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FACILITATING LEARNING

INTRODUCTION

Teachers can facilitate learning by making the educational process easier for students. This does not mean watering down the curriculum or lowering standards. Rather, facilitating learning involves teaching students to think critically and understand how the learning process works. Students need to learn how to go beyond the basic facts—who, what, where, and when—and question the world around them.

FINALS	Module 2
Lesson Title:	Facilitating Learning (Online & Offline Class)
Specific Learning Outcomes: 	At the end of the lesson the student should be able to: 1. explain how to facilitate learning and critical thinking 2. determine the ten tips for facilitating youth activities 3. apply the different methods of instruction through an activity, show or interview. 4. Write an activity plan using the different methods of instruction.

TEACHING LEARNING ACTIVITIES

Pre- Activity: For Online Modality: Each student is ask to introduce themselves during virtual conference.	
Discussion:	HOW TO FACILITATE LEARNING AND CRITICAL THINKING Methods of Instruction: A number of instructional methods can help a teacher move away from standard lesson delivery and toward facilitating a true learning experience. Teachers can vary methods to respond to different learning styles. Lessons can be designed around tactile learners one day and visual learners the next. Teachers can also give students a chance to work both independently and in groups to meet the many needs of the children in their class. Some students prefer to work alone, while others excel when working cooperatively, also known as peer-to-peer learning. If you want students to take a greater interest in the topics you are teaching, give them different choices to access classroom lessons. Some children may seize the chance to write creatively about a story they read in class, while others may want to debate the story's themes with their classmates. Increasing the amount of talk in the classroom can appeal to verbal and aural learners. It's also important to make your lessons relevant to the real world. If students have just learned about a scientific concept, ask them if they've witnessed it play out in nature or tell them when they're likely to observe the scientific principle unfold, be it condensation or a certain moon phase. Make thematic connections, so students don't learn information in isolation. If you're going over vocabulary words, give students examples of when that word is likely to be used in real life. Review a literary passage or listen to an audio clip in which the new vocabulary is used in context. This increases the likelihood that students will absorb the information. Varying Instruction Varying instruction means using different methods to deliver lessons to students. Each way of facilitating learning has its merits and helps immerse students in the learning process by tapping into their interests and abilities.

Lecturing might seem boring, as it's the most traditional way that teachers disseminate information to students. But for some students this method has benefits. It can tap into students' linguistic intelligence.

You can lecture for a bit and then open up the conversation to the whole class or have students break up into groups. Getting students to interact with each other helps them access their interpersonal intelligence, a social skill that will be important well beyond the classroom.

Incorporating Role-Play

For kinesthetic learners, role-playing might be the key to help them connect with the lesson. Some students enjoy acting out important events in history, for instance. But children can also role-play characters in a novel or short story to help them better grasp the material. Students who don't feel comfortable playacting in front of their peers can write from the perspective of a historical figure or book character.

Simulations are another engaging way to help students better understand lessons. Consider permitting them to participate in immersive experiences, like creating a model legislature or classroom government. And for visual learners, consider multimedia presentations that can tap into their spatial intelligence.

For students who just don't understand why a particular subject applies to the real world, outside speakers can help. Bring in a mathematician who can explain the importance of algebra or a journalist to discuss how writing well is a key life skill. It's always a great idea to expose students to role models who can give them different perspectives on various issues.

Providing Choice

When students feel empowered in their learning, they are more likely to accept ownership of it. If a teacher simply delivers the material to the students through lectures, they may feel no attachment to it. You can provide students with the ability to make choices by giving them multiple writing prompts. Similarly, let students' complete research on a topic of their choosing and then report back to the class.

You might also consider providing them with a selection of books for book reports and reading assignments. Allow students to choose their own partners for a class project. Even class-wide assignments can leave room for student choice. Have the class work on a historical newspaper and allow the children to pick which section of the paper they'll cover.

Facilitating Critical Thinking

Teaching students to think critically takes practice. Rather than focusing on facts and figures, students should be able to make observations in all disciplines. After those observations, they need to be able to analyze materials and evaluate information. In practicing critical thinking, students recognize different contexts and points of view. Finally, they interpret information, draw conclusions, and then develop an explanation.

Teachers can offer students problems to solve and opportunities to make decisions to practice their critical thinking skills. Once students offer solutions and make decisions, they should have a chance to reflect on what made them successful or not. Establishing a regular routine of observation, analysis, interpretation, conclusion, and reflection in each academic discipline improves students' critical thinking skills, which they will need in the real world.

Real-World and Thematic Connections

Making learning relevant to the real world helps students form important connections. For example, if you are teaching about supply and demand from a textbook, students may learn the information for the moment. However, if you provide them with examples that relate to purchases they make all of the time, the information becomes applicable to their own lives.

Similarly, thematic connections help students see that learning does not happen in isolation. For example, an American history teacher and a chemistry instructor might collaborate on a lesson about the development of the atomic bombs that the U.S. dropped on Hiroshima and Nagasaki at the end of World War II. This lesson could be extended into English by including a creative writing assignment on the topic and also into environmental science to look at the effects on the two cities after the bombs were dropped.

10 TIPS FOR FACILITATING YOUTH ACTIVITIES

Basically, for planning any youth activities you want to do 3 things, Engage, Experience and End. To engage is to set the tone with clear and eloquent instructions. Then the learning must be something experienced. When they are actively involved, they will have more chance of concentrating and remembering. The end must be productive, having achieved all set goals. Reflecting on what was done or learned and how to apply it in the real world.

Make them feel comfortable

Create a nice atmosphere. Comfy chairs, relevant music or desks arranges in a circle. Make them feel as equals, there is no one better than the other. Break down the barriers of hierarchical thinking. Break down the power struggle between adult and youth immediately by the relaxed, non-threatening environment where they feel safe to share and participate.

Ice breakers

Play some opening, fun and easy games. This brings togetherness and nurtures trust between each other from the start. One such game is called “2 truths and a lie” where you all have to right down 2 truths about yourself and 1 lie, place the paper in a hat and participants must guess who it is. This immediately changes the mood in any environment.

Give quick and clear instructions

Be specific about what you are asking them to do but do not bore them with long detailed instructions. Make it sound fun and interesting. Be creative. Also give them a choice rather than telling them what to do. For example, if it is to do a skit, give them a choice of 3 ideas they can chooses from.

Ways to get group quiet

You may have a large number of youth and when they are all brainstorming you may need to get their attention back. If you have set a time allocation maybe you could use a whistle or alarm to let them know how much time they have left. Maybe a clap to signal their attention while quietening the voices at the same time. Make it a game that those groups quieten that down when you clap get a prize.

Engage them

Get them moving their bodies; they have bouts of concentration from only 12-20 minutes at a time so get them physically involved. Physical activity, Games, Role play, Art and crafts are all ways of engaging the youth. Each person has a unique learning style. Some are visual learners; some are auditory learners and others are kinesthetic learners. When you use a variety of different methods and tools you are able to engage all these types of learners.

Use visualization and relaxation techniques

If they are losing focus or getting rowdy, take 3- 5 minutes to just sit and do some breathing. Or help them to relax by making them close their eyes and imagine they were in a different setting that you describe.

Be encouraging

Words of affirmation and praise will get you much more respect than being rude and always pointing out faults. You will get much further with a kind word than a harsh one. Kind words build up but harsh words break down. We only want to build up the youth.

Understand their differences

Understand that they all have different strengths and weaknesses and different personalities. Allow those strengths to shine through and the different personalities to work together and learn from each other. A creative type and a serious type put together could form a formidable team. The creative person will have all the ideas and the serious structured person will know how to implement those ideas.

Deal with resistance

Understand that not everyone is going to be open or want to participate. Don't force participation. Some may have strong opinions or feel threatened or sensitive around a particular subject. Acknowledge their views as important. By acknowledging it may be difficult or saying “you may feel silly doing this but...” you already win them over with your understanding. Be a good example of communicating respectfully and valuing another person. Show you believe in them and that you are confident in their abilities.

Vary the size of the groups

You could assign random names or let them choose their own groups. Divide groups into pairs, large groups or small groups. Those who are shy might respond better in a smaller group of 2 – 3. Mix the groups with adults and youth. Divide them by boys and girls and make it a competition. Provide each group member a task and set them an allocated time to work in. This allows time for collaborative creative thought processes, where youth are not spoon fed but are encouraged to think for themselves.

COMMUNICATING & FACILITATING ACTIVITIES

Meaningful interactions are an essential part of an effective teaching environment. Class communication can be divided into three primary channels: instructor to a student; student to student; and student to instructor. As you develop your syllabus and plan classroom activities, be sure to clarify regularly your expectations about how you want students to engage with each channel.

Following these guidelines will help you and your students to develop efficient and clear channels of communication that will foster a positive learning experience.

ADDRESSING THE NEW LEARNING ENVIRONMENT WITH STUDENTS

Creating a positive first impression and establishing a sense of trust are important elements to creating a successful classroom experience for your students and you. This is especially true during this time when there is a great deal of uncertainty both for you as

an instructor and for your students. The best way to handle this is to address uncertainty so that your students can see you are aware of their concerns for their well-being and have strategies in place to address them. Below are some tactics you can use to kick start this conversation and open a dialogue with students.

Orient the in-person & online students to each other

While the experience of teaching to in-person and online students simultaneously is likely a new experience for many instructors, it is equally unfamiliar to your students. You can alleviate some of the awkwardness by taking steps to help everyone be as accessible to each other as possible.

- When possible, have online learners visible to in-person students and vice versa.
 - Encourage students to use their webcams to display themselves if they feel comfortable doing so.
 - Project the Gallery view (Links to an external site, opens in a new window.) of Zoom sessions to the in-person students when possible.
 - When projecting a Zoom session to in-person students, use the classroom webcam to show online students how they appear in the classroom environment when they are projected onscreen to the in-person students.
- When asking questions, encourage online students to give the response. Their webcam microphones will be easier for everyone to hear than comments from the back of the in-person classroom.
- Create an online introduction activity to be completed before the first day and directly refer to some of the students' posts during the first synchronous session.
- Have students record the correct pronunciation of their names in Name Coach and listen to each other's names.
- Have students complete their Canvas profile.
- Reinforce that students should use the IU Support Center's ITHelpLive (Links to an external site, opens in a new window.) Service for just-in-time technical help.

Plan activities that highlight the strengths of each modality

Generally speaking, synchronous sessions offer an opportunity for students to practice with new ideas and develop consensus through shared experiences. Asynchronous activities can be effective for deeper personal reflection and exploration.

- Synchronous sessions
 - Use synchronous sessions so that students are actively engaged and collaborating.
 - Change up activities regularly so that learners don't become demotivated by inaction.
- Asynchronous activities
 - Give students plenty of signposts with directions, instructions about your expectations, and guidance on what you consider important. Remember that students in in-person contexts have more opportunities to ask you for clarification. Asynchronous activities require extra effort to contextualize work for students before they get started. Assume, "if you didn't type it, they can't know it."
 - Create short descriptions before videos to prime students to the questions they should be asking as they watch.
 - Add ungraded comprehension checks to video lectures (such as Canvas Quizzes (Links to an external site, opens in a new window.), Kaltura Quizzes (Links to an external site, opens in a new window.), or Quick Check (Links to an external site, opens in a new window.)), so that students can confirm they have learned the key points.

Refer back to asynchronous online discussions and activities during in-person class time so that students can see how their online work has value in the classroom.

Activity #2: The students through virtual discussion will be asked to share a sample/ example on how to facilitate a particular lesson by giving a particular activity. They are ask to facilitate and give a verbal instruction.
(Online Class)

Examples;

- 1.The buzz
2. Showbiz show
3. Interview
4. Panel Discussion
5. Game/ Play
6. Debate
7. Radio/ TV Reporting

OFFLINE MODALITY: Activity# 3: Choose any topic. Write a particular show mentioned above in activity # 2 if you cannot join the virtual discussion/activity. State what kind of tips or facilitating activities that you can use in handling the show or a group.

At least 2-3 topics. (50 points)

(Note: You may answer either offline modality or online modality.)

Rubrics: Online Class: Virtual Participation: 40% + creativity= 30% + Method and Instructions=30%

ANALYSIS:

Answer the following questions below in your own idea. (10 points each)

REFLECTION
STATEMENTS:



- 1. How will I know if I am learning at an appropriate rate?
- 2. How can I spot an error if I make one?
- 3. How should I revise my plan if it is not working to my expectations/satisfaction?

ASSESSMENTS

- 1. Write your reflections and learning about the lesson. (50 points)
- 2. Create an activity plan (Please see sample activity at back of this paper) (50 points)

RESOURCES:

Lucas, Maria Rita D., Ph.D. (2014) Facilitating Learning: Lorimar Publishing Inc.

Corpus, Brenda B., Ph. D. (2014) Facilitating Learning: Lorimar Publishing Inc.

<https://www.thoughtco.com/how-to-facilitate-learning-8390>

<https://fns.sg/10-tips-for-facilitating-youth-activities/>

FACILITATING
Activity Plan

Instructions: Write or create an activity plan at least 1-2 activity. You may follow any of this format A or B

A. Format

Title of Activity (Name the title and explain)	Introduction and Instruction	Content and Process	Methods (Name the method and explain)
1.			
2.			

B. Format

I. The title of the activity: _____

II. Introductions and Instructions: _____

III. Content and Process: _____

IV. Method: _____

Conclusion: (Write your conclusion here stating the value of your activity/ or the lesson that you have learned from the activity).
50 points:

