

Objectives

Over the next 4 days, we will dedicate 30 minutes each day to reviewing classroom facilitation best practices in an effort to help you provide a structured, engaging, and effective training experience for all who participate. We will achieve this by:

- Outlining the facilitation preparation process
- Discussing classroom management strategies
- Presenting various questioning strategies
- Reviewing common facilitator mistakes

Facilitation Preparation Process

Facilitation preparation involves focusing on the following areas:

- Housekeeping
- Technology
- Learning Materials
- Guest Speakers

Facilitation Preparation Process *(Continued)*

| Item | Task |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Housekeeping | <ul style="list-style-type: none">▪ Clean work station▪ Empty trash▪ Clear whiteboard▪ Vacuum |
| Technology | <ul style="list-style-type: none">▪ Test logins▪ Load applications as appropriate on facilitator and participant workstations▪ Test overhead projector and other equipment |
| Learning Materials | <ul style="list-style-type: none">▪ Review lessons and action items including:<ul style="list-style-type: none">▪ Demonstrations and activities▪ Guest speaker schedules (daily)▪ Print handouts and class roster |
| Guest Speakers | <ul style="list-style-type: none">▪ Send reminders to guest speakers to confirm their attendance |

Interrupting class to care for a task that could have been completed prior to the start can be distracting to learners.

Classroom Management Strategies

When you think of classroom management, what are some words or phrases that come to mind?

Questions?



Classroom Management Strategies *(Continued)*

Classroom management is the process of establishing and maintaining standards of practice within the classroom. Classroom management includes all elements within the facilitator and participant interaction model including:

- Greeting and dismissing learners
- Introducing content and activities
- Managing time
- Addressing behavioral disturbances
- Addressing skill deficiencies
- Understanding HR policies and procedures

Classroom Management Strategies

Greeting and Dismissing Learners



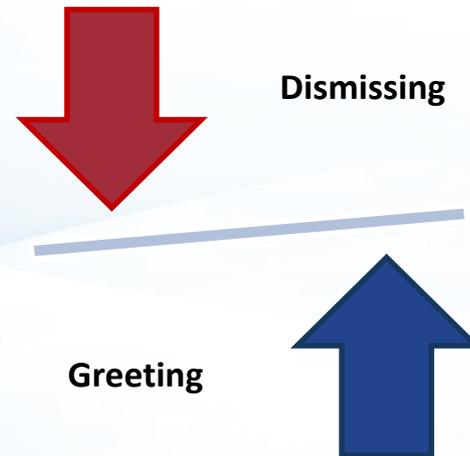
Greeting Recommendations

- Welcome learners as they arrive
- Provide brief individual introductions
- Direct learners where to sit

Dismissal Recommendations

- Thank learners for their time and attention
- Be the last person to leave the classroom

These recommendations serve as personal icebreakers between you and each learner.



Classroom Management Strategies

Introducing Content and Activities

Facilitator Guide

The Facilitator Guide serves as your road map through the learning materials. It provides content as well as recommended completion times.

Reading the Facilitator Guide content word for word to your learners is **not** a recommended practice.



Classroom Management Strategies

Introducing Content and Activities

Class Activities

Research suggests that adults learn best when the material being presented is paired with activities that evoke emotion, such as humor, anxiety, or memories.

The class activities you choose to incorporate into your learning session should be appropriate for the material being presented. To help establish a relationship between an activity and course material, a debrief should be provided to the learners.



Classroom Management Strategies

Managing Time

Your Facilitator Guide and the class activities outline recommended completion times for each lesson and each activity. The completion times provided should be followed as closely as possible for the following reasons:

- The time allotted for each lesson is determined based on the complexity of the content.
- The recommended activity time is determined based on the level of learning reinforcement the activity is designed to achieve.

Classroom Management Strategies

Managing Time

The following tips will assist you in completing your lessons and activities within the recommended time.

- Begin each day on time.
- Be mindful of the time you begin each lesson and activity.
- Give a 5-minute announcement prior to the completion of a lesson or activity.
- Solicit a volunteer to keep time for lessons and activities.
- Write on a flip chart those questions that cannot be answered and address them at a later time.

If a lesson takes more time than allotted, consider omitting an activity.

Classroom Management Strategies

Addressing Behavioral Distractions

Behavioral distractions are not limited to intentional acts of defiance from the learners. Distractions in a professional environment from both learners and the facilitator are most likely unintentional.

Learner-Initiated Distractions

- Dress code violations
- Attendance/tardiness
- Side-bar conversations
- Cell phones and other electronic devices
- Jumping ahead in the material
- Biological needs (restroom breaks, food, sleep)

Facilitator-Initiated Distractions

- Dress code violations
- Attendance/tardiness
- Side-bar conversations
- Electronic devices
- Rate of speech
- Voice inflection
- Movements
- Curriculum deviations
- Time management

Classroom Management Strategies

Learner-Initiated Distractions

| Learner Distraction | Facilitator Response |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dress code violation | During a break, pull the learner aside and reiterate your organization's dress code policy. |
| Attendance/tardiness | Follow your organization's procedures for attendance infractions and communicate the incidents with the appropriate management staff. |
| Side-bar conversations | Via a blanket statement, ask for everyone's attention. If the distraction continues, casually walk toward the learners having the side-bar discussion and begin facilitating from that area of the classroom. |
| Cell phones and other electronic devices | Remind learners of the policy associated with electronic devices and that, for urgent matters, they may excuse themselves from class to take or make a phone call. |

Classroom Management Strategies

Learner-Initiated Distractions (*Continued*)

| Learner Distraction | Facilitator Response |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jumping ahead in the material | Via a blanket statement, remind learners to keep the same pace as you. If the distraction continues, casually walk toward the learner who is moving through the curriculum at a faster pace and begin facilitating from that area of the classroom. |
| Biological needs (restroom breaks, food, sleep) | Dismiss class for scheduled breaks on time. If the class is beginning to lose focus, provide a 5–7 minute personal break to care for biological needs such as restroom breaks and nutritional needs. If someone is sleeping during class, casually tap the person on the shoulder and suggest he or she get a drink of water. |

Classroom Management Strategies

Facilitator-Initiated Distractions

| Facilitator Distraction | Response |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dress code violation | Prior to the start of class, become familiar with and follow the dress code policies for the organization. |
| Attendance/tardiness | Manage time well and be proactive in preparing for an unexpected absence or tardiness. For example, have a substitute facilitator available for unexpected time away from class. |
| Side-bar conversations | Eliminate side-bar conversations and, if appropriate, share the topic with the greater audience. Ensuring all learners receive the same information contributes to a quality learning environment. |
| Cell phones and other electronic devices | If you anticipate an urgent call, inform the class that you might be interrupted to take a call. |

Classroom Management Strategies

Facilitator-Initiated Distractions (*Continued*)

| Facilitator Distraction | Facilitator Response |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rate of speech | Be observant of how your learners are responding to the information being delivered. For example, if your learners ask you to repeat information, this might be a sign you need to reduce your rate of speech. In addition, ask your learners for feedback on the rate of delivery and make adjustments as needed. |
| Voice inflection | Be observant of how your learners are responding to the information delivered. For example, if your learners are losing interest you might need to adjust your tone to add more emotion to your message. |
| Movement | Movement without intention can be distracting. Try moving to another location of the room during topic transitions or when attempting to manage behaviors. Be aware of pen-clicking and pocket-change sounds. |

Classroom Management Strategies

Addressing Skill Deficiencies

Identifying a learner who is struggling with the course material involves observing the person during activities and, in some instances, observing non-verbal cues. Outlined here are actions you can take when you think a learner is struggling.

- Meet with the learner during a break and ask how he or she is feeling about the course material.
- Ask the learner to take the role of the workstation “driver.” He or she will navigate through the curriculum and “drive” through the Training Environment.
- Engage the learner during content review activities by asking him or her to volunteer.
- Talk with the learner’s supervisor to keep the supervisor informed of the learner’s progress.

Classroom Management Strategies

Understanding HR Policies and Procedures

Managing a classroom within a professional setting requires an understanding of general facilitation skills as well as the organization's HR policies and procedures.

Throughout the learning event, make sure you are incorporating the organization's required business standards.

Establishing behaviors you want repeated is easier than changing established negative behaviors.

Questions?



Effective Questioning Strategies

Questions are expected and encouraged in any learning environment. You will ask questions of the learners, and they will ask questions of you.

Incorporating effective questioning techniques into your learning sessions stimulates recall of prior learning and helps guide learners through the material.

We will first look at some best practices you can incorporate when asking questions of your learners. Then we will discuss the types of questions you can ask along with effective response strategies.

Effective Questioning Strategies

Questions to the Learners

Best Practices

- Know why you are asking the question (involve learners, increase awareness, check for understanding, develop critical thinking)
- Ensure all learners hear the question being asked
- Balance whom the questions are targeted toward:
 - *Who can tell me...*
 - *“John” what do you think...*
 - *Does anyone know...*
 - *By a show of hands who...*
- Repeat the learner’s answer to ensure the larger group hears it
- Vary the types of questions asked

Effective Questioning Strategies

Questions to the Learners *(Continued)*

| Question Type | Definition | Example |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Open Ended | An unstructured question that requires more than a one-word answer and typically starts with <i>how, what, when, where, or why</i> | <i>What sort of personal information do you think may be required of an applicant?</i> |
| Closed Ended | A structured question that requires the respondent to select from a set of answers or provide a <i>yes or no</i> response | <i>Do you think there might be times when the client has to provide proof of his or her income?</i> |
| Facilitative | A question that requires the respondent to think through possible solutions before developing an answer | <i>What type of client statements might lead you to believe you need to update the client's home address?</i> |
| Reflective | A question that requires the respondent to think about his or her knowledge or situation before giving a response | <ul style="list-style-type: none"> ▪ <i>What challenges did you encounter when you first started working in this field?</i> ▪ <i>What did you find frustrating about your previous job and what did you find rewarding about your previous job?</i> |

Effective Questioning Strategies

Let's Practice!

Partner with a neighbor to formulate a question for each of the following question types:

- Open Ended
- Closed Ended
- Facilitative
- Reflective

Upon completion, you will be asked to share your questions with the group.

Effective Questioning Strategies

Question-and-Response Strategies

Your learners will likely ask many questions. Your responses should vary in an effort to help them self-discover the answers.

When a learner asks a question, you have several choices in your response, including:

- Acknowledging the question and answering it
- Acknowledging the question and redirecting it back to the learner
- Acknowledging the question and redirecting it back to the class
- Acknowledging the question and instructing the class to search for the answer

Effective Questioning Strategies

Let's Practice!

The table presents four hypothetical questions from learners. Complete the facilitator section using the response strategies provided on the previous slide.

| Learner Question | Facilitator Response |
|------------------|----------------------|
| | |
| | |
| | |
| | |

Enhancement or Distraction?

Take the next 3–5 minutes and list items that might enhance or distract from the learners' ability to retain information. Feel free to list items we have talked about today as well as items from previous experiences.

Enhancements

Distractions

Common Mistakes

| Common Mistake | Possible Learner Impact | Recommendation |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Using red, green, or yellow markers on flip charts and dry erase boards. | Color blind learners will find it challenging to see red, green, and yellow. | Use blue, black, or dark brown markers. |
| Being too controlling with the content. For example, <i>That is what the courseware states, and there is nothing more to talk about.</i> | Learners can become withdrawn and hesitate to contribute or ask questions. | Encourage learners to think and talk through areas within the courseware that challenge their current knowledge. |
| Reprimanding in a manner that is public and humiliating. | The learner for whom the message is targeted might become embarrassed or withdrawn. The larger audience might question your professionalism and leadership qualities. | All sensitive discussions, including behavior and skill-related topics, should be discussed in private with the learner. |
| Failing to adhere to the same expectations as those set for the learners. | Learners may keep their distance or develop a sense of mistrust. | Model the behaviors you expect from your learners. |

Common Mistakes

| Common Mistake | Possible Learner Impact | Recommendation |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Using too many verbal fillers such as “umm” and “uhh.” | Learners can become distracted and focus on the verbal fillers rather than the content. | Prior to your facilitation event, practice delivering a portion of the material aloud. Make a conscious effort to eliminate verbal fillers. |
| Making non-verbal noises such as pen clicking and jingling of coins in pockets. | Learners can become distracted and focus on the non-verbal noises rather than the content. | When not using hand gestures, position your hands comfortably in front of you. |
| Contributing to negative discussions about the organization, people, policies, or course material. | Learners can lose confidence in the material and the facilitator. | Acknowledge the learners’ feelings and, if appropriate, share your concerns with organization personnel who can address them. |

Questions and Answers



Conclusion

- Preparing for a learning event takes time; it involves preparing the learning environment and becoming comfortable with the courseware.
- Managing a class setting involves creating an environment that is welcoming, structured, and in accordance with the organization's policies and procedures.
- Incorporating an effective question-and-response strategy can assist learners in retaining information while encouraging interaction.
- Identifying common facilitator mistakes can mitigate occurrences.