



The Art of Facilitation



Facilitating learning experiences

Handout

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SETTING THE SCENE FOR FACILITATION

Welcome and introductions:

The introduction of yourself will model for the participants on how to do this and set the tone.



CONNECTING WITH THE GROUP

What do you want to convey at the beginning of your session?

- **Build trust:**
- **Build rapport:**
- **Model:**

About yourself?

About the delegates?



THE NATURE OF FACILITATION

- What is facilitation?
- The difference between preaching, teaching and facilitation



The difference between preaching, teaching and facilitation		
<u>Preaching:</u>	<u>Teaching:</u>	<u>Facilitation:</u>

What are the core characteristics of facilitation?

Trainers as both presenters and facilitators

Presenters:

-
-
-
-

Facilitators:

-
-
-
-

See <https://www.td.org/talent-development-glossary-terms/what-is-facilitation>

ALIGNING FACILITATION WITH THE PRINCIPLES OF ADULT LEARNING

THE Fundamental Principles Of Adult Learning That Every Course Creator & Training Professional Should Know – by Sarah Cordiner

As professionals in the training and education space, it is essential that we understand the unique **learning requirements of our adult learners to ensure that our training interventions are effective.**



The process of engaging adult learners in a learning experience is known as Andragogy.

The term was originally used by Alexander Kapp (a German educator) in 1833, but was later developed into an adult education by the American educator, Malcolm Knowles who arguably stands as one of the most influential writers in this field.

Knowles distinguishes adult learning from the 'pedagogical' approach of child learning in a number of theoretical ways.

In the book 'THE FUNDAMENTAL PRINCIPLES BEHIND EFFECTIVE ADULT LEARNING PROGRAMS' we explore how these theoretical concepts of adult learning apply to the way we design and develop our training programs and facilitate the learning experience; but here I have briefly summarised them to help you embed these principles into your courses and training.

It is believed that we take on the components of an adult learner between the ages of 23 to 15 years old.

Therefore, variations of these principles of adult learning have become prevalent talking points in the development of training and curricula in recent years and are increasingly becoming more widely used in the goals of schools, colleges, training organisations, universities and, slowly, businesses to enable students and staff to become effective lifelong learners.

For adults to learn effectively, training needs to be designed in a way that meets the following core principles of adult learning:

1. SELF-DIRECTING

The first difference Knowles proposes is that adults are autonomous and self-directing, meaning that they live under a large degree of self-governance and to their own laws, beliefs, and values.

They need to know the benefits, values, and purposes of a learning program. They need to know why they are learning what they are learning. If they cannot appreciate the purpose or value, they will be reluctant to engage in the learning intervention.

2. LEARN BY DOING

Adults learn through direct experience; therefore, their training and learning interventions must include active and practical participation and offer implementable techniques and methodologies that will immediately improve their everyday lives.

3. RELEVANCE

The content of a training program must be meaningful and relevant to the adult learners, their lives, and their business. They have to very clearly see why and how this is important to them personally and how it applies to their life.

The immediate use of the learning needs to be clearly understood by the learner. If they can't see how they personally can apply the learning to their own life and roles, it is suggested that motivation towards the training intervention will be significantly reduced.

4. EXPERIENCE

Adult learners need to be able to draw upon their past experiences to aid their learning. Training needs to be contextualised to use language that they are familiar with. We need to select case scenarios and examples that they can relate to, as well as refer to their direct past life, work and social experiences to bring the meaning of the learning into their world as they understand it.

5. ALL OF THE SENSES

Adult learners need multi-sensory learning and teaching methodologies. We must ensure that our learning interventions have appropriately proportioned delivery techniques that meet the needs of audio, visual, reading/writing, kinaesthetic, dependent, and independent learning preferences.

6. PRACTICE

Adult learners are often engaged in learning because a problem needs to be solved. Practicing skills in a controlled environment allows them to grow self-efficacy in new tasks that prepare them to act autonomously outside of the learning environment. The more an adult learner can practice new skills, competencies or the application of knowledge, the more transformational impact the learning intervention will have.

7. PERSONAL DEVELOPMENT

The intrinsic, personal desires and ambitions of an adult learner need to be considered when planning and delivering adult learning programs. As learners get older, their cause for participation in learning programs often moves from external drivers (such as getting a promotion), to internal drivers, like simply learning out of pure pleasure or interest in learning something new.

8. INVOLVEMENT



Effective adult learning programs have planned for learner feedback and consultation. Adults need to feel as though they have a sense of responsibility, control and decision-making over their learning. They need to be involved in the planning, evaluation and consultation of their own learning process to be fully on board with its successful execution.

In terms of education, this requires the flexibility of the learning situation, the learning program and most importantly, the educator to actively involve the participant in a way that allows them to have a degree of control over what they do, or, in fact, how much they learn.

See: <https://www.sarahcordiner.com/the-8-fundamental-principles-of-adu/>

How change happens

3 keys to behavior change

Direct the rider

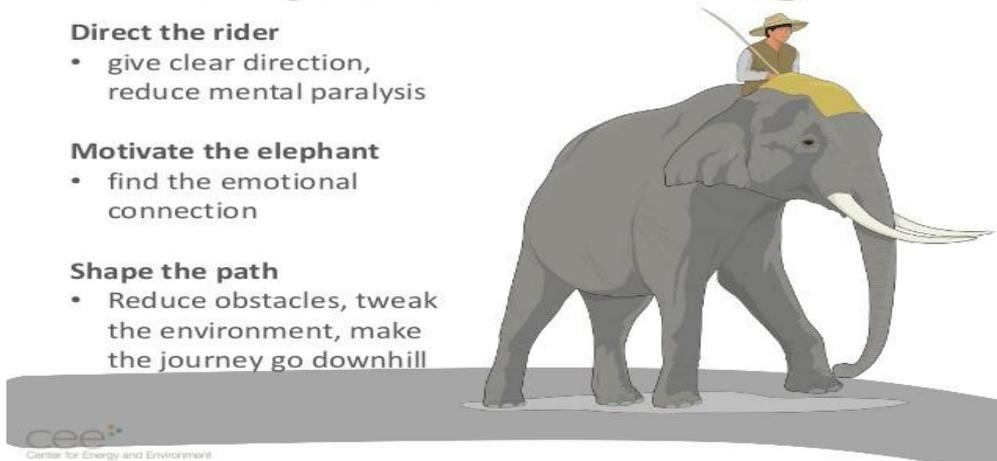
- give clear direction, reduce mental paralysis

Motivate the elephant

- find the emotional connection

Shape the path

- Reduce obstacles, tweak the environment, make the journey go downhill



LEARNING STYLES: AUDITORY, VISUAL AND KENETHETIC (VAK) STYLES

VISUAL
SEE IT



AUDITORY
HEAR IT



KINETHETIC
DO IT



The VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style. It is sometimes known as VAKT (Visual, Auditory, Kinesthetic, & Tactile). It is based on *modalities*—channels by which human expression can take place and is composed of a combination of perception and memory.

VAK is derived from the accelerated learning world and seems to be about the most popular model nowadays due to its simplicity. While the research has shown a connection with modalities and learning styles (University of Pennsylvania, 2009), the research has so far been unable to prove the using one's learning style provides the best means for learning a task or subject. This is probably because it is more of a *preference*, rather than a *style*.

Learners use all three modalities to receive and learn new information and experiences. However, according to the VAK or modality theory, one or two of these receiving styles is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may

not always to be the same for some tasks. The learner may prefer one style of learning for one task, and a combination of others for a different task.

Classically, our learning style is forced upon us through life like this: In grades kindergarten to third, new information is presented to us kinesthetically; grades 4 to 8 are visually presented; while grades 9 to college and on into the business environment, information is presented to us mostly through auditory means, such as lectures.

According to the VAK theorists, we need to present information using all three styles. This allows all learners the opportunity to become involved, no matter what their preferred style may be.

Learning Styles Overview		
Auditory	Visual	Kinesthetic
<ul style="list-style-type: none"> Verbal lessons Learns by discussion Listens to others Interprets meaning by listening May read aloud 	<ul style="list-style-type: none"> Sees the teacher Watches actions Thinks in pictures Learns from visual displays 	<ul style="list-style-type: none"> Hands-on approach Has difficulty writing skill Learns by demonstrating tasks Prefers group work

While there is some evidence for modality specific strengths and weaknesses (Rourke, et al. 2002), what has not been established is matching the instructional style to individual learning strength improves their learning abilities. For example, one study (Constantinidou and Baker, 2002), found that visual presentation through the use of pictures was advantageous for all adults, irrespective of a high or low learning-style preference for visual images. Indeed, it was especially advantageous for those with a strong preference for verbal processing.

Doing the questionnaire: See the appendix or download it from:

https://moodle.org/pluginfile.php/2029988/mod_forum/attachment/1242690/Learning-Styles.pdf

Once the questionnaire is completed then the various styles will make more sense.

HINTS FOR IMPLEMENTING THE THREE 'VAK' STYLES

Auditory learners often talk to themselves. They also may move their lips and read out loud. They may have difficulty with reading and writing tasks. They often do better talking to a colleague or a tape recorder and hearing what was said. To integrate this style into the learning environment:

Hints for Learning Styles		
Auditory	Visual	Kinesthetic
<ul style="list-style-type: none"> Join study groups Recite material out loud Talk it out Use names or rhymes Use story telling 	<ul style="list-style-type: none"> Use highlighters Record lectures for repeat listening Take notes Use graphics Request written instructions 	<ul style="list-style-type: none"> Use the hands-on approach Keep things moving and not sitting still Demonstrate tasks Work in groups

- Begin new material with a brief explanation of what is coming. Conclude with a summary of what has been covered. This is the old adage of “tell them what they are going to learn, teach them, and tell them what they have learned.”
- Use the Socratic method of lecturing by questioning learners to draw as much information from them as possible and then fill in the gaps with your own expertise.
- Include auditory activities, such as brainstorming, buzz groups, or Jeopardy. Leave plenty of time to debrief activities. This allows them to make connections of what they learned and how it applies to their situation.
- Have the learners verbalize the questions.
- Develop an internal dialogue between yourself and the learners.

Visual learners have two sub-channels—*linguistic* and *spatial*. Learners who are *visual-linguistic* like to learn through written language, such as reading and writing tasks. They remember what has been written down, even if they do not read it more than once. They like to write down directions and pay better attention to lectures if they watch them. Learners who are *visual-spatial* usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials. They easily visualize faces and places by using their imagination and seldom get lost in new surroundings. To integrate this style into the learning environment:

- Use graphs, charts, illustrations, or other visual aids.
- Include outlines, concept maps, agendas, handouts, etc. for reading and taking notes.
- Include plenty of content in handouts to reread after the learning session.
- Leave white space in handouts for notetaking.
- Invite questions to help them stay alert in auditory environments.
- Post flip charts to show what will come and what has been presented.
- Emphasize key points to cue when to take notes.
- Eliminate potential distractions.
- Supplement textual information with illustrations whenever possible.
- Have them draw pictures in the margins.
- Have the learners envision the topic or have them act out the subject matter.

Kinesthetic learners do best while touching and moving. It also has two sub-channels: kinesthetic (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. When listening to lectures they may want to take notes for the sake of moving their hands. When reading, they like to scan the material first, and then focus in on the details (get the big picture first). They typically use color high lighters and take notes by drawing pictures, diagrams, or doodling. To integrate this style into the learning environment:

- Use activities that get the learners up and moving.
- Play music, when appropriate, during activities.
- Use coloured markers to emphasize key points on flip charts or white boards.
- Give frequent stretch breaks (brain breaks).
- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands.
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Provide high lighters, coloured pens and/or pencils.
- Guide learners through a visualization of complex tasks.
- Have them transfer information from the text to another medium such as a keyboard or a tablet.

This is from: <http://www.nwlink.com/~donclark/hrd/styles/vakt.html>

Learning styles for facilitators

Knowing the above, take into consideration that all three styles of learning are needed in the learning process:

Auditory:

Visual:

Kinesthetic:

Learning Styles for Facilitators		
Auditory	Visual	Kinesthetic
<ul style="list-style-type: none"> • Include group discussions • Give oral instructions • Use videos that complement content • Allow for sections of silent reading 	<ul style="list-style-type: none"> • Add in visual cues • Use various colours in presentations • When assigning work give both written (ppt) and verbal directions 	<ul style="list-style-type: none"> • Use a variety of instruction methods • Create hands-on opportunities and fieldtrips • Use small group discussions • Take short breaks

Reflection: Take some time to reflect on the application of these insights.

- What stood out for you?
- What is your preferred style of learning?

What stood out for you?
What is your preferred style of learning?
Which styles will be present in your group?



Some tools of facilitation

Adapted from: <https://www.td.org/talent-development-glossary-terms/what-is-facilitation>

Questioning:

Listening:

Using Post-its:

Time to think:

Story Telling:

Group time:

Activities:

Problem solving:

Resolving conflict:

Accepting others:

Empathizing:

Leading:

Feedback

- What will you start to do?
- What will they do more of?
- What will they change?
- What will they do less of?
- What will the stop doing?

Continuum for Giving and Eliciting Feedback



If you need further assistance and support, so contact us at admin@freshafrica.org.za .

APPENDIX:

LEARNING STYLE QUESTIONNAIRE

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

SECTION ONE:

- _____ I enjoy doodling and even my notes have lots of pictures and arrows in them.
- _____ I remember something better if I write it down.
- _____ I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
- _____ When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
- _____ If I am taking a test, I can "see" the textbook page and where the answer is located.
- _____ It helps me to look at the person while listening; it keeps me focused.
- _____ Using flashcards helps me to retain material for tests.
- _____ It's hard for me to understand what a person is saying when there are people talking or music playing.
- _____ It's hard for me to understand a joke when someone tells me.
- _____ It is better for me to get work done in a quiet place.

Total _____

SECTION TWO:

- _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
- _____ It helps to use my finger as a pointer when reading to keep my place.
- _____ Papers with very small print, blotchy dittos or poor copies are tough on me.
- _____ I understand how to do something if someone tells me, rather than having to read the same thing myself.
- _____ I remember things that I hear, rather than things that I see or read.
- _____ Writing is tiring. I press down too hard with my pen or pencil.
- _____ My eyes get tired fast, even though the eye doctor says that my eyes are ok.
- _____ When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
- _____ It's hard for me to read other people's handwriting.
- _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

SECTION THREE:

- _____ I don't like to read directions; I'd rather just start doing.
- _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
- _____ Studying at a desk is not for me.
- _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
- _____ Before I follow directions, it helps me to see someone else do it first.
- _____ I find myself needing frequent breaks while studying.
- _____ I am not skilled in giving verbal explanations or directions.
- _____ I do not become easily lost, even in strange surroundings.
- _____ I think better when I have the freedom to move around.
- _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total _____

SCORING: Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: _____ (Visual) **Section Two score:** _____ (Auditory) **Section Three score:** _____ (Kinesthetic)

