anticipated responses or superficial answers

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- Is able to allow for new ideas or thoughts to come up from participants, and incorporate that information into the overall curriculum by making connections to previous material or other information that is relevant to the new information
- Knows the curriculum well enough to delve into deeper meaning of the material or alternative approaches to problems within the curriculum
- Guides students to make connections between previous learning and new learning
- Is energetic and engages students at a high level
- Gives exceptional verbal/non-verbal feedback to participants
 - Participants respond positively to feedback in class becoming more engaged and participative

Excellent Performance:

- Exhibits a clear, strong adherence to curriculum presented through words and behavior
- Can deliver any part of the curriculum with limited use of notes other prompts.
 - Is able to improvise when the unexpected occurs
- Thoroughly knows and understands the material and learning objectives and can appropriately shift the content focus when needed to stress or cover those objectives
- Can identify different intake styles or needs and tailor delivery of curriculum to meet those needs
- Guides students through the curriculum with limited dissertation or statements

Slide 13

Principles of Feedback

- **Interactive**
- **Reinforces positive behavior**
- **Builds & strengthens the relationship**

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- Allows trainers and participants to interact and hear input without defensiveness
- Reinforces positive behavior and facilitates the change of ineffective behavior
- Builds & strengthens the relationship between the trainer and participant

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Feedback must possess

- **Honesty**
- **Positive Intent**

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Feedback must be...

- **Descriptive, not judgmental**
- **Specific, not general**
- **Short and to the point**

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Descriptive, not evaluative

Describe the behavior or response without ascribing or inferring a motive
Based on observable facts, not on impression or personal beliefs

Specific, not general

Describe exactly the behavior or response eliciting the feedback

Short and to the point

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Model for Providing Feedback

- **When providing feedback the facilitator must:**
 - **State what was observed**
 - **How this observation was positive & how it created a problem**
 - **Suggest change in presentation / behavior, or provide reinforcement of positive action**

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Activity

Each participant will be given a 3x5 card. On the card will be a word or phrase. When you are given the card, you are to stand and speak to the class about your word or phrase for **one minute**. Do not stop speaking. Speak until the completion of the minute.

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Working at your tables there should be one 3x5 index card for every participant. On the card should be one word. Facilitators should give one card to the participant who will be giving the impromptu speech. The participant will have no time to prepare, but should stand, read the word and launch into a one-minute speech about the topic.

Next, ask each person to provide one piece of useful feedback to the speech-giver. Look for the feedback principles described in this curriculum.

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Problem Based Learning

**What does this mean to
you?**

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Slide 19

**Please conduct a PBL
session.**



What do you
need to
know to do
it?

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Slide 20

Foundations of PBL

- INQUIRY
- DISCOVERY



A cartoon illustration of a wizard with a long beard, wearing a pointed hat with a star and a crescent moon. He is sitting on a stool and looking through a telescope mounted on a tripod. A star is visible in the sky above the telescope. The wizard is wearing a robe with three stars on the front.

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Slide 21

Problem Based Learning

Defining "PBL"



Three colorful blocks spelling 'pbl'. The 'p' is on a green block, the 'b' is on a red block, and the 'l' is on a yellow block. The blocks are arranged in a row, with the 'b' block slightly behind the 'p' and 'l' blocks.

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Slide 22

Defining "PBL"

Based on your
"discovery" and
"inquiry" how
do you define
PBL?



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The slide features a central illustration of a wizard with a pointed hat and a crescent moon on it, sitting on a stool and looking through a telescope. The wizard's hat has a star on it, and there are stars in the background. The wizard is wearing a robe with stars on it. The illustration is in a simple, cartoonish style.

Slide 23

**Defining
"PBL"**



The slide is split into two sections. On the left, the text "Defining 'PBL'" is written in a bold, black font. On the right, there is a photograph of a person wearing a surgical mask and a surgical cap, looking intently at something off-camera. The person is wearing a light blue surgical gown. The background is dark and out of focus.

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Problem Based Learning
Other Definitions

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Slide 25

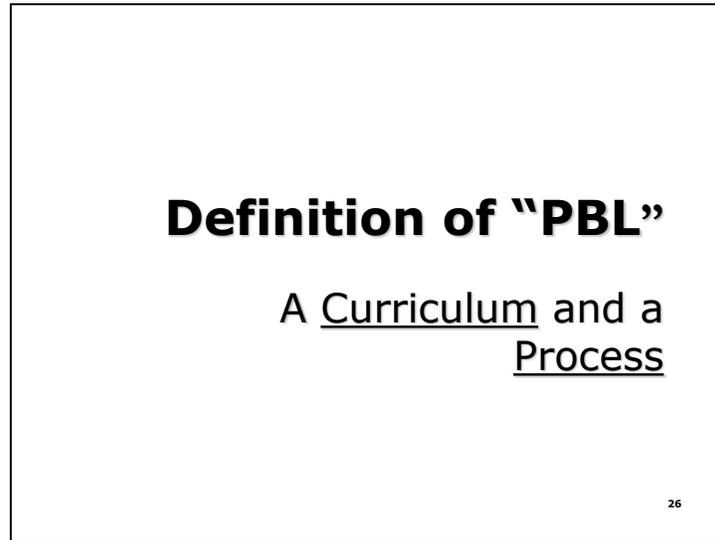
Defining "PBL"

**"There is no universally agreed upon set of practices which must be found in Problem-Based courses to define them as such."
(Boud & Feletti)**



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An important point and the reason why so many folks are doing things and labeling them "PBL" when it might not be based on the definition we use in this class.



PBL Defined

Simply put, PBL is learning that occurs through a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problems solving proficiency; self- directed learning strategies and team participation skills. The process replicates the approach to resolve problems or meet challenges that are encountered in life. (Barrows & Kelson)

It is an integrated curriculum design and instructional method that requires the participant to use a particular problem as the focus for the study of a variety of subjects

Knowledge used is better remembered. Problem based learning that results from the process of working through a problem or situation that is taken from real life.

Features of PBL

Review of the Features of PBL

PBL is not new and is used by many to encourage students to learn through methods that capitalize on adult learning theory and techniques, for example:

Cumulative learning – a subject is not learned in depth at any one time, but is introduced repeatedly and in increasing levels of complexity during the course of study

- An example might be to have some basic elements of CAD usage built into a discussion of the enhanced 9-1-1 system and equipment. The basic components of the call taking screen can be introduced as it relates to E91-1- ANI/ALI information. It can be reintroduced later, when call processing is being introduced or when call types are being discussed. Each introduction of the subject can build upon the previous discussion and will be pertinent, because it can show immediate application and relevancy. One does not have to memorize all information about CAD in one block, but can have different CAD functions introduced incrementally with practical application.

Integrated learning – subjects are introduced as they relate to a problem rather than separately.

- Participants working on a discussion of domestic violence can be introduced to resource materials dealing not only with domestic violence shelters, but other community resources as well. CAD type-codes that deal specifically with domestic violence can be introduced or reiterated here, as well can agency policies dealing with domestic-related work issues or workplace safety issues.

Progression in learning – what and how students learn changes as students acquire skills and knowledge as they mature – from simple to complex

- Participants may be introduced to the PC radio, learning to transmit, use alert tones or change repeaters or talk groups. Later participants learn how to set up their screens, select and de-select talk groups, handle fire toning, etc. from the screen.

Consistency in learning – the learning aids of PBL are reflected in all aspects of teaching and learning, including the learning environment in the classroom and assessment practices. (Kenn Martin, Western Australia University)

- Discussions of dispatching calls in progress relate back to acceptable call receiving practices which relate directly to agency policy and procedure and are reiterated in all learning topics.

Other advantages of PBL:

- Requires the use of problem-solving skills
- Enables participants to understand and *apply* content in different situations, not just memorize data

Possible disadvantages of PBL:

- Takes more time, topics are covered in depth
- Uses more and varied resources
- Requires more time for student research and practice/demonstration
- May have resistance from participants who are used to being passive learners and who want the instructor to provide them all the information

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Definition

Curriculum

- **Carefully Designed Problems**
- **Acquisition of Critical Knowledge**
- **Problem Solving Proficiency**
- **Self Directed Learning Strategies**
- **Team Participation Skills**

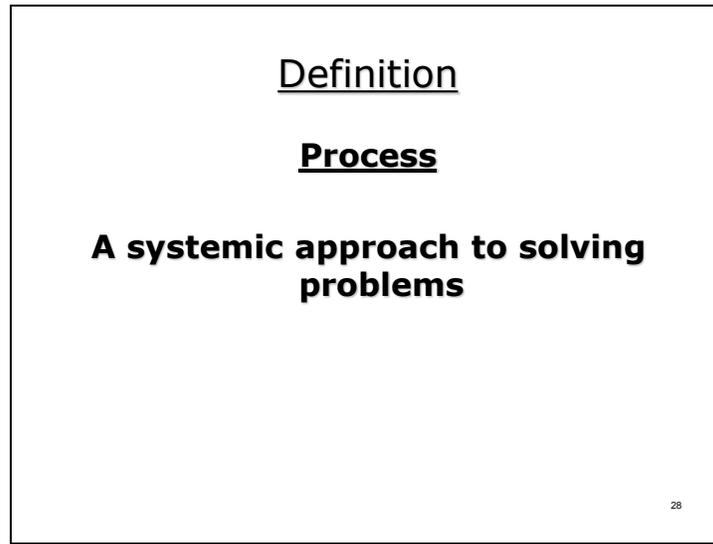
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Let's break down this definition, together, and discuss the elements:

Curriculum: Carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem-solving proficiency, self-directed learning strategies, and team participation skills.

- **Carefully designed problems.** These problems have the following characteristics:
 - **Engaging and oriented to the real world.**
- **Generates multiple hypotheses**
- **Requires team effort**
- **Is consistent with desired learning outcomes**
- **Builds upon previous knowledge/experiences**
- **Promotes development of higher order cognitive skills**
- **Demands from the learner acquisition of critical knowledge.** Students must take responsibility for their own learning. PBL encourages students to ID learning needs and determine the resources they will need to use to accomplish their learning.
- **Problem solving proficiency.** Students will develop a learning model, which includes problem (issue) identification, what is known, what knowledge is needed, obtaining the necessary knowledge, developing a solution and evaluating the results.
- **Self-directed learning strategies.** Students are tasked with some elements of independent learning in order to support the group's efforts in understanding strategies to solve the problem.
- **Team participation skills.** There is sufficient evidence in the literature that most students learn better when they are collaborating, providing and receiving information, supporting and encouraging, resolving conflicts and communicating with others. Group work, then, can enhance student learning.

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We said PBL is a curriculum and a *process*. We've talked about the curriculum; now let's look at the process.

Process: Replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career.

It includes students working in small groups, delving into, determining key issues, and then solving a "real-world" problem under the guidance of a facilitator. By focusing on realistic problems, students develop a varied and deeper perspective of knowledge of the subject area.

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Process

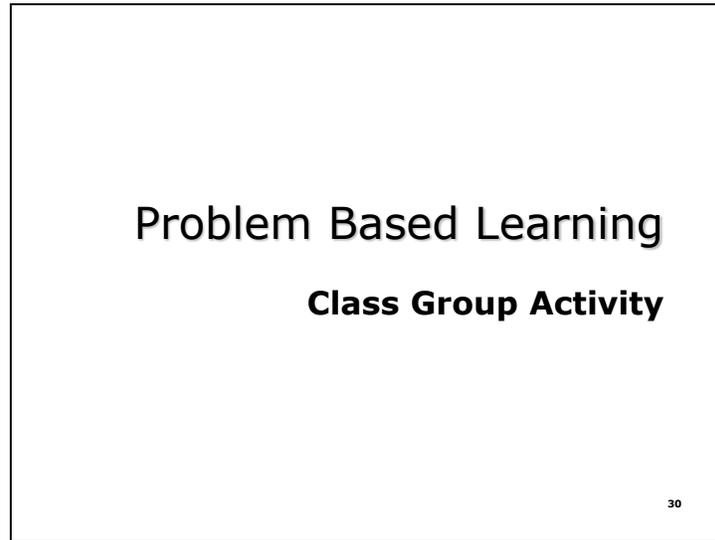
- Problem Presentation
- Consider What is Known
- List What is Needed
- List Actions/Resources
- Present/Support Solution
- Evaluation

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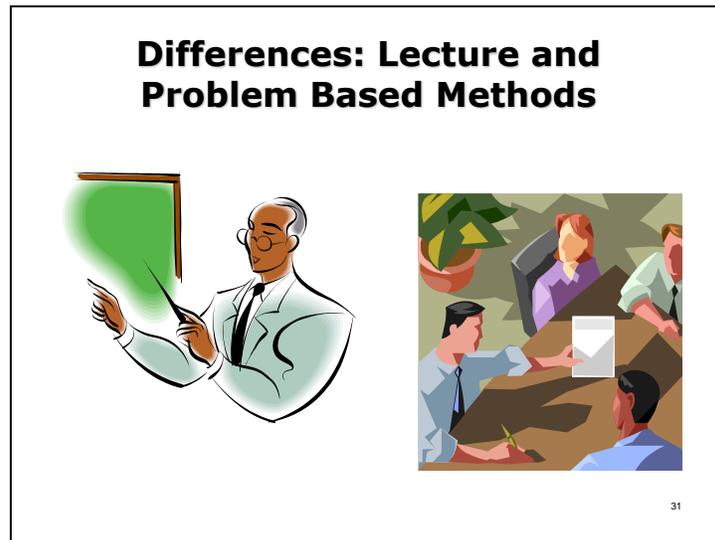
6 Step PBL Process

- **Problem presentation**
- **Consider what is known**
- **List what is needed**
- **List actions/resources**
- **Present/Support solution**
- **Evaluation**

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Slide 31



Question Activity

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We are going to spend the remaining sessions on facilitation skills because your role in the PBL classroom may be very different from how you've instructed before.

As a facilitator you are:

- A content and procedural resource person
- A facilitator of group processes
- A guide to additional resources
- A sounding-board person
- A learner, as well
- A clarifier – of discussion points
- Able to exhaust avenues of investigation
- Able to put a problem into context
- Expected to intervene in negative group dynamics
- Expected to use good questioning techniques (Socratic)

You have an incredible role in this process based on your skills as a facilitator, which is why we will be spending more time helping you to help each other hone these skills later.

Effective Presentation formats may include:



- Short lectures
- Group discussions
- Panel discussions
- Interviews
- Role plays
- Brainstorming

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Short lectures are an effective part of PBL, particularly when providing cognitive or foundation information. The operative word is **short**. It is the tendency of instructors who come from a lecture background, to revert back into lecture.

A rule of thumb: Except in the case of the short lecture, if you are speaking to the class for more than one minute, learn to “check” yourself to determine if what you are saying needs to be said by you, or could you, the facilitator, effectively bring that information out by questioning your participants.

Group discussions can be guided by the facilitator as an effective way to uncover learning objectives or additional information about the topic. The facilitator may use questioning techniques to move the discussion from one point to another, having the participants make key points. Use of Socratic Questioning is one effective tool to guide group discussions. We'll talk more about this technique later.

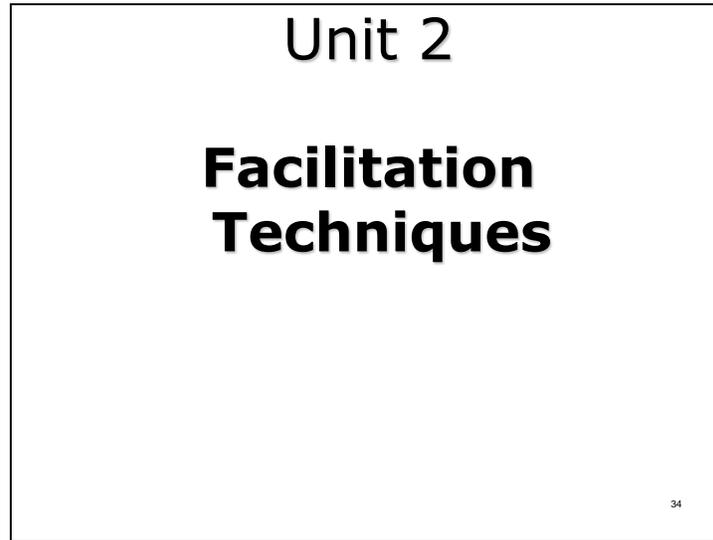
Panel discussions allow participants to view interaction and discussion among panel members. They may also be able to question panel members for more information.

Interviews allow participants to question interviewee for information

Role-plays allow participants to practice the key learning points, or observe role-players putting the learning material into a practical context.

Brainstorming is a very structured activity used to generate as many ideas as possible in a short period of time.

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Unit 2

**Facilitation
Techniques**

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Small Group

The use of small groups:

- **Safety**
- **Exchange of ideas**
- **Experience**

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Provide a safer learning environment, particularly for adults who may be anxious about speaking in front of a larger group. It allows adult learners to be in a smaller, more intimate environment where they can contribute or try out new ideas more easily than in a large group.

Exchange of ideas- provides an atmosphere where participants can exchange ideas, opinions or experiences. In a larger group, time constraints would make this type of exchange impractical. It allows for generation of more ideas, questions or answers than a facilitator may be able to generate with a larger group, and do so in less time. Five groups of five participants should generate more answers to a problem or question in a limited amount of time than it would take to get responses from twenty-five participants in a larger group one-at-a-time.

Experience – each participant will bring with him/her past experience that may contribute to the work being done in the group. Small groups allow for that previous knowledge to be applied in a new way and shared with the group whose members may be able to relate to the topic in a way they might not have, if other participants had not shared their knowledge or experience.

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Brainstorming

- **Used for groups to generate as many ideas as possible in a short amount of time**
- **Allow for fast-paced creative idea generation**
- **May use nominal group technique to narrow responses**

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Allow groups to quickly generate as many ideas around a topic as possible.

Brainstorming is a technique that encourages participants to come up with ideas related to the question posed to them.

- * The use of brainstorming is common in small group exercises or nominal group work – where often, the list is narrowed to the top X number of responses.
- * Allows groups to quickly generate as many ideas around a topic as possible.
- * Group members may generate many more ideas piggybacking off ideas from the group, than they would generate individually.

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Brainstorming

- **Brainstorming is a process that works best with a group of people when you follow the following four simple rules:**
 - Have a well-defined and clearly stated problem
 - Have someone assigned to write down all the ideas as they occur
 - Have the right number of people in the group
 - Have one group member who helps others with the guidelines

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Michael Morgan's book Creative Workforce Innovation to give the following guidelines: Brainstorming is a process that works best with a group of people when you follow the following four simple rules:

- Have a well-defined and clearly stated problem
- Have someone assigned to write down all the ideas as they occur
- Have the right number of people in the group
- Have one group member who helps others with the guidelines

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Brainstorming

Have someone in charge to help enforce the following guidelines:

- Suspend judgment
- Accept & record every idea
- Encourage people to build on the ideas of others
- Encourage way-out and odd ideas

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Activity

Using the nominal group techniques take **5 minutes** & brainstorm the following:

- **Why would a problem based learning curriculum be an effective way of imparting new knowledge and skills to telecommunicators?**

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Using the nominal group techniques brainstorm the following:

- Why would a problem based learning curriculum be an effective way of imparting new knowledge and skills to telecommunicators?
- Why would a problem based learning curriculum be an effective way of imparting new knowledge and skills to telecommunicators?

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Use of Learning Activities

- Must be relevant
 - Clearly determine what the learning value is of the activity
- How long will it take (shorter is better, typically)?
- Consider timing and use of activities requiring physical movement
 - Vote With Your Body
 - Continuum
- Reflective Journal
- Is there emotion around the activity?
 - Four Fs

The use of learning activities should be carefully considered. Each activity should have a clearly defined purpose. The more real-life oriented the activity is, the better for learning to take place. Remember, adults want “relevance” and immediate application to be part of their learning.

Set aside enough time not only to conduct the activity, but to debrief it.

Consider the “timing” of activities. What time of day would you consider physical, get up and move around activities?

Activities do not have to be formal. For after lunch/early afternoon activities when energy and attention may be lagging, consider creating or revising an activity so that it has some physical movement associated. An example: Vote with Your Body – If you have a topic that lends itself to having students sort themselves into different groups by experience, opinion, or topic – create easel sheets with the appropriate heading. Ask students to walk around and read them all, then stand by the topic that most reflects their opinion, attitude, etc.

The use of a Continuum also requires physical activity. Using either a long sheet of butcher paper or individual flip charts set up on easels around the room, have students vote with colored dots about various issues. For our Telecom courses, we use this technique in a couple of classes. At the beginning of class we have students weigh in on the importance of the course main topics. We have a topic either on the butcher paper or on individual flipcharts that has the topic listed in the left margin. We then have listed horizontally across the top: **Very Important Important Somewhat Important Not-so-Important and Unimportant**. We ask students to dot how important they feel each of the main courses topics will be. Then, as each topic is taught/facilitated, we have them, at the end of the discussion, go to a duplicate flipchart used after the instruction, and we have them dot again, the importance of the topic.

It makes for an interesting discussion, and often the importance/usefulness of the topic will change (usually rise) after it is instructed and participants have a chance to see how they can use the new information.

Consider the use of a Learning or Reflective Journal for any and all courses you facilitate. The reflective journal can be a powerful tool for students to take responsibility for and to enhance their

own learning. The journal is used by the student to reflect, think, and consider the learning that occurred that day. It can be formal or informal. You may choose to have structured questions around which the student journals (such as, what did I learn, what do I still need to learn, where can I find more information, and what resources do I need to be successful? Use of a journal helps learners sort out learning through reflection. They are encouraged to think about their learning and to look more deeply at the implications of what they have learned. Journaling takes minimal time- 10-15 minutes, typically each day. As a facilitator, you may follow up on the journal activity with a "Takeaway" activity.

The Takeaway activity has been demonstrated in this course. After journaling, at the end of the course session, use a round robin (go from one student to the next for all students) and ask them to give you one piece of information that they are taking away from the course. It doesn't have to be what they journaled about; it can be anything that made an impact on them for the day. Again, this is a tool to help the facilitator gauge the impact the training is having on participants. This activity allows a facilitator to see what a quiet or non-participative student may be getting from the course.

Will there be strong feeling or emotion around the activity? Consider the use of the Four F's debriefing technique that we will discuss next

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4- Fs Debriefing Technique Facts

- Sit in front of the class- relaxed and informal
- Round-robin (moving from one person to the next around the room)
- Ask each person to provide **ONE** fact about the activity, the video, the recording or discussion that just occurred
- Only collect "facts"
- Acknowledge with a "thanks" or "okay"

The technique will start with the facilitator sitting in a chair at the front of the room. It will be conducted in a round-robin style, asking each participant (when time allows) to provide one fact about the activity, video, recording or discussion that just occurred.

Each participant states something factual about the event.

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Feelings

- Round robin
 - Ask each participant to describe one feeling or emotion he or she had around this event, recording, video, etc. (If they don't have one, they can pass)
- Explore the feelings of participants
- Diffuse any residual emotion through discussion
- Acknowledge with "thanks or OK"

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Funneling Ideas

- Round robin- generate ideas about the meaning, consequences, etc. of the discussion topic
 - What might long-term effects be?
 - Who else might be affected?
 - What are the "unknowns" of the issue?

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Future

- Round robin
 - What does this mean (for you or in general) for the future?
 - What future impact?
 - What future actions?
 - What future ramifications?

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This four stage process, allows learners to verbally bring out to the rest of the participants, issues around facts, feelings, ideas and future action. This technique is very effective in diffusing discussions or activities that generate strong emotion. For 911, it is a great technique to use when debriefing groups who have listened to a tape or viewed a DVD that elicited emotion, opinion or a strong reaction from the group.

It also allows the facilitator to pose counter-questions to the group during debriefing. Consider the use of Socratic Questioning when using the 4 Fs for debriefing.

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Use of Socratic Questions

In Guided Group or Other Discussions & Socratic Questioning

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Socratic Questioning

The purpose of Socratic Questioning

- **Raises basic issues**
- **Probes beneath the surface of things**
- **Pursues the problematic areas of thought**
- **Helps participants discover the *structure of their own thought***

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Dr. Richard W. Paul writes about Socratic questioning as a tool to use in the classroom to help students learn to think critically. He writes that the purpose of Socratic questioning is to raise basic issues and probe beneath the surface. It allows students to arrive at judgment through their own reasoning.

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Socratic Questioning

- **Helps break big questions or tasks into smaller, more manageable parts**
- **Creates meaningful contexts**
- **Helps participants clarify their thoughts**

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He states that Socratic questioning is used:

- To help break big questions or tasks into smaller, more manageable parts – take bigger concepts apart and look at each part more closely
- To create meaningful contexts in which learning is valued by participants – make connections between previous learning and new learning or new tasks
- To help participants clarify their thoughts by rephrasing or asking questions

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Socratic Questioning

- **Helps participants develop sensitivity to clarity, accuracy, and relevance**
- **Helps participants arrive at judgment through their own reasoning**

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Socratic Questioning

- **Helps participants incorporate the “elements of reasoning”**
 - **Purpose**
 - **Question**
 - **Information**
 - **Concepts**
 - **Assumptions**
 - **Interpretations**
 - **Implications**
 - **Point of View**

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The elements of reasoning represent the process of reasoning, broken apart into components for better comprehension and ease of use. The author, Dr. Richard Paul, Director of Research at The Center for Critical Thinking at Sonoma State University, describes these as parts of one seamless whole.

Every subject area has its own logical structure. Learning how to think like someone proficient in a given field of discipline means learning to think and reason using the logic of the discipline. The elements of thought provide a guide to understanding the logic of something.

Socratic questioning is one way to assist students or participants in peeling away the layers of information that form the basis of reasoning.

Purpose

What is the goal, why are you thinking of about this topic?

Question

What is the issue? What is the precise question to be solved? How can I define the question well at the beginning? The clearer we are about what the issue, question or problem is, the more effectively we will be able to answer or solve it.

In problem based learning, the "problem" is the question posed.

Information

Enough relevant and accurate information is needed to solve the question, issue or problem. Actively decide which of many possible experiences, data, or evidence you will use. How will you get the needed information?

Concepts

Concepts guide, shape and organize how we think about anything. Concepts include ideas, theories, relationships, principles, and rules. We need to identify and define concepts that are crucial to our interpretation of the issue, problem or question.

Assumptions

Reasoning begins with assumptions, that is, things we take for granted. It is very important to be aware of and question the assumptions we make. If an assumption is incorrect, all the rest of the reasoning will be inaccurate. Conflict between people often is resolved simply by identifying the differing assumptions they each brought to the situation.

Interpretations

Inferences or judgments follow from evidence and reasons: "because this is so, then that is so..." All reasoning contains inferences by which we draw conclusions and give meaning to data. What conclusion will result from the reasoning process? Are the inferences tied to the reasons given? Are they deep, consistent and logical? What different interpretations might arise? This is the answer or solution to the original issue, question or problem. Your reasoning process may conclude with an inference that may be a belief, a policy, a decision, a plan of action, a statement of principle, or a judgment.

Implications

Trace out a variety of implications and consequences from your reasoning. Search for negative as well as positive consequences. Also look for unusual or unexpected consequences from various points of view.

Point of View

The point of view is the framework within which we think, our frame of reference. Putting ourselves in the shoes of another is crucial to understanding his or her point of view. We also need to be able to identify our own point of view. Reasoning implies that we should be willing to question our point of view, and change it. When people are dead set on a particular point of view, they are not willing to reason about it but spend their energies defending it.

Socratic Questioning

Is used to:

- **Provoke thought**
- **Focus the discussion**
- **Encourage explanation**
- **Identify resources**
- **Ensure participants do justice to each view & that no views are summarily dismissed**

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- Pose thought-provoking questions
 - To further explore the topic and its implications
- Help keep the discussion focused
 - Can move the discussion back on point
- Encourage participants to explain things to each other
 - Allows participants to appropriately share information with the group to enhance learning – may draw upon one member's experience
- Help participants find what they need to know by suggesting and showing them resources
 - Encourages them to find the information by helping them identify resources or other sources of information
- Ensure that participants do justice to each view and that no views are summarily dismissed
Allows the facilitator to assist the group in examining all points of view

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The Spirit and Principles of Socratic Questioning

- **Respond to all answers with a further question**
- **Seek to understand the foundations for what is said or believed**

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Respond to all answers with a further question

The subsequent questions should call upon the respondent to develop his/her thinking in a fuller & deeper way

Seek to understand the foundations for what is said or believed

Socratic questioning is used to discover what assumptions and beliefs form the foundation for what the participant believes

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The Spirit and Principles of Socratic Questioning

<ul style="list-style-type: none">● Treat all assertions as a connecting point to further thoughts● Treat all thoughts as in need of development	<ul style="list-style-type: none">● Recognize that any thought can only exist in a network of connected thoughts – stimulate participants to pursue those connections
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The Spirit and Principles of Socratic Questioning

- **Recognize that all questions presuppose prior questions and all thinking presupposes prior thinking**
 - All thoughts **ASSUME** some information base.
 - Assume that you can not fully understand the thought until you understand the background information that supports or informs it

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3 Kinds of Socratic Discussions

- **Spontaneous or Unplanned**
- **Exploratory**
- **Focused**

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Spontaneous or Unplanned

Richard Paul, the author of a number of books on critical thinking and the use of Socratic questioning says, "Every teacher's teaching should be imbued with the Socratic spirit. We should always keep our curiosity and wondering alive".

He describes how spontaneous discussions provide models of listening critically as well as exploring believes. Spontaneous discussions may generate questionable or inaccurate information.

The use of Socratic questioning can provide a path for participants to self-correct rather than instructor-correct the statement or concept.

If there is a question about the relevance of a participant's comment or statement, the facilitator may ask questions like:

"What connection do you see between our discussion and your point that..."

"I'm not sure why you mentioned that now, could you explain how it's related to this discussion?"

"What made you think of that?"

Either the point is germane and you, the facilitator can clarify the connection, or it is marginally related and you can rephrase it and say "A new issue has been raised". The new issue can be raised or tactfully postponed, or can generate an assignment.

Exploratory

The next type of Socratic question is exploratory and is used by the facilitator to find out what participants know or think and to probe their thinking on a variety of issues. It is a way to gauge a participant's understanding of the subject matter or point.

Use of pre-determined questions or activities generate "anticipated responses". These anticipated responses give the facilitator time to prepare follow up questions.

Focused

You may use a focused approach with specific areas or instructional objectives to cover. The use of focused Socratic questions allow the facilitator to really probe an issue or concept in depth. It allows participants to clarify, sort, analyze, evaluate thoughts and perspectives. It allows them to distinguish the known from the unknown, synthesize relevant factors and knowledge and engage in an extended and focused discussion.

The focused discussion requires pre-planning and thinking through possible perspectives on the issue, grounds for conclusions, implications, consequences, etc. You can further prepare by reflecting on those subjects relevant to the issue, methods, standards and interrelationships, points of overlap or points of possible conflict. With planning, you can guide students to tie back in, earlier points or concepts.

This allows participants the chance to pursue perspectives to their most basic assumptions and through their furthest implications and consequences.

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SQs

To provide:

- **CLARITY:**
- **ACCURACY**
- **PRECISION:**
- **RELEVANCE:**
- **DEPTH:**
- **BREADTH:**
- **LOGIC:**
- **SIGNIFICANCE:**

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Some useful SQs that can be used to generate more discussion from participants are:

CLARITY:

Can you elaborate?

Can you illustrate what you mean or give me an example?

ACCURACY:

How could we verify or test that?

Where or how could we check on that?

How could we find out if that's true?

PRECISION:

Could you be more specific?

Could you give me more details?

Could you be more exact?

RELEVANCE:

How does that relate to the problem?

What bearing does that have on the question?

How does that help us with this issue?

DEPTH:

What factors make this a difficult problem?

What are some of the complexities of this question?

What are some of the difficulties we need to deal with?

BREADTH:

Do we need to look at this from another perspective?

Do we need to consider another point of view?

What other ways could we look at this?

LOGIC:

Does all of this make sense together?

Does what you say follow from the evidence?

SIGNIFICANCE:

What is the most important problem/issue to consider?

Is this the central idea to focus on?

Which of these fact/things/issues are most important?

[1] *How to Teach Through Socratic Questioning* – Richard Paul – 1996 Foundation for Critical Thinking

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Socratic Questioning Activity

- **Take the card you were given earlier, with the one word on it. Take 3 minutes and prepare to demonstrate Socratic questioning with your group. You will have 3 minutes in which to question your group about their ideas surrounding the word you will be giving to them.**

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Take the card you were given earlier, with the one word on it. Take 3 minutes and prepare to demonstrate Socratic questioning with your group. You will have 2 minutes in which to question your group about their ideas surrounding the word you will be giving to them.

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Use of Guided Group Discussions

Guided Group Discussion:

- **A facilitated technique to impart information and encourage learning where the instructor asks questions to guide the students toward learning particular points**

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Guided Group discussion using Socratic Questioning is one of the best ways to help students bring their own experiences into the new learning content. It allows the facilitator to focus the learner's attention on specific topics that they are engaged in through discussion. It is highly interactive and can help to maintain group interest in the topic.

Guided Group discussion can also be used to refocus the group back on task. The careful use of a Guided Group discussion may even correct an incorrect assumption posed by one of the groups, but it must be done in a non-threatening or embarrassing manner.

Guided Group discussions, using Socratic Questioning to bring out common knowledge or experience that can be applied to the new training topic, are the pair of draft horses pulling the facilitated-classroom beer wagon!

When using a Guided Group discussion around a topic that may create strong feelings or emotion, consider the use of the Four Fs technique to debrief the group. This will allow participants to sort out the information from the emotion, acknowledge feelings, and take a look at longer term implications of the topic facts and discussion.

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Guided Group Discussion Activity

- **10 minutes** to look at the topic you are given.
- Tablets may be used to quickly look up something, if critical to your activity
- facilitate a **5 minute Guided Group** discussion in your group
- **3 minutes** to practice giving feedback to the presenter-make it specific, useable

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Spice Up Auditory Appeal:

- **Make eye contact**
- **Slow down your speech**
- **Keep control of your body language (hold arms quietly down at your side)**
- **Resist the urge to draw or write**
- **Pause**
- **Resist the urge to interrupt**

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To appeal audibly to a learner:

- Make eye contact
- Slow down your speech
- Keep control of your body language (hold arms quietly down at your side)
- Resist the urge to draw or write
- Pause
- Resist the urge to interrupt

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Visual Appeal:

- **Add visual words to descriptions**
- **Draw pictures to illustrate your points**
- **Bring color into the classroom**
- **Write things down for learners**
- **Consider creating charts**
- **Prepare a formal presentation**
- **Practice doodling while others speak; learn to draw**

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To appeal visually to a learner:

- Add visual words to descriptions
- Draw pictures to illustrate your points
- Bring color into the classroom
- Write things down for learners
- Consider creating charts
- Prepare a formal presentation
- Practice doodling while others speak; learn to draw

More Kinesthetic Involvement:

- Ask your learners to talk
- Talk quickly and with your hands
- Interrupt to move faster
- Give them something to take with them – job aids, bookmarks, etc.
- Don't turn the lights out for a presentation
- Ask about and talk about emotions

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To appeal in a more physical way to the learner:

- Ask your kinesthetic learner to talk
- Talk quickly and with your hands
- Interrupt to move faster
- Give them something to take with them – job aids, bookmarks, etc.
- Don't turn the lights out for a presentation
- Ask about and talk about emotions

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Summary

- **Discuss and perform effective brainstorming, guided group discussion, small group, Socratic Questioning, intake styles and wrap-up techniques**

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Slide 63

CLASSROOM MANAGEMENT

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**Classroom Management:
Exercise Classroom Management Issues**

Close your student manuals. Take **4 minutes** in your groups and come up with a list of potential classroom management issues you might encounter in a facilitated learning environment.

Anticipated Responses:

**Over sharing
Under participation
Inattention
Sabotage
Challenges Instructor**

**Side barring
Disruptive behaviors
Negative attitude
Prisoners, vacationers
Inappropriateness**

Classroom management is also an important aspect of facilitation. In problem based learning where participants are often working in groups, doing self-directed research, or contributing through the highly facilitated delivery process, managing the classroom is an essential skill.

Group dynamics is an area of study all its own, however, there are benefits and challenges to facilitating groups. It will depend upon the length of the class and the number of participants, but there are a number of ways facilitators can manage the classroom from the benefit of all participants.

People that disrupt your material delivery usually have some things in common.

- Trying to fulfill their individual needs and agendas, which may or may not be related to the learning experience at any given moment
- These individual agendas drive their own (and sometimes the group's) behavior that can disrupt learning.
- We tend to label these folks as difficult participants.
- The tough part about this is that we tend to take this disruptive behavior personally and feel that our credibility is at stake in front of the class.
- Your credibility as a facilitator comes from your ability to create and sustain a supportive learning environment.
- Dealing with difficult participants means that we first depersonalize the situation and focus on the difficult behavior. Try to understand the personal agenda of the participant and if you can satisfy that agenda – do it! That agenda will probably go away and the class can move on. Remember your role, as a facilitator is to make learning happen.

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Tactics for Handling Disruptive Behaviors

- **DO NOT** get caught in a power struggle
- Use good-natured humor
- Connect on a personal level
- Broaden group participation
- Create a “parking lot” – items for later discussion
- Take discussion off line
- Change group composition
- Modify activities or instructional strategies

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Tactics for Handling Disruptive Behavior:

- Don't get caught in a one-on-one power struggle
- Use good-natured (appropriate) humor
- Connect on a personal level
- Broaden group participation
- Create a “parking lot”
- Take discussion off line
- Changing group composition
- Modifying activities or instructional strategies

Slide 65

Classroom Management Activity-Teach-Back

10 minutes to prepare a “facilitated” presentation to the class on their assigned behavior.

This technique is called a teach-back

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We will assign you a "behavior". We want you to take **10 minutes** and prepare a presentation. We want you to present on the "behavior" you have been assigned. You may discuss possible reasons for the behavior and techniques to deal with it, however your presentation should be *facilitated* using the members of your group as the "class".

Each of the behaviors will have it's own page. You may add your own information into this as well, as many of you are experienced instructors. This technique is called a Teach-Back. We are using the course participants (you) to teach a section of the material using a Teach-Back Technique.

The act of having a student study and prepare to "teach" a section, helps learners solidify the information. It creates energy in the classroom and provides a creative opportunity for the "instructor/student".

Notes:

Notes:

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Behavior	Possible Reason	Techniques to Minimize
Over sharing	Want or need recognition, they always have the answer, always want to present	<ul style="list-style-type: none"> ○ Set the ground rules at the beginning of class about the need to limit sharing ○ Turn your questions or attention to other participants ○ Do not make direct eye contact ○ Ask this person to summarize the discussion to keep him/her attentive and capitalize on his/her enthusiasm ○ Set up seating so that this individual is with stronger personalities – they tend to keep these types in check
Non-participative	They may be shy or from a culture that does not encourage participation in this type of setting. They may be bored or think they don't have something to contribute, or are fearful of making a mistake	<ul style="list-style-type: none"> ○ Make participation one of your ground rules ○ Ask them direct questions during the facilitation, but use questions that are not too difficult or require an opinion ○ Set up tables so that you have a group of quieter individuals at one table. They will have to participate to get the work done ○ During group exercises walk over and observe this person's group-they may be more participative in the "safer" group setting than in the larger class
Inattentive	May be bored or have other concerns s/he is thinking about	<ul style="list-style-type: none"> ○ Ask this person to assist with exercises or in some way ○ Draw on his/her experience if you can ○ Watch for group interaction ○ Address the issue, one-on-one if it tends to go on, there may be some pressing issue that needs to be addressed
The saboteur	May not want to be there, may resent any kind of authority, or may have personal issues with some group members	<ul style="list-style-type: none"> ○ Make sure you understand what is going on – you want to find observable, documentable conduct and behaviors ○ Attempt to determine through observation and then, if necessary, direct contact what the issue is ○ If the conduct continues, after directly confronting the individual out of the classroom, and the conduct is or has the potential to impact the learning of others, consider removal or ejection from the course

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Inappropriateness	Makes statements or shares information that is inappropriate such as sexual references, racial, ethnic or gender biases, etc.	<ul style="list-style-type: none"> ○ Away from the classroom, discuss your concerns at the first opportunity, with the participant
Side Barring	Whisper, make comments, talk during the class or course	<ul style="list-style-type: none"> ○ Set up the classroom in a way that discourages persons who work at the same agency who are personal friends, or who engage in this conduct from sitting together ○ Stand next to or directly behind them ○ Stop the discussion and wait for them to stop ○ Politely ask them to share their thoughts with the group ○ If it persists, confront them away from the class and ask them to stop
Disruptive or Negative Behaviors	They interfere with the learning process. They may directly challenge other participants or the facilitator, pout or refuse to participate	<ul style="list-style-type: none"> ○ Tell them you understand his/her concern and will gladly discuss the matter on a break ○ As the person to assist with a new task or exercise ○ Move to an area in proximity of the individual in an attempt to minimize the disruptive behavior ○ Speak to them out of the classroom, directly confronting the issue ○ If it continues, contact your supervisor and recommend removing them from the course
Prisoners/Vacationers	S/he either is in the course because they've been sent and don't want to be there or they are there just to be out of their workplace and don't care about learning	<ul style="list-style-type: none"> ○ Attempt to engage them in the learning ○ Use them, if you can, to facilitate group work or share experience ○ Use techniques listed above that apply to any other observable behaviors

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Over Sharing

- Want or need recognition, they always have the answer, always want to present
 - Set the ground rules at the beginning of class about the need to limit sharing
 - Turn your questions or attention to other participants
 - Do not make direct eye contact
 - Ask this person to summarize the discussion to keep him/her attentive and capitalize on his/her enthusiasm
 - Set up seating so that this individual is with stronger personalities – they tend to keep these types in check

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Non-participative

- They may be shy or from a culture that does not encourage participation in this type of setting. They may be bored or think they don't have something to contribute, or are fearful of making a mistake
- Make participation one of your ground rules
- Ask them direct questions during the facilitation, but use questions that are not too difficult or require an opinion
- Set up tables so that you have a group of quieter individuals at one table. They will have to participate to get the work done
- During group exercises walk over and observe this person's group-they may be more participative in the "safer" group setting than in the larger class

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Inattentive

- May be bored or have other concerns s/he is thinking about
- Ask this person to assist with exercises or in some way
- Draw on his/her experience if you can
- Watch for group interaction
- Address the issue, one-on-one if it tends to go on, there may be some pressing issue that needs to be addressed

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The Saboteur

- May not want to be there, may resent any kind of authority, or may have personal issues with some group members
 - Make sure you understand what is going on – you want to find observable, documentable conduct and behaviors
 - Attempt to determine through observation and then, if necessary, direct contact what the issue is
 - If the conduct continues, after directly confronting the individual out of the classroom, and the conduct is or has the potential to impact the learning of others, consider removal or ejection from the course

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Inappropriateness

- Makes statements or shares information that is inappropriate such as sexual references, racial, ethnic or gender biases, etc.
 - Away from the classroom, discuss your concerns at the first opportunity, with the participant
 - Document the incident, those involved, etc.
 - If it continues, consider removal from the course.

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Side Barring

- Whisper, make comments, talk during the class or course
 - Set up the classroom so friends/coworkers don't sit together
 - Stand next to or directly behind them
 - Stop the discussion and wait for them to stop
 - Politely ask them to share their thoughts with the group
 - If it persists, confront them away from the class and ask them to stop

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Disruptive or Negative Behaviors

- They interfere with the learning process. They may directly challenge other participants or the facilitator, pout or refuse to participate
 - Tell them you want to understand their concern and will gladly discuss the matter on a break
 - Ask the person to assist with a new task or exercise
 - Move to an area in proximity of the individual in an attempt to minimize the disruptive behavior
 - Speak to them out of the classroom, directly confronting the issue
 - If it continues, consider removing them from the course

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Prisoners/Vacationers

- They are in the course because forced or as a getaway from work-not to learn
 - Help them find a WIFM for them
 - Attempt to engage them in the learning
 - Use them, if you can, to facilitate group work or share experience
 - Look for the exact behavior-if it fits any of the behaviors above, use those techniques

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Slide 74

Course Wrap Up

- PBL
- Classroom Management
- Activities
 - Relevance
 - Physical
 - Voting
 - Continuum
 - Journaling
 - Take-Away
- Facilitation Techniques
 - Small Group
 - Brainstorming
 - Socratic Questioning
 - Guided Group Discussions
 - Debriefing with the Four Fs

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