

UC Santa Cruz

Moment-to-moment teaching moves or “facilitation”

Title

Personal Facilitation Plan

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INSTITUTE for SCIENTIST & ENGINEER EDUCATORS

Personal Facilitation Plan

Institute for Scientist and Engineer Educators (ISEE)

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This paper was written and produced by the developers of the Professional Development Program (PDP) at the Institute for Scientist & Engineer Educators (ISEE) at University of California, Santa Cruz. The PDP was a flexible, multi-year program which trained participants to teach STEM effectively and inclusively at the post-secondary level. Participants were primarily graduate students and postdocs pursuing a broad range of science and engineering careers. Participants received training through two in-person multi-day workshops, worked on a team to collaboratively design an authentic, inclusive STEM learning experience (an “inquiry” lab), and then put their new teaching skills into practice in programs or courses, mostly at the college level. Throughout their experience, PDP participants used an array of online tools and received coaching and feedback from PDP instructors. The overall PDP experience was approximately 90 hours and was framed around three major themes: inquiry, assessment, and equity & inclusion. Leadership emerged as a fourth theme to support PDP teams, which were each led by a participant returning to the PDP for a second or third time, who gained training and a practical experience in team leadership. ISEE ran the PDP from 2001-2020, and there are more than 600 alumni.

CONTEXT FOR THIS PAPER WITHIN THE PDP

This resource was used by PDP participants to make a concrete plan for themselves in relation to “facilitating” the activity they designed. The term facilitation was used in the PDP for the small, in-the-moment moves an instructor makes to accomplish specific goals.

The PDP was a national program led by the UC Santa Cruz Institute for Scientist & Engineer Educators. The PDP was originally developed by the Center for Adaptive Optics with funding from the National Science Foundation (NSF) (PI: J. Nelson: AST#9876783), and was further developed with funding from the NSF (PI: L. Hunter: AST#0836053, DUE#0816754, DUE#1226140, AST#1347767, AST#1643390, AST#1743117) and University of California, Santa Cruz through funding to ISEE.

PDP Personal Facilitation Plan

As anticipated situations, personal goals, and concerns related to facilitation come up before and after the Facilitation Workshop, you may use the table below to capture that information and consider what aims they serve and what move(s) you could employ to address those situations. This table is primarily meant to be filled out during, and as the result of discussions in the Facilitation Workshop, but you may have things to add in column 1 before the workshop. This tool is an optional way to prepare for enacting facilitation strategies related to your personal interests. There are examples on page 2 of this document meant to cover an array of situations that can come up. They are **not** meant to convey an expectation of how many scenarios you should address.

1. Personal Facilitation Goals, Concerns, and/or Anticipated Situations	2. What aims of facilitation are related to column 1? (<i>see Facilitation Aims and Moves Worksheet</i> for ideas)	3. What are moves you will employ in these situations, and how can you use them?

Examples

1. Personal Facilitation Goals, Concerns, and/or Anticipated Situations	2. What aims of facilitation are related to column 1? (see <i>Facilitation Aims and Moves Worksheet</i> for ideas)	3. What are moves you will employ in these situations, and how can you use them?
<p>(Example 1 - Goal) I would like to give fewer answers and direction to the learner than I typically do</p>	Affirm learner's ownership	Paraphrasing or just waiting instead of jumping in to answer
	Advance learner's thinking	Use a suggestion to nudge, ask an open ended question
<p>(Example 2 - Concern) I am worried that I'm not going to know if the learner is comfortable with basic statistics needed for the inquiry</p>	Make learner's thinking accessible to me	I can ask the learner for a plan for the procedure before letting them jump in. I can ask for an explanation
	Expose misunderstandings	Repeating to help them see a flaw in their thinking, I can nudge towards a more productive path instead of fully correcting them
<p>(Example 3 - Anticipated Situation) The learners will be presenting on their own in a jigsaw. I want to make sure they feel comfortable sharing out on their own and interacting with others</p>	Encouraging engagement	I can brief the learners in advance about what to expect in the jigsaw. I can set norms for the discussion
	Encouraging dialogue with others	I can redirect learner's questions from me to others in the group
<p>(Example 4 - E&I) I am worried about dominant students preventing others from equitably participating and getting recognition for their efforts</p>	Manage dominant learner	Ask questions directly to non-dominant learner. Use body language to address different people in the group.
	Recognize individual learners' contributions	Repeat contributions to attribute recognition (especially if dominant learner takes up another's idea as though it's their own)