



How To Facilitate Online Learning

With Katrina Kennedy





Learning Objectives

When you step into the learning environment you are tasked with conveying information in an engaging way that will lead to changes in people's behaviors.

As a trainer or educator this means you have many responsibilities. You train, you manage the classroom, facilitate discussion, and lead activities. During a learning event, your role as facilitator is one of the most important.

After your active participation in this workshop, you will be able to:

1. **Demonstrate** methods to effectively facilitate learning.
2. **Identify** 5 ways to engage learners quickly and easily.
3. **Use** a 4-part debrief format to encourage discussion.
4. **Practice** phrases to use while facilitating learning.
5. **Apply** methods to minimize challenging behaviors.



Facilitator Skill Checklist

		Yes	No	Comments
1.	Spoke clearly			
2	Changed pitch, rate, and volume			
3.	Maintained eye contact			
4.	Gestured using hands and arms			
5.	Watched chat for comments			
6.	Used learners' names			
7.	Provided clear instructions			
8.	Made instructions visible			
9.	Chunked instructions			
10.	Gave specific time for exercises			
11.	Managed time; gave time warnings			
12.	Provided examples when needed			
13.	Asked one question at a time			
14.	Waited for responses when asking questions			
15.	Restated learners' responses			
16.	Asked open ended questions			
17.	Let learners talk without interruption			



Tips & Techniques for Facilitating Learning “The Small Stuff Trainers Do”

Engage The Learner

- ☐ involve learners whenever possible
- ☐ Assign roles during group work
- ☐ Use “experts” in the group
- ☐ Provide time for reflection and action planning
- ☐ Encourage questions
- ☐ Give them breaks

Provide Instructions

- ☐ Give specific, visual instructions
- ☐ Write complicated instructions on a flipchart or slide
- ☐ Provide clear time limits for activities
- ☐ Adjust time when needed/appropriate
- ☐ Stay on task

Facilitate discussions

- ☐ Identify response methods you prefer (raise hand, shout out)
- ☐ Use a systematic approach to discussions
- ☐ Ask them for their opinions/views
- ☐ Get comfortable with silence
- ☐ Restate what learners say, in their exact words when possible
- ☐ Avoid hijacking discussions



Even More Stuff Trainers Do To Facilitate Learning

Solve problems

- ☐ Deal with difficult participants immediately
- ☐ Be aware of emotional hot buttons

Present Professionally

- ☐ Actively listen
- ☐ Be open-minded
- ☐ Look directly into camera when possible
- ☐ Vary your:
 - ☐ Tone of voice
 - ☐ Position
- ☐ Use your hands! Gestures build connection.
- ☐ Present information to help the group, not to hear yourself talk

Manage Time

- ☐ Have groups brainstorm to white board or in chat
- ☐ Have groups report out only their highlights – one main idea, not entire list
- ☐ Try new techniques

Manage Your Nerves

- ☐ Know it's OK to make mistakes
- ☐ Believe in your abilities
- ☐ Have fun

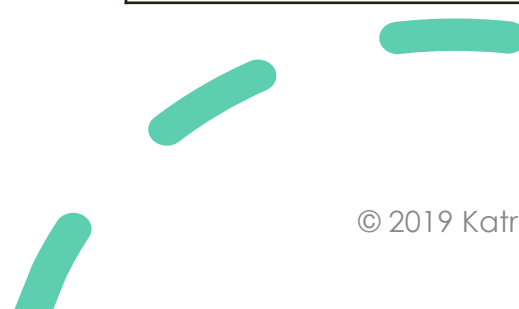
16 Learning Principles

1. Connect To Learn	2. Make It Visual To Learn	3. Build Structure To Learn	4. Expend Effort To Learn
5. Change Things To Learn	6. Vary Practice To Learn	7. Move To Learn	8. Retrieve To Learn
9. Reflect To Learn	10. Solve Problems To Learn	11. Test To Learn	12. Fail To Learn
13. Take A Break To Learn	14. Write To Learn	15. Sleep To Learn	16. Feedback To Learn



Calming Your Nerves

What Makes You Nervous?	Strategies...
I'm not a subject matter expert.	Talk to one. Anticipate learner questions. Prepare my responses.



The Focused Conversation

"People only learn from experience when they think back on their experience." Thiagi

The focused conversation is a method that helps to

- ☐ Create meaningful dialogue
- ☐ Broaden a group's perspective and learning
- ☐ Elicit clear ideas and conclusions
- ☐ Allow the entire group to participate

The facilitator sets the focus of the conversation. What are we talking about? What are we exploring?

When can you use a focused conversation?

1. To debrief an activity.
2. To review content.
3. To review at the end of the day or beginning of multi-day program.

Adapted from The Institute of Cultural Affairs, **Group Facilitation Methods.**

Prepare A Focused Conversation

Choose questions that are natural and comfortable for you to ask. Edit them to focus more specifically on the activity you are debriefing.



What? | Senses – see, hear, taste, feel, smell

- ☐ What happened during this activity?
- ☐ What words or phrases stood out for you?
- ☐ What did you notice?
- ☐ What do you recall?



Gut | Heart – emotions, memories, associations

(Use both a positive and negative to discuss both sides)

- ☐ What was a high point for you?
 - ☐ What was a low point?
- ☐ What worked for you?
 - ☐ What didn't work?
- ☐ What was most exciting?
 - ☐ What drained your energy?
- ☐ Where was it easy?
 - ☐ Where was it hard?
- ☐ What did you like?
 - ☐ What did you dislike?

Focused Conversation Continued



So What? | Head – meaning, value, relevance

- ☐ What is a key insight from this exercise?
- ☐ What did you learn from this?
- ☐ What is the importance of this?
- ☐ What questions does this raise for you?
- ☐ What does this mean?
- ☐ What's the value of this for you?



Now What? | Action – Resolution, opinion, do something

- ☐ What will you do differently when you return to work?
- ☐ What actions does this trigger for you?
- ☐ What will you do with this tomorrow?
- ☐ What does this mean for your future?
- ☐ What applications or action ideas has this triggered for you?



Focused Conversation Practice

Focused Conversation Example 1	
What?	
Gut?	+
	-
So What?	
Now What?	

Focused Conversation Example 2	
What?	
Gut?	+
	-
So What?	
Now What?	



Strategies For Providing Directions

1. Tell learners the _____ you will use for them to begin.
2. Provide multi-part instructions in the _____ learners will use next.
3. Use the words "You are _____" to help learners picture what they will be doing.
4. Make directions _____ in order for learners to reference them later.
5. Stand in _____ to increase focus while giving instructions.
6. Wait for everyone's _____ before beginning your directions.
7. When directions are complex, check _____ before moving forward.
8. Be very _____ when providing directions.
9. Tell learners the _____ their part of an activity will take.
10. _____ the time of exercises based on the learner's pace.
11. Provide an _____ to help learners understand instructions.

specific

visual

place

Chunks

time

going to

Adjust

example

attention

understanding

signal



Phrases To Say, Phrases To Avoid

As you read each phrase, assume they are said with a positive tone!

Say it Or Not?		Yes	No	If no, what's a better phrase?
1.	Can you hurry up?			
2	Do you have any questions?			
3.	We're not going to get into that today.			
4.	Finish the thought you are on.			
5.	That's a great idea.			
6.	Tell me more.			
7.	What do you think about that idea, Mary?			
8.	Do you understand?			
9.	Mary, it looks like you have something to share.			
10.	What else?			
11.	Well, that didn't go well.			
12.	Is there anything else?			

Dealing With Challenging Behaviors



The Rambler

talks at length without a clear point



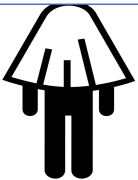
The Opinionated

has a strong opinion they insist on sharing



The Talker

finds every opportunity to tell stories or answer questions



The Ghost

appears in and out of class in an unpredictable and unannounced way.



The Griper

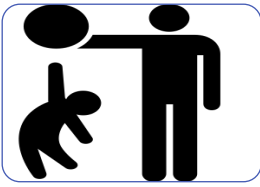
complains about everything on the job and in training



The Quiet Withdrawn

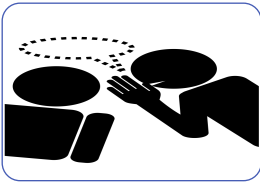
sits passively through class, doesn't participate in discussion

Dealing With Challenging Behaviors



The Heckler

Banters to attempt to throw you off topic, joking



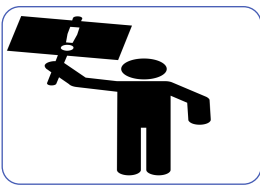
The Side Talkers

Hold their own conversations while you or others are talking



The Texter

Spends their time checking their phone (typically in their lap)



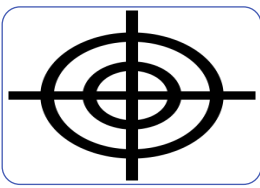
The Hostile Resistor

Refuses to participate. Expresses frustration with process.



Chronically Late

Arrives late at the beginning of class and every subsequent break



The Sharpshooter

Ask pointed, difficult questions to trip you up



Answers: Phrases To Say, Phrases To Avoid

As you read each phrase, assume they are said with a positive tone!

Say it Or Not?		Yes	No	If no, what's a better phrase?
1.	Can you hurry up?		X	You have one minute remaining.
2	Do you have any questions?		X	What are your questions?
3.	We're not going to get into that today.	X		
4.	Finish the thought you are on.	X		
5.	That's a great idea.		X	Restate what learner said or say nothing.
6.	Tell me more.	X		
7.	What do you think about that idea, Mary?		X	Don't call on Mary! Move closer to her if trying to engage.
8.	Do you understand?		X	Explain your understanding.
9.	Mary, it looks like you have something to share.	X		
10.	What else?	X		
11.	Well that didn't go well.	X		
12.	Is there anything else?		X	What else?

The Trainer as Facilitator Resources

Books

Accelerated Learning Handbook
Dave Meier

Brain Rules
John Medina

How Learning Works
Susan Ambrose

Make It Stick
Peter Brown

Telling Ain't Training
Harold Stolovitch and Erica Keeps

Training Ain't Performance
Harold Stolovitch and Erica Keeps

Training From The Back of the Room
Sharon Bowman

Using Brain Science To Make Training Stick
Sharon Bowman

Websites

Association of Talent Development
www.astd.org

International Society for Performance Improvement
www.ispi.org

Retrieval Practice
www.retrievalpractice.org/

Sacramento Chapter Association of Talent Development
www.tdsac.org

TheScienceofPeople.com

Sharon Bowman's The Best of Brain-Based Teaching, Training & Learning
www.bowperson.com

The Thiagi Group
www.thiagi.com



Katrina provides interactive workshops designed to inspire action when participants return to their workplaces. She believes in actively involving participants in the learning process.

Katrina has delivered over 12,000 hours of training to approximately 45,000 people including receptionists and rocket scientists!

Katrina holds a Master of Science in Human Resource Management and Development from Chapman University and a Bachelor's Degree in Sociology is from University of California Riverside.

When she's not in the classroom you can find her digging in the dirt in her vegetable garden or taking photographs of her everyday life.

Katrina's Clients Have Included:

CalSTRS

CalPERS

CalHR

PG&E

SMUD

Western Electric Coordinating Council

Lockheed-Martin Astronautics

California State Auditor

Sutter Health

Association of Talent Development

City of Roseville, CA

University of California Davis

Katrina Kennedy Training

P.O. Box 160172

Sacramento CA

95816

(916) 832-0698

katrina@katrinakennedy.com

www.katrinakennedy.com