University of Phoenix℠

Facilitation Skills Manual

Central Administration
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Facilitation Skills Manual

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Preface

One of the first things I learned when I joined the University's Faculty more than 15 years ago was that I was expected to be a facilitator. It's a common enough term now, but at that time—at least to me—it was a new concept. Like most of us, my view of what a college or university classroom should be like was based on my experience as a student. Mostly, teachers taught (i.e., lectured) and students listened (or slept or read the student newspaper or, occasionally, listened and took notes if, of course, they came to class at all). I learned that expected practice at University of Phoenix was quite different.

At first, I thought that facilitation meant facilitating student discussions. I found out very quickly that classroom discussions could go around and around without getting anywhere in particular. I realized that what I was *supposed* to be facilitating was student *learning*. For each course, there were objectives. Did my students master them? Did they "get it"? The University's Faculty had indicated that graduates needed to be able to write, speak, think critically, use information and work effectively. At the end of the courses I taught, could they do those things better than when they arrived?

Over time, I've come to recognize that the real definition of "facilitation" is the following: *Anything it takes to produce student learning*. Do discussions accomplish that? Sometimes they do—but not exclusively. Do lectures? Sometimes they do—if they're short, well conceived, and effectively delivered.

The truth is, facilitation involves planning and thought. It is a cognitive process where I ask myself questions such as: What do my students need to learn tonight (i.e., what are the course's objectives)? How will I get there? What activities, assignments, and processes will best help them move to the point of mastery? Did they get it? How do I know they got it? If they didn't get it, how can I adjust instruction? What might I do differently next time I teach this workshop?

Put simply, this Facilitation Manual is a toolbox. It contains ideas and techniques that can be used within the larger process of facilitating learning. Their use is contextual. Like any manual task that needs a tool, the tool must fit the occasion.

Like all tools, teaching techniques are most effective when used as part of a thoughtful, professional plan rather than in isolation.

Please accept my best wishes for your success as a University of Phoenix faculty member. I hope this toolbox will provide ideas that will help you help your students learn better so that they can accomplish their life and career goals. Finally, I hope we will all remember what the exemplary teacher, Parker Palmer, says about this wonderful vocation—“we teach who we are.”

Your colleague,

Craig Swenson, Ph.D.
Provost and Senior Vice President for Academic Affairs

Section One

Learning Theories and Techniques

INTRODUCTION

At University of Phoenix, faculty members are responsible for guiding the learning activities of the adult student. As faculty members, all of our efforts in the classroom are directed toward achieving the mission of the University, which is:

> The mission of University of Phoenix is to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Our academic vision is that at the end of every night of class, at the end of each course, and at the conclusion of their academic programs our students will learn what they should know, be able to do what they should be able to do, have more fully developed values appropriate to their professions, and better achieve their life and career goals. To achieve this vision requires faculty members who see themselves not only as disseminators of information, but also as "managers of the student learning process." That is what a facilitator does—manages the learning process.

The goals of this manual are to (1) provide facilitation skills development and assistance to aid that task; (2) help both new and current faculty understand the learning process; and (3) offer suggestions for practical applications within the classroom.

Section One of the manual presents the University's teaching and learning model, the role of the instructor, and an overview of learning theory. Section Two offers activities and techniques that can be used to "break the ice" with a new group.

Section Three offers activities that can assist to present information, generate learner involvement and participation. Section Four provides information on the effective use of visual aids. Section Five of the manual is designed to help you plan your workshops and lessons effectively. This information will help you develop your own planning skills.

THE UNIVERSITY'S TEACHING/LEARNING MODEL

Because University of Phoenix exists to serve the working adult population, the University's teaching/learning model is grounded in the theoretical and empirical literature of adult learning and cognitive psychology, and employs best practice from the adult education literature. Listed below are three of the essential features of the model: active learning; collaboration; and emphasis on application and relevance.

ACTIVE LEARNING

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Creating instruction that utilizes the affective domain enables the adult learner to connect more extensively with the cognitive domain. Thus, University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and learning teams is expected. While there are certainly didactic elements in every course, these are augmented and enhanced by student participation through discussion, debate, reflection, and application.

COLLABORATION

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the teaching/learning model. Working adults generally come to formal learning activities with significantly greater life and work experience than their younger counterparts. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Adult students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust "horizontal" dimension to the learning exchange as adult students teach and learn from one another. Good practice in adult education capitalizes on this dimension to students' advantage.

EMPHASIS ON APPLICATION AND RELEVANCE

There is wide agreement in the literature that adults learn best when bridges are built between new knowledge and the learner's experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is better prepared to construct meaning from new information. It also makes learning relevant increasing affective connection with subject matter. In University of Phoenix courses, students' past experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual and learning team assignments. Students very often say they are able to apply at work the next day what they learned in class the night before.

THE INSTRUCTOR AS FACILITATOR

University of Phoenix views its faculty members as facilitators, where the instructor and the learner are in a special type of temporary helping relationship. The learner comes to the University because he/she feels the need for increased skills and knowledge to advance professionally. The instructor is there because he/she possesses the subject knowledge and professional expertise necessary to meet the needs of the learner and provides a role model as a working professional. Neither party can enact his/her role without the participation of the other. In essence, joint responsibility is placed on both the instructor and the learner in facilitation.

In his book, *Freedom to Learn*, Carl Rogers (1969), a psychologist and educator, provides the following "Guidelines for Facilitation:"

1. The facilitator is largely responsible for setting the initial mood or climate of the program.
2. The facilitator helps to elicit and clarify the purposes of the individuals in the class, as well as the more general purposes of the group.
3. The facilitator relies upon the desire of each student to implement those purposes that have meaning to him/her as the motivational force behind significant learning.
4. The facilitator endeavors to organize and make easily available the widest possible range of resources for learning.
5. The facilitator regards himself/herself as a flexible resource to be utilized by the group.
6. As the classroom climate becomes established, the facilitator is increasingly able to become a participant learner, a member of the group, expressing his/her views as an individual.

7. The facilitator takes the initiative in sharing himself/herself with the group - feelings as well as thoughts - in ways that neither demand nor impose, but represent simply a personal sharing which the student may take or leave.
8. Throughout the course, the facilitator remains alert to expressions indicative of deep or strong feelings.
9. The facilitator endeavors to recognize and accept his/her own limitations as a facilitator of learning.

Effective facilitation involves three distinct sets of skills. The first is the ability to plan and reflect on learning objectives, design activities that will lead to their accomplishment, assess student learning and adapt instruction accordingly. The second set relates to the interpersonal skills that allow one to create the positive and productive relationships with one's students that motivate them to work independently. The third involves the ability to give clear, intellectually exciting presentations and lead challenging discussions.

INTELLECTUAL EXCITEMENT

At University of Phoenix, you as a faculty member, have limited time in which to organize information necessary for students to master learning objectives. Therefore, in class lectures the content must be well organized and presented clearly and concisely so the students consistently know the direction you are taking. You must stress relationships among specific concepts and demonstrate applications of theory and skills in new situations so students perceive the connections among the concepts, and can individually apply their newly acquired skills. To ensure mastery of the learning objectives in a course, it is critical that content is presented in an engaging way using a variety of teaching methods and with a high sense of energy so ideas seem logical and reasonable, and are easily retained. The level of student response to well organized, clear, and stimulating content will be high, as students become enthusiastic and involved in the learning process. In contrast to traditional approaches to education where students are spectators, University of Phoenix expects students to participate fully in the learning process.

INTERPERSONAL RAPPORT

When you have a strong interest in the students as individuals and demonstrate high sensitivity to subtle messages from them regarding the way they feel about the material or its presentation, the impact on the students is very positive. Students feel you know who they are and care about them and their learning. In this way, the students become highly motivated to do their best, in part so as to not disappoint the faculty member.

Good interpersonal rapport is evidenced when you acknowledge students' feelings about matters of class assignments, activities, or policy, and encourage the students to ask questions and/or express their personal viewpoints. Effective facilitation occurs when you encourage students to be creative and independent in dealing with the subject material to formulate their own views. When this happens, students not only know what you expect of them, but also feel more responsibility to go beyond that level of performance.

This does not mean that the adult classroom should not be a challenging learning environment where ideas are freely exchanged. It should however, be a safe environment for students to engage in civil discussion.

THE SELF-DIRECTED ADULT LEARNER

A key learning objective at University of Phoenix ought to be that of fostering greater learner self-direction. Self-direction is seen as a basic part of helping people to enhance and expand their learning skills. Most students will respond positively when asked if they want to develop greater self-direction in their learning.

However, wanting and doing are two different processes and most students do not realize exactly *how* they learn. In successful facilitation, you help learners achieve greater self-direction by showing them how to control one or more aspects of a learning situation. By control, we mean the ability to exercise decision-making processes and demonstrate self-management techniques. In the learning process, it is important to realize there are two kinds of control: decision authority and competence. Decision authority refers to the amount of control the student has over a decision, whether or not he/she has made the right decision. Competence refers to the amount of increased control a student can develop by virtue of making better decisions based on improved performance.

From an instructional point of view there are seven major aspects to a learning experience. These can be expressed as a series of questions you can pose to the class (and yourself):

1. What is to be learned (both in general and specific terms)?
2. How is the learning to be used?
3. How is the learning to be accomplished?
4. How is the learning to be consolidated, demonstrated, or shared?
5. How and by whom is the learning to be assessed? What criteria are to be used to determine that a satisfactory, or better, level of learning has been achieved?
6. How, if at all, is the learning to be documented?
7. What is the time limit, or schedule, for the effort?

By incorporating the seven questions governing student participation into the course modules, both faculty and students begin to get a global perspective of what the course can and will provide to its participants.

As a facilitator, you assume the dual role of diagnostician and negotiator. You must work with the student to identify where the learning effort fits into the student's interests and priorities: What are the learner's abilities with respect top each of the seven major aspects of a learning situation? This will require some assessment of competence levels, or diagnosis of ability, to indicate what type of instructional support is needed. You will want to assess and reassess the ability demonstrated by the learner to make appropriate recommendations to the student. In these recommendations, the student must be aware of the rationale behind your statements. In short, an ongoing dialogue will occur between you and students.

The second role you are called upon to play is that of the negotiator. If the continuing dialogue is to be productive for the learner, you and the student must establish a reciprocal and trusting relationship. The ultimate goal of contributing to the success of the student acts as the guide in this process. You may strongly press for a revision of objectives when your assessment suggests that the objectives the student has set are unachievable and may contribute to an early pattern of failure-frustrating both the student's immediate effort, and, in the long run, the student's progress toward greater self-direction in learning. When solid communication lines exist between students and faculty, it is easier for both to assertively counter any recommendation that is perceived as being off target, or question any point, which needs clarification.

In his book, *Self Directed Learning: A Guide for Learners and Teachers*, Malcolm Knowles (1975) discusses the concept of self-directed learning in greater detail, identifying a set of necessary competencies for self-directed learning.

Skill in diagnosis of learning needs

Adults are motivated to learn as they experience needs and interests that learning will satisfy: therefore, these are the appropriate starting point for organizing adult learning activities.

Formulation of learning goals

Adults' orientation to learning is life-centered; therefore, the appropriate units organizing adult learning are life situations, not subjects.

Identification of human and material resources for learning

Experience is the richest resource for adults' learning; therefore, the methodology of adult education is the analysis of experience.

Evaluation of learning outcomes

Adults have a deep need to be self-directed; therefore, the role of the teacher is to engage in the process of mutual inquiry.

As a facilitator, you may find the following nine components helpful to incorporate into your classroom learning events.

1. Gain and control attention

2. Inform the learners of the expected outcome

3. Stimulate recall of relevant prerequisites

4. Present new material
5. Offer guidance for learning
6. Provide feedback
7. Appraise the students' performance

   Prior to moving on to the next set of new ideas, students should be offered the opportunity to assess themselves against some kind of external standard (model, test, examination, real-life try-out, etc.).

8. Make transferability possible

   Our students gain awareness of what a productive employee is, improve their academic knowledge, their professional status, their hobby skills, their functioning as a parent, or their enjoyment of life in general. Through such strategies as role-playing, laboratory practice, and simulated events, the students may practice the application of new learning right in the classroom. Assignments, which provide for an assessment and transfer of that learning to the outside world, are to be given to work on for the next class session.

9. Ensure retention

   Once learning has taken place, it should be incorporated into further study; new information related to old information, problems solved by using the new learning, and application made through repeated questions, practice, and other methods.

RELATIONSHIP OF COURSE OBJECTIVES TO STUDENT EXPECTATIONS

Every course listed in the *University of Phoenix Catalog* has been designed with specific course objectives and outcomes. Objectives are the indicators of what the students should learn as a direct result of completing the course. They are not a summary statement of what was covered in the course; neither are they a comprehensive listing of discrete objectives covered in each class meeting. Rather, the course objectives are a basis from which all the class meetings and outcomes are derived.

The courses have outcomes that verify that the student has attained an objective. These outcomes prescribe how an objective should be accomplished. You must be familiar with stated course objectives and outcomes because they serve as guideposts for the course. They should be shared with students and continuously emphasized. Course objectives and outcomes must be met; however, you may utilize a variety of teaching techniques to achieve the results so long as the basic relationship between the objective and outcome is preserved. The student cannot produce the outcome without having first achieved the learning objective. How the students achieve the objective depends on the ability of the faculty member to produce the desired result. [Note: A student's grade ought to reflect the degree to which he/she has mastered the objectives of a particular assignment or course.]

At one point during the course you are assigned to facilitate, you or one of your students will undoubtedly question why particular information is being covered precisely at a specific time. You may also question the validity of why the item is being covered at all. University of Phoenix continually monitors all of its' curricula and revises courses throughout the duration of all programs. During the revision period, you are still required to use current course modules. Unless there is an error in the curriculum, you are always expected to reinforce the relationship of the course objectives to the stated course outcomes. Throughout this process, a continual check must take place with the students so all student expectations are met within reason.

You must be familiar with the course objectives and outcomes, you must also understand the student course and the instructor expectations. To meet or exceed student expectations, you may have to be flexible as to the instructional method they choose.

Prior to questioning students, you must first consider several factors before determining the methods you will use when facilitating a course. First, you must review the course goals and objectives. Does the course stress acquiring new skills and new information or will it focus on exploring attitudes and feelings? What does the faculty member want to accomplish by utilizing the teaching technique? Is the faculty member trying to entertain, relax, impress, stimulate or inform students? Technique choice is goal and situation specific. For instance, a demonstration-practice-lab session is usually more effective if students are to acquire specific skills. Developing changing attitudes about a topic, such as in an organizational behavior course, may be best accomplished through the use of role-playing and discussion. If the workshop's objective is to have students acquire technical knowledge, a lecture or assigned reading may be more successful than buzz groups.

Faculty members should ask themselves what they do well in class. They should use those teaching techniques with which they are most comfortable. When trying new teaching methods, faculty members may want to inform the class they are going to try something different. Informing the students and requesting their feedback on the exercise, lets them know the success of the new technique is the shared responsibility of all the people in the classroom.

Because some students have had limited classroom exposure, you may find that your students are not familiar with your techniques. If students have been exposed to your technique/s, try to determine if their experience was positive. Since small learning groups, used in many University of Phoenix activities, are relatively new for most students, you may have to spend some time explaining the technique before it can be used and applied effectively. Finally, adapt the setting of the classroom to your teaching technique and style. It is virtually impossible to use group discussions effectively in a fixed-setting lecture room.

THE PHYSICAL SETTING

At University of Phoenix, we believe that you should never limit your teaching strategies just because their room has a fixed-setting arrangement. You should realize that for the time period you use the classroom, you have the option to arrange the physical setting in whatever way is necessary to enhance learning and meet the course objectives.

Many of the techniques discussed in this manual can be used with immovable chair arrangements. In other situations it takes only a minute for you and your group to rearrange the room. Please think of the class that follows you, including the custodial staff, and return your room to its original state.

If your teaching aim is acquisition of knowledge (information, concepts, facts), then the use of tables, desk tops, or some hard writing surface area is probably a must. Some educators have theorized that the desk top has the additional advantage of hiding about half a person's body and allows some sense of security for the student, who can then concentrate on the material to be learned instead of worrying about his/her ability as a learner.

Section Two

Getting Acquainted Activities

How many times have you walked into the classroom for the first session and tried to start a group discussion by asking the students to introduce themselves and state their reasons for taking the course? Generally, the first person is caught off-guard and the next person immediately begins thinking about what to say. Those at the end have been so busy rehearsing their statement, after having heard "more impressive" introductions, they have not listened to what has been said at all. The last person barely fumbles through, and you feel that the exercise has been a fiasco.

As facilitators, we must remember that ice-breaking activities must never put the students on the spot. Our students are nervous when they appear in the classroom at the beginning of a course, especially if they are just beginning the program. Students have many questions that need answers right away: What kind of course will this be (dull, exciting, disappointing, difficult, demanding, etc.)? Who are the other people here? Do the other people know more than I do? Are they smarter? Who is the instructor? Is he/she the one over there talking to that other student? Is the instructor the one in the front row with the pile of books looking so busy and intellectual? Will I like this course? What is expected of me?

Getting acquainted, warm-up, and ice-breaking activities serve several purposes. One of which is to give the faculty member a chance to settle in and get the feel of the group. However, these activities also help students settle in, and inform students about their classmates, and afford the opportunity to have student questions answered.

The activities presented on the following pages have been used in a variety of adult education settings. None of the activities require special training or knowledge on the part of the faculty member - only sensitivity to and respect for the occasion in addition to the desire to get the course off to an enjoyable and pleasant start.

At University of Phoenix, our teaching philosophy is quite simple: people learn better if they enjoy the learning. By making the classroom, the rest of the group, and the faculty member appear less threatening, the environment created is one of a warm, enjoyable learning atmosphere. During the first class session, a simple naming exercise may suffice, as well as some information on the course content, expectations, policies and procedures, grading criteria, tests, in-class assignments or out-of class activities, and assigned texts or instructional materials. Often there will be “housekeeping” chores to be completed - attendance, distribution of materials, explanation of course objectives, outcomes, and so on.

One final point should be made before giving sample warm-up, getting acquainted, and ice-breaking activities. There will often be a few students who arrive late to class. Those students should not be made to feel that they have missed out on something. A friendly acknowledgement and simple invitation to stay a few minutes during the break will help to integrate them into the class group. At this stage learners tend to expect the faculty member will impose some structure on what could be slightly chaotic conditions during the first class meeting.

The following guidelines will help you choose which activities to use, how to use them, and in what order or combination to use them. The sequence of activities should begin at a level of “self-disclosure” that is not threatening, and then proceed at a gradual rate to a more personal level. Just how threatening these activities are is determined by what the students are asked to say, and to whom. These activities are for sharing some information about “self” and helping students find out who the members of the class are. This increases the level of trust and helps establish a feeling of belonging by allowing students to discover the things they have in common with one another.

When possible, you as the instructor should model the behavior expected in the activities and go first. This helps the students see what is expected and lessens the anxiety of whether or not they are ‘doing it’ right.

As Malcolm Knowles, a prominent adult education scholar, has pointed out, people will learn if the knowledge acquired can be put to immediate use. Most of today’s educators agree that education should be relevant to the life of the adult learner. For students to make connections between the course subject and their own lives, they need opportunities to talk with one another about their lives and how the proposed learning fits into their life plan. This process usually requires more self-disclosure than is generally anticipated by adult students. By using the following activities, you can reduce student anxiety and speed up the process of opening up to one another. The activities will help students learn new information, change attitudes, and recognize feelings associated with the process of learning.

Activity: "Gang-Up-On-(Instructor's Name)"

This activity is recommended to:

- Solve a problem
- Discuss a case
- Explore an issue
- Make a list of ideas
- Build something
- Work on a project
- Help break the ice for the first class in any program

In this exercise, help the class break up into groups of not more than five people each. After this is done, put a transparency on an overhead projector, write on the board, or pin up a pre-designed poster, using the format below.

Form groups of four to five.

DECIDE WHAT QUESTIONS YOU WANT TO ASK (INSTRUCTOR'S NAME) ABOUT:

I. My background My experience My present activities, etc.	II. The course - its hours - its content Tests/Grading/Attendance Daily/Weekly/Monthly Activities

Please ask me any questions that you feel are important to you.

The groups have five minutes to make their lists. One person from each group is designated as the recorder. If people have not met before, they will most likely begin their group meeting with mutual introductions, or you might suggest that they do so.

After every group has a list (which you can check by circulating around the room when the groups are meeting), get a spokesperson for the group to ask you the first question. To prevent a group from monopolizing the exercise, allow only one question per group.

Some of the best possible outcomes of this activity are:

- A banding together of subgroups composed of people who, a few minutes ago were complete strangers and now are less so. They have also obtained from you some information they wanted, and not necessarily what you chose to supply.

- By putting yourself in the "hot seat" you have demonstrated the possibility of shared power and equality between all the people in the room.

This activity is not time-consuming. If there is information people must have for use later in the course (examination schedule, reading assignments, project deadlines, etc.), it is best provided in the syllabus to be kept by the students.

Activity: "Please Form Small Groups"

Much of University of Phoenix curricula will involve small group or task team learning approaches. However, asking your students to form small groups often creates confusion even though it seems to be a simple instruction. By anticipating some of the problems you can make full use of the advantages of small groups.

ADVANTAGES

- Lectures and other instructor-centered activities invite passivity on behalf of the students, but small group activities require and encourage activity.
- In small groups people have less chance to "hide" (cause for some anxiety) or to be "forgotten" (cause for a feeling of insignificance).
- Students tend to speak up more freely in small groups than in front of a whole class.
- Giving the same task to a number of groups creates a certain amount of competition. This helps to keep the groups "on task" and increases productivity.
- In a large class a person may feel little responsibility for the success of the course. In small group tasks he/she has a greater incentive to contribute.
- Individuals tend to work harder in small groups than in large ones.

GROUP SIZE

In University of Phoenix curricula, group size plays an important part in the successful achievement of course objectives and outcomes. DYADS, or two-person interactions, will be successful only if the students involved know and trust one another. Research indicates members of a dyad tend to: feel intensely responsible to one another; avoid expressing disagreement or antagonism; and are obliged to adjust to one another's preferences and style of behavior. If one of the members withdraws, the dyad becomes ineffective.

A TRIAD, a three-person group, is the minimum-sized group where a coalition can form. The triad can still function if one member withdraws or does not cooperate. Creative and innovative ideas are more likely to develop here than in a dyad.

SMALL GROUPS, of two to five people is the "ideal" size for a small task-oriented group. The advantages listed previously appear to have the best chance of fulfillment here. Groups that have from six to ten people have a tendency to form subgroups that go off on their own tangents. Consequently, students begin to complain about the lack of coordination, insufficient opportunity to have a say, poor use of time, and lack of quality in the group's accomplishments. When this happens, students tend to experience less personal satisfaction and involvement with the group's activities. When at all possible, the faculty member is encouraged to keep the group size from three to five students.

Activity: "What's In A Name"

Names are important to all of us. It is comforting to be addressed by name in a strange environment. Having one person introduce him/herself is fine, but there are few people who will remember even half of the names mentioned.

The stick-on type of tag with HELLO on it is a good beginning to the matching of names with faces. The problem with these tags is they fall off quickly and most certainly will not reappear for the second class meeting. You can alleviate this problem by using the tent cards provided by the University during the first workshop as desk-top name cards. Have each person print in bold letters on both sides of the card, with white board magic markers, the name they wish to be called. This activity gets you past the awkward Mr./ Mrs./Ms. first name/last name quandary. Also, the cards can be brought back to the next class session.

VARIATIONS

1. Ask the students to write their present job, their company, or other relevant information in small letters in the corners of the card.

2. Ask students to write on the inside "Only for you to see" the completion of these sentences:
   - What I'd really like to do right now is...
   - I hope this course won't be...
   - What I would like to learn in this course includes...

   While at this stage this information is confidential, you may ask volunteers later on in the session or course to share it with the class. This is a technique to help members focus on their expectations, their present feelings and their hopes. This technique might also convey the notion that you are interested in their feelings.

3. One final variation is a take-off of the old go-around naming game. It is most successful after initial introductions, perhaps halfway through the first night of class. Ask the class to bring their chairs around in a circle, or sit on the table edges. You, too, must be a part of the circle. You may begin by introducing the activity with: "We have been together for almost three hours now and I have to admit I still don't know all of you by name. Remember the first hour when we introduced ourselves? Well I thought you would all like to play this game I remember playing when I was a kid. It goes like this: I'll start by telling you my name. Turn to the person on your right, repeat my name and add yours, and we will go around the circle. When your turn comes, you have to try and repeat all the names before yours and then add your own. Don't worry about forgetting a name: you can simply ask the person."

   Allow for some reaction to your announcement of this activity, but don't hesitate to remind students, "Well, you know who has to do it all at the end..." (yourself)!

Perhaps this activity sounds a bit dry, but it is an easy way to:

- Get everyone to speak up in the group;
- Increase the chance of people calling each other by name;
- Look at each other; and
- Have a good laugh!

Activity: "I Am…"

Some activities lend themselves more easily to certain courses. The following activity is an excellent icebreaker for a first course in any program.

Each person is given a piece of paper (8 ½" x 11") on which the heading I AM… is written in bold felt pen. Ask everyone to finish this statement in at least six different ways. You may want to have an example on display for everyone to see, such as:

I AM…	
• an engineer	• feeling a bit silly
• a father	• fun
• a stamp collector	• a non-smoker

After everyone has finished, distribute pieces of masking tape and have each person attach his/her I AM… sheet to his/her front. You should do this also. Instruct the class to get up and move around to see who is there. Everyone should spend at least thirty seconds with each person to read the sheet and associate a face with it. No talking is permitted. Some people may need encouragement to get up, but play along and model your own instructions. You may have to remind people "No talking is allowed," which generally causes giggles and whispered conversations. (It's amazing that people are beginning to talk already!)

After everyone has had a chance to circulate, ask him or her to hang his or her sheets on the wall, which you can designate as "our gallery." Invite people to have another look during the break or before going home. This activity makes for conversations on very safe topics and people begin to open up to one another.

VARIATIONS

Handing everyone a blank piece of paper. Tear off pieces of masking tape and hang the tape over the edge of the tables within everyone's reach. Ask each person to put his/her name in bold letters at the top of the sheet. Tell each person "I would like you to print five or six words ending with "ing" on the sheet. These words should tell something about yourself, who you are, what you like (reading, cooking, traveling, skiing.)"

Other possible word ending may also be used:

"able" - as in approachable, reasonable, capable
"ist" - as in optimist, realist, pianist, cyclist, specialist
"ful" - as in playful, careful, hopeful, delightful

Ask class members to attach the sheet to themselves (you are a member, too), and mill about the room. You can try this either with "No talking for the first two minutes" or encourage people to stop and ask questions.

This activity could be the starting point for an "interview" or a go-around for introductions.

Activity: "Interview"

This is another activity that lends itself well to the business communications area.

Ask the students to turn to one of their neighbors and blink to indicate "you are now a team of two!" Continue by saying, "I would like you to spend four minutes together and interview the other person. Find out at least three things (other than the name) about your partner."

Depending on the extent of your group's natural shyness, you might want to suggest interview questions like: "Why are you taking this particular program offered by University of Phoenix? Where do you come from? What do you want to do when the course and program are finished?"

After the time is up (gauge it according to the amount of talking, but try to stick as close to the announced limit as possible), ask people to come back together as a class. You then say, "Now I would like each of you to introduce your partner, the person you have just interviewed." It is best to model an introduction yourself, if you managed to team up with a partner. For example, "I would like you all to meet Barbara Jones, who comes from New York City. This is her first course..." You then ask the introduced person to stand up so " we can all see one another." Thank everyone for his or her participation.

VARIATIONS

1. This involves three people and no assigned questions. Help your class to arrange itself in triads, which should be dispersed within the room as much as possible to provide some privacy. If you use this exercise with an established class, you might ask members to form triads with people they know least or with people they have never talked to before. Then give instructions:

   "Quickly name yourselves 'A', 'B', and 'C' so I can give you further instructions."

   "Person 'A' I would like you to tell the other two people in your group as much about yourself and your reasons for being here (or expectations of this course) as you feel comfortable doing. You have two minutes."

   "Then I would like 'B' and 'C' who have just listened during the two minutes, to report back to 'A' what they have heard. You may also add anything that you assume 'A' said, or meant to say. 'A' should clarify so each of you understands what 'A' is indeed saying."

   "Then repeat the process, this time 'B' speaks first while 'C' and 'A' listen and then report."

   "Finally, 'C' talks about him/herself, with 'A' and 'B' listening and reporting."

2. A certain topic or issue could be assigned instead of personal introductions. This not only gives each person a chance to be heard and listened to, but also allows statements and references to be separated and discussed afterwards with the entire group.

Activity: "Expectation Survey"

This activity is designed to help you find out what your students' needs are and their expectations of you and the course. Either prior to planning a course or, at least, early in the course, ask students to express their needs regarding the content and the process.

This activity is recommended to help students identify their desired learning outcome(s); disclose which instructional techniques they are familiar with, which they prefer to learn by, which they would rather not see used; and assist you as the faculty member to shape the course according to the needs of the students. The recommended time required for this activity is anywhere from two (2) to twenty (20) minutes, depending on the time used to discuss needs in class. The only required materials are blank sheets of paper or prepared questionnaires.

PROCESS

1. The quickest way to obtain information on students' needs is to prepare a list of topics, issues, skills, etc., and present them to the class in the form of a questionnaire. People can then choose which items they prefer, either by giving each a rating, or ranking them in order of their significance. This gives the faculty member a quick feel-of-the-pulse, and allows students to chose from a menu without having to be too clear about what their specific needs are.

2. Another approach is to give each person a sheet of paper that has on it such questions as:

   - What would you like to learn during this course in terms of skills and information (knowledge)?
   - What kinds of activities would you prefer not to get involved in?
   - What kinds of activities would make this course most enjoyable for you?
   - What would SUCCESS look like for you at the end of this course?
   - What would SUCCESS look like for you at the end of this program?
   - How can the faculty member be most useful to you in your learning?
   - What contributions do you think you can make to the learning of others in the class?

   Collect the papers and prepare a summary of the ideas for distribution to the class. You may ask for random verbal comments along with written questions if you wish to start off with a discussion of students' expectations.

3. A third approach would be to generate students' comments and process them then and there.

   - Ask participants to form sub-groups of three-to-five and isolate themselves from the other groups in the room.

- Issue felt pens and a sheet of paper to each group.
- Ask the groups to make a list of at least 10 things they want to learn during this course. One person is to act as recorder, but not as the chairperson. Tell the groups that "any contribution is OK and there is no need to reach consensus on any of the items." Be sure to set a time limit if this approach is used.

Circulate throughout the room; keep out of the discussions except to clarify the task if groups are unsure of what to do. Leave two short strips of masking tape with each group for later use.

Next comes the publishing stage of the exercise. Two approaches can work for you:

A. You might ask the group to narrow their list down to three or five of the most pressing items on the list. Allow a few minutes for this forced ranking. You can then ask the recorder to become the reporter for the group and report to the class as a whole the recorded items. You would write the items down on either the whiteboard or flipchart, arranging them according to content, sequence, or under such headings as "possible in this course," "not possible in this course, but alternatives are available," or similar headings of your choice.

B. An alternative publishing technique is to ask the recorders to put their sheets along one wall of the room. Invite participants to visit the gallery, and have a good look at everyone's list.

Comment on similarities and contrasts and ask for clarification on vague items. Encourage people who have questions on other's entries to direct their questions to the originator. Follow with a structured yet open discussion of what the class expects.

You should relate your students' needs to your own expectations and needs, and discuss where and how the two overlap, contradict and complement each other.

The advantages of this activity for the students are:

- Having made an attempt to identify his/her learning needs, the student gets an early sense of responsibility in this course.
- The student can begin to see how an otherwise anonymous course becomes a personal learning project towards the satisfaction of his/her needs.
- The student can hold the faculty member responsible if the course deviates from the expressed needs of the end of the course.
- The student can assess his/her own learning at the end of the course.

The advantages of this activity for the faculty member are:

- By helping students to identify their needs, the faculty member begins to illustrate the definition of his/her role in the course, that of the facilitator of learning.
- The faculty member develops a feel for the interests, backgrounds and needs of the learners, and can begin to select strategies that will help students move towards their goals.
- The faculty member can begin to devise ways for individualized instruction.
- Students have been given an opportunity to share with the faculty member the responsibility for the success of the course.

VARIATIONS

Once you have tried this exercise, you may want to modify it by posting sheet(s) of paper that look like this:

"BY THE END OF THIS COURSE, I WANT TO BE ABLE TO:"	
Do:	Know:
Have Experienced:	

If your group consists of 10 or less, ask everyone to step up to the sheet and write their ideas as key words, using boldly colored felt pens. If the group is larger, ask participants to gather their responses in small groups of three to six; a recorder then transcribes their key words onto the paper. The paper remains posted for everyone to see and for you to respond to the class. (These are expectations. Are they reasonable in light of your experience with previous classes, with University policy and procedure, and the plans that you have already made in conjunction with the class curriculum guidelines?)

At various points in the course you and the learner can scan and use it to evaluate your progress together.

At the outset of a session, present participants with a statement of your goals and design, making it clear that these do not dictate their goals. Involve the group in writing of goals and the building of an agenda. Then, using the agenda, your group is able to distinguish between content and process, sense who is controlling what, and help manage the group's time. You, as the faculty member, can learn how just one person (you) is controlling much of the learning process and how this shared approach can release the group's energy. An agenda sheet may look like the one shown (use lots of color and symbols for emphasis):

AGENDA

CONTENT	WHO	PROCESS	TIME (MIN.)
What We Have Done Since Last Week	Mary	Starting up	15
Goals and Agenda	Reg	Discussion	10
Planning Models	Reg	Lecturette	20
Needs Assessment	George	Group Exercise	60
Group Critique	All	Round-the-Room	12
Goals for Next Session	Reg	Handout	3

Section Three

Learning Activities

In order to engage the adult learner, a variety of learning activities should be used throughout each lesson. By varying the type of activity used you will be more likely to reach all of the preferred learning styles of the adults in your class. Using different activities also helps provide stimulation and helps prevent boredom. Be sure to choose the activity that will best assist you in achieving the objectives for the lesson, and feel free to modify or adapt activities as needed for your particular needs.

Activity: "Effective Use of Questions"

Questions can and should be used as effective instructional tools without embarrassing participants who do not have the "right" answer, without students guessing what you want them to say, and without the awkward pauses that occasionally follow when you ask "Are there any questions?"

When using the question tool, try these techniques:

ASK FOR MORE INFORMATION by requiring the responder to be more explicit and sure of his/her answer. Probe by asking the responder, "Can you give me an example? When you say x-y-z, what do you mean?"

RESTATE WHAT YOU HAVE HEARD as in "So, you are saying that people should... or did I misunderstand you? "By stating what your understanding is at this point, you provide the respondent with a point from which to proceed.

MAKE CRITICAL OBSERVATIONS to make students look at their answers in a more probing and critical way. For instance, "to me that sounds like a rather simple answer" "Why do you think this is so?" "How would you explain that to someone who feels or believes just the opposite?"

Try to INTENSIFY THE STUDENT'S STATEMENT if the response is important, it requires no comment from the faculty member, and/or could be added to statements make by other students. For example, "That was a good answer, Bob. What implications would your statement have for... ?" (Then turn and direct your questions to the entire class).

Questions can be used as instructional tools to stimulate student participation by:

- Asking a question, pausing for five seconds, and then asking for a response. Quite frequently, you will see that students give non-verbal hints that they are ready to respond.
- Reacting to "false" answers with acceptance, even if you do not agree with the answers. Use probing questions to refocus on the discussion topic.

Activity: "Learning Contracts"

A learning contract is a simple but explicit agreement that specifies and ratifies mutual expectations between two or more persons. The term "contract" suggests you as the faculty member consider this agreement important, legitimate, fair and possible. Learning contracts are based on this premise: not all people come to the course with the same set of expectations, the same needs, the same previous experiences. Therefore, as the faculty member you cannot expect everyone to do the same amount of work, write the same quizzes and tests, complete the same assignments and projects, and expect the same amount of reading, preparation and participation. A contract serves to recognize these differences. It also makes personal and legitimate each participant's unique situation. All learning contracts must require, at least, the achievement of the stated course outcomes. The contract itself may be quite simple - a standard form with appropriate blank spaces, which is "negotiated, completed and signed" in class. Thus, it becomes both a class and a personal contract. It could contain:

- The learner's specific goals
- Agreed upon steps that must be completed to reach the goal(s)
- Amount of reading and out-of-class preparation
- Method of grading
- Attendance requirements
- Topic and format of individual projects, papers, presentations, etc.

Both the student and the faculty member keep a copy, which is signed and dated. Any items subject to renegotiations must be indicated. Any part of the contract that is completed or changed should be written into the contract. At the end of the course, or at mid-course, the contract forms the basis for the assessment and possible changes.

This strategy is probably the most important first step toward establishing an effective community of learners. It demonstrates that each student is indeed responsible for and in charge of his/her own learning. It specifies (or implies) the functions and responsibilities of the facilitator and those of the student.

CAUTION: Making a big production might frighten students and defeat the sharing quality of contracts. Try a simple aspect of the course first, such as attendance, reading, or participation.

Activity: "The Lecture"

Most adult students expect to be lectured to when they come to class. They come with note pads and pens, and are prepared to sit through boring lectures. Many instructors, too, dread the dull lecture routine.

Unless a faculty member is very entertaining, the subject matter most compelling, and the audience superbly committed, experience suggests that a lecture should last no longer that 20 minutes. The ideal time frame is between 15 and 20 minutes. At that point you should utilize an instructional technique that requires the students to change from passive to active behavior, from listening to doing, from you doing most of the work to the student accepting the responsibility. However, there is no reason why a four-hour class could not have a combined one- hour lecture, as long as the teaching techniques are varied and the students are involved.

EFFECTIVE LECTURING: A FEW TRICKS OF THE TRADE

1. Do not present too many points. Six major points are probably enough for a 20-minute presentation.
2. Present summaries both at the beginning and at the end of the lecture.
3. Pause occasionally to give listeners a chance to catch up and summarize for themselves.
4. Make it clear when and how questions will be dealt with, such as: "Keep your questions until the end of the first 20 minutes. At that time I will pause and make sure your questions are heard." Or, "Just let me finish this diagram and then we will take a few moments to deal with your questions. Please hang in there until then." Or, " I would prefer to present my lecture in its entirety and then deal with questions. Just to make sure yours aren't lost, I would suggest any time you have a question you jot it down. Chances are they will be answered as I proceed. If not, raise your questions at the end."
5. If you say you will deal with questions, make time for them!
6. Use visual aids to support your points. Some specific techniques are discussed later in the manual.
7. Your rate of speaking and choice of vocabulary should be appropriate to the level of comprehension of your group. Build in checks to see if everybody understands the points that you are making. (Two activities that follow later in the manual, SPEND-A-PENNY and SPEEDY MEMO, are just two techniques you can employ in conjunction with your lectures to give you such a check.)
8. Even with the use of visual aids, a lecture essentially remains a one-way communication method.
9. Encourage silent members to comment if you think they might have the answer but are reluctant to speak up: "This is probably something you know quite a bit about, John..."

10. Ask the same questions of several students. Do not stop after the first response, which often comes from the same core group of participants.

11. Formulate questions that cause people to give long answers. This can be done by: a) referring to areas of knowledge, rather than simple facts, and b) making it difficult to answer with a simple YES or NO.

12. Piggyback your new questions on top of the responses you got for your previous questions: "OK, let's take that approach and take it one step further…"

13. Pick out certain aspects of the response and refocus the group's attention to these areas.

14. Try not to answer your own questions too often. After a while you will be performing a "one-person show."

15. Avoid questions to which the answer is obvious. For example, "Don't you agree that…?" does nothing but encourage the student to support you. Instead, make a statement such as "Do you believe that…," which will invite reaction.

16. Taking the last suggestion one step further, if you ask a question, be prepared to LISTEN and HEAR other answers even if they don't coincide with your own beliefs. BE FLEXIBLE!

    Using questions as an effective instructional tool only works when you allow ample time. Lecturing up to one minute before class ends and asking "Are there any questions?" will not stimulate participation. You must create an atmosphere that makes it conducive for students to ask questions. Here are some openers that can yield responses:

    - "Before I go on, does this make any sense to you?"
    - "How are we doing?"
    - "Where did I lose you?"
    - "Do my examples make sense to you?"
    - "What additional information do you want from me?"

A few extra pointers on lecture techniques are:

- Mix your activities in such a way that the students are alternately passive (sit, hear, see) and active (problem-solve, write, construct, discuss, move, walk, speak, operate equipment).

- Introduce your topic by specifying what will be presented, how long it will take, and how you are going to proceed with it. This helps your students anticipate events, prepare for change in pace/technique and assign their energy accordingly.

- Present new material in a logical sequence, step-by-step, relating it to familiar and known material (such as reading, previous discussions, student's own experience, etc.)

- Allow extra time for complex material and repeat key points.
- Consider giving handouts either before or after the presentation.
- Use special cues to keep your students interested. Try to:
- Change place—move around, speak from the back, the front, the left, or the right of the room.
- Use gestures—hand, head, and body movements can serve as supporters (and distracters!) of verbal output.
- Concentrate attention—"Now listen carefully!" "Look at this graph."
- Vary style of interaction—use questions, student-to-student interactions, buzz groups, demonstrations, problem-solving, tasks, discussions.
- Use silence—for reflection, question formulation, concentration.
- Change tone of voice—loud/mellow, fast/slow, happy/sad, technical/personal, etc.
- Begin each course and class by pricking the students' interests, expressing positive expectations, and sharing the objectives you have for them.
- Fit the material you present to the time you have available.
- End each lecture with a conclusion that connects what has happened today with what will be covered during the next meeting.

Lectures are recommended when:

- You are concerned mainly with giving information and the information is not readily available in another form;
- The material is needed only for short-term retention; or
- You are introducing a subject or giving oral directions that will lead to other techniques that actively involve the learner.

Lectures are not recommended when:

- The material is complex, abstract or very detailed;
- You are dealing with learning that involves attitudes and feelings of the students;
- The information must be available in its fullest form for long-term retention;
- You are working with a group of learners whose level of educational experience is minimal; or
- The learner is required to integrate the material with previous learning or back-home experience.

VARIATIONS

1. A “lecturette” is a short lecture lasting not more than 10 minutes. A complex lecture can be broken up into several lecturettes, which allows you to incorporate other techniques. A lecturette requires discipline and organization from you, tends to lose fewer students’ interests, and increases your chance of success.

   If this approach appeals to you, but you are not sure that you can stick to the 10-minute intervals, try something that has worked for other faculty members. Set a kitchen timer at the 10-minute mark and place it in full view for everyone to see. Explain what you are trying to do and watch how carefully your students pay attention!

2. A “lecture-forum” involves interrupting a long lecture with a brief question-and-answer period. It provides activity for the students by asking them to examine a portion of the lecture in detail before more information is presented. Be alert to avoid being led astray. Instead of asking, “Are there any questions?” you might start with, “How could you apply the three points I have just discussed in your own situations?” Or, “What additional information do you need to understand this important step in the process?” As soon as you are satisfied that the group is with you, you may proceed.

3. “Fill in the blanks” is a useful way to assist students in note-taking and ensure they focus on your main points. As you make your important point, participants can fill in the blanks on the handout you have prepared. They learn by seeing and hearing as you speak, but also by repeating it in writing. An example follows.

FILL IN THE BLANKS

TOPIC: Managing Conflict

Principles:__________________ Costs: ______________________

1. Conflict is ____ .
2. Conflict can be desirable when it is ______________________ .
3. Uncontrolled conflict is ________________________________ .

TOPIC: Controlled Conflict

4. Deal with conflict ___________________________________.
5. Identify the __________________________________ problem.
6. Handle ____.
7. Consider the ____________________________traits involved.
8. Ask for _____________________________proposed solutions.
9. Avoid _______________________________________, use logic.
10. Think it ____.
11. Schedule a ____________________________________ session.

Many times you can generate questions by addressing a person who either has, or ought to have a question. Once a student has responded, others will follow. Also watch for non-verbal signals. A student's frown or look of puzzlement must be addressed. Having the faculty member accept responsibility for "helping you, the student, to understand me" makes it easier for participants to ask for clarification and additional information.

BUZZ GROUPS and SPEEDY MEMO are additional ways to get around the "Are there any questions?" silence.

Activity: "Buzz Group"

Buzz Groups are best used whenever you want to generate involvement of all the students. The technique is practical with groups at any level of group experience, can be used at any stage of a course or presentation, and quickly turns one-way into two-way communication. Use buzz groups whenever you want to:

- Discuss an assigned topic
- Solve a problem (posed by you or the group)
- Make a list of questions, comments, ideas
- Relate classroom theory to the participants' own experiences

Buzz groups work well with any number of students however, the size of each buzz group should be limited to four (4) to six (6) students. The time required is anywhere from four to six minutes for the "buzz," plus time for briefing and reporting. The only materials required, depending on the reporting procedure, (see variations below) are paper, felt pens, and masking tape.

Before starting, make sure that students can turn so that they face one another. If seats are fixed, two to three people can turn to the two to three people behind them to form the buzz groups.

- Explain buzzing procedures and ask the class to turn towards each other to form groups of four to six people. The class will probably need your help to form groups the first time you ask, but the following times this will occur with little interruption or delay.

- Clearly state the problem or issue; write it on the board, flip chart, or use the overhead projector.

- Inform groups of the time limit (four to six minutes).

- Suggest groups select a recorder/spokesperson.

- Suggest ways to approach the problem.

- "Float" from group to group to assist students in getting started and keeping on topic and within the guidelines you have suggested. It is vital that this occur or groups may stray from the task and miss out on the value of the exercise.

- Inform the class when "two minutes remain." At this stage a shortening or lengthening of time may seem appropriate. Whatever you decide, based on your observations, must be immediately relayed to the groups.

- Call time, even if the groups have not quite finished.

- Request a brief report from every group's spokesperson. To avoid duplication/repetition, ask each succeeding speaker to add only points that have not yet been raised. Employ a different spokesperson each time you use this technique.

- Process the material generated by the groups. This may mean you incorporate it in the lecture that follows, assign a new topic for discussion, etc. In any case, reinforce the efforts and comments from the group so you get equal or even more contributions the next time you ask the students to "form buzz groups, please."

VARIATIONS

1. Not all buzz groups need to report, only those who have new information to contribute. This prevents time-consuming repetition and keeps individuals from becoming bored.

2. In a large class, have each spokesperson report only his/her main point. This prevents the first group report from being the bulk of information and allows others to contribute.

3. Buzz groups summarize or point list their findings on a large piece of paper or the black board. All sheets or findings are posted next to each other and the group reads, asks, reflects, discusses, and adds.

Buzz groups are best used:

- In conjunction with lecture.

  BEFORE: to determine the learners' previous knowledge, their expectations, and their problem areas.

  DURING: to see if the class is with you, if you are being understood before going on to a new concept.

  AFTER: to help integrate new information/concepts with previous learning, to identify problem areas for feedback on your presentation.

- As a warm-up activity, participants could be asked to form subgroups, introduce themselves, and determine one or two specific expectations they share. A list of these expectations could then form the basis for an all-class discussion on what the course will and will not be about. Students are immediately involved without being put on the spot in front of an entire group of strangers.

- As an evaluation tool at points throughout or at the end of the course. While individuals might be reluctant to offer honest criticism of the course and faculty member, they usually find it easier to do so as part of a group. Spokespeople, too, are more at ease in reporting comments regarding the faculty member if they speak on behalf of their group.

Activity: "Spend-A-Penny"

This is a simple but effective technique to stimulate equal participation in the course activities by all members. It can be quickly inserted into any learning activity. The activity is recommended for:

- Making contributing a fun exercise.
- Emphasizing each person has equal rights and obligations to the class themselves.
- Compelling frequent contributors to save their comments and allowing others to speak.

The time required is as follows:

Allow enough time to explain the rules and distribute pennies and tokens. The rest fits into your current class activity.

The process for the activity is quite simple:

The students stay in their seats. Each person receives three pennies (or tokens).

The following instructions are given:

Pennies can be spent during the following class session at the discretion of each person. Every time you speak in class, you will have to spend one of your pennies by putting it in front of you. Once your pennies are spent, you have to wait and be quiet (until the next issue is discussed). Everybody has equal opportunity to speak. At that point, the faculty member may proceed with the discussion, lecture, demonstration, etc.

The activity is quite effective for dealing with the class expert who always has something to say and probably intimidates other, less vocal members. Frequent contributors may respond in two ways:

> *"For once, I could sit back and let the others speak. I always felt obligated to contribute because I have some previous experience..."*

> *"It wasn't easy to sit back and watch my pennies. Speaking comes so easily to me and I never really knew that some of these people had so much to say."*

The activity is also effective in encouraging shy students. Participants who normally would not have said anything will be surprised to find that some of their pennies have been spent. An end-of-class discussion could be used to find out how students felt about the exercise. After you have used the exercise a few times with the same class, you will probably find there is no need to distribute pennies. A cooperative spirit will likely prevail.

Activity: "Speedy Memo"

This activity is a quick way to see what everybody is thinking and what's going on in the classroom, without a lengthy discussion and without anyone being left out. It is a good technique for a mid-course evaluation of progress, as well as a nice way to get everyone's opinion on different issues. The activity is recommended to get almost instant feedback from a group of students on their feelings, thoughts, or attitudes. Further, it ensures the faculty member can respond to moods and reactions in the class without lengthy discussions and without anybody being put on the spot.

The process is simple:

- Ask your students to sit back for a moment.
- Explain what you want to know (e.g., "What do you think of today's session?" "How would you describe your feelings about this class right now?" "What is your opinion of the material I have presented?" "How well am I able to help you learn this material?)" Only ask one of the questions at a time.
- Ensure each student has a piece of paper.
- Request that each student write just one word or sentence in answer to your question. (Ask for a noun, an adjective, a verb, or an exclamation if one word is requested, or a complete sentence if utilizing the sentence variation.)
- Quickly collect the papers, mix them up, and ask one or two students to read them out loud. This allows everyone to know what the class members are thinking and feeling.
- Respond to the message the group is giving you.

Activity: "Circle Response"

This activity is useful when you want to get quick input from each participant, but do not want to go into a small group activity. It is recommended to:

- Get a quick statement about an issue from each person in the group
- Require all persons in the group to listen while only one speaks
- Demonstrate to the class the faculty member values the contributions of all class members
- Give participants an opportunity to become involved, even if they normally would keep in the background

The activity works best when the group size is less than 20 participants. If the class is larger, two people could work together and contribute one joint statement. The only time required is between 10 and 30 seconds per person. The physical setting should be such that students may at least face each other while speaking, or see the speaker.

Begin the process by arranging seating as described above. Everybody should be able to see and hear all members of the groups. If this is new for your students, be clear and firm with the instructions.

State a question or issue on which each person in the class is briefly to give their position/feeling/opinion. The students or the faculty member may have raised the question or issue. Explain that each person will be asked to respond and no interruptions/comments will be allowed while a person speaks.

Ask the person on your left to start, and then ask each person in turn, until everyone has had an opportunity to respond. Start with a different person each time to use this technique. Encourage each speaker (especially the shy one) by displaying your interest: nod, smile, have eye contact with the speaker. You may want to ask a clarifying question ("What I hear you say is...is that correct?"), but do not evaluate or criticize contributions. Your "modeling" behavior is likely to set the mood of the circle response.

Make sure you enforce the one-statement-per-person rule and stop those who want to digress. After the last person has responded, thank all the participants for their contributions, and summarize the information if you find it useful. Try and build on the contributions in the later sessions.

Activity: "Brainstorming"

This activity is just the thing when you want to draw on the group's collective creative energy. It permits uninhibited participation by each person and often results in surprising ideas and new solutions to old problems. The technique is recommended for dealing with problems relating to course content or classroom process. It generates a multitude of ideas by drawing on every participant's creativity. The group size for each group involved should not be more than eight students. The ideal time requirement is five to fifteen minutes plus time for discussion, or until groups "exhaust" and no further ideas forthcoming.

PROCESS

1. Display the problem so everyone can read it. (Explain: "How can we make it possible for everyone to participate equally in class discussion?")
2. Decide to divide into subgroups of 5 to 8 people each, or work with the entire class as one unit.
3. Give the following instructions (write them on the board in point form):
   - During the next eight minutes you are to come up with as many ideas as you can on how to solve the problem. The emphasis is on quantity. Try to generate as many ideas as quickly as you can.
   - Any idea is allowed, there are no dumb or impossible ideas at this stage.
   - Say anything that comes to your mind.
   - Try to piggyback. For example, if someone's ideas remind you of another, say it, even if it sounds similar.
   - No criticism is allowed. We will evaluate the ideas later.
4. Designate one or two students to be the recorders so contributions can be written down as they appear. The visual display of ideas often sparks others.
5. Call "time" when the announced time is almost up, or when you feel the group has exhausted the fund of ideas.
6. Tell your class: "Now review the list of ideas and identify the three solutions you feel are most useful. You have three to five minutes." (You can lead this step yourself.)
7. Reconvene and ask the subgroups to report their solutions, and write them down. (The students may display their papers, if you like.)
8. Finally, ask the whole group (including yourself as consultant) to decide which ideas are useful. In the case of a problem related to the in-class process this would also mean: "Which solution(s) do we want to implement in this class?"

Activity: "Class Discussion"

Often a "class discussion" is little more than opportunity for the faculty member to make little speeches. However, it can be an occasion where everyone has a chance to be heard. Class discussion is recommended to tap the creative re-sources of all class members, explore applications of theoretical course content, obtain feedback on degrees of understanding on a topic, help students to present and defend their ideas before a group, and break up long lecture situations (by providing a certain entertainment value which may also act as a stimulant for further sessions). To be most effective class discussion should occur in groups of 10 to 15 students. If the class is larger, you may want to try subgroups or buzz groups. The activity requires a time allotment of anywhere from five minutes to an hour, or until the task is accomplished.

Participants should be able to see and hear each other easily: chairs arranged in a circle or around a large table, or several tables set up in a horseshoe pattern, works best. Encourage students to change their usual seating into whatever arrangement you consider useful.

Begin the process by assisting the class in determining the topic for discussion or assign it in advance. Give specific guidelines for preparation so that participants share equal responsibility for the usefulness of discussion time. This "contracted" preparation goes a long way toward preventing time-wasting sessions. It is wise to have a few starter questions or statements prepared to get things rolling in the direction you want them to go. Much depends on your time constraints and the degree to which you want people to really explore their approaches to the topic. Can you allow the group to digress a bit? When do you cut in and gently bring them back on topic? How much can you allow one or two members to dominate the discussion? Decide these questions for yourself in advance of the discussion so you can be consistent in the class.

At the outset, clarify the objective of the discussion (what you expect to be the end result of the exercise), the process you wish the group to adopt (how the discussion ought to proceed, which rules should be followed), and what your role will be.

Encourage silent members to participate: "Roger, you mentioned earlier that...How could that fit in here?" Or, "Sally, is this a situation you can help us with?" Dominant members (or students who find it quite easy to speak up in class) often have a need to show their expertise and/or knowledge to the group. Your task as a facilitator is to encourage and channel that energy. You could ask such students to:

- Prepare a position statement in advance of the discussion as an aid to start action.
- Act as an observer and thus help the group sharpen its discussion skills (and group member's own sensitivity to the contribution of other).

Be prepared to clarify things when the discussion becomes muddled or confused; however, be careful not to sneak in your own bias.

A summary can be useful, but not necessary. Sometimes a group leaves a topic unresolved. However, people often think about the topic and bring up ideas later. If it is possible and appears useful, you may ask one or two students to sum up the outcome of the discussion. Or, you may go around the group at the end and ask each student for a one-sentence summary.

CONTENT AND PROCESS

As facilitators, it is important to note the distinction between a group's discussion content and its discussion process. When you consider what your group is discussing, you are referring to content. When you look at such issues as who speaks to whom, or what types of behavior occur in your groups, you are observing process. Many novice groups have difficulties with process (which may translate into difficulties regarding content) and you may wish to help. The first aspect of group process you might observe is the pattern of communication:

- Who talks? For how long? How often?
- Whom do students look at when they talk:

  A. individuals

  B. the group

  C. nobody

- Who talks after whom, or who interrupts whom?

The next time your class has a discussion, keep out of the way and observe. You might invite others to act in the observer's role, as long as you all report back to the group what you have observed. Groups often get so wrapped up in working on content that process is ignored. Just receiving feedback on it and being invited to suggest changes can be a powerful remedy to discussion problems.

Discussions appear informal and easy to use. Sometimes instructors use them without giving much thought to their planning and execution. However, for a discussion to be a useful learning strategy, it must be carefully timed, prepared, structured, observed, and concluded.

Activity: "Structured Role-play"

Here is a technique in which you present a controlled, partial replication of the actual world, ask students to assume parts, and then work their way through an open-ended "script." You stop the action and guide students through an analysis of the "play."

This activity is recommended to:

- Provide opportunities to rehearse new behavior in a relatively safe environment.
- Assist students in developing such interpersonal skills as problem solving, counseling, and interviewing.
- Let students play roles that are different from their usual behavior.
- Inject real world application into the classroom.

Group Size:

You need four players—all others are designated as observers. There is really no limit to the size of the audience, but the larger the audience, the more you have to structure the discussion following the role-play.

Time Required:

The time required can be as short as 10, or as long as 30 minutes. Preparation is needed in any case, depending on the complexity of the scenario and the detail in which you deal with the steps that are described below.

Physical Setting:

Everyone must be able to see and hear the role-players. The play itself may require some set-up, such as an interviewer's office with desk and chairs.

PROCESS

There are four distinct steps in a well run role-play: scene-setting; role-play; debriefing; and closure.

1. Setting the Scene

   Your task is to prepare the group for the role-play and provide a valid reason for its use. Several strategies are available:

   A. You may start with a discussion during which you post a number of problem situations that have been elicited from the group. During a leadership class, for instance, you might pose the question: "What do you see as the most common mistake a chairperson can make when opening a meeting?" From the discussion a list of typical errors is generated. You then suggest that one way to get a feel for the difficult task of opening a meeting would be for the group to engage in a short role-play, where one person acts as the leader and others as participants.

B. You can give a lecturette (a prepared speech lasting no longer than 10 or 15 minutes). You could present research findings of "common meeting mistakes," with special focus on the role of the manager during the opening phase of the meeting. "Here are some of the problems you will have to deal with as effective group leaders. Now let's do a short role-play to see how it feels being a chairperson and a participant in such a situation."

C. You can show a film of a group struggling through a meeting, and stop the film at a point where the group starts spinning its collective wheels.

D. You can give students a written case that outlines a situation like the one described above.

2. Role-play

Be very specific in your instructions, then proceed with the activity. The longer you talk about role-playing as a technique and the more you talk about what might happen (or happened to you the last time you did it), the more you can raise anxiety in some group members who have never participated in such an event.

A. Assign specific roles to people. Call for volunteers, or ask individuals if you think they might do a good job in a part. Short, written descriptions of less than 50 words can be helpful, but do not set out whole scripts or lengthy role profiles. Give players a moment to read the material or to state what they think their role is to be.

B. Instruct those not involved in the play to situate themselves so they can be observers.

C. Give observers clear instructions on what to look for, what to write down. They will be asked to report their observations after the role-play. Prepare the learners to be active observers!

D. Get the play started. If prepared roles are used, let the play run for a little while and then stop as soon as the point has been made. Unless your participants get stuck, it's best to stay out of the way while you jot down your own observations.

E. Put an end to this play with something like, "You seem to have reached a point where we can break," or, "Please take another two minutes and then we will stop." Do all this before students get bored or the discussion becomes too heated. Somewhere between 10 and 15 minutes is about right for the typical role-play.

There are several ways to intensify a role-play by breaking in and directing the process.

- One method is role reversal where you ask players to change roles with others and continue the play in the new spot. This can be particularly interesting in "us vs. them" situations: players can now experience how the world looks from the other's viewpoint or different people can display different approaches to a given situation.

- Another way to intervene is by way of a brief interview of the key player(s). You might ask a player, "How is the interview going for you?" or, "Do you want to take a different approach? What would you like to do differently?" or, "Let me make a suggestion. Look at the techniques we wrote on the flipchart earlier. Which one might help you get this interview flowing again?" Once the players have been given this little push, get out of the way and let the play take its natural flow.

- A third intervention is based on paradoxical intention. Before asking players to "do it the right way," instruct them to go with what may come more easily. For instance, in a workshop on interviewing techniques you might say, "See if you can demonstrate an interviewer who is not really listening at all to the client." After a few minutes of the role-played interview, stop the action and invite the interviewer to switch and "try to demonstrate as many active listening skills as you think might be appropriate."

3. Debriefing

   A. Ask the role-players to report how things went for them. No long dissertations are needed here, just a quick summary from each, to hear their view of the situation while in a role and at the same time to allow them the emotional release they might need to step out of the role.

   B. Assist players to step out of their roles. Sometimes asking them to change chairs and, thus, physically move away from their role, is needed to have them rejoin the group.

   C. Conduct a debriefing. Ask observers to report what they saw and heard. Emphasize descriptions of actual behaviors over interpretations and second-guessing. If there is doubt, remind the group that "we have some expert witnesses here. Why don't we ask Fred what he felt when Marilyn confronted him about his doodling?" The clearer the instructions are to the observers at the outset of the role-play, the higher the quality of comments will be at this point.

4. Closure

   Assist participants to integrate role-play results with material previously discussed. Have them answer the rhetorical question "So what?" or, "What can we say about effective ways of opening a meeting?"

   This is also a good point at which to thank role-players for taking the risk, and perhaps make some light-hearted comments about what happened. Avoid identification of individuals with certain roles: "Thank you, Margaret, for doing such a good job as an ineffective manager: I am sure we all could see parts of ourselves in the way you portrayed that character."

TEN TIPS FOR CONSTRUCTING ROLE-PLAYS

Use these tips if you want role-plays capable of developing specific skills in specific situations.

1. Determine the purpose of the simulated situation. List each ability you want participants to develop.
2. Design exercises that focus on the development of these abilities. The worth of a role-play depends on how successful you are in developing a script and role descriptions that suit specific objectives.
3. Outline the scenario. Decide on the name and nature of the simulated organization, number and type of roles. Sketch out the scenes of the role-play.
4. Use a plot line and props that are believable and internally consistent. Use realistic characters, manuals and events, and include rules and procedures that might be used in the actual setting.
5. Provide relevant roles for participants. The best role-plays replicate situations with which participants are familiar. Such replicated situations allow role-players to assume parts for which they have the necessary technical and experiential background. Learners should see a job-related payoff in participating and acquiring skills.
6. Challenge participants. Ask them to generate and choose among alternatives. Train for the ability to propose options and criteria from which a decision will be made.
7. Check to see if the role-play fits the time available. Do participants have enough time to become familiar with the play, then analyze and generalize from it?
8. Give oral feedback. Emphasize positive features of each performance. Try serial role-plays: Act I, play, discussion; Act II, same roles, slightly altered situation, discussion.
9. Test the role-play with a small group, possibly one that is acquainted with experiential techniques. Analyze strengths and weaknesses and make necessary changes.
10. Solicit feedback from participants. Ask how relevant the role-play was in developing "X" skills, and how realistic the scenario, the props, the role instructions were.

Activity: "Unstructured Role-play"

In unstructured role-play, the content of the play and personalities of the characters emerge naturally from an event in the learning group.

This activity is recommended for:

- Developing attitudes, opinions, and feelings about certain persons and events.
- Assisting learners in developing insights into their own and others' motives and behaviors.
- Practicing new behaviors involving stressful situations in a relatively safe setting.

The group size and physical setting is the same as for Structured Role-play.

The time required is between two and ten minutes.

PROCESS

To successfully use this style of role-play, you should have some experience with structured role-playing. The key here is spontaneity. In the midst of a discussion you suggest the use of a role-play, quickly set the scene, brief the players and get the role-playing going.

Although this is done with little formal preparation, the steps of debriefing and closure need to be included, albeit in a shortened version.

EXAMPLES

To demonstrate a particular behavior:

In a Basic Counseling Skills workshop, a participant has difficulty explaining a type of client who occasionally presents a problem to her. The trainer suggests, "Why not give us a short demonstration of a situation involving such a client? Christine, think for a moment of a recent incident involving this kind of person. One of us will be the intake worker and you will play the client."

Two chairs are moved into the middle of the room, everybody rearranges their chairs to get a good look, and off you go! As soon as a pattern emerges in the interview (or whenever Christine wants to), stop the action: "Is that the type of situation you were describing to us Christine?" The role-play could end here if the trainer wanted only to clarify the type of client. If, however, this is also a good time to deal with ways of handling such clients better, the role-play could be continued: "Christine, would you try something? I would like you to switch chairs now, and be the intake worker. The other person ("OK with you, Fred?") will now play the client in the manner you have demonstrated. Let's see how you handle the situation. Any time you feel you are not progressing, or you wish you could try the interview over again, simply stop."

To obtain insight into another's behavior:

During a Supervisory Skills workshop, two participants explain how they find it difficult to work together "when the pressure is on." The trainer suggests it might be useful for both to experience the world from each other's viewpoint. A role-play is set up where each takes the role of the other. They are instructed to have a conversation about their difficulty in functioning well under pressure. The trainer may take the third chair and act as a neutral third party to assist both role-players in talking about the problem while "in the other's shoes."

After a few minutes of sharing their perceptions in this role reversal, the participants are asked to switch chairs and continue their conversation in light of the information they have just received.

To try out unfamiliar behavior:

The trainer has just described several ways in which a job applicant might act more assertively during an interview: "I know it is easy for me to talk about these techniques. You are the ones that have to go out and be interviewed. You are probably skeptical of how they might work. Let's practice." She then sets the scene for a typical interview and asks one person to be the interviewer and another the applicant. The latter is instructed, "Just be yourself, the way you would in a normal interview. This time I would like you to use the technique we have just discussed, concentrate on that one technique alone and see how it suits you."

Activity: "Assigned Reading and Research"

Do you have a lot of material to cover and just do not have enough time to do it? Do you want the participants to do preparatory work? Here are a few pointers.

This activity is recommended for:

- Delegating the learner responsibility for research of course material to the learner.
- Freeing the faculty member to concentrate on essential or complex information.
- Emphasizing that an adult, given some guidance and encouragement, can manage their own learning.
- Developing an annotated reading list.

CAUTION

Adults are even less tolerant of "busy work" than school children. The assignment has to be relevant and within the grasp of the learner. Most adults do not have experience in library research, nor do they have access to a library. The reading of research is done outside regular class time, but there has to be time for the material to be presented and discussed in class.

PROCESS

1. Define an area for additional reading or research. Students should be allowed to explore preferred areas if possible ("It is more exciting to find out things I want, rather than those the faculty member wants.")
2. Provide guidelines on what to look for, where to find it and what to do with the material.
3. Set firm completion dates and spell out consequences for late completion.
4. The reading/research material has to be put to use. Using buzz groups, team buzzes, representative presentations, or a question-and-answer period can do this.
5. Add additional information, clarify issues, and correct false information.

APPLICATIONS

- In a course where a great deal of current information can be gleaned from magazines and journals, certain students select one or two of the publications and regularly report to the class on relevant articles. The faculty member, together with the class, then incorporates that information into the basic course material.

- A section of a text is assigned to be read prior to each class. Guiding questions help students to look for essentials and motivate them to look for peripheral issues. Class time is used to discuss and share questions and difficulties arising from material. Lecturettes provide additional material.

Should you wish to try this, do it on a small scale first. Initially, you will probably have to be a “traffic cop.” Some people tend to take off on pet issues and arguments, while others may withdraw and feel their time is wasted. You are still in charge of the course, but no longer the sole source of wisdom.

Activity: "Debate Forum"

This activity is recommended for:

Presenting different sides of a controversial issue, with equal time given to each side. Also, it allows the audience to interact with representatives from each side.

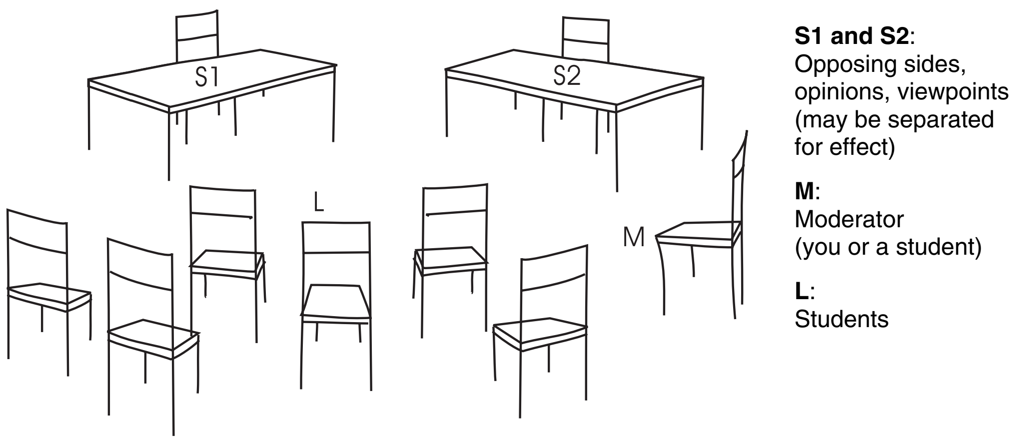
Group Size:

The panel is limited to either two speakers or the representatives of two groups with an audience of any size.

Time Required:

Equal time for each side, in addition to time for audience interaction; from ten minutes for an impromptu debate to one hour for prepared and more structured events.

Physical Setting:



CAUTION: This can be an emotionally tense event. Allow time for tempers to settle; people should go home stimulated, not exhausted or angry. Encourage and guide the debating teams and audience interaction. If you ask a student to defend a given position, ensure the class recognizes this. As in role-playing, no one should be associated with an assumed role. This can be avoided with the following variation:

> After the first round of debate, ask the opposing sides to switch positions and continue the discussion. This gives each person an appreciation of the other's position.

Activity: "Learning Journals"

This activity is recommended for:

- Helping learners keep track of their experiences during a course or workshop and learn from them.
- Collecting material for evaluation sessions at various stages of the course.
- Assisting learners in relating course material and events to their personal lives and work.

The time required is any number of five to ten minute periods during class time, and the participants' own time.

Ask the students to keep a section of their notebook/binder or a separate booklet for the notes.

PROCESS

1. Introduce the idea of a diary or journal as a way of recording personal impressions, experiences, discoveries, and questions as the course progresses.
2. Point out the private nature of these entries, but express you would appreciate it if people would share their entries with the class, certain individuals or yourself; either at certain times during the course or at the end.
3. Give an example of what might go into the journal and how to record events. (Please refer to the samples on the following pages.)
4. Answer the questions but keep it short and low key; ask participants to suspend judgement on this new experience and see how it works.
5. At specified points in the course, allow time so that participants can make entries in their journals. For groups that have little or no experience in this reflective approach to learning, provide key questions to guide them through the exercise.
6. Invite individuals to share whatever they wish with either a "buddy" or groups of three to five others. This "publishing" of journal material can serve as a subtle evaluation of both content and process of the course. (Optional.)

NOTE: Journals do not have to be kept for the entire course. Examples #2 and #3, for instance, are suitable for recording reflections on specific events in the program. All three examples stress:

- Reflection,
- Analysis, and
- Plan for action.

EXAMPLES

Example #1 (with headings provided by the faculty member)

Date ________ Topic ______________________________

WHAT HAPPENED:

Today Peter mentioned that we were required to visit a hotel and arrange a four-hour practicum. We are supposed to do it at a place we would like to work some day. He said he would not make the arrangements for us, but gave us a letter of introduction. The rest is up to us.

HOW I FEEL/FELT ABOUT IT:

I am not sure if I like this: going to a strange place to ask such a favor makes me nervous. What if they are too busy? What sort of place would I like to visit? Maybe this would be a good exercise for me to see if I really like the hotel business. Peter says the people are usually very friendly.

ACTION PLAN:

I will look at the list of hotels Peter gave us and pick two that appeal to me. I will go to each sometime before the next class, just to look around. From these impressions, I will pick the place I like best, then I might be ready to make that phone call.

Example #2

SELF-EVALUATION AND COMPLETION OF THE LEARNING LOOP

Date _________ Topic _______________________________

A. What questions do you have as a result of your learning experience today? Jot these down below.

B. From these questions, what key concepts can you extrapolate for further learning? Write these concepts below.

C. How can you go about finding answers to the questions raised above? Jot down at least one specific approach you will take:

Example #3

SELF-EVALUATION AND REFLECTION
(From a Discussion Techniques Workshop)

Date _________ Topic ______________________________

A. Looking back over this evening's session, what did you learn about the way groups work together?

____

____

B. What did you (re)discover about your own behavior in groups?

____

____

C. What changes, if any, do you wish to make in your own behavior in groups?

____

____

D. How will you know that you have been successful in making the desired change(s)?

____

____

Section Four

General Principles for the Use of Visual Aids

Visual aids can be an excellent instructional tool if used properly. The first principle is to use visual aids frequently enough to maintain student interest, but not so often students become distracted or have no time to think about what is being said. Visual aids come in a variety of formats, and some are so obvious that faculty tend to overlook their effectiveness.

HANDOUTS

Handouts are used by many faculty members to outline lectures and list definitions, formulas, or diagrams. Some methods of using handouts are better than others. If given a detailed lecture outline at the beginning of class, students tend to develop a false sense of security and pay little attention to the class activities because they know they can always refer to the handout at a later date. Handouts, like student lecture notes, should provide organization and a reminder of what the students actually heard in class.

WHITEBOARDS AND FLIPCHARTS

Whiteboards and flipcharts are often taken for granted by faculty members. However, both aids are still two of the most effective visual aids available. The act of writing on the board or flipchart focuses student attention on the material being presented. Research indicates most students will copy into their notes virtually everything the instructor has written on the board. Unfortunately, students sometimes omit key words when they take notes, totally missing the meaning of a key lecture point. Thus, the board or flipchart is an excellent place to write key words or names or formulas used in a lecture. Writing a definition on the board draws students' attention to it and is most appropriate if the instructor wishes to comment in detail on various words and components of the definition. The most basic rule in using whiteboards and flipcharts is to write nothing unimportant.

COMPUTER GRAPHICS PRESENTATIONS

A graphics presentation program is one of the best tools for producing graphics for transparencies, 35mm slides, handouts, or posters. These may include PowerPoint™ by Microsoft, Persuasion by Adobe, or Freelance graphics by Lotus. Visual aids produced with these programs can be projected onto a screen using a projection system. The skills needed to use these programs are quite basic and most of the programs provide a tutorial to help learn the program, as well as some professionally designed templates to follow.

OVERHEAD PROJECTORS

Overhead projectors are versatile and easy to use. Transparencies for use on the overhead projector can easily be prepared either by drawing directly onto the transparent acetate or by using one of the many office duplicating machines that offer this capability. Two superimposition methods are possible: one involves stacking transparencies layer upon layer, thus illustrating complex models and processes as you talk about them. The other method involves projecting an image onto a writing surface (such as a flipchart or whiteboard) and adding in the details by writing on the surface. Other unusual effects, such as silhouettes and cut-outs, can also be easily prepared.

The advantages of using an overhead projector are:

- You can operate the unit from the front of the room while still facing the audience,
- The transparency, placed face up on the top of the machine is completely legible to you and serves as notes (including your own "reminders" which can be written on the transparency's cardboard frame),
- Material written on the overhead sheets can be kept for reuse as is, or cleaned off and used again,
- A presentation is easily modified by the deletion or insertion of transparencies, and
- The time spent on each item is completely under your control. The lamp can be switched on and off to project the image at certain times of your presentation. A transparency can be "brought back" at the end of the presentation or at a later class session for review and/or to stimulate recall and discussion.

The disadvantages of using an overhead projector are:

- The machines can be awkward and create a barrier between you and your class until you become comfortable with their use, and
- Faculty members have been known to fall in love with overheads and use them at the slightest provocation. Talking directly with the class, writing a word on the board or flipchart, using handouts and other instructional tools are not to be discounted in favor of any "gadget."

Making Transparencies

You can either write directly on transparency sheets or use an office duplicating machine capable of copying onto transparencies. With the first method, be sure to use the special marking pens, which are either water-based (erasable) or alcohol-based (permanent). The second method is more costly because a clean original has to be made and the copied in either black or white or full color.

The design of the visual should follow these basic guidelines:

1. The usable surface of a standard transparency frame is 7 ½" x 9 ½". This means your prepared copy cannot exceed those dimensions. If you use the transparency without the protective cardboard frame, you have an 8" x 10" working area.
2. Keep your design simple. Complete details can be confusing and unnecessary since you will be there to explain.
3. Use no more than six words per line and six or fewer lines per image.
4. Select key words and phrases. Do not try to recap the entire presentation on one transparency.
5. Space lines by at least 1 1/2 to 2 lines.
6. Use simple, bold lettering types, at least ¼" high. Sans serif types are best. Typewritten material does not project well.
7. If the original can be read at a distance of 10 feet, the transparency should project as well.
8. Horizontal is considered the best format, although vertical is acceptable.
9. The following is a suggestion for good transparency layout.

Guidelines for Using Transparencies

Do not show more information than is necessary at one time. If you show too much, your audience will be ahead of you and lose attention in the specific point you are making.

- Use the transparencies as your lesson notes. If you use cardboard frames, as mentioned previously, additional key words can be written there for only you to see.

- Use the revelation technique by placing a sheet of heavy paper under the transparency. By moving the sheet down, you reveal the image line-by-line and thus can control the student's attention.
- Use a pen or pointer on the transparency to direct attention to specific points. Avoid pointing at the screen (and thus turning your back to the class). If you use a pointer or pen, place your pen or a flat, pointed object directly on the projection surface. The shadow will show on the screen and leave your hands free. Avoid unnecessary movement with either your hands or the pointer as this can distract your students.
- Use overlays to provide a sense of progression. Up to four transparencies can be placed upon each other in succession.
- Turn the projector on and off while changing transparencies or whenever you want to redirect the attention of the group away from the image and back to you. Remember, light tends to attract more attention than you do, so beware of the competition!

VIDEOS

Videos illustrate content vividly, and the best contemporary educational videos are conceptually complex and of high interest to students. Showing a long video, however, takes up scarce class time.

Videos are recommended to provide alternative information channels for students. They are good for use when low reading skills are present. They provide a continuity of action and are especially sound for reducing long demonstration processes to brief sequences. Videos also provide a "front seat" for many events, processes, and experiences. Experts can perform demonstrations, equipment can be made available, places can be visited, and everything can be shown in its original color, at the right angle and speed for analysis and learning. Videos can also be stopped at certain points for summary, discussion, and questioning.

A word of caution about using videos is in order. Videos quickly become outdated and lose their impact on the viewers. Also, their established rate and method of presenting the material forces all students to follow at the same speed and with the same level of comprehension. Some students may become bored, while others may find the material too difficult to comprehend. Finally, the images show best when the lights are turned off, but this precludes note-taking (and may encourage an occasional nap). In short, effective use of videos requires careful planning by the faculty member. Videos must not be used just for their entertainment value, but for their contribution to the learning process.

If you choose to use video as an instructional tool, you should follow six steps:

1. Plan.
    - Find out what videos are available (through the local library, trade and professional associations, consultants, film boards, etc.).

- Ask yourself if the available videos (as per their description) are appropriate for your objectives. Do they contribute to obtaining the course outcomes?
- Is the video up-to-date and realistic? Do you agree with its content, or does it present a desired alternative approach to the subject?

2. Make the arrangements.
   - Acquire the video in advance and preview it.
   - Book the TV/VCR in advance.
   - Check to make sure the room can be darkened so the video will be visible by everyone.
   - Check out your equipment so you know how to work it.
   - Check the classroom seating arrangement to make sure it is suitable for video viewing.
3. Prepare your students.
   - Relate the video to the course content. Explain its setting, peculiarities if any, and quiz the students on relevant background information.
   - Inform students of what they can expect to see and learn from the video.
   - Instruct the students to look for specific problem areas illustrated in the video.
   - Inform students how the video's content will be used in the course: Is it to present new information, to illustrate previously made points, etc.
4. Show the video.
   - Avoid fumbling with sound, and other mechanical details. Rehearse ahead of time, if necessary.
   - You may want to stop at certain points to concentrate on a particular issue, elicit questions, to raise a point, or receive reactions regarding its content and presentation.
   - Try to leave some classroom lights on to permit note taking.
5. Follow up.
   - Begin by inviting questions and comments. Go straight to the issue for which you chose the video.
6. Keep a record.

- Record the course name, audience profile, at what point in the proceedings you showed the video, how you introduced it, what activities followed, in addition to other comments to help you make good use of it the next time around (or avoid ever using it again!).

Tips for Using Videos

The following techniques could be useful to help your students integrate the video's message with the rest of the course material. The activities are designed for small group tasks (three to six people and require between five and thirty minutes of class time.

- To frame questions.
  A relatively elementary use of the group is the "buzz," or discussion of the video with the objective of coming up with a question, which the film raises. The question may be answered by another group, the group at large, or possibly you.

- To specify learning.
  Another easy way to put the group to work is to ask them to identify on one or two important ideas that are introduced in the video. In effect, the group is challenged to think of "what have we learned?"

- To respond to specific questions.
  You may wish to have the small groups focus on specific questions raised by the video. The questions may be distributed to participants via a question sheet prepared in advance of the video session, or they may be written on the blackboard or large piece of paper. You may give each small group one or two questions of a special sort, or all small groups may work on the same question(s). Depending on the available time, the process may be repeated a second time or more.

- To brainstorm.
  The video may introduce a problem that can be worked on by brainstorming. A group of six to twelve people, plus a recorder to capture ideas, works out well. You might serve as a recorder or the recorder might be drawn from the group, depending on the number of groups at work.

- To critique assigned readings.
  Provide a pertinent article or handout and ask for it to be discussed in relation to the video.

- To assess personal effectiveness.
  Participants can be invited to assess their own behavior in situations similar to those in the video. For instance, in a communication skills development video, groups would view the video looking at their own areas that need improvement. The approach, however, involves self-disclosure on the part of the students. It should not be used until a sufficient level of trust has been developed.

- To provide practical applications.
  After the video has been viewed, a guest speaker may be invited to discuss the relevancy of the video's topic to real work application. This works especially well if the guest speaker has seen the video and has experience in the same employment field or discipline so that he/she can bring realistic opinions to discuss with the class. If a guest speaker is to be used, contact campus Academic Affairs prior to inviting the speaker

Section Five

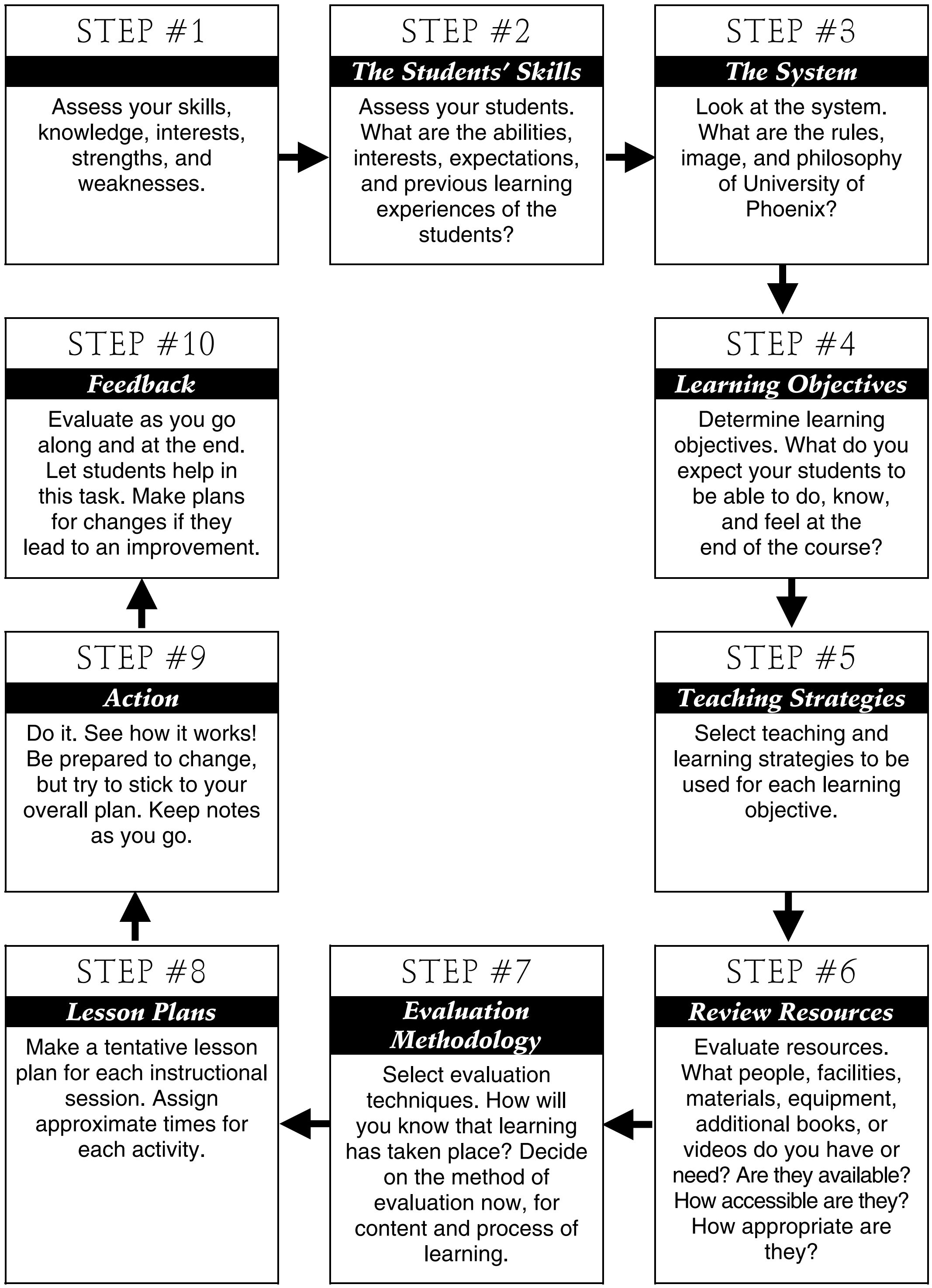
Planning

PLANNING

Throughout this manual, information has been offered on teaching and facilitation techniques. Activities have been suggested to generate student participation, interaction, questions, and group dynamics. The activities are not meant to be used only in the sequence presented, or all at once. Rather, they are to be integrated into your own teaching style and employed as instructional aids. You may choose to utilize all of them, or to reject any of them. The course objectives will determine the extent the techniques may assist you in obtaining the learning goals and outcomes stated in the course modules.

Planning for learning is not a linear sequence. Typically, it's a back-and-forth flow of problem-solving and decision-making. It is not unusual for a faculty member to choose his/her teaching techniques before deciding what it is he/she is going to do in the classroom. Since all University of Phoenix faculty members have the course modules that state the course objectives and outcomes, the initial planning stage has already been done. You must plan how you reach the stated course outcomes once you have assessed your group's needs. This process will require most of your planning time. On the following page is a 10-step planning model to assist you in your planning process.

Planning Model



Let's take a closer look at the 10 steps shown in the planning model diagram:

STEP #1: YOUR SKILLS

You are the center of the plan and the course. Your personality, your attitude, your communication skills, your knowledge and experience as the "expert" and teacher are all essential contributions to the plan. By taking an inventory of what you are bringing to the course, you can pinpoint your strengths and weaknesses.

STEP #2: THE STUDENTS' SKILLS

Ask yourself: How can I get a clearer picture of my prospective students? Can colleagues help? When I taught the course before, who attended? What type of person is likely to respond to this program? What will the student(s) expect, bring to class, and be prepared to share?

STEP #3: THE SYSTEM

University of Phoenix influences who comes to class, what is expected, and what is likely to occur in the classroom. What is the atmosphere of the University? What are the rules that will affect your course? What are the administrative constraints? What is the image the University projects?

STEP #4: YOUR INSTRUCTIONAL OBJECTIVES

The most useful way to start planning the actual course is to consider what the course objectives and outcomes are and what the final product should be. Decide what you expect students to be able to do, know, think, and feel by the end of the course. Be specific with the words you use in your objectives. Effective communication can enhance your chances of the students knowing exactly what is expected of them.

STEP #5: SELECT TEACHING/LEARNING STRATEGIES

Remember that certain strategies are more suitable for certain learning objectives. Many times faculty members lecture on a subject that requires activity, practice, discussion, and exploration.

STEP #6: REVIEW YOUR RESOURCES

Reviewing the preceding steps may already have brought to mind videos, materials, handouts, guest speakers, and other resources that you know of or hope to locate. Make a list and think ahead.

STEP #7: HOW WILL YOU KNOW LEARNING IS TAKING PLACE?

You and your students must assess your progress toward the final product. Often a well-written objective provides clues and a basis for evaluation.

STEP #8: MAKE A TENTATIVE SCHEDULE

This step comes in two parts. First, you can sketch out the way you might use the time allotted for the course according to your curriculum guidelines. How will you distribute the learning activities over the time available? Second, you can make a more detailed outline for each session. The planning form that follows is included as a guide, but do not let it limit your own creativity.

PLAN-A-LESSON

Course:______________________________Page of ________

Objectives: ____

____

____

To find out what learners already know:			
Time:	What the faculty member will do:	What the student will do:	Facilitation Aids:
To find out what students have learned:			

STEP #9: DO IT!

There is a certain element of risk in this step. While careful planning does not guarantee your facilitation success, it certainly gives you the confidence to continue.

STEP #10: EVALUATE

This step helps you obtain information that either supports what you have been doing or offers opportunity for change and further development.

EVALUATING

All the planning in the world will not be beneficial unless you develop some instrument(s) to evaluate your effectiveness and provide immediate feedback for you and your students. Feedback allows you the flexibility to change your style, course direction, activities and/or means of achieving the course outcomes in a timely manner so students' learning needs are met properly.

DIFFERENCES IN STUDENTS' LEARNING ABILITIES AND KNOWLEDGE LEVELS

There is no discrimination in student learning abilities and/or knowledge levels in University of Phoenix. Indeed, each classroom is filled with every imaginable learning level and our philosophy encourages the faculty to use the diversity in ability and knowledge levels as a learning resource. Small groups can utilize more advanced student(s) in a tutorial capacity while simultaneously allowing the student(s) to gain more application and skill development. Highly skilled or advanced students can be used as instructor's aids, lab demonstrators and tutors. Such use of students as learning resources allows for their personal and professional growth and development.

Conclusion

Neil Postman and Charles Weingartner stated in their book, *Teaching as a Subversive Activity*, that the attitudes and beliefs of the instructor are "the air of a learning environment." These attitudes and beliefs determine the quality of life within the classroom. In their quest for a successful and effective teaching model, Postman and Weingartner pose the model of the "inquiry teacher," a person who:

1. Rarely tells students what he thinks they ought to know. He believes that telling, if it is the major portion of instructing, deprives the student of the excitement and opportunity of self-directed and powerful learning.

2. Uses questioning as his major mode of interacting. Rather than trying to seduce students into reciting what he or she considers the right answers, the instructor sees questions as instruments to open minds to unexpected possibilities.

3. Generally does not accept a single statement as an answer to a question, not because he does not like right answers, but because too often the "right answer" only serves to discourage further thought.

4. Rarely sums up the position taken by students. He sees learning as a process, not a finished product and fears that his "closures" might have the effect of ending further thought.

5. Measures his success in terms of behavior changes in his learners. He does so by observing the frequency with which they ask questions: the increase in relevance of their questions: the frequency and conviction of their challenges to statements by other students, the teacher or the text; their willingness to modify their positions when new data warrant such changes; the increase in their skills in observing, classifying, generalizing and their ability to apply the latter to situations in an original way.

Perhaps the Postman and Weingartner model of the "inquiry teacher" best sums up the purpose of this manual. This manual has been prepared to offer assistance with your instructional style and provide suggestions for facilitative techniques. It is not intended to be the only reference source. Rather, as the need arises, additional information will be provided to you for inclusion into the manual.

The manual was designed to help new faculty members, during their first few sessions in the classroom and serve as a reference source for experienced faculty. The material contained in the manual is not inclusive of all theories on adult education, but merely practiced suggestions.

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